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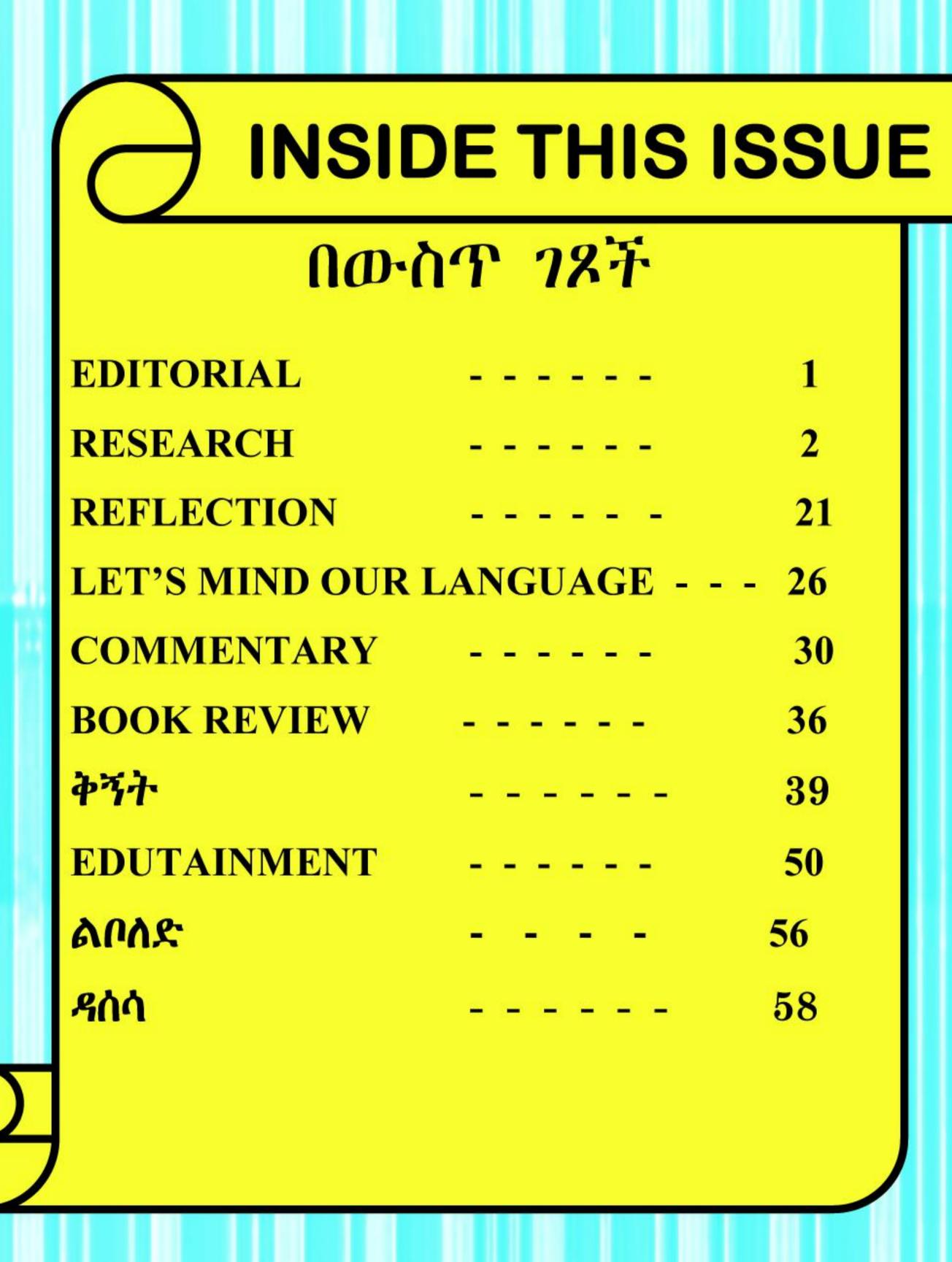
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A Bi-annual Bulletin of the Faculty of Teacher Education, St. Mary's University College

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Quote of this issue

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."

John F. Kennedy (1917-1963)

Faculty of Teacher Education, St. Mary's University College (SMUC)





Institutional Inspection in Retrospect

Quality of education has been high on the government agenda for the last few years. The issue was intended to be addressed in a systematic manner in both the general and higher education sectors. Of course, the Technical and Vocational Education and Training, too, has been part of the scheme. But so far and to our knowledge, the only institutional set up that has been able to document and publish quality audit reports in the education sector is the Higher Education, Relevance and Quality Agency (HERQA). This does not mean others do not exert efforts to do some work on educational quality audit; they do, in deed, but are unable to handle quality holistically as much as HERQA does.

published and disseminated 16 during which they would fulfill the institutional quality audit reports on minimum standards as set by both public and private higher HERQA. It was also made clear institutions. education reports are made available to of their categories in conformity decision makers and researchers, with the score they got; but still it who might need the reports for was also accentuated that the 'A', further scrutiny and academic 'B' and 'C' categories would not be purposes. The institutions, which released to the media. passed through the inspection improvements based on the recommendations the agency has given. Of the sixty or more private institutions, fewer than ten have been audited and their results published so far. This shows the enormity of the quality audit exercise in terms of the manpower and the time it takes.

Last year, HERQA, in association

collaboration with the Ministry of requested the board of HEROA not Education, teams to look into the operations of Ministry changed its plan and private HEIs in the entire country. announced the results to the public They had scrutinizing performances using criteria, which were consuming and mind-numbing at this or that institution as first, times. The inspection was intended second and third. Students began for sorting out institutions, which asking their institutional leadership meet the minimum requirements of where their institution stood in the HERQA and those that fare better rank order. The resultant effect was than the rest. In short, the intention utter nonsense that every institution was to categorize institutions into had to put its institution in a better three levels; A, B, and C. But later, position since no data was available in a meeting held at the Ghion in the public domain to counter the Hotel on September 3, 2011, it was claims. revealed that the 'C' category was further stratified into 'C₁' and 'C₂.' which meant that the 'C2' category institutions would be closed and the 'C₁' ones would be given a to date, probationary period of one year, Those that institutions would be informed

At the meeting, H.E. Ato process, are expected to make Demeke Mekonnen, the Minister for Education, clearly stated the original plan of the Ministry; that it intended to disclose the ratings in rank order of the institutions and give awards to those in the 'A' category. His statement straightforward and candid. In a surprise twist of events, it was only after the board members of the for private

deployed inspection to release the ranking that the done a great job putting the 'A' and 'B' categories institutional together. As a result, rumors started nine-point circulating with the unfortunate and time unsubstantiated claims of ranking

> In retrospect, it should have been fair to all to make the results of the inspection public in the interests of stakeholders and in view of the commitment that the government shows toward assuring quality of education. In light of what has been said here above. based on the lessons we all acquired from the past experience, we sincerely hope that things would get due attention by all stakeholders in the future and such avoidable discrepancies would never happen again.

> > He who opens school door. closes a prison. Victor Hugo





Research

Access and Equity in the Ethiopian Higher Education Sector: Some Missing Links

entire history since 2000. With

Wondwosen Tamrat (Asst. Prof), SMUC



Introduction

Access and equity have been two major areas that the Ethiopian education sector has sought to address since the issuance of the Education and Training Policy of 1994. Although policy directions have been charted and conscientious efforts made to promote

the ideals of equity
in the higher
education
sector, a
quick
glance at

achievements

exploration.

comparatively elitist features in its earlier days, university education in Ethiopia was regarded as having a high level of quality in its own right despite the lack of systems that ascertained this unequivocally. The quest for quality education had at times been the raison d'etre for resisting the demand for more student intake and diversification of programs that came from successive governments. Wagaw (1990) as quoted in Baye (2008: 2), states that

Efforts made to encourage participation do not by themselves indicate success unless the access created is viewed with respect to the completion rate of disadvantaged groups.

indicates that the goals envisaged are far from being met. In this small article an attempt has been made to highlight current achievements and challenges that account for the continued failure in some of the areas identified for

Widening Access in the Higher Education Sector

The Ethiopian higher education sector has been witnessing an expansion rate unprecedented in the country's

during the Emperor's time such "Motivation, arguments as, academic standards, the relevance of what taught current professional requirements, and post academic training are more decisive factors than the size of the department or the number of students in a given production line" were forwarded by academia to resist the government's request for more expansion. In a similar vein,

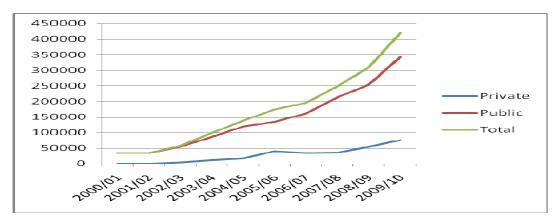
the demand for more expansion in tune with the new drive for improving access was also met with similar suspicion during the earlier days of the Transitional Government. Teshome (2007) notes that institutional leaders did not approve the higher expansion scheme at its earliest phase which they said should not happen before putting everything necessary on the ground.

With the increasing pace the higher education expansion has assumed over the years, the sector is now transforming itself from a purely elitist context to one that accommodating hundreds of thousands of students. This is evidenced by an exponential growth in the

number of students the system is currently accommodating. Higher education enrollment has seen a constant growth with dramatic increase observed especially after 2000. In 2001/02, for instance, total enrollment in the undergraduate of public (including regular, extension, kiremt distance) was only 34,589 (Data was unavailable for Private Higher Education Institutions). In 2009/10, the figure from both public and private institutions rose to 420,387.



Figure 1: Higher Education Enrollment in Public and Private Institutions



Source: Author's Compilation from MoE Abstracts (2000/01-2009/10)

Over the last ten years, the number of public institutions has grown from 2 to 22, with 9 more universities planned to start their operation in 2011/12. The number of accredited private institutions providing higher education has also reached 66. With their increasing number has also grown the enrollment capacity of both public and private institutions. In government 2000, institutions enrolled only 34,589 which rose to 344,107 2009/10. enrollment at private institutions which was 13,909 in 2002/03 (the earliest time data was available for these institutions) significantly rose to 76,280 in 2009/10. From 2002 to 2008 alone, the number of higher education institutions grew by 29.4 percent and that of students by 40.6 percent (MoE 2010).

The plans for the next five years, as indicated in the Growth and Transformation Plan (MOFED 2010) and ESDP IV (MOE 2010), reveal that the expansion and development of universities

which has, in the last decade, been the typical feature of the sector is set to continue. Accordingly, the transition rate preparatory from to higher education will increase from 81 percent in 2008/09 to 95 percent Ethiopian HEIs in 2015. The enrollment capacity of the existing 22 universities will be augmented from 263,953 to 345,500 in 2014/15. The nine universities being constructed will also have the enrollment capacity of 121, 000 additional students in 2014/15.

Considering current changes in the area, one might contemplate that one of the driving forces and positive gains of such an aggressive expansion scheme must be the access it creates to disadvantaged groups. Studies made on the link between improved access and levels of inequality indicate that "countries that have higher levels of participation tend to have lower levels of inequality" (Clancy and others 2007). In light of this, it appears logical to assess how

much increasing access in Ethiopian higher education institutions has created the possibilities of addressing the issues of inequality.

Addressing **Equity** in

Over the years, along with the effort to improve access, significant efforts have been made to address the issue of equity in the higher education sector. This has been noted as early as 1994 in the Education and Training Policy which identified equity as an area that requires serious redress. In line with this direction, the successive Education Sector Development Programs (i.e., ESDP I-IV) have sought to address the problem by including equity as one major line of their plan at all levels.

The new direction in the promotion of female participation and the disadvantaged has also been assisted by appropriate legislations that allow preferential treatment and positive discrimination. This has specially



been emphasized in the Higher Education Proclamations of 2003 and 2009. One of the objectives of higher education, as stated in Higher Education Proclamation 2009, is ensuring fairness in the distribution of public institutions and expanding access on the basis of equity (Part I 4(9)). The government's of establishing practice education institutions by regions alludes to this policy direction. The believes government that equitable distribution of higher education institutions serves enhance the capacity of Regional States to contribute to their socioeconomic development and strengthen the decentralization process (MOE 2005). Higher Education Proclamation (HEP) 2009 further maintains the special admission requirements set for disadvantaged citizens in HEP 2003, and calls for the creation of a physically sound environment for physically challenged students and special academic support that should be offered by institutions (Article 40).

Among the results obtained through such policy directions has been the change in the participation rate of girls, and the increasing realization of the need to address equity issues through policy guidelines and the support systems to developed individual institutions.

Law and equity are two things which God hath joined, but which man hath put asunder.

Charles Colton (1780 - 1832)

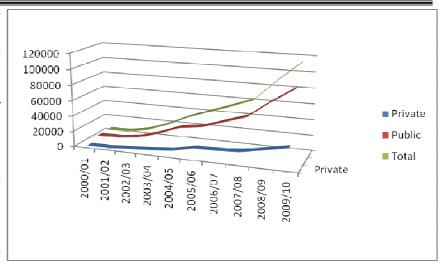


Figure 2: Female Participation in Public and Private HEIs

Source: Author's Compilation from MoE Abstracts (2000/01-2009/10)

programs of the public sector was The current participation rate at programs of private institutions was this be successful? 46.4 percent as compared to the sector which had percent.

years, as envisaged in ESDP IV groups. government is further committed to tolerance at the point of entry for addressing the equity issue by disadvantaged students with assisting strengthening preferential access, them to complete their education, implementing gender sensitive rules the whole concept of equitable and regulations, and institutionalizing academic support programs disadvantaged groups and creating a femalefriendly environment. Improvements in female overall disadvantaged populations once enrollment, graduation rate and the enrolled are less likely to

In 2000/01, the participation number of females assigned to rate of female students in the regular leadership positions are anticipated. level only 14.7 percent. This figure rose participation in the regular programs to 29 percent in 2009/10. A of the public sector (i.e. 29%) is comparison between the public and planned to be raised to 40 percent. the private sector reveals that female Female graduation rate is also private planned to augment to 90 percent. institutions is much better and even There is an additional plan to exceeds the national target set. In increase the current 10 percent of 2009/10, the female participation female instructors to 25 percent at the rate in the undergraduate regular end of the planning period. But will

Efforts made to encourage the participation do not by themselves participation rate of below thirty indicate success unless the access created is viewed in light of the The plans for the next five completion rate of disadvantaged If higher education (MOE 2010), also indicate that institutions cannot supplement their access can lose its meaning. Research conducted in other indicate contexts that



continue to completion, derailing efforts made to address equity (UNESCO 2009). The situation in Ethiopian higher education institutions does not look any different.

One major weakness of the higher education sector in addressing equity in Ethiopia is that it does not seem to be successful in addressing the need for the completion of the education of the disadvantaged as much as it does allow them to gain the required access. Little is known about the physically challenged, and the overall rate for female attrition in Ethiopian public institutions is much higher than their male counterparts and much beyond an acceptable range. HERQA's (2008) quality audit on Gondar University indicated that the attrition rate for female students at the Faculty of Medicine was more than 50 percent. The same was true of Haramaya University where the departments Cooperatives, Education, Biology, and History lost 75 percent, 56 percent, 65 percent, and 66 percent of their female students, respectively, in just one semester,. In Arba Minch University, while female students made up only 20 percent of intake in the first semester, they constituted 54 percent of dropouts from the university (HERQA 2008). This rate of failure is compounded by a variety of factors that continue to impinge on the whole policy of equitable access.

Despite the gains made, the participation of female students in higher education institutions continues to be affected by a variety of factors. The study made on four public universities by the Institute of Gender Studies at Addis Ababa University (2010) indicated that

female students are affected by such educational and social problems as inability to follow adjustment to a new teachinglearning system and new social environment; loneliness; shortage of dormitories and basic facilities; inability to balance social and life: problems academic communicating with instructors; role lack of models; sexual violence: harassment and and financial problems.

According to the same study, though half of the female students were admitted through affirmative action, they did not get appropriate support in such areas as training on study skills, tutorial services and counseling. Shortage of facilities such as toilets, scarcity of water, lack of space in the libraries, and recreational amenities were also identified as common problems female students face especially in the newly established universities.

Similar problems are prevalent in Private Higher Education Institutions (PHEIs). Kassahun's (2006) study on female students in PHEIs found in the regions indicated that among the challenges they face, sexual abusive behavior of males; exposure to abusive behaviors of male strangers on their way to colleges; ineffective guidance and counseling tutorial programs; and lack of access to basic needs were most common.

Tesfaye's (2006) study also revealed that females achieved significantly lower than their male counterparts in Ethiopian universities. He attributes the high female attrition in our universities to such factors as increasing female enrollment without devising mechanisms of increasing their

likelihood of success; inadequacy of HEIs in devising appropriate strategies to support academic deficiencies; and lack of counseling services provided to boost their academic self-concept.

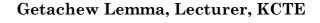
With all the deficiencies noted above, what has been achieved better still remains to be in the area of creating access for the disadvantaged despite the fact that the issue of equity has been one major policy angle in the Ethiopian higher education sector. On the other hand, what looks to have received little focus seems to be the of physically challenged students which does not usually appear in our rhetoric, plan and practice. To begin with, little is published about the gravity of the problem and the provision of support as is the case with female participation. While the plan for augmenting the participation rate of female students appears at each phase and document of ESDP, very rarely do we read about improving condition of physically challenged students. For instance, in spite of the need for making the physical environments of HEIs suitable to physically challenged students, nothing seems to be specifically planned on the subject under ESDP IV, a period for the construction of 9 new universities. The limited support given to these students notwithstanding, a lot remains to be desired both in terms of planning and implementation.

The issue of addressing inequality in the education sector is an inspiration and a commitment which many countries in the south and north share. While the move to address this issue requires proper policy direction and a huge

Continued on page 35



School Improvement through Development Planning





Since the end of the 1980s, the amount of change expected of teachers and schools has increased enormously. In addition to the curriculum and organizational changes with which we are all too familiar, there are also a number of central policy initiatives in England and Wales that are potentially supportive of teacher and school development. Whether by accident or design, changes in the funding and delivery of staff development, schemes for school self-evaluation appraisal and performance management, and school development planning are all supportive of what Hargreaves (1994)called t h e n e w professionalism, with a little imagination all of these activities can combine or 'braid' together to form an 'infrastructure' at the school level to support the management of change & the professional development of teachers.

There are times of innovation when multiple changes have to be managed simultaneously, and we have to learn new strategies to cope with constant and complex changes.

In our experience, the essential strategy consists in selecting areas for action, in finding

connections between these areas and in ensuring that there is an adequate infrastructure to support the strategy. The infrastructure is composed of the links between strategies such as staff development and planning on the one hand, and the classroom research and teaching skills of staff on the other. Our more successful schools exploit innovation; they take the opportunity of the recent changes and use them to support developments already underway or planned for the future in the school. In short, they adopt external changes for internal purposes.

Looking across all of these 'developmental changes', a major common denominator is classroom research. Classroom observation in particular is a fundamental strategy for school self-evaluation, performance management, development planning, as well as curriculum development and the acquisition of new teaching strategies. Our school improvement experience increases through the crucial role of classroom observation and research, which supports the professional growth of teachers and the process of school development. (David Hopkins; 2002)

School Self-Evaluation:- It enables a school to take more control of its curriculum and organization and helps plan its future more effectively and independently. Both activities also share a common set of procedures, which relate to a self-conscious and

systematic attempt to review what they are doing and to proceed to action based on that analysis.

School self-evaluation lost popularity during the late 1980s and early 1990s, but according to John Macbeath's work on self-evaluation and school ethos, it is now enjoying a renaissance due to its links with new forms of inspection (Macbeath 1999).

Perhaps the best known of the schemes for school self-evaluation was 'GRIDS', (an acronym for Generic Review of Internal Development of (a) School) which began as a school's council project based at the University of Bristol. The focus of GRIDS is the internal development of schools.

GRIDS was designed to help teachers to review and develop the curriculum and organization of that school, and two practical hand books; one primary; one secondary were produced for the purpose (Mc Mahon, et al, 1994). In its second stage, GRIDS was modified in order to recognize the need to be externally accountable, widen the roles of those who contribute a review, and assist with the identification of in-service needs and the management of change. New materials were also developed to assist teachers in establishing criteria for effectiveness and in using GRIDS in secondary schools at the department level (Abbott et al. 1988).



The practical central recommendation in the GRIDS' method was that the staff should not attempt to make a detailed review of all aspects of the school at once. Instead, they should take a Stage 2:- to identify the topics that broad look at what is happening in the school, on the basis of this identity one or two areas that they consider to be priorities for specific Stage 3:- is a specific review of the review and development, tackle these first, evaluate what they have achieved, and then select another priority. The process was broken down into a series of key steps and tasks that have a logical structure, and a systematic step-by step approach was through out. The five stages in this cyclic problem -solving process is out lined in figure 11.1

Stage 1:- getting started, is where

preliminary decisions have to be made about whether or not the GRIDS method would be appropriate for the school and, if so how it should be managed.

staff considers being priorities for specific review and development.

topic that have been identified as priorities; it entails a careful examination of current practice and an assessment of its effectiveness before making recommendations about development

recommended Stage 4:- is the action stage, when the recommendations are put into practice.

> Stage 5:- Over view and restart, is where evaluation of the

development work and of the whole process takes place, and a new cycle of review and development begins.

Our own assessment of self -evaluation work suggested that schools find carrying out a full review of all provision and time practice is consuming (Hopkins 1987). In the past, schemes of school based review demanded a through examination of the life and work of the school & two or three terms were often set aside for this.

Α planned series of specific audits creates a rolling program that provides a picture of the school built-up over successive years (Hargreaves and Hopkins, 1991).

GRIDS cycle of self-evaluation of a school seems the following:

Stage 1:- preparing for a start

Step 1:- familiarize your self with GRIDS and available support

Step 2:- Consider the role of the head teacher

Step 3:-Consult the staff and decide the next step

Step 4:- Plan the organization of the review & development

Stage 5:- Assessing & adopting GRIDS

Step 1:-Assesses the GRIDS procedure

Step 2:- Build the GRIDS

Stage 4:- Action for development

Step 1:- plan the development stage

Step 2:-Move to action & INSET activities

Step 3:- Monitor the progress of the development

Step 4:- Assess the effectiveness of the development

Stage 2 Initial review

Step 1:- plan the initial review

Step 2:- Surrey staff opinion (and governors /parents if desired

Step 3:- Agree priorities for specific review and development, and identity general INSET needs

Step 4:- create a team to conduct each specific review

Stage 3:- Specific review

Step 1:- plan the specific review

Step2:-Investigate present policy and practice on the specific review topic within the school.

Step 3:- Investigate alternative policies and practices (use sources outside the school)

Step 4:- Report your findings to the staff

Step 5:- Agree with all staff the specific development & INSET needs.



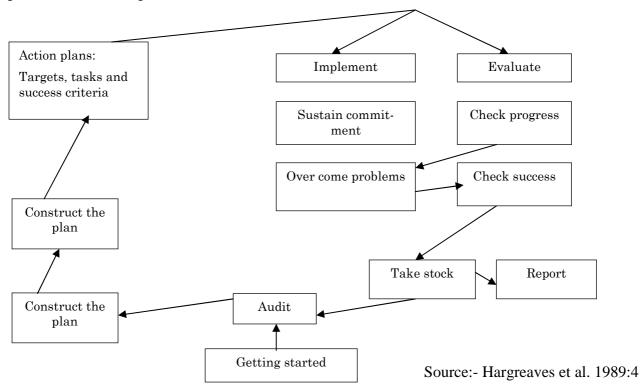
Development Planning for Pupils' Progress and Achievement

Development planning has firmly established itself as a key strategy for school improvement since the 1990s. In England in 1989 when DES (Department of Education & Science) issued its first advice, development planning was regarded as a means of helping

schools manage the extensive national and centrally driven change agenda, and to enable the school to organize what it is already doing and what it needs to do in a more purposeful and coherent way { DES 1989:4). Given the amount of change schools and teachers were expected to cope with in the late 1980s and early 1990s, such a strategy was welcomed by many

(Hargreaves and Hopkins 1991). Priorities for development are planned in detail for one year and are supported by action plans that are the working documents for teachers. The priorities for subsequent years are sketched in outline to provide the longer term program (Hargreaves etal. 1989:4). An overview of the planning process is seen in figure 11.2

Figure 11.2 The Planning Process



Research into school improvement during the 1990s indicated that during this decade the use of development planning itself changed in many schools (Hopkins et al. 1996; Mac Gil Christ et al. 1997). One research study in particular (Mac Gil Christ et.al 1995), showed that schools that exhibited best practice in development plan-

ning used it as a strategy to enhance directly the progress and achievement of students. The crucial difference between this and previous approaches to development planning was that it was rooted in classrooms. The focus was on students' learning, their progress and achievement; what was needed to improve it and how

this was best supported.

Evidence of good practice and the Lessons of research suggest that development planning needs to focus both on how to accelerate the progress and enhance the achievement of students as well as establishing effective management practice within the school. This approach to planning is neither



top-down – focused in the main on management arrangements-nor bottom up-committed to specific changes in individual classroomsbut a combination of the two. It is that has led to reconceptualization of how development planning can be used to enhance pupil progress and achievement.

This new development planning concerns the integration of three key foci (Hopkins and Mac Gilchrist. 1998}

 Pupil progress achievement

- learning
- Management arrangements to support the 1st two.

clear learning targets for pupils use development planning to achieve by concentrating these simultaneously on related improvement inside and out side approach to the classroom (Hopkins 2000).

> Those schools that have identified clear learning targets for pupils use development planning to achieve by concentrating these and simultaneously on related

• The quality of teaching and improvement inside and out side the classroom (Hopkins 2000).

Research emphasizes the importance of planning for the Those schools that have identified improvement of teaching & management arrangements. stronger the relationship between them the more successful the school is in raising standards (Mac Gilchrist, et al. 1995)

> Figure 11.3 below illustrates the interface between whole school development and classroom practice and the integration of these three foci (Hopkins and Mac Gilchrist 1998).

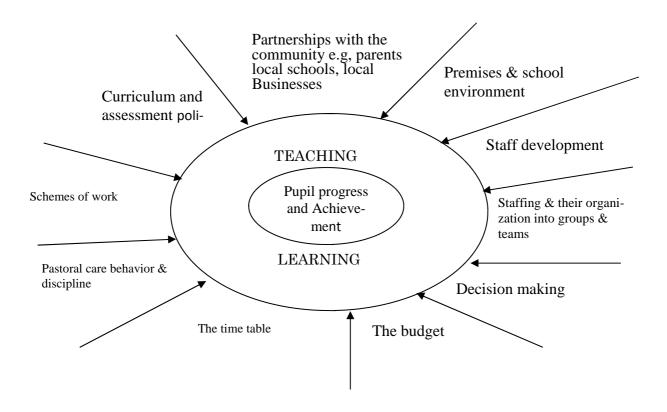


Figure 11.3 The inter face between whole school development and classroom practice (From Hopkins and Mac Gil Christ 1998).

In any action plan for stu- for improvement. The priorities progress and achievement. dent achievement the classroom for development must also be Targeted actions can then concern: should therefore be the main focus rooted in evidence about pupils'



- pupils' out comes
- practices
- classrooms.
- 1998):
- achievement that are clear schools and unambiguous:
- the targets.
- the targets set;
- Modifications enable targets to be met;
- responsible for doing them.
- Time it will take;
- resources.
- Responsibility monitoring implementation of the plan.
- Evaluating the impact over improvement.

Locating Classroom Research within a Model of School **Improvement**

Our 'Improving the Quality of Education for All (IQEA), school implement project

• Specific improvement in along with a number of school implement projects throughout the · Changes in teaching world, has sought to develop the capacity schools • Any modifications needed to accommodate and use external school wide provision and changes in order to maximize management arrangements to learning outcomes. IQEA focuses support development in the on the teaching /learning process and the conditions that support it • An action plan for student in the knowledge that, without an achievement will therefore equal focus on the development need to include the following capacity or internal conditions of (Hopkins and Mac Gil Christ the school, innovative classroom work will soon become • Specific targets related to marginalized. The IQEA project pupils' learning, progress and works from an assumption that are most likely strengthen their ability to provide • Teaching and learning enhanced outcomes for all pupils strategies designed to meet when they adopt way of working that are consistent with both their • Evidence to be gathered to own and the current reform judge the success in achieving agenda. Indeed, the schools we are currently working with are t o using the external drive to improve management arrangements to teaching and learning as a basis for conducting their development • Tasks to be done to achieve work at the classroom level. At the the targets set and who is outset of IQEA, we attempted to outline our own vision of school • How much it will cost in of principles that could provide us be broadly set as: terms of budget, staff time, with a philosophical and practical staff development & other starting point (Ainscow et al. 2000; Hopkins 2001, 2002). These for principles represent the t h e expectations we have of the way project schools pursue school

- improvement School is a that focuses process on enhancing the quality of students' learning.
- The vision of the school should be one which embraces all

- of the members school community as both learners and contributors.
- The school will secure its internal priorities through adopting external pressures for change and in so doing enhance capacity for managing change.

The school will seek to use data, action research and enquiry to drive forward and inform with school improvement efforts. The school will seek to develop structures and create conditions that encourage collaboration and lead to the empowerment of students & teachers.

From the experience within project we the IQEA identified number of 'conditions' at school & classroom level that support and improvement sustain school (Ainscow et.al. 2000; Hopkins 2002). At school level these conditions provide a working definition of the development capacity of the school.

They represent the key improvement by articulating a set management arrangements and can

- A commitment staff to development.
- Practical efforts to involve students and the community in school policies & decisions.
- Transformational leader-ship approaches.
- Effective coordination strategies.
- Proper attention to the potential benefits of enquiry and reflection.



• A commitment to collaborative planning activity. One of the characteristics of successful schools is that teacher's talk about teaching.

In IQEA schools this involves:

- Teachers discuss with each other after classes to examine the nature of teaching strategies.
- Establishing specifications or guide lines of the chosen teaching strategies.
- Agreeing on standards used to assess student progress as a result.
- Mutual observation and team/ partnership teaching in the class room.

School improvement is about raising students' achievement through focusing on the quality of teaching and learning in classrooms and the management arrangements that support it. There are three key messages from this example and the evidence of research and practice that provide insights into how to do this (David Hopkins, 2002).

- Keep the focus on student learning
- Maintain consistency across the school.
- Clarify the link between effective teaching and student learning outcomes.

Teaching strategies reflect not just the teacher's classroom management skills, but also the ability of the teacher to help students acquire new knowledge through, for example, learning how to extract information from presentations, to memorize information, to build hypothesis and concepts, to use metaphors for creative critical thinking, and to work effectively with others to initiate and carry out cooperative tasks (Joyce et al. 1997).

conclusion, school improvement as an approach to educational change is concerned with school process as well as student outcomes; it is about enhancing teaching and learning as well as the conditions that support it. So those who work in the field of school improvement activity seek to enhance student outcomes through specific changes in teaching approaches, and through strengthening the school culture and its organizational ability to support the work of teachers.

The Design for School Improvement in the Ethiopian Situation

The above literature review can be a good experience for the implementation of school improvement in the schools of Ethiopia. To implement school improvement in Ethiopian schools, MoE (1999 E.C) has designed a blue print that helps as a guideline for the implementation of school improvement in schools.

Since the 1990s the quality of education is becoming an agenda for MoE. Hence, MoE (1999 E. C) has designed a frame work that creates good opportunities to

improve the quality of education. To strengthen the quality of education in Ethiopian schools, MoE designed six major components (packages) that contribute a great deal for increasing quality of education.

These are:-

- 1.School improvement program (SIP)
- 2. Teachers' Development Program (TDP).
- 3.Civic and Ethical Education (CEE)
- 4.General Education Curriculum (GEC)
- 5.General Education Management and Administrative Program (MAT)
- 6. Information and Communication Technology (ICT)

From the above components, we will see the blue print of school improvement designed by MoE (1999 E.C).

According to MoE (1999 E.C), school improvement is to survey the environmental conditions of schools based on the major activities of the school through self-evaluation in order to improve educational inputs and students achievements.

School improvement focuses on student learning and learning outcomes. In order to increase student learning and learning outcomes, school improvement prioritizes the major tasks which will be done first in order to increase learning results.



Factors that influence student learning and learning outcomes are presented in the table below:-

(Source:- MoE (1999) School improvement guide line (Blue Print p.3))

Learning & Teaching Education Opportunities & Environment Teaching activities Student-centered activities • Learning & assessment Learning competency • Curriculum Student Support Pupils' Progress Achievement Community Role Cooperative work with parents School Leadership Participating the community Strategic Vision Promoting school activities Leadership Behavior School Management

According to MoE (1999); School improvement has the following ob- Abbott, R. Birch enough. M. and stead man, S. Hopkins, D. (2000) powerful learning, powerjectives:-

- 1) To develop student learning and achievement.
- 2) To create accountable, participatory, democratic, and transeffective school activities.
- 3) To build decentralized school management and leadership in order to create administrative freedom in the school.

In order to achieve the above mentioned objectives the following Hargreaves, D.H. Hopkins, D. Leask, M. Conschool domains should be considered:- (MoE:1999):

- 1) Learning and Teaching
- 2) School management & leadership.
- 3) Safe and healthy school environment.
- 4) Parent, community and school relationship.

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Future of Quality Assurance in Higher Education

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A. Forces for Continuation

Since the World War II, the higher education sector has played host to a number of management need to use their resources even more reforms that originated elsewhere. Examples programming and budgeting systems forced to continue to seek other courses via the Internet or other (PPBS), management by objectives sources of funds. If this is to be done technology-based methods has been (MBO), the search for excellence and by approaching industry, quality and developed further, with the reengineering (Gaither, However, these ended up as passing it is to be done by attracting students universities, backed by consortia of fads that had little lasting impact on from other universities, whether by internationally famous universities, the wavs higher institutions are run and on the quality offering traditional distance demand for higher education (Lim, of their academic programs.

Prima facie, it does not appear that quality assurance in higher education will go the same way because the reasons responsible for its introduction in developed & developing countries are very powerful and do not show any sign of disappearing. In fact, there are indications which show that they have become stronger overtime in both developed & developing countries.

The move towards smaller government, privatization, the userpays principle and mass higher education without a commensurate increase in funding will continue. As public funds become scarcer, the

or leave the sector altogether.

effectively and to improve the quality planning, of their programs. They will also be 1998). relevance have to be demonstrated. If establishment of global virtual education setting up shop in their backyards or to cater for the huge international education programs, both predator 2001). For example, in July 2000, and prey have to demonstrate the Cardean University was established superiority of their products & to operate as a virtual university that services. At the same time, provides on-line access to teaching & governments need to monitor the learning materials and teaching staff, quality of the education provided to and no lectures or tutorials in the ensure that larger enrolments with traditional sense (The Australian, 5 lower funding per student do not lead July 2000). The university is founded to lower quality.

> The advent of what have been called entrepreneurial universities (Neab, 1998) has forced or encouraged traditional universities to improve their competitiveness. Initially, their programs were offered as distance education in print form but increasingly these are available on technology-based delivering systems. Corporation and Universitas 21, a

higher education sector has to When the number of active students compete even harder with other in these institutions exceeds 100,000 equally worthy for funds. The each, they have been called "mega" funding in real terms for each universities (Daniel, 1996). An equivalent full-time student will also excellent example of entrepreneurial continue to decrease. Students will university is the University of continue to pay an increasing Phoenix in the United States (Lim. proportion of the costs of their 2001). It was established in 1976 and education and, if unhappy with what now has over 200 campuses they find, will continue to move worldwide with an over all enrolment between institutions within the sector of about 400,000 to 500,000 undergraduate and graduate students. As a result, universities will (http://www.phoenix.edu/ students.html, Wikipedia.com, and Lim 2001)

> Recently, the delivery of on the premise that there is a need for continuous learning in most jobs, a premise that is supported by estimates that on-the-job training accounts for between half and twothirds of the total education expenditure of a typical developed country (Lim, 2001).

Another example is the the Internet or through other university formed by the News



group of 18 universities from 10 countries (The Australian, 17 may 2000). It is the first joint venture in higher education between a global media group and a consortium of universities. It uses the communication technology developed by News Corporation to deliver courses provided by academics from around the world.

The emergence of global virtual universities by consortia of internationally well known universities means that local universities have to compete not only against universities with household names in a very brand conscious industry about also against countries offered in a much more convenient form. They, therefore, cannot ignore issues of quality and flexibility.

Universities in developing countries face similar external pressures to improve quality; increasingly scarce government revenue has intensified government and public pressure on universities to show value for money. Though universities' fees are low compared to those paid by students in developed countries, the fees have been increased and hence are said to be challenging the financial capacity of many students in developing nations such as ours. Though universities have little autonomy, greater accountability, usually required when universities are given greater independence, is still demanded.

The percentage of the population going to universities is very low compared to that in developed countries and there is a large excess demand for tertiary places, especially after the onset of rapid industrial growth. As a result of this, the number of universities

has been & will continue to be expanded rapidly, creating concern for the quality of the education provided.

The excess demand has also increased markedly the role of foreign universities in the provision of higher education in developing countries. In the beginning, this role was confined to these universities playing host to a small number of students and an even smaller number enrolled in their external degree programs offered in printbased distance education mode. This role has expanded greatly with the establishment of twinning programs between foreign universities and local private colleges (Lim, 2001). For example, Malaysia has dozens of such programs with universities in the UK and Australia. The better twinning programs present a benchmark against which the quality of comparable programs of local universities is compared. At the same time, government has to monitor the quality of twinning programs because not all will be of quality, especially those offered by consortia of local and foreign institutions of uncertain reputation.

For both developed & developing countries, there is another important reason for being concerned about the quality of higher education. Theoretical and empirical studies show that output growth of countries depends significantly on the availability of workers with relevant and quality skills and on technical progress. They also show that technical progress becomes more important as economic growth proceeds. Universities can be an important supplier of relevant and quality skills through their teaching and an important source of technical progress through their research. However, this requires that they carry out these functions well and quality assurance can play an important role in ensuring this.

Thus, in both developed and developing countries, there are many powerful reasons for universities and government to continue with quality assurance in higher education.

B. Conditions for Continuation

The first condition is that university leaders and managers understand the reasons for developing a culture of continuous quality improvement and are willing to promote it determinedly and frequently. This requires that they appreciate what it means to be a leader and manager in higher education in times of change and dwindling resources, where greater flexibility of course offerings and greater cost-effectiveness are needed. Under these conditions, fear of the unfamiliar and of a loss of academic freedom and job security is normal. If staff morale is not to fall, leaders must know how to deal with this, knowing full well that quality assurance will be seen as another industry fad and met initially with cynicism and resistance. Much patience and determined diplomacy are needed because results will not come quickly. Another requirement is to have a quality assurance program that has faculty staff involvement right from the beginning. Even though faculty staff members know their performances have to be assessed, they will still be uncomfortable about it, unless they are able to participate in, and influence, the outcomes. Without this sense of ownership, the whole system



will fall apart, no matter how enthusiastic the leaders.

Quality assurance also works in an environment where the emphasis is on the positive rather than the negative (Neal, 1988). It is better to reward success rather than penalize failure because nothing succeeds like success and nothing damns like failure. However, in order for those who do well to continue doing well, there is a need to provide them with financial incentives (Neal, 1988). Verbal praise is not enough for the good work to continue, in spite of the professional commitment of most faculty staff.

The discussion on the need to tailor quality assurance and assessment to the characteristics of the institutions evaluated, whether they are traditional, entrepreneurial or global virtual universities, highlights the general requirement for relevance. Together with this is the need for realism, so that goals and objectives are not over ambitious and management plans and structures not too demanding of Gaither, G.H. (1998), 'The future resources. Otherwise expectations might be raised too high and the inevitable disappointment poses set back to the cause of quality improvement. This is especially universities important for developing countries, where many of the conditions taken for granted in developed countries are very rare or totally absent. If all these lessons are taken into account, there is good reason to believe that quality assurance will continue to benefit higher education in both developed & developing countries, even in any The Australian, 17 May 2000 future time wherein globalized online higher education will become

more common.

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In the Winery,

In an alcohol factory the regular taster died and the director started looking for a new one to hire.

A drunkard with ragged, dirty look came to apply for the position. The director of the factory wondered how to send him away, for he was not happy with what he looked like. The manager along with his secretary instantly decided to give him hard tests just to make him fail the first screening. They gave him a glass with a drink to identify what the drink was.

He tried it and said, "It's red wine, a Muscat, three years old, grown on a north slope, matured in steel containers."

Astonished, "That's correct", said the boss. Then he gave him another glass and waited for an answer. The man said, "It's red wine, cabernet, eight years old, a south western slope, oak barrels."

"Correct!" said the Director; he was also highly astonished by the precision of the man. He winked at his secretary to suggest something. She brought in a glass of urine as if from inside a certain bottle and gave it to the man. The alcoholic tried it and said," It's a blonde, 26 years old, three months pregnant, made inside the work office. And if you don't give me the job, I'll also tell who the father is!" The boss collapsed! His wife was waiting for him outside to go home for lunch.

(Taken from EEDN yahoogroup with minor modification)

TEARS....

A woman awakes during the night to find that her husband was not in bed.

She goes downstairs to look for him. She finds him sitting at the kitchen table with a cup of coffee in front of him.

He appears to be in deep thought, just staring at the wall.

She watches as he wipes a tear from his eye and takes a sip of his coffee.

"What is the matter with you?" She whispers as she steps into the room. "Why are you down here at this time of the night?"

The husband looks up from his coffee and says, "Do you remember 20 years ago when we were dating, and you were only 18?" he asks solemnly.

"Yes I do!" she replies.

The husband pauses; the words were not coming easily. "Do you remember when your father caught us in the garden?

"Yes I remember" said the wife, lowering herself into a chair beside him.

The husband continued.

"Do you remember when he showed the shotgun in my face and said, 'either you marry my daughter, or I will send you to jail for 20 years?"

"I remember that too." She replied softly. He wiped another tear from his cheek and said," I would have been released today!".

Contributed by: Anonymous



A Glimpse At Howard Gardner's Multiple Intelligences

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"Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings."

> Howard Gardner FRAMES OF MIND (1983)

Howard Gardner, an American Psychologist who originated the theory of multiple intelligences, claims that all human beings have this nature, i.e., multiple intelligences. These multiple intelligences can be nurtured and strengthened or ignored and weakened.

Howard Gardner's Multiple Intelligences Theory

This simple grid diagram illustrates Howard Gardner's model of the seven Multiple Intelligences at a glance.

Gardner said that multiple

Intelligence Type	Capability and Perception
Linguistic	words and lan- guage
Logical- Mathematical	logic and numbers
Musical	music, sound, rhythm
Bodily- Kinesthetic	body movement control
Spatial-Visual	images and space
Interpersonal	other people's feelings
Intrapersonal	self-awareness

intelligences were not limited to the original seven, and he has since considered the existence and definitions of other possible intelligences in his later work known

as *Intelligence Reframed* (1999a). Despite this, Gardner seems to have stopped short of adding to the seven (some might argue, with the

Intelligence Type	Capability and Perception
Naturalist	natural environ- ment
Spiri- tual/Existe- ntial	religion and 'ultimate issues'
Moral	ethics, humanity, value of life

exception of Naturalist Intelligence) with any clearly and fully detailed additional intelligence definitions. This is not because there is no more other kind of intelligence - it is because of the difficulty of adequately and satisfactorily defining them since the additional intelligences are rather more complex than those already evidenced and defined. (Gardner 1998).

Not surprisingly, commentators and theorists continually debate and interpret potential additions to the model, and this is why you might see more than seven intelligences listed in recent interpretations of Gardner's model.

As mentioned in several literatures, Naturalist Intelligence seems most popularly considered worthy of

inclusion of the potential additional Gardner's intelligences.

Gardner's Suggested Possible Additional Intelligences

If you think about the items above it's easy to see why Gardner and his followers have found it quite difficult to augment the original seven intelligences. The original seven are relatively cut and dried; the seven intelligences are measurable, we know what they are, what they mean, and we can evidence or illustrate them. However the potential additional human capabilities, perceptions and attunements, are highly subjective and complex, and arguably contain many overlapping aspects. Also, the fact that these additional intelligences could be deemed a measure of good or bad poses extra questions as to their inclusion in what is otherwise a model which has hitherto made no such judgment (good or bad, that is it's a long sentence...).

Gardner's Multiple Intelligences -Detail

The more detailed diagram below expands the detail for the original seven intelligences shown above, and also suggests ideas for applying the model and underpinning theories, so as to optimize learning and training, design accelerated learning methods, and to assess training and learning suitability and effectiveness.



	Intelli- gence Type	Description	Typical Roles	Related Tasks, Activities or Tests	Preferred Learning Style Clues
1	Linguistic	words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	ists, speakers, trainers, copy-writers, English teachers, poets, editors,	write a set of instruc- tions; speak on a sub- ject; edit a written piece or work; write a speech; commentate on an event; apply posi- tive or negative 'spin' to a story	and language
2	Logical Mathe- matical	logical thinking, detecting patterns, scientific reason- ing and deduction; analyze problems, perform mathe- matical calcula- tions, understands relationship be- tween cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, dealmakers, troubleshooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyze how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	logic
3	Musi- cal	musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, partyplanners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; re- view a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	sounds, rhythm
4	Bod- ily- Kines- thetic	body movement control, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers		perience and movement, touch and feel
5	Spa- tial- Visual	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, townplanners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; in- terpret a painting; create a room layout; create a corporate logo; design a build- ing; pack a suitcase or the boot of a car	shapes, images, 3D space



6	Interpersonal	perception of other people's feelings; ability to relate to others; interpretation of behavior and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counselors, politicians, educators, salespeople, clergy, psychologists, teachers, doctors, healers, organizers, careers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, commu- nications, coopera- tion, team- work
7	Intrapersonal	self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone (see note below) who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self- reflection, self- discovery

Source: http://www.businessballs.Com/Alan Chapman (2003-2009). Multiple intelligences concept; Howard Gardner 1983: Review and other material.

According to Gardner,

- All human beings possess all the different intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- •These intelligences are located in different areas of the brain and can either work independently or together.

• These intelligences may define the human species.

Gardner (1993) emphasized, although he names the linguistic and logical-mathematical intelligences first, it is not because he thinks they are the most important- in fact, he is convinced that all the seven of the intelligences have equal claim to priority. In our society, however, we have put linguistic and logical-mathematical intelligences, figuratively speaking, on pedestal.

Much of our tasting is based on this high valuation of verbal and mathematical skills. If you do well in language and logic, you should do well in IQ test and SATs, and you may well get into a prestigious college, but whether you do well once you leave is probably going to depend as much on the extent to which you possess and use the other intelligences, and it is to those that I want to give equal attention. These, then, are the seven intelligences that Gardner



and his colleagues have uncovered and described in their research. According to Gardner, this is a preliminary list, each form of intelligence can be subdivided, or the list can be rearranged. The real point here is to make the case for the plurality of intellect. Also, he believes that individuals may differ in the particular intelligence profiles with which they are born, and that certainly they differ in the profiles they end up with. He thinks of the intelligences as raw, biological potentials, which can be seen in pure form only in individuals who are, in the technical sense, freaks. In almost every body else the intelligences work together to solve problems, to yield various kinds of cultural end states-vocations, avocations, and the like.

II. Implication for Education

Traditionally, schools have emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). While many students function well in this environment, there are those who do not. Gardner's theory argues students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence. Though, many teachers see the theory as simple common sense, some say that it validates what they already know: the fact that students learn in different ways.

The application of the theory of multiple intelligences varies widely. It runs the range from a teacher who, when confronted with a student having difficulties, uses a different approach to teach the material, to an entire school using MI as a framework. In general, those who subscribe to the theory strive to provide opportunities for their students to use and develop all the different intelligences, not just the few at which they naturally excel.

Of the schools implementing Gardner's theory, the most wellknown is New City School, in St. Louis, Missouri, which has been using the theory since 1988. The school's teachers have produced two books for teachers, Celebrating Multiple Intelligences and Succeeding With Multiple Intelligences and the principal, Thomas Hoerr, has written Becoming a Multiple Intelligences School as well as many articles on the practical applications of the theory (Armstrong 1994a). The school has also hosted four conferences, each attracting over 200 educators from around the world and remains a valuable resource for teachers interested in implementing the theory in their own classrooms (Ibid).

Armstrong (1994b) considers that Waldorf education organically engages all of Gardner's seven intelligences. According to Armstrong, Waldorf education embodies in a truly organic sense all of Howard Gardner's seven intelligences... not simply an amalgam of the seven intelligences. Many schools are currently attempting to construct curricular based on Gardner's model simply through an additive process (what can we add to what we have already got?)

In Gardner's view, the purpose of school should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligences. People who are helped to do so, he believes, feel more engaged and competent and therefore more inclined to serve the society in a constructive way.

These thoughts, and the critique of a universalistic view of mind which he began, lead to the notion of individual-centered school, one geared to optimal understanding and development of each student's cognitive profile. This vision stands in direct contrast to that of the uniform school.

The design of an individualcentered school is based upon two assumptions. The first is that not all people have the same interests and abilities: not all of us learn in the same way. The second assumption is one that hurts; it is the assumption that nowadays no one person can learn every thing there is to learn. We would all like to know everything, or at least to believe in the potential of knowing everything, but that ideal clearly is not possible anymore. Choice is therefore inevitable, and one of the things that he wants to argue is that the choices that we make for ourselves and for the people, who are under our charge, might as well be informed choices. An individual -centered school would be rich in assessment of individual abilities and proclivities. It would seek to match individuals not only to curricular areas, but also to particular ways of teaching those

And after the first few grades, the school would also seek to match individual with the various kinds of life and work options that are available in their culture.



III. Criticism of Multiple **Intelligences Theory**

theory is the belief by scholars that based on paper and pencil tests. scholastic performance is simply too each of the seven multiple Secondly, he responds to the belief constrictive. In his view, MI theory style rather than a stand-alone domain or a discipline. Gardner aspects of the human mind. Gardner abilities, sensitivities, skills and activities characterized by a symbol 1999a, 1999b). the "theory" is really a matter of example, dance performance is a on multiple constructs of intelligence bodily-kinesthetic and musical and resembles earlier work by factor intelligence. theorists of intelligence like L.L. Thurstone who argued that a single notion that MI theory is not factor (g) cannot explain the empirical, is incompatible with g, complexity of human intellectual heritability, and environmental activity. According to Morgan, influences, and broadens the identifying these various abilities construct of intelligence so widely as and developing a theory that to render it meaningless. Gardner supports the many factors of staunchly defends the empiricism of intelligence has been a significant the theory by referring to the contribution to the field numerous laboratory and field data Furthermore, he believes that MI that contributed to its development theory has proven beneficial to and the ongoing re-conceptualization schools and teachers and it may help of the theory based on new scientific explain why students do not perform data. Regarding the claim that well on standardized tests but in Multiple Intelligences theory cannot Morgan's opinion it does not warrant accommodate g, Gardner argues that the complete rejection of g.

avoided addressing criticism of his interested in understanding theory for nearly a decade after the intellectual processes that are not publication of Frames of Mind. explained by g. In response to the However, in a 1995 article that criticism that MI theory is appeared in Phi Delta Kappan he incompatible with genetic or responds to several "myths" about environmental accounts of the nature the Theory of Multiple Intelligences. of intelligence, Gardner stated that These myths provide a summary of his theory is most concerned with the the major commentary on the interaction between genetics and the criticism of Gardner's theory. The environment in understanding Morgan, H. (1996). An analysis of first myth is that if there are seven intelligence. Finally, the notion that intelligences we must be able to MI theory has expanded the measure them with seven specific definition of intelligence beyond

tests. Gardner is vocal about his from Gardner. disdain for a singularly psychometric passionately that the narrow The fundamental criticism of MI approach to measuring intelligence definition of intelligence as equal to intelligences are in fact a cognitive that an intelligence is the same as a is about the intellectual and cognitive constructs (Morgan, 1996). Morgan, reiterates his definition of an is careful to point out that MI theory refers to Gardner's approach of intelligence and distinguishes it from is not a theory of personality, describing the nature of each a domain which he describes as a morality, motivation, or any other intelligence with terms such as culturally relevant, organized set of psychological construct (1995, abilities as evidence of the fact that system and a set of operations. For semantics rather than new thinking domain that relies on the use of Armstrong,

Other criticisms include the g has a scientific place in Gardner (1995) admittedly intelligence theory but that he is utility produces a strong reaction

argued

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Reflection

Water: An Economic or Social Good?

(Public-Private Controversy)

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"Food and water are basic rights. But we pay for food why should we not pay for water?"

"The wars of the 21st century will be about water"

Ismail Sergeldin.

(Vice President for ESSD of WB (1992-1998)

Of all the substances that are necessary to life, water is by far the most important, the most familiar, and the most wonderful one. Water is one of the principal sources of life. One can live without oil but it is not possible to separate life and water on this planet. Our world is what water has made it. Water is the major cause of life on the surface of planet earth. A land devoid of water is devoid of life. Nearly three-fourth of the content of earth's surface and that of our body is scientifically proved to be water. Water is the home of vast majority of living tings. Water in the air shield us from the intense radiation of the sun by day and blankets us against the chill of outer space at night. Water gave man his first and so far his greatest means of developing power such as electricity.

Although there is by and large enough water on this planet, it is unevenly distributed. This led to' shortage and scarcity problem in some areas of the world. The shortage of water can be explained mainly through its uneven distribution. The fact is, if water had been evenly distributed it

would have been abundant every where. According to Ohlson, "If water resource were evenly distributed over the earth's surface, the total volume would cover a globe. Unfortunately, more than 97% is sea water. The remaining 3%, if again evenly distributed, it would still cover a globe; but 2/3 is locked in ice caps and glaciers" (1995:5).

In addition to being scarce, the water we need for drinking and household activities has faced different problems and it even reached to the level of crisis. Even though there is no clear cut answer for the cause of the crisis, some of them are mentioned by Petrella in his book The Water Manifesto. He mentions that this is an enormous waste in the use and management of water; pollution/contamination of surface and ground water, rapid and chaotic growth of population and cities, excessive use of the resource due to inefficient systems of production, distribution and consumption, thoughtless multiplication of larger dams (currently more than 40,000 around the world), long term effects of major natural catastrophes resulted from human selfishly ill-motivated actions (drought, floods, landslides, burst dams etc), the profit logic or the consumptions needs of the ruling classes instead of investment in basic infrastructures to improve the water supply situations, lack of world bodies with sufficient powers to provide a clear sense of direction and to monitor the implication of existing convention on water (Petrella, 2001:8688).

Most governments, non governmental organizations, intergovernmental organizations, experts and other concerned organs agree on these problems that caused the water crisis with some addition and/or subtraction. The big discourse and debate lies on the question of what should be done?

The provision of water to individuals. families. and communities has long been considered as an essential public good and hence governmental responsibility. In many countries, people expect safe drinking water to be distributed to everyone at lower or subsidized



prices. Yet, despite intensive efforts in the 1980s and early 1990s, more than 1.4 billion of the then six billion, now about seven billion, people on earth still lack access to clean drinking water. Nearly 2.5 billion do not have adequate sanitation services (WHO 2000: 1). This failure is one factor leading governments, companies, NGO's, etc to rethink their attitudes and approaches to water management worldwide.

At one end, there are development economists and analysts who say that all the water problems and the crisis is related to the fact that water is not valued as an economic good. They say that providing it at a subsidized price or for free in many situations led to financial burden on the society and it encouraged wasteful use of water. They also add that even though the popular political assumption says subsidized water makes water available to even the poorest segments of the society, the perverse result is that many of the poor do not have access to clean water because those who have access use more than they need. In order to solve this crisis, they say that people must get away from the notion that water is a free good and realize the economic value of water. Their firm stand that treated water as an economic good for competitive use led to the notion of privatization. (Wolff, 2005:2)

In addition to the experts' idea, intergovernmental organizations like WB and IMF, and multi ntional corporations like Nestle and Unileaver – the world's and third largest food corporations respectively – became very interested in the issues and debate started to force states to directly or privatized. indirectly change their policies and programs with respect to water. good? They even started to argue publicly that water should be treated as a private good, subject to corporate control, financial rules, market

mobilize the new and called for greater involvement must receive to Canadian International Development Agency and the Transnational Water French Corporation Suez Lyonnaise Eaux. Besides these, the supporting organizations are UNICEF, UNDP, UNESCO, FAO, WB, and WHO (WWC, 2005: 1).

Surprisingly, the World Bank has adopted a policy of water privatization and full cost water pricing. It believed that making water available at no cost, or low price, does not provide the right incentive to consumers. research and experience indicated that when water services are reliable, the poor are willing to pay for them, and that when services are not reliable, the poor pay more for less. Fee schedules can be structured so that consumers receive a limited amount of water at low cost and pay a higher fee for additional water (Nexus, 2001:5).

The water supply debate on its being an economic or social good was also supported by the debate on the efficiency and effectiveness of the private sector. So, in addition to debating that water should be an economic good, concerned people that it should also be

What is meant by economic According to Gleick. economic good is any good or service that has value to more than one person. This includes nearly all goods, including social goods. A

forces, and competitive pricing. For good that is not economic is either example in the year 2000, the with out value or has value to no one Second World Water Forum gave but only to its owner. Economic special emphasis on the need to value is the maximum a person is financial willing to pay for something they do resources to solve water problem not have and the minimum a person feel fully for the private sector. This forum compensated for the loss of was held by the private think-tank something. By definition, what a known as World Water Council person is willing to pay can not be which was established in 1966. This higher than what they are able to organization is better known as the pay. Recognition of water as an World Water Vision. The founding economic good means that water has members are Egypt's Ministry of value in competing uses. Managing Public Works and Water Resources, water will be allocated across competing uses in a way that maximize the net benefit from that amount of water (2002:7).

> Distributing water by the private sector is not a new idea. For example in the 19th century, in USA 94% of the water was supplied by the private water companies. What made it new and controversial now when it comes to shifting the service of water supply to private sectors? These are some of the justifications:

- The extent of the privatization efforts.
- The failure of the public water agencies in fulfilling the needs of their people,
- · The extreme need and rush of multinational corporations and inter governmental organizations to take over and privatize fresh water,
- Moreover, most policy makers and economists started to suggest that the private sector is more efficient and effective than the public sector and countries started to transfer the sector to the private hand in different forms.

On the other end, most public interest groups, civic organizations and clubs. non governmental individual organizations and experts suggest that market will be more efficient and effective if social goods (like water) are regulated to some degree by



governments, and in some instances supplied directly by them as well. They also add that water should not be treated as a commodity and remain as a social good of fundamental right to every living thing on this planet. These groups against the notion privatization of fresh water or treating water as an economic good. So they believe that water should be protected, developed, shared and utilized as a common good, and that priority should therefore be given to ensuring that every one should have access to it. They also added that the private sector does not have more inherent efficiency than the public sector performance depends on effective staffing, planning and managing. According to these groups for the water crisis they blame the bad governance rather than the public sector.

Even though, there is no single and universally accepted definition of social goods and services, the widely used definition is that social goods are those that are significant "spillover" benefits or costs (Gleick, 2002:5). Wide spread availability of clean and affordable water is a social good under this definition because such availability improves both individual and social well-being.

Resistance to the new trend in water supply continued strongly. Projects, the Global Committee for the Water Contract and different on like the following: concerned individuals that call themselves as 'Concerned Citizens' (Gleick, 2002:7). The common share of belief of these groups is that the failure of meeting the basic needs in providing safe and drinking water to 1.4 billion people is going to increase if the current trend in the privatization of fresh water continues like this. For peoples and development. We will

also declared that they are going to prevent the unacceptable becoming possible. The unacceptable for them is the risk of having 3 billion people without access to water by the year

In addition to this there was a declaration that asked the change of attitude of those organizations like the World Bank towards privatization of fresh water in the third world water forum in March 2003. This declaration was made by the group of people who call themselves "indigenous people" and they set 39 points with regard to the relationship to water, conditions of water, right to water and self determination, etc...

Two of their points are as follows:

We demand that the World Bank, the IMF, regional banks like the Asian Development Bank, African Development Bank, Inter American Development Bank, to stop the imposition of water privatization or "full cost recovery" as a condition for new loans and Many of the proponents of water as renewal of loans of developing a social good are public interest c o u n t r i e s . (h t t p : // organizations like Sierra Club, the www..waterculter.org/uplodes/ Jubilee 2000 Club, the Bleu Planet IPKyotowaterdeclarationFINAL.pdf)

The other declaration goes

We ask the European Union stop championing the liberalization of water services in the General Agreement on Service (GATS) of the World Trade Organization (WTO). This is not consistent with the European Commission's policy on indigenous

example, the global committee for not support any policy or proposal the water contract met in Brussels coming from the WTO or regional in 1998 said that they "gathered trade agreements like the NAFTA together with no legitimacy or (North American Free Trade representation than that of being Agreement), Free Trade Area of the citizens concerned by the fact that American (FTAA), on water 1.4 billion inhabitants do not have privatization and liberalization and access to drinking water which is we commit ourselves to fight against the fundamental source of such agreements and proposal life" (waterobservatory.org). They (http://www.waterculture.org/uplods/ IPKyotowaterdeclarationFINAL.pdf)

> Regardless of the controversy, frustration over the failure to meet basic needs for water for all people in the last century has led to a rethinking of national and international water priorities and polices. And states and different organizations started treating water as an economic good and privatizing the system. So beyond the doubts and debates, water started to be privatized partially or completely based on the assumption that the private sector is "obviously" more efficient than the public sector. For many countries and institutions (such as IMF and WB), achieving private sector operation is an objective in itself, and has always desirable results.

> This certainty of the institutions on the private sector was only one sided. It failed to address some of the most important issues and concerns about water. Due to the fact that water has vital social, cultural and ecological roles to play, it couldn't be protected by purely market forces. And trading water as a commodity is difficult because of the nature and importance of water itself. This phenomenon was the issue of concern for these institutions. But these facts of water started to have some repercussions on the process of privatization. For example, British under Prime Minister Margaret Thatcher sold state owned water operations to private investors. Some of those newly privatized companies have become multinational players in privatization market. Since the privatization of water services in



Britain during the Thatcher government, prices skyrocketed up to 450%, on average, an increase of 67%. Thousands of people, unable to pay their bill, made their water service stopped. As a result, dysentery increased six fold, leading the British medical association to condemn privatization of water because of health risks. There was an instance even when the water company began billing rural resident who was getting the service from a well. The company argued that the rain falling on the resident's property was making its way into the storm drainage system and therefore the resident should pay fee (Nexus, 2001:9). In Bolivia in 1998 the World Bank refused to guarantee 25 million US dollars loan to refinance water services in Cochabamba, Bolivia's thirdlargest city, unless the government sold the public water system to the private sector and passed on the costs to consumers. Only one bid was considered, and the utility was turned over to subsidiary of a conglomerate led by Bechtel- the giant engineering company caused the forced relocation of 1.3 million people. "In January 1999, before it had even hung up its suddenly accounted for close to than half their monthly budgets. The government World Bank granted monopolies to services" declared that none of its loan could be used to subsidize the poor for from community wells, required small farmers even had to buy years the World Bank official

property." Cochabamba many people, injured hundreds, and important lesson is that arrested several local activists and econometric government backed down, ordered and Bechtel out of Bolivia, and revoked providers' (Hall, 2005:15). its water privatization legislation (Gleick, 2002:32).

Meanwhile, different research works have started to come out regarding the efficiency and effectiveness of the private sector than the public one. The assumption that the private sector is much more efficient and effective than the public sector is just the pretext that some MNCs with the help of WB and IMF used to get their hand on the water sector of states.

After poisoning countries' system and leading them in to the 'mouth of lions', the assumption that private sector is efficient and effective than the implicated in the infamous Three public sector started to be proven Gorges Dam in China, which has otherwise by those institutions which had been number one supporter of the issue. Surprisingly, the IMF made the clearest assertion shingle, the company announced that the evidence they have gathered the doubling of water prices. For does not support a general most Bolivian's this meant that assumption of superior private sector water would now cost more than efficiency. They even stated that "it food, for those on a minimum wage can not be taken for granted that the or unemployed, water bills private sectors are more efficient public investment and supply of (Hall, 2005:5). private water concessionaires, declaration by the IMF followed announced its support for full-cost earlier statements from the World water pricing, pegged the cost of Bank stating a neutral position on water to the US dollar, and public or private operators. In July 2003, one of the World Bank officials for the reappraisal of their water services. All water, even policies on privatization said that:, 'There is currently a lot of soul permits to access, and peasants and searching going on' and after two

permits together rainwater on their decided that it does not matter so On 10 April 2000, much whether infrastructures are in hundreds of thousands marched to public or private hands. The World in an anti- Bank paper in 2005 has summarized government protest. During the the econometric evidence on water protest, the Bolivian army killed efficiency as, 'probably the most evidence on leaders. The water supply to the relevance of ownership suggests that city was cut off by the government. in general, there is no statistically But in late April 2000 the significant scores between public private

> different research endeavors conclude that a 'change of ownership from public to private is not necessarily a cure for an under performing organization.' Performance of efficiency and effectiveness does not depend on whether the organization is public private. Based on understanding, in the last few years, growth of privatization of fresh water has slowed down or at least changed course as some high profile contracts have canceled (e.g., the water contract in Atlanta) and multinational corporation have sold some of the assets they previously purchased for the water business (Wolff, 2005:91).

> In Ethiopia, on contrary to the experience of the rest of the world, the government believes that the private sector is inefficient and ineffective than the public sector. Even though this attitude is proven many wrong by researchers, Ethiopia has suitable legislation, interested are investors, there is a master plan that designs the participation of the private sector and mainly there is abundant water that could even be sold outside the country. This shows that Ethiopia is somehow opening the door to privatization of water. Transferring the fresh sectorto the unsettled, unrealistic and much challenged privatization might create other complicated and irreversible problems. Even if Ethiopia transfers the sector to the



private sector, it should not be based on the IMF/WB preaching which advocates that the private sector is much more efficient and effective FDRE MoWR. (2003). No Supply and Sanitation than the public one. It is impossible to say that institutions are efficient or effective because they are public or privately owned. Efficiency and FDRE MoWR. effectiveness are in the main related to various variable such as good governance/management, devotion, and integrity of personality.

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መምህር ያጣመመውን ...

ከንድ 64 የዘ/

አንድ ሕባ አለ። OHJ ላይ ሕባ እንደተመለከተው አንድ በማዕረገ ዓ.ቁና ሲያንለግል የነበረ ሰው የቅስና ሥልጣን መቀበል ከፈለን አንደኛ ዕድሜው 30 ዓመት መሙላት አለበት፤ ሁለተኛ ሚስት ማግባት አለዚያም *መመ*ንኮስ *እንዲ*ማነኩስ ይኖርበታል፡፡ የሚገደደው ግን ሚስት ሳያገባ እቀስሳለሁ ካለ *ዓ*ለማዊ ነው::: ብዙዎቹን የዘመናችንን *መምህራን ሕ*ይወት በማጤን ብዙ ማለት እንችላለን፡፡ በዕድሜ አንጻር ጥቂት የማይባሉት ኩታራ ናቸው - በአካልም፣ በምባባርም፣ በአለባበስና በፀጉር አቆራረጥ ፋሽንም፣ በአስተሳሰብም፣ በዕውቀትም፣ ባጭሩ በብዙ ነገሮች ከተጣሪዎቻቸው ብዙም አይለዩም፡፡ ትዳርን የተመለከትን እንደሆነ ብዙዎቹ ፕዶ ዘለሎች እንጂ በትዳር የተረጋጋ ሕይወት ያላቸው አይመስሉም፡፡ በማስተማር ሕይወት ዕድሜና እንግዲህ ዓይነተኛ መሥፈርት መሆናቸውን ልብ ይሏል፡፡ እርባጥ ነው ትዳር የያዘ ሁሉ አይማግፕም ወይም ዕድሜው ጠና ያ ሁሉ ጨዋና ለኅሊናው ተገዢ ነው ማለት አይቻልም፤ እንዲያ እንዳንል በሁለቱም ረገድ የተሟላ ሁኔታ ውስጥ ይገኝ የነበረው ከፍ ሲል የተጠቀሰው መምህር እንደልቡ ያሳየን ብልሹ ምግባር ራሱ ‹በሕግ አምላክ› ይለናል፡፡ ነገር ግን ባኤታ እንዲያጧሉ ቢደረባ የ*ሥ*ከነ የመጣር *ማስተማር ሂደት ከመፍጠር አኳያ የተወሰነ*

ምሁራን፣ ሃይማኖተኛም ባይሆኑ ‹ኢየሱስ ክርስቶስ› በመባል በክርስቲያኖች ዘንድ ራስ ምድራዊ ሕይወት በአርአያነት ቢከተሉ ሕዝባቸውን ይበልጥ በቀናነት እንዲያገለባሉ ይረዳቸዋል - ‹ክፉን በክፉ አትቃወሙ፤

የሚወዷቸሁን ብትወዱ ይህን ክፉዎቸም ሳይቀሩ ያደርጉታልና ይልቁንስ የሚጠሏቸሁን ውደዱ፤ እርስ በርስ ተፋቀሩ፤ ቂም በቀልን ተው ...>፡፡ የሚልን ምክር ከሃይማኖታዊ ድባብ አውጥተን ለዓለማዊ ጉዳያችን ብንጠቀምበት ክፋት ያለው አይመስለኝም፡፡ በትምህርት መግፋት ሰውን ይበልጥ ያሠለጥነዋል በማኅበራዊ እንስሳነቱም የበኩሉን አወንታዊ ድርሻ እንዲወጣ ይገራዋል እንጂ ወደ ወዳልሆነ የወረደ ስብዕና አውሬነትና ሊቀለብሰው አይገባም፤ እንዲያ ከሆነ ደባሞ ከመነሻው ባይማር ይሻለዋል፡፡

ከመሰናበቴ በፊት ከአንድ ድረ ገፅ ያገኘሁትን የመጥፎ መምህር መመዘኛ ነጥቦች ማስቀመጥ እወዳለሁ::

ከሚከተሉት አንዳቸውንም የሚያሳይ ሰው *ማ*ምህር እንዳይሆን ይመከራል፡፡

- የሌለው ሰው
- 2. ልባዊ የሙያ ጥሪ ሳይኖረው ለዕለት ጉርስ ሲል ብቻ መምህር መሆን የሚፈልባ ሰው፤
- 3. ተሳዳቢ፣ አሽጧጣጭና አሽሙረኛ እንዲሁም በሰው ላይ እምነት የሌለው ተጠራጣሪ ሰው፤
- 4. በሆነ ምክንያት ትምህርቱን ሳይጨርስ አቋርጦ ሴላው ሳይሳካለት ይቀርና በአቋራ*ጭ ሥራ* ለመያዝ ሲል ወደ መምህርነት ሙያ የሚሸንጥ ሰው
- መምህራን በዕድሜና በትዳር አንጻር የተወሰነ 5. ‹ሁሉን ዐዋቂ ከኔ በላይ ላሣር› የሚል ተማፃዛቂ ሰው
 - 6. በተማሪዎቹ የአሁንና የወደፊት አካዳሚያዊ ስኬት የሚቀናና በ‹እበለጥ ይሆናል› የምቀኝነት ስሜት በመናወዝ አእምሮው የመከነ

(እነዚህን ነጥቦች ከምንጫቸው በዝርዝር በፍቅር የሚመወሳውን የሃይጣኖቱን የጣዕዘን ለጣየት በዚህ መጽሔት የጀርባ ሽፋን ውስጠኛውን ገጽ ይመልከቱ)

የጻሐፊው ዘመነኛ አድራሻ:-

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"Vengeance fire; the more it devours, the hungrier it becomes."

John Maxwell Coetsee



Let's Mind our Language

Homophones

By: Fanta Ayalew, Lecturer, SMUC

A homophone is one of two or more words which sound fully or approximately the same but which have different meanings. The following are considered to be good examples of homophones and they are believed to be some but not all of their kind in the dictionaries of the English language, for it is quite difficult to write down all of them here in this bulletin due to time and space limitations. Furthermore, please be aware that most of the words may not be put in their alphabetical order. We believe that this random collection of homophones may be useful to especially English teachers.



abase/abbess abate/abet age/edge amber/ember and/end air/heir ankle/uncle ate/eight aye/eye/I allowed/aloud altar/alter apprise/apprize/uprise apprehend/upper-hand arc/ark be/bee bail/bale/bell bald/bawled/bold band/banned bank/bunk bare/bear/beer baron/barren/barn

base/bass

baste/based/best/beast bacon/beckon/beacon beach/beech/bitch bean/been/bin beat/beet/bit bed/bade bee/be beer/bear/bier berries/buries berth/birth bet/bait/bate bicker/beaker bid/bead blare/Blair but/butt buy/by/bye billed/build blew/blue boar/bore board/bored Bonn/bonne/bone bonny/bony booth/booze border/boarder bough/bow boy/buoy brake/break branch/brunch bread/bred/braid brewed/brood bunker/banker

cant/Kant canon/cannon canvas/canvass ceiling/sealing cell/sell/sail cellar/seller cent/scent/sent/saint cereal/serial chaste/chest cheap/cheep/chip chews/choose chile/chilli/chilly chick/chic/cheek choke/chalk chord/cord choir/quire chute/shoot cite/sight/site clause/claws click/clique coarse/course coast/cost coat/cot/caught cold/called colonel/kernel con/cone conquer/conker corps/corpse/corpus courtesy/curtsey/curtsy

coward/cowered

business/busy-ness

crick/creek critic/critique crush/crash currant/current cut/cat cymbal/symbol dairy/diary date/debt days/daze dear/deer dean/din derive/drive deference/difference desert/dessert dew/due/do die/dye dim/deem dip/deep discuss/discus disk/disc discrete/discreet doe/dough don/done dote/dot drag/drug dual/duel dump/damp each/itch earn/urn ear/err eat/it eel/ill

burn/Bern



hear/here elk/ilk mate/met/mete pray/prey enter/inter heard/herd meat/meet profit/prophet either/ether higher/hire medal/meddle puck/pack ewe/yew/you him/hymn message/massage pail/pale exultation/exaltation mick/meek hip/heap power/pour facts/fax hoes/hose mid/mead put/putt fade/fed hole/whole/hall mill/meal quack/quake faint/feint holy/wholly mind/mined quarry /query fair/fare hope/hop miner/minor queue/cue falls/false horse/hoarse mint/meant quiet/quite faze/phase/fez horde/hoard missed/mist quote/coat/caught/cot feature/future rain/reign/rein hour/our Mrs/misses feel/fill idle/idol mock/moke rap/wrap feast/fist impetus/impetuous moose/mousse rational/rationale feat/ feet /fit in/inn mope/mop read/reed/rid find/fined incite/insight moral/morale red/read/raid field/filled keen/kin mouth/mouse real/reel/rill fish/phish keel/kill morning/mourning realty/reality flair/flare much/match kevs/kiss ream/rim flash/flush/flesh knead/need muscles/mussels right/write/rite flea/flee kneel/nil road/Rhode/rode/rod net/nett fleet/flit knight/night new/knew robe/rob flew/flu knit/nit/neat no/know roaster/roster flour/flower knives/naives noble/nobble/nobel role/roll for/fore/four knot/note/naught/ nose/knows roam/Rome fool/full/-ful nought root/route/rut none/nun foul/fowl/fall laid/led/lade ode/odd/owed rot/wrote/rout found/fond lake/lek one/won Ruble/Rouble/rubble/ frees/freeze/frieze/frizz laps/lapse rabble overdo/overdue fright/freight laser/leather rump/ramp paced/paste fur/fir lays/laze rupture/rapture pain/pane/pen fury/ferry/fiery lane/lain rush/rash pail/pale get/gate laud/loud rhvme/rime pair/pare/pear/peer genes/jeans lead/lid sail/sale/cell/sell passed/past gene/gin leave/live savor/savior paste/pest gnaw/now led/laid/lade seller/sailor patter/pater God/goad leak/leek/lick pause/paws secret/secrete goat/got leads/Leeds scene/seen/sin peace/piece/peas grate/great least/list scheme/skim peak/peek/pick grit/greet lien/lean/ sever/severe pea/pee grin/green litter/liter pear/peer/pier scull/skull grid/greed lessen/lesson sea/see pill/peal/peel groan/grown lightening/lightning sear/seer pin/peen guard/gourd light/lite seek/sick/Sikh pip/peep guessed/guest lion/line seem/seam/SIM pity/pithy/piety guilt/gilt loan/lone place/plaice sew/so/sow/saw gush/gash made/maid shade/shed plain/plane hat/hut mad/mud sheer/shear play/ply hay/hey mail/male sheen/shin pleas/please hair/hare mall/mole/moll sheet/shit/sheath/sheathe plum/plumb hale/hell/hail maize/maze Paul/poll/pole ship/sheep haven/heaven mane/men/main poor/pore/pour shoe/shoo hello/halo/hallow/hollow shod/showed manner/manor pool/pull heal/heel/hill Mary/marry/merry pope/pop



stake/steak tied/tide weak/week/wick side/sighed steal/steel/still tier/tear sill/seal/seel tick/teak steer/stir slit/sleet storey/story tin/teen/thin/TIN soot/soothe/suet/suite strap/stirrup to/too/two sneer/snare suite/suit/sweet toed/toad/towed spill/spiel sun/son tone/ton series/serious sweet/sweat surf/serf truck/track swaved/suede tweet/twit stead/steed simmer/seamer sword/sward tyre/tire sine/sign/cine tea/tee undo/undue vessel/vassal size/sighs/seize tail/tale/tell sit/seat tamper/temper vane/vein/vain site/sight/cite taught/taut/thought vale/veil slam/slum team/teem vane/vain/vein slay/sleigh/sly tease/teeth veal/vill sneak/snick teas/tees violate/violet soar/sore/sour tense/tens wade/weighed/wed sole/soul tern/turn wail/whale/well/wale walk/woke some/sum test/taste sop/soap their/thev're/there waste/waist/west wait/weight/wet/whet thank/tank stalk/stoke stair/stare thaw/though ware/wear/where /were warrior/warier slick/sleek thought/taught some/sum thrash/trash/thrush way/whey/weigh thread/trade/tread stair/stare weather/whether/ youth/use threw/through wither yolk/yoke slick/sleek throne/thrown with/whiz slip/sleep

weep/whip wheat/wit wheal/weal/will/wheel which/witch whine/wine whirred/word/weird wander/wonder warn/worn warm/worm wean/win wane/when/wen weal/will woe/woo woke/walk wood/would wore/war wreck/reck/rake wrest/rest wring/ring wrist/wriest wrung/rung wry/rye Yale/yell young/yang

A bit hint on the pronunciation of some words

Like some other world languages, English has some confusing pronunciations in some of its words, especially with respect to the borrowed ones. In this regard, according to my superficial knowledge, the Italian language is far better than many languages in avoiding spelling and pronunciation confusions. In this language, you don't write what you don't speak (pronounce), or don't normally speak (pronounce) what is not written. For example, if you write "Dove vai? Tu bisogno stare qui," in Italian, it is read in Amharic like this, "ዶቬ ቫይ? ቱ ቢዞኞ ስ ሬ ኩዊ". Do you see how the word you know, 'dove'(the bird or the past and pp of the verb dive), is uttered? Had it been in English, it would have been read like the English word 'dove'; though this very word has two varying pronunciations when it refers to the bird and the past form of the verb 'dive' (US). You can also compare the English 'stare' whose pronunciation is different from the Italian By the way the 'stare'(ስ ሬ). [literal] meaning of this Italian sentence is, "Where are you going? You need to stay here.)

When we come to the point

in hand, we can understand that English has some words, maybe borrowed from other languages, which have odd spellings along with their odd pronunciations that could baffle and at times discourage especially new learners. I have tried to give few examples of these words here below. I followed this way: first, the word is presented; next how the word should be read is pointed; third, when it is possible, another word to which that word rhymes is stated. Example, colonel rhymes with kernel, even the pronunciation of these two diametrically different words is almost the same. (cf., dictionary.cambridge.org).



The Word	The word it rhymes	The Word	The word it rhymes
Bough (read as baw)	bow (curtsy)	Gnaw (read as naw)	now
Chore (read cho- as cha in chalk)	tore	Herb (read as 'e:rb', an herb or a herb)	earn or herd
Condign (read as condine)	confine	Indict (read as indite)	invite
Definite (read as <i>definet</i>)	delineate	Island (read as ay-land)	high land
Doughnut, also donut (read as donat)	co' conut	Knead (read as ni:d)	need
Faux pas (read as fo pa)	fora	Lieutenant (read as leften-	covenant
Eunuch (read as yunek)	cooler	Mnemonic (read as 'nimonic)	Nilotic
Euphoria (read as yuforia)	utopia	Paradigm (read as	paralyze
Faeces (read as fis:z)	disease	Phlegm (read as flem)	blame
Folk (read as fok)	talk/walk	Pint (read as pa:yint)	bind
Gem (read as jem)	Some	Pneumonia (read as	Nicosia
Gum (reas as ghem)	fur	Psychic (read as sa:ykik)	tactic

Let's take care of tricky spellings like these ones:

Achieve Believe Belief Brief Besiege Buffet Bureau Characteristics Ceiling Conceive Conceit Conception Deceive Deceit Deception Description Describe Mischief Mischievous Perceive Perception Prescribe Prescription Receive Receipt Reception Relieve Relief Redeem Sift Redemption Sieve Thieve Theft Weird Resume Résumé

Let's take care confusing pairs such as the following ones:-

Exacerbate/ exasperate Adapt/adopt/adept Rampant/rampart Bumpkin/pumpkin Damp/dump

Did/deed Dim/deem Fragrant/flagrant Concubine/porcupine

Fall/fail Faint/feint Fright/freight Arson/arsenic Confident/confident Pandemic/epidemic/

endemic Fleet/flit

Reasonable/treasonable Treatise/treaties Approach/rapprochement

Rapture/rupture Exultation/exaltation Rest/restive

Kind/kindle/kindling Amber/ember Gratitude/gratuitous

Linkage/leakage Weather/whether Curb/curve China/china Polish/polish Finnish/finish

Turkey/turkey

Palestine/philistine Render/reindeer Sever/severe Secret/secrete Sew/sow/saw Lie/lay Forsake/sake Weep/wipe Bank/debunk All right/alright All ready/already Thrash/trash/thrush

Shade/shed Dinner/diner Winer/winner Tornado/torpedo Super/supper

Haven/heaven Liter/litter Later/latter Least/list Gay/guy

Busy-ness/business Thump/thumb Stoke/stalk Massage/message

Violate/violet/

violent

Peak Hour, not pick hour

Device/devise Advice/advise Arise/rise Struggle/strangle Strip/stripe Navy/navvy want/wont Moral/morale Genius/ingenious Sweet/sweat Flagrant/fragrant



Use of 'I'

Teacher: Ellen, please give me a sentence starting with "I".

Ellen: 'I is ...' Teacher: No. Ellen.

Always say "I am..."

Ellen: All right... "I am the ninth letter of the English alphabet." Source: internet





My Frustrations

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profession for everyone but most one year of my teaching. people do teach at some point or When we are trying to deal with another. One clear example of a frustration, we should exclude the teacher is a parent. Professional idea that a teacher is like others and teachers have many roles but all the we shouldn't forget that he is a roles have one common element and human being. Anything that can that is care. However, teachers frustrate any person can frustrate the encounter certain problems when teacher in not less a degree it does in they try to create a conducive others. Any person at work is likely teaching-learning wherein both the teacher and the makes the difference is the sources student can benefit from. Due to that of frustration. inconvenient circumstance, especially teachers are exposed to be frustration, because things don't subjects of appalling behaviors. That always happen the way we want; we frustrates the teacher. That frustrates can me as well.

difficult to speak about frustration, moment, do your best not to allow or to identify why somebody feels this negative energy get outside and like that. In professional contexts hurt anybody else. To this end, first though, I think this issue must be we should find out the reason for our dealt with, since it really affects frustration. Meanwhile, we need to teaching, students' learning and the learn how to do self-adjusting and whole system. It seems that teachers' self-encouraging. So the first thing

students in class.

my own. What I am about to say in Apathy any way is not aimed to reflect the viewpoint of any teacher other than my own. Believe me this is my genuine feeling. I have thought about it long and hard, and I have made sure I was in a decent frame of mind when I have given it the greatest amount of consideration. reflection is not about any one Teaching is certainly not a student or any one class or even any

atmosphere to be frustrated. However what

I think it is okay to have feel frustrated anytime anywhere. But the point is to be I believe sometimes it is able to hold it at that particular frustrations are often diffused into for the teacher to do would be to jot

down and reflect on the situation. Here I am trying to speak of That is what I most often do.

One of the most frustrating issues that I deal with on a daily basis is apathy and complacency/ lack of motivation and initiative. It really concerns a teacher while students lack learning responsibility which is an essential component of the 'knowledge for knowing'.

Based on my experience, I shall be frank to freely opine the fact that students just don't care about the education they are about to receive in class or anywhere. My students have gotten used to being spoon-fed and catered to and they simply don't want to do their own work. They want someone to do it for them. They simply don't want to even to think of it.

So many people who have idealistic views about education insist that good teachers can motivate their students. According to these people, if students fail to drive, that have the indicates their teachers have failed. I'd love to agree with this statement (and I do think it can be true in so but sometimes. cases), students simply don't care. As a teacher, I do my best every day to motivate my students to do their very best. But I've also learned, over the years, that I'm just not able to motivate.



I find it really frustrating when people become too lazy or too afraid to say what they are thinking but instead of showing their concern they simply agree with everything you say. It bothers me a lot when people don't put any effort into what they are working on. To the best of my understanding, many students sit idly in the class for the marks and are not interested in anything else they only pay attention to what I say if they know they are going to be given tests and take notes only for that narrow end/purpose. Lots of times pupils try and copy me, even opinion work! As far as I am concerned, if you are not willing to do the work you should be willing to fail, even though it affects other people in your class when you don't participate.

I usually assign group assignments, and they all come in on its dead line and their only response is that they didn't "do" it. Some of them request me to understand their lame and in most cases fictitious excuses and others question the relevance of the learning activity it self. This drives me crazy.

Some even try to utter their lackadaisical attitude direct and in front of me. It is disheartening to hear students' baseless excuses like; "Sir you know we are extension students and have lots commitments and all what we need is...", "We are old enough...", "You know I am here just to be certified", "Sir, you know I am here just to scale up my status and replenish my personal file of records at my working place". The list goes on. Most of them try to convince me that my effort is worthless.

I can exert my energy into creating what should be

interesting learning activity, but the whole effort on my part can be undone by apathetic students. So my reward for all my hard work is something thrown together at the last minute by some students and not even attempted by others. The result of this apathy is better explained by the instrumental/ operant learning theory. This theory next time.

what you would feel as a teacher. live in a very different Actually the issue goes beyond that of mine and sometimes have lived a life of significance. rather than perform. Teaching like this does neither of feel like quitting altogether when I am avail.

say, apathy in the students' side there from'. partially stems from the worth they At the final resort, as I usually do, I believe that discussion reflection are worthwhile tasks. enough. They don't believe that learning Decline in authority how to communicate effectively will have any impact on their lives.

The desire

society does our promote mediocrity, but it's interesting that at the same time, it promotes the "must have" syndrome - must have the car, villa, the newest cell phone, the latest computer - and our students aren't taught to work hard for those things - they wish just ot be given to them from the blue sky.

Sometimes I get myself in a tells me that my response operates web of thought that students' apathy on the environment as it is relates to some extent with parents reinforced. Therefore I try less hard who do not value education very much and certainly have no desire This is a cycle, a sort of for their student to have an advanced vicious cycle rather. They don't education and hence the bare care, so I try less; they still don't minimum is fine with them. I care, so I try even less; they still understand why my students are don't care, so I try even less again; largely unmotivated. I'm not making they still don't care, it goes on. See excuses for them, but students today personal feelings. I want to know I pressure just causes them to fold

Though I am " 'a black those things, and frankly speaking I horse' with 'little' track record", I always struggling don't believe I make a difference. I frustration resulted from students' think of the intrinsic need to apathy. I think I have been able to succeed and excel but not to any survive in my career due to my personal attitude of 'be ready to What happened to cause expect the unexpected regarding the such an epidemic of apathy? I can teaching profession and students

attach to the learning activities or push back the issue of apathy just by outcomes. I think most of my saying I am only one teacher and can students have their own opinions only do as much as I can do. about some issues, but they don't However the fact is always there and and I know that what I can do is not

The power relationship between teachers and students is for dynamic. In the past there was almost competitiveness among my students an unquestioning attitude on the part is lower compared to my school of the students. When I was growing days (thanks God I am old enough up, there was a healthy respect for to witness my generation). I believe education and educators. Education



was assumed by many of us and our parents as the key to upward mobility. The teacher was right. The school was right. That probably was going too far, but today that respect is dying or may be in its deathbed.

The majority of teachers now say that discipline is their number one problem. I am here to share this concern. When I was a student peer pressure was always on the side of the teacher when a disruption breaks out in classroom. Today I am alone as a teacher. The peer pressure has shifted to the side of the disruptive student. I sometimes feel helpless and this drives me mad.

Criticisms

Virtually all institutions and professions are being questioned by the public. Educational institutions are of course not immune. They have been the subjects of the same criticism and lack of trust. And students, who are raised in this environment, pick up on this. The genesis of all of it is frustration, frustration at school, frustration with life and society.

There are too many sticks to be beaten with in teaching and from students as well. It's too much, and there is too much weight given to any concerns raised, whereby a case can be built against a teacher that might not actually have done anything incorrectly - it's the fact that someone has perceived something incorrect that is the problem. Quite often, criticisms are made and are expected to be corrected over things that the teacher has no control over. Yet it is somehow still considered as the teacher's problem. This really frustrates me as well.

Changes now and then

Part of my frustration comes from the fact that there is always some new government initiative and updated specifications that need to be taken into account. Some of these changes become impossible to cope up with, and at times become quite meaningless to me as well.

Teaching should not be subject to fads and fashions in this way. It's a serious career with a very important job to do in society, and it cannot be subjected to reform after reform. Real meaningful change does not come this quickly and to this extent. It happens slowly, takes time to perfect, and does not get thrown away easily and momentarily either.

The Teacher at Last

A lot of modern businesses realize that in the 21st century success is all about people, and connections between people. It's the modern way to work, and it's what people value most over anything. Teaching doesn't get that. Teaching has to get that or it will not be teaching any more.

As to my experience, in education, I presume most of our managers put people at last. You and I already know that, but this is just such a simple way of expressing what's wrong with educational management.

Can you imagine if people were always put first in teaching? Teachers bouncing around happy, knowing they're doing well and what's expected of them, and knowing they can go home and have a life after it. Students shall have genuine and respectful relationships and connections.

Low Status

The status of teachers in our country can be summed up in the popular promise of Ambassador Genet Zewede, who was the former Minister of Education. Once she

said, 'the Ministry will work on improving teachers' life.' She pledged also that the people of Ethiopia shall once again reiterate the old song/ adage: wesedate astmare(married to a teacher).

Nowadays our community most people think that teachers need at least a lip service. People employed in other professions think that they are privileged for the simple reason that they are not teachers. This puts immediate teachers at an disadvantage.

We teachers are not only allocated a low social status, but also a low status in terms of earning potential. It is widely accepted that teachers have lower salaries than comparable jobs, and a lot take on additional work to help make ends meet.

Teaching is as essential to the running of the "Growth and Transformation Plan" as the engineers, doctors, lawyers and bankers of other professions, and should be a high status job that gains respect from all. I find it really frustrating when I think this will never happen soon in my life time.

Dear readers, if you haven't figured it out yet, I am not joking. There's nothing funny about my frustration, so let you get serious about yours. Anyway, to wrap it all up, let me close my article by disclosing my belief that frustration always has been and always will be at the heart of teaching.

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Jaywalker – What is the matter with you?

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For some of us walking is part of our lives for various reasons. Despite the controls, so to say, we encounter on the road, we enjoy walking freely as gracefully as 'Johnny Walker'. You might wonder why walking has been used for a whisky advertisement. Still more, to your surprise, running is coming into it as well. Take our famous runner Haile Gebreselassie's entering into a contract to advertise whisky! How is that? Well, life is like that at times! Now, back to our subject of walking controls and one of which is zebra crossing! Yes, that! But this is, of course, without forgetting those other 'controls' that make fun of bumping and nudging people. How could we?

As you might already know, zebra crossings are areas where we all have to control our steps, collect ourselves together and focus on the traffic before crossing. However, this doesn't hold water with jaywalkers. Mind you this is their own doing. Considering their defiance, one thing peculiar about them is their burning desire to continue their free strolling even if that means to the end of the world; or rather since 'end of the world' is in terms of time, it might be round and round the world. Are they world explorers? You wonder! No exaggeration. Zebra crossing is no checking area for them. They have chosen that attitude. Worse still, some of these are divers. You can call them that for they just dive into the sea of cars with no checking whatsoever. In the name of all the traffic rules, is zebra crossing for uncalculated, whimsical diving? Can anyone help here?

The other peculiarity about these divers is they tend to kindle their desire to compete more than ever before now that they are at the zebra zone. Let's say you love walking. You are not a jaywalker. Why should you? You reach the zebra zone. It is not time to get in there. You halt your happy strolling and stand watchful. And then, there comes the happy jaywalker, looks at you standing watchful, and automatically decides and jumps into the zebra area no matter what! Now, what is that? Is that competition? Oh, really? Jaywalker - Is that so? What is the matter with you?

Moreover, what is weird with some of the jaywalkers is that they totally defy the whole idea of zebra crossing and get engaged in other activities that are absolutely pointless and incomprehensible. These jaywalkers come from the other end of the road, and from there, they seem to whimsically pick someone whom they fix their eyes on. While being in the zebra zone, in stead of looking left and right or instead of crossing quickly, they stare and continue to stare, or rather fix! If at all, that must be the last thing one should dream about doing while being in the zebra area anywhere in the world, let alone in Ethiopia, where drivers are always in haste. Staring and fixing in the

middle of the road, never minding the traffic; what is that?

What about the other jaywalkers who firmly hold the belief that 'I am busy; I have a very important business'? Think of it, and that important business could be talking over the mobile phone at the top of one's voice. So, this happy jaywalker with the mobile phone, walks and walks - non-stop, non-checking. There is always never mind the road attitude about them. What is hilarious is that they are noise-proof, these jaywalkers! Sorry for the angry driver who is so impatient to get rid of these nuisances! They are not listening! They are determined not to. Their business is more important. It needs sacrifice, self slaughter, everything - anything. After all, how can they listen when the phone has blocked their hearing potential? Sorry also for the cautions pedestrians who try to awaken the jaywalkers from their distracted walking! 'Hey, you - there is a car! Watch! Mind your steps' etc. Poor you, they are not listening! Sad! How is it possible for one to be so disoriented?

The worst jaywalkers are the ones that deliberately abuse the whole purpose of zebra crossing. They know what zebra crossing is intended for but they want to make an exaggerated use of it. In fact, that is a case of abuse. Hence, in the middle of the road, they deliberately slow down and stroll to the point of reaching a standstill. Some even tend to stop and become all chatty! What a pathetic sight! Some sort of investigation is needed to find out and fix what has gone wrong with these people. Yes, for sure, it must be done to really gone find out what has



wrong. Don't you think?

There are also the absentminded ones. Lost deep in thought, and looking straight ahead, no left nor right, they just walk and walk until some deafening noise appears to be falling upon them from nowhere. And then, guess what? You might say, 'Shock: they deserve it! No, not that. Instead, slowly they seem to come to their senses without changing their walking pace and then suddenly snap at the driver they consider damn crazy, 'Can't you see? It is zebra crossing- our territory! But the fact is, oh, no, jaywalkeryou, yourself, can't you see that zebra crossing is not for monopoly?

Lastly, there are also those who always appear to be in a hurry. They come from nowhere and bang into the zebra zone, so swiftly, unwary of the condition of the zebra environment and then you start to What has happened? Is wonder. this doomsday? Is a call being made? Is it about earthquake? Is there a warning? These jaywalkers are a pain in the neck for the driver and the cautious pedestrian alike. Imagine of the swift right decision the driver is expected to make. Imagine also of the problem the jaywalkers expose the cautious

pedestrians. It is too bad to suffer the consequences of someone else's wrongdoings. Look at you jaywalkers; you are calling for some kind of punishment. And you deserve that! Don't scatter yourselves like that wherever you go. Are you a scatterbrain or what? Quite often what is believed to be difficult is caring for others not for oneself. But jaywalkers fail at both ends. What is the matter with you, jaywalker? This is a call for you all jaywalkers to get engaged in selfexamination. Please, do collect your habits and take caution for the safety of all of us.



How to do Mathematics Research

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pattern and structure; it is about logical analysis, deduction, and calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, mathematics of these patterns can be used to explain and control national happenings and situations. Mathematics, in general, has a pervasive influence on our every day lives and contributes to the wealth of a country.

Research in mathematics has two purposes. One to understand the nature of mathematical thinking, teaching and learning (pure) and the other to use such understandings to improve mathematics instruction (applied). (Alan H. Schenfeld)

In the Ethiopian context, most schools (booth graduate and undergraduate) include a research project as part of the graduation requirements for their mathematics majors. And many graduates of mathematics tend to conduct research in the area. But most are at

questions, leaving this task to their thought, fit nicely into advisors. It would be better if acronym students come up with their own Extension, research question that involves Characterization, significant mathematical investigation and the creation of Proof: original mathematics. This is a daunting task: most students are unable to do this, and rely on their advisors to frame a suitable area for investigation. The task is further complicated by the fact that many questions relating to undergraduate mathematics have "already been solved," while many of the unsolved questions require so much specialized background to understand or so much existing research to review that the preparation needs to tackle the problem by itself is a major project.

So how can students be guided to create a question that is non-trivial but amenable to investigation? One guide to the process of creating a question is

to look at what mathematical research is. The vast majority of mathematical research into one of five (non-exclusive) Mathematics is about a loss to create their own research categories which, after some PEACE: Proof, Application, Existence.

> ofcourse, every mathematical research project involves proof; in this context, proof is the focus of the project. For example, "prove Fermat's last theorem." More generally, though, we note that reproof is valid line a mathematical research: Gauss, for example, earned his doctoral dissertation by providing a new proof of the Fundamental Theorem of Algebra. It might be argued that no rigorous proof existed before Gauss, but clearly Gauss felt that proving a theorem once was insufficient: he eventually gave four proofs of the Fundamental Theorem of Algebra and six proofs of the Law of Quadratic Reciprocity.





Extension: This takes some existing application of power series quality of an object is whether or not n, where n is a whole number, and analytic number theory. extended it to the expansion of (a + b)n where n was a positive or negative relational number. The Lebesgue integral is another example of an extension.

Application: We may have an meant by continuity, differentiability, existing idea and want to apply into a and integrability, while Cantor new area. This is frequently the focus characterized the naïve notions of of projects in applied mathematics, but it also can be used to originate is a classification of finite simple easier to generate his/her own new area of pure mathematics: the application of algebra to problems in geometry led to Descartes's creation of analytic geometry, while the

concept and extends it. For example, techniques to problems in number it exists. However, existence (or non-Newton took the expansion of (a + b) theory led to Euler's creation of existence) theorems tend to be

> Characterization: we can try to characterize or classify a mathematical object or concept. For example, Cauhy's great contribution was to characterize what was really "infinity and the Enormous Theorem research as a guide, one may find it

Existence: Strictly speaking, this is part of "characterization," since one

treated separately: this is reasonable, since unless the object exists, there is point investigation its mathematics! Examples of existence results are Euclid's proof of the existence of an infinite number of primes or Gödel's incompleteness theorem (a non-existence proof).

With these five lines of research question.



Access and Equity ...

Continued from page 6

Conclusion

resource, what matters most is how much strides made in one direction are supplemented with conscientious efforts to ensure that our initial suc- HERQA. 2008 (October). Gondar cess is maintained so that the disadvantaged stay the course. This, among others, demands planning in the long range and relentless follow Institute of Gender Studies (IGS) up to ensure that the goals set are met. While what is happening in terms of creating access to the disadvantaged at Ethiopian HEIs is to be commended, there still remains a lot to be done.

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Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. **Chinese Proverb**





Book Review



Title of the Book: 'Raving Fans!'

Authors of the Book: Ken Blanchard and Sheldon Bowles

Date of Publication: 1993 G. C.

Number of Pages: 132

Reviewed by: Selamawit Negasi, Lecturer, SMUC

and PhD Candidate at AAU,

'Raving Fans!', written by Ken Blanchard and Sheldon Bowles, is one of the best-selling books in the field of management. The two writers have co-authored other best-selling books too. They are well known for the books Gung Ho — whose theme pivots on how to motivate people in any organization; Big Bucks — how to make you and your company very much lucrative, and High Five - the magic of working together. On top of this, Blanchard is popular by the book *The* One Minute Manager, co-authored with Spencer Johnson.

Owing to their extensive and practical experiences of management and issues related to it, the writers have always succeeded in presenting management issues that eventually pay off well when implemented. Besides, what is notable about these writers is their styles of presenting complex issues in a simple way that is easily accessible.

Written in a story form, 'Raving Fans!' deals with revolutionary

approaches in customer handling service. It is presented with the belief that 'satisfied customers just aren't good enough!' and it declares that businesses should work towards raving/enthusiastically creating praising fans. Hence, anyone who is interested in transforming what is offered to customers (be it product or service) in an attempt to create lasting and admiring users, 'Raving Fans!' remains just a must read. In order to give a glimpse of what the book is about, because the issues are applicable in customer handling efforts, the major issues summarized and made accessible

The book begins by stating the general fact that quality is the heart of the success of any business whether it is product or service rendering. In line with however, it brings into light that quality is one of the most wrongly understood features. It is revealed that this is so because most businesses believe that quality exists when the product matches the needs of customers. According to the authors of this book, nevertheless, such a correspondence is said to reflect only one aspect of customer service. Their discussions reveal that for a business to be in a position to

provide quality there must be an understanding that quality could be achieved at its level best by touching upon all the needs and expectations of customers. It is further explained that the product, ALL the conditions in which the product is made to reach the user and the overall effort the business firm puts forward to satisfy the expectations of the customer must be aligned in accordance with what the customer expects them to be so. Hence, it is underlined that ALL the needs and expectations should be in the state of optimal quality and they should also be, as it is emphasized in the book, the major focus areas in customer service provision. emphasized in the book, the major focus areas in customer service provision.

Due to the prevalent misunderstanding, the book calls for a revolution in customer handling services and at the same time it puts forward certain ways of bringing the revolution into action. As the book describes, this calling stems out from a realization of the poor customer service prevailing in businesses. In fact, the customer service that is in action is described



as below standard and at times discouraging. Customers are said to be in a desperate situation in which they are sometimes forced to have low expectations and opt to other business firms which they think they would fulfill at least their minimal expectations. It is revealed that this is no example of an admiring customer; it is rather, to use the books description 'a revolt waiting to happen'. Anytime a better service is found to be in action, customers wouldn't hesitate for a second to fly. Contrary to common expectation, suggested that businesses should work towards creating not only a satisfied customer but also customer who is devotee, admiring, long lasting and ultimately 'raving fan'. It is stressed that creating a raving fan should be the ultimate goal in customer service.

In order to be able to provide a customer service that fulfils all the needs of customers and in turn to be able to create raving fans, the book puts forward three strategies which it calls magic secrets. One of the magic secrets urges that before anything else the business should know what it wants to be and formulate a vision. Once this is done, it is also suggested that the business has to set the vision of perfection centering the customer. What this means is that it is necessary for the business to imagine and visualize all the areas where perfect services could be offered. In addition to this, the business is expected to bring down this imagined perfect vision to reality, find out where the ups and downs are, and continue to work for more improvement.

One of the examples given in the book displays this secret by describing how a small scale, poorly equipped grocery store grew into a big, much favored and allproviding supermarket. When the business began, it was in a narrow and poorly equipped state where, for example, vegetables in bad condition were sold. This made the owner, a female grocer, to feel uncomfortable and as a result she had buyers, she didn't want to contiue to sell like that and she also knew that someday she would lose all her customers when better competitors come into the scene sooner or later. Therefore, to her own good, she decided that she clear to herself that she wanted to visualized the kind of improved service she liked to offer. She imagined that she would sell fresh and quality products; make the place appealing (spacious, carpeted, and brightly lit); give free side-services (such as coffee house, space for kids to play, free shoeshining for people who would be in need of, parking for customers' cars etc.); create a welcoming atmosphere (giving a list of new arrivals, advising on buying cheaper and valuable items, avoiding queuing up at the checkout, etc.) and more. Since then, she had worked to bring these into reality step by step eventually succeeded establishing the most loved and celebrated supermarket where buyers from all over the places come to, even from far away places traveling miles and miles. The other magic secret states that it is essential for a business to discover what the customer wants. Customers are said to hold their own vision while they go out to do business. Accordingly, the business is expected to find out this vision and see how it could be integrated into the vision of the business. The book asserts that businesses cannot be everything to everyone. As a

result, they have to establish their own vision first and then move on from there to find ways to accommodate the customers' vision.

For a business to be able to become guilty conscious. Although discover the customer's vision, it is disclosed that it has to find out who the customers are—the internal and external ones. The manufacturing plant discussed as an example in the book made efforts to know all its customers and found out that its customers were the purchasing shouldn't keep on doing the way agents, the end-users, the workers in she had been doing. She made it the engineering department, the accountants in the plants, the quality thrive in the market. Besides, she control department, etc. It, therefore, included every one of them in the vision so that the plant could be in a position to create raving fans.

> The book further elaborated by stressing that after knowing who the customers are, the next step should be to ask to find out what the customers are looking for. In the process, businesses are advised to listen hard to what is said or not said. At times, customers might not trust that their complaints could be taken seriously and put into any value. Thus, some remain silent while others just simply say 'fine'. By taking note of such situations, it is advised that the business should work to listen to the silence and the 'fine' by asking sincere questions and translating the responses into action. The book continues to elaborate that translating into action has a double purpose; firstly, it improves the business and secondly, it creates the ground for customers to build trust.

> As the other example presented reveals, the manager of a gasoline station goes everyday to a different store and pumps gas for at least an hour to listen to customers. This example shows, as it is expounded by the writers, that the manager is dedicated to practice the second magic secret. Besides, he is

prop-

sible, an effort should be put to



determined to create raving fans. Still more, he is an example of the fact which holds that 'people who created raving fans have minds of their own.' According to what the book discloses, most managers wouldn't like coming down the ladder to work, for example, alongside the clerk for the benefit of the business. Hence, it follows that it is necessary to be flexible and ingenious to create raving fans as mentioned by Blanchard and Bowles. The discussion on the importance of flexibility leads to the third magic secret, which emphasizes on being flexible. Besides, it extends that businesses have to discover the vision and deliver plus one.

With regard to the discussion of the delivery of the vision, what the book reveals is that businesses are advised to be consistent in their service offering. When in need of improvements, they have to start small and consistently work for more in order to gain the trust of customers. To be consistent, what the book puts forward is the need for having systems of operation that everyone in the business could use as a guideline. The suggestions include that it is necessary to give orientation to new workers; refresher trainings to senior workers and to encourage workers to use their own creativity. It is also suggested that workers should be promoted based on merit and inventiveness.

In the circumstance of working for change and improvement, the

A good book is the best of friends, the same today and for ever.

Martin Farquhar Tupper (1810 - 1889)

points out that

book

the usual hurdles are being overambitious and less confident. By being over-ambitious, it is explained that managers plan too much to do at once and when that becomes impossible to achieve, they get discouraged. On the other hand, by planning too much, it is disclosed that managers lose confidence to push ahead. Still more, the danger is said to be that they might conclude it is impossible and, therefore, not necessary to do. However, the book asserts that these problems could be controlled by the magic of one percent. The magic of one percent is explained as an attempt to move forward gradually, tackling problems stepby-step. Instead of trying to tackle everything at once, the advice is that it would be easy to achieve the grand vision by starting with a small area and moving forward and building on it. The saying has it: Rome is not built overnight.

In the final analysis, the book states that the three secrets might probably be absorbed by change-loving business people as opposed to the ones who might be negatively oriented and, therefore, believe that creating raving fans is extra. However, the authors advise that it is essential to examine long-standing practices and attitudes and work for change and betterment for the sake of customers as well as businesses.

In general, the book propagates that for a business to flourish and provide a successful service that lasts generations after generations, it had better add the human dimension. By consider-

ing the human aspect, they have to make people and ALL their needs at the centre of their businesses.

Contrary to the not rewarding view which takes the business' product in a narrow sense and considers customer service as extra, it is asserted that when a customer comes for service, as much as pos-

A good book is the purest essence of a human soul.

Thomas Carlyle
(1795 - 1881)

erly ALL his or her needs. In fact, the book further asserts that the business should be able to go as far as revolutionizing the needs and expectations of the customer. The book supports this assertion by mentioning the experience of the aforementioned gasoline station.

When the idea of using the names of customers was brought up, some workers contradicted by saying that it was extra and not so important. However, the manager persisted and they began to practice it by asking for credit cards, picking the name from the card, and using it. The manager believed that was one of the ways of creating emotionally comfortable situation and it paid off so. It was also revealed that it played its part in making the gasoline station, among other things, the greatest, and much favored in the US.

On the whole, the book emphasizes that this practice, the practice of putting the human dimension at the centre of the business, which should again be followed by all businesses, gave a human element to the gasoline station. Thereby it is possible to create conducive environment for the prevalence of a revolutionized service rendering with much admired business firms that can survive the tide of poor customer handling because of which so many others fall apart after some shiny period of heydays due to their arrogance to cope up with the necessary changes mentioned herein.







የተጣሩ ጣይጣን

በበፍቃዱ ኃይሉ፣ ቅ/ማ/ዩ/ኮ



በዚህ ርዕሰ ጉዳይ የመጻፍ የረዥም ጊዜ ዕቅድ ይገር የ ነ በ ረ በ ሆንም፥ የአዲስ ጉዳይ መ ጽ ሔ ት ዐ ም ደ ኛ

ኤፍሬም 'ፌደል የቆጠኑ ማይማን' በሚል ርዕስ ተመሳሳይ ፅንሰ ሐሳብ ያለው መጣጥፍ በመጻፉ ዕቅዴን ለመቀየር ደርሼ ነበር። ሆኖም ደጋግሜ ሳስበው በአንድ በኩል ስለርዕስ ጉዳዩ ገና ብዙ የሚባል ነገር በመኖሩ፣ በሌላ በኩል ደግሞ ኤፍሬም ጉዳዩን የተመለከተበት ማዕዘን የተለየ ስለሆነ ጉዳዩን በውጥን የመተዌን ሐሳብ ትቼው እነሆ መጻፍ ጀምሬያለሁ።

የተማሩ ማይማን የሚለው ሐረግ ፈረንጆቹ (Functionally Illiterates) የሚሏቸውን እንዲተካ የጸሐፊው ብርቱ ፍላንት ነው። ሆኖም ከዚያ የበለጠ አንድምታ ቢኖረውም አይከፋም። (እሱን እየሄድን እንወስናለን) ዊክፔድያ የተባለው ድረዓምባ (Functional Illiteracy)ን 'የማንበብ እና የመጻፍ ከህሎቱ ከማንበብ እና ከመጻፍ ባሻነር ለተግባር የማያቢቃ' በሚል ይበይነዋል። ከመሠረታዊ የንባብ ደረጃ ከፍ ብሎ ለሥራ የማያቢቃ የንባብ ችሎታ እንደማለት ነው። እኔም የተማሩ ማይማን በሚል ለሰጠሁት ርዕስ ተቀራራቢ ብያኔ (definition) አለኝ።

የተማሩ 'ማይማን የተማሩትን ትምህርት በጎልዮት (theory) ከማነብነብ ውጪ በተማባር የማያስመስክሩ ምሁራንን ይወክላል፡፡

በሀገራቸን ከዘመን ዘመን እያደ*ገ* የመጣ ለትምህርት የመጓጓት ዝንባሌ ይታያል፡፡ ምሁራን በማኅበረሰቡ አንቱታን ይቸራሉ፡፡ ማይማን ለመማር፣ የተማሩትም የበለጠ ለመማር ይጓጓሉ፡፡ ነገር ግን ከሚማሩትም ሆነ ከተማሩት መካከል ጥቂት የማይባሉትን ካስተዋልን፥ በትምህርቱ ከሚያፈሩት ዕውቀት ይልቅ በሰርተፍኬቱ የሚያገኙትን ውዳሴ ያስቀድማሉ፡፡ የዶክትሬት ጥናቱ ካስተማራቸው ቁም ነገር ይልቅ ማዕረጉ

በመሠረቱ በልፋት በተገኘ ውጤት *መ*ኩራት ሊተች የሚገባው ነገር ሆኖ ብዕሬን ለማሾል አልተቻኮልኩም። ውስጤን እየኮረከረ እንድጽፍ ያነሳሳኝ <u>ዐቢይ ጉ</u>ዳይ *ግ*ን ከላይ የጠቀስኳቸው ዓይነቶቹ ‹ምሁራን› በተግባርና ሊጨበተና ሊዳሰስ በሚችል መልኩ ‹ምን እየሥሩ ነው?› የሚለውን በወፍ በረር መቃኘት ስለፈለባሁ ነው። ዓመት ሙሉ በምንም ዓይነት ጥናት ላይ ያልተሳተፈ ዶክተር፣ ስለ ትንባሆ ማጨስ ጠንቀኝነት የሚያስተምር አጫሽ፣ ስለትራፊክ ደህንነት የሚያስተምር ነገር ግን የትራፊክ ሕግጋትን የሚጥስ 'ሳጅን' እና የመሳሰሉትን፥ 'የተጣሩ ጣይጣን' ያሰኘሁት ጽ ሑ ፍ ይመለከታቸዋልና ያንብቡት፡፡ ማን ያውቃል - ከልብ ካለቀሱ እንደሚባለው የ‹በኛ ይብቃ፤ትውልድ ይዳን› መፈክር

ከዚያ በፊት ግን የእኛን አገር የተማሩ ማይማን ሳጣቅስ ጉዳዩ የአገር ውስጥ ብቻ ነው እያልኩ ለሚመስላቸው ሰዎች እንዲያውቁልኝ የምፌልገው ነገር አለ፡፡ ለምሳሌ ‹TIME› መጽሔት በአገስት 14፤ 1989ዓ.ም. ዕትሙ በብዛት አንድ ሦስተኛ የሚሆኑት የ17ዓመት አሜሪካውያን የተማሩ ማይማን ናቸው ሲል ጽፏል፡፡

እኔ በዚህ ጽሑፍ የሀገራችንን ምሁራን የምወቅሰው በከፍተኛው የተምህርት ቁንጮ ላይ ደርሰው እንኳን ማዕረ ጋቸውን የሚያስመሰክር አንባቢነትና ጸሐፊነት ይንድላቸዋል በሚል ነው፡፡ (የሁለተኛ ደረጃ ትምህር ታቸውን አጠናቀው ብቻ የተቀመጡትን ብዙ አንጠብቅባቸው ብንል እንኳን ማለቴ ነው፡፡)



አንባቢነት

አንድ ምሁር፤ በተማረበት ዘርፍ፤ ተማሪ በነበረበት ወቅት ብቻ ያነበነባቸውን ብያኔዎችና ትንታኔዎች ብቻ እያስታወሰ በሥራ ዓለም ውጤታጣ ሆኖ ለዓመታት መዝለቅ አይቻለውም፡፡ ዕውቀት ወይም ክህሎት እንደቁሳቁስ ሁሉ ከጊዜ ጋር ሊሸረሸር (depreciate ሊያደርግ) ይችላል። ማንኛውም የትምህርት ዘርፍ ከጊዜው እኩል አዳዲስ ማኝቶች እየተደመሩበት እየተሻሻለ መምጣቱ የጣይቀር ስለሆነ ምሁራን በሙያቸው ያላቸውን ዕውቀት በተመሳሳይ መንገድ እያሳደ*ጉ*፣ የለውጡ ወይም የመሻሻሉ አካል መሆን ካልቻሉ ማዕረጋቸው ብቻውን እራሳቸውንም *አገራቸውንም መ*ለወጥም ሆነ መጥቀም አይቸልም፡፡

በእኛ አኅር፣ ማንበብ አስነዋሪ የሆነ ይመስል ብዙ ምሁራን ከማይማን የማንበብ ደረጃ እንኳን ባነሰ አሽቆልቁለው የመገኘታቸው ምሥጢር ዕንቆቅልሽ ነው። ነገሩ የሚጀምረው ከልጅነታዊ አስተዳደጋችን ቢሆንም ዐውቀንም የምንለውጠው አይመስልም፡፡ አሁን አሁን የከፍተኛ ተቋጣት ተጣሪ ሆኖ በሚጣራቸው ትምህርቶች ዙሪያ የተጻፉ ትልልቅ መጽሐፎችን ቀርቶ ትንንሾቹን እንኳን ለማንበብ የሚጓጓ ተማሪ ለማባኘት መሻት ጉም ለመዝገን እንደመጣር ያለ የዋህነት ነው፡፡ የከፍተኛ ተቋጣት መምህራንም በሚያስተምሯቸው ትምህርቶች ዙሪያ በጥቂት ገጾች የተቀነበበች ማብራሪያ (hand out) በምስጠት ለተማሪዎቻቸው ያለማንበብ ፍላጎት የበኩላቸውን አስተዋጽዖ ያበረክታሉ፡፡ በዚህ መንገድ የሚመረቱ ምሁራን ያቺን የተመጠነች ማብራሪያ በመሸምደድ የሚያፈሩት ዕውቀት ፅንሰ ሐሳባዊ (conceptual) ሊሆን ቀርቶ (definition) ስለተማሩት ጉዳይ እንኳን ትክክለኛ ብያኔ መስጠት የማያስቸላቸው **ጸሐፊነት** በመሆኑ፣ ወደሥራ ዓለም ወይም መመሥከር ይቻላል፡፡

ለማለት የሚያበቁ በርካታ እውነታዎች ምሁራን በራሳቸው ዓለም ተጠምደው

አሉ፡፡ እስኪ ለምሳሌ የሀገራቸንን የጋዜጦች ዕውቀታቸውን ሥርጭት ብዛት አንስተን የንባብ ባህላችንን ይመስላሉ ፡፡ *ጋ*ዜጦች የሥርጭት ብዛታቸው እስከ ሊሆን እንደሚችል አፍን 50,000 የሚደርስ ቢሆንም፣ በአብዛኛው በመንግሥት በጀት የሚሰራጩ እና በቀሪው ደባሞ የጨረታ ማስታወቂያ በሚፈልጉ አካላት የሚሸመቱ በመሆኑ፥ በእኔ በኩል የአንባቢዎችን ቁጥር ለመገመት እንደናሙና ልጠቀምባቸው ይከብደኛል፡፡

ነገር ግን በከፍተኛ ተነባቢነት ደረጃ ላይ ይገኛሉ የሚባሉትን የግል *ጋ*ዜጦች አንባቢ ብዛት በ*መመ*ልከት የአንባቢነታችንን ደረጃ መገመት ይቻላል የሚል እምነት አለኝ። ‹አዲስ አድማስ› በኢትዮጵያ ከፍተኛ አንባቢ ያለው የግል *ጋ*ዜጣ እንደሆነ ይነገራል፡፡ የከፍተኛ ዕትሙ ብዛት በተለምዶ 20.000፣ አነጋጋሪ ዜና ሲኖር ደግሞ 40,000 በሳምንት ብቻ ይወሰናል፡፡ h80 ሚሊዮን የሚበልጥ ሕዝብ በሚኖርባት አገር ከፍተኛ የተባለው የጋዜጣ አንባቢዎች ቁጥር ይህን ያህል ብቻ ቢሆንም የኢትዮጵያን ግጣሽ ያህል ሕዝብ ብቻ የሚኖርባት ጎረቤታችን ኬንያ ግን (Daily Nation) የተባለው ዕለታዊ *ጋዜጣዋ ብቻ በየቀ*ኑ h200,000 በላይ አንባቢዎች እንዳሉ ጥናቶች በድርሳናቸው ያወሳሉ፡፡

ምሁራን በአገራቸው ውስጥ የሚከወኑ ከስተቶችን ቀርቶ ዓለማቀፋዊ ጥቅል *ጉ*ዳዮችን በተመለከተ ወቅታዊ መረጃ ሊኖራቸው ይገባል። የአንድን አገር ሕዝብ የሚመሩት ምሁራን እንደመሆናቸው እነሱ በንባብ ባሕልና በዕውቀት ልቀው ካልተገኙ የአገሪቱ ማጎበረሰባዊ ንቃትም ሆነ ብልፅግና ቀርፋፋ እንደሚሆን ሳይታለም የተፈታ ነው። ሆኖም በአገራችን እውነታው የተገላቢጦሽ መሆኑን ተመልካቸ ይፈርዳል፡፡

ከምሁራን የሚጠበቀው አንባቢነት ወደመምህርነት ሲሸጋገሩ በሁለቱም በኩል ብቻም አይደለም፡፡ ዕውቀታቸውን አፍነው የማይሳካላቸው የመሆናቸው ነገር የቅርብ የሚቀመጡ "የጋን መብራት" ጊዜ ምሩቃንን በመመልከት ከአንጀት አለመሆናቸውን የምናረጋባጠው በሚጽፏቸው ጽሑፎች ነው። ምሁራን በመሠረቱና እንደእውነቱም ከሆነ በተለይ በተማሩበትና በተመራመሩበት ዘርፍ አንባቢ ማኅበረሰብ ማፍራት ለአገር ዕድንት ያሉ አዳዲስ ነገሮችን በጽሑፍ ለአደባባይ ቁልፍ ሚና ይጫወታል፡፡ ይሁን እንጂ የጣብቃት ኃላፊነት አለባቸው፡፡ አሁንም ኢትዮጵያ በዚህ የታደለች አገር መሆንዋን እንዳለመታደል ሁኖ፣ በአገራችን መጠራጠር የሚቻል ይመስለኛል፡፡ ይህንን የምንመለከተው ይህንን አይደለም፡፡ በርካታ

ከጣጋራት የተቆጠቡ የተለያዩ ጥናቶችን እንታዘበው፡፡ በኢትዮጵያ የመንባሥት ከሚያካሂዱት ውስጥም ጥቂት የማይባሉቱ *ጋ*ዜጦች የሆኑት እነ ‹አዲስ ዘመን› እና ጥናቱን የሚያዘ*ጋ*ጁት የምርምር ድጎማ ‹Ethiopian Herald› የመሳሰሉት (research grant) ለማግኘት ሲሉ ብቻ



ምልቶ *ማናገ*ር ይ*ቻ*ላል፡፡

አንዳንድ ሀገራት የዩንቨርስቲ ፕሮፌሰሮቻቸው በዓመት ውስጥ የተወሰኑ ጆርናሎችን ካላሳተሙ፤ ጥናቶችን ካላካሄዱ ማዕረጋቸውን የሚቀሙበት መመሪያ አላቸው፡፡ ለእነሱ እንዳመታደል ለአካዳሚያዊ ዕድገት ግን እንዳለመታደል ሆኖ የእኛ ሀገሮቹ ምሁራን እንዲህ ዓይነቱ ሥጋት የለባቸውም፡፡ በድሮ ዕውቀታቸው ዛሬም ድረስ ይሾማሉ፤ ይብዛም ይነስም መሃያም ያገኙበታል፡፡

ሌላውና በጣም አሳሳቢው ጉዳይ ደግሞ ተመራቂዎች በሰው ሥራ ለመመረቅ የሚያደርጉት ጥረት ነው። ጉዳዩ የሰው ሥራ የኔ ነው ብሎ ማቅረብ (plagiarism) ነው እንዳይባል በማይመች መልኩ የፕናቱ ውጤት ባለንብረት - ተጣሪዎቹ ራሳቸው ናቸው። ነገር ግን እነርሱ አይሥሩትም። አንድ እኔ በቅርበት የጣውቀው ሰው ብቻውን በጥቂት ዓመታት ውስጥ ከ25 ለሚበልጡ ተጣሪዎች የመመረቂያ ጽሑፍ እንዳዘጋጀላቸውና እንዳስመረቃቸው ነግሮኛል፡፡

ነገሩ የሚያስደነባጣችሁ እንዳላቸሁ ሁሉ፥ 'ታዲያ ይሄ ምኑ ያስገርጣል?' ብለው በቀላሉ የሚያልፉትና ይህ ዓይነቱን ውስልትና እንደግሩም ባህል የሚቆጥሩ እጅግ ብዙ ሰዎች እንዳሉ መረዳት የገባንበትን አጣብቂኝ ይበልጥ ለመገንዘብ ይረዳናል፡፡ አሁን፤ አሁን ሥራ አጥ ምሩቃን ብቻ ሳይሆን ጥቂት መምህራንም ሳይቀሩ የተመራቂ ተጣሪዎችን ጽሑፍ በጣሰናዳት ሥራ ተጠምደዋል፡፡ ነገሩ በጣም አዋጭ ነው፡፡ የሚያዋጣው ግን ጊዜያዊ ጥቅምን ከጣጋበስ አንፃር እንጂ ለተመራቂውም ሆነ ለአስመራቂው የኋልዮሽ መዘዝ አለው፡፡

በእንባሊዝኛ ቋንቋ ጥሩ ዐረፍተ ነገር መሥራት የማይቸል ተማሪ የሚያስገርም ጥናታዊ ጽሑፍ ይዞ ቢቀርብ መደነቅ ብቻ ሳይሆን መጠየቅም ተገቢ ነው፡፡ ምክንያቱም ከጀርባው ‹‹የኮንትሮባንድ ጥናት አዘጋጆች›› አሉና፡፡ ይህ ዓይነቱ ድርጊት በመመረቂያ ጽሑፎች ብቻ ሳይሆን ጥቂት ማርክ በሚያስገኙ የቤት ሥራዎችም ሳይቀር የተለመደ እየሆነ መምጣቱ የአደባባይ ምሥጢር ከሆነ ዋል አደር ብሏል፡፡

ተማሪዎችም ባልሥሩት ሥራ የመመዘናቸውና ብቁ ናቸው ተብለው የመመረቃቸው ነገር የተማሩ ማይማንን በመፍጠሩ ረንድ የበኩሉን ድርሻ እያበረከተና በውጤቱም ሀገርን እያጠፋ ነው፡፡ በመሠረቱ ጥናቱ የተሠራሳቸው ብቻ ሳይሆኑ ጥናቱን ለገንዘብ ሲሉ የሚሠሩትም እንዲያው ናቸው፡፡ መጣር ጣለት ብቁ ዜጋን ለጣፍራት የኃላፊነት ስሜት ጣዳበር እንጂ "እኔ ከሞትኩ ሰርዶ አይብቀል" ጣለት አይደለምና፡፡

ምሁር /የተጣረ/ ጣነው?

የሚለው 'የተጣረ' ቃል የሚወክለው (የሰውዬውን የትምህርት ደረጃ ወይስ ዕውቀቱን እና ክህሎቱን?› ለሚለው ጥያቄ መልስ መስጠት ይቸግር ይሆናል፡፡ ነገር ግን በየትኛውም መለኪያ ሰዎች ትምህርት እንዲቀስሙ የሚደረገው በቁጥር የሚለካ፣ የሆነ ደረጃ ላይ የሚያደርስና መድረሳቸውንም ለጣወጅ የሚያስቸል ሳይሆን የትምህርት ደረጃቸው ባደን ቁጥር በተማሩበት ዘርፍ ከሌላው የበለጠ ዕውቀትና ክህሎት በማፍራት ማኅበረሰባቸውን ማገልገል የሚያስችል፤ ብሎም በየዘርፉ የመሪነትን ሚና እንዲጨብጡ የሚያስቸል ነው። ምሁራን በከፍተኛ ተቋጣት ውስጥ ተጣሪ በነበሩበት ወቅት ከሚኖራቸው ተወዳዳሪነት የበለጠ በሥራው ዓለምም ሊኖራቸው ይገባል፡፡የተጣረ የሚያሰኛቸውም ይኸው ይመስለኛል፡፡

ስለዚህ ምሁራን የተጣረ ለመሰኘት የመመረቂያ 'ግሬድ' ብቻ ሳይሆን በቂ የሥራ ብቃት ሊኖራቸው ይገባል፡፡ ሮናልድ ናሽ የተባሉ አሜሪካዊ ተመራጣሪ የተጣሩ ለመሰኘት ፊደል መቁጠር ብቻ አይበቃም ብለው ይከራከራሉ፡፡ ‹‹ትምህርት ቤት ከመሄድ ባሻገር የባሕል እና የሞራል ዕውቀትን ማፍራት ያስፈልጋል›› ብለዋል፡፡ የባሕልና የሞራል ዕውቀት ለጣፍራት ቀጥተኛ የተምሮ *ማስተማ*ሩ ሂደት የሚያደርገው አስተዋፅዖ *ግን* ውሱን ነው። ዜጎች በጠንካራ *ማጎ*በራዊ ተሳትፎ ባሕላዊና ሞራላዊ ዕሴቶችን ማዳበር ይገባቸዋል፡፡ ምራላዊ ዕሴቶችን ማዳበር ይገባቸዋል፡፡ በዚህም ምሁርነታቸውን ከወረቀት በላይ ፋይዳ ያለው ነገር ማድረግ እንዲቸሉ ይረዳቸዋል፡፡

ከፍተኛ የትምህርት ተቋጣት እውነተኛ ምሁራንን ለጣፍራት ምን ያድርጉ?

ከቅርብ ጊዜ ወዲህ በትምህርት ሚኒስቴር የአዳዲስ ምሩቃን የብቃት ማረጋገጫ ፈተናዎች እየተበራከቱ መጥተዋል፡፡ እንዲህ ዓይነቶቹ ፈተናዎች ምክንያታቸውና ይዘታቸው ይለያይ እንጂ በተለያዩ ዓለማት የተለመዱ ናቸው። ለምሳሌ በምዕራብ አገሮች ዩንቨርስቲ የትምህርት ዕድል ለማግኘት የዲግሪ ማስረጃ ብቻ ይዞ መቅረብ አይበቃም። ተጨጣሪ እንደ GMAT (Graduate Management Admission Test)፣ SAT (Scholastic Aptitude Test) እና ሌሎችም እንደ TOEFL የመሳሰሉትን የቋንቋ ፊተናዎችን



ግዴታ ነው፡፡ እነዚህ አገራት ማለፍ መመዘኛዎቹን ለራሳቸው ዜጎችም ጭምር ነው። በርግጥ በእኛም ሀገር የመጀመሪያና የሁለተኛ ዲግሪ ለማጥናት የመግቢያ ፈተናዎች አሉ፡፡ የኛዎቹ የሚለዩት፣ በየተቋጣቱ ያሉትን ውሱን ቦታዎች ለማከፋፈል እንጂ አይ*መ*ስልም::

በትምህርት ሚኒስቴር ሥር ያሉት የሙያ ብቃት ምዘናና ጣረ*ጋገጫ ጣ*ሪከላት የTVET ተማሪዎች በመደበኛውም ይሁን በሴላ ፕሮግራም ከተመረቁ በኋላ CoC የሚባል የቃልና የተግባር ፈተና እና የዲግሪ ተጣሪዎችም ከመመረ,ቃቸው በፊት ሀገር አቀፍ ፈተናዎችን እንዲወስዱ የብቃት መመዘኛ ፈተና መስጠት በተቋጣቱ ቢከራከሩም፥ በተለይም **ቀ**ደም ሲል ተማባር ሳይ በዋለው የCoC ፈተና ሳይ የመንግሥትና የግል ተቋም ሳይባል ከ20 በመቶ ያልበለጡት ተፈታኞች ብቻ የማለፋቸው ምሥጢር አጠያያቂ ሆኖ ሰንብቷል፡፡ አንድም የትምህርት አሰጣጡ ሥርዓት በሀገር አቀፍ ደረጃ ችግር አለበት፤ አይደለም ማለት ነው፡፡ ምክንያቱ ምንም በንበያው ውስጥ የሚፈለግባቸውን ብቃት የሚመጥን ነው እስካልን ድረስ!)

በዚህ ርዕሰ ጉዳይ ላይ እየጻፍኩ እንደሆነ ሹክ ያልኩት አንድ የቅ/ማ/ዩ/ኮ *መ*ምህር ከአንድ የ*መንግሥት* ከፍተኛ የትምህርት ተቋም (ዩንቨርስቲ) የተመረቀች

ተጣሪ በተመራቂዎች መጽሔት ላይ ከፎቶዋ የሚያስቀምጡት ግርጌ ያሠፈረቸውን ጣስታወሻ (የመጨረሻ ለሦስተኛው ዓለም ሰዎች ብቻ አይደለም፡፡ ቃል ይሉታል) ነገረኝ፡፡ *"ምሥጋና ሳይጣ*ሩ ከቋንቋ ከሀሎት ፈተናው ውጪ ያሉትን *ሳስተማሩኝ መምሀሮቼ*" ይላል፡፡ ከዚህ አባባል በስተጀርባ ብዙ እውነቶች አሉ። ልብ ያለው ልብ ብሎ ‹ሳይቃጠል በቅጠል› ነውና የማስተካከያ እርምጃ እንዲሉ ባፋጣኝ ቢወሰድ ከተጨማሪ ጥፋት እንድናለን ብዬ አምናለሁ።

በርባጥም የተጣሪውን ብቃት ለመመዘን ከትምህርት ሥርዓቱ እና ተጓዳኝ ጉዳዮች ባልተናነሰ የመምህራን ብቃት የአዳዲስ ምሩቃንን ብቃት የመወሰን ድርሻ አለው። ዛሬ ዛሬ በየከፍተኛ ተቋጣቱ የምናገኛቸው በርካታ መምህራን በኃላፊነት ስሜት ማጣት፣ በዕውቀት ማነስ፣ በተነሳሽነት ማሽቆልቆል ወይም በሌላ ምክንያት የዕለት **ባ**ኤታቸውን ለመወጣት ከመፈለባ በበለጠ በተቆርቋሪነት ስሜት ኃላፊነት የሚሰጣው የሚያደርጉበት አካሄድ እየተፈጠረ ነው፡፡ የተማረና የተመራመረ ብቁ ዜጋ ለመፍጠር በርካታ ምሁራን ዕውቅና ያላቸው ተቋማት ሲጥሩ አይስተዋሉም፡፡ እንዲያውም አሁን አምነውባቸው ያስመረቋቸውን ተማሪዎች አሁን በቀልድ እየተነገረ እንዳለው ተጣሪዎች *መምህሮቻቸውን* አርአያ ማድረባ ሲ*ገ*ባቸው አንዳንድ መምህራን ተማሪዎቻቸውን አርአያ በማድረግ የሱስ ማዘውተሪያ ሥፍራዎች ላይ ሳይቀር ከንዛ ተጣሪዎቻቸው *ጋር የሚ*ሰባሰቡበት አጋጣሚ የተለመደ ሆኗል፡፡ ከፍተኛ የትምህርት ተቋጣት የእነዚህን መምህራን ተነሳሽነት ለመጨመር፣ ዕውቀታቸውን ለማሳደባና የገቡበት የሞራል ውድቀትና አሊያም ፈተናው ደረጃቸውን የሚመተን የሥራ መንፈስ መቀዛቀዝ ተሰምቷቸው ኃላፊነት መሸከም የሚችሉ - የወረቀት ይሁን ምን ማለፍ ያልቻሉት ተፈታኞች ሳይሆን፣ እውነተኛ ምሁራንን መፍጠር የሚያስቸላቸውን ስትራቴጂ መቅረፅ ለነገ አለመያዛቸው ሲሥመርበት የሚገባ መራራ ሊያሳድሩት የማይገባ የቤት ሥራቸው እውነት ነው፡፡ (ፈተናው ገበያውን መሆኑን ሊረዱ ይገባል፡፡ ያኔ ታዲያ አሁን የምንተማጣባቸው ለጆሮ ሳይቀር የሚዘገንኑ ምሁር ነክ ጥያቄዎችና አስተያየቶችና እንዲሁም ቅሬታዎች በአንዴም ባይሆን ቀስ በቀስ ይወንዳሉ፡፡ ለዚያ ጊዜ ያድርሰን፡፡



A little knowledge is a dangerous thing. Drink deep, or taste not the Pierian spring; There shallow draughts intoxicate the brain; And drinking largely sobers us again.

Alexander Pope (1688-1744) English poet and satirist.

He who dares to teach must never cease to learn.

Unknown Source



የባንክ አመጣጥ በኢትዮጵያ

ካሣ ዘለቀ፤ የሕዝብ ግንኙነት ባለሙያ



ሰው ልጅ ታሪክ የተለያዩ ትውልዶች ባህል**፣** ሥልጣኔና ዘመን ተከታታይነት ያለበት ነው፡፡ ለአሁኑ መሠረት የሚጣለው ባለፈው፣ ለወደፊቱ ደሞ በአሁኑ ነው፡፡ ዛሬ አገራችን የደረሰችበት የዕድገት ደረጃም ምን ያህል እንደሆነ ለማጣጣም የሚቻለው ወደ ኋላ መለስ ብለን በያንዳንዱ አቅጣጫ ያለውን የሥራ እንቅስቃሴ ከአሮጌው ጋር ማነጻጸር ስንችል ነው፡፡

በሀገራችን ታሪክ ውስጥ ከመሪዎች እስከ ተራ ሰዎች ለሀገራቸው የሥሩትን ለማወቅ ስንፕር የሥራቸው ውጤት በታሪክ ሥፍሮ ዘላለም ሲወደሱ የሚኖሩ ይገኛሉ። ከነዚህም መካከል አፄ ምኒልክ አንዱ ናቸው። አፄ ምኒልክ ሙሉ ሕይወታቸው ሲነበብ አገራቸዉን ለጣሥልጠን ከሁሉ በፊት የሥልጣኔ ባለቤት ከሆኑት ከፈረንጆች ጋር መቀራረብ የፈጠሩ ባገር ውስጥ የሚገኘውን የተለያዬ ማኅበረሰብ ከቆላም ከደ*ጋ*ም፣ ሴቱንም ወንዱንም፣ እስላ*ሙን*ም ክርስቲያኑንም፣ ሽ*ማባ*ሌውንም ወጣቱንም በማስተባበር ግዛታቸውን ባንድ አገርነት ያቆሙና ወደ አንድ የታወቀ የሰላም በመምራት ለዛሬው የጋራ አኗኗር ማንነታችን ዋነኛወን መሠረት የጣሉ የታሪክ ባለውለታ እንደሆኑ ሁላችንም እንረዳለን፡፡

በአፄ ምኒልክ ዘመነ መንግሥት በሀገሪቱ ከተዘረጉ የሥልጣኔ አውታሮች ውስጥ አንዱ የባንክ ሥራ መጀመር ነው፡፡ ሥራው እንዴት ሲጀመር ቻለ? የአሥራሩ ሁኔታስ እንዴት ነበር? የሚሉትንና ሌሎቹንም ከማስከተሌ በፊት በዓለም ደረጃ የባንክ ሥራ እንኤት ተጀመረ? የሚለውን በመጠኑ እንመልከት፡፡

የባንክ አጀማመርን በሚመለከት ጣሊያኖች የቅድሚያ ተጠቃሾ ናቸው፡፡ የቃሉን አመጣጥ ራሱን ስንመለከት የመካከለኛው ዘመን እንባሊዝኛ 'Bank' የሚለውን አጠራር ከመካከለኛው ዘመን 'Banque'፣ ከዚያው ዘመን ጣሊያንኛ 'Banca' እና ጀርመንኛ 'Banc' የሚል ቃል እንደተዋሰ ዊኪፔዲያ የተሰኘው የመረጃ ድረ 10 ይገልጻል፡፡ የቃሉ ትርጉምም አባዳሚ ወንበር ወይም ገንዘብ ከፋዮችና የእንባዳ አቀባበል ባለሙያዎች እንግዶቻቸውን የሚያስተናግዱበት ጠረጴዛ መሆኑን ይሄው ድረ 10 ይጠቁማል፡፡

የባንክ አመጣጥ በዘመናዊነቱ ሊጠቀስ በሚቸል መልክ ለመጀመሪያ ጊዜ በዓለጣችን ብቅ ያለው በዘመነ ህዳሴ (Renaissance) ነው። በዚያን ዘመን በጣሊያን ውስጥ በሀብታምነታቸው ይታወቁ በነበሩ እንደፍሎረንስ፣ ቬኒስና ጀኖዋ ከተሞች እንደተጀመረ ይነገራል። የዚያው ዘመን የሥነ ጽሑፍ ጠቢብ ዕውቁ ሼክስፐር ‹የቬኑሱ ነጋዬ› በሚል ርዕስ ድርሰት የጻፈው ለዚህ ሣይሆን ይቀራል? ለማንኛውም በዚያን የ14ኛው ምዕተ ዓመት የሬነሰንስ ዘመን በፍሎረሰንስ ታዋቂ አበዳሪና ገንዘብ አስቀጣጭ የነበሩ ባርዲና ፕሩዚ የተባሉ ቤተሰቦች የሀገራቸውን የባንክ አሥራር ወቅቱን በሚመጠን ሁኔታ ከማዘመናቸውም በላጣሊያንን አልፈው በአውሮፓና በሌሎች ባዛቶች የባንክን ጠቀሜታ እያስተዋወቁና እየሥሩም እንደነበር መረጃዎች ይጠቁማሉ። (ዊኪ ፔዲያ)

በርካታ ታሪካዊ መረጃዎች እንደሚያመለክቱት ቀደም ሲል በባንክ የመገልገል መሠረተ ሀሳቡን ለዓለም ያበረከቱት ወርቅ አንጣሪዎች ናቸው። ወርቅ አንጣሪዎች ወርቃቸውን የሚያስቀምጡበት ጠንካራ ሣጥን ስለነበራቸው ከብርና ከወርቅ የተሥሩ ኔጣኔጦችንና ሌሎችንም ከፍተኛ ዋጋ ያላቸውን ዕቃዎች በአደራ ንብረትነት እየተቀበሉም ያስቀምጡ ነበር(Keep

Interest Money):: ወርቅ አንጣሪዎች ወርቅ ላስቀመጡ ለባለ ንብረቶች ደረሰኝ ይሰጣሉ፡ ለሰጡትም አገልግሎት መጠነኛ ክፍያ ያስከፍላሉ፡፡ ይህ ባህል (Tradition) ተጠናክሮ ቼክን በዘመናችን ገንዘብ ለመክፈል እንደምንገለገልበት ሁሉ ወርቅ አንጣሪዎች ለደንበኛው የሚሰጠውን ደረሰኝ ለተመሳሳይ ሁኔታ ተገለገሉበት፡፡ ለምሳሌ ሁለት ሰዎች በአንድ ወርቅ አንጣሪ ዘንድ ገንዘባቸውን



ቢያስቀምጡ ለወርቅ አንጣሪው ጣስታወሻ በመጻፍ ከአንደኛው ባለሰብ ተቀጣጭ ተቀንሶ ወደ ሌላው ተቀማጭ እንዲዘዋወር ያደርጉ ነበር። በዘመናችን የምንገለገልበት ቼክም ከዚሁ ማስታወሻ የአሥራር ሥልት የተወረሰ ነው፡፡ ይህ ማስታወሻ የሚከተለው ይዘት ነበረው፡፡

ለሚስተር----ወርቅ አንጣሪ እባክዎትን ለሚስተር ----- ይክፈሉ የብር መጠን -----ፊርማ----(የከፋይ)

ይሁን እንጂ ከረዥም ጊዜ በኋላ አገልግሎት እየከፈሉ የተከበሩ ዕቃዎችን የሚያስቀምጡ ሰዎች በጣም ጥቂቶች መሆናቸውን ወርቅ አንጣሪዎች ተገነዘቡ። ስለዚህ ወርቅ አንጣሪዎች የአደራ ገንዘብ በማስቀመጥ ለሰጡት አገልግሎት ያስከፍሉ የነበረውን መጠነኛ ያገልባሎት ክፍያ አቁመው ለአስቀጣጮች ወለድ በመክፈል በርካታ ደንበኞችን አፈሩ፡፡ ወርቅ አንጣሪዎችም ከተቀጣጩ **7**ንዘብ የማይፈልጉትን ለሌላ ተበዳሪ በመስጠት ትርፍ ያገኙ ጀመር። በመሆኑም የወርቅ አንጣሪዎች ተግባር ከጊዜ ወደ ጊዜ ንለበተ፡፡ እንባዲህ የዘመናቸን የባንክ ሥርዓት በዚህ መልኩ በመጀመር ዓመታትን አሳልፎ እዚህ ደርሷል፡፡

ባንክ ማለት ንንዘብ የሚያንቀሳቅስ ድርጅት ነው፡፡ ከደንበኞች ተቀጣጭ ገንዘብ የሚቀበል፣ ደንበኞች ሲፈልጉትም *ገንዘባቸውን የሚሰጥ፣ ለደንበኖቹ የቼ*ክ ደብተሮችን የሚሰጥና ንንዘቡ በደንበኞች ተቀጣጩን ድረስም እስከሚፈለግ አስፈላ*ጊውን* የብድር *ማሥ*ፈርት ለሚያጧሉ ተበዳሪዎች በወለድ የሚያበድር ድርጅት (ተቋም) ነው።

የሦሪያ፣ባቢሎን፣አቴና፣ ፅርዕ(ግሪክ) ፣ፎኒቀያ**፲** ምሥር(ባብፅ)**፲**ሮማና ኢትዮ**ጵ**ያ ሰዎች ለአለፉት በርካታ ምዕተ ዓመታት በባንክ ሥርዓት ይገለገሉ እንደነበር ይታመናል። የሰው ልጅ በንንዘብ መንልንል ከጀመረበት ጊዜ አንስቶ በሌላም በኩል በባንክ መገልገል የተለመደ ነበር ማለት ይቻላል፡፡ ለምሳሌ በአክሱም ዘመነ መንግሥት የባንክ ሥርዓት መሠረተ ሀሳብ ሳይኖረው በባንክ የሚገለገል የሥለጠነ ኅብረተሰብ በአንድ ወቅት ተከስቶ የነበረ መሆኑ ቢገለጽ የጣይታመን ይመስላል። በዚያ ወቅት ለባንክ ሥርዓት መመሥረት ዋናዉ ምክንያት ከዛሬው *ጋር ተመ*ሳሳይ ነበር የሚያሰኘው ለማኖር **፤**ለመበደር እና ለመክፈል የነበረው ሥርዓት አንድ መሆኑ

ከፍ ሲል እንደተጠቀሰው በጥንታዊነቱ የሚታወቀው ባንክ በ1157 የተቋቋመው የዘመናችንን የባንክ ሥርዓት የተመረከዘ የዘመናቸን የባንክ ሥርዓት የጎለበተው *ሁሉ እጅምሩክ እየወሰደ* በግሪክ እና በጣሊያን አገር በ15ኛው ክፍለ ዘመን ነው። ባንክ የሚለው ቃል የተወረሰው ባንኮ(Banco)ከሚለው የጣሊያን ቃል ሳይሆን እንዳልቀረ ይገመታል፡፡ የቃሉ ትርጉምም በአራጣ የሚያበድሩ ነጋኤዎች ገንዘባቸውን በገቢያ ቦታዎች ለማቅረብ የሚያስቀምጡበት መጋዘን ማለት ነው፡፡ አበዳሪዎች የአበደፉት ሳይመለስ ሲቀር በንንዘብ እጥረት ምክኒያት የጣበደሩን ተጣባር ያቆጣሉ (Break the Banco) በዚህም ጊዜ ገንዘብ አበዳሪዎች የባንክ ኪሣራ ደረሰባቸው ይባላል፡፡

እንግዲህ የባንክን አመጣጥ ጠቅለል ባለ *ማ*ልኩ ከተመለከትን ዘንድ ወደ *አገራች*ን ዘመናዊ የባንክ ምሥረታ ወይም አጀጣመር ከመግባታችን በፊት ስለንንዘብ ዝውውር እና አሠራር ጥቂት ጥቂት እንበል፡፡ በጥንት ጊዜ የፅቃ ልውውጥ ሥርዓት ባልሠለጠኑ አገሮች ጎልቶ ይታይ ነበር። በአገራችንም ቢሆን የዚህ ዓይነቱ የመገበያያ ዘኤ መከሰቱ አልቀረም፡፡ ይሁን እንጂ ያስከትል የነበረው የዋጋ መለያየት፣ ቅንስናሽ አለመኖር፣ ከቦታ ወደ ቦታ ይዞ ለመዘዋወር አስቸጋሪ መሆን፤ ለብዙ ጊዜ ዕቃዎች ሲቀመጡ በመጠን መቀነስ ምክንያት የነበራቸውን እሴት እንደያዙ አለመቆየት እና ሌሎች ተደጣምረው ቸግሩን አባብሰውት ነበር። በዚያ መሀል ታዲያ እ.ኤ.አ በ1875 የፈረንሳይ አገር ተወላጅ የነበረው ተጓዥ ከዳባማዊ ምኒልክ ጋር ተገናኝቶ በነበረበት ወቅት በዋናነት ስለንንዘብ መወያየታቸው ይነገራል። በዚያን ጊዜ የሌሎች አገር ንዥዎች እንደሚያደርጉት ብሔራዊ **ባ**ልጋሎት የሚሰጥ *ገን*ዘብ *መታተ*ም እንደሚኖርበት አማክሯቸው እንደነበር በታሪክ ተዘባቧል፡፡ እናም አፄ ምኒልክ በ1901 በስማቸው ገንዘብ አሣትመው ሕዝቡ እንዲገበያይበት የሚከተለውን *ዐ*ወጁ።

በኢትዮጵያ የመንበያያ ንንዘብ ብር እንዲሆን የተነገረ

ምኣ አንበሳ፡ ዘሕምነገደ ይሁዳ

ምኒልክ ስዩመ ሕግዚአብሔር ንጉሥ ነገሥት ዘኢትዮ**ጵያ**

ከዚህ ቀደም ነጋዴም ወታደርም ባላገርም የሆንክ የቬነስ ባንክ ነው። በመጀመሪያ ሲቋቋም ^{ሰው} ሁሉ በየነበያው እና በየመንነዱ በየሥፍራውም ሁሉ በፕይት ስትነበያይ ትኖር ነበር። አሁን ፃን በሕኔ መልክ ሕና ስም የተሠራ ብር ፣ አላድ ፣ ሩብ ለማዘዋወር(Transfer of Public ተገቢያይ ሕንጂ ሕንግዲህ በተይት መገቢያየት ይቅር Debt) የሚያንለባል ቢሮ ነበር። ብያለው። የሚሸፕም ፕይት ከቤቱ ያለው ሰው



ለጅምሩክ ሹም ይስተ። ተይትም ለመግዛት የፈለን ሰው እጅምሩክ እየሄደ ይባዛው። ይህንንም ዐዋጅ አፍርሶ ፕይት እርስ በራሱ ሲሻሻፕ እና ሲንዛዛ የተገኘ ሰው ገዢውም ሻጪውም ስለቅጣታቸው በአንድ ተይት አንድ ብር (መቀጮ) ይከፍላሉ። ወደ ዳኛ ያመጣ ሰው በቅጣት የሚከፍሉትን ገንዘብ *እኩሌ,ታውን ለያዢው መርቄለ,ታለው::*

> *ንዳር* 22 *ቀ*ን 1901 9.90 *እንጦጦ ከተማ ተጻፈ።*

አዲሱ ገንዘብ የተሥራው በብር ስለሆነ በራሱ ዋጋ ያለው በመሆኑ ጭምር ታወቀ::

አንድ ብር፡-

ሁለት አላድ

አራት ሩብ

ስምንት ተሙን

አሥራ ስድስት መኃልቅ ይመነዘራል፡፡

ይህም ለማንኛውም ጉዳይ በገበያ ለመገበያየት የተመቸ በመሆኑና ቢያስቀምጡት ስለማይበላሽ በሕዝብ ዘንድ በጣም የተወደደና የተፈለን ሆነ።

በ1895 ዓ.ም በዳባጣዊ ምኒልክ መልክ *ታትመ*ው የወጡ *ገ*ንዘቦች ከአፄ ምኒልክ በኋላ በንግሥት ዘውዲቱ ዘመነ መንባሥት ለመንባሥትም ለድኻም የተመቸ እንዲሆን በማሰብ ቤሣ የተባለ ከመዳብ የተሥራ የብር 32ኛ ክፍልፋይ በአፄ ምኒልክ መልክ ታትመ::

ይህ ቅንስናሽ ንንዘብ ታትሞ ወይም ተቀርፆ ከወጣ ከሁለት ዓመት በኋላ ደባሞ አፄ ምኒልክ ዘመናዊ ባንክ መመሥረቱን ይፋ አደረጉ(የውል ሥነዱን መጨረሻ ላይ በአስረጅነት ከቀረቡ አባሪዎች መካከል አባሪ አንድን ይመልከቱ)፡፡

አፄ ምኒልክ በስማቸው ገንዘብ እንዳሣተሙ በጎጃም አካባቢ ድጋፍ የሚሰጡ የሚከተሉት ነበሩ።

ሀ. ትከሻየ ለምዶ *መ*ሸከም አሞሌ፤ *መ*ውጣት መውረዱ ሲወዘውዘኝ፤ እምዬ ምኒልክ ብር አ*ሥራ*ልኝ፡፡

ለ. አጋሰስ መጋጃ አህያ እንዳንጭን፤ ፈረንጅ በተበቡ እንዳይኮራብን፤ እምዬ ምኒልክ *ሥራ*ልን ብሩን፡፡

ሐ. ከነበያ ወጡ ጥይት እና ጨው፤ የፈረንጅ ብር ሥራ የኛ አባ ዳኘው።

መ. ዝቀህ ስጠኝና አሽከርህ ልክበር፤ *ዳኘው ካስነጠርከው ከሥራኸው* ብር።

ከባንኩ መቋቋም በኋላ እ.ኤ.አ በሁለት**፣** ດ1932 በባንኩ በኩል መቶ በአምስት**T** በአሥር **T**በአንድ **T**በአምስት *መ*ቶ እና በአንድ ሺ ብር ሂሳብ ወጣ::

በተመሠረተው ውል ከላይ እንደነበር በውሉ ተገልጾአል። ካፒታሉ አክሲዮን(share) ይዘው አምስት መቶ ሺህ ሲሆን በጊዜው ተቅሙ የሎንደን**፣** ፓሪስና ኒዮርክ አገር በሕዝቡ ስላልታወቀ የሚገለገሉበት እንደሆኑ በአብዛኛው የውጭ ዜጎች ነበሩ። በኋላ ግን እ.ኤ.አ በ1917 የፈረንሳይ ከነበረቸው ጅቡቲ እስከ አዲስ አበባ የባቡር መስመር *መዘርጋት* ለባንኩ ሥራ እንቅስቃሴ ይበልጥ እየረዳ መጣ፡፡ በዚህም የመጀመሪያዎቹ ቅርንጫፍ መሥሪያ ቤቶች ድሬዳዋ፤ ጎሬና ደሴ ተከፈቱ።

አንድ ባንክ ሥራውን ሲጀምር ቅድሚያ የሚሰጠው ያለውን ገንዘብና ልዩ ልዩ የተከበሩ ማዕድናትን እንዲሁም በአደራ የሚቀበላቸውን ጌጣጌጦችና ወድ ቅርሶችን በጥንቃቄ የሚያስቀምጥበትን ቦታ በአስተማማኝ ሁኔታ ማሠራትን ነው። የአቢሲንያ ባንክም ይህንን ያሟላ ነበር።

ወደባንኩ ምድር ቤት ወረድ ሊያነቃንቀው የማይቸል ከወፍራም ብረት የተሥራ በአምስት ቁልፍ የሚከፈት በር ይገኛል፡፡ ቁልፎቹ የሚገኙት በባንክ ተወካይ፣ በንንዘብ ሚኒስቴር ተወካይ፣ በቤተ መንባሥት ተወካይና በሌሎች ሁሉም በአንድነት ተገኘተው ይከፍቱታል። መጀመሪያ የባንክ ተወካይ ይከፍታል፤ እንዲያም ሆኖ ዘሎ ዘው አይባልም፡፡ ከቤተ መንግሥትና ከንንዘብ ሚኒስቴር ተወካዮች ዕጅ የሚገኙ ሁለት ቁልፎች ሁለተኛውን በC እንዲከፍቱ ይደረጋል፡፡ አሁንም አያቢቃም፡፡ ብቻ ምን አታከተዎት አሥሩን ሲረባጡ ውለው ነው ከንንዘቡም ሆነ ከሌሎች ካዝናዎች የሚደርሱት፡፡

ከሁሉም የሚገርመው ሞተሩ ዛሬም ቢሆን በቃኝ ያላለው ያየር ማቀዝቀዣ (Air Conditioner) በሙቀት ምክንያት ብልሽት እንዳይደርስ የነበረውን ጥንቃቄ ማሳየት ብቻ ሳይሆን ማልጋሎት ይሰጡ የነበሩ ቁሳቁሶች ሁሉ እንደዘመኑ መሣሪያዎች ብልጭ ብለው ድርባም የሚሉ ዓይነቶች እንዳልነበሩ ይጠቁማሉ፡፡ በዚህ ሁኔታ ይታይ የነበረው የአሥራር ፕንቃቄ ይበልጥ ሕዝቡን ወደ ባንክ እየሳበው ሄደ፡፡ ሰዎች *ገንዘብ ለጣንቀሳቀ*ስ ሲፈል*ጉ የውጭ ዜጋ*

የታተመ ባንክ ኖት የተባለ የንንዘብ ወረቀት ለነበሩት የባንኩ አዛዦች ደብዳቤ ጽፈው ወደ እንግሊዝኛ በማስተርንም ያቀርቡ ነበር፡፡

በዳባጣዊ ምኒልክና መሠረት ዘመናዊ ባንክ በ1905 አዲስ ብሔራዊ ባንክ ተወካይ በነበሩት በሚስተር አበባ ከተማ ውስጥ ተቋቋመ፡፡ በዚህ ጊዜ ማክጌልቨር መካከል በተካሄደው ስምምነት ባንኩ የተሰጠው መጠሪያ የኢትዮጵያ ባንክ መሠረት በ500.000 ካፒታል በተጀመረው of Abyssinia) የሚል የባንክ ሥራ እንቅስቃሴ የተወሰነውን የነበሩት ሰዎች



በታሪክ ተዘባቧል፡፡ ባንኩ ሲቋቋም የክብር ጠባቂ አፄ ምኒልክ ነበሩ። እ.ኤ.አ በ1917 ንግሥት ዘውዲቱ ተኳቸው፡፡ ባንኩ እንደማንኛውም ባንክ ሁሉ ዓመታዊ የሂሳብ ሪፖርት ያቀርብ ነበር። (አባሪ ሁለትን ይመልከቱ)

የኢትዮጵያ ባንክ

ይህ ባንክ ለትርፍ ብቻ በመቆሙና ተገቢውን ባልጋሎት ባለመስጠቱ አፄ ኃይለ ሥላሴ ሥልጣን እንደያዙ በሌላ ባንክ ለመተካት ተወሰነ። በዚህ መሠረት በእንግሊዝ በኮንትራት የሚንቀሳቀሰውን የአቢሲንያ ባንክ የኢትዮጵያ መንግሥት *ገ*ዛው፡፡ የኢትዮጵያ *ማንግሥ*ት ለባንክ መግዣ የሚሆን ገንዘብ ያገኘው ለሕዝቡ አክሲዮን (share) በመሸጥ ነበር። በዚህ ወቅት ለሽያጭ የቀረበው የአክሲዮን ክፍያ 30,000 ሲሆን የአንዱ ዋጋ 25 ፓውንድ ስተርሊንባ ነበር። በአክሲዮን ባገርው 1908 እ.ኤ.አ Societe 'Ethiopia የተሳተፈው በአብዛኛው መንግሥት ነበር። ይህ *ገ*ቢ ባለቤትነትን ከአቢሲንያ ባንክ ወደ ኢትዮጵያ ባንክ ለማዘዋወር ለተጠየቀው ወጪ ተከፈለ። የተቋቋመው አዲሱ ባንክም 1915/እ.ኤ.አ *የኢትዮጵያ* ባንክ› በሚል *መ*ጠሪያ ተሰየመ::

የኢትዮጵያ ባንክ በአፍሪካ ውሰጥ በሙሉ በአ*ገሬው ተወ*ሳጆች 1931 /እ.ኤ.አ Bank of Ethiopia የሚንቀሳቀስ የመጀመሪያው ባንክ ሆነ። የዚህ ባንክ ሌላ መጠሪያ ስሙ ‹የኢትዮጵያ ብሔራዊ ባንክን የሚል ነበር። የኢትዮጵያ ባንክ የተቋቋመው እንደአውሮጳውን የዘመን አቆጣጠር ነሐሴ 29 ቀን 1931 በወጣው *ዕ*ዋጅ ሲሆን *ማ*ነሻ ካፒታሉ 7500 ፓውንድ ስተርሊንግ ነበር።

አፄ ኃይለ ሥላሤና የነገርው መደብ ● መሣፍንት የአክሲዮን ተካፋይ ከመሆን የሚገኘውን ትርፍ በወቅቱ ጠንቅቀው ያውቁ ስለነበር የውጭ ድርጅቱን ካምፓኒ ለመግዛትና በኢትዮጵያ ባንክ ለመተካት አክሲዮን ገዙ። በዚህ መሠረት ባንኩን ● ከነቅርንጫፎቹ በመግዛት መሣፍንቱ የኢትዮጵያ ባንክ ባለቤቶች ሆኑ፡፡

አዲሱ ባንክ የአቢሲንያን ባንክ ሥራ በመተካት እና ቢሮውን በመረከብ የንባድ ሥራውን በጀመረበት ወቅት የወረቀት *ገ*ንዘቦቸን እና ሳንቲሞችን የጣተም ሥልጣንም ነበረው፡፡ በድሬ ዳዋ፤ በጎሬ፤ በደሴ**፣** በደብረ ታቦርና ሐፈር ቅርንጫፎች**፣** እንዲሁም በጋምቤላ በወኪል እና በጅቡቲ የሐዋላ ቢሮ(Transit Office)ነበረው፡፡፡

በመጨረሻም

በአስተማማኝ ሁኔታ በማስቀመጥ ባንኩ የሚሰጠው አንልግሎት በሕዝብ ዘንድ እየታወቀ በ*መሄ*ዱ ለኢትዮጵያ ኢኮኖሚ የሚሰጠው ጠቀሜታ አደን። ባንኩ የኢትዮጵያ የመጀመሪያ ባንክ ከመሆኑም ባሻገር የኢትዮጵያውያንን ጥቅም ለማስከበር ከልብ የቆመ ነበር።

ሕዝቡ የባንክን ጥቅም ከተረዳ በኋላ ኑሮውን ለማሻሻል አቅሙ በፈቀደለት መጠን የቤት መሥሪያ ይበደር እንደነበር ታሪክን ለመጠበቅ አደራ ከተቀበሉ ማህደሮች ውስጥ የተገኘው ይህንን ይመስላል፡፡

ከ1905 እስከ 1936 በነበሩት <u>ጊዚያት አገልግሎት ይሰ</u>ጡ የነበሩ ባንኮች

የተከፈተበት ዘመን የባንኩ ስም

1905 እ.ኤ.አ Bank Abyssinia

Pourle Development de'l Agriculture et du Commerce

Banque del'Indochive

1915 /እ.ኤ.አ Compagnie del Afrique Oriential

የኢትዮጵያ ባንክ እስከ 1935 አንልግሎት ሲሰጥ ከቆየ በኋላ ፋሽስት ኢጣሊያ አገሪቷን በወረረበት *ጊዜ ሥራ*ው ሊቆም ችሏል፡፡ ከዚያም ጠላት ለአምስት ዓመት ያህል በቆየበት ጊዜ የሚከተሉትን ባንኮች ከፍቶ ነበር። እነዚህም፡-

- Banco di Italia
- Banco di Roma
- Banco di Napoli
- Banco di Nationali del Lavoro
- Cassa di Credits
- Agrasee Minerario

Societ a Nazionale di Ethiopia

የእነዚህ ባንኮች ቅርንጫፎች በአገሪቱ ዋና ዋና ከተሞች በ37 ቦታዎች ሲሥሩ ከቆዩ በኋላ ጠላት ድል ተመትቶ የኢትዮጵያ ነፃነት እውን እንደተደረገ ባንኮ *ዲ ሮማ እ*ና ባንኮ ዲናፖሊ ብቻ በአሥመራ፤ በምፅዋና አሰብ *ግልጋሎታቸውን ቀ*ጠሉ።

የኢትዮጵያ መንግሥት ባንክ እ.ኤ.አ በ1942 ተቋቋም። ባንኩ መነሻ ያደረገው ንንዘብን የኅንዘብ መጠን 1,000,000 (አንድ

ሚሊዮን) ጠገራ ብር ነበር። ለመጀመሪያ ጊዜ 43 ሥራተኞችን ይዞ ቀደም ሲል የአቢሲንያ ባንክ እየተባለ ይጠራ በነበረው ሕንፃ ውስጥ ሥራውን ጀመረ፡፡ ከዚህ በኋላ የንባድና የጣዕከላዊ ባንክ ሥራዎች ቀድሞ ከነበረው ተስፋፍተው ቀጥለዋል፡፡ ባንኩ *ገንዘብ የማሣተም፣ የአገሪቱን የውጪ* ምንዛሬ የመቆጣጠርና የመንግሥት የገንዘብ ወኪል ሆኖ የመሥራት ሥልጣን ነበረው። የኢትዮጵያ መንግሥት ባንክ እየተጠናከረ ከመጣ በኋላ ቅርንጫፎቹን በአንዳንድ ዋና ዋና ከተሞች በመክፈት የባንክ አንልባሎት በመጠኑ እንዲታወቅ አድርጓል፡፡



የኢትዮጵያ መንግሥት ባንክ የሥራ 1. አዋሽ ኢንተርናሽናል ባንክ እንቅስቃሴውን በማስፋፋት ሕዘቡ በቁጠባ 2. አቢሲንያ ባንክ ሂሳብ መጠቀም ምን ያሀል አስፈላጊ እንደሆነ 3. ዳሽን ባንክ አስተዋውቋል፡፡ በዚህ ብቻ አልተወሰነም፡፡ ባደን ቁጥር በተለይም የእንግሊዝ ወታደሮች 4. ወኃንን ባንክ ወደ ኢትዮጵያ እንደነቡ ተከፍቶ የነበረው እና 5. ኅብረት ባንክ ለሁለት ዓመት ግል*ጋ*ሎት የሰጠው ባርክሌይ б. ቡና ኢንተርናሽናል ባንክ ባንክ እና ኤሌ ኢንዶቪና በሀገሪቱ ባንክ ደንብ 7. ብርሃን ኢንተርናሽናል ባንክ መሠረት እንዲዘጉ ተደርጓል።

እ.ኤ.አ በ1963 ሥራውን እስካቆመበት 9. አንበሣ ኢንተርናሽናል ባንክ ጊዜ ድረስ የኢትዮጵያ *መንግሥ*ት ባንክ በ28 10. ንብ ኢ*ን*ተርናሽናል ባንክ ዋና ዋና ከተሞች ቅርንጫፎቹን የከፈተ ሲሆን 11. ኦሮሚያ ኢንተርናሽናል ባንከ በካርቱም እና በጅቡቲም ቢሮዎች ነበሩት፡፡ 12. ኮኦፕሬቲቭ ባንክ ኦፍ በዚያን ወቅት የሠራተኞቹ ቁጥር 902 ደርሶ 13. ኮንስትራክሽንና ቢዝነስ ባንክ እንደነበርና በተለይም ዛሬ ላለው የባንክ ሥራ 14. ዘመን ባንክ ይነገርለታል፡፡

እ.ኤ.አ ጁላይ 1963 በአዲሱ የንንዘብ እና የባንክ መተዳደሪያ ደንብ መሠረት የኢትዮጵያ መንግሥት ባንክ በዐዋጅ ወደ ብሔራዊ ባንክ እና ንግድ ባንክ ተከፈለ፡፡

ያለፉትን ዘመናት በተለይም በደርባና ከዚያም በፊት የነበሩትን መንግሥታት የባንኮች መቋቋም ዕድገት ስንመለከት ቁጥራቸው በፈጣን ሁኔታ እየጨመረ መሄድ የሚታይበት አልነበረም። ከ1983 ዓ.ም የመንግሥት ለውጥ በኋላ ማን በርካታ ባንኮች ተቋቁመዋል፤ አህንም በምሥራታ ላይ እንዳሉ በማስተዋወቅ ላይ የሚገኙ አሉ። እስካሁን ባለን መረጃ መሠረት ባለፉት ሁለት አሥርት ዓመታት ውስጥ ብቻ የሚከተሉት የግል ባንኮች በሀገራችን ተመሥርተው ሕዝቡን በማገልገል ላይ ናቸው፡፡ እርባጥ ነው በ85 ሚሊዮን ሕዝብ መካከል የ15ና 20 ባንኮች መገኘት አባይን በጭልፋ ዓይነት ነው፡፡ የሀገራችን ኢኮኖሚያዊ ዕድገት በፍጥነት ማደባ የሚቸልበት ዕድል አሁን ካበት አበረታች ሁኔታ ይበልጥ ተመቻችቶ ከቀጠለ እነዚህ እፍኝ የማይሞሉ ባንኮች የሕዝቡን የባንክ አንልባሎት ጥጣት ሊያረኩ እንደጣይችሱ **ባ**ልጽ ነው፡፡ ለምሳሌ የኢትዮጵያን ሕዝብ *ባማ*ሽ የማይሆነውን የኬንያን ሕዝብ የሚያገለግሎትን የግል ባንኮች ብናይ ቁጥራቸው 44 ነው(በ2009 እ.አ.አ የኬንያ ሕዝብ 39,802,015 እንደነበር ከጉባል መመልከት ይቻላል)፡፡ ከዚህ አንጻር የኞቹ በጣም ኢምንት ናቸው ማለት ለማንኛውም ካሉን እንችላለን:: የመንግሥት ባንኮች ጎን ለጎን የሚከተሉት የግል ባንኮች በሀገር ልጣት ረገድ የበኩላቸውን አወንታዊ ሚና እየተጫወቱ እንደሚገኙ ልንገነዘብ ይገባል፡፡

- 8. ዴቨሎፕመንት ባንክ ኦፍ ኢትዮጵያ

- ይንኙበታል፡፡

የባንኮችን ሰያሜ በተመለከተ አንዳንዶች ከታሪክ ጋር ቁርኝት ያላቸው ይመስላል፡፡ ለምሳሌ "አቢሲንያ ባንክ"ን ልብ ይሏል፡፡

የባንኮችን ሪፖርት ለማሻተት ስንሞክር በአብዛኛው ውጤታጣ እንደሆኑና ጠቀም ትርፍ እንደሚያስመዘባቡ ይነንርላቸዋል፡፡ ከዚህ ነጥብ ጋር በተያያዘ ልክ እንደሌሎች ያደጉ ሀገሮች ባንኮች በኪሣራ የተዘጋ ባንክ በሀገራችን እንደሌለ እንዳለው መረዳት እንችላለን።

በአጠቃላይ ባንክ ለሰው ልጅ እጅግ ጠቃሚ ከሆኑ የ*ገንዘብ ተቀ*ቋጣት *መ*ካከል ዋነኛው ነው ማለት እንችላለን፡፡፡ ከዚህ ዓለጣቀፋዊ በረከት ወይም ትውፊት መሣተፍ የቻልነው በቅርቡ ቢሆንም (ንና አንድ መቶ ዓመት ገደጣ ነው) በተለይ በአፄ ኃይለ ሥላሤና በቀጣዩ የደርግ መንግሥት ለብዙ ዓመታት አገልግሎቱ ሲንቀራፈፍ ቆይቶ ባለፉት ተቂት አሥርት ዓመታት ግን በአንጻራዊ ሁኔታ እመርታ ያሳየበት ሁኔታ ይስተዋላል፡፡ ይህ ይበል የሚያሰኝ የባንኮችና ተያያዥ የመድን ዋስትና ተቋጣት ዕድንት ዘመኑ በሚፈቅደው ዓለም አቀፍ የባንኮችና የኢንሹራንስ ሕግና ደንብ መሠረት ይበልጥ እንዲያድባና እንዲመነደባ በዚያውም በንጠርም ሆነ በከተማ የሚኖረው የሀገራችን ሕዝብ ከእስከዛሬው በበለጠ ተጠቃሚ የሚሆንበት ዕድል እንደሚመቻች ተስፋ በማድረግ ይህችን በኢትዮጵያ የባንኮች አመሠራረት ዙሪያ ያጠናቀርኳትን አነስተኛ ጽሑፍ እቋሜለሁ።



ይህን ያውቁ ኖረሯል?

ቀደም ባለ አንድ ወቅት እዚሁ አዲስ አበባ ውስጥ አንድ ባለፀጋ ሰው ነበሩ — ታሪኩ በስፋት የሚታወቅ ቢሆንም ስም መፕራት አያስፈል*ባም፡፡ የባንክ አገልግሎት ገ*ና እምብዝም ባልተለመደበት በዚያን የቆዬ ዘመን የባንክ ደንበኛ ኖረዋል፡፡ ጧት ጧት ወደባንኩ እየሄዱ ታዲያ ከባንኩ ዘበኞች አንዱን በሹልክታ ይጠሩና ስለባንኩ በደህና ማደር ከጠየቁና በ‹ሰላም ጣደሩን›ም ከተረዱ በኋላ የሻይ ብለው ይሄዱ ነበር አሉ፡፡ የአሁን ዘመን ሰው ብልጥ ነው — ኃላፊነቱን ለባንክ <u>ተበ</u>ቃዎች ሰጥቶ ለጥ ብሎ ይተኛል፡፡ ነውር አይደለም?



ስባፈ ስንድ

ከኔ ፡ ዓባማ ዊ ፡ ምኒልክ ፡ 3ጉ ነው ነንሥት · ዝኢትዮጵያና ፡ የምክር አንር፡ ባንክ ፡ ቅምሎ ፡ በታጻፈመ ፡ ዉል · ታዋዉለናል ፡

ant on Trans

የምክር ፡ ስንር ፡ ባንክ ፡ የባንክ ፡ ኩ ፓንደ ከብስቦ ፡ የባንኩን ፡ ሥታት አስጅታ ፡ ባንኩን ፡ በኬትዮጵያ ፡ ይቶማል ፡ ባንኩም ፡ የኤትዮጵያ ፡ ባንክ ይባላል ፡ የኤ ፓንደዉ ም ፡ ምና ፡ ገንዘብ ፡ ስምስት ፡ መታ ፲፰ ፡ ጊኒ ፡ የመ ፡ በመጀመሯ ፡ መታ ፡ መታ ፡ ፲፯ ፡ ፡ ተይዝ ፡ የባንኩን ፡ ሥራ ፡ አይጀመርም ፡ የታሪዉን አራት መታ ፡ መን ፡ ፫ ፡ ፲ኒ ፡ ባታብን ፡ ፲ ፲ኒ ፡ የጋባሉ ፡፡ ይህም ፡ አምስት ፡ መታ ፡ ፲ ፲ኒ ፡ ከባንኩ ፡ ሥራ ፡ የሚደንስ ፡ የሆኑ ከንኒሆኑ ፡ ይጨምታሉ ፡፡ ከነጋኦሀታቱ ም እስ ፡ ሴታደዉ ፡ በሎንደን ፡ በፓሪስ ፡ በደምርክ ፡ በመር ከን በውማ በቤና ፡ በምክር ፡ ባንደ ፡ ሴታደዉ ፡ በሎንደን ፡ በፓሪስ ፡ በደምርክ ፡ በመር ከን በውማ በቤና ፡ በምክር ፡ ባንደ ፡ ከስባ ፡ ከዚህ ፡ ከኢትዮጵያ - ባንዝ ፡ የመደደ ፡ ታል ፡ ሁሉ ፡ አስደዋን ከንጋኦሀም ፡ ባንክ ፡ በኢትዮጵያ ፡ በኤሳም ፡ እጋር ፡ ባንክ ፡ ከመደደበት ፡ በታ ካይ ፡ መኪል ፡ የባንክ ፡ ይህም ፡ ስታም መል ፡ ሥሀ ፡ ከሚጀመር በት ፡ ቀን ከንስት ከንስ ፡ ከምስ ዓመት ፡ ይህ ፡ የባንክ ፡ ሴታድ ፡ ከዚህ ፡ ከኢትዮጵያ ፡ ባንክ ፡ ብቻ ፡ ተፈት ይል ፡፡

645 a.s.

69. 75B.

የኢትዮጵያ : መንፃሥት - ሕን ባንክ ከማቆም : መል : አይተዋው ::

でナデ: カダる ...

የኢትዮጵያ፣ ባንክ፣ ካቻ፣ የኢትዮጵያ፣ የገንዝብ፣ መረቀት፣ ይካትማል። ይህመ። የኅንዝብ፣ መረቀት፣ ደምበኛ፣ ገንዝብ ነመ። መለወዋ፣ የፊክገ ዉ - ከዉ- በብር ወይም በወርቅ፣ "አንደ ወደደ፣ አዲስ፣ አበባ፣ ካይ - ይከመጣል።

ハゲ カダあ

መንባሥት። ብር፣ ሽደላትምም። የኢትዮጵያ፣ባንክ፣ብቻ፣ትርፉን፣ ሽንቢወክይ፣ክ መንባሥት፣ ሽየተማክራ። ይላትማል።

グナデ カダあ

የ 4039/ህች፡ ማምጃ ቤት፡፡ ብርና፡ ወርት፡ ሁሉ፡ ክኤትዮጵ ይ፡ ባንክ፡፡ ይቅመጣል፡፡ የኬትዮጵያም፡፡ መንፃ/ህት፡ ስየጉጻዩ፡ የሚነተጠው፡፡ 13 ዘብ፡ ስፔክ፡ይወጣል፡፡

የኪት ዮጵያ። መንባሥት ገንዝብ መበደር የቆከገዉ ከንደሆነ ብደሩን ይኽ ባንክ። ይፌ ልን ል። ከዚህ ከኢትዮጵያ። ባንክ። በያማክር የኢትዮጵያ መንባሥት ከሴን። ባንክ። ብድር ከይፌልጣም ፡ ይሄ ፡ ባንክ ፡ ማን ፡ ማድራን ፡ አንንኝም ፡ ይቴ · እንደሆነ ፡ የኢት ዮጵያ ፡ መንግሥት ፡ ብድሬን ፡ ከሌከ ፡ ዝንድ ወከ ል ልን ፡ ይችታል ፡ የብድ ራ መል ፡ የኢት ዮጵያ ፡ ባንክ ፡ ከሚከጠዉ ይነሽ አንደሆነ ፡ በዚህ ፡ ባንክ ሙ የብድር መል ፡ ከኢትዮጵያ ፡ ባንክ ፡ የኢት ዮጵያ ፡ ወን ንሥህት ፡ ይበደ ውል ፡ ፡ የኢትዮጵያ ፡ ባንክ ሕል ችልም ፡ ይለ ፡ ' እንደሆን ፡ ግን ፡ የኢትዮጵያ ፡ መንግሥት ፡ ከሌን ፡ ዝንድ መጣደር ይችንል ፡፡ እና ፡ ክድል ፡

ስስዎስ የሃያዝ የነጋደው ዕቃ ማስቅመጫ ታሳላች ቤት የኢዮጵያ ነነክ ፡ እን ዴቅሌሎ ታፊቅዶስታል ፡ ፲ታኛ ክፍል።

ከቤትዮጵያ፡ባንክ፡ስወክሎች፡ የዋና፡ባንክ፡ቤትና፡ስአዎስ፡የተያዝዉን፡ የንጋደው፡ዕቃ፡ ማስቀመጫ፡ቤት፡ የሚከፈበት ፡ ቦታ፡ በየስፍራል፡ መንግሥት፡፡ አስዋጋ፡ይስጣል፡፡ ፫፻፡ ክፍል፡፡

በኢትዮጵያ ፡ ግ ሃት ፡ ዉስጥ፣ የኢትዮጵያ ፡ ባንክ ብርና ፡ ወርት ፡ በመንግሥት ፡ ክራይ ፡ ልክ ፡ በምድር ፡ ባሉር ፡ ይጫናል ፡

PF - 0.6 ..

የኢትዮጵያ ፡ ባንክ ፡ ከተርፋ ፡ ከሣው ዉንና ፡ ከመት ፡ አስር መጠበቂያ ፡ እንስታ፡ ዓግሞ ፡ አባሉ ፡ እክኪዮ፣ ከመት ፡ ብር ፡ ከባት ፡ ብር ፡ ወንድ ፡ ከ ዋት ፡ ከተረዉ ፡ ከኢትዮጵ ያ ፡ ንጉሠ ፡ ንንሥት ፡ ከመት ፡ ዛድ ፡ ይለጣል ፡፡ ፱፻፴ ፡ መል ፡

ይህ ፡ የኢትዮጵያ፡ ባንክ፡ አፓንያ፡ የባንአን ሥው፡ በ፫፫፻፫፡ ዓመተ፡ የወሕፋት፡ በሽኔ፡ በ፫፫፡ ቀን፡ ደል፫ መፈ፡ ሽንደሆነ፡ ይህ፡ የተዋዋልናው፡ መል-ይቀራል፡ ይህ መል ፡ በትክክል፡ ሁም፡ ከሁለት፡ ኃይ፡ ተጽው፡ ሽንኤ፡ ሽኢትዮጵያ፡ መን ባሥት፡ ኧጅ፡ ሽንኤ፡ በምክር፡ ባንክ፡ ኧጅ ይቀመጣል፡ መ**ንሴት፡ ይ**፡ ቀን፡፫፫፻፫፡ ዓመታ፡ ምልሂት፡ ሽኒስ፡ሕበባ፡ ከተማ፡ ተጽሐረ፡



ስባፈ ሁለት

	194	16	19	17	1918		
	Debit	Credit	Debit	Credit	Debit	Credit	
Cash	£ 1,355,738	£ 1,360,309	£1,501,490	£ 1,517,562	£ 2,210,065	£ 2,173,434	
Guaranteed advances		52,051	98,329	92,743	112,007	107,927	
Current accounts .	718,415	722,270	3 37, 053	750,520	1,006,122	1,070,489	
Advances against merchandise		154,057	221,004	205,774	428,309	363,884	
Bills discounted	79,024	90,973	3 0,562	28,448	90,067	84,702	
Advances against Securities		782	84	599	1,807	6,993	
Foreign Bills	92,248	94,706	224,981	221,763	345,991	352 ,3 96	
Local Bills	82,364	81,822	55,545	55,417	93,719	93,897	
Deposits	594,194	593,318	999,501	1,037,116	1,705,858	1,787,049	
Pixed Deposits	113,001	100,973	110,268	115,535	132,125	152,850	
_	£ 3,245,135	£ 3,260,864	£ 4,078,817	£ 4,025,483	£ 6,186,730	£ 6,193,621	

N.B. — For the purpose of comparison between the different years, the conversion of dollars included in the above table has been made at the rate of \$ 10 per £stg.

Bank Notes. — The issue remains at its original figure of \$ 214,765, fully covered by coin. The amount in circulation in the hands of the public at 31st December 1918 was \$ 130,715 against \$ 149,140 at the same date in 1917.

Imports and Exports. The following statistics of exports from Djibouti are published by the Journal Officiel de la Côte Française des Somalis:

	1916	1917	1918
Hides (in kilos)	4,042,551	5,704,423	9,190,674
Coffee .	4,520,279	5,092,647	3,056,875
Beeswax	482,091	381,313	146,446

As relating to the Western Districts of Abyssinia, we are indebted to the Sudan Government for the following figures:

Exports from Abyssinia to the Sudan and in transit through the Sudan.

											1916		1917		19:8
Coffee						•				L. E.	68,912	L. E.	105,895	L. E.	155,102
Beeswax	•	·	•		•	•	•		•		20,751	•	18,265	>	10,874
Miscellaneous			•		•		•	•	•	*	7,742	*	8,764	•	26,456
				T	or	ΑI		•		L. E.	97,405	L. E.	132,924	L. E.	192,432

Imports into Abyssinia from the Sudan and in transit through the Sudan,

		1916		1917		1918
Salt and Sudan products	L.E.	7,497	L. E.	16,239	L. E.	17,194
Cotton goods, silks, &c	>	27,892	•	37,713	•	77,663
Miscellaneous	*	2,171	•	11,274	*	18,728
Total	L. E.	37,560	L.E.	65,226	L. E.	113,585

The Director retiring this year is H.E. the Fitaurari HAPTE GHIORGHIS, who offers himself for re-election.

In terminating, we desire to place on record our appreciation of the zealous service performed by our staff in Abyssinia during the past year, and to thank Mr. Collier, the Governor of the Bank in Abyssinia, for his unflagging care for the interests of our institution.





ተለያየን

‹ተለያየን› ሲባል ሰምተው ያውቃሉ? በተለያዩ አገባቦች ተለያየን ሲባል ይደመጣል፡፡ ብዙ መነሻዎች ሊኖሩት ይችላሉ፡፡ አንዱን አሁን እዚሁ እነሆ፡- ወሎ ውስጥ ኩታ በር በሚባል ከደሴ በስተ ምዕራብ በኩል ወጣ ብሎ በሚገኝ ቦታ አንድ ወንዝ አለ፡፡ ስሙ ‹ተለያየን› ይባላል፡፡ የስሙን አወጣጥ ለማወቅ በአዲስ አንቀጽ እንገናኝ፡፡

አንዲት እናትና ሴት ልጃቸው ለጉዳያቸው ከቤት ወጥተው ውለው አመሻሽ *ግ*ድም ከዋሉበት ይ*መ*ለሳሉ፡፡ *ቀ*ድሞ በሌላ ስም ይጠራ በነበረው ወንዝ ዳርም ሲደርሱ ልጅ መቼም ቀዥቀዥ ማለት ይወዳልና እናትዮዋ ለተፈጥሮ ጥሪ ወይም ለሌላ ጉዳይ ወደ ኋላቸው ቀረት ሲሉ ልጇት ትቸኩልና ወንዙን ማቋረጥ ትጀምራለች። ነገር ግን በደጋው አካባቢ ዝናብ ጥሎ ኖሮ ፈረሰኛ *ጎ*ርፍ እየ*ጋ*ለበ ድንባት ይመጣና <u>ጉልበቷ ያልጠና ልጇትን አፈፍ አድር</u>ን ከማንዱና ከድንጋዩ በማደባለቅ እያንለባበጠ ቁልቁል ይዟት ይተምማል፡፡ ይሄኔ የልጃቸውን በጎርፍ ውኃ መበላት የተረዱት እናት በድንጋጤ ክው ብለውና *ዕን*ባም ከድቷቸው ‹ልጂ፣ ተለያየን? ልጄ፣ ተለያየን?› አሉ ይባላል፡፡ በዚያም ምክንያትና ከዚያ ወዲህ የወንዙ የቀድሞ ስም ተለውጦ (ተለያየን) ተብሎ እንደሚጠራ ይነገራል:: በዚህ *ማ*ልክ ብዙ ስያሜዎች *ማ*ነሻ እንዳላቸው ልብ ይሏል።

ሰዎች በሀብት፣ በዕውቀት፣ በትምህርት ደረጃ፣ በዕድሜ፣ በፆታ፣ በሃይማኖትና በመሳሰሉ *ጉ*ዳዮች እንደሚለያዩ ይታወቃል፡፡ ልዩነቶች ሁሉ ደባሞ የራሳቸው ጠቃሚም ሆነ ጎጂ ጎን አላቸው፡፡ እንዲያውም የአንዳንድ ልዩነቶቸ *ማ*ኖር የግድ ያህል እንጂ የምርጫ ብቻም አይደለም፡፡ ለምሣሌ የፆታ ልዩነት ባይኖር በምድር ላይ አንድም ሕይወት ሊኖር ባልቻለ ነበር። እርባጥ ነው አሜባን የመሳሰሉ ኢወሲባውያን ፍጡራን ብቻቸውን ሲርመሰመሱ ይቸላሉ፡፡ የአንዳንድ ልዩነቶች መኖር ደባሞ የግድ ያህል ባይሆንም በተፈጥሯዊነቱ ተቀብለን ብዙም ሳይከፋን ተቻቸለን እንኖራለን - ሰዎች፡፡ ለምሣሌ አንዱ ዶክተር ይሆናል ሴላው ምንም ሳይጣር የቀን *ሥራተ*ኛ ሊሆን ይቸላል፤ አንዱ *ሙ*ስሊም ይሆናል ሌላው ክርስቲያን ወይም እንዲሁ ያላንዳች ሃይጣኖት ቢስሚላሂም በስጣምም ሳይል በኢአማኒነት ራሱን ወስኖ ሊኖር ይቸላል፤

የብዙ ነገሮች የመሆንና ያለመሆን ምርጫ የራሳቸን ነው። ከፍ ሲል እንደተጠቆመው ልዩነቶች ሁሉ ሲጤኑ *አንዳንዶች መ*ልካም *ጎን* አላቸው፤ አንዳንዶች ደባሞ ጎጂ ጎን ሊኖራቸው እንደሚችል *መረ*ዳት አይከብድም፡፡ የልዩነቶች *ጎጂ ጎን ግዘፍ ነስቶ ጎ*ልቶ ሊታይ የሚቸለው *ግን* በአያያዝ ጉድለት እንደሆነ መገንዘብ ተገቢ ነው፡፡ እኔ ከእርስዎ በማንኛውም ረገድ አንድ እንድሆን አይጠበቅብኝም፤ አይ*ቻ*ለኝም፡፡ በ*መጀመሪያ ሁ*ሉም አንድ ቢሆን ሕይዎት ጣሪም የላትም፤ አሰልቺ ትሆናለች። በሁለተኛ ደረጃ ሁላችንም አንድ ዓይነት ሥነ ሕይወታዊ ቀመርና አካባቢያዊ ገጽታ የለንም። ዋናው ግን የልዩነት መሠረቶችን በማክበር በልዩነቶች ሰበብ አንዱ አንዱን አለመናቅ ወይም በተቃራኒው ኅሊናን ስቶ አለማንብደድ የሚገባ መሆኑን መረዳት ነው። በቃ። ያኔ ልዩነቶች የቅራኔ መንስኤ ከመሆን ይታቀቡና የመግባባትና የመቻቻል ዐውዶች ይሆናሉ።

መግቢያየ በዝቶ ተንዘላዘለብኝ እንጇ በዚህ ርዕሰ ጉዳይ ዙሪያ በኔም ላይ ሆነ በወዳጆቼ የደረሰባቸውን አስንራሚ ገጠመኞች ለመጠቆም ነበረ፡፡ ይቅርታችሁ እስካልተለየኝ ድረስ ብዙ የዘገየሁ አይመስለኝም፡፡

አንድ ወዳጀ እንዲህ አለኝ። ከጻደኛው ጋር በአካልም በመንፈስም ከተለያዩ ብዙ ጊዜያቸው ነው፡፡ ከበርካታ ዓመታት በኋላ ሲገናኙ ታዲያ የደንቡን ባህላዊ ሰላምታ በፍቅርና በናፍቆት ይለዋወጡና በሕይወታቸው ዙሪያ አንዳንድ ጉዳዮችን እያነሱ ይጫወታሉ፡፡ በመጀመሪያ የሁለቱም የንባባር ድምፅት እኩልና *ጓ*ደኛዊ/የወዳጅነት ነበር፡፡ ቀስ እያለ *ግን* የዚያኛው ጫፍ ድምፅት(ቶን) መለወጥ ይጀምራል፡፡ ያም የሆነው የኔው ጓደኛ እስከዚያን ወቅት ድረስ በማሰተርስ ዲግሪ ብቻ ተወስኖ መቆየቱን ለባለ ፒ ኤች ዲው ጓደኛው በመግለጹ ምክንያት ነበር። ይህ ልዩነት በመሠረቱ ከፍ ሲል እንደጠቆምኩት ጤናማና የጣንንም ሕይወት በአሉታዊ ንኑ የጣይነካ ነው፡፡ ማንምም ቢሆን ፈቃደኝነቱና ፍላንቱ ካለው፣ ዕድሉንም ካንኘ የትኛውም የትምህርት ደረጃ ላይ ለመድረስ የሚገድበው ነገር የለም። ባጋጣሚም ይሁን በይሁንታ ማንም ሰው በትምህርት መሰላል ወደላይ ወጥቶ የዶክትሬት *ዲግሪ አ*ለመያዙ የዓለም ፍጻሜን አይ*ጋ*ብዝም፡፡ በዲግሪ መለያየት ይህን ያህል የሚያሽካኩበት አይመስለኝም፤ አይደለምም፡፡ እንዲያውም ሰው በተማረና በተመራመረ መጠን ይበልጥ ትሁትና አስተዋይ ሊሆን ይጠበቅታል እንጂ እሰከዚህ ወርዶ ደደብና ንክር ሊሆን አይገባም ብዬ አምናለሁ፤ ለትክክለኝነቱም ዋቢ መጥቀስ ሳያስፌልንኝ በተገቢው መንገድ ሰው የሆነ ሰው ሁሉ የሚረዳው ነባራዊ እውነት ነው፡፡ ያ ‹ጻደኛ›ው ለጻደኛየ ይባስ ብሎ ‹ተለያየና› ብሎ የተጣረ ማይምነቱን



እንደገለጠለት አጫውቶኛል። ሰው መቼም ከነንፍጡ ካልወደድነው በስተቀር ስንትና ስንት *ገመ*ና አለብን መሳላችሁ?

እኔም እንዲህ ሆኛለሁ፡፡ አንድ ወቅት የልጅነት *ጓ*ደኛየን ፒያሣ አካባቢ *አገ*ኘዋለሁ - ከሃያ አምስት ዓመታት ገደጣ በፊት ነው፡፡ ሰላምታ እንለዋወጥና ስለትምህርት መጠያየቅ እንጀምራለን፡፡ ‹እንዴት ነው ትምሀርት?› ብዬ ስጠይቀው በአንድ የመንግሥት ዩኒቨርስቲ በዲባሪ እንደጨረሰ፣ በጥሩ መሥሪያ ቤትም እንደተመደበ በልዩ መጀነን ይነግረኛል፡፡ ልጁን በልጅነታችን ሳውቀው ጉረኛ ቢሔ ስለነበር እንዲያ *መሆ*ኑና ምድርን *መ*ጠየፉ ብዙም አላስገረመኝም፡፡ የተፈጥሮ ነገር ሆኖ ብዙዎቻችን ብዙ ድራቢ ባሕርያት አሉብን -መቻቻል ነው፡፡ ለዚሁ ጓደኛየ የኔንም አንሻፍፌ ነገርኩት - ጉዱን ለማየት፡፡ ‹የኔን ነገር አታንሳው፤ እንዲያው ተከድኖ ይብሰል ባhህ፡፡ አዲስ አበባ ዩኒቨርስቲ ለሁለት ዓመት **አንድ ቀፅላ!** ከተማርኩ በኋላ ትንሽ አመም ያደርገኝ ስለነበርና በደንብ ማጥናት ስላልቻልኩ ተባረርኩ፡፡ ...› አልኩት፡፡ ያኔ ማርሽ ለወጠ፤ ሽቅብ ተወነጨፈ ማለት ይቀላል እንደ አፖሎ የናሳ መንኮራኩር፡፡ ‹እናስ፣ እንዴት ትኖራለህ?› አለና ጠየቀኝ ሌባ ጣቱን አፍንጫው ላይ ሰባጦ፡፡ ‹እንደምንም፡፡ ፈጣሪ ጥሎ አይጥልም *መቼ*ም እህቴ ጥቂት ሣንቲም ተወረውርልኛለች - በዚያች እኖራለሁ፡፡› አልኩት፡፡ አካላዊና ሥነ ልሣናዊ ለውጦቹን እየተከታተልኩ መሆኔን እንዳትረሱ፡፡ ሰውነቱን እንደእፉኝት መነፋፋቱንና በቅላፄው መንቀባረሩን በጉልህ መረዳት በሚቻልበት ሁኔታ ቀጥሏል፡፡ አያድርስ ነው፤ እንዲህ ዓይነት ወሳዋይ አቋም ያለው ሰው በርባጥ ያናድዳል፡፡ ቀስ አልኩና የጨዋታውን ሜዳ እኩል የምንጠቀምበትን ሁኔታ ወደጣመቻቸቱ ነባሁ -አለበለዚያ እንደተሰቀለ ልንለያይና ስለ እኔ እውነት ያልሆነ ነገር ሊበትን ነው፡፡ ቀጠልኩ -‹ ያልኩህን ነገር ስቀልድ ነው እንጂ እንዳንተው ጨርሻለሁ፡፡ የተመደብኩበት መሥሪያ ቤትም ...› አልኩና በወቅቱ የንደል ስባሪ ከሚያካክሉ አስፈሪ *መሥሪያ* ቤቶች የአንዱን ስም ጠርቼ እዚያ እንደምሥራ ውስጡን በውስጥ ዐይኖቼ እየሰለልኩ ነገርኩት፡፡ ያ ልጅ እንደወጣ እዚያው ተንጠልጥሎ እንዲቀር አልወደድኩምና ትዝብትና ይሉኝታ ሳይበግሩት ተኮፍሶ ተቀምጦበት ከነበረው የኩራት ማማ በወጣበት መሰላል በአንኤ ተንኮታኩቶ ሲወርድ በባልጽ ታየኝ - ለምቀኝነት አይደለም ይህን ያደረባሁት፤ ቢገባው እንዲጣርበት እንጂ። ከአፍታ ቆይታ በኋላ እኔም እንደሌላ ጊዜው ሁሉ የሰዎችን በአላስፈላጊ ሁኔታ የመለዋወጥ እስስታዊ ባሕርይ ተረድቼ ተለያየን። ይህን ዓይነት የስሜትና የቋንቋ ቃና መዘበራረቅ የሚያስከትለው የራስ የሚሉት ቋሚና ወጥ የሆነ አቋም ያለመያዝ ውጤት ነው። ራስን መሆን

መግለጫ የጣንነት ምግባሩ ይታወቃልና ራስን አንዱ ወደመሆን ደረጃ ደርሷል፡፡ ያለመሆን ቸግር ስለሌለበት ራሱን ሆንዋል -ሴሰኛ። በዚህ የጉዞ መስመር ብዙ መግፋት ይቻላል - የራስ ማንነትን መባለጫ መንገዶችን በመባለጽ ረገድ። ስለዚህ ሰው ራሱን መሆን የሚቸልባቸው በርካታ አሉታዊና አወንታዊ ተኖች አሉ ብዬ ስለማስብ ይሄ (ራስህን *ሁ*ን) የሚሉት ፈሊጥ እንደነገርኳችሁ ብዙም አይገባኝም፡፡ ብቻ ተፈጥሮኣዊና መናኛ ልዩነቶችን ይዞ ‹ተለያየን› እያለ ከሚያሳቅቅ ጓደኛ ይሠውረን፡፡

በኢትዮጵያ የዘመን አቆጣጠር በሰባዎቹ መጀመሪያ አካባቢ ነው። አንድ አካባቢ *አገ*ል*ባ*ሎት ይሰጥ በነበረ አንድ *ሆቴ*ል ውስጥ የተከሰተ ነገር ነው። ‹ቀፅላ› እሚባል በአካባቢው እሚታወቅ ሰው ሆቴሉ ውስጥ እየገባ አስተና*ጋ*ጆችን ይጠራና ለማ'ድ ቤት *ሥራተኛዋ ‹አንድ ቀፅ*ላ› ብሎ *እንዲነግራት*ና ይዞለት እንዲመጣ ያዛል፡፡ አስተና*ጋ*ጁም ጣ'ድ ይሄድና በልማዳቸው መሠረት ጮክ ብሎ ⁽አንድ ቀፅላ) በማለት ይናገራል፡፡ ምግቡ ፍርፍርም ይሁን ተብስ ሽፍንፍን ብሎ በልዩ ሁኔታ ይሥራና ላዘዘው ሰው ይቀርባል:: የሥጋው ይዘት፣ ቅቤው፣ ቅልጥሙ ለጉድ ነው፡፡ ሌላ ሰው ሲያዝ ግን አቀራረቡ መናኛና ዘወትራዊ ነው- ለማንም ተራ ደንበኛ እንደሚቀርበው፡፡ የዚህ ሰውዬ ምሥጢራዊ *ዕ*ንቆቅልሽ ሲደረስበት ምን ሆኖ ተገኘ መሰላቸሁ - ከሠራተኛዋ ጋር ጋቢ ተጋፏል። የቀፅላ ስም ሲነሣ አንሶላ ተጋፋፊዋ የሥራ ትዕዛዙን በቀጥታ ትቀበልና እርሷው ናት ሥርታ የምትልክ። የዚህን ሰው ውስጠ ነገር የተረዱ ሴሎች ደንበኞችም ‹አንድ *ቀፅ*ላ› እያሉ በ*ጣዘዝ* ሁኔታው የአደባባይ ምሥጢር ሆኖ ከመጋለጡና የማስተካከያ እርምጃ በሆቴሱ *ማኔጅመነት ከመወሰዱ በፊት ለተወሰነ ጊዜ* ከሳላይሰጥና ከንድን አጥንትና ከባዶ የቀይ ሽንኩርትና የቲጣቲም ፍርፍር ተላቀዋል ይባላል፡፡ ለ*ጎ*ኑ ያወቀ ብልህ **ቀፅላ** አይደለም?

ብልጥ ለብልጥ

ዘመኑ ብልህነት የቀነሰበት ብልጥነት *ግን የተንሠራፋበት ይመ*ስላል፡፡ *አንዱ ምግብ* ቢጠብቅ ቢጠብቅ ከቤት አልወጣና አልሄድለት ስላለ ነው የ‹እንብላ›ን ባህል ተወት በማድረባ ብቻውን ሊበላ እጁን ታጥቦ የተሠለፈው፡፡ አለመሆን በሚሉት ልማዳዊ አባባል ብዙም እንደወጉ ምባብ ሲቀርብ በቤት ውስጥ ያለ ሁሉ አላምንም፡፡ ለምን ቢባል ሰው ሁሉ ራሱን እጁን ታጥቦ አብሮ እንዲበላ ነበር እሚደረግ፡፡

ሳይሆን አይኖርምና፡፡ ውሽታም ሰው አዘውትሮ በአሁኑ ወቅት ግን ያ በጭራሽ የጣይሞከር ነው፡፡ ከዋሸ ራሱን ሆንዋል - ውሽታም፡፡ ጉረኛም ሰው ኑሮው ስለተወደደ ዘግቶ በልነት እንደንፉባነትና አዘውትሮና እንደልማድ አድርን ጉረኝነቱን ከያዘ ገብጋባነት የሚያስቆጥር ሳይሆን ኑሮን በዘዴ ሰው በማጭበርበር ‹ሙያ›ው ራሱን ሆኖ ሆንዋል፡፡ ይህ ዓይነቱ ሊለመድ የሚገባው አዲስ በዚያው ይታወቃልና ራሱን ሆንዋል - ባህልም ከነውርነት ከመቆጠር እየወጣ ለመኖር አጭበርባሪ፡፡ የሚሴስንም ሰው በዚያው የራስ አስፈላጊ ከሆኑ የጊዜያቸን የኅልውና ሥልቶች



ሊለመድ የሚገባው አዲስ ባህልም ከነውርነት ከመቆጠር እየወጣ ለመኖር አስፈላጊ ከሆኑ የጊዜያቸን የኅልውና ሥልቶች አንዱ ወደመሆን ደረጃ ደርሷል፡፡

በመግቢያችን የጠቀስነው ብልጥ ሰውዬ <u>ጎረቤቱ አፍተ</u>ጦ ቢጠብቅና አልወጣ ቢል ጊዜ ምን አለ መሰላቸሁ፤ ‹መቼም እንብላ ቢሉህም እሺ አትልም⁾ አለና *ጎ*ረቤቱን በይሉኝታ *ነ*መድ ጠፍንን *ጎ*ረቤት ምን አለ *መ*ሰላቸሁ - ⟨እምቢ ቢሉህም ቸግር ነውን ይልና አብሮ መብላቱን ቀጠላ! አያድርስ ነው እንጂ ምን ይባላል?

‹ጎበዙ ተማሪ›

ፈተና ባይኖር ሁሉም ተጣሪ ያው ተጣሪ ነው፡፡ የጥንት አባቶች፣ ‹የሴትነት መለያው የማጀቱ *ሙያ* ባይኖር ኖሮ ሁሉም ሴት እኩል ሴት ነው› እንደሚሉት ዓይነት መሆኑ ነው፡፡ ሃምሣ ተጣሪ ያለበት የመጣሪያ ክፍል ውስፕ በሴሚስተር መጨረሻ አንዱ አንደኛ ሲወጣ ሌላውና የዚያው ክፍል አባል የሆነው ተማሪ ሃምሣኛ ይወጣል:: መበላለጥ የነበረ፣ ያለና የሚኖርም ነው። በዚህ ሂደት ታዲያ በርትቶ ማጥናትና አለማጥናት፣ የሚጠናን ከማይጠና ለይቶ ለፈተናዎች በደንብ መዘጋጀትና አለመዘጋጀት፣ ያጠኑትን ነገር በአእምሮ መዝባቦ መያዝና አለመያዝ የራሳቸው አወንታዊና አሉታዊ ጎን አላቸው፡፡ ነበዝ ተማሪ የምንለው እንግዲህ ሁነኛ የአጠናን ሥልትን በመከተል ፈተናንና ትምህርታዊ የክፍልና የቤት ሥራዎችን በትጋትና በብቃት የሚያከናውን ማለት ነው፡፡

አንድ ተማሪ ነው - እዚሁ አዲስ አበባ ውስጥ፡፡ በአንድ ፈተና ላይ የቀረቡለትን የፈተና ጥያቄዎች አንዳቸውንም ሳያው*ቃ*ቸው ይቀራል፡፡ የመልስ መስጫ ወረቀቱ ላይ ለተወሰኑ ደቂቃዎች አፍጥጦ ከቆዬ በኋላ ከአእምሮው የሚታለብና በመልስነት የሚያገለባል ነገር በፍፁም ሲያጣ ጊዜ የመልስ መስጫው ወረቀት ግርጌ ላይ ምን ብሎ ጻፈና ወጣ መሰላቸሁ - ‹መልሱን ባውቀው ኖሮ ምን ቸገረኝ?›፡፡ ምን ለማለት ነው - ‹መልሱን ባውቀው ለምን እደብቃችኋለሁ? እጽፈው ነበር እንጂ› ማለቱ ነው፡፡ ሰው በብድርም ይሁን በስጦታ *ማ*ልክ *ገ*ንዘብ ሲጠይቀንና ሳይኖረን ሲቀር ‹ ቢኖረኝ ኖሮ ምን ቸገረኝ፤ እሰጥህ አልነበረምን?› እንደምንለው ነው።

አንቺን ካሽካነነሽ ...

ድግስ ላይ ነው የተፈጸመው ይህ እውነተኛ ታሪክ፡፡ ከታዳሚዎች መካከል ሁለት ባልና ሚስት ከሌሎቹ ሥርገኞች ጋር በዳሱ ውስጥ ይጨፍራሉ፡፡ መጠጥ አለ፤ ሁካታ አለ፡፡ ያን ተከትሎም ሞቅታና ስካርም የሚጠበቁ ናቸው፡፡ የሰውነት መሞቅ ስሜታዊነት ይገንና ምክንያታዊነት ይደበቃል ወይም ቢያንስ ለጊዜው ከነአካቴውም ሊጠፋ ይቸላል፡፡ ተጠቃሽ ባልና ሚስት ከታዳሚዎች ጋር መጨፈራቸውን ቀጥለዋል፡፡ ሚስት ሕጻን ልጅዋን አዝላ ከጎረምሣ ጋር ጭፈራውን ታቀልጠው ይዛለች። ባል ተረሳ፤ ትዳር ተዘነጋ፤ ቤት ንብረት ከኅሊና ጓዛ ተሠወረ። የታዘለ ልጅም ከመጤፍ

የተነደፈው እመጫት በባጥም እንዲህ ትላለች፤

ሕኔስ አሽካነነኝ፣ እኔስ አሽካነነኝ፤ አንቀልባ *ግዛና ልጅህን ተቀበለኝ።*

ባልም ለመልሱ ቅጽበታዊ ምላሽ ብቻውን ሊበላ እጁን ወደ ማዕዱ ከመስደዱ ብልጡ ከመስጠት ቅንጣት አላፈገፈገም - የጠረጠረው ነገር ነፍስ ዘርቶ በገሃድ በመውጣቱና በሰው ፊት በመዋረዱ ክፉኛ በቁጭት ተንገብግቦ እንዲህ ሲል አጸፋውን በግጥምና በግብር ሰጠ፡-

> አንቺን ካሽካንነሽ እኔም አሽካንነኝ፤ ባማሪካን ተይት በላት በላት አለኝ።

*ግ*ጥምን በግጥም ከመመለሱ *ነ*ን ለ*ነ*ን ትከሻው ላይ የነበረውን ሞይዜር ጠበንጃ በማውረድ በርከክ ብሎ በዚያች የጎረምሣ ፍቅር ምርኮኛ *እመጫት* ላይ ደ*ጋግሞ ተ*ኮሰባትና ወዲያውኑ ገደላት - ጥይት ከነመረቁ እሚባለው አንዳደል የዚህ ዓይነቱ ነው፤ መጥፎ ኢጋጣሚ:: *ሥርጉ*ም ወዲያውኑ ወደ *ሀዘን* ተለወጠ፡፡ ሰይጣንም ጀብድ ሥራና ተሾመ፤ ተሸለመ። ከዚህ ዓይነቱ መቅሰፍት ይጠብቅ፡፡ ‹አፍ ይፀውዖ ለሞት (አፍ ሞትን ትጠራለች) እሚባለው ይህን ዓይነቱን መጥፎ አጋጣሚ ለጣመልከት ነው፡፡

የስም አወጣጥ ነገር ሲነሣ

የስም አወጣጥ እንደየሀገሩና ባህሉ የተለያዬ ነው፡፡ በስያሜ ዙሪያ በርካታ የመመረቂያ ጽሑፎችም ተጽፈዋል። ኬነዲ ቤተ መጻሕፍትን ካጨናነቁ የመመረቂያ ጽሑፎች ውስፕ ቀላል ቁፕር የሴላቸው ወረቀቶች በዚህ በስያሜ ዙሪያ የተሥሩ መሆናቸውን መገመት አይገድም፡፡

ስያሜ ሲባል የቦታ አለ፤ የሰው አለ፤ የዕቃና የእንስሳትም ሁሉ አለ፡፡ በሀገራችን የተወሰኑ አካባቢዎችን የስም አወጣጥ ስናይ ብዙ የሚያስገርሙን ነገሮችን እናገኛለን፡፡ ሰዎች ለውሻቸው ስም ሲያወጡ ‹መቻል› ወይም ‹ችሎ ማደር⁾ ሲሉ ማስተላለፍ የፈለጉት መልእክት መኖሩን እንረዳለን። ለልጃቸውና ለቦታዎች የሚሰጡት ስያሜም ብዙውን ጊዜ ከአንዳንድ ገጠማኞቻቸው ጋር እንዲገናኝ እያደረጉ ነው፡፡

የስም አወጣጥን በሚመለከት ከሀገራችን ከልሎች መካከል እንደጎጃም ብዙ የሚጠቀስና በስፋት የሚነገርለትም የለም። ጎጃሜዎች ስም አወጣጥ ያውቃሉ፡፡ የልጅና የአባት ስም ከአያት *ጋ*ር ተዳምሮ ድብልቅና ድርብ ወረፍተ ነገር የሚሥሩበት ጊዜ ያጋጥማል፡፡ ‹ዓለምባንቺ ብርሃኑ ቦ ጋለን የሚል ስም ከጎጃም እንጂ ከሌላ እንደማይሆን ብንጠራጠር ብዙም አንሳሳትም፡፡ በዚያ ክልል ስምን በዘፈቀደ የሚያወጡ ጥቂቶች ናቸው፡፡ ለአብነት የሚከተሉትን እውነተኛ ስሞች እንመልከት፡፡ (እኔ ከጣው ቃቸው መካከል ነው)

‹ሺ *ማጫ*ሽ ሺ *ማግማቻ*ሽ አባይ በደጅሽ ተከዜ በጅሽ ለይኩን›፡፡ (ለይኩን የአባት ስም ነው)

ዛፍ ዛፉም ‹የዋርካው ቅርንጫፉም ሁለ*መ*ናው ዘርፍሽ አበበ ምንውየለት ለእግዚአብሔር ወረደ ወልድ›፡፡ (ወረደ ወልድ

ተቆጠረ፡፡ በጭፈራው ድምቀት ዓለም አለፈች፡፡ የአባት ስም ነው) ‹ዓለምባንቺ በጋለ ብርሃኑ መጠንን ያለፈ ደስታ ደባሞ መጠንን ያለፈ ልቅሶ ቢሆነኝ› (እስከ ቅድመ አያት የዘለቀ ስም ነው) ማስከተሏ ብዙውን ጊዜ የሚጠበቅ ነውና አብሯት የስም ነገር ከዚህ በላይ ይሄዳል፡፡ በአስደናቂ ታሪኮች በሚጨፍረው ንረምሣ የዓይን ፍቅር ልቧ መድብል የአንድ አሜሪካዊ ስም የፊደሎች ብዛት 101 መሆናቸውን ማንበቤ ትዝ ይለኛል። በዚህ በመከረኛ የጊነስ መዝገብ ለመመዝገብ ሲሉ አንዳንዶች የተለዬ ነገር ማድረባን ወይም ሆኖ መገኘትን ማዘውተራቸው ደባሞ ሌላው የእንባዳ ነገሮች ምከሰቻ ምንገድ ነው፡፡



በነገራቸን ላይ ሺ ጣሜሽ... በሚል የጠቀስኳት በወጣተነት ዘመኔ በሩቅ ቅርበት የጣውቃት የነበረቸው ወጣት ለእልኋ ‹ሺ ጣሜሽ› ብላቸሁ ባጭሩ ብትጠሯት አቤት አትልም - ሁሉም ስሟ ካልተጠራላት፡፡ ስለዚህ በአንድ የቀልዶች መጽሐፍ ላይ ሳነብ እንዳገኘሁት - የቀድሞውን የኢትዮጵያ መሪ ባለቤት እመት ውባንቺን ጠርታ ባለቤቷን ኮሎኔል መንግሥቱን ለምን ቡና እንደማትጠራ የተጠየቀች አንዲት ጎረቤት ‹ኧኸ፣ የሳቸውን የማዕረማና የሥልጣን ስም ሁሉ አግተልትዬ እስከምጠራ ቡናየ ይብረድብኝ?› እንዳለቺው በሙሉው ስማቸው ጥሩን ብለው ድርቅ ካሉ እነሺ ጣሜሽም ባቅጣቸው ቡናችንን ሊያቀዘቅዙብን ነው ማለት ነው።፡

ቃሪያ አዟሪው

የአንዳንድ ሰው የዋህነት ይገርጣል፡፡ በቅርቡ አዲስ አበባ ውስጥ ላምበረት በሚባለው አካባቢ ቃሪያ በትከሻው ተሸክሞ እየዞረ የሚሸጥ ጎልማሣ ሰው አገኛለሁ፡፡ እንደልጣድ ሆኖብኝ መንገድ ላይ የሚሸጡ ዕቃዎችን መግዛት አዘወትራለሁና -ዋጋቸው ቀነስ ስለሚያደርባ ማለት ነው -‹ኪሎውን በስንት ነው የምትሸጠው?› ብዬ እጠይቀዋለሁ፡፡ ሰውዬውም *‹አሥራ አ*ምስት ብር› ይለኛል፡፡ እከራከርና አንድ ኪሎውን በአሥር ብር እንዛዋለሁ። መመዘኛ ስለሌለው ግን ሚዛን የሚገኝበት ሌላ ቦታ እኔ ራሴ የላክሁት ልጅ አስመዝኖ ሲመጣና አንድ ሁለት ቃሪያ እንዲጨምርበት ሲነግረው ራሱ ይዞ ሄዶ ሲያስመዝን እንዲያውም ሰባት ቃሪያ ይጨምራል፡፡ ይሄ አይደለም የሚገርመው ነገር፡፡ ያ የሳክሁት ልጅና በአካባቢው የነበሩ ሌሎቹ ወጣቶች ስለዚሁ ሰው ቀደም ሲል የታዘቡትን ሲነፃሩኝ እንዲህ አሉኝ። ‹‹ይሄ ቃሪያ ሻጭ ሞኝ ነገር ነው፡፡ በቀደም ዕለት አንዲት ሴት ተሸክሞት የነበረውን ቃሪያ ሁሉ ልግዛህ ብላ በጠራሳት ዋጋ ሂሳቡን አስባ ብትሰጠው ‹ሁሉን ከንዛሽኝ ምን ይዤ እዞራለሁ?› አላትና በሣቅ ገደለን፡፡›› እኔም በሰውዬው የዋህነት ተገርሜ ‹ለመሆኑ በእግሩ *ባማ*ሽ አዲስ አበባን የሚሆን ሥፍራ የሚያካልለው ቃሪያውን ለመሸጥ ነው ወይንስ እየዞረ አገር ለማየት?› አልኩና ጠየቅሁ - ራሴን፤ ማን መልስ ይስጠኝ?

‹የጣይረባው ተጣሪ›

በአንደኛ ደረጃ ትምህርት ቤት በአንድ ክፍል ውስጥ የተከሥተ እውነተኛ ታሪክ ነው፡፡ አንድ መምህር ከአንድ የክፍል ተማሪው ጋር ኮከቡ አልንተምለት ብሎ ሣይሆን አይቀርም ያን ተማሪ ወደዚያ ክፍል በንባ በወጣ ቁጥር እንደወንብ ቅማል ጥምድ አድርን ይይዘዋል፡፡ ተማሪውም መድረሻ አጥቶ ይጨነቅ ንብቷል፡፡ መምህሩ የሚለው ‹አንተ የሥነፎች ሁሉ አውራ ነህ፡ የትም አትደርስም፡፡ ትምህርቱን ትተህ ይልቁንስ ከብት ብትጠብቅ ነው የሚሻልህ፡፡ አበያ...› ይለዋል፡፡ ሊያስተምር ወደክፍል በመጣ ቁጥርም ልጁ እጁን ሳያወጣ እየጠየቀ ያሸማቅቀዋል፡፡

በዚያን ጊዜ ያ ልጅ መግቢያ ቀዳዳ እየጠፋው ከፉኛ ይጨነቃል፤ይጠበባል፡፡ ምን እንደሚያደርግም ግራ ይገባዋል፡፡ ለወላጆቹም ይናገርና የተሻለ አግራጭ ሆኖ የሚያገኙት ሌላ ቦታ ሄዶ ዘመድ ቤት ተቀምጦ እንዲጣር ግድረግ ይሆናል፡፡ ጊዜ ባለውሉ ሥራውን አልዘነጋም፤ እናም ይነጉዳል - ይከንፋል ቢባል ይሻላል፡፡ ያ በመምህሩ የተፌዘበት ተማሪ በክፍተኛ ማዕረግ ኮሌጅ በጥሶ በአዲስ አበባ ዩኒቨርስቲ በመምህርነት ይቀጠራል፡፡

ከዕለታት አንድ ቀን ይህ የዩኒቨርስቲ *ማ*ምህር የክረምት ኮርሰኞችን ሊያስተምር ክፍል ሲገባ ያ ዱሮ ‹አንት እማትረባ ውዳቂ› እያለ በነጋ በጠባ ያሰቃየው የነበረው ክፉ መምህር የትምህርት ደረጃውን ከዲፕሎማ ወደዲግሪ ለማሻሻል ፈልን እፊት ለፊቱ ተቀምጦ ያገኘዋል፡፡ በዳይ ረስቶታል፤ ተበዳይ ግን ቁስሉ መቼም አይጠግምና ከነመልኩና ከነሙሉ ስሙ በደንብ ያስታውሰዋል፡፡ ይህ ወጣት መምህር ወደ ክፍል ንብቶ አስተምሮ ሲጨርስ ወይም በማስተማር ላይ እያለ ጥያቄ ሲጠይቅ እንዲመልስለት ቀድሞ የሚጠይቀው ያንን ሰውዬ ይሆንና የተገላቢጦሽ ነገር ይፈጠራል፡፡ ሰውዬው ዱሮ የሠራውን ሥራና ተበዳዩን እርባፍ አድርን በመርሳቱ እየሆነ ያለው ነገር አልገባህ ብሎት የመምህሩን ትኩረት በዚያ መልክ መሳቡ ዘወትር ግራ ይገባዋል፤ ለጥያቄዎቹ መልስ ልስጥ ብሎ ሲሞክርም መቼስ ንፍጥ ከደረቀ በኋላ የትምህርትን ነገር ታውቁታላቸሁና ጥያቄውና መልሱ እየተወላከፈበት በክፍል ጓደኞቹ ፊት ሀፍረት ቢሔ ሳያሻጣቅቀው አልቀረም። የሚያደርገውን ሲያጣ መምህሩ አስተምሮ ሲወጣ ይከተለውና፤ ‹ መምሀር፣ እኔን ብቻ ለይተህ ሁልጊዜ የሚከብደኝን ጥያቄ የምትጠይቀኝና በጓደኞቼ ፊት የምታሳጣኝ ለምንድን ነው? ደባሞስ ምን አጥፍ*ቻ*ለሁ? አባትህስ አልሆንም የኔ ልጅ!› ብሎ ይጠይቀዋል፡፡ ወጣቱ መምህርም በሃሳብ ፈረስ ወደልጅነት ጊዜው የኋሊት ሽምጥ ይጋልብና የዱሮ መምህሩ በልጅነቱ ምን ምን እንዳደረገው በማስታወስ፤‹አዩ መምህር፣ እኔንም እንዲህ ነበር የሚያደርጉኝ...› በማለት በርሱ ክፍለ ጊዜ እንዴቱን ያህል ይሰቃይ እንደነበረ ሊያብራራለት ከመጀመሩ የኒዮርኒስን ግብር የበላ እንዲሉ ‹የት? መቼ? ለመሆኑ አንተ ማን ያጣድፈዋል፡፡ ጊዜውንና ቦታውን ከገለጠለት በኋላ ወጣቱ መምህር የክፍል ውጭ ‹ሌክቸሩ›ን እንዲህ ሲል ይቀጥላል፤ ‹...ለዚያውም ገና በለጋነት ዕድሜየ ነው፤ ቸግሩን ተረዱት አይደል? ተማሪን ካለአበሳው ማሰቃየት ምን ያህል መፕፎና ውጤቱም ከሥነ ልበና *ጋ*ር በተያያዘ ሁኔታ አደገኛ መሆኑን አሁን ተገነዘቡት አይደለም? ወቀስከኝ አይበሉኝና ያኔ ልክ አልሥሩም፡፡ ይበሉ አሁን ይቅር ብዬዎታለሁ፡፡ ለወደፊቱ ከዚህ ዱሮ ያለፈ ነገር ትምህርት ቀስመው ተመሳሳይ ስህተት እንዳይፈጽሙ ጥንቃቄ ያድርጉ፡፡ ከእናቱ ሆድ ተምሮ ሁሉን ነገር ዐውቆ የሚወለድ ማንም የለም፤ በጣም በድለውኛል ግን ት/ቤት ቀይሬ መጣሬ

ጠቀምኝ፡፡ ... › በማለት ብሶቱን ገልጾ ከዚያን ቀን በኋላ በጥሩ ግንኙነት ለመበቀልም ጭራሽ ሳያስብ ማስተማሩን ቀጠለ፡፡ መፕፎ ለሥራብህ/ ሽ ደግ መዋል መልካም ነው፡፡ በቀል በቀልን እየወለደ መቋሜ ለሌለው ችግር ስለሚዳርግ አለመበቀልን የመሰለ ጥሩ ነገር የለም፡፡





*ዕወቅ ያለው በዐርባ ቀ*ኑ...

‹ዕወቅ ያለው ባርባ ቀኑ ያውቃል፤ አትወቅ ያለው ብዙውን ጊዜ ትክክል ነው፡፡

ተቀብሏል፡፡ ኢስትውድ በውጤቱ በእጅጉ እንኳን ደስ ያለህ ሊባል የሚገባው ነው፡፡ ለዚህ ማዕረግ ^{ያመ}ንከውን ትሆናለህ› ብሎ የተናገረው ማን ነበር? ይደነቃሉ - በአሥራ አንድ ዓመቱ!

ሚርተኛው ቴምብር

በ1981 የታተመውን ያህል ከታሪካዊ ክስተት ጋር ጋር በማዋሃድ ደስ የሚል ጠረን ከሰውነቱ የተገጣጠመ የለም ይባላል፡፡ በዚሁ ቴምብር ላይ ^{ያመነጫ}ል፡፡ ከዚያም ቀልቡን ወዳማለለችውና የተመለከተው የአውሮፕላን ሥዕል በስህተት ያላዩ በዐይን ፍቅር አቅሉን ወዳሳተችው የንብ ልጃንረድ ወደታች ተገልብጦ የታተመ ነበር፡፡ የፖስታውም ይሄድና ጥያቄውን በትህትና ያቀርባል፡፡ ነንሩ እኛ ሆነ የጣተሚያ ቤት ሥራተኞች ስህተቱን ሳያጤኑ ሽቶ ተቀብተን የሰውን ትኩረት ቴምብሩ ገበያ ላይ ዋለ፡፡ በዚያው ዕለት ቴምብሩ እንደምንሞክረው መሆኑ ነው፡፡ በተለይ ወንዶቸ ላይ ምሥሷ የተቀረጸው አውሮፕላን በደረ_ቷ ከዚህ የንብ ንረምሣ የምንማረው ሌላውና ዋናው ማለትም ንጣዋን ተጠቅጣ ጣረፍ ሲ*ነ*ባት በቴክኒክ ^{ቀም} ነገር ጉልበት አለን ወይም *ገን*ዘብና ሥልጣን ይህን ዓይነቱን ነገር ‹ትንቢትስ ይቀድሞ ለነገር› እንደማይኖርብን ነው፡፡ አስተዋይነት የተሞላበት ይለዋል፡፡

ሲመሽ ወደ ዱር

የካናዳ ተወላጅ የነበሩት ዴቪድ ማንትስ ይባሉ **የተገላቢ ጠጦሽ** የነበሩ ሰውዬ በ72 ዓመታቸው የብሔራዊ ውትድርና አገልግሎታቸውን ኪሎ ሜትር በእግራቸው ይጓዙና በሚገባ ይደንሱ ዘመን ላይ ደርሰናል፡፡ ነበር፡፡ በስተርጅና ዘመን ወገብን ይዞ ጣቃተትና አልጋ ላይ ተዘርሮ ምትን መጥራት ፋይዳቢስ በ1821 አካባቢ በወጣ አንድ ሕግ ዕድሜያቸው መሆኑን ከኚህ አፈጋዊ በመማር አርአያነታቸውን h21 እስከ 50 የሆኑ ወንደላሔዎች እንዲከተሉ አዛውንት ዘመዶቻችንን እንምከር።

ወፍ እንዳገሯ ትጮሃለች

የሀዘን ልብስ እንደየሀገሩ ይትበሃል ይለያያል፡፡ በስተቀር አብዛኛዎቹ የዓለም ሀገራት በሕዝብ ብዛት በአንዳንድ ሀገሮች ሀዘንተኞች ሙሉ ነጭ ልብስ በመጨናነቃቸው ትዳር ለማይዝና ለማይወልድ ይለብሳሉ፡፡ በሌሎች ደባሞ ሙሉ ጥቁር ልብስ፡፡ ሽልማት ያዘጋጁ እንደሆነ እንጂ ሰዎች እንዲያገቡ ጥቁሩ ልብስ *መ*ለበስ የተጀመረው ያለ ምክንያት አያስንድዱም፡፡ በቅርብ የሚያውቀውን ሰው ፈልን ይሰርፅበታል የሚል ዕምነት ነበር፡፡ ታዲያ ይሄው መንፈስ ‹ጥቁር ልብስ የለበሰን የቅርብ ዘመዱን ለይቶ ለማወቅ ይቸባረዋል[›] የሚል *ዕምነት* በሰዎች ዘንድ በጣደሩ 〈**አይገርጣችሁም?**› የሙት ወገኖች በዚሁ መንፈስ ተጠቅቶ ላለመሞት

ጥቁር *መ*ልበስ *እን*ደጀመሩ ይነገራል፡፡

የእምነት ዕዳ

በቴሌቪዥን የሚተላለፈውን የአስማት ትርዒት ጨርሰው ዐይናቸውን ማቁለጭለጭ ጀ*መ*ሩ፡፡ እየተመለከተ ነበር - የዕጁ ጣቶች እርስ በርሳቸው ሁኔታው አልነበረም፡፡ ምክንያቱም የአስማተኛው ትርዒት ሴትዮ እውነት አላት - ታዲያ የወር አስቤዛዋን በልጁ ላይ ተፅዕኖውን አሳድሮ ነበርና ነው፡፡ በዚህ ለሁለት እምብርት ብሎ ነገር ያልፈጠረባቸው ባርባ ዓምቱም አያውቅም› የምንለው አባባል ዓይነት ለሦስት ሰዓታት ዱራንቴ ዕጆቹ ተቆላልፈው *ጋ*ብሮቮች ሰጥታ በአንድ ቀን ትጨርሰው? ለዚሁም ካሊፎርኒያዊው አድራጎን ኢስተውድ እንዲያነጋገረረው ይደረጋል፡፡ አስጣተኛው በስልክ በሰኔ 1988 በሂሣብ ትምህርት የባቸለር ዲግሪውን የዱራንቴ ዕጆች ነጻ እንደሆኑ ከነገረው በኋላ የተሳሰሩት የዕጆቹ ጣቶች ተለያዩ። ላጎኝ ብለህ

ፍቅር ሞንደኛው

ወንዱ ንብ አንዷን የንብ ኮረዳ በፍቅሩ ፍላፃ ወግቶ ሊያንበረክካት ሲፈልግ ልዩ መዓዛ ከየተክሉና ከአ*ሜሪ*ካ የፖስታ ቴምብሮች ሁሉ ከየአበባው ይቃርምና ከራሱ ተፌተሯዊ ኬሚካል ብልኃትን እንጂ ድንቁርናን ደጀኑ ያደረገ ጉልበትን መጠቀሙ ሳልተፈለን አዴጋ ይጋብዘናልና ለሁሉም **ተንቃቄ ይቅደም**፡፡

ለማበርከት የዱሮ አንዳንድ ነገሮች ዛሬ የተገላቢጦሽ እየሆኑ ተመዘገቡ፡፡ በ96 ዓመታቸው በእርሻ ሥራ ውስጉ ይመስላል፡፡ በዘመናቸን የሕዝብ ብዛት ብዙ የዓለም ዓመት ዕድሜያቸው ያለምንም ቸባር _{መኪና} ሰዎች ትዳር እንዲመሠርቱና ልጅ እንዲወልዱ ያሽከረከሩ ነበር፡፡ በ109 ዕድሜያቸው የመጀመሪያ ይመከር ነበር፡፡ ዛሬ ግን በብዙ ሥፍራዎች መጽሐፋቸውን ደርሰው አሣተም፡፡ በ114 ተቃራኒውን እየታዘብን ነው፤ መውለድ ያሸልም ዓመታቸው በቀን ስምንት ማይል ወይም 12.8 እንዳልነበር ሁሉ አለመውለድ የሚያስመሰግንበት

> የአሜሪካን ግዛት በሆነቸው ሚሰሪ (ባለማባባታቸው ምክንያት) ለመንባሥት የአንድ ዶላር ባብር እንዲከፍሉ ይገደዱ ነበር። ዛሬ ባን ሁሉ ነገር የተገላቢጦሽ ሆነና ከተቂት ሀገሮች

(ምንጭ፡ <u>ካዘና</u> ከሚባል የሻለቃ አባይነህ አበራ የትርጉም መጽሐፍ ወቅታዊነትን ለመጠበቅ ከመጠነኛ አርትዖት ጋር የተወሰደ)

*ጋ*ብሮቮዋ ቤት *እንግዶች ይመ*ጡና ታቀርብላቸዋለች። እንግዶቹም አንደኛውን ቂጣ ወዲያውኑ ቅርጥፍ አደረጉት፡፡ አፈረችና ሁለተኛ የስምንት ዓመቱ ኢጣሊያዊ ጉስቶ ዱራንቴ ቂጣ ጋግራ ብትሰጣቸው እሱንም ቅም ሳይላቸው ያላጣራት ሴትዮ

> (ምንጭ፤ቀልዶች ከ*ጋ*ብሮቮች ምድር በአረፈዓይኔ ሐጎስ)



Stop Redundancy

The Committee for the Reduction of Redundancy and the Antiproliferation of Repetition has decided not to meet until they have their first meeting and thus there won't be meeting until the first time of the first time meeting.

Their Pre-meeting Statement wanted to make this clear before they had their first meeting, so that it would not be confusing.

So their first meeting will actually be their first meeting and they will not have a meeting before the first meeting.

This should avoid having people show up for their first meeting before it is held, since to do so would be confusing to those who did so and this is what they want to avoid by reducing the confusion and lessening the repetition.

> Source:http://www.ahajokes.com/ eng008.html

በመሥሪያ ቤታችን ያለው የኮሚቴ ብዛት.....

በደርባ ዘመነ መንግሥት ነው። በአንድ መሥሪያ ቤት ውስጥ የኮሚቴ መዋቅር በዝቷል የሚል ጥቆጣ ለሥራ አሥኪያጁ ይደርሳል፡፡ ይሄ ሰውዬ የሥራ ኃላፊዎችን ወዲያውኑ ስብሰባ ይጠራና *‹ጓዶች በመሥሪያ* ቤታችን የኮሚቴ ብዛት ከመጠን እንዳለፈ ተነግሮኛል፡፡ ስለዚህ ይህን ሁኔታ አጥንተው ሪፖርት የሚያደርጉ አንድ ሁለት አዳዲስ ኮሚቴዎችን አሁኑኑ እናቋቋምና ወደሥራው ይፃቡ፡፡› አለ ይባላል፡፡ ከላይኛው *ጋር አይመ*ሳሰልም?

መምህር ሊቁ

ወትሮም ሻማ አይሆን ለሱ፤ የሌሎች ናት ሥጋ ነፍሱ፤ ላገር ደምቆ እዬበራ፤ **ፐበብ ሸማን እ**ዬሥራ፤ ቋሚ ሰንደቅ አስቀምጦ፤ እሱ ያልቃል ነዶ *ቀ*ልጦ፡፡ የፊደል ዘር እዬዘራ፤ የ'ውቀትን ውል እያደራ፤ የታሪክ ሰው ባላደራ፤ መምህር ሊቁ የሰው አውራ፤ የዘመን ጧፍ ሆኖ በራ። ጠመኔ ጦር ብዕር መድፉ፤ ያገር ከብር ፀጋ ትርፉ፤ ፀሐይ ብርሃን ቀንዲል ጮራ፤ ቤዛ ሆነ ገድል ሥራ፤ መምህር ሊቁ የሙያ አውራ። ብርሃን ቸቦ እያነደደ፤

ድንቁርናን እዬናደ፤

ቤዛ ሆነ ጥበብ ሥራ፤

*መ*ድብል፤1996ዓ.

Some School Jokes

መምህር ሊቁ ያር አውራ።

ፋና ወጋ ደምቆ በራ፤

The ways to grade the final exams

Dept of Statistics:

All grades are plotted along the normal bell curve.

Dept of Psychology:

Students are asked to blot ink in their exam books, close them and turn them in. The professor opens the books and assigns the first grade that comes to mind.

Dept of History:

All students get the same grade they got last year.

Dept of Religion:

Grade is determined by God.

Dept of Philosophy:

What is a grade?

Law School:

Students are asked to defend their position of why they should receive an

Dept of Logic:

If and only if the student is present for final and the student has accumulated a passing grade then the student will receive an A else the student will not receive an A.

Dept of Computer Science:

Random number generator determines grade.

Music Department:

by listening to the instructor play the corresponding note (+ and - would be Teacher: I agree, but that's the lowest sharp and flat respectively).

Dept of Physical Education:

Everybody gets an A.

Teacher: In 1940, what were the Poles doing in Russia?

Pupil: Holding up the telegraph lines!

Young Larry stopped by the corner grocery store and read the following list to the clerk:

10 pounds sugar at \$1.25 a pound 4 pounds coffee at \$1.50 a pound 2 pounds butter at \$1.10 a pound 2 bars soap at \$.83 each

"How much does that come to?" asked Larry.

"Twenty-two dollars and thirty-six cents."

"If I gave you three ten dollar bills, how much change would I get?" said the boy.

"Seven dollars and sixty-four cents," stated the clerk who appeared to be irritated by all the questions. Larry said, as he disappeared through the door, "I don't want to buy the items...that's our arithmetic lesson for tomorrow, and I needed some help with

Teacher: How many books have you read in your lifetime?

Pupil: I don't know. I'm not dead yet.

Pupil: I didn't do my homework because I lost my memory.

Teacher: When did this start? **Pupil**: When did what start?

Pupil: This egg is bad.

Cook: Don't blame me I only laid the table!

Father: How were the exam questions?

Son: Easy.

Father: Then why look so unhappy? Son: The questions didn't give me any trouble, but the answers did!

Father: How did your exams go? **Son:** I got nearly 100 in every subject. Father: What do you mean, nearly 100? Son: I was just a digit out; I averaged 10!

Each student must figure out his grade Pupil: I don't think I deserved zero on this test.

mark I could give you!

Father: Why did you get such a low score in that test?

Son: Absence.

Father: You were absent on the day of the test?

Son: No, but the boy who sits next to me was!

Source:http://

schooljokes.informationresourcenetwork.c om/index.php



ውዳላት ገዳሙ፤ ‹እናትና ልጅ› የባጥም



ልብ ወለድ

भूगक्क क्रन

ደራሲ ፣ ኤድ*ጋ*ር አለን ፖ(Edgar Allen Poe)

ትርጉም፣ ሙሉዓለም ደንበኛ

የልቦለዱ ርዕስ፤The Tell-Tale Heart (አጭር ልቦለድ)

ውነት ነው! ያልተረ*ጋጋ*ሁ ነኝ። አለመረጋጋቱ የስሜት ሕዋሳቴን ይበልጥ 34: **አደፈ**ጋቸው 38. አሳደነዘዛቸውም:: ይበልጥ ደማሞ ችሎ ዬ ጅግ ፈጣን $\boldsymbol{\varsigma}$ በምድር በሰማይ ነው። የሚነገሩትን ነገሮች ሁሉ ሰ**ማስ**ሁ:: 7*U*19° ውስጥ የሚወራውን ወራ ሳይቀር አዳምጣስሁ። 28 ኔ ሪብድ ችሳሰሁ? ልብ በ**ሱ! ሁ**ሱንም ልባል С'n አንድ በአንድ ንኤት *ከቀ*ለጣጥ**ፌ** መናገር *ን*ደምችል አስተ ውስ።

ሃሳቡ በ*መጀመሪያ* ደረጃ አ ምሮዬ ንይት ንደባባ ስመግስጽ ውስጥ ያስቸግረኛል። ግን አንዶ በአሪምሮዬ ከተጸነሰ በኋላ ይኸው እስከ ዛሬ ቀን ከሴት ያሳድደኛ**ል**፡፡ **ሃ**ሳቡ ምንም ዓይነት ወይም *ዓ*ላማ የተጨበጠ ነገር የስውም:: ሽማግሌውን വ്രത്യ አሳዝኖኝ ወይም ወደዋስሁ:: አስቀይሞኝ አያውቅም። የዘለፋ ቃል ፈጽም በ ኔ ላይ አይወጣውም። ኔም ሀብቱ አጓጉቶኝ አያውቅም። ዐይኖቹ **ማን የተሰዩ ነበሩ**። **አንዱ ዕይ**ኑ በተለይ የጣንቀለቀል ሳት የማታፋ ደብዛዛ አረንጓኤ P. 260 አሞራ 0.83 ኔ ላይ ሲያርፍ ደሜ ይረጋል። ለዚህም ነው ቀስ በቀስ ከጊዜ ወደ ጊዜ ሽማግሌውን ገድዬ ለመንሳንል የወሰንኩት።

ንግዲህ ነገሩ ንዲህ ነው። ንክ ነው ብላችሁ ልትንምቱ ትችላላችሁ። *ዕብዶች ስለምንም ነገር አያውቁም*። ኔን ግን ውስሔን ብ ዩ ሪብድ ነው ብሳችሁ ስመናገር አትደፍሩም ነበር። *ን*ዴት በብልጠት፣ በዘዴ፣ ጉዳዩን በጥንቃቄ $\boldsymbol{\varsigma}$ በማስተዋል *ን*ደፈጸምኩት ቀውስ ብ ውቁ አትሎኝም ነበር። Pla ቀርቼ አሳውቅም! ሽማግሌውን በገደልኩበት ሳምንት ደግ ንደሆንኩስት መቼም ደግ ሆኜለት አላውቅም። ጣ σŋ ኩስ ሌሊት *ገ*ደማ ዘወትር በዝግ የሽማግሌውን በር ከፍትና 90390 ብርዛን *የማይረጭ* ፋኖስ አስቀድሜ *ጭን*ቅላቴን አስከትዬ ወደ *ጭንቅ*ሳቴን ንይት ንባስሁ:: ንደምንባ ብ ዩ በብልጠት አስግጌ *ት*ደነ*ቃ*ላችሁ። ሽማግሌውን *ንዳ*ልቀሰቅሰው ጅግ በዝግ የምንቀሳቀሰው። ብዬ ነበር ውስ ስሙስ አንገቴን በበሩ አስግጌ ለማስንባት አንድ ድፍን ሰዓት ንድ ይፈጅብኛል:: ነው ጃል! ይ ያችሁ አንድ ዕብድ ሰው **3**4.0 ብልህ ሲሆን ይችላል? አንንቴን በበሩ ካስንባሁ በኋላ ጅማ በዝማ የፋኖሱ *ን*ዳይንቋቋ የተጠነቀቅኩ ከፍተዋለሁ። ከዛም ትንሽ የብርሃን ጨረር በሽማግሌው የጆፌ አሞራ መሰል **ዓይ**ኖች ላይ *ንዲያርፍ* አደር*ጋ*ስሁ።

ይህን ለሰባት ተከ ይ ሌሊት **አደ**ፈኩኝ። በ ነዚህ ሌሊቶች የሽማግሌው አስፈሪ ዕይኖች **ን**ደተ ነበር። ይኸውም ጉዳዮን ከደጉ በፍጥነት *ንዳ*ልፈጽም ዕ**ን**ቅፋት ሆነብኝ። የሚያስጨንቀኝ ሽማግሌው ሳይሆን ነዛ የዲያቢሎስ ዕይኖቹ ወደ ሽ**ማ**ግሌው ክፍል ሳልሳቀቅ *ገ*ብቼ **አዋራዋስሁ**፡፡ HS ብዬ ሌሊቱን ጠይ**ቀዋስ**ሁ። *ንዳ*ሳለፈ ሽማግሌው ቆቅ ነበር። ሁሌ ሌሊት ስድስት ሰዓ*ት ገ*ደማ የሆነ ሰው በተኛ *ን*ደሚያየው ጥርጣሬ በት እያጮለቀ ያለው መሆኑን **ነገሬኝ**፡፡

በስምንተኛው ሌሊት የሽማግሌውን በር ስክፍት ከበፊቱ የበለጠ ጠንቃቃ ነበርኩ። ከ ኔ ጆች በበለጠ የሰዓት ጠቋሚ ዘንጎች ይፈጥኑ ነበር ብል ጣ*ጋ*ነን አይሆንብኝም። ንደዛች ሌሊት ብልጠቴና ጥንቃቄዬ ውቆኝ **አ**ያውቅም። የድል አድራጊነት ስሜቴን መቆጣጠር አቃተኝ። በተለይ በህልሙ ንኳን ሥራዬን ሺባሙ ማየት ንደማይችል ስረዳ የጀግንነት ስሜት ተሰማኝ። ሽማግሌው ይህን ሀሳቤን የሰማ ይመስል ገልበጥ አለ። ይባስ ብሎ ተነስቶ டிகு አይል የደነገጥኩ ሊመስላችሁ መሰላቸሁ? ይችላል። 73 ቅንጣት IJÀ አልፈራሁም:: ክፍሎ በድቅድቅ ስስተዋጠ ያህል ጨስ**ማ** የገዛነም ጥቁር ነበር። በተለይ ሽ**ማ**ግሌው ሴ ቦችን በመፍራት የመስኮቱን ሻተሮች ስለሚዘ*ጋ*ቸው በዚያም ምክንያት ጨስ<mark>ማ</mark>ው ጅማ ስለሚገዝፍ ንደማያየኝ አውቅ ነበር። ስለዚህ በድፍረት ቀስ ብዬ ወደ አል*ጋ*ው ተ ጠጋሁ።

የፋኖሱን ብዬ መዝጊያ ቀስ ልከፍት ስምክር አውራ ጣቴ ቦ ውን «ቋ» የሚል ድምጽ አሰማ። ሼ ከአል ጋው **ዓ**ሶ ተስፈንጥሮ በመነሳት «ማነው?!» ብሎ ጮኸ። ትንፋሼን ውጬ ባስራበት ቀጥ ቆምኩኝ። *ስአን*ድ ሰዓት *ያክ*ል ዛው ሳልል እንደጅብራ ንደቆምኩ ቆየሁ። ተመ**ል**ሶ ሲ*ጋ*ደም አ**ል**ሰማሁትም። ሱም ድምጽ ለመስማት በመጠበቅ በተጠንቀቅ ቁጭ ብሏል።

አሁን ቀጭን የሟንራት ድምጽ ሰጣሁ። ጣቃስቱ ከከፍተኛ የፍርሃት ስሜት የመነጩ ነበር። የህመምሬጽሞ ያን ዓይነት ዓይደለም! ጣቃስቱ ነፍስ በከባድ ፍርሐት ስትጩነቅ የሚወጣ ቀጭንና የ ፈነ ድምጽ ነው።ይህን የጣቃስት ድምጽ ኔ ራሴ ጠንቅቁ ዐውቀዋስሁ። ብዙ



ልሲ*ት ዓ*ስሙ ሁሉ ጧ! ብሎ በተኛ በት ወቅት ይህ ድምጽ በውስሔ ያስተ*ጋ*ባ ከአንጀቴ ይወጣ ነበር። ስለዚህ የሼባው ስሜት ለ ኔም ተ ሰምቶኛል። *አዘንኩለት*። የፋኖሷን ከሰማበት ሰዓት አንስቶ ቋቋ *ን*ዳልተኛ SCv4 ዕው*ቄያስሁ*። ከደቂቃ ወደ ደቂቃ የጨመረ ነበር። ምናልባት ሰራሱ «የቋቋ ው ድምጽ የተፈጠረው የቤቱን የያስ ማውጫ ንፋስ እያቅጨለጨለው ወይም አይጥ በወሰሱ ሳይ ስትሄድ የተፈጠረው ኳኳታ ወይም የክሪኬት መጫወቻ ዱሳ ወድቆ ሲሆን ይችላል» ያለ ያስብ ይሆናል። ይህን ና ይህን የመሰለውን በማሰብ **ራሱን** ለማረ*ጋጋ*ት እየምከረም ይሆና**ል**። ምክንያቱም 77 **አልሆነ**ለትም። የሞት አስፈሪ ጥላ ሊውጠው ፊቱ ቆም ነበር። ምንም *ን*ኳ ባ*ያየኝ*ም ന 6.90 ባይሰ*ጣኝ*ም የማይዳሰሰው የሞት ጥላ ኔ ክፍሎ ውስጥ ንዳስሁ *ንዲጠፈጥር* ሳያደርገው አል*ቀረም*፡፡

ረጅም ሰዓት በትሪግስት ከጠበቅው በኋላ ቀስ ይልኩ የፋኖሱን በር ከፌትኩት። አ ምኑኝ ይሆናል ግን ከሽረሪት ድር የቀጠነች ትንሽ ጨ ረር ከፋኖሱ ተፌትልካ ወጥ ሽማግሌው የጆፌ አሞራ ዐይን ላይ ዐ ረፌች።

ያ አስፈሪ ዓይን በፍርሀት ተ በለጠጠ። ሳየው ይበልጥ ደነገጥኩ። ያ ጥቁር ሰማያዊ ዕይን ቁልጭ ብሎ የኝ። አጥንቴ መቅኒ ውስጥ ፍርሀት ሲረጭ ይሰማኛል። የፋኖሱን ጨ ሬሮች ሳይ ሰበኝ ያሳረፍኩት በዛ በተ ረገመ ዕይን ላይ ስለነበር የተቀረው የሽማግሌው ፊት ወይም ሰውነት አይ የኝም ነበር።

በ ጅን ድንጉጥነቴ ምክንያት *ዕብድ ነው* ልትሉኝ ትቸላላቸው ብዬም አልነበር? አዎ አሁን ደግሞ ልክ በጥጥ የ ፌን የሰዓት ቆጣሪ የመሰለ ቀጭን ፈጣን ድምጽ ይሰማኝ ጀመር። ይኸንንም ድምጽ **ዕውቀዋስሁ**። የሽማግሌው ምት የልብ ነበ**ር**። ድምኡ ወ ደርን ንደ*ሚያ*በረ የ ምቡር ድምጽ አጀንነኝ።

ማን አሁንም ሳልንቀሳቀስ ቀስ ብዬ ቆምኩ፡፡ ትንፋሼን ዋጥኩ፡፡ ፋኖሱን ባለበት አቆምኩት፡፡ በተቻ ለኝም ጨረሮቹ ከዛ አስፌሪ ዐይን ሳይ ንዳይነሱ ጥንቃቄ አደርግ ጀመር፡፡ በዛው መጠን የሽማግሌው የልብ ምት የጎላ መጣ:: የፈጠነ ... የጎላ... የጮኸ ሄደ። የሽማግሌው ፍርህት ከቁጥጥር ውጭ መሆን ነበረበት። ቅድሙት ደንጋጣ *ን*ደነበርኩ *ነግሬያች* **ጎለ**ሁ። በዛ አስፈሪ ጸጥ ከዛ ያረጀ ቤት ውስጥ በ ኩለ ሌሊት የሚሰማው ድምጽ ፍርህቴን አባሰው። *አሁንም ግን ቅስቅስ ወይ ትን*ፍሽ አሳልኩም። የሽማግሌው የልብ ምት *ግን የጨመረ* የጎላ... የጨመ ረ... የጎላ... ሄደ። ልቡ ሊፌነዳ የደረሰ መሰለኝ። አሁን ደግሞ ሴላ ጭንቀት ያዘኝ። የሽማግሌው የልብ ምት ጎረቤ ት ይሰጣ ይሆን?! ሰዓቷ ደረሰች። የጮኽኩ የፋኖሱን መዝጊያ ሙሉ ለሙሱ ከፌትኩት። ዘልዬ ወደ ክፍሱ ውስጥ ባባሁ። አንድ ጊዜ ብቻ በቀጭት ጮኸ። ከአልጋው አውርጄ አልጋውን በሳዩ ሳይ ጫንኩበት። *ን*ደ ፈነ ስረጅም የልብ ምቱ ግን ደቂቃ ቆየ። በዚህ ብዙም አልተ ደናንጥኩም። ምክንያቱም ይህ ድምጽ **ግድግዳውን ጥሶ ስ**ጎረቤት ሊሰማ አይችልም። በመጨረሻ ሁሉም ነገር **ፀ**ጥ አለ። ሽማግሌው ለዘለዓለሙ አል*ጋ*ውን *አንቀ*ላፋ። ከሳዩ ላይ አንስቼ ሬሳውን ተመለከትኩት። ጄን ደረቱ ሳይ ጭኜ ሰረጅም ደቂቃዎች ቆየሁ። ምንም የልብ ምት የለም። ሽ**ማ**ግሌው ሞቷል። ከአሁን ጀምሮ ያ አስፈሪ ዕይት አያስጨንቀኝም።

የም ስቡ ከሆነ የሽማግሌውን ሬሳ ያደረኩትን ለመደበቅ ጥንቃቄ ስንልጽላችሁ ይህን *አስተሳሰባችሁን* ትሥርዙታላቸው። ሌሊቱ የተገባደደ ስለነበር መፍጠን ነበረብኝ። ግን በፀጥ :: በመጀመሪያ ሬሳውን ከተ ከትኩት። የሼባውን በድን:-**ጭን**ቅሳት፣ ልጆች ና **ግ**ሮች ሁሉንም ለበዓል እንደታረደች የዶሮ ብልት ቆራረተኳቸው::

የወለሱን ሳንቃ አንስቼ ሁሉንም የሽማግሌውን ቁርጥራጮች ሥር አኖርኳቸው። ከዛ ከሳንቃው በዘዴ የዕቃ ቁም ሣጥኑን ቀስ ብዬ በሳንቃው ላይ ጫንኩበት። ምንም የሚ ጠብ ወይም የሚፀዳ ደም **ነ**ጠብጣብ በአካባቢው አልነበረም:: ሁሉንም ነገር በቁጥጥር አዋልኩት::

ይህን ሁሉ አድካሚ ሥራ ስጨርስ ሰዓቱ ከሌሊቱ አሥር ሰዓት

729 ነበ**ር**። *አሁንያ*º ጨስ<mark>ማ</mark>ው ጊዜው ከሌሊቱ **ልክ አ**ሥር ሰ**ዓት** መሆኑን ሊያውጅ ድንንት ባላሰብኩበት ሁኔታ ሲያንቃጭል የ ችኛው በ**C** ተ**ን**ካካ። አሁን ምንም የሚያስፈራኝ ነገር ብዬ ሄደ ስላልነበረ ዘና **ከፊትኩት**፤ ምክንያቱም የልቤ ሃሳብ ሞልቷላ! ሦስት ፖሊሶች በሩ ላይ ቆመዋል -ለምን መቶ አይሆኑም፤ ብያዝ ባልያዝ አሁን **ባ**ዴለኝም:: ለካስ አንድ **ጎ**ረቤት የሽማግሌውን ቀጭን የስቃይ ጩኸት ሰምቶ ሁኔ ውን ለፖሊስ **አሳው**ቋል። ፖሊሶቹም ቤቱን ስመፈተሽ ሥልጣን **ን**ደተሰጣቸው ከነገሩኝ በኋላ ወደ ውስጥ ነው።

ፈገግ አልኩኝ። ምን ያስፈራኛ ል? ፖሊሶቹን ሰላም ካልኳቸው በኋላ ወ ደ መ ስጥ 34.HA# ቀጭት *ጋ*በዝኳቸው፡፡ ጩኸት በህልሜ ስቃዥ ያሰማሁት **ን**ደሆነ ና ሽማግሌው ከአ*ገር* ከጠፋ *ን*ደቆየ ስፖሊሶቹ ለማስረዳት *የ*°ከርኩ። *መ*ኮንኖቹን ሁሉንም የቤቱን ክፍል ያዘዋወርኩ አስጎበኝጎቸው። በደንብ ቤቱ*ን ንዲ*ፈትሹ ና *ንዲያ*ስሱም ፈቀድኩሳቸው:: ሰውዬውንም ወደቀበርኩት U ሳይቀር ወሰድኳቸው። ሀብቱን፣ ንብረቱን ምንም ሳልረበሽ አሳየኋቸው። ወንበር አምጥቼ ከድካማቸው ትንሽ ዕረፍ *ንዲ*ሱ *ጋ*በዝካቸው። ኔም በድል አድ*ራጊነት* ስሜት ልክ ሽማግሌውን የቀበርኩበት U Ø30C አምጥጬ ተመቻችቼ ተቀመጥኩ::

የፖሊስ መኮንኖቹ ባደረጉት ፍተሻ ረኩ። ሁኔ ዬ ና አቀባበሌ አሳመናቸው። ፍጹም መረጋጋት ይ ይብኝ ነበር። ከጎኔ ቁጭ ብሰው ያወጉ ጀመር። ጥቂት ሳይቆይ ግን ፊቴ መገርጣት ጀመረ። ቶሎ ንዲሄዱ ተመኘሁ። ጭንቅሳቴን ይፈልጠኝ ጀመር። ጭው የሚል ድምጽ የሰማሁ መሰለኝ። ሆኖም ግን

ወደ ገጽ 63 ዞረሯል



መምህር ያጣመመውን ጣንም አያቃናውም

ታምራት ኃይሌ

በሥነ ልቦና የትምህርት ዘርፍ ይበልጥ አባባብነት ሲኖረው ይቸላል ብዬ የምንምተው የአንድ ጥያቄ መልስ አለ፡፡ ጥያቄው በአንድ ብርጭቆ ውስጥ የሚ*ገ*ኝን የው*ኃ መ*ጠን ስለመናገር የሚመለከት ነው፡፡ አንዳንዶች ነው› ሲሉ ይችላሉ፡፡ ሌሎች ደባሞ ‹ብርጭቆው *ግግ*ሹ ድረስ ባዶ ነው› ብለው ሲ*መ*ለሱ ይቸላሉ፡፡ *መ*ልሱ የሁሉም ተመሳሳይ ነው። ነገር ግን መልሱን አዳጣጩና መልሱን መላሾቹ ምን ዓይነት ሥነ ልበናዊ ቀመር እንዳላቸው የምናውቅበት አንድምታዊ ሥሌት በመልሶቹ ውስጥ ተሰንቅሮ ይገኛል፡፡

ቸግሩ የቋንቋ አይደለም፤ የአመለካከት ባምት አወንታዊ እንደሆነና ባማሽ ባዶ ያለው ደግሞ ለነገሮች ምን ያህል ጨፍ*ጋጋ አመ*ለካከት እንዳለው ያሳያል ይላሉ የሙያው ጠበብት፤ መልሱን እሚያዳምጠው ሰው በመልሶቹ ላይ ተመርኩዞ በተጠያቂዎቹ ላይ የሚኖረው የራሱ ባምት ይኖራል፡፡ ይህ ሁሉ ‹ፍልስፍና› የቀደመው አለነገር አይደለም፡፡ ይህን ጽሑፍ ል*ጫጭ*ር ስነሳ ከየትኛው ልጀምር ብዬ በተወሰነ ደረጃ ከራሴው ጋር ተሟግቻለሁ፡፡ ‹ፕሩ *ማ*ምህር እንዴት ያለ ነው?› ብዬ ልነሣ ወይንስ ‹መጥፎ መምሀር እንዴት ያለው ነው?› ከሚለው ልጀምር ብዬ ትንሽ አሰብ አደረባሁ፡፡ በሁሉም አቅጣጫ ብነጉድ መዳረሻየ አንድ መሆኑን ስረዳ ባሻኝ ብጀምር ምንም ማለት እንዳልሆነ ገባኝና በዚህ ረገድ ጊዜ ላለማጥፋት፣ ላለመጨነቅም ወሰንኩ፡፡ እናም አእምሮየ እንደመራኝ በተነሣሁበት የመምህራን ጥሩም ይሁን መፕፎ ጉዳይ የብዕር ፈረሴን ኮልኩዬ ቼ በለው ልል ነውና በታሪኮቹ የተካተታችሁም ያልተካተታቸሁም በትዕግሥት ተከታተሉኝ፡፡ አሁን ተረዱልኝ።

ይህ ጽሑፍ ጥናታዊ አይደለም፡፡ በተጨባጭ የጥናትና ምርምር መረጃዎች የተደገፈ አይደለም፡፡ እንደጣንኛውም ከሕይወት ወንዝ የተጨለፈ የምድራዊ ኑሮ ተሞክሮ ሊወሰድና ለቀጣይ የጥናት ዘገባዎች በጥሬ መረጃነት ሊያገለባል ግን ይችላል፡፡ ጥናታዊ ጽሑፍ አይደለም ሲባልም የሚነሱት ፍሬ ሃሳቦች ልቦለዶች ወይም መላምታዊ ናቸው በየትኛውም የትምህርት ደረጃ ለሚያስተምሩ በተለይ ለወጣት መምህራን የሚጠቅም ባብኣት እንደሚኖረው (ጸሐፊ)ው በብርቱው ያምናል። የሕይወት ወንዝ የዋዛ አይደለቸም፡፡ ብልኆቸ ብዙ ይቀዱባታል(‹ቀ›ን ላላ አድርጉና አንብቡልኝ)፤ ሞኞችና ሥነፎች *ግን ዕድሜ ልካቸውን በንቀት፣ በትዕ*ቢትና በትምክህት ባሕር እዬዋኙ ራሳቸው በፈጠሯት እየተናጡ መቅዳት የሚገባቸውን ያህል ሳይቀዱ ነው፡፡ ‹ሠረቀ ለነ እምኔኪ ፀሐየ ጽድቅ ወአቅረበነ ለጣንም አይቀርምና እነሱም ለወጉ ያህል ይሞታሉ፡፡ ስለዚህም ወጣቶች ከዚህች ማዕድ በሚያንኟት የሌሎች ሰዎች የረገርም ሕይወት ተሞክሮ መስታዎትነት የራሳቸውን የአሁንና የወደፊት ሕይወት ከተመሳሳይ የቆሸሸና በዕኩይ ምግባር የጨቀዬ ስብዕና ነጻ እንዲያወጡ ቢሰማሽ› እንደተባለው እንዳይሆን እንጀ ‹እህ... እስኪ በል ንገረኝጣ› ብሎ ጆሮውን ለቁም ነገር የሚያውስ አስተዋይና ተበበኛ አድማጭ ከየትኛውም አቅጣጫ ከሚወረወሩ ፍካሬ ቃላት የሚሸምተው ብዙ ፍሬ ነገር አያጣም::

መምህር ምንድነው? በሚለው ለዚህ ጽሑፍ መሠረታዊ ሲሆን በሚቸል ጥያቄ እንጀምር። ከቃላት አጠቃቀም አንጻር ‹መምህር› ማለት ‹መሀረ› ከሚለው የባዕዝ ቃል የመጣ እንደሆነና ትርጓሜውም ‹አስተማረ› ማለት እንደሆነ የባዕዝ ሊቃውንት ይገልጻሉ፡፡ ክርስቶስ በመጽሐፍ ቅዱስ ለደቀ መዛሙርቱ - ‹ሁሩ ወመሀሩ ውስተ ኩሉ አጽናፈ ምድር› እንዳለ፡፡ (ወደ ዓለም ሂዱና አስተምሩ) ባዕዝና አማርኛ በፆታ ረገድ መጠነኛ ልዩነት ስላላቸው ለወንድ በነጠላው ‹መምህር›፤ ሲበዛ ደግሞ ‹መምህራን› ሲል ለሴት በነጠላው ‹መምህርት› ሲበዛ ‹መምህራት› ይላል፡፡ በሌላም በኩል በሆሄያት ደረጃ ራሱ በግዕዝና በአማርኛ ልብ ሊባሉ የሚገባቸው የአጢቃቀም ልዩነቶች መኖራቸውን ያጤኗል፡፡ ለምሣሌ ከፍ ሲል በገለጽነው መጽሐፍ ቅዱሳዊ ቃል ‹ሁሩ ወመሀሩ ውስተ ኩሉ አጽናፈ ምድርን የሚለውን ‹ሁሩ ወመሐሩ ውስተ ኩሱ ስምች በኢጋጣሚ ቢመሳሰሉ እንጂ በክፋት አጽናሬ ምድር› ተብሎ ቢጻፍ ለባሪዝ መምህር አስተማረ ሲሆን ‹መሐረ› ሲል ምሕረትን ወይም ይቅርታን አደረገ ማለት ነውና፤ ምሕረትን የሚሰጥ ደባሞ ፈጣሪ ነው፡፡ (እርባጥ ነው ‹ምን ዓይነት ምሕረት?› የሚለው ሊያነጋግር ይቸላል፤ ምክንያቱም በፌረንጅኛው «Salvation, Redemption, Mercy, Forgiveness, Pardon, Excuse...> የሚሉት ቃላት ያላቸው ሃይጣኖታዊና ሰውኛ አንድምታ ባጣርኛው ሁሉም ለማለት እንዳልሆነ መግለጽ እፈልጋለሁ፡፡ ይህ በይቅርታነት ስለሚተረጎሙ)፡፡ እናም የሁለተኛውን አገላለጽ ለመጀመሪያው ብናውለው ትርጉሙ ‹ወደ ዓለም ሂዱና ምሕረትን አድርጉ› እንደ*ማ*ለት ይሆንና የትርጉም መፋለስ ያስከትላል - እንደወባ አጥባቂው ሥነ ልሣናዊ አካሄድ፡፡ በተመሳሳይ መንገድ ‹ሰረቀ› ብንልና ‹ሠረቀ› ብንል ከአነባበብ ጀምሮ እስከ ትርጓሜ ድረስ ልዩነት አላቸው፡፡ የመጀመሪያው ‹መነተፈ፣ በዘዴ ቀጣ፣ሰረቀ ጠባብና ዝግ የቅዠት ወይም የሞኝነት ዓለምም ፡ ቀጠፈ› ማለት ሲሆን ሁለተኛው ‹ወጣ› ማለት

ከጉዟቸው ተሰናክለው ይቀራሉ አለዚያም ታህተ ክነፊሁ›(ከአንቺ [hቅ. ማርያም] ዕድሜያቸውን ሙሉ ተንዘላዝለው ሞት መቼም በመንፈስ ቅዱስ ሥራ በመንፈስ ቅዱስ ሥራ



በፀሐይ የሚመሰል የዓለም ንጉሥ ክርስቶስ መጣልን(ተወለደልን)...) እንዲል ውዳሴ ማርያም ዘዐርብ፡፡ በነገራቸን ላይ በዚህ ጽሑፍ የወንድ አጠራሩን ወስጀ ‹መምህር/ራን› የምል መሆኔን በትህትና ላስገነዝብ አወዳለሁ፤ ምርጫየም አጋጣሚ እንጂ ምክንያታዊ አይደለም፡፡

ወደሃይማኖት መጠጋት ሳያስፈልገን እንዲሁ በደምሰሳሳው የመምህርን ምንነት ብናይ ብዙ ማለት እንቸላለን፡፤ አንድ መምህር ምን ምን መልካም ባሕርያት እንዲኖሩት ይጠበቅበታል? ጣንኛውንም የትምህርትና የሥልጠና ዓይነት የሚያስተምር መምህር ወደዚህ ከዕንቁና አልጣዝ በላይ ሊከበር የሚገባው ሙያ ከመግባቱ በፊት በምን የጣጣሪያ ወንፊት ጣለፍ ይጠበቅበታል? አንድ መምህር ትውልድን እንዲቀርጽ ወደሙያ *መ*ስኩ ከ*መግባቱ* አስቀድሞ በምን የትምህርትና ሥልጠና የብቃት ደረጃ መለያ እርከኖች ማለፍ አለበት? የአንድ መምሀር የአጠቃላይ ግንዛቤ ወይም ዕውቀት የልኬት መጠን(Intelligence Quotient - IQ)፣ የስሜታዊነቱ (ባልፍተኝነቱ?) የልኬት መጠን(Emotional Quotient - EQ) እና የመንፈሳዊ ልሂቅነቱ የልኬት መጠን (Spiritual Quotient -SQ) በአማካይ ምን ያህል ሲሆን ወይም ቢሆን ነው ወደዚህ ትውልድን የማነጽ ክቡር ሙያ እንዲገባ የሚፈቀድለት? በጣም ብዙ ጥያቄዎችን እያከታተሉ ማዥንድንድ ይቻላል፡፡ ለነዚህና አጥጋቢነት በትውልድ ቀረጻው ሂደት የራሱ የሆነ ወሳኝ ድርሻ ይኖረዋል - እንደትውልድና እንደሀገር በመኖርና ባለመኖር ወሳኝ ጉዳይ ዙሪያ የተቀነበበ፡፡

*ሠ*ለጠነ በሚባለው ዓለም የመምህርነት ሙያ በሮቹን ከፍቶ ተሣፋሪዎችን እንደሚጠብቅ ባቡር ወይም የከተማ አውቶቡስ ዘልለው የሚገቡበት ሣይሆን ከብዙ ውጣ ውረድ በኋላ የተመረጡ ጥቂቶች ብቻ የሚቀላቀሉት እንደሆነ እንሰማለን፡፡ ምክንያታቸው ባልፅ ነው፡፡ ይሄውም የአንድ መምህር ሙያ በተለይ በታቸኛው የስብዕና ቀረጻ ሂደት (በፈረንጅ አፍ ‹ሥልጡናኑ› Formative Age በሚሉት) የአንድን ማኅበረሰብ ማፃኢ ዕድል እስከመወሰን በሚደርስ መልኩ የወሳኝነት ሚና ስለሚጫወት አደጉ የሚባሉት ሀገሮች ይህን ሙያ ለማንም ዋልጌና ኃላፊነት የማይሰማው ወለፈንኤ ዜጋ ለቀው ትውልዳቸውን አያበላሹም - የመምህርን ማኅበረሰብኣዊ ወሳኝ ሚና ጠንቅቀው ይረዳሉና፡፡ ሥነ ልቦናዊ ዝንባሌው ተጠንቶ፣ መምሀር ለመሆን ያለው ቁርጠኛ ፍላጎትና *ሙያው*ን ከተማሪዎቹ *ጋ*ር አጣምሮ የሚወድ መሆኑ ተለክቶ፣ አካላዊ፣ ሥነ ልቦናዊና መንፈሳዊ ጤንነቱ ተፈትሾ፣ በሚያስተምረው የትምህርት ዘርፍ በቂ ሥልጠናና ልም(ም)ድ አጣኝቶ፣ ሁለንተናዊ ብቃቱ በባለሙያዎች ሲረጋገጥ ብቻ ወደ ማስተማር ተግባሩ

እንደሚሠጣራ ይነገራል፡፡ ባላደጉ ሀገሮች ግን ብዙ መሰናክሎች ስላሉ ይህ ክቡር ሙያ የራሱን ሰዎች ስለማግኘቱ ያጠራጥራል፡፡ በአንዳንድ ሀገሮች እንዲያውም ሰው ሌላ ሥራ ሲያጣ የሚገባበት ሁኔታ እንዳለ ከራሳችን ሀገር ተሞክሮ ተነስተን የምንረዳው አሣዛኝ እውነታ ነው። ይህ ዓይነቱ አጣራጭ ሲጠፋ የሚገባበት የሙያ መስክ ደግሞ ከብዙ ነገሮች አንጻር ሲታይ ስብራቱ በቀላሉ የማይጠንን ከፍተኛ ጉዳት ያስከትላል፡፡ የእንግሊዝ ቅኝ ተገገር በነበረቸ *ጉያ*ና የምትባል የላቲን አሜረካን *ሀገ*ር ውስጥ ታዋቂ የሥነ ጽሑፍ ባለሙያና መምሀር የነበረው ብሬትዌይት የተባለ ሰው እንደተናገረው ጠቅሶ ማይክሮሶፍት ኢንካርታ የ2009 ዕትም ቀጣዩን ተቅስ አስፍሯል:-(የሰውዬውን ባልጽነት የጣደንቅበት ሌላ አጋጣሚ ያለኝ አይመስለኝምና እዚቺው ቅንፍ ውስጥ አድናቆቴን እንድገልጥ ይፈቀድልኝ)፡፡

I did not become a teacher out of any sense of vocation; mine was no considered decision in the interests of youthful humanity or the spread of planned education. It was a decision forced on me by the very urgent need to eat. [ፕሬ ትርጉሙ፤ መምሀር የሆንኩት በተፈጥሮ ሙያዊ ዝንባሌ አልነበረም፡፡ መምሀር ለመሆን የወሰንኩት ወጣቱን ትውልድ በዕውቀት *ግን*ባታ ለመታደባ ወይም በዕቅድ የተመራ ትምህርትን ለሁሉም ለማዳረስም አልነበረም። ምን አለፋቸው፣ ባጭሩ *ማ*ምህር የሆንኩት የርህብ ወስፋቴን ለመሸንገል የሚያስችለኝን ዕድል ለማግኘት ነው - ለቁራሽ እንጀራ ስል!]

ጥቂት ከፍ ሲል ለ*መግ*ለጽ እንደተሞከረው አንድ መምህር የሀገር መሠረት ነው። ካለመምህር የአንዲት ሀገር ዕድገትም ሆነ ብልጽግና ፍጹሙን ሊታሰብ አይቸልም፡፡ ለሁሉም የሙያ ዘርፎች መሠረቱ ትምህርት መሆኑ አይካድም፡፡ በመምህር መሰላልነት ሽቅብ ያልተወነጨፈ የሀገር መሪ ማግኘት እንደ ተዓምር ይቆጠራል፤ በመምህር መሰላልነት ወጥቶ አብረቅራቂ የማዕረባ ጌጦችን ትከሻው ላይ ያልለጠፈ የጦር ጀኔራልና በትረ ሙሴን በዕጁ ያልጨበጠ አሮናዊ የሃይማኖት አባት አይገኝም፡፡ ሁሉም የአንድ ሀገር አንኳርና ገምቢ ዜጎች የመምህር ውጤቶች ናቸው፡፡ ስለዚህ መምህር ማለት የሀገር ዋልታና ምሰሦ ነው፡፡ በመሆኑም ለመምህርነት ሙያ ሁሉም ቢጨነቅና ቢጠበብ ሲያንሰው እንጂ አይበዛበትም፡፡ የርስዎ ልጅ ወይም የዘመድዎ ጮርቃ ሕጻን በ*መምህር ሥር ተ*ኮትኩተው ነው የነገ ስብዕናቸውን የሚላበሱት፤ በመምህር ተቀርጸው ነው የነገ ሀገር ተረካቢ የሚሆኑት።

ለልጆቹ የማይጨነቅ ዜጋ ደግሞ ለነገው ትውልድ ባድ የለውም ብቻ ሳይሆን ከአዋፊዎች ጋር እዬተባበረ የሚገኝ የአዋፊዎች ወገን ነው ማለት ይቻላል፡፡ በብሂላችን ‹የጨው ተራራ ሲናድ ብልኅ ያለቅስ፤ ሞኝ ይስቅ› የተባለው እዚህ ቢጠቀስ ጥሩ ገላጭ ነው፡፡ ማጋጣ መምህር በየትምህርት ተቋጣቱ ተሰባስን ትውልድን ሲያመከን እያየን አንዳችም ነገር ላለመተንፈስ አንደበታችንን ከለንምን እኛም የጥፋቱ ቀጥተኛ ተሣታፊዎች



መሆናቸንን መርሳት አይገባንም፡፡ አዲሱ ፈሊጥ ይብቃ›እንዳሚሉት፡፡

ሳይነበብ፡፡

እየንዱን በመሆናቸው ሃይ ልንላቸው ይገባል፡፡ ሤሰኞች

ተደርጓል የተባለን ነገር ማዳመጥ ተደረገ ተብሎ የማውቀውን አሣዛኝ ታሪክ ነው የምነባራቸሁ፡፡ የሚነገረውን ነገር ከማድረባ ያነሰ ወጪ የሚጠይቅ መሆኑን ከመረዳት በመነጨ ነው *ማ*ሳሰቢያየን ያስቀደምኩት፡፡

ነበር፡፡ በ1960ዎቹ ማብቂያ ገዳማ ነው፡፡ ተፋተኝነት ዕንቆቅልሽ የሚሆንብን እንማዲህ ሰውዬው በሙያዊ ዕውቀቱ አይታጣም፤ሰዓቱን እዚህ ላይ ነው፡፡ ሕግን እንዲያስተምርህ አከብሮ ይገባል - ይወጣልም፡፡ የማስተማር የተመደበልህ ሰው ሕግን ሲያፈርሰ ስታይ ምን ቸሎታው ማለፊያ ነው - ለተማሪ የመጠየቂያና ይሰማሃል? አያድርስ እንጂ ምንስ ቢሰማህ ምን የመወያያ ጊዜ አይሰጥም እንጂ፡፡ ቁጥብ ነው፡፡ ታደርጋለህ? ያ የታሪካቸን ማዕከል ጉደኛ በውል ለይተን ያላወቅነው ሥውር ኃይል ‹መምህር› የፈተናውን ወረቀት አርሞ የለቀቀበት የወሲብ እሳት ግን ከሰውነት ተራ ይመልሳል፡፡ ተማሪዋ ከአንድ እኔ ከማውቀው አወጣውና የትም ቦታ ስናየው የሚታሰበን ተማሪ አጠንብ ነበር የምትቀመጠው፡፡ ቴስቱ የጥንታዉያውኑ የግሪክና የሮም የፍቅርና የወሲብ የታረመው ከ30 ነበር፡፡ በዚያች ተጣሪ ወረቀት አማልክት አፍሮዳይትና ቬነስ ሆኑ፡፡ በመሠረቱ ላይ የተቀመጠው ውጤት ግን -3 (ኔጌቲቭ ሦስት ወሲባዊነት ፕሩ ነው፤ ተልጥሮኣዊም ነው፡፡ (!) ነው) - ታይቶ የማይታወቅ አስተራረም -ገደብን አልፎ የሙያ ሥነ ምግባርን ሲጥስና _በታሳቢነት ተይዞ ከወደፊት ፊተና የሚቀነስ የእንጀራ ገመድን ሲገዘባዝ ንጹሓንንም ማርክ፤ በማን አለብኝ ጀብደኝነት ላይ ላልጠበቁት አደጋ ሲዳርባ ግን ኃጢያት ብቻ የተመሠረተ የዕብሪት ሥራ፡፡ የንጉሠ ነገሥት ሳይሆን አመክሮ የማያሰጥ ወንጀልም ነው፡፡ ያ እንደልቡ ወኔና ድፍረት በዚህ ብቻ ተወስኖ ሰው ወንጀለኛ ነበር፡፡ አሁን ሲያረጅ ይቸላል፡፡ አልቀረም፡፡ በዚህ ውጤት አጠንብ እንዲህ ብሎ ተፈጥሮን ‹እምቢዬው› ብሎ ከሞንዳትም ላያረጅ ጽፏል፤"Come and see me in my ይችላል፡፡ የራሱ ጉዳይ፡፡ ነገር ግን እንዲህ ያደርግ office!" ግም ለግም እንዲሉ ሆኖ የሌሎች ነበር:-

‹አካፋን አካፋ› እንዲል ባለጌን ባለጌ በማለት ያስተምራል፡፡ የቀንም ትሁን የማታ ሴት ተማሪ ውለታ እንቅፋት ይሆን እንደሆነ እንጃ የርሱ የጅ በተተኪ ልጆቻችን ሕይወት የሚጫወቱ ቀልቡ ካረፌባት አለቀላት፤ አይለቃትም! ጽሑፍ መሆኑ በአባዲና ሲረ*ጋገ*ጥ በዚ*ያ ወረቀ*ት በጣንኛውም የትምህርት ደረጃ መምህራን ላይ የተጣባው የቅንዝረኝነት አባዜ ነጋሪቱን ላይ በሥፈረው ጣስረጃ ብቻ ተጣሪዋ መምህሩን አካሄዳቸንን ለማስተካከል እንምክር -የተስፋ የወሲብ አዶ ከርቤ አናቱ ላይ ሲጨፍርበት የሥጋ *ነገ*ር በየትም ሥፍራ ድሩን ንሕ ኢትዮጵያ አባላት ‹ትውልድ ይዳን፤ በኛ ፍላንቱን መቆጣጠር ይሣነዋል - ልክፍት ነው፤ ለሰማይ ለምድር የሚከብድ ትልቅዬ ሰው እኮ ‹እንዴት እንደሚነበብ ካወቅን ^{ነው!} - ያዋጁን በጆሮ - ‹ትልቅ ፌጣሪ ብቻ ነው› እያንዳንዱ ሰው መጽሐፍ ነውን የሚል ነባር እንዳትሎኝ እንጂ፡፡ ሚስት፣ ድስት፣ ቤት፣ መጽሐፎት ነን። መጽሐፍ ሁሉ ግን ‹በሽፋኑ ምን ዋ*ጋ* አለው ‹ዐመል ያወጣል ከመሃል› ሆነና አይፈረድምን - ጥሩ ወይም መጥፎ ተብሎ — የጉያ እሳቱን መቆጣጠር አቅቶት መሣቂያ መሣለቂያ ሆኖ ዐረፈው፡፡ የሱ ዓይነት መምህራን እጅባ ብዙ ናቸው፤ ጥፋቱ *(መምህራ*ን) መንፈሳዊ ዐይኖቻችንን በማሥልጠን መሆናቸው ነው—በሴላ የሙያ መስክ ቢሆን የኛንም ሆነ የሌሎችን ውስጣዊ መልካምና መጥፎ *ዕ*ዳው *ገ*ብስ ሊሆን ይቸላል፡፡ ምሥኪን የሴት *ጎ*ኖች እንመርምርና ጠቃሚው *ጎ*ልብቶና ተሻሽሎ ተጣሪዎችን በውጤት እያስፈራፉ ክብረ የሚቀጥልበትን፣ መጥፎው ተጨማሪ ጉዳት ንጽሕናቸውን ሳይቀር ይንፋሉ፤ ከዕጮኛቸው ሳያስከትል ባፋጣኝ የሚታረምበትን *መንገ*ድ ይለያያሉ፤ ከትዳራቸው ያፈናቅላሉ፤ ከሩቅ ሊሆን ይገባል፡፡ በሽፍንፍን የሚተው ቁስል ለመሰል የአባለዘር በሽታዎች ያጋልጣሉ፤ ለበለጠ ጉዳት እንደሚዳርግ እንገንዘብ፡፡ ላልተፈለገ እርግዝና ዳርገው ዘወር በሉ ሲሏቸው ይሉኝታና ባዴለሽነት *ጎ*ጇ ናቸው፡፡ ዝምታችንን አጠቃላይ የሕይወት ምህዋራቸውን የበዘበዙ ‹አጥፍቶ ጠፊ› መምህራን ክፉኛ እስከወዲያኛው ያዛባሉ፡፡ እነዚህን ሴትአውል ከየትምህርት ተቋጣቱ *መን*ግለን ወደ ተጨባጭ ምሣሌዎች ልግባና ካላወጣን በትምህርት ሥርዓታችን ላይ የአንዳንድ መምህራንን ገመና ልናነር፡፡ ‹ተው ከእስካሁኑ የከፋ ከፍተኛ አደጋ ማንዣበቡ ቻለው ሆዴን ብሏል ድምፅ መረዋው አያሌው አይቀርም። ያ መምህር አንድ ወቅት ለጣታ መስፍን፡፡ ጉዳዩ በቀጥታም ሆነ በተዛዋሪ ተጣሪዎች አንድ ሬተና ይሰጣል፤ ልብ በሱ! የሚመለከተን ወገኖች ቻል እናድርገው፡፡ ጉዳዩን መምህር ሕግ የሆነበትን፣ መምህር በፖለቲካው ስንፈጽመው ካስቻለን ዘንድ ሌሎች ሲናንሩት ዘርፍ ስማቸው በመፕፎ ከሚጠራ ከነሂትለርና ስንሰማ ደግሞ ይበልጥ ልንችል ይጠበቅብናል፡፡ ሙሶሊኒ የበለጠ አምባንነን የሆነበትን በቅርብ

ሰውነት ቢያብጥ በምላጭ ይበጣል፤ ምላጭ ቢያብጥ በምን ይበጣል? እህል ቢያንቅ በውኃ ይዋጣል፤ ውኃ ቢያንቅ በምን ይዋጣል? እንደልቡ ሸዋነሰህ ይባላል፡፡ በአንድ ይሉ ነበር አበው፡፡ አይ ብሂል! ቆንጆ ሥነ ቃላት የተቋሙ ኃላፊዎችም ድርጊት ከዚሁ ሰውዬ ጋር

ሰውዬው የጣታም የቀንም ሊመሳሰል መቻሉና የ‹ዚአክ ለዚአየ› የመሸፋፈን



አድርቶ እየተጫወተብን ስለሚገኝ ፍትህን በቀላሉ ማግኘት አስቻገ/ን::

ያቺ ተማሪ የፈተና ወረቀቷን አጠንቧ ከነበረው ሰው *ጋ*ር ስታስተያይ ምንም ልዩነት እንዳልነበረው ትረዳለች፡፡ ‹ምን ባደርግ ይሻለኛል?› በማለት ስታማክረው ‹ኣሃ! ምን *ማድረባ ትችያለሽ? ሄ*ደሽ የሚልሽን *መ*ስጣት ነዋ! አለበለዚያ እነሱ እንደሆኑ ...› ይልና ፌራ ተባ እያለ የመሰለውን ይመክራታል፡፡ በማግሥቱ ወደቢሮው ትሄዳለች፡፡ ‹ውጤትሽን አየሽው አይደል? ይህን የመሰለ ውጤት ይዘሽ የምትመረቂ ይመስልሻል? ለምንድነው የምትጠፊው? ...› ይልና እንደማሽኮርመምም እንደማስጠንቀቅም ይላታል፡፡ ሞኚት ደባሞ ‹ ሁልጊዜ ነው እኮ ክፍል ውስጥ እምነኝ፤ አንድም ቀን (ክላስ ሚስ) አድርጌ አላውቅም። የሥራሁትን ከሌሎች ሳስተያየውም የተለዬ መፕፎ ሥራ የሥራሁ አይመስለኝም፡፡ ከእንትና ጋር ለምሣሌ አስተያይቼው አንድ ዓይነት ነው፡፡› ትላለች፡፡ 〈አይ፣ እሱ እሱን ለኔ ተይው፤ ስለአ*ሥራ*ሬ አንቺ አትነባሪኝም። ደባሞም የጣርመው እኔ እንጀ አንቺ አይደለሽም፤ ነባሽ?› ይልና ያልነባትና የማይገባት እንዲገባት ካግባባት በኋላ በማግሥቱ አሥር ሰዓት ቢሮው ዘንድ እንድትመጣ ቀጭን ትዕዛዝ ሰጥቷት የወሲብ ጥጣቱን በሚያሳብቁ ዕይኖቹ ከቢሮው ይሸኛ*ታ*ል፡፡ ሳሳጥረው፤ የሴሚስተር ውጤት ተለጠፈ። ... ከጎኗ የነበረው ልጅ ከዚያን ቀን ወዲህ ልጇቷን ጠይቋትም አነ*ጋግሯ*ትም አያውቅም፡፡ ሰውዬው በሌላ መንገድ እንዳይጠራጠረውና ውጤቱን እንዳያበላሽበት በመሥጋት መቀመጫውን ሳይቀር ቀይሯል።

ይህ ሰው ወደቢሮ ይሄድና የሚባባባትን ጸሐፊ የአንድ ሰው ውጤት እንድትነግረው በብርቱ ተማጽኖ ይለምናታል፡፡ በሚገርም ሁኔታ - ኔኔቲቭ 3 ከ30 ያመጣቸው የዚያች ልጅ ውጤት ‹ንጆ› ነበር፡፡ በኮሌጅ ‹ንጆ› ማለት ‹ኤ›፤ ‹መንጽር› ማለት ‹ቢ›፤ ‹ጣጭድ› ማለት ‹ሲ›፤ ‹ደጋን› ማለት ‹ዴ›፤ ‹ባንዲራ› ማለት ‹ኤፍ› ማለት ነበር በኛ የቀድሞ ዘመን፡፡ የአሁኑን አላውቅም፡፡

ተደብቆ የሚቀር ነገር የለም፡፡ እውነትን ዛሬ ብንቀብራት በራሷ *መንገ*ድ አፈሩን *ገ*ለባብጣ ነገ ትወጣለች። በተለይ መምህራን የሚያደርጓት እያንዳንዷ ነገር ለእነሱ አይመስላቸው ይሆናል እንጂ በሁሉም ተማሪ ዘንድ ቁልጭ ብሎ የሚታይ የአደባባይ ምሥጢር ነው። ሀቀኝነታቸውንም ሆነ አድሎኣዊነታቸውን ተጣሪዎች ጠንቅቀው ያውቃሉ፡፡ ምክንያቱም መምህሩ እነሱን ለጣወቅ ካለው ዕድል ይልቅ ተማሪዎች እርስ በርስ ለመተዋወቅ ያላቸው ዕድል የሥፋ ስለሆነ። እነሱ እኮ ውጤቱንም ሳይቀር ተከፋፍለው ነው የሚጠብቁት፤ እስኪለጠፍ ወይ እስኪ*ነገ*ርም አይቆዩም **-**የመምህር ለጣተቡ አዳሪነት በተጣሪዎች ዘንድ በቅጡ የሚለካው ውጤት ሲለጠፍ ቢሆንም፡፡ የሚታወጀው ውጤት ወደተጣሪዎች ባምት

ከቀረበ መምህሩ ይወደዳል፤ ይመሰንናል፤ ይከበራልም። ከተማሪዎች የጋራ መግባባትና ያንንም መሠረት ካደረገ የጋራ የውጤት ባምት ከወጣ መምህሩ በሀሜት ልምጭ ይጥረገረጋል፤ በብልሹነቱ ይወቀሳል፡፡ ይህ ምግባሩም በመምህርነት ሙያው እስከቀጠለ ድረስ ለትውልደ ተማሪ ቁልቁል እየወረደ ዕድሜ ልኩን እንደጥላው ሲከተለውና ‹አይይ! እከሌ የሚባለው መምህር ደረሰህ? በል፣ እሱ እንዲህ ያለ ነገር አይወድምና ጠንቀቅ በል ወንድሜ፤ *ጎመ*ን በጤና ነው፤ ዓላማህን እንዳያጨናባፍብህ የሚወደውን ብቻ አድርባ....› እያስባለ በተማሪዎች ዘንድ እንደአባጨጻሬ ተፈርቶ ይኖራል። በዚህ ማዕቀፍ ውስጥ የምናውቃቸው የመምህራን ቁጥርም የትዬ ለሌ ነው፡፡ እነሱም ዕድለቢሶች፣ በነሱ የሚጣሩ ተጣሪዎችም ዕድለቢሶች፤ *ሀገርም ዕ*ድለቢስ፡፡ የ*መ*ምህር እንደልቡ ስንክሳር በቀላሉና በአንድ ቁጪታ ሊነበብ በሚገባው አንድ መጣፕፍ ተዘርዝሮ የሚያልቅ አይደለም፡፡ ዋናው ነገር ለእንደዚህ ዓይነቶቹ ልክስክሶች እርጅናና ሞት መኖሩ ትልቅ የተፈጥሮ ፀጋና እንደማስተዛዘኛ የሎተሪ ዕጣም ሊቆጠር የሚገባው ነው፡፡ አንዳንኤ በሕይወት ሜኑ የክንዋኔ ዝርዝሮች ውስጥ ‹እርጅናና አጃቢው ሞት ባይኖሩ ምን ይውጠን ነበር?› ብዬ ሳስበው ጭንቅ ይለኛል - እውነቴን ነው፡፡ እናም በሞት እጽናናለሁ፤ የሞት ፍትሓዊነት በእጅጉ ያረካኛል፤ያስደስተኝማል፡፡ከተፈጥሮ ሂደት ሳናመልጥ እኛ እንደፈለግን ልንለዋውጣቸው ብንሞክርም እንኳን ምት እንደሰው ባለመሆኑ የፊትን ይዞታ ወይም የፀጉርን ቀለም ዐይቶ አያዳላም፡፡ ተፈጥሮ ካሏት ማለፊያ ገጽታዎች ውስጥ ዋናውና የእውነተኛ ፍትህ መገለጫው ሞት ብቻ ይመስለኛል፡፡ እኔ ለምሣሌ የዛሬ 40 ዓመት ገደጣ ሞት ሲይልፍ እሚነካኝም አይመስለኝም ነበር፡፡ እናም አስተሳሰቤ ባልብ አነጋገሬም እሳት እንደበዛበት ሽሮ ከላይ ከላይ የሚንተከተክ ነበረ - በስሜታዊነት የተሞላ፡፡ አሁን ግን ተመስገን ነው - ብዙ ነገር ተረድቻለሁ፤ እንደቀጣዩም ባልሆን እንደፊተኛው አይደለሁም፡፡ እናም ሞትን ሣልሞት ዐውቄዋለሁ ለማለት እደፍራለሁ፡፡ በቁጣቸው የሞቱ ግን በተለያየ ምክንያት ያልተቀበሩና በዋዛ በፈዛዛ አልባሌ ተግባራት የተሠማሩ መምህራን ወገኖቼ ‹ይህችን እኔ የተረዳኋትን ያህል ስለሞት ቢረዱልኝ ምንኛ በተደሰትኩ?› የምልበት ጊዜም አለ፡፡ አምላኬ በሰማኝ! እውነቴን እኮ ነው - ሰው እንዴት *ሙያውን ለወሲብና ለመሳሰለው ስብዕናን* የሚያረክስ ነገር ይሸጣል? ሰው እንኤት ከመሬት ተነስቶ እወደዋለሁ ለሚለው ከፍተኛ ፤ እጠሳዋለሁ ለሚለው ደባሞ ዝቅተኛ ውጤትን ይሰጣል? ሰው እንኤት አንድም መስመር የመልስ ወረቀት ሳያነብ በቀላ ጠቆረ፣ በረዘመ አጠረ፣ በከሳ ወፈረ፣ በፆታዊ ቀረቤታና በትውውቅ ባምታዊ የውጤት አሰጣጥ በሰው ሕይወት ሊፈርድ ይቃጣል? አያስጨንቅም?

ሰው እንዴት የልጅ ልጁ ከምትሆን ሴት ልጅ ጋር በማርክ እየተደራደረ ካልሆነለት ‹ኤፍ እሰተሻለሁ› እያለ አንሶላ ይጋፌፋል? ኅሊና ወዴት ኀባ? የመማርስ ትርጉም ምንድነው? ሰውን ምን ነካው? እንዴ? ሲያስቡት ያሳብዳል እኮ!

በዩኒቨርስቲዎች፣ በሁለተኛ ደረጃ ት/ቤቶች በተወሰኑ መምህራን የሚሠራውን አጠቃላይ የውስልትና



ተማባርና ተጨባጭ ዕኩይ ድርጊቶች ስናይና ስንሰጣ ‹ትምህርት አሚባል ነזር ከናካቴው ቢቀርስ?› ብለን የትምህርት አምባዎችን ልንራንም እንደርሳለን፡፡ የፍትህና የዕውቀት መፍለቂያ ሊሆኑ ሲጠበቅባቸው የጥቃቅን አምባንነኖችና የደናቁርት ማምረቻ የሚሆኑበት አጋጣሚ አይሎ ስናንኝ ተስፋ እንቆርጣለን፡፡ የመምህራን ጉድፍ ተዘርዝሮ አያልቅም፡፡

የመምህራን ጉድፍ ተዘርዝሮ አያልቅም፡፡ የሚያስተምሩትን ትምህርት ጠንቅቀው የጣያውቁና ተዘጋጅተውም ወደክፍል የጣይገቡ አሉ። ከፍ ሲል እንደተገለጸው ውጤትን በዘር፣ በሃይማትና በመንደር ልጅነት አከፋፍለው ጨርሰው ከደንባዊው የውጤት አሰጣጥ አስኬል ላለመውጣት ሲሉ ለታታሪዎች የማይረባ ውጤት የሚሰጡ አሉ፡፡ ‹ባንተ ምን አንኘ?› እያሉ *ጓ*ደኞ*ቻቸውን በመጠየቅ* የሰው ልጅ የማይሻሻልና ባለበት እንደጅብራ ተንትሮ የሚቀር ይመስል አንዴ የሰጡትን ጥሩ ወይም መጥፎ ውጤት በስምና በዝና በመታወር በየሴሚስተሩ እንዴታር*ጋ የሚለጥት(ፌረንጆቹ* 'Halo Effect' የሚሉት)መምህራን አሉ፡፡ የፈተና ወረቀቶችን በጭራሽ የጣያርሙ ወይም በጅምላ ዕርጣት እንደነገሩ ‹እያረሙ› የሰውን ውጤት የሚያበለሻዥ/ ለሥነፍ ተማሪም ያለሥራው ትልቅ ውጤት የሚያሦክሙ አሉ። ተማሪ ሆነው እንዳላለፉ ሁሉ የሚያስተምሯቸውን ተጣሪዎች የሚንቁና የሚያንኳስሱ እንደሰውም የማይቆጥሩ አሉ። በወቅታዊ መረጃ ግንዛቤያቸውን ማሳደባ የጣይችሉና ያለቻቸውን የቀደመች ግን ያረጀች ዕውቀት ብቻ እየመነዘሩ ዐዋቂ መስለው ለመታየት የሚንደፋደፉ አሉ። በሣምንትና በወር ቀርቶ በዓመትም አንድም መጽሐፍ ላለማንበብ የማሉና የተገዘቱ፣ ስንቱን ዘርዝረነው ... ብቻ ከሁሉም በያይነቱ አሉ፡፡ በነዚህና በሌሎችም ጠያፍ *ምግባሮች*ና ብልሹ ባሕርያት የተተበተቡ ‹መምህራን› ባሉበት ሁኔታ የትውልድን ዕድገትና የሀገርን ሥልጣኔ ማሰብ ከእምሃበ አልቦ መና እንዲወርድ አንጋጦ እንደመጠበቅ ያህል የዋህነት ነው እላለሁ። ለመሆኑ ተማሪ ባይኖር ደሞዝ አለ? የኅልውናን ጌታ መናቅ ታዲያ ተገቢ ነው? ተማሪ ማለትስ ራሱን የቻለ ሰብኣዊ ክብር ያለው ሰው እንጀ የትልቅ ሰው ቁራጭ ወይም ስንጣሪ ነው እንዴ? የነገ ሀገር ተረካቢና ምናልባትም ከመምህሩ የተሻለ የወደፊት ተስፋ ያለው ትልቅ ሰው እንዴት የሻጉራ ይታያል? ትልቅ ነውርና ብል*ግ*ናም ነው፡፡ እናስብበት፡፡

ሶደሬ ሪዞርት ሲዝናና ጦጣ ትውሰድበት የአዋሽ ወንዝ ይሞጭልፈው ሳያውቀው የጠፋበትን የተማሪ የሴሚስተር ፈተና ወረቀት ሳያርም ውጤት የለጠፊ መምህር ነበር። በዚህ ውጤትም ከትምህርት ገበታ ለጊዜው ራስዋን ያገለለች ሴት ተማሪ (የ‹withdrawal› ፎርም ሞልታ ማለት ነው) መምህሩ ከርሷ ጋር በነበረው ቆሻሻ ግንኙነት ምክንያት የ‹ኤ› ውጤት ለጠፊላት፤ አይ -የመምህር ዕዳ! ቆይቶም ከሶደሬ ወደዩኒቨርስቲው የተላከው ጠፍቶ የተገኘው የፊተና ወረቀት ያን ጉድ ገሃድ ሊያወጣው *ቻለ* ፡፡ ይሄ ‹ወንጀለኛ›(በፍርድ ቤት ባለመረጋገጡ እንጂ ወንጀሉ ወንጀል ነው) የተቀጣው ግን ለስድስት ወራት ብቻ ከሥራ *መታገ*ድ ነበር። በሌላ *መ*ልክ ስንታዘብ -የሚገርም ነገር ነው - በአካዳሚያዊ ስኬት የላይኛውን ቆጥ ከሚቆጣጠሩት ዜጎች መካከል እንደነዚህ ዓይነቶቹ ዐይናቸውን በጨው ታጥበው የሚነሱ አጭበርባሪ ወገኖች የጣይናቅ ቁጥር ያላቸው መሆናቸው ነው፡፡ ታዲያ የትምህርትን አንባት ባልተወለደ አንጀት እያረደ ያለው ማን ነው? ማንስ ነው በኃላፊነት እሚጠየቅ? ማንስ ነው የሚታደገው? ዐይነ ሥውር ዐይነ ሥውርን ሲመራ አይቸልም። እንዲያ ከሆነ ተያይዞ ገደል መግባት ነው። በውነቱ ፈዋጠው እሚታዩ ብዙ ችግሮች አሉ፡፡ አንዳንዶቹ ምናልባት ዓለም አቀፋዊ ይዘት ሊኖራቸው ይቸል ይሆናል፡፡ በሀገራችን የምናስተውላቸው በርካታ ችግሮች ግን ሳንውል ሳናድር መፍትሔ ልንፈልግላቸው የሚገቡን ናቸው፡፡ ይታያቸሁ እስኪ - አንድ ዶክተር ሲሆን የዱክተራ ሥርዓቱ ብቻ የሚቀረው መምሀር እንዲህ ጣድረጉን ስትሰሙ እንደ አንድ በሽተኛ አይደለሁም ብሎ የሚያስብ ዜጋ ምን ይሰጣችኋል? በሚያስተምረው ክፍል ውስጥ ተመሳሳይ ስም ያላቸው ግን አንዱ ‹ጎበዝ› ሴሳው ‹ደካማ› ተብለው በ*መ*ምህሩ የተፈረጁና ሴሎች ተጣሪዎችም ጉዳዩን የሚያውቁት ሁለት ተጣሪዎች ነበሩ። ውጤት ጣስንቢያው ቀን ደርሶበት እየተጣደፈ የነበረው መምህር በግቢው ካያቸው የዚያ ክፍል ተማሪዎች አንዱን ይጠራና ‹‹ ‹ከበደ› የሚባለው ያ ጎበዙ የክፍላቸሁ ተማሪ የአባቱ ስም ማን ነበር?›› ሲል ይጠይቀዋል፡፡ ተጠያቂው ግን እንደጣያውቅ ይነባረዋል፡፡ በማግሥቱ ውጤት ይለጠፋል፡፡ ለ‹ጻድቃን የመጣ ለኃጥኣን ይተርፋል› እንዲሉ ያ ሥነፍና ኅሊናቢስ መምህር የሁለቱን ተጣሪዎች የአባት ስም መለየት ባለመቻሉ ምክንያት ለሁለቱም (ከበደ)ዎች (ኤ) ይሰጥና የክፍሉን ተማሪ በአግራሞታዊ የሥላቅ ሣቅ ያንከተክተዋል፤ የሱ ቢሔዎችም ሺዎች ናቸው፡፡ መምህር ማለት እንባዲህ እንዲህ ነው - መምሀር ከተባለ!

አንዱ ‹መምሀር›ም እንዲሀ አደረገላቸሁ፡- ለተማሪዎቹ የቤት ሥራ ይሰጣል፡፡ ተጣሪዎችም በታዘዙት መሠረት (ሥርተው(ይመጣሉ:: የቤት ሥራ በባሕርይው አስቸጋሪ በመሆኑ ነው ‹ሠርተው›ን በምልክት ያላገጥሁበት፡፡ አንዱ ተማሪ ታዲያ ከወላጆቹ አንዱ መምህር ነበርና ክሽን አስደርን ነበር የገዛ ወላጅ አባቱን አሥርቶ የመጣው:: መምህሩ የቤት ሥራዎቹን እንደነገሩ ተመለካከተና በቅድመ ፍርድ አእምሮ(Prejudice) ‹የኔ ተጣሪ ይሄ ነው!› ይልና ያን ‹ንበዝ› ተጣሪ ለክፍሉ ተማሪዎች በግልጽ ያስተዋውቃል፡፡ ከአንድ መምሀር እንዲህ ዓይነት ፍርደ *ገ*ምድልነት በጭራሽ አይጠበቅም፡፡ ሊ*ጣ*ር የመጣን ሰው አስቀድመህ በነገር ጦር ወግተህ የሚሳድለው የማይገባ አሥራርም ቅስሙን ልትሰብር አይገባም፡፡ የሰው አመሳሶ የለውም -ሁሉም በሕግ ፊት ብቻ ሳይሆን በክፍል ውስጥም እኩል ነው፡፡ ገና ከመነሻው ፍሬን ከገለባ፣ እንክርዳድን ከስንዴ መለየት ደግሞ አይቻልም - መቼ ተማሩና!



በዚያ ላይ መምሀር የመምሀርነት እንጀ የነብይነት ተሰጥዖ ይኖረዋል ተብሎ አይገመትም፤ ካለውም ‹ነቢይ› እንጂ መምሀር አይሆንም - ነቢይነትና መምህርነት ቦታቸው ስለሚለያይ፡፡ ያን መምህር ያን ድፍረት *እንዲናገር ያስቻለው* የተሞላበት ትንቢት የምዕራብ ይሁን የምሥራቅ ፔዳንጂ እስካሁን በውል አልታወቀም፡፡ ብቻ ‹የሱ ተጣሪ› ትምህርቱን ቀጠለ። ሥራም አልሥራም አንዴውን ቃል ተንብቶለታልና ‹ኤ›ውን እያፈሰ ሦስቱን ሴሚስተሮች ቀጠለ፡፡ መምህሩ በእጅጉ ስለሚፈራ ማን ተናባሮት? ‹ባንዲራ› ለማባኘትስ ማን ይደፍራል? በመጨረሻው ግን እንዲህ ሆነ። የመጨረሻውን ኮርስ እየሰጠ ሳለ ውጤት ከማባቱ በፊት የዚያ ክፍል የሌሎች ኮርሶች ውጤት የሥፈረበት ሮስተር እንዳጋጣሚ በዚህ መምህር እጅ ይገባል፤ በዚያም አጋጣሚ የተጣሪዎችን አጠቃላይ ውጤት ያያል፡፡ ያኔ እርሱ በመልካቸውና በቁመታቸው እየሠፈረ ያሰኘውን ውጤት ይሰጣቸው የነበሩ ተጣሪዎች በሌሎች ኮርሶች ‹ኤ› ሲያንኙ ‹የርሱ ተማሪ› ግን በማጭድና በደጋን ብቻ ተጥለቅልቋል፡፡ ያኔ መሳሳቱ ይንለጥለታል፡፡ የመጨረሻውን ኮርስ ውጤትም እንደስከያኔው ሳይሆን በተለዬ ሁኔታ አርም ይ*ገ*ባዋል ያለውን ይሰጠዋል፡፡ ከዚህ የምንረዳው ቁም ነገር -The moral of the story - ይህ መምህር ምንም እንኳን በማስተማር ክሂሉ የተዋጣለት ሊሆን ቢችልም ተጣሪን በመገምገም ረገድ ባን ትልቅ ጉድለት የሚስተዋልበት መሆኑን መረዳት አይከብድም፡፡

በዚህ መልክ መቀጠልና ፀሐይ ያልሞቃቸው እጅባ ብዙ የመምህራን <u>ጉድለቶችን ከዚህም ከዚያም እየነቀሱ ማውጣት</u> በተቻለ ነበር — ትልቅዬ ስንክሳር ይወጣዋል፡፡ ዋናው ግን እሱ አይደለም፡፡ ዋናው ነገር አንድ መምህር፤ መምህር ሊያሰኘው የሚችለውን የመልካም ሥነ ምባባር መገለጫዎችን ለማስመሰል ሳይሆን ከእውነት መላበስ ያለበት መሆኑን መገንዘቡና ለዚያም ስብዕና ሁላችንም መጣር የሚገባን መሆኑን መረዳቱ ላይ ነው:: ተጣሪም መብትና ባኤታውን ዐውቆ ከፍ ሲል የተጠቀሱ የመምህራን እንከኖችን ሲያይ ለሚመለከተው የበላይ አካል የዕዝ ሰንሰለቱን (chain of command) กาใช้ ማመልክትና ፍትሕን ለማፃኘት እስከ*መ*ጨረሻው መጣር ይኖርበታል፡፡

አንዳንድ ሴቶቸም ሊመከሩበት የሚገባ ደካማ ጎን እንዳላቸው መጠቆም እፌልጋለሁ፡፡ እንደሚታወቀው ወንዶች የሚሸጡትና የሚለውጡት የውጤት ማስነኛ (ንብረት) የላቸውም፡፡ ሴቶች ይሀን ከተረዱ ዘንድ ወንዶች የክፍል ጻደኞቻቸውን ሊያግዙ የሚቸሉበት መንገድ እንዳላቸው ይሰማኛል፡፡ ያም ሀቀኛ መሆንና ባላቸው (ንብረት) ተመከተው የንበዝ ተማሪዎችን ጥሩ ነጥብ የማግኘት ዕድል እንዳያጨናግፉ የማድረግ (ታሪካዊ ኃላፊነት) ነው፡፡ ከፍ ሲል ለማስታወስ

እንደሞከርኩት ሁሉም ነገር ያልፋል፡፡ ቁንጅና ይከዳል፤ ውበት እንደጤዛ ይረግፋል፤ መልክ ይሸበሸባል፤ ፀጉር ይነጣል - ይመለጣል፤ ፊት ይገረጣል፤ ጀሮ ያዳባጣል፤ ዐይን ይሥንፋል። በሚያልፍ ውበት የማያልፍ ጸጸት መሸመት ሞራላዊም፣ ባህላዊም፣ ሃይጣታዊም አይደለም፡፡ በሥራ ያልተገኘ ውጤት ደግሞ ተተኩሶን ይባላል፡፡ የራስ ያልሆነ ነገር በሂደት ለኅሊና ወቀሣ ይዳርጋል፤ በጭራሽ አይጠቅምምም፡፡ መምሰልና መሆን ይለያያሉ፡፡ እናም *መ*ስለው የተገኙትን ሆነው ሊ*ገኙ* ካልቻሉ ውርደት ይከተላል። የራስ ካልሆነ የዶክትሬት ዲግሪ የራስ ያሉት የሥርቲፊኬት ወረቀት ወይም ባዶ ንጹሕ ኅሊና በእጅጉ የተሻለ ነው:: መሳሳት ባይመከርም ሰውኛ ነው፤ አይደንቅም፡፡ ነገር ግን ስንሳሳት ጭልጥ ባለ ሁኔታ አይሁን(ፈረንጆቹ If you have to err, err on the safe side. ብለው ሰውን እንደሚመክሩት ማለት ነው)። አንዳንዶቻችን እንሳሳታለን ብቻ ሳይሆን ሥነ ሕይወታዊ ሥሪታችን ራሱ ከራሱ ከስህተት ይመስላል፤ ባለማወቅ ብቻ ሳይሆን ሆን ብለን ስህተትን በመሥራት ሰውነታችንን የምናንድፍ ምልተናል። ባይወለዱ በሚሻላቸው መፕፎ መምህራን ዙሪያ የሚከተለውን ሌላ ምሳሌ *እን*መልከት፡፡

አንዲት የጣውቃት የጣታ ተጣሪ ደብተር ሳይኖራት መነጽሯን ፀጉሯ ላይ ትሰካና የመኪናዋን ቁልፍ ብቻ እያንቃጨለች ክፍል ትመጣ ነበር። ውጤቷ ግን በዬሴሚስተሩ በምትወስዳቸው ሦስቱም ትምህርቶች በእያንዳንዳቸው ‹ኤ› ነው፡፡ ዐይናቸው የንጉሥ ነጋሪት እስኪያህል እያበጠ ሙሉውን ሌሊት ሲያጠኑ እሚያድሩና እሚውሉ ተጣሪዎች ከጣጭድና ከመነጽር ሳያልፉ እሷ ዕንቅልፏን ስትለሸልሽ እያደረች ጎጆ ጎጆውን ትልፈው ያዘች፤ ብዙዎቻችን ቀናንባት፤ አንዳንዶቻችንም እሷን መሆን አሰኘን - መሆን ላንቸል፡፡ ሦስተኛ ዓመት ስትደርስ እንደነ እንቶኔ ሣይሆን ‹ቀልድና እንትን ቤት ያበላሻል› የሚሉ ጨዋ መምህራን *ገ*ጠሟት፤ (ሙያ በልብ ብዬ እንጂ ጨዋዎች እንዳሉም ልብ ይሏል)፡፡ ያኔ ምን ታድርገው -ምንስ ይዋጣት? የቀልዱና የሰውነት ሽያጭና ግዢ ዘመን አለፈ፤ ጨረታው ተዘጋ። በዘቀጠ ምራል ከየልክስክሱ መምህር ባመቸ በታና ጊዜ ሁሉ መዛራት፣ እንደከብትም አቅልን ስቶና የይሉኝታን ገመድ በጣፕሶ ፕሎ ከጠየቃትም ሆነ በወይኖቿ እያባበለች ወተመዷ ውስጥ ከየምትከተው መምህር ሁሉ ጋር የመጋደም ምዕራፍም ተዘጋ። ሦስቱንም ትምህርት ባንዲራ በባንዲራ ሆነችና በሀፍረት ተሸጣቃ ከትምህርት *ገ*በታው እስከወዲያኛው ራስዋን አሰናበተች፤ ያልጠበቀቸው ዱብ ዕዳ። ስለዚህ እንደኋለኞቹ *ግ*ሩም *መ*ምህራን ሁሉም የኅሊናው ሰው ቢሆን በመጀመሪያ ራሱ ይጠቀማል፤ ከዚያም ሀገርና የአሁኑም ሆነ መጪው ትውልድ ይጠቀጣሉ፡፡ እናም ከአድል*ዖ*ና ከዘምድ አዝማድ አሥራር መቆጠብ፣ ከቅድመ ፍርድና ከጭፍን ጥላቻ ወይም የወረት ፍቅር መታቀብ (Bias, Prejudice, and Infatuation)፣ በወቅታዊ ንባብና በበቂ ዝግጅት ራስን የሙያው ባለቤት ለማድረግ ዘወትር መጣር፣



ራስን የቂም በቀልና የጥላቻ ንተራ ከማድረግና ተማሪን በተገኘ አጋጣሚ ሁሉ ከመበቀል -በዚያም አጋጣሚ በሚገኝ ሰይጣናዊ ዕርካታ በከንቱ ከመኮፈስ መቆጠብ፣ የይቅርታና የታላቅ ስብዕና አርአያ ሆኖ ትውልድን ማነጽ ከአንድ መልካም መምህር ይጠቢቃል፡፡ ምሁር ጣለት መንፈሳዊ አባት እንጂ ራሱን ሰማየ ሰማያት ሰቅሎ በወገኖቹ ላይ የሚመጻደቅ ዕቡይ ዜጋ ሊሆን አይገባም፡፡ ምሁር ማለት ከማንም ከምንም ለመጣር ዘወትር ዝባጁ የሆነ ትሁት እንጂ በሁሉን ዐዋቂነት ጽልመተ መንጦላዕት የሥነፎች ዐይነርባብ አእምሮውን ጋርዶ የትዕቢት *ጎተራ* ሊሆን አይጠበቅበትም፡፡ ዩኒቨርስቲዎች (መካነ አእምሮዎች) የዕውቀት አምባ እንጂ የደናቁርት ዋሻ ሊሆኑ አይገባም፡፡ በነዚህ ሥፍራዎች ጥናትና ምርምር እየተካሄደ ሰዎች ይበልጥ ብርሃናጣ ወደሆነ ሕይወት እንዲያመሩ መንገዶች ሊመቻቹ ሲገባ ወደነዚህ መካነ ጥበብ ወኪን ቦታዎች የሚገቡ ሊቀ ሊቃውንት (ማሪምራን) በትሪቢት ጭምብል የተሸፈኑ ዕኩያን፣ በወሲብ ፈረስ የሚሥባሩ የቀትር ጀኒዎች፣ በአድልዖ የተለከፉ ፅሙጣን፣ በጣዕረገ ካባ ወመነሳነስ ልባቸው የሚያብጥ የመንፈስና የአእምሮ ድውያን ከሆኑ የትምህርትን ብያኔ ወይም ድፍነያ (Definition) እንደገና ልንመረምር ይገባናል ማለት ነው፡፡ እንዲህ ዓይነት መጥፎ ባሕርያት በነዚያ ክቡር ወንዑድ ሥፍራዎች የሚታይ ከሆነ ደባሞ በትምህርት ብዙም ባልንፋውና እሱን ሳይደላው በርሀብ አንጀቱ በባዶ እባሩ እየሄደ በከፈለው ባብር ጥቂት ወገኖቹን ባስተማረው *ማኅ*በረሰብ ዘንድ

ሳይቀር ‹ድንቄም መማር! እንዲህም አ'ርን መማር የለ ጃል!› በሚል አሉታዊ ሽሙጥ እያስወቀስ የአለመማርን ዋጋ ከመማር የሚያስበልጥ አደገኛ ሁኔታን መፍጠሩ የማይቀር

በሌላ በኩል የጥሩ ውጤት ባለቤት መሆን ብቻውን የትም እንደጣያደርስ መታወቅ ይኖርበታል። የአንዳንድ መምህራንን የውጤት ፊደላዊ ሥርጭትና የተማሪ ውጤት ስንመለከት አስገራሚ ሁኔታዎችን እንታዘባለን፡፡ አንዳንድ ተጣሪዎች ውጤታቸው ባሩም ሆኖ ተባባራቸው የትምህርት ውጤታቸውን ያዋድቀዋል፡፡ በዚያም ምክንያት ሳይሆን አይቀርም ከተቋጣት ሁሉንም ውጤታቸውን ‹ኤ› አባኝተው በአራት ነጥብ ከተመረቁ በኋላ ወደሥራው ዓለም ሲሠማሩ የተማሩት ሁሉ እንደጉም እየበነነባቸው ይሁን በአግባቡ ስላልተማሩት ዕውቀትና ችሎታ ባለዲፕሎማዎቹ እንደአዲስ ሲያሦለጥኗቸው አልፎ አልፎ በየመሥሪያ ቤቱ የምናስተውለው፡፡ ይህ በውነቱ በሀፍረት ሊያሸጣቅቀን ይገባል፡፡ ውጤት በብላኔና በግምት ሊሰጥ አይገባም -ፍጹም ወንጀል ነው፡፡ የ‹ኤ›ንና የ‹ዲ›ን መሠረታዊ ፍቺም ያቃውሳል። እና ፍትሃዊነትን መለጣመድ ቢያንስ ሰብኣዊ ክብርንና ጤናጣ ኅሊናን ያጎናጽፋልና ጉዳዩ የሚመለከተው ወገን በጥምና ቢያስብበት መልካም ነው፡፡

አንድ ዲያቆን ወደቅስና ማዕረባ ሲያድባ ማሟላት የሚጠበቅበትን *ማሥ*ፈርት በሚመለከት በኦርቶዶክስ ተዋህዶ ሃይማኖት ቃለ ዐዋዲ ላይ የሥፈረ

ወደ ገጽ 25 ዞሯል

አሣባቂው ...

ከንጽ 57 የዞረ

ፖሊሶቹ አሁንም ቁጭ ብለው ያወሩ ነበር። ጆሮዬ ውስጥ የሚጮኸው ነገር አሁን ግልፅ ብሎ ይሰማኝ ጀመር። ፍርሀቴን ለማራቅ ዘና ብዬ ለማውራት ምክርኩ። ሆኖም ግን ጩኸቱ ጆሮዬ ውስጥ ንዳልሆነ ተ ረዳሁ።

አሁን ይበልጥ የነጣሁ ና የገረጣሁ ሄድኩ። ከፍ ባለ ድምፅ መቀበጣጠር ቀጠልኩ። ሆኖም ያ ሄደ:: ድምፅ የጎሳ $\boldsymbol{\varsigma}$ ሳድርግ? ድምፁ ልክ ሆን ተብሎ በጥጥ ድምጽ **ዝግ ያለ** ና አስጠሊቷ **ነበር**። የፖሊስ መኮንኖቹ ስካሁን ድምፁን አልሰሙትም።በቂ ትንፋሽ ለማግኘት አለከለክሁ።፡ በጣም ጮክ ብዬ ቶሎ ቶሎ ማውራቴን ንፋሁበት። ድምፁ *ግን* በዛው *መ*ጠን ከፍ *ያስ* ሄደ።

ከመቀመጫዬ ተነስቼ æก ባለ ድምፅ የባጥ የቆጡን መቀበጣጠር ጀመርኩ። ስምን አይሄዱም? አሁንም ሰዎቹ ድምጹን ንዳይሰሙ ከአንዱ ክፍል ጫፍ ስከ ሴላኛው ጫፍ የተንጎራደድኩ $\boldsymbol{\varsigma}$ ዕጆቼን ያወናጨፍኩ ማውራቴን ቀጠልኩ። *አ* አምላኬ! **ምን ጣድረ**ግ ችላስሁ? ሮጥኩ፤ ተንቆራጠጥኩ፤ የተ ቀመጥኩበትን ወንበር አንስቼ የቀበርኩት ሬሣ ላይ ባስቀመጥኩት አነስተኛ የሪቃ ቁም ሣጥን **ሳይ ጫን**ኩበት። ድምፁ *ግን* አሁንም **ይበልጥ** ማስተ*ጋ*ባቱን ቀጠሰ። ሰዎቹ አሁንም ተረጋግተው - በዚያ ቤት ውስጥ ምንም ያልሆነ ያህል -ተዝናንተው ወጋቸውን ይኮመኩሙ ነበር፤ 〈ምንነው እነሱን ባደረ*ገኝ*!› ብዬም ተመኘሁ:: «ድምጹን አልሰሙ ይሆን? አ ሁሉን ቻይ ኔ! ሰምተዋል....ጠርጥረዋል! ብስው **NSC**V& ያሳንሙ ነው።» ብዬ አሰብኩ። ከዚህስ ስቃይ የቀረው ቢቀር ይሻላል። የሰዎቹን

የማስመሰል ሳቅ ል *ገ*ሰው አልቻ ልኩም። መጮኽ ወይም መሞት *ንዳ*ሰብኝ ተሰማኝ። ድምጹ *የጎ*ሳ የጎሳ ሄደ።

«ከይሲ*.*ዎች» ብዬ *የ*ቅስ «አ ስመስሉ! ወንጀሉን መፈጸሜን **አምናስሁ**፡፡ ቁም ሣጥኑን ገለል አድርጉት፤ ሣ**ን**ቃዎቹንም አንሷቸው። አዎ፣ ከዚህ ጀምራችሁ አንሷቸው። ጩኸቱ ምት የሽማግሌው የልብ መሆን አለበት፡፡ ከአሁን በኋላ ማምለጫም የለኝም፡፡ የሆነው ሆንዋል። እንደፍጥርጥራችሁ ልታደርጉኝ እፊታቸሁ ቆሜያለሁ፡፡»





የቆሎ ት/ቤት - መካነ ቅኔ ሊቃውንት

ያሲን ውመር

የኢትዮጵያ አዕምሮአዊ ንብረት ጽ/ቤት



መባቢያ

ቅኔ፣ ሙዚቃ፣ ሥነ-ጽሑፍ ፣ ሥዕል ለሥለጠነም ሆነ በመሥልጠን ላይ ላለ አንድ አገር በእጅጉ አስፈላጊ ነው ፡፡ የቅኔውን መንገድ ብናውቀው ተወዳዳሪ የሌለው የቅኔ አዝመራ እናመርታለን፡ ፡ ከሙዚቃ ባህር እንደፈለግን መቅዳት ብንቸል ስቃይን ልንታገስ የምንቸልበትንና የትዕግስት ጣፋጭ ፍሬ የሆነቸውን ታላቅ ደስታየምንቀዳጅበትን መንፈስ እንፈጥራለን፡ ፡ የስነጽሁፍ በረከትን መቋደስ ብንታደል በአንድ በኩል መጥፎ ልማድንና መጥፎ እምነትን፤ መጥፎ አስተዳደርንና መጥፎ ህግን በጣስወገድ (በሌላ ወገን ከፍ ያለ ትምህርትና አብነት በመቅሰም) ተጭኖን የኖረውን ድንቁርና እናስወግዳለን፤መንፈሳችንን እናንለምሳለን (አቤ፤ 1962) ፡፡

በዚህ መነሻነት ለዕውቀት ያደላ፤ድንቁርናን የጠላ ብሩህና ብልህ ወላጅ ስለልጁ የወደፊት ዕጣ ፈንታ ማሰብና ማስተዋል ያዘወትራል፡፡ የአብራክ ክፋይ ልጁ ዕውቀትና ተበብን ፍለጋ እንዲተጋ ይመክራል፡፡ከቀደሙት አዋቂዎች የዕውቀትና የተበብን ማዕድ በመቋደስ ስነጥበብን፤ስነጽሁፍንና ኪነጥበብን ገንዘቡ እንዲያደርባ ይዘክራል፡፡ በልጁ የአሳዋቂነት ጨለማ ላይ የዕውቀት ብርሃን ወደሚፈነጥቅበትና የጥበብ ወጋገን ወደሚንተንተባበት የቆሎ ትምህርት ቤት ሄዶ እንዲጣር ይፈቅድለታል፡፡ ልጁ በቆሎ ተጣሪነት አንድ ያለውን የደበሎ ለባሽነት ጉዞ ደረጃ በደረጃ በንባብ ቤት፤ በቅዳሴ ቤት፤ በዜማ ቤት፤በቅኔ ቤትና በመጽሐፍ ቤት የዕውቀትና የተበብ *ጎ*ዳና አቋርጦ የሊ*ቃውን*ትነት ካባ ደርቦ "ይበል" እንዲሰኝለትና እንዲመረቅለት ይመኛል።

ለኢትዮጵያ ሥልጣኔ የማይናቅ አስተዋጽዖ ላደረገው ተንታዊው የቆሎ ትምህርት ቤት ምስጋና ይግባውና እጅግ በርካታ ደበሎ ለባሽ ተማሪዎች የሊቃውንትነት ካባ ደርበው የየወላጆቻቸው ኩራት የሆኑባቸው ሁለት ሺህ ዘመናት ተቆጥረዋል፡፡ የማንነቃችን መገለጫ የሆነው ይህ ጥንታዊ ት/ቤት አገሪቱ በተጓዘችባቸው ረጅም ዘመናት ተማና የተባሉትን ሊቃውንትና የሀገር መሪዎችን ያፌራ የተከማቸና የዳበረ ቁሳዊና መንፈሳዊ ሀብት ለትውልድ ያስተላለፈ የትምህርት ቅርስ የአበው ውርስ ነው(ዓለሙ፤1999)፡፡

እንደመታደል ሆኖ ሀገራቸን ኢትዮጵያ አጅግ በርካታ የቅኔ ሊቃውንት የተቀዱባት ባህር ናት፡፡ ሊቃውንቱ አዕምሮአቸው ቅኔ ምስጢር የሚያፈላ፤ ስነ-ልቡናቸው በዕውቀት የተመላ ነበሩ፡፡ ፕልቅና ምጡቅ በሆነ ተሰጥዖአቸው እየተመሩ የቅኔን አዝመራ ለፍሬ ያበቁም ነበሩ፡፡

ከላይ በጥቅሉ የቀረበውን መንደርደሪያ ታሳቢ በማድረግ በጥናታዊ ፅሁፉ በኢትዮጵያ ባህላዊ የትምህርት ስርአት ውስጥ ጉልህ ስፍራ ያላቸውን የቆሎ ተማሪ ምንነትና የቅኔ ትምህርት ሁለንተናዊ ገጽታ ለመዳሰስ ጥረት ይደረጋል፡፡በጥረቱም፤- የቆሎ ተማሪ ማነው ?ቅኔ ምንድን ነው ? የቅኔ አይነቶች

ምን ምን ናቸው? የቅኔ ባዕዛዊ ዋና ዋና ክፍሎች ምንድን ናቸው? የቅኔዎቻችንን አዝመራ ለፍሬ ያበቁ ስመ-ጥር ባለቅኔዎች የት የት ይገኛሉ? እነማንስ ናቸው? ?የሚሉት ጥያቄዎች ይነሳሉ፡፡ በ ቅ ደ ም ተ ከ ተ ላ ቸ ው ም ላ ሽ ያገኛሉ፡፡በመጨረሻም የሀገራችን የቆሎ ት/ቤትና የቅኔ ጥበብ መጻኢ ዕጣ ፈንታ ምን መሆን እንደሚገባው የሚጠቁም ጣጠቃለያ ተካትቷል፡፡

1**.1 የቆሎ ተ**ማሪ ማነው ?

የቆሎ ተማሪ ማለት ለዕውቀት ሲል ከወንኑ ተለይቶ፤ቀዬውን ጥሎ፤ከሀንሩ ኮብልሎ፤ ከውሻ *ጋር ታግ*ሎ

ቢያንኝ ቁራሽ እንጀራ፤ቢያጣም ጥሬ ለምኖ፤ ደበሎ ለብሶ፤ አኩፋዳ ተሸክሞ፤ ጉዝጓዝ ተንተርሶ የሚኖር

ለቀለም የተሰደደ፤ ለጥበብ የሚንከራተት መፃኢውን ኩነት አርቆ ተመልካች ነው (ሊቀ-ጉባኤ ታረቀኝ በ"ብሌን" ቁ.4፤ 1999 ውስጥ)

ከንለፃው የቆሎ ተማሪ ዕውቀትን ፍለጋ የባይተዋርነትን አደጋና የረሃብን አለንጋ የሚጋፈጥ መንፈስ-ጽኑና ቆራጥ መሆኑን መገንዘብ ይቻላል፡፡ የሆዱን ረሃብ በመንፈሱ ጉጋብ የሚያካከስና ከጉስቁልናው አድማስ ማዶ በሚገኘው ሩቅ ነገ ውስጥ የዕውቀት ስንቁንና የጥበብ ትጥቁን አሻግሮ ማየት የሚቸል ባለ ራዕይ መሆኑንም እንዲሁ፡፡

በሌላ በኩል የቆሎ ተማሪን ምንነት በውል ለመረዳት በአብዛኛው ከቤተሰቦቹ ጠፍቶ ከሚሄድበት አንስቶ ከመሰሎቹና ከመምህሩ ጋር እስካለው የአቀባበልና የአብሮ መኖር መስተጋብር ድረስ ያለውን ሂደት በጥልቀት መመርመር ተገቢ ነው የሚሉ ጥናትና ምርምር አድራጊዎች አሉ፡፡ ይህንን ሂደት ሲቀ-ጉባኤ ታረቀኝ (ጥቁም ሥራ)



እንደሚከተለው ይገልጹታል፡፡

አንድ ተጣሪ ወደ ጣንኛውም የቅኔ ሲሄድ በአብዛኛው ከቤተሰቡ ተሰውሮ(ተደብቆ) አንዲት የሚይዘው አንዲት አኩፋዳ፤ ለምድና አንዲት ነጠላ አይሏት *ጋ*ቢ መለስተኛ ኩታ ሊሆን ይቸላል፡፡ ስንቁ ግን የጣርያም ስምና የገበሬው *ችሮታ* ነው፡፡...ተማሪው ከሄደበት ተማሪ ቤት ሲደርስ ተማሪዎች " ምኖር " ብለው ብለው አከብረው ፤ እግሩን አጥበው ፤ ከለመኑበት አኩፋዳ ቁራሽ አዋጥተው መኝታ ለቀው ያሳድሩታል፡፡ በማግስቱ መምህሩ ፊት በተማሪዎች አለቃ አማካይነት ይቀርባል፡፡... መምህሩ ስሙንና የመጣበትን ምክንያት ጠይቀውና አረጋባጠው *ጎጆና* ባልደረቦች እንዲሰጡት ያዙለታል፡፡ የልመና መንደርም እንደሌሎቹ ወይም ከሌሎቹ ጋር ተካፍሎ ይከለልለታል፡፡ ትምህርቱንም ይቀተላል፡፡ መጀመሪያ *ባ*ስ ያጠናል፤ ያጠናውን ባስና ነባር *ቃ*ላት በየዕለቱ ከሚዘረፈው ቅኔ ጋር በማነፃጸር ምስጢር ለማደላደል ይሞክራል፡፡ እንዲህ እንዲህ እያለ ከጉባኤ ቃና እስከ መወድስ ቅኔ ደረጃ ይደርሳል፡፡

በማለት ይዘረዝሩታል::

የቆሎ ተማሪውን መከራና ችግር ቻይነትና ዕውቀትና ጥበብ ፈላጊነት **ዕንባቆም(1958)** እና ዓለም(1997) ይስማሙበታል፡፡ ይህንንም ተማሪው ከእናት አባት፤ ከዘመድ አዝጣድ ከጓደኛና ወዳጅ ተለይቶ የተወለደበትንና ያደንበትን አካባቢ ትቶ ሩቅ አንር ይኖርበታል፡፡ በጉዞው ዳገት መውጣት፤ቁልቁለት መውረድ፤እንቅፋት መመታት፤እሾህ መወጋት፤በቀን ሀሩር በሌት ቁር መንገላታት፤መራብና መጠጣት ይኖራል፡፡ ቅኔ ቤት ከደረሰም በኋላ ቢሆን አብዛኛውን ጊዜ የዕለት ጉርሱን የዓመት ልብሱን የሚያገኘው " በእንተ ስጧ ለጣርያም፤ ስለቸሩ እግዚአብሒር " ብሎ ለምኖ ከ*መ*ንደር ውሻ *ጋ*ር ታ**ግ**ሎና ተከላክሎ፣ፈንጣጣ፣ ተስቦና ወባ በመሳሰሉትና በሌሎች የውሃ ወለድ በሽታዎች ተጠቅቶ ነው፡፡ ይህንንና የመሳሰለውን ችግር ለመቋቋም የሚቸለው በዕድሜ የበሰለ ወጣት ሲሆን ነው፡፡...የቅኔ ትምህርት ደረጃው ከጸዋትወ ዜጣ ቀጥሎ ከትርጓሜ መጻሕፍት አስቀድሞ በጉልምስና ወራት ነው፡፡ ምክንያቱም ትምህርቱ የረቀቀና የጠለቀ በመሆኑ የትውልድ ሀገሩን ትቶ *ጎራ ዞሮ ወንዝ ተሻግሮ ወ*ጥቶ ወርዶ ከውሻ *ጋ*ር ጦርነት *ገ*ጥሞ ቁራሽ እንጀራ ለምኖ ደበሎና ድሪቶ ለብሶ ብዙ ፈተና ተቀብሎ አይመስሉ መስሎ ቀይ የነበረው ጠቁሮ፤ ረጅም የነበረው አጥሮ ተጠምቶ ጸዋትወ መከራን ሁሉ ታባሶ የሚጣሩት የተባህትወ ትምህርት ነው በማለት ያብራሩታል፡፡

ከላይ የተጠቀሱት ጥናታዊ ጽሑፎች በጥቅሱ የሚጠቁሙት የቆሎ ተማሪው ዕውቀትና ጥበብን ፍለጋ ከረሃብ፤ ከጥማት፤ ከዕርዛትና ከባይተዋርነት ጋር በቆራጥ ወኔና በፅኑ መንፌስ የሚዋጋ የትምህርት አርበኛ መሆኑን ነው።

1.2. የቅኔ ትምህርት ሁለንተናዊ ገጽታ 1.2.1. ቅኔ ምንድን ነው ?

ለቅኔ ምንነት ብያኔ ለመስጠት እጅግ በርካታ ጥረቶች የተደረጉ ሲሆን የሚከተሉት ለአስረ፯ነት ተጠቅሰዋል፡፡

ቅኔ ቀነየ ገዛ ካለው ግስ የተገኘ ወይም ቀነየ ገዛ ያለውን አንቀፅ ያስገኘ ጥሬ ዘር ነው(መልክአ ብርሃን አድማሱ፤ 1963)፡፡

ቅኔ የሚባለው ፕሬ ዘር መነሻው መገኛው "ቀነየ ገዛ ካለው ባስ ሲሆን መገዛት ተብሎ በቀጥታ ይተረጎጣል፡፡ ተቀነየ ለእግዚአብሄር በፍርሃት እንዲል፡፡ አገዛዙም እንዲሁ ሳይሆን በአዲስ ምሥጋና አመስግኑ ነው '‹ወንትቀነይ ለስምከ ቅዱስ› ‹በጣመስገን እንገዛለን› እንዲል መጽሐፉ (ፕዑመልሣን መኮንን፤ 1995፤19)፡፡

ቅኔ ማለት ግጥም አንድም የምስጋና ግጥም ማለት ነው(ሀብተማርያም፤1963፤172) ቅኔ የተለያዩና የተወሰኑ የዜማ ምጣኔዎች ያሉት እንደ ግጥም ቤት የሚመታ ይዘቱ ውበትና ጥልቅ ምሥጢር እንዲኖረው ተደርጎ በልዩ ልዩ የቅኔ መንገድ ዓይነቶች የሚቀናበርና በትምሀርት አማካይነት የሚቀሰም ሥነ ቃላዊ ድርስት ነው(አማርኛ መዝገበ ቃላት 1993፤180)።

ቅኔ አንድ ቃል በሚሰጠው ቀጥተኛ ትርጉም ብቻ ሳይገታ ወይም ሳይወሰን አስመስለን ጥልቅ በሆነ የተደበቀ ምሥጢርን አጉልተን የምናይበት፤ የምንገልጽበት ዘዴ ወይም የአነጋገር ሥልት ነው (ዓለሙ 1997፤ 154) ፡፡

ቅኔ በሰምና በወርቅ በኅብርና በአንጻር በመነገር ሁለትና ሦስት ትርጉምን አዝሎ በኅብርና በምርምር ተጠማምሮ አንድን ምሥጢራዊ ሃሳብ ለመባለጽ የቢቃ እንደሆነ ቅኔ ይባላል፡፡(ንጉሤ 1993፤1) ቅኔ በቁሙ ሙሽ፤ ባተም፤ ቅንቀና፤ ቁዘጣ፤ የፍትሐት የልቅሶ ዜጣ፤ ጣኅሌት፤ ጉጣ ነው (ኪዳነ ወልድ 1948፤798) ፡፡

ቅኔ የቅኔ ሊቃውንት በመንፈሳዊም ሆነ በሥጋዊ ሐሳባቸውን የሚገልጹበት የምርምርና የፍልስፍና ድርስት ነው ፡፡ ቅኔ በኢጋጣሚ በተሰጥዖና በልጣድ የሚደርሱት ድርስት አይደለም ፡፡ የቅኔ ትምህርት ቤት ተከፍቶለት መምህር ተሰይሞለት ጉባኤ ተዘርግቶለት፤ ሥርዓተ ትምህርት ተዘጋጅቶለት፤ ከቦታ ቦታ ተዘዋውሮ፤ ከመምህር መምህር ተመርጦ፤ደበሎ ለብሶ፤ ከውሻ ተከላክሎ፤ ቁራሽ ለምኖ፤ ቆሎ ቆርጥሞ፤ የመምህሩን ቅኔ አጥንቶና አስመስሎ ቆጥሮ ለመምህሩ አሳርሞ የሚማሩት ድርስት ነው፡፡ ይህ በመሆኑ ቅኔ ትምህርታዊ ድርስት ነው፡፡ ቢሆንም ጣጥጣዊነቱን አንርሳ (ዜና ማርቆስ 1994፤2)፡፡

በመሆኑም ቅኔ ጣለት ሲተረንም ሰው ከራሱ አዕምሮ አንቅቶ ምስጋና ለጣቅረብ ሲያስብና ምሳሌ መስሎ፤ ምሥጢር አሻሽሎ ፤ ግፕም በመግጠም የልቡናውን ዕውቀት ፤ የአዕምሮውን ርቀት የሚገልፅበት ፤ ዕውቀቱን የሚያስተምርበት ፤ የሰሚንም አዕምሮ የሚያነቃቃበትና የሚያስታውቅበት የግፕም ፕበብ ነው ፡፡ ቅኔ ቢቃልና በኀሊና የሚያዝ



እንጂ በወረቀት የማይሰፍር በውሣሔ አዕምሮ ከሚገኝ ክሂል ድንገት የሚገነፍል ልዩ ፀጋ ነው ፡፡ ቅኔ ኪነ ጥበብ ነው ፡፡ ቅኔ የኢትዮጵያዊነት አንድ አሻራ ነው ፡፡ ቅኔ የታሪካችን አካል ነው ፡፡ የቅኔው ሙያም በሌሎች ዓለጣት የሌለ ዘአምላኪየ----- ሦስት ቤት ያለውና የሥሳሴ በሀገራችን ብቻ የሚገኝ የሀገራችን የጥበብ ቅርስ የአበው ውርስ ነው ፡፡

1.2.2. የቅኔ ዓይነቶች ምን ምን ናቸው ?

የቅኔ ዓይነቶችን ለማወቅ ሊቀ-ለቃውንት ያሬድ የሰጡትን ትንተና ማንሳት አስፈላጊ ነው፡፡ ከትንተናቸው "የጎንጅ፤ የዋድላና የዋሸራ " ተብለው የሚታወቁ ሶስት የቅኔ አይነቶች መኖራቸውን ለመረዳት ይቻላል፡፡ ሊቀ-ሊቃውንቱ ገለጻቸውን በመቀጠል የቅኔዎቹ ልዩነት በባስ አባሳሰስና እርባታ፤ በሚገቡና በማይንቡ የቃላት ጠባይ ፤ በዜማ ልክ፤ በቅኔ አገባብ ህግ፤ በቅኔ ስደራና በልውጥ ያሬዳውያን የዜማ ስፍሮች ወዘተርፈ መሆኑን ያብራራሉ፡፡ አያይዘውም ለቅኔዎቹ አይነት መለያየት መነሻ የሆኑት "ንንጅና ዋሽራ" የተባሉት ስፍራዎች በጎጃም፤ "ዋድላ" የተባለው መካነ ቅኔ ደባሞ በወሎ ክፍለ ሀገር መገኘታቸውን ይጠቁጣሉ፡፡ እነዚህ አውራጃዎች ለብዙ ዓመታት የቅኔ ትምህርት የአብነት ቦታ ሆነው በመቆታቸው ቅኔዎቹ በእነርሱ ስም ሊጠሩ *መ*ብቃታቸውን ይጠቅሳሉ።

በተጻራሪው ክነፈርግብ አታለል "የባሪዝ ቅኔያት ታሪካዊ አመጣጥና ዕድገት በኢትዮጵያ" በሚል ርዕስ ባቀረቡት መጣተፍ የቅኔ ዓይነቶችንና ምሳሌዎችን ለመዳሰስ ጥረት አድርገዋል፡፡ በጥረታቸውም የቅኔ መንገዶች ብዙ መሆናቸውን፤ በአጭር ጽሑፋቸው ሁሉንም መዘርዘር አስ*ቸጋሪ መሆኑን*ና ከ300 በላይ መንገዶች እንደሚገኙ ገልጾ ማለፍ ባኤታ መሆኑን ያብራራሉ። ከንለጸዎቹ መረዳት የሚቻለው የቅኔ ዓይነቶችን ወይም መንገዶችን ትክክለኛ ቁጥር ለጣወቅ ጥልቅ ጥናት ጣድረባ አስፈላጊ መሆኑን ነው።

1.2.3. የቅኔ ባዕዛዊ ዋና ዋና ክፍሎች ምንድን ናቸው?

ሊቀ-ሥልጣናት አባ ሀብተ ጣርያም ማርቆስ / በአሁኑ ወቅት ብፁ*ዕ* አቡነ *መ*ልከ ጼዴቅ/ *ባዕ*ዛዊው ቅኔ ሰባት ዋና ዋና ክፍሎች እንዳሉት ይገልጻሉ፡፡ የቅኔውም ስምና ሙያ፤ የቤቱ ልክና የሚባልበት ጊዜ፤የያንዳንዱም ቅኔ ትርጉምና አስተያየት ባዕዛዊው ቅኔ ሰባት ዋና ዋና ክፍሎች እንዲኖሩት የሚያደርጉ ዓበይት ምክንያቶች መሆናቸውን ያብራራሉ፡፡ የቅኔ ዋና ዋና ክፍሎቹ:-

ባለ ሁለት ቤት ነው። *ጉ*ባኤ *ቃ*ና-----እርሱም የትስብእትና የመለኮት ምሳሌ ነው፤ *ጣ*ለት ኢየሱስ ክርስቶስ ፍፁም አምላክና ፍፁም ሰው ለመሆኑ፤

ምሣሌያቸው፤

ሚበዝኅ----- ሦስት ቤት ያለውና የሥላሴ ምሣሌያቸው፤

*ዋይ ዜማ----- አምስት ቤት ያለውና የ5ቱ አዕጣደ ምሥጢራት ምሳሌ፤

*ሥላሴ ----- ስድስት ቤት ያለውና የ6ቱ ቃላተ ወንጌል ምሳሌ፤

*ዘይእዜ ----- አምስት ቤት ያለውና የ5ቱ ያስንነዝባሉ፡፡ አዕጣደ ምሥጢራት ምሳሌ፤

**መ*ወድስ ----- ረጅም ቅኔ ነው፤ ቤቱም ዘጠኝ ነው፤ የ9 ሐፁረ መስቀል ምሳሌ ጥር የቅኔ ሊቃውንት ውዳሴያቸውን:-መሆናቸውን ይዘረዝራሉ።

*ሊቀ ጉባኤ ታረቀኝ ከላይ በተራ ቁጥር(4-7) ስለቀረቡት የቅኔ ዋና ዋና ክፍሎች በመጠኑ በማለት ይጀምራሉ፡፡ የተለየ ትንታኔ ይሰጣሉ፡፡

በትንታኔው መሠረት፤

- 4. *ዋይ ዜማ-----*ሦ*ስትም አምስትም ቤት አለው፤
- 5. * ሥላሴ ሦስትም ስድስትም ቤት አለው፤
- 6. * ዘይእዜ--- ሦስትም ሰባትም ቤት አለው፤ 7.*መወድስ - ኹለትም፤ሰባትም፤ስምንትም ቤት አለው ይላሉ፡፡

1.2.4. የቅኔዎቻችንን አዝ*ሞራ* ለፍሬ ያበቁ ስመ-ጥር ሊቃውንት የት የት ይገኛሉ? እነማንስ ናቸው?

በላይ (1996) "የቅኔ ከዋክብት " በሚለው የሥነ ማም መድብል ውስጥ የሀገራችን ስመ-ጥር የቅኔ

ከዋክብት የት የት ይገኛሉ? የሚለውን ጥያቄ ያነሳሉ፡፡

ያነሱትን ጥያቄም፤-

አሪምሮአቸው ቅኔ ምሥጢር የሚያፈላ፤ ሥነ-ልቡናቸው በዕውቀት የተሞላ፤ ነበሩ ሊቃውንት በላስታ በዋድላ፤ በአክሱም በጎንደር ፤ ግሽን ላሊበላ፡፡ ረቂቁን ህዋስ የትርጓሜ ምሥጢር፤ አጉልተው ያሳዩ በቅኔ መነፅር፤ ነበሩ ከዋክብት በትግራይ በጎንደር፤ በወሎ በሸዋ ጎጀም በጌምድር፤ በመንዝና ግሼ በተጉለት አንኮበር፤ ምሥራቅ ኢትዮጵያ አርሲ ባሌ ሐረር፤ ሲዳሞ ወለጋ ከፋ ኢሊባቦር። ሸዋ ተሻግሬም እስቲ ጥቂት ልጥቀስ፤ ከመንዝና ግሼ ሥላሴ በመለስ፤

እንደ ንጋት ፀሐይ እንደ አጥቢያ ኮhብ

ታሪካቸው ደምቆ ከሩቅ የሚነበብ፤

ነበሩ በሸዋ ከዋክብተ-ጥበብ፡፡

በማለት ይመልሳሉ፡፡

በዚህ አያበቁም፤ የሀገራችንን የቅኔ ከዋክብት መገኛ ሐሰሳቸውን፤-

ልቆጥራቸው ባልችል አንድ ባንድ ዘርዝሬ የቅኔን አዝመራ ያበቁ ለፍሬ

ሊቃውንት ነበሩዋት ኢትዮጵያ บา๊

በማለት ቅኔ የመላይቱ ኢትዮጵያ ዘመን ዘለቅ የዕውቀትና ተበብ ቅርስ የአበው ውርስ መሆኑን

በተጓዳኝ መገኛው በመላ ኢትዮጵያ የሆነውን የቅኔ አዝመራ ለፍሬ ያበቁ ሊቃውንት አንድ በአንድ በስም እያነሱ ያወድሳሉ። የስመ-

ጣና ዳር ቆሜ ዓባይ ወንዝ በምለስ፤ እስኪ ከመቃብር ሊቃውንት "ልቀስቅስ፡፡

በውዳሴያቸው የመጀመሪያ ምዕራፍ የኈጃምን የቅኔ ሊቃውንት ከትውልድ መንደራቸው ጋር በማቀናጀት ያሞጋግሳሉ፡፡ ለአብነትም ተዋናይን ከጐንጅ ተራራ፤ መምህር ክፍለ ዮሐንስን ከአንው ምድር፤አራት ዓይና *ጐ*ሹን ከጐጃም፤ *ገ*ብረ ሥላሴን፡ ዮፍታሄ ንጉሴን፡ አባ ቴዎፍሎስንና



ዶ/ር ኢሳይያስን ከደብረ ኤልያስ፤ መልዓከ ፀሐይ ተገኜን ከአብጣ፤ መምሀር ውብሽትን ከብቸና፤ መልዓከ ብርሃን አድማሱ ጀምበሬን ከደብረ ዲጣ፤ አለቃ ጌታሁንን ከሞጣ ጊዮርጊስ፤ *መ*ምህር ኢሳይያስና መምሀር ሪሳታዎስን ከመርጦ ለጣርያም፤ መምህር ቀስሙን ከደጋ ዳሞት፤ አለቃ ተክሌንና ማዕበሉ ፈንቴን ከዋሸራ ማርያም፤ መሪ ጌታ ጌቴን ከአዴት መድኃኔዓለም፤ አቤ ጉበኛን ከይስማላ ጊዮርጊስ፤ ዕቡይ ካሣንና ማዕበሉ ደሴን ከጐንጅ፤ሊቀ ኅሩያን ዘንዬን ከአዴት፤እጣሆይ ባላነሽን ከጽላሎ አጣኑኤል *መ*ቃብር በመቀስቀስ ማወደሳቸውን *መ*ግለጽ ይ*ቻ*ላል::

በቀጣዩ የውዳሴ ምዕራፍ ፈላስፋውን ዘርዓ ያዕቆብን ከአክሱም ፤ ደቀመዝሙሩን መምህር ወልደ ህይወትን ከእንፍራዝ ጎንደር፤በጽዮን ዘማሪ የቅኔ ፈጣሪ ፈላስፋ ተርጓሚና አስተማሪ የተባለለትን ዶሪን ከትግራይ ጨለቆት ሥላሴ፤ ዮሐንስ ንብላዊን ከወሎ አማራ ሳይንት፤ ሰባቱ ከዋክብት የተባሉትን እነ ድድቅ ወልዴን ከዋድላ ጨረ*ቃ ዳውንት*፤ የትርጓሜ ጠቢብ የቅኔ ነኈድጓድና የወሎ ነጸብራቅ የተባለለትን መምህር አካለወልድን ከቦሩ ሥላሴ፤ ለማን ከመቄት ደብረ አሮን መቃብር ቀስቅሰው የወድሳሉ።

በሦስተኛው የውዳሴ ምዕራፍ አለቃ አባ ንብረ-ሐናን ከናበጋ ኒዮርኒስ፤ ኔቱ ገሞራውን ከጎንደር፤ አክሊሉን ከደምቢያ አዘዞ፤ራስ ወልደ ንብርኤልን ከትግራይ መኳንንት፤ ቀኛጣች ተካልኝን ከወሎ መሳፍንት፤ ማዕበል ወልደ ሕይወትን ከጣና መቃብር ቀስቅሰው ያወድሳሉ።

በአራተኛው የውዳሴ ምዕራፍ የትውልድ መንደራቸውን ያልጠቀሱላቸውን መንባስቱ ለማን፤ ዮሐንስ አድማሱን፤ ከበደ ሚካኤልን፤ ባለቅኔው ሎሬት ጸጋዬ ገ/መድኅንን ከየመቃብራቸው ቀስቅሰው ያወድሳሉ፡፡ በመጨረሻም በላይ ሙታን የቅኔ ሊቃውንት ሀብተማርያም ወርቅነህ(1963)፡፡ ፕንታዊ የቀሰቀሱበትን የውዳሴ ምዕራፍ፤--

ልቆጥራቸው ባልቸል አንድ ባንድ ዘርዝ**ሬ**

የቅኔን አዝመራ ያበቁ ለፍ ነበሩዋት ኢትዮጵያ ሀገሬ፡፡

በማለት አጠናቅቀዋል፡፡

በጥናታዊ ጽሑፉ በዝርዝር ለማየት እንደተሞከረው በቆሎ ት/ቤት የቀሰመው የቅኔ *ሙያ* የዚህ ወይም የዚያኛው ብሔር ተብሎ የማይመደብና በሌሎች ዓለማት የሌለ የታሪካችን አንድ አካልና ማንነታችን መገለጫ ዓለሙ ኃይሌ(1997)። መሆኑን ለመረዳት ይቻላል፡፡

ማጠቃለያ

ሰው ዘርና የጥንታዊ ሥልጣኔ ባለቤት የሆነቸው ኢትዮጵያ የረቂቅና ምጡቅ የቅኔ ፕበብ ሊቃውንት የሚማሩባት የቆሎ ት/ቤት (የመካነ ቅኔ ሊቃውንት) መገኛም ናት ፡፡ ለዘመናት የሊቃውንት ድሃ ሆና የጣታውቀው የመካነ ቅኔ ሊቃውንት መገኛ የመሆኗን ብሥራት ነጋሪ የመፈለባ አዝጣሚያ ማሳየት ጀምራለች::

በመሆኑም በቅኔ ጥበብ ዕውቀት የተካንንና በትምህርት ሥራ ዘርፍ የተሠጣራን ባለሙያዎች ቅኔ የኢትዮጵያዊነት አንድ አሻራና የታሪካችን አካል መሆኑን ልናበሥርላት ይገባል። የቅኔው *ሙያም* በሌሎች ዓለጣት የሌለ በ*ሀገራ*ችን ብቻ የሚገኝ የሀገራችን የጥበብ ቅርስ የአበው ውርስ መሆኑንም እንዲሁ፡፡ ከዚሁ ጋር በተጓዳኝ ፕንታዊው የቆሎ ት/ቤት የዘመናዊው ትምህርት ሥርዓታችን መደላድል እንደሆነም ለተተኪው ትውልድ መረጃውን የጣቆየት አደራ እንዳለብን ዜና ጣርቆስ እንዳለው(1994)፡፡ ቅኔ አምነን ለተግባራዊነቱ የየድርሻችንን ጥረት *ማድረግ* ይጠበቅብናል፡፡

በጥረቱም በዋናነት ሀገራዊው የቅኔ ወጣቱ ትውልድ እንዲያውቀውና በተተኪው የነገ ትውልድ ውስጥም አብቦ እንዲያፈራ መደረባ ይኖርበታል፡፡ ለዚህም መምህራን ቅኔ በውጪውና በዓለማዊው ትምህርትና ምጤ ባህል እየተበረዘ እንዳይሄድ ስለጥቅሙና ጥንታዊነቱ ማስተማርና ማስረዳት ይኖረባቸዋል። የጥናትና ምርምር ባለሙያዎች በዘመናዊ የመቅረጻ ድምጽና ምስል እየቀረጹና በፕልቀት ሕያጠኑ ለመጭው ትውልድ ለመዘክርነት ማስቀረት ይኖርባቸዋል፡፡ ሀገራዊው የቅኔ ሙያ በአዎንታዊ መልኩ አድን፣በልጽንና ዳብሮ ለቱሪስት መስህብ እንዲሆንና ለኢኮኖሚው <u>ዕድ</u>ንት የበኩሉን አስተዋጽዖ እንዲወጣ መደረባ ይኖርበታል፡፡

የመረጃ ምንጮቸ መዘርዝር

የኢትዮጵያ ሥርዓተ ትምህርት፤አዲስ አበባ፤ብርሃንና ሰላም፤ ማተሚያ ቤት፡፡

ሊቃውንት ሲቀ ጉባኤ ታረቀኝ ደምሴ በ "ብሌን" ቁ.4፤ (1999)፡፡ "ባሪዛዊው የኢትያጵያ ቅኔ ከየት እስከ የት"

> መልክአ ብርሃን አድማሱ(1963) "መጽሐፈ ቅኔ (ዝክረቃውንት)"፤አዲስ አበባ።

በላይ መኮንን (1996)። የቅኔ ከዋክብት፡ ሥነ-ባጥም፤ጣና ጣተሚያ ቤት።

"ተንታዊ የቅኔ ትምህርት ቤት በኢትዮጵያ"፡፡

አጣርኛ መዝገበ ቃላት (1993)፡፡ የኢትዮጵያ ቋንቋዎች ተናትና ምርምር ማዕከል፤አዲስ አበባ አርቲስቲክ ጣተሚያ ቤት።

አቤ ንብኛ(1966)። *መ*ስኮት፤አዲስ አበባ፤ብርሃንና ሰላም ማተሚያ ቤት፡፡

ዕንባቆም ቃለ-ወልድ(1958)። "ስለቅኔ ትምህርትና ስለ ጥቅሙ "፤ለሦስተኛ ኢንተርናሽናል የኢትዮጵያ ጥናት ጉባኤ የቀረበ፤አዲስ አበባ፣ያልታተመ፡፡

ንጉሤ ነገዎ(1993)፡፡ "የቅኔ አፈታት ዘዴዎችና የምርምር ቅኔዎች ስብስብ "ሜጋ *ጣተሚያ* ቤት፤ አዲስ አበባ፡፡

ኪዳነ ማርያም ጌታሁን (1948) ፡፡ ፕንታዊው የቆሎ ተማሪ፤አዲስ አበባ፤ትንሣኤ ዘጉባኤ ጣተጣያ ቤት፡፡

ከነፈርባብ ኢታለል (1997) ፡፡ "የደበሎው ዓለም ት/ቤትና ተጣሪዎች" በ "ፈለን ጥበብ " መጽሔት

ለወጣቶች፤አዲስ አበባ፤ሆራይዘን ጣተሚያ ቤት

ጥውመ ልሣን መኮንን(1995) ::"ቅኔ፤ ፍኖተ ቤተ ክርስቲያን"፣ ጎንደር

