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# The Teacher

St. Mary's

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

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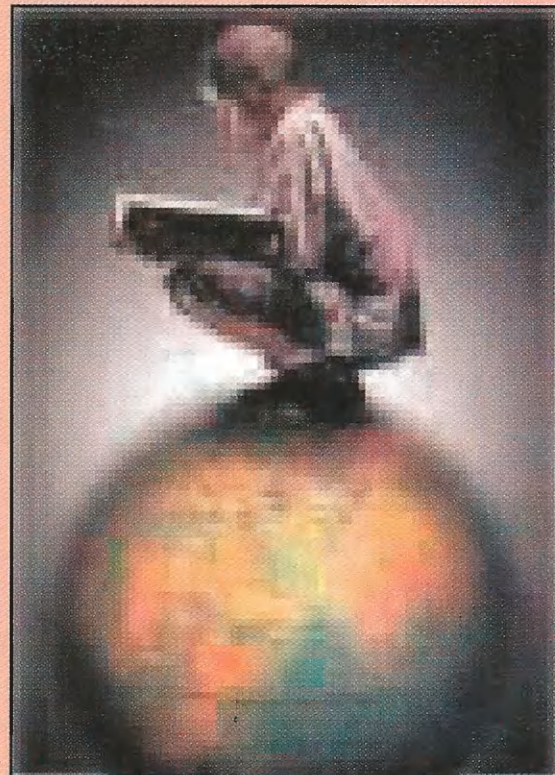
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## Inside this Issue

በውስጥ ገጾች

Editorial	1
Reflections	2
Heritage	7
Research	9
Book Review	19
Edutainment	21
ትውፊት	23
ዳሰሳ	25
ብሮግ	27
አጫጭር ገጠመኞች	28



## Quote of this Issue

“

And if education is always to be conceived along the same antiquated lines of mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

”

Maria Montessori (1870-1952)



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The Teacher is published by the Faculty of Teacher Education, St. Mary's University College. The Teacher is a bi-lingual bulletin covering a wide range of relevant issues relating to education including research findings, reflections, interviews, and literary works. It serves as a forum among professionals in the area from within or outside the University College.

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## EDITORIAL

## Looking at Best Images in the Mirror

Dear readers, we would like to remind you that this is our second edition since the Faculty of Teacher Education, St. Mary's University College, has launched issuing its biannual bilingual bulletin. In the past few months, the Editorial Team of this bulletin has been trying its level best to prepare this issue, and thanks to the unreserved cooperation and close follow up of the institution, SMUC, as well as the contributions made by our participants, our second edition has eventually become a reality.

Having said this, let's switch over to the point we would like to mention here as an editorial theme.

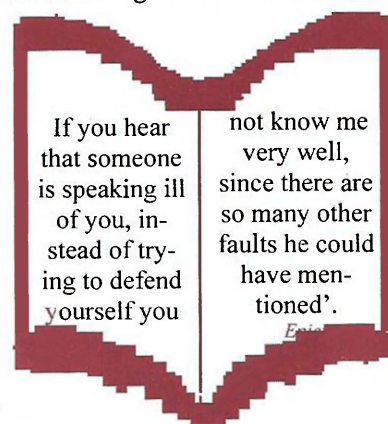
We have a story that goes like this: Once upon a time, there was an ape. She went to a river to quench her thirst. While drinking, she saw the reflection of her own image in the water. That same ape, which believed she was very beautiful compared to any one else among her species, asserted proudly that she would rather

kill herself than be an ugly creature like what she has seen in the water.

Likewise, some of us among human beings may fit best to the analogous message purported in the aforementioned fabulous story. In fact, it must be in the world of education that such phenomenon becomes very serious, and even at times highly destructive for any teaching-learning process carried out under normal circumstances is the basis of human life. It should be from this point of view that we should understand the necessity of education in general and teachers in particular for the continuation of civilizations from one generation to the next.

It is, therefore, very much imperative that our societies need teachers of all subjects that strive to update themselves. To this effect, teachers of all respective subjects are expected to assess, evaluate, and then try their best to enrich themselves with the knowledge and skills

they are required to have in accordance with the state of the art. Thus, it is only thence that teachers would properly be able to shape the students entrusted to their care and see their efforts fructifying in line with the need of the nation. Moreover, if things go the right way, we can be sure to see responsible successors who will actively participate in the construction and development of this country based on outstanding visions. In light of this, it should be the responsibility of all of us to see inward and adjust ourselves before we give any comments about the images in the mirror, because, whatsoever they may look like, we are one of the stakeholders in the formation of those images.



## REFLECTIONS

Teaching is a complex task that needs special attention and skills. Some persons may have a flair for teaching and they have the ability to awaken the curiosity and retain the attention of their students. Some of us, however, may need some training to improve our teaching ability. Teacher Education Institutions are meant to impart skills to their trainees so that they would become effective in their teaching practices.

For years, such institutions have been producing teachers who are made to follow set routines based on tradition, habit, institutional norms and expectations. Such teachers tend to be rigid and unresponsive although they may be reasonably effective in covering the syllabus and preparing their students for examinations.

Teachers, however, need to be reflective, while being effective, to maximize their students' learning and remain updated in their profession.

But what is reflection to a teacher? And what does it help?

As to Benjamin Disreali (1826), Reflection is an intentional act of examining the rationale & justification of an action or belief by looking back and making sense of our practice or making sense of our professional life.

A reflective teacher, therefore, engages in continuous evaluation of what he/she does; and this enables him/her to be flexible, analytical and socially aware of his/her responsibilities. Reflection and self-assessment helps a teacher to be purposeful at his/her work so that success can be achieved both by himself/herself and his/her students.

Reflective teachers may follow different approaches to check and re-check how effectively they are progressing in their work in line with their students' learning. Most reflective teachers, as research shows, prefer to use checklists by which they can rate their performances.

Below, I have summarized a checklist which, one way or the other, most educationalists believe serves the purpose and I hope it will guide us as to how we can start becoming a reflective teacher.

His fame and learning and his high position  
Had won him many a robe and many a fee ...  
Nowhere there was so busy a man as he;  
Yet he was less busy than he seemed to be.

Chaucer, *the Canterbury Tales*  
Contributed by Tamirat Haile

**Heaven of Evils**

When one loves,  
Along germinates the seed of hate;  
When one gains,  
In the heart is sown the seed of loss;  
I wonder where heaven of all evils be set,  
If no pursuit was there for the best.

— // —  
Tariku Abas Etenesh



Statement	Almost always	Sometimes	Almost
<ul style="list-style-type: none"> <li>❖ I have clear objectives for my lessons .</li> <li>❖ I check with my students to see if the objectives have been achieved.</li> <li>❖ I review my lesson plans regularly</li> <li>❖ I enjoy keeping up-to-date with my subject knowledge and using new information in my lessons.</li> <li>❖ I collect my students' marks regularly and use them to help me plan my teaching.</li> <li>❖ I am interested in my students' opinions.</li> <li>❖ I encourage my students to debate their ideas/share thoughts.</li> <li>❖ I observe my students carefully when they are working on their own/in groups.</li> <li>❖ I like putting new ideas into action and evaluating their impact.</li> <li>❖ I like to talk to my colleagues about my lessons.</li> <li>❖ I try to look at things from my students' angle of thought.</li> <li>❖ I am partly responsible for my students success/failure.</li> <li>❖ I always take the initiative of discussing the implications of new ideas in my department/staff.</li> <li>❖ I participate in discussions &amp; contribute to new policies in the institution where I am working.</li> <li>❖ I am responsible for what happens in my classrooms.</li> <li>❖ I perform my task as to the rules and regulations of the institution when I am working.</li> <li>❖ I always refer materials which maximize my understanding of how students learn.</li> <li>❖ I attend educational workshops to share experiences.</li> </ul>			

I think it is apparent that the larger number of positive responses we have in the above checklist, the more reflective teacher we are. Here care should be taken, however, that these are not the only assessing

questions one can ask to see how he/she is performing his/her tasks. But they can serve as a spring board to look further and refine thoughts.

The point is to reflect what I feel we teachers should be:

Reflective: to put it professionally, reflection is a means or a way to become a good teacher.

**Reference**

A short training manual compiled by Daniel Zewdie. Dec. 06, A.A. Ethiopia.



## PROFESSIONAL ETHICS IN QUAGMIRE

Fanta Ayalew,  
St. Mary's University College,  
Faculty of Teacher Education

**N**eedless to quote any excerpt from any scholarly research, the empirical situation we observe in our society by itself tells us a lot about the very fact that we need to examine ourselves and find an instant solution for the pervasive social evils we're entrapped in regard to ethics and morality. Dear Readers, first of all, I would like to note that the main purpose of this paper is not presenting a research work on the issues to be treated in it. Rather, it simply tries to forward some highlights based on real personal experiences here in Addis. But before that, let's see some important points as an introduction. According to Myra P. and David M. Sadker, (2000) Ethics "is the study of what is 'good' or 'bad' in human behavior, thoughts, and feelings. It asks 'What is the good life?' and 'How should we treat each other?' And it asks what schools should teach children about what is 'good' and what is 'bad'" and William K. Frankena (2003) on his part states that "Ethics is a branch of philosophy; it is moral philosophy or philosophical thinking about morality; moral problems, and moral judgments."

In most cases the words 'ethics' and 'morality' are semantically used interchangeably. And due to that, "the terms 'moral' and 'ethical' are often used as equivalent to 'right' or 'good' and as opposed to 'immoral' and 'unethical'". But the main problem lies not on the synonymous nature of these terms; instead, the

problem lies on what is moral/ethical or immoral/unethical. Because, according to philosophers known as relativists, for example, the rules of right conduct "may vary with human agreements, or with social traditions, or with political, psychological, economic or biological needs." And therefore it is safer to say that "the history of ethical philosophy is a continuous dialogue between progressively more refined forms of absolutism and relativism." for there are philosophers known as absolutists who "argue for the invariant character of particular rules of conduct on the ground that they are divine commands, or that they are laws of nature, ..." (Raziel Abelson and *et al*, 1987).

When we see the difference between the relativists and absolutists, we can understand that they disagree on what is ethical and unethical in such a way that the former argue that ethics or morality is relative and hence what is ethical in a certain status quo could turn out to be unethical in another while the latter argue otherwise, i.e. morality is an absolute, not variable depending on any circumstance.

In light of this, the reader of this paper is politely requested to give his/her own judgment to the following morality question.

As a warm up exercise to our brain, let's read and bear in mind this astonishing extract taken from the book of Graham Hancock (1990) entitled, "Lords of Poverty"

*"... One agency that has mastered the art of saying much and giving little is the Hunger Project, a massive international undertaking which raises funds in the United States, Britain and many other countries with the claim that it is dedicated to the 'eradication of the persistence of hunger and starvation' in the Third World; in fact it sends almost no money to the starving at all .... The Hunger Project received donations totaling \$ 6,981,605 in 1985. Out of this, \$ 210,775 was passed on in the form of grants to other organizations involved in relief work in hungry countries. All the rest was spent in the US under such headings as 'enrollment and committee activities', 'communication, information and education services'..."*

Now, let's move to the question.

Raziel Abelson (and *et al*) (op cit) mentions the argument between two individuals over the importance of donations. These two individuals have an opposing reply to the question, "to what extent should (people in the affluent societies) contribute money, food, clothing and technical assistance to alleviate the misery of those less fortunate (people in the Third World)?" According to the text, the man called Peter Singer strongly argues that it is the moral obligation of people in the developed countries to donate the mentioned items to the extent of letting half of their income to this end. But the other individual, named Garrett Harding, argues that they are "morally obliged not to give



such assistance, on the ground that the foreseeable consequence of doing so would be greater suffering in the future due to over population and failure to improve local methods of food production." Who of these two are ethnically right?

Bearing in mind what has been tried to convey through the aforementioned fragments of ideas concerning morality and/or ethics in general, now let's have a panoramic view of our morality in the present time.

Nowadays, it is not unusual to hear people, especially the elderlies,

saying that we are being driven to a state of complete decadence and some of them are heard saying "in the good old days" whenever they talk of their childhood or the by-gone times. As a matter of fact, if we look into the generation gap, we can easily identify numerous variations especially since the time socialism was imposed in Ethiopia as a political ideology. Therefore, it would be highly reasonable to consider that historical event of the country as a dichotomous landmark and make use of it as a means of comparison in regard to the morality of citizens before and after the landmark mentioned herein.

In the time of Emperor Haile Sillasie, as we elders remember, moral education was given as a subject to students of all levels in the primary and secondary schools. And, though those moral classes were predominantly influenced by religious teachings of "do's" and "don'ts", citizens who had a chance for the then

modern education used to build up themselves with the knowledge they needed to respect the social norms or values of the time. But, according to the perception of many of the elders today, it was after the coming into power of the Dergue and the consequent declaration of Socialism that the traditional society of the country began to lack moral fibers. To remind you of one of the follies of socialism, for example, let's have a look to this extract taken from a book

**... you may hear from some observers that people who go on foot to some health centers may come back dead due to an erroneous and unprofessional surgical operation or medical treatment.**

entitled "Social Science," (Progress Publishers, 1977):

*"A man's day to day life outside his work is determined by the type of social order in which he lives. Socialism has done away with the foundations of old, obsolete life patterns; taverns and slums, candles and the Church, gambling and ignorance have given way to theatres, cultural institutions, modern housing, books, electricity and television."*

You can compare and contrast what had been said and what had practically happened next. In most cases, we can say it was completely the opposite.

As a matter of fact, it is very natural that one reaps what they have sown. Hence, it wouldn't be surprising if a generation devoid of any sense of moral imperatives becomes ethically immoral. Religious inculcations, selected and cherished social values, and sound judgment that should come

out of sane mentality are nowadays disappearing to a great deal of magnitude. Humanity, love to each other, professionalism, altruism, honesty and fairness, and other morality indicators seem to be replaced by their antonyms, i.e. inhumanity, hatred, fraudulence and nepotism, deception, selfishness, and so on and so forth. Generally speaking, it is very understandable that the superego has given way to ego-centrism and due to this some of us

tend to redefine morality and ethics in relation to the

objective realities we

observe these days. In actual fact, it is universally true that in a society where moral fibers are lacking, life becomes highly mechanical and extremely hectic. In such societies, fairness, conscienciousness and any kind of healthy competition become very rare. Instead, voracity and greed based on selfish motive become the core creed of individuals to which they stick themselves for their personal prosperity. In this state of affairs, the sense of 'we' is most likely replaced by the pronoun 'I'.

In this regard, we can imagine what is happening in the private health centers, for example. The writer of this paper has had an experience just one or two months back from the issuance of this bulletin and he believes that our discussion would be more convincing if it is substantiated by genuine experiences. Hence let's see at least one of such mishaps next.

Needless to mention the name of the clinic, though every evidence is available at my hand, I took my 10-years-old son to one of the Higher



## REFLECTIONS

Clinics in Addis. Having paid a fair amount of money for the registration, my son and I were sent to the doctor on duty. The illness of my son was a splitting headache incessantly escorted by an extremely high fever. That doctor, after examining my kid, gave me a piece of paper and told me to take my son to the laboratory for blood test. I paid nearly 30 Birr for that and based on the "result" of the final diagnosis, the doctor gave us a prescription that reads,

"Moxiclav-Forte

(syrup)"

along with

one of the painkiller syrups.

When I asked the doctor as to what was the disease of my son, he said that it was an infection, somewhere in his body, which I suppose, he himself didn't know it by name. Then, we went out, bought the medicines and my son began taking them immediately. At normal conditions, I understand by common sense that a disease should react to a medicine after some doses have been taken if an accurate diagnosis is carried out. But my son couldn't show any progress even after two days. Therefore, I took him to that same higher clinic in the evening of the third day. We got another young doctor and I told him that the medicine my son was taking did not help my kid. That doctor, too, sent us to the laboratory and we paid nearly 30 Birr of the obligatory nameless "tax" for the second time. After he "analyzed" what the lab technician wrote on that piece of paper, that young doctor proudly announced that my kid didn't have

any malignant illness and added also that he should continue taking the already prescribed medicines. I reluctantly said OK, for I didn't have any option in that very moment and went home. A day after, no progress was visible yet. When I was about to lose my son, {*what an irresistible phrase!*} I took him to a friend of mine, a medical doctor, and it was then that the venomous disease by which my kid was suffering a lot was

finally identified. That malicious disease was the so called typhoid and with the expense of only seven Br., save the laboratory expenses, everything was calmed down. That clinic, that bloody higher clinic rather, which is full of quakes and pseudo-gadgetry, caused me to get worried a lot by the exacerbation of my kid's health condition and to unnecessarily expend well over Birr 200. When I think of such health institutions, I get scared, and when I think of those victims of such immoral "professionals", I really become disheartened on behalf of all other citizens who go there.

For your surprise, you may hear from some observers that people who go on foot to some health centers may come back dead due to an erroneous and unprofessional surgical operation or medical treatment. Besides such kinds of unforgivable fatal errors, many of the staff members in such institutions are said to be ethically poor and

professionally below standard. For example, people say that there are medical workers who insult or even slap their patients. And according to some public suggestions, nowadays, especially private health centers are irrationally profiting or rather robbing to the extent of charging their in-patients an amount of money almost equivalent to a four-star international hotel just only for the bed to one night. It is ridiculous, for example,

that a patient is charged a big sum

of money

whenever

a

doctor,

a nurse , a

dresser or

who knows, may be a janitor and

gardener enters the patient's room. It is therefore highly dangerous if such selfish people are let free to do whatever they like in the name of healthcare development in the country. They have to come to their conscious or any other external body should take care of this case before this sector becomes the cage of burglars.

As we have seen earlier, it is not only in the health sector that professional ethics and moral fibers are lacking. This is practically true almost everywhere. Hence, it should be the responsibility of all to tackle the social evils that are corroding our integration and the fabrics of humanity in general. In this regard, the government, educational institutions, teachers and the community at large have to play their indispensable role in shaping the young generation through any means including ethical education.

to be continued on page 15

**It is ridiculous, for example, that a patient is charged a big sum of money whenever a doctor, a nurse , a dresser or who knows, may be a janitor and gardener enters the patient's room.**



## HERITAGE

"WONDERS OF THE WORLD"  
IN ETHIOPIA

By Mengistu Gobezie,  
St. Mary's University College,  
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Unfortunately, many people in the world think of Ethiopia only as a country of famine, poverty, war and political instability. These factors have become major obstacles that have blocked the mind of many to recognize the reality and the accurate picture of the country. Various outstanding natural and cultural treasures are therefore masked by these images. The prejudice has been discouraging foreign visitors and investors to come to Ethiopia.

However, contrary to the aforementioned stereotyped picture of the country, Ethiopia is a gifted land of many unique and wonderful natural and cultural features. Just to mention the prominent ones, Ethiopia:

- is a country of the most ancient kingdoms in Africa, dated back to about 3000 years.
- is considered as the cradle of human kind and the home of human ancestors. The fossil of Lucy (Dinknesh) which dates back to about 3.18 million years old is the most prominent one.
- the only African country to possess an alphabet more than 2,000 years old.
- is the only African country to have survived European colonialism.
- has a unique calendar which is identified by the 13 months of Sunshine and it is now preparing for the celebration of the memory of the end of the 2<sup>nd</sup> millennium.
- is the origin of six plants, namely Teff, Coffee, Enset, Dagussa, Nug and Chat.
- has been called "the roof of Africa" for its most outstanding topographical features.
- has been regarded as the "Water tower of North East Africa" as a major source of water between the Red Sea and the Indian Ocean.

- is the source of the Blue Nile, the longest river in the World.
- is the 2<sup>nd</sup> populated country in Africa, rendering it a significant demographic power in the region.
- is the home of hospitable and friendly people. Hospitability is one of the prominent cultural features by which most of the Ethiopians are well-known.
- is a country of many and varied flora and fauna, some of which are endemic to Ethiopia.
- is a country of many wonderful geological features such as Dalol depression (one of the lowest depressions in the world) and the Ertale active volcano, Sof Omar cave and others.

In addition to the abovementioned major features, Ethiopia has also eight outstanding heritage sites which are registered on the world Heritage list by **UNESCO**. According to the chronological order of their recognition they are:

- The Rock-hewn churches of Lalibela
- The Semien National Park
- The Gondar Palace and the Gondarine style monuments
- Archaeological and historical sites in Axum
- The Paleontological and Prehistoric site in the Lower Valley of Awash
- The prehistoric site in Tiya
- The Paleontological and Prehistoric site in the Omo Valley, and
- Harer Jegol and the fortified historic town.

Among these world heritage sites of the country, the rock-hewn churches of Lalibela are considered by many to be one of the great wonders of the ancient world. The churches were built in the 12<sup>th</sup> century A.D. during the reign of king Lalibela. The churches are located in the centre of Lalibela town surrounded by villagers. The well known rock-hewn churches of Lalibela are eleven in number. According to their location, they are divided into three groups separated by the seasonal river Jordan. The first group comprises six churches located north of the Jordan river. These are Bete Medhane Alem, Bete Mariam, Bete Meskel, Bete Denagel, Bete Debre-Sina and Bete Golgota. The 2<sup>nd</sup> group comprises of four churches situated south of the Jordan River. They are Bete Gebriel, Bete Amanuel, Bete Merkorios and Bete Abba Libanos. The third one, Bete Giorgis is located in isolation on a sloping rock terrace southwest of both the first and the second group of churches.

One of the outstanding features of the rock-hewn churches of Lalibela is their mode of construction. The churches were carved with all their architectural elements out of the living solid rock, without joining any piece of stone together. The initial plan seems from ground level downwards. The work was apparently started at the top and continued to the bottom (the base) of the church. It is believed that during construction a large area was marked out first and then wide trenches were excavated on all sides, isolating in the center a huge block of rock.



Next, this rock was shaped and carved internally as well as externally. Then, the church was decorated with columns, walls, paintings, bas-relief figures, variety of window shapes and other architectural elements. Finally, the whole is completed with many trenches, tunnels, caves and tombs creating a labyrinth impression. This led many people to consider the churches of Lalibela among the architectural wonders of the Christian world.

So far, the world has recognized seven wonders. These are:

1. The Great pyramids of Egypt, including the Sphinx
2. The Hanging Gardens of Babylon, sometimes including the walls of Babylon and the palace, in what is now Iraq.
3. The Tomb of Mausolus at Halicarnassus, in what now Turkey
4. The statue of Zeus at Olympia in Greece.
5. The Colossus of Rhodes in the Harbor at Rhodes, an island belonging to Greece.
6. The Great Lighthouse (pharos) in Alexandria, Egypt, and
7. The Temple Artemis (also called the Temple of Diana) at Ephesus, at the time part of Greece, now in Turkey.

As we have seen from the list above, the rock hewn churches of Lalibela are not included. However, a considerable number of people in general and mainly those that have visited these churches in particular have unofficially regarded them as wonders of the world. In fact, when we compare the rock-hewn churches of Lalibela with the already recognized wonders of the world, they have many unique qualities and features, which have convinced many to consider them as one of the wonders of the world. These unique features are the following:

- The churches are still places of active worship eight hundred years after they were built. More than any other wonderful monuments in the world Lalibela churches constitute a living link with the past.
- The churches with their architectural elements are carved out of the living solid rock and very much refined. Four of them are strictly monolithic in structure, and have no resemblance with others of their kind in the whole world. Monolithic rock-hewn churches are only found in Lalibela (Ethiopia).
- The churches of Lalibela are many in number excavated in one area within a very short distance from one another and are interconnected to each other by tunnels and trenches.
- Each of the rock-hewn churches of Lalibela is different in style and has its own unique features. It is difficult to compare the design, art and dimension of one church with another. Each church has its own structure and beauty.

Statements of the 16<sup>th</sup> century European traveler, Francisco Alvarez, strengthen the justification that witnesses the rock-hewn churches of Lalibela as wonders of the world. He was a member of the Portuguese Mission who came to Ethiopia in 1520. Alvarez was the first European to visit and describe the churches. He was extremely impressed as witnessed in his famous sentence:

*What tongue is capable of giving description of them? He who beholds them will never be able to gaze his fill. His marveling is so great that his heart is never tired of admiring them (Alvarez, 1961)*

Alvarez described all the churches of Lalibela in succession. For instance, he described the church of Golgotha as follows:

*Its walls were worked in a fine fashion, also the windows and the doors with all the tracery that could be told, so that neither a jeweler in silver nor a worker in wax could do more work (Alvarez, 1961).*

Finally, having described all churches one by one, he concluded his observation and appreciation by saying:

*It wearied me to write more [on] these works, because it seemed that they will not believe me if I write more and because as to what I have already written they will accuse me of untruth. Therefore, I swear my God under whose power I am, that all that is written is the truth, and there is much more than I have already written, and I have left it that they may not tax me with its being falsehood (Alvarez, 1961).*

As a final remark, let me say that the rock-hewn churches of Lalibela are among treasures that give us a sense of wonder. They have architectural, aesthetic, historical, documentary, archaeological, economic, political, spiritual and symbolic values. However, they are not well-known by many Ethiopians and potential foreign tourists. Thus, both the country in general and the local people in particular have not yet fully benefited from the advantages that could be obtained from these resources. Therefore, a great attention should be given to make heritage education as part of the curriculum both in primary and secondary schools. In addition, great promotion work has to be done in order to attract visitors.

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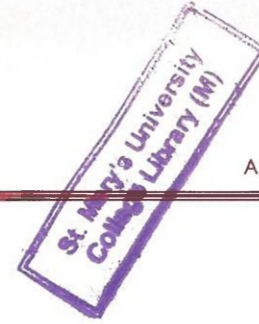
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## RESEARCH



## Project Writing in Business Courses: Students' Writing Needs and Faculty Beliefs about Writing

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**S** In colleges and universities writing tasks are common. They are believed to be useful in strengthening what has been taught theoretically, in promoting autonomous learning and encouraging self discovery, Zhu (2002)

In this regard, it is wise to examine the contribution of English language common courses towards enabling students complete their tasks in discipline specific courses. According to Leki and Carson (1994), writing instructions in EAP and other English freshman courses are offered basically with the assumption that these courses will help ESL students perform better in their writing tasks across the curriculum. Determining how much 'carry over' has taken place from ESL writing courses to subject specific writing tasks is very essential for the development of the ESL courses and to address students' needs. The endeavor in this respect could yield better results if it is backed up by research.

What the faculty believes about student writing needs may also reveal useful information. The information obtained could be crosschecked with the writing skills emphasized in EAP/ESP courses and

serves as a basis for EAP/ ESP course material revision or evaluation. In addition to what has been said here above, we need also to see students' perception of their own writing needs.

To this effect, Leki and Carson (1994) emphatically note that writing requirements and needs set by the faculty need to take into account students' perceptions about these requirements and needs. Students' perceptions of their needs could include the importance they would like teachers to attach to error correction (see the work of Leki, 1991) and their past and anticipated writing needs (see the works of Kroll, 1979; Ostler, 1980).

It is, however, likely that faculty perception of student writing requirements and needs may go against students' perceptions of their writing needs. While a finding of such a mismatch is highly useful for the faculties' EAP/ESP course book revision, it should also serve as a basis for further research. Leki and Carson (1994) advise that the nature of this mismatch should closely be looked at without taking the extreme positions that we, teachers, know better what students need, or that our EAP courses should immediately include the expressed desires and needs of our students.

Understandably, the points discussed above should well be researched if a curriculum gives strong emphasis to writing assignments as vehicles of learning.

The new Ethiopian TVET program, launched in 2003, has incorporated, in its curriculum, project-writing assignments as viable means of developing students' creativity and problem solving ability. These assignments are given at the end of each main course study, and hence are believed to strengthen what has been taught theoretically.

While the above assumptions may sound good theoretically, empirical evidence should be sought to prove the claim. Eyob & Bamlaku (2004) also underscore that though there is a good "theoretical optimism" on the whole TVET program based on the experience of other countries, research in the area is needed to prove its practicality and importance.

It is with the above conviction that this research was conducted in 2005 at SMUC. The main objectives were to investigate and analyse students' project-writing assignments in their main courses, and determine their felt needs in writing to complete the assignments. The results obtained were hoped to shade light on how problems associated with TVET project assignments could be tackled.



## Subjects and Research

### Methods

The subjects of this study are second year diploma students in the TVET program studying in the regular division at SMUC in 2005. Out of 472 second year students studying in the departments of Secretarial Science and Office Management, Marketing Management, Accounting and Information Technology, 25% of them in each department were taken as subjects of the research.

Twenty instructors from those four departments participated in filling out questionnaires, and out of them only department heads were interviewed.

Students' and Teachers' questionnaires were mainly used to collect data. In addition, the TVET curricula, assignment handouts and students' written projects were collected and analysed.

The data collected through questionnaires, interview and original documents were analysed using SPSS Model.

### Results and Discussion

Most of the project-writing assignments are allotted ample time and percentage value. Yet in some cases an excessive time for in-school training and a relatively very less time for project-writing is given. During the third year of study in marketing, for example, students are expected to write five projects but only 12.4 percent of the total time and 11 percent of the total mark is allotted for this purpose. Similarly, during the second year

of study, accounting students are expected to write four projects, but only 2.3 percent of the total time and 6 percent of the total mark is allotted for project writing.

Analysis of most project assignment handouts showed that students need to interview people, observe processes, read, translate and summarize documents in order to get reliable information for their projects. The language and research skills demand is, therefore, high. Analysis and interpretation of these data also entail higher cognitive operations.

A discrepancy is revealed between students' perception of their writing ability and instructors' judgments. The majority of the students across the departments mentioned consider themselves 'good' or 'very good' writers, whereas instructors rate the majority of them either 'poor' or 'very poor'. From randomly selected student project papers, it can be seen that students' perception of their writing ability is exaggerated. In the same way both teachers (with some exceptions) and students believe in the importance of language ability to score better marks in project assignments. On the other hand, teachers seem to be of the opinion that writing ability is not determinant to score good results in exams; but students do. Grammar, vocabulary, mechanics, organization and even content problems were also reported to have been observed in the students' writings. More than half of the students across the departments believe that they

have either some or major problems that affect their writing. Teachers believe that it is the majority that have such problems.

Except marketing and half of IT instructors, the rest do not seem to appreciate the content knowledge of their students reflected in the project writings. Most of the students, except in the IT department admit such a problem.

It was also found out that about half of the students have problems in using appropriate data collection techniques. In addition, lack of cooperation from organizations is also indicated to be another problem.

Though instructors try to give feedback on the language of their students' writings, their attempt was found to be occasional and inconsistent even within the same department. Even so, instructors' feedback on content is observed to be minimal. Randomly selected sample student papers seem to indicate the same result, though the majority of the instructors claimed to have given content feedback often or very often.

The majority of the students across the departments indicated that they would like to get content feedback often or very often from their major course instructors. Organization, data collection techniques and even language feedback from course instructors were believed to be useful.

Regarding the English common courses students take, the majority of them believe that much improvement on grammar, vocabulary, mechanics, paragraph



## Attending Classes in the Morning Shift Boosts Academic Performance—Myth or Reality?

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**T**he effect of organizing primary and secondary school classes into morning and afternoon sessions upon school performance has been researched by educators. However, it is not difficult to observe disparities in the findings.

There seems to be a consensus among teachers, students and even parents that learning takes place more effectively in the morning shift than in the afternoon. Some researchers, however, consider this belief as myth rather than reality (Jones, 1992).

The discussion has great relevance to the shift system operating in our schools. It has a direct impact either on the breakdown of the school day or distribution of tasks (periods) during each session as evidenced in the structuring of time tables.

It is a common practice almost in all our schools to allocate the first two or three periods to mathematics and other natural science subjects. The non-academic subjects and others involving motor activities are learned toward the end of the sessions.

To compromise the situation again, the two – shift instruction operates

alternately, by weeks, months, or semesters.

The purpose of this paper is to familiarize the reader with the existing literature work and shade a glimpse of knowledge that would help teachers and school management to evaluate their stands with regard to the topic.

Early studies reviewed by Jones (1992) support the view that early start and finish of school day can top-up the motivation of the learner. Gates (1916), for example, reported that tasks involving large short-term memory components are performed better in the morning than in the afternoon. In support of his idea, he concludes that:

*In general, the forenoon is the best time for strictly mental work ... while the afternoon may best be taken up with school subjects in which motor factors are predominant (cited in Jones, 1992:83)*

Fatigue, which may be resulted from depletion of mental and physical resources, was a possible reason given by Grates that account for the difference in performance.

Duric cited by Jones (1992) compared the state of efficiency of pupils in the afternoon and

forenoon shifts. He was in support of Grates.

Duric adopted three methods of teaching to the same class with the same pupils following the same time table. To ascertain the level of attention in both shifts, pupils were asked to carry out simple arithmetic computations in the first method. The aim of the second method was to verify the state of mechanical memory of pupils after completion of individual lessons in each shift. The third method was meant to ascertain the capacity of multiplying two-digit numbers augmented by three weeks training before class for pupils in the two shifts.

Analyzing the data, Duric came up with two findings. The first is in general the total state of efficiency was better qualitatively and quantitatively in the forenoon group than in the afternoon group. Secondly, efficiency rate was found to be high up to the third period in the morning attenders and lasted upto only the first lesson for the afternoon attenders. Duric's possible explanation for the better performance of morning attenders was night's sleep which had an immediate effect upon fatigue.

Some researchers favored afternoon shift for increased performance rate of most tasks. Black (cited in Jones, 1992), indicated that a rise in body temperature is linked with a gradual increase in excitation. He further noted that, as the day



progresses, instead of being tired function of human mind gets improved not only on motor tasks but also on all mental activities related to complex processing where short term memory is not an important factor.

The works of Folk Hard and his colleagues (1917) was reviewed by Jones. They investigated the effect of timing of the day on children's immediate and delay recall of meaningful material. In controlled experiment, 12 to 13 year old children were reading stories at either 9:00 a.m. or 3:00 p.m. Those who were reading the material earlier obtained higher immediate memory scores, but when the memory test was delayed by a week, the effect was reversed with afternoon presentation resulting in superior score. Furthermore, Folk Hard et'al, goes to the extent of stating that the only advantage of teaching academic subjects in the morning was retention of less important information of negligible educational significance.

In addition to academic performance, the effect of morning and afternoon attendance on overall school adjustment was investigated by researchers. Davies and Brember (1992) for example, found out that afternoon attenders in the Afro-Caribbean and Asian schools children were perceived as being more sociable and more ready to accept limits by their teacher than morning attenders in the British white groups.

Does alternating the shift by week negatively affect achievement of students? Can one make a casual relationship between better scholastic achievement and attending classes during morning sessions? It is not easy to answer these questions beyond doubt. One has to come-up with a hard evidence to ascertain these. Despite scarcity of evidence in this regard, the writer of this paper argues that alternating the shift by week is likely to entail a deplorable effect from a psychological point of view.

Though change in itself is not bad, when the events in the change follow fast upon one another, it is likely that they overtax the coping capacities of an individual. Research findings elsewhere show that well spaced events less likely over demand the person's adaptive behavior and result in disorder. Thoits (1993:73) writes that "the simple number of events experienced over, say, a year's time should be much less predictive of disorder than the number of closely spaced events". Hence, not only for students but the changing of shift by week and month is likely to result in negative consequences to all members of the school community including parents. The change demands a strenuous adaptive effort.

Finally, I call upon educators, teachers and other interested groups in general to shape a research problem and back their

argument on the basis of data solicited from teachers, students and parents as well. A good piece of work may contribute as an input to the already existing research and help to define whether the problem is myth or reality.

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## Continuous Assessment Does not Mean Frequent Testing: Clearing the Cloud

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From my personal observations and a survey I conducted on some schools in Addis Ababa, I tried to understand that teachers claim that they are implementing continuous assessment by simply administering series of classroom achievement tests. However, the literature shows us that continuous assessment is more than frequent administration of tests. Thus, the major purpose of this article is to clear the misconception that continuous assessment is similar to administration of a number of tests per semester.

It is better to start by explaining the full meaning of continuous assessment. The following definitions are frequently observed in the current literature:

- ✦ Continuous assessment is viewed as a formative evaluation procedure concerned with finding out the overall gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experiences.
- ✦ Continuous assessment refers to the formal and informal collection of information about students' learning done on regular and ongoing basis. It is integrated with instruction in order to improve learning and to help shape and direct the teaching learning process.
- ✦ Continuous assessment involves a systematic collection of marks or grades by the teacher over a period of time and the consideration of the marks or grades into a final score taken into account in deciding the students & learner's final grades.
- ✦ Continuous assessment is the process by which the progress of students' work or performance is continually built up over a prolonged period or representative period. In

*to be continued on page 16*

## BLOCK TEACHING: As Witnessed by Student- Teachers

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### Introduction

#### Background

The qualities of being a good teacher such as competence, professionalism and dedication impose an enormous responsibility on teachers. But contrary to this fundamental fact, in many countries, quantitative expansion has often resulted in a shortage of teachers and increases in class size, with consequent pressures on the education system (UNESCO 1999 handbook) due to lack of the necessary input to quality education.

It's believed that reasserting the importance of teachers in basic education and improving teachers' qualification are tasks to which all governments must address themselves. Future teachers should get an up-to-date training so as to render their quality service to the younger generation. Thus, improving the quality and inspiring the motivation of teachers must be a priority in all aspects. Special attention should be paid to the recruitment and upgrading of the skills of student-teachers so that they can fully play their vital roles in the ultimate goal of achieving quality education (Arends, 1994).

A task force appointed by MoE carried out an extensive study and produced a report on the quality and effectiveness of teacher education in Ethiopia (A new curriculum guide 2003). In the study it was revealed that the practicum courses were given inadequate emphasis and are inefficiently implemented at the second cycle of teacher education. Experiences of other countries have shown that the best way to educate teachers is to give them real experience of the school from the very beginning of their training.

*to be continued on page 17*



## Project Writing . . .

*Continued from page 10*

and essay writing, summarizing, etc. practices should be made, although they believe that these courses helped them write better. They have also indicated that they would like their English courses to acquaint them with data collection skills.

### Conclusion

Project assignments are hoped to play important roles in the implementation of the new TVET program. Though the curriculum stated that project writings help students to develop their creativity and problem solving abilities, other advantages are also seen both by teachers and students. Project assignments are believed to increase the spirit of team work and cooperation among students, familiarize them with real work situations and develop their researching ability. It can be said that project-writing assignments could have more potential advantages than those stated in the curriculum.

However, completing project assignments cannot be an easy process. Students, teachers and cooperating organizations in this regard should all contribute to this effect. Without a smooth interaction and cooperation, any success is unthinkable.

The research also revealed that completing project assignments demands language ability, research skills and higher cognitive operations on the part of the students. But if the means we are using pose greater difficulty to the students (which seems to be the case

here), project assignments will be additional burdens than means of achieving the general objectives.

If we consider the English language and research ability of our freshman TVET students, it is difficult to say that the project assignments will successfully be completed. We should ask ourselves how well summarizing; paragraph, essay and report writing; translation etc. are practiced in high schools so that students will have better preparedness for college writing demands. Do they have the know-how to design data collection instruments so that they will be able to collect accurate and appropriate data for their own purposes? Since project assignments are given right from the first year, institutions of higher learning implementing the TVET curriculum should ask themselves the above questions.

Another important element in project assignment packages is instructors' feedback mechanism. As discussed earlier, instructors try to give feedback on students' language, content, organization, data collection techniques etc. in the students' written projects though the attempts seem to be inconsistent. This shows that major course instructors do not consider that improving the language of their students is only the business of the English Department. Considering the students' English language background, the concerted effort of all departments could yield better results than an effort exerted by a single department.

Grading system is also an important factor for the success of project

assignments. While it is good that all instructors strictly adhere to the marks allotted in the TVET curriculum guide for each project assignment, inconsistency is observed on the emphasis they place to the language of the writing. Some instructors consider language ability often or very often, whereas others never consider it. This is observed among instructors in the same department. This is believed to contaminate the objectivity of the evaluation system used.

### 1. Recommendations

Based on the findings of the research, the following recommendations are forwarded:

- i. *Since writing and research skills are highly needed across the departments, the University College should seek means to revise the English language courses in such a way that students could get the most out of them, and write their projects and other assignments better. To this effect, emphasizing writing across the curriculum could be very much helpful. A course which can acquaint students with the skills of data collection techniques and knowledge of data analysis and interpretation could be offered during the first semester until students go out for their first project assignment. Or it could be offered side by side with the project writing assignments (see Johns, 1997).*
- ii. *The existing feedback system should also be changed. In order that students improve their language in particular and their project assignments in general, feedback should be continuous and*



students should obtain the assistance any time they need. The college could assign a responsible body for this purpose. The final evaluation could be made by the instructor. It is also important that instructors make sure that each member contributes to the success of the project (in case of group projects) by arranging presentation and dialogue sessions. The grades students earn must also vary according to their performances.

iii. As the total mark and time allotted for all project assignments are fixed, the criteria for evaluation should also be the same on a departmental basis. Language of the writing, presentation, content, and other criteria to evaluate project assignments should be agreed upon and implemented by department members to maximize the objectivity of the evaluation. Other writing assignments given

during in-school training should have the same percentage value and criteria of evaluation in the departments they are given.

iv. There are ample areas of research regarding TVET project packages. The time and percentage value allotted for some project assignments need to be reexamined. Because of the insignificant value attached to them, students are likely to look down upon them. In addition, the language needs of our fresh entrants (in the TVET program) need to be assessed before they are exposed to the challenges in the main courses.

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### PROFESSIONAL ETHICS . . .

continued from page 6

There is a saying that goes like this: "Rome is not built overnight". Likewise, if we start educating our children today, the anomalous picture by which our society is well known today will definitely show a change in the coming few years. As a matter of fact, due to various reasons, a human being may become an immoral creature. But so long as the necessary corrective measure is taken, gradually but surely it is inevitable that the desired benign outcome will come to the scene. Otherwise, if

we surrender ourselves to desperation, these social evils won't allow us to bring about a sustainable social upheaval and economic progress. And as a result of this, we will remain as recipients of every sort of "donation", including "ethics" & "morals" through movies and televised programs from the 'civilised' world as before. God bless us all.

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"What is moral is what you feel good after,  
What is immoral is what you feel bad after."

*Ernest Hemingway, American novelist*



## Continuous Assessment . . .

*continued from page 13*

continuous assessment, besides tests in the cognitive domain, there is also assessment for assignments, home work, regular class exercise, projects and end of term examination.

Continuous assessment is an ongoing, diagnostic, classroom based process that uses a variety of assessment tools to measure learner's performance.

According to Nitko (2004) continuous assessment has both formative and summative aspects. Formative continuous assessment is used before and during instruction to guide teaching and to improve student learning while it is in progress. Formative continuous assessment uses informal methods for gathering information about students and most of the time a teacher does not record the marks of students. The teacher uses this kind of information daily to improve learning and guide teaching.

Summative continuous assessment is used at the end of instruction to evaluate students' achievement of the curriculum goals and objectives. Mostly formal assessment methods are used for this purpose.

Continuous assessment has the following characteristics (AED/ BESO-II, 2006):

- ↳ It is an ongoing process of gathering information about students' learning progress.
- ↳ It uses a variety of assessment techniques.

It provides timely feedback to

students about what they need to improve their learning. It is aligned with curriculum goals and objectives.

To conduct an effective and appropriate continuous assessment the following conditions are mandatory (Shepard, 2000):

- ↳ The teacher must be equipped with an adequate knowledge and capability about different assessment techniques.
- ↳ The assessment activity should be planned.
- ↳ The assessment procedure should be based on the actual condition, social factors of the class, pupils' level of knowledge and the nature of instruction.

A variety of assessment techniques should be selected and applied. There should be up-to-date record keeping.

As it is explained in AED/BESO-II (2006), a teacher's more complete understanding of continuous assessment requires the teacher to realize that assessment information should be used throughout the teaching process. Assessment has to come in all the three stages of instruction.

**1. Before instruction:** In this stage teachers should gather information about what students already know about the upcoming topic and what misconception they may have. This information could be used to plan instruction and teaching activities.

**2. During instruction:** In this stage

the teacher will gather information about how well students are learning so far. This information could be used to decide which students are making good progress and which are struggling to attain so.

**3. After instruction:** Teachers are expected to gather information about how well students have learned the material that was taught. This information could be used to assign grades or rate students who are lagging behind.

From the discussion made above it is possible to conclude that continuous assessment doesn't mean testing often; rather it is communicating with students often to find out whether they are truly learning or not. Continuous assessment should provide regular information about teaching, learning and the achievement of objectives and basic competences. It allows teachers to assess performance-based activities which cannot be assessed by written tests. The purpose of continuous assessment is to gather evidence about learners understanding that is ongoing, integrated and practical.

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## BLOCK TEACHING. . .

*continued from page 13*

This will provide an opportunity to observe the school environment and explore teaching methods and practices for themselves. In addition, student-teachers will get the opportunity to reflect on their experiences with teachers in the actual school.

The new practicum program through which the above goals are envisaged allows student teachers to practice teaching in their respective areas and they learn from the practice in order to develop new strategies. Moreover students will have the opportunity to apply theories and methods learnt to the realistic setting in the actual school environment.

Needless to say that the effective implementation of the practicum in general and the block teaching in particular entails continuous participation, co-operation and discussion between the stakeholders- i.e. Teacher Training Institutes and partner schools Teacher educators (tutors) prepare student-teachers for actual school experience and assess their performances and give their feedback in regard to the improvement. Partner schools organize time tables, assign mentors, and take part in monitoring, evaluating and supporting student teachers during their stay in the partner schools. Student-teachers, on their part, actively involve in the lesson planning, teaching and internalizing feedback they receive from their mentors in the partner schools & the tutors in the TEIS.

They are also believed to develop a sense of responsibility in the school environment in line with the opt for being effective teacher.

Thus, the purpose of the study is to gather reliable information about the effectiveness of block teaching in which student-teachers (trainees) are expected to gain an experience from the actual teaching situations.

The study targeted all regular and extension students who were out on a block teaching assignment during the 1998E.C practicum III-i and ii block teaching. 75 questionnaires were dispatched taking into account the number of students in each class. A stratified random sampling technique was employed. The methods included not only questionnaires (closed and open ended) but also interviews with teacher educators. There were also observation. The collected data were analyzed and discussed.

### Results and Discussion

The discussion had three sections. The first one was about the partner schools and mentors support to the student-teachers during their stay in the school environment. The second section was about the TEI and teacher-educators' support to the student-teachers on organizing programs and preparing for block teaching. The last section was about their satisfaction on the program and the benefit there of to build them as a would be teacher.

91% of the trainees responded that they are satisfied in a way that the schools' administrations are very

cooperative for the success of the program. They arranged suitable time tables to the trainees to conduct teaching practice in the actual class. They gave feedback on their performance in the school environment. 87.3% of the student-teachers are impressed with the mentors' support. During the teaching practice in the actual class, mentors helped the tutees in planning the lesson and informing pupils to cooperate with the trainees. They also gave their oral feedbacks and encouraged student teachers to become actively involved in their lesson plans. 7.5% of the respondents, however said that the school's administrators didn't help them due to the trust they had built towards them and 9.2% of mentors were not interested to support the trainees. Even they were not available around after they gave them their time table.

74.6% of the trainees responded that tutors have supported them very well in their block teaching. Teacher educators provided them with the necessary information before the task and gave them constructive comments as well during observation in the actual teaching practice and reflection in the group discussion sessions. 11.1% of the trainees, however, said that tutors didn't give them their proper support. The information they delivered about how to manage the block teaching at the beginning was said to be sufficient. They didn't give enough time to evaluate and provide constructive



comments for their future betterment. In the same way, 80.5% of the trainees responded that the SMUC Practicum Office has rendered very vital service to make block teaching effective. Starting from assigning trainees at different partner schools to gathering students' evaluation report, the office has done its level best. However, the office had the problem of assigning student-teachers in schools effectively as 14.3% reported. Moreover, it was mentioned that the office was not on time in carrying out its activities.

86.3% of the trainees responded that they have gained very good experience from the teaching practice. They said that they have shown their commitment to the pupils in the actual school environment. The block teaching created for them real opportunities (in terms of managing their time, enabling students to involve in the real tasks and, assessing their students performance. 9.1% of the trainees, however, reported that they didn't get any new experience from the teaching practice. Based on the information obtained, it seems that these trainees had a teaching experience prior to that compulsory. 87.2% of the trainees, however, responded that they experienced what teaching in reality means. To manage the over all class situation the, learners' behavior needs an art of being interactive with the school environment. In this regard, the teaching experience helped them to be conscious for their professional duties and responsibilities.

The open ended questions which invited student-teachers' comments

and suggestions towards block teaching have witnessed the importance of block teaching. They observed how students behave in the actual teaching situation. They gained much experience from the teachers in those schools. They have also experienced time budgeting. They, however, raised the following issues as challenges for improvement.

The practicum time was said to be very short. And even that alleged short period of time was also affected by the schools' program. In addition to that, Programs were not adjusted before the block teaching was commenced. Tutors observed only them for few minutes and that short moment was hardly enough to evaluate the trainees' performance. Mentors are said to have developed a mentality that the coming of tutees helps them to get a resting time. Tutors and mentors did not develop the habit of working together to provide tutees with constructive comments. Partner schools didn't have sufficient teaching materials (e.g. Teacher's guide, teaching aids etc) which could help them during their stay in the schools' environment. These issues were shared by teacher educators who followed up student-teachers.

#### Conclusion:

Teachers have a great burden to implement their task and cope up with the schools' setting (Hughes, 1997). Hence, countries like Ethiopia show an effort to produce professional teachers and design different strategies. MoE in Ethiopia has for example designed Practicum programs to support student-teachers with real experience in the actual

school environment. In line with this, subjects under the study reported that Practicum enables them to develop the values and important elements (e.g. methodology) to the teaching profession. It also helps them to gain practical experiences in the schools' environment. To this effect all parties delivered their responsibilities. Teacher educators guided and gave their comments to student-teachers. Mentors supported, encouraged and monitored student-teachers' progress. TEIs and partner schools set a time table and ensured that student-teachers have favorable conditions to the block teaching effectiveness. There were, however, some problems that student-teachers mentioned. Among those lack of well- designed programs from TIE and partner schools' lack of follow up, monitoring and forwarding feedback from mentors and teacher-educators were the main challenges in the block teaching. Finally, to this effect, student-teachers should make themselves ready for a new experience and challenges they may encounter in the schools they are going to be assigned for practicum courses.

#### Recommendation

- ❖ Student-teachers should observe the school environment genuinely for their improvement. They should also truly reflect what they encounter in their teaching practice. It is worth mentioning here that they have to visit libraries in order to expand their scope of knowledge in terms of the theoretical aspect.



## BOOK REVIEW

Author of the Book: Dr. Lappiso G. Delibo  
Title of the Book: 'የኢትዮጵያዊነት ታሪካዊ መሠረቶችና መሣሪያዎች'  
Date of the Publication: 1999  
Size of the Book: 252 Pages

Abbas Ahmed,  
St. Mary's University College,  
Faculty of Teacher Education

- ❖ Student-teachers should work hard to develop their conceptual and practical as well as their knowledge professional competence in a way that could help them to be effective in their future career.
- ❖ TEs and partner schools should work as the weft and warp for the better implementation of block teaching. This will create a favorable environment for the student-teachers that caused help them bring about a meaningful behavioral change.
- ❖ Block teaching program should get an adequate emphasis by all stakeholders so that the program could be implemented effectively as pre-planned.
- ❖ There should be a clear directive that shows the relation and role of tutors and mentors during block teaching program. This would help to render student-teachers proper monitoring, evaluation and assessment and then to give feedback about their behavioral change.

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The book covers the ethno genesis, the socio-political and cultural history of the Ethiopian people from the pre-Axumite period up to now. It examines and analyses the socio-historical developments of the country based on the variety of sources ranging from the original primary documents, archaeology, paleontology to linguistic evidences.

Unlike the nature of writings of both the local and European historians on Ethiopia, who concentrated only on the northern part of the country, the author applied a balanced and rational Judgment and did a relative Justice to the history of Ethiopia in particular and that of the region in general.

He gave much focus and an adequate coverage to the hitherto marginalized and neglected part of the Ethiopian history namely the Falasha/ Black Jews/ of the north western part of the country and the Muslim population as well.

The book consists of five broad chapters with description of the pre-history, sociology and socio-cultural history of the country. The author has boldly attempted to explain the close relations and affinity of the diverse Ethiopian population within the context of the regional history.

He argues in the book against the long- established assumption which states that 'few ruling elites' have brought a superior culture, the Semitic language and religion from south Arabia in the pre Axumite period and imposed their way of life on the local Kushitic people as early as 70 B.C. He contends that all people of Ethiopia and their language are essentially indigenous and local.

The author unconvincingly rejects and refutes the historical analyses and interpretations of considerable local and foreign scholars on Ethiopia. The basis of his argument against those reputed scholars is the work of a certain British linguist and political scientist called professor Martin Bernal who wrote a book entitled "Black Athena: the Afro - Asiatic Roots of Classical Civilization (1997)." Professor Martin argues that the cradle of the Semitic language is central south Ethiopia. It seems that the author did not counter check the thesis of the British scholar with the dozens of research findings we have at hand and come up with a plausible argument.



The considerable part of the book focuses on the rise and spread of Islam in the region. It explains how few religious elites and merchants who migrated from Arabia brought Islam into the region and inaugurated new ruling dynasties. The case in point is the origin of the Shoa Muslim sultanate in the 9<sup>th</sup> century A.D. and the Walasma sultanate of Yifat in the 13<sup>th</sup> century A.D. In this regard it seems that he overlooked and over simplified the dynamics of the local socio-economic forces which have made enormous contributions to the evolution and development of Muslim Sultanates. He did not mention and elaborate the influences of these local factors in the making of the chains of Muslim states in the region.

In chapter one, subtitle four, the author has tried to explain the mystery behind the expansion and settlement of the Oromo population. He covered the history of the Oromo population expansion

into the larger central and northern part of Ethiopia. But he was not able to solve the riddle which revolves around the conquest and occupation of more than one third of the country by the Oromo population in the time span of only one century.

Though the author wrote too many equally important titles and subtitles on the table of contents, he did not exhaustively explain them. He raised for example 'the origin of Islam' and the 'relations between Ethiopia and the Arab world' in almost all four chapters with apparent lack of proper analysis. Basically, the approach he followed was neither thematic nor chronological. He tried but failed to cover too many historical issues from pre-history up to the present in a book of 246 pages.

As mentioned earlier, a lot of new issues have been brought up by the author each prompting due attention, discussion, and probably due criticism. Although the book

can be considered useful especially for general readers, nonetheless, it is not as such worthwhile for professional historians and researchers on Ethiopia who are looking for more than some historical generalizations. Naturally, one can hardly cover the history of more than five thousand years in one volume without being superficial. Moreover, the author does not present a profound historical analysis.

Nevertheless, the positive aspects of the book exceed the negative ones particularly where the north-centered theories which have been used by many local and foreign historians were refuted by the author. But one should not forget that while it is important to avoid north-centered theories and analysis, being southern and east-centered is equally a way of distorting realities.

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### አበሻና...

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አንድ ጊዜ ነው አሉ፤ መጽሐፍ ያዋሠ ሠው ጓደኛው ቤት ሄዶ «አባክህን ቶሎ ብለህ መጽሐፉን ካዋሰክህ ሰው ተቀበልልኝ። አደራ» ብሎት እንዲያመጣለት ቁጭ ብሎ ይጠብቀዋል። የተላከው፡- የተዋሠውን ሠውቶ ቤቱ አግኝቶት መጽሐፉን እንዲሰጠው አጥብቆ ቢጠይቀው «ውይ ለዛሬ አይደርስም ምክንያቱም ያዋሰኩት ሠውቶ ለጓደኛው አውሶታል። ግን ምንው ፈለክው አንዴ?» እንዳለው «ምን ዓይነት ዕዳ ነው! እኔ ምን እፈልገዋለሁ? ያዋሠኝ ጓደኛዬ የመጽሐፉ ባለቤት አምጣ ብሎ ወጥሮ ይዞት ነው እንጂ» አለው አሉ።

በዚህ ከመዋዋስ ሳልወጣ አንድ ቀልድ ላክል። አንድ ልጅ ለጓደኛው እየተበሳጨ

«ያን ሁሉ የገዛሁትን መጽሐፍ አውሼ አውሼ ቀልጫ ልቅር?» ይላል። ጓደኛው ደግሞ «እና አሁን ምንም ዓይነት መጽሐፍ እጅህ ላይ የለም ማለት ነው?» ቢለው «እሱማ እኔም ተውሼ ያስተረጉ ቸው በርከት ያሉ መጽሐፎች አሉኝ» አለው - አሉ።

በዚህ በመዋዋስ ጉዳይ ላይ ጋሽ ስብሃት ማስታወሻ ላይ ያሉትን ብጠቅስ ወደድኩ፤ «መፃፋት መጻሕፍት እየገዛሁ አንብቤያቸው መደርደሪያዬን አጨናንቀዋል። ሥራ ፈትተው ነው የተቀመጡት። እኔ በፍቅራቸው ተጠምጄ እስረኛዬ አድርጌያቸዋለሁ። ዕድሜ ለጓደኛዬ መጻሕፍትን አሰባስቦ በመደርደሪያ ላይ ከምሮ በአንድ ክፍል መቆለፍ ልክ እንዳልሆነ አስረዳኝ። ከዚያን ጊዜ ጀምሮ ነፃ መውጣትና ንባብ ለጠማው ሁሉ በየደረሰበት ጥሙን እንዲያረኩ «ወሰንኩ።» ይላሉ።

የሚያሳዝነው ግን አንዳንዶቹን መጻሕፍት ስብሃት ከአሮጌ መጽሐፍ መደብር መልሰው ማግኘታቸው ነው።

ስለመጽሐፍ እና አበሻ ብዙ ቢባል ጊዜ አይበቃም። ለዛሬ ጽሑፌ ማብቂያ አንድ ነገር ልበል። ለኢትዮጵያ ሚሊኒየም አከባቢ ከውጪ የሚመጡ ኢትዮጵያውያን ሁለት ሁለት መጻሕፍት ይዘው ሊመጡ ወይም ሊልኩ ታስቧል የተባለው እንዴት አስደስቶኛል መሠላትሁ። ማህተመ ጋንዲም «መጻሕፍት ለሁሉም» በሚል እምነቱ ያነበባቸውን መጻሕፍት ለሌሎች እንዲደርሱ በገፁ-በረከት ይለጥ ነበር። ከመጽሐፍ የበለጠ ምን ስጦታ አለና። ታዲያ ለኢትዮጵያ ሚሊኒየም ለወዳጆችም ምን ስጦታ ሊሠጡ አለቡ? እኔ መጽሐፍ ብያለሁ። አርስዎስ?

ፀፀፀ





# Edutainment



## The European Commission

The European Commission has just announced an agreement whereby English will be adopted as the official language of the European Union rather than French or German, which were the other possibilities. As part of the negotiations, HM Government conceded that English spelling had



akseptanse of the new spelling can be expected to reach the stage where more komplikated changes are possible. Governments will enkorage the removal of double letters which have always ben a deterrent to akurate speling. Also, al wil agree that the horrible mes of the silent 'e' in the language is disgrasful and it should go away.

- 1. In the first year, 's' will replace the soft 'c'. Certainly, this will make the sivil servants jump with joy. The hard 'c' will be dropped in favour of the 'k'. This should klear up konfusion and keyboards can have one less letter.
- 2. There will be growing publik enthusiasm in the sekond year when the troublesome 'ph' will be replaced with 'f'. This will make words like fotograf 20% shorter.
- 3. In the third year, publik

- 4. By the fourth year, peopl will be reseptiv to steps such as repleasing 'th' with 'z' and 'w' wiz 'v'.
  - 5. During the fifz year ze unesesary 'o' kan be droped from vords containing 'ou' and similar changes vud of kurs be aplied to ozer kombinations of leters.
- After z fifz yer ve vil hav a realy sensibl ritn styl. Zer vil be no mortruubl or difikultis and evrivun vil find it ezi tu understand ech ozer.
- Zen Z Drem vil Finali KUm Tru!!!

Source: The internet

### ውድ አንባቢዎቻችን

አንባቢዎቻችን የመጽሐፍታችን የጀርባ አጥንት መሆናችሁን እናምናለን። በመሆኑም በማንኛውም ዝግጅታችን ላይ ያላችሁን ገምቢ አስተያየትና የጽሑፍ አስተዋፅዖ በመጽሐፍ ጀርባ ላይ በሚገኘው አድራሻችን ብትልኩልን በደስታ ተቀብለን እናስተናግዳለን።

በገትመቶቻችን ሁሉ የሚገኙት ዕይታዎችና አመለካከቶች ሁሉ ከርዕስ አንቀጽ በስተቀር የጸሐፊዎቻቸው መሆናቸውን በዚህ አጋጣሚ ልንገልጽ እንወዳለን።

ዝግጅት ክፍለ

### እጮኛዎን ትታ ፍቅረኛዎን

አንድ ጉድ የተባለለት ሠርግ ነበር። ጊዜው ትንሽ ራቅ ያለ ቢመስልም ትገታው ከሕሊና የሚጠፋ አይደለም። ወላጅ ድግስ ደገለ። ለቁጥር የሚያስቸግር ታዳሚ ተጋበዘ። በዕለቱ ሠርገኛው ሎጋው ሽቦ እያለ እየተመመ ገባ። ሙሽሪ ት ሳምንቱን ሙሉ ስትኳኳል ቆይታለች።

ሠርገኛው ገቡቱ፣ ታዳሚው ተጀንጅኖ ዋና ሥፍራ ይዞ ይበላል፣ ይጠጣል፣ እስክታውን ያስነካዋል። ስትኳኳል የሰነበተችቱ ሙሽሪት ግን ከፍቅረኛዋ ጋር ኮብልላለች። ጸሰታው ወደ ሀዘን ተለወጠ። ወላጅ ምጥ ያዘው። ልቅሶ በልቅሶ ተሆነ። የሙሽሪው አጸቢ ምች ነፍስ ለማጥፋት ወደጊላ አንልም አለ። ሠርገኛው ተበተነ። ወላጅ በብዙ ሺህ የሚቆጠር የሞራል ካሣ እንዲከፍል ተፈረደበት።

በነገራችን ላይ ሙሽሪው ባዶ እጅን ግን አልገባም። የድሮ የከንፈር ወዳጅን በዕለቱ ታዳሚውን ሎጋው ሽቦ እያሸኘ ቤቱ ገብቷል።

### የሁለት መንገደኞች ወግ

ሁለት የማይተዋወቁ አሜሪካኖች ጉን ለጉን በባቡር ተሳፍረው ሲጓዙ አንደኛው የአሳ ቋንጣ እያወጣ መመገብ ጀመረ። አጠገቡ ያለው ሌላው ሰው የዓሣው መዓዛ አስገምጅቶት "ከዓሣው ላይ ተንሰህ ልትሸጥልኝ ትችላለህ?" ብሎ ጠየቀው። ሰውየውም አሰብ አደረገና "እሺ እኔ ሙሉውን አሳ በሰምንት ደላር ገቼዋለሁና ግማሹን በስድስት ደላር ትገዛኛለህ?" ይለዋል። ሰውየውም እያቅማማ ገዝቶ መመገብ ጀመረ።

ምግቡን ሁለቱም ሰዎች ተመግበው ከጨረሱ ጥቂት ደቂቃዎች በኋላ ዓሣውን በውድ ዋጋ ገዝቶ የተመገበው ሰውየ ነገሩ ከነከነውና "ጌታው የዓሣው ዋጋ ይህን ያህል የተወደደበት ምክንያት ምንድን ነው?" ብሎ ይጠይቀዋል። ዓሣውን የሸጠለት ሰውዬ እንዲህ ሲል መለሰለት፣ "አየኸው አሁን በዓሣው ምክንያት እእምሮህ መዳበር ጀምሯልና እንዲያውም ከዚህ የበለጠ ገንዘብ ልትከፍልበት ይገባሃል።" አለው ይባላል።

ምንጭ:- ጣቢያ ጊዜጣ 7/10/07 12/1996 ዓ.ም.



### Fruit maze

Find as many names of fruits as you can. Begin in any square and proceed letter to letter in one continuous line in any direction, horizontally, vertically, or diagonally until the word is formed.

P	E	A	C	H
L	P	G	R	E
U	N	A	O	R
M	F	I	G	Y

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

### Jumbled Vegetables

The letters to common vegetables are all jumbled. Put the letters in the right order.

- |                |       |
|----------------|-------|
| 1. OOMATT      | _____ |
| 2. NABAAN      | _____ |
| 3. ABBHURR     | _____ |
| 4. PISHCAN     | _____ |
| 5. GROANE      | _____ |
| 6. AHUSSQ      | _____ |
| 7. CULTEET     | _____ |
| 8. RAFELLUWOCI | _____ |
| 9. LEETNOWARM  | _____ |
| 10. CIBORLOC   | _____ |
| 11. BRUMUECC   | _____ |
| 12. ANSIRI     | _____ |

Answers will find the answers on page 28.

### The Silent Bee

The bee in DEBT is silent because it owes the flowers a lot of pollen and it cannot pay.

The bee in DOUBT is silent because it is not sure if it can fly across the desert.

The bee in WOMB is silent because it does not want to disturb the child in its blissful slumber.

The bee in TOMB is silent because it does not want to wake the dead.

And the bee in PLUMBING is silent because it is afraid it may drown in a pool of water.

WENCESLAUS J.N. KOMBA  
DAR ES SALAM, Tanzania

### Oxymorons

An oxymoron is a figure of speech in which two incongruous, contradictory terms are combined, like the phrase "good grief." In fact, the word *oxymoron* is an oxymoron because its two Greek roots are of opposite meaning -oxys "sharp"; and moron "foolish."

Here is a list of 10 oxymora. See how many you can match to make the correct phrases.

- |            |            |
|------------|------------|
| old        | opposition |
| pretty     | unseen     |
| civil      | news       |
| small      | war        |
| deafening  | secret     |
| industrial | vacation   |
| sight      | fortune    |
| working    | park       |
| open       | ugly       |
| loyal      | silence    |

Source: Forum  
January 2000, Volume 38 No. 1.

### Verbatim

Borrowed thoughts, like borrowed money, only show the poverty of the borrower.

Blessington

Nothing is so good for an ignorant man as silence; and if he was sensible of this, he would not be ignorant.

Saadi

Experience is the name everyone gives to his mistakes.

Woodrow Wilson

It is not whether you get knocked down. It's whether you get up again.

Vine Lombardi

Too much of the good thing is wonderful.

Mae West

Those who bring sunshine to the lives of others cannot keep it from themselves.

James Matthew Barrie

We make living by what we get; we make a life by what we give.

W.A. Nance

A loyal friend laughs at your jokes when they're not so good, and sympathizes with your problems when they're not so bad.

Arnold H. Glasow

Life is like riding a bicycle. You don't fall off unless you stop pedaling.

Claude Pepper

Your expression is the most important thing you can wear.

Sid Ascher

Kindness can become its own motive. We are made kind by being kind.

Eric Hoffer

We are shaped and fashioned by what we love.

Goethe

The moment may be temporary, but the memory is forever.

Bud Meyer

The moment may be temporary, but the memory is forever.

Bud

Education is simply the sole of a society as it passes from one generation to another.

G.K. Chesterton

Contributed by Samson Tlahun



# ትውልድ

**ሥነ** ቃል ሰዎች ከትውልድ ወደ ትውልድ በቃል የሚያስተላልፉትን አኗኗራቸውን፣ ባህላቸውን፣ የህይወታቸውን ልዩ ልዩ ገፅታ የማሳየት አቀም ያለው ህዝባዊ ሀብት ነው። ይህንን አስመልክቶ ዘራሁን (1992:20) ሥነቃል በመባል በመተረትና በመነገር በተወሰኑ ማኅበራዊ አጋጣሚዎች ላይ የሚከወን ቃላዊ ፈጠራ ሲሆን የአንድን ማኅበረሰብ ባህልና ወግ ልማድና ታሪክ ማስተላለፊያና ልዩ ልዩ ክስተቶችና የህይወት መልኮች መግጠሚያ ኪነጥበብ ነው።። በማለት ይገልጻል።

ከዚህ አስተያየት መረዳት የሚቻለው የሰዎችን ማኅበረ ባህላዊ ሕይወት ለመግለጽ የሚረዱ ዝግግሮች ሐሳብን ለማጠናከር የሚያገለግሉ ምሳሌያዊ አነጋገሮች፣ ፈሊጦችና ቀልዶች ይልቁንም ደግሞ የአስተማሪነት ፋይዳ ያላቸው ተረቶችና አፈታሪኮች ወዘተ. የማኅበረሰቡ አሴቶች የታጨቁባቸው እምቅ መረጃዎች እንደሆኑ በዘርፉ ምሁራን ይታመናል።

ሥነቃል በግጥምና በዝርዝር የሚቀርብ ክንውናዊ ሂደት ነው። ተስተላልፎውም ቢሆን ሌላው የአይረሱነቱ ገፅታ መሆኑ ሲታወቅ በተጨማሪ የሥነቃል የተለዋዋጭነት ባሕርይም ቢሆን ዘመንን የመጠቀም ብቃቱ በቀላሉ የሚታይ አይደለም። እስቲ ለአብነት ያህል ተከታዮቹን የሆድ ሆድ ግጥሞች እንይ፤

ቀድሞ	አሁን
ሆያ ሆዬ - ሆ	ሆያ ሆዬ - ሆ
የኔማ ጌታ - ሆ	እዛ ማዶ - ሆ
የሰጠኝ ሙክት - ሆ	አንድ ዝሆን - ሆ
በለጭማ ነው - ሆ	እዚህ ማዶ - ሆ
ባለምልክት - ሆ	ሌላ ዝሆን - ሆ
መስከረም ጠባ - ሆ	የኔማ ጋሼ - ሆ
እሱን ሳነክት - ሆ	ባለ ሊጥዘን - ሆ
ሆያ ሆዬ - ሆ	
እዛ ማዶ - ሆ	እዛ ማዶ አንድ ባልዲ - ሆ
ጭስ ይጨሳል - ሆ	እዚህ ማዶ ሌላ ባልዲ - ሆ
አጋፋሪው - ሆ	የዚህ ቤት ጌታ - ሆ
ይደግሳል - ሆ	ባለ ቪሲዲ (ዲቪዲ) - ሆ

በቃል ግጥሞቹ ውስጥ የሚታዩት የቃላት ለውጦች ዘመነንና ቴክኖሎጂውን አመለካኝ ናቸው።

በሌላ በኩል ሥነቃል ያለውን ፋይዳ በተመለከተም ፈቃደ (1991:50-51)

የአንድ ህዝብ እምነት፣ ፍልስፍና፣ ጭንቀት፣ ተስፋ፣ ምኞት፣ ሐዘን፣ ደስታና ብዙ የህይወት እሴት ሥነቃሉ ውስጥ ተቀርቦ ይገኛል። የሠርግ ዘፈኖቹን ለደስታና ለጨዋታ ብሎ፣ የለቅሶ ሙሾዎችን ሐዘንን ለመግለጽ ብሎ ያወርዳቸዋል፤ ይደረገራቸዋል። እነዚህን ምግጫዎች በማጥናት የማኅበረሰቡን ሥነልቦና ማጥናት ይቻል ይመስላል። በቀጥታ ሂደት ቃለመጠይቅ ብናቀርባለት

## ትምህርት በሥነቃል

መምህርት ጸጊ ታላብ ትድስት ማርያም ዩኒቨርስቲ ኮሌጅ የመምህራን ትምህርት ፋካልቲ

የማይነግረንን አብዛኛውን ቁምነገር የሥነቃል ሀብቱን በሥርዓት አጥንተን በተዘዋዋሪ መንገድ ልናገኝ እንችል ይሆናል። ጨዋታና ሀዘንን ካላንዳች ፍርሃትና ስጋት ከልቡ ሲገልፅ በቀጥታ ውይይት ጠይቀነው ከሚነግረን በተሻለ መንገድ ሥነልቦናውን ማወቅ ደግሞ ብዙ ጥቅም ሊኖረው ይችላል። ከፍልስፍና፣ ከሃይማኖት፣ ከፍትህ፣ ከአስተዳደር፣ ከህይወትና ከልዩ ልዩ ልማት ነክ ጉዳዮች ጋር የተያያዙ ሐሳቦቹን በየመስኩ ለሰለጠኑ ባለሙያዎች የጥናት መረጃ ሊሆኑና የልማት ተግባሮችን ለማቀድና ለመተግበር አስፈላጊ ናቸው። (የሥነቃል መምሪያ)

ይህ ሐሳብ የሚያስገነዝብን ሥነቃል ያለውን ህዝባዊ ጠቀሜታ ነው። የህዝብን የልብ ምት ማወቂያ ሆኖ ሊያገለግል የሚችል ሰብአዊ ፈጠራ ስለሆነ ልናደንቀው፣ ልንጠቀምበት፣ ልንገነባከበውና ልናጠናው እንደሚገባን ነው።

ትምህርት የአሠራርና የባሕርይ ለውጥ ማስገኛ መሳሪያ በመሆኑ ከልማት ጋር በእጅጉ የተሳሰረ ነው። ከዚህ አኳያም የአንድ አገር ሥርዓተ ትምህርት ከመቀረጹ አስቀድሞ የፍላጎት አለሳ (need assessment) መከናወን እንዳለበት የሥነ ትምህርት (pedagogics) ባለሙያዎች ያስገነዝባሉ። ይህንን መሠረት በመጣል ረገድ ደግሞ የማኅበረሰቡን ሥነቃል መመርመር ያስፈልጋል። በግሪክ ተገልጿል ግብረሰተብ ሠናይ ብሎ የሚያራምዳቸውንና ዕኩይ ብሎ የሚነቅፋቸውን ነቅሶ ለመለየት ስለሚቻል የጋራ ልማትን ያፋጥናል። በፍላጎት ላይ የተመሠረተ በመሆኑም ውጤታማነቱ አያጠራጥርም።

ከዚህም በተጨማሪ ሥነቃል የማኅበራዊ ሁኔታዎችን ታሪካዊ ጉዞ ስለሚያመለክት የትምህርት ይዘቶችን ተጨባጭ አድርጎ በማቅረብ ረገድ ላቅ ዶላ ሚና አለው። መምህራን በተማሪዎቻቸው ዘንድ ተነሳሽነትን (motivation) እንዲያጎለብቱ ሁኔታዎችን ያመቻቻል።

እስቲ ቀጥሎ ጥንታዊውን የአሰጥ አገባ የሙግት ይትበሃል የሚያሳየውን የባላንጣዎች ክርክር እንመልከት።

- ከሳሽ -**
- በላ ልበልሃ
  - ያጤ ሥርዓቱን
  - የመሠረቱን
  - አልናገርም ሐሰቱን
  - ሰርክ እውነት እውነቱን
  - ላሜ ጠፍታ ተደጋ
  - ስከተል መጣሁ በፍለጋ
  - ብደርሰ በፍለጋ ከደጅህ
  - ሙዳ ሥጋ ይዟል ልጅህ
  - ስለዚህ ላሜን ትከፍለኛለህ



**ተከላሽ - በላ ልበልሃ**  
 ላምህ ብትጠፋ ከደጋ  
 አንተም ብትመጣ በደም ፍላጋ  
 በደጃም ብታገኝ ሙዳ ሥጋ  
 እቤቱ በላይ አለ ተራራ  
 መዘዋወሪያው የጅብ ያምራ  
 ከቤቱ በላይ ዛፍ አለ  
 ከዛፍም በታች መንገድ አለ  
 በመንገዱም ላይ ጅብ ይሄዳል  
 በዛፍም ላይ አምራ ያርፋል  
 አምራና ጅብ ቢጠለፉ  
 ሙዳ ሥጋ ቢተፋ  
 ነፍስ ያለው ልጅ ቢያነሳ  
 አያስከፍለኝም ነገርህን አንሳ

እዚህ ላይ የመከራ-ከራያ ነጥቦችን አካሄድ በማስተዋል የጥበብ ነገር (logic) አካሄድ ሥልጣን መመርመር ይቻላል። ተራቶች የማህበረሰቡን ያመለክታሉ፤ የአተያይ (attitude) የማንነት ጥያቄዎች እሴቶችን የሚያስተላልፉባቸው በመሆናቸው ለሥነ ዜጋ እና ሥነምግባር ትምህርት (civic & ethical education) በሚሰማማ መልክ ቀርቦ ጥቅም ላይ ማዋል ይቻላል።

ከላይ ለመግለፅ እንደተገኘው የማህበረሰቡን ሁለንተናዊ ገፅታ ማሳየት የሚችል ሥነ-ቃል መራርጦ ለመማር ማስተማሩ ተግባር መጠቀም እንደ አንድ አማራጭ ሊወሰድ ይችላል የሚል እምነት

አለ። ቀጥቶ ጥቂት አመራማሪ ሥነ-ቃሎችን ልወርወርና ላበቃ።

**1. ቅኔ** - አንድ ሰውዬ በግ ይጠፋባቸዋል። ሰዎች አርደው አንደበሉባቸው ጥቆማ ይደርሳቸዋል። አንድ ቀን በግ የጠፋባቸው ሰውና ተጠርጣሪዎቹ መንገድ ላይ ይገናኛሉ። እነሱም

እርስዎም ሳይነግሩን እኛም ሳንፈልግ፤  
 እንደርስዎ ሚያሳዝን አላየንም በግ።  
 ይሏቸዋል።

እሳቸውም  
 ቆይቷል፤ ሰንብቷል ከጠፋብኝ በግ፤  
 እስቲ እየጋጣቸው አናንተም ፈልገ።  
 ብለው መለሱላቸው ይባላል።

**2. ዕንቁቅልህ/ሽ**  
 ጠያቂ - ዕንቁቅልህ?  
 ተጠያቂ - ምን አውቅልህ?  
 ጠያቂ - ላይ ስርዶ ውስጡ ብርንዶ  
 ተጠያቂ - ሽምብራ  
 ጠያቂ - አይደለም  
 ተጠያቂ - ሽንኩርት  
 ጠያቂ - ከውጭ፤ - በል አንተ ደግሞ ጠይቀኝ።  
 (ተረኛ) ጠያቂ - ዕንቁቅልህ?  
 ተጠያቂ - ምን አውቅልህ?  
 ጠያቂ - ሲሄድ በፈረስ ሲመለስ በፈረስ

ተጠያቂ - የታመመ ሰው  
 ጠያቂ - (ሣቅ) አይደለም  
 ተጠያቂ - አላድክምህ፤ አላውቀውም  
 ጠያቂ - እሺ አገር ሰጠኝ  
 ተጠያቂ - ወሎን ሰጥኜሃለሁ  
 ጠያቂ - ወሎማ የገዛ አገሪ ነው፤ አልፈልግም  
 ተጠያቂ - እሺ አዋሳን  
 ጠያቂ - (ከተቀበለው) አዋሳ ሆኜ ምን አጥቼ፤ ሁሉ በጄ ሁሉ በደጄ ምርት ምርቱ ለራሴ፤ ግርድ ግርዱ ለፈረሴ እንዳልሰድብህ ወንደሜ ነህ፤ የአባይን ወንዝ የሚያህል ሽንት ያሸናፊ፤ የራስ ዳሽንን ተራራ የሚያህል እንቅርት ያሸክምህና፤ እንደ በረሃ አሸዋ እክክ ያልበስህና... ሲሄድ በፈረስ ሲመለስ በፈረስ እንሥራ ነው ሞኝ ... በማለት የዕንቁቅልሽን መልስ ይነግረዋል። እዚህ ላይ ሰድቡና ሌላው አጃቢ ንግግር ሁሉ ልብን ለመስቀል እንጂ ለክፋት ወይም ለጠብ አለመሆኑን ልብ ይሏል።

**3. ምሳሌያዊ አነጋገር**  
 ❖ ጥጡ ሳይመዘኝ፤ እንደጌ ተፈጫ - (ምንም ሳይሰሩ ፍጻሜውን ብቻ ማለምን ያሳያል። ለልብሱ መሥሪያ ፈትል የሚሆነው ጥጥ ሳይዘጋጅ የሚታጠብበት ሳሙና ተዘጋጅቷልና።)

**መምህር ሊቁ**

ወተሮም ሽማ አይሆን ለሱ፤  
 የሌሎች ናት ሥጋ ነፍሱ።  
 ላገር ደምቆ እየበራ፤  
 ጥበብ ሽማን እየሠራ፤  
 ቋሚ ሰንደል አስቀምጦ፤  
 እሱ ያልቃል ነዶ ቀልጦ።  
 የፊደል ዘር እየዘራ፤  
 የዕውቀትን ውል እያደራ፤  
 የታሪክ ሰው ባላደራ፤  
 መምህር ሊቁ የሰው አውራ፤  
 የዘመን ጧፍ ሆኖ በራ።  
 ጠመኔ ጦር ብዕር መድፋ፤

ያገር ክብር ጸጋ ትርፋ፤  
 ጸሐይ ብርሃን ቀንዲል ጮራ፤  
 ቤዛ ሆነ ገድል ሠራ፤  
 መምህር ሊቁ የሙያ አውራ።  
 ብርሃን ችቦ እያነደደ፤  
 ድንቁርናን እየናደ፤  
 ፋና ወጋ ደምቆ በራ፤  
 ቤዛ ሆነ ጥበብ ሠራ፤  
 መምህር ሊቁ ያገር አውራ።

እናትና ልጅ (የግጥም መጻሕፍት)  
 ውድሃላት ገጻው  
 ሰኔ 1987  
 ለአ.ት.ዲ.ዲ. መምህራን

**ከቅኔ ማሳደር**  
 ንኢ ንኢ ጉባኤ ቃና ድመት  
 ተክሶም ለኪ ልበ ተማሪ ወተት።

**ነጻ ትርጉም**  
 በድመት የምትመለይ ጉባኤ ቃና (የቅኔ ተምህርት ጉባኤ)  
 በወተት የሚመለሰው የተማሪ ልብ ተደፍቶልኻልና መጥተሽ ጠጪ።

**ሆዳም እንዳይሉኝ**

ስለራሴኝ በላሁ ጣፈጠኝ ደገምኩኝ  
 ሆዳም እንዳይሉኝ ሆዳም አይደለሁኝ።  
 ከርሳም እንዳይሉኝ ከርሳም አይደለሁኝ  
 ሲራብ የማይበላ ጥምተ የማይደገም  
 ከሰው ልጆች ሁሉ ለዘር አይገኝም።  
 ምክር ብለግሳት ይልቁን ለነፍሱ  
 ለእኔም ደግ አይደለም ከብዙ መቅመሴ።  
 አንድ አይነት በበላ ይሻለኛልና  
 ምላሴም ተሰብስብ መንፈሴም ተቃና  
 ሁሉን የቀመሰ ጠፍቶበታል ጤና።

ምላሳው ዓለሙ  
 ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ  
 አንድ-ገደግ ትምህርት ክፍል መምህር



ዳሰሳ

ርዕስ አውጡለት

ከቃምራት ጋደል

የሚጋጠዙ ሳንኛ ከአሁን ቀደምም አንዳንድ የሚሰማኝን እጥረት ጭራሰው - ጠቃሚ ናቸው ብዬ በማምገባቸው ማግባራዊ ችግሮቻችንና ጉዳዮቻችን ዙሪያ። ለጽሑፎቼ ርዕስ ለመስጠት ግን እንደአሁን ተቸግሮ እላውቅም። የችግር ዘርፈ ጠባብነትና ግዝፈት ሳይሆን አይቀርም ርዕስ አውጣጡን አዳጋች ያደረገብኝ። እናም እናንተው አንባቢዬን ራሳችሁ ርዕስ እንድታወጡለት የምለምናችሁን ይህን ውጥንቅጥ ማህበራዊ ችግር በብዕር እንድንካካ ዕድል የሰጠኝን የመምህራን ትምህርት ፋካልቲ የመጽሐት ዝግጅት ኮሚቴ ከልብ እያመሰገንኩ ወደተነሳሁበት የሀሳብ ምህዋር በቀጥታ እንድንባ መልካም ፈቃዳችሁ ይሁንልኝ።

ስለጋብቻ መልካምነት፣ ስለ ልደት አስፈላጊነት፣ ስለ ሞት ህያውነትና አይቀረጡት ... በድገረ ጽሕፈት የሰው ልጅ ታሪክ ከተከተቡ ድርሳናት እጅግ ጠቃሚ ስላውሱት አሁን በነዚያ ዙሪያ ነጥቦችን እያነሱ መጣሉ ጉንጭን ማልፋት ነው ትርፉ። ጋብቻ፣ ልደት፣ ሞት... ሰው በሰውነቱ ታውቆ መኖር ከጀመረ አንስቶ የነበሩ፣ ያሉና ወደፊትም ሰው በሰውነቱ መኖሩን እስከተጠለ ድረስ የሚኖሩ መሆናቸውን ለማስረዳት መሞከር ማለት ባለፈው ሰዎን ሪፖርተር ጋዜ ጣ የአማርኛ ዕትም ላይ በለበጣ መልክ ቀርቦ እንዳነበብኩት «እገሌ የተ ባሉ ሚኒስትር ውሃ ለሰው ልጅ ጠቃሚ መሆኑን ገለጡ . . . » እንደማለት ያህል ነው። ከእምቅድመ ዓለም ጀምሮ ጥቅሙ ብቻ ሳይሆን ጉዳቱ ሳይቀር በማንኛውም የዓለም ዜ ጋ የታወቀውን ውሀ እንድ ሚኒስትር ሊያሳውቁ መነሳታቸው የዋህነት መሆኑን ሊያሳይ ይመስለኛል ጸሓፊው።

ለማሽከብኪያ ያህል ይህን ካወሳን አዲስ አበባን በዋናነት ጨምሮ በሀገራችን የተለያዩ ሥፍራዎች በነዚህ

ከፍ ሲል በተጠቀሱት ተፈጥሮአዊና ሰብአዊ ክስተቶች ለበብ በጥቅሉ ጊዜን የሚያባክኑ፣ የኢኮኖሚ ዕድገትን የሚያቀጭ ጨና በዓለም አቀፍ ደረጃ ለከፍተኛ ትዝብት የሚዳርጉ የኋላ ቀር አስተሳሰብ መገለጫዎችን እዚህም እዚያም እያልን ብንዳስሰ በተለይ ለወጣቱ ትውልድ ትልቅ አስተምህሮ ይኖረዋል ብዬ አምናለሁ።

እንደጠቃሚዎች የልማታቸውንና የፈርጅ ጠባብ ባህሎቻችን አሻራዎች ሁሉ የድግስ ባህላችንም በእጅጉ ኋላ ቀር መሆኑ በግልጽ የሚሰተዋል ነው። በተለያዩ ምክንያቶች ድግስ እዚጋጅቶ "ብሉልኝ፣ ጠጠልኝ" ማለት ከቀደምት አያት ቅድመ አያቶቻችን የወረሰነውና በተወሰነ ደረጃም በመልካም ጎኑ የሚታይ ቢሆንም አሁን ካለንበት የኢኮኖሚ ዕድገትና ማግባራዊ ገጽታ እንደሆነ የሌለው ዓለም ሕዝብ ከደረሰበት የአስተሳሰብና የሥልጣኔ ደረጃ እርከን እኪያ ሲታይ የድግስ ባህላችን ከእኛነታችን እውነተኛ ገፅታዎች በጣሙን ያፈነገጠ ነው።

በሌላው ዓለም የአንድ ሀብታም ግለሰብ ሠርግ ታዳሚዎች ቁጥር በአማካይ 50 ወይም እጅግ በዛ ቢባል 100 (?) ሰው አካባቢ መሆኑን በዓይናችን በብረቱ የተመለከትንም ሆን በተባራራ ወሬ ሰምተን የተረዳን ወገኖች ባለፈው የሠርግ ወቅት እኔ ራሴ በተጋባኝነት የተገኘሁበትንና በግምት ከሁለት ሺህ ሰው በላይ የተጠራበትን፣ ከሠው ጠዛትና ከመስተገግደው አለመመጣጠን የተነሳም በመጨረሻው የምግብ ሠልፍ ላይ የነበርነው ታዳሚዎች ካላንዳች ፍርፋሪ የቀረገበትን «ትልቅ ሠርግ» በአካል ተገኝተን ስንታዘብ በሀገራችን የድግስ ይትባሃል ሳናፍር አልፍ ሲል ደግሞ እንጅታችን ሳይበግን የሚቀር አይመስለኝም።

የአንድ ሀገር ዜገት ሁለንተናዊ ዕድገት ሊያስመዘግቡና በነጥቆቻቸው ላይ መሠረታዊ ለውጥ ሊያመጡ የሚችሉት ካለፈ ህይወታቸው ተነስተው የአሁንና የወደፊቱን ህይወታቸውን ሊያሻሽሉ የሚችሉበትን የእርምት እርምጃ ሲወስዱ መሆኑ ግልጽ ነው። በአምናውና በዘንድሮው ተመሳሳይ

እካሄድ መጨመሩንም ጊዜ ለመራመድ ከፈለጉ ዕድገትም ሆነ ማናቸውም ማግባራዊ ለውጥ ህልምና ቅገርት ሆኖ ነው የሚቀረው። "በልህ ከስህተቱ ይማራል" እንዲባል ያለፈ ሕይወታችን መስተዋት ሆኖ ጉድፋችንን ካላሳየንና በዚያም መነሻነት የአሁንና ቀጣዩን ህይወታችንን ልናቃናበት ካልሞከርን ከርሞ ጥጃ የመሆን ዕጣ ፋንታትን እንዳየለ ይቀጥልና ለባሰ የድህነት አዘቅት እንጋለጣለን።

ከዚህ መሠረታዊ ጭብጥ ተነስተን የጠቃሚዎቻችንን እካሄድ ከፍ ሲል ከተገለጸው የድግስ ባህል እንደሆነ ስንፈትሸው እጅግ በጣም ጠባቂ ይቀረናል። የድግስ ባህላችንን ይበልጥ ተጠግቶ የሚታዩን ሰው የሚታየው የቆየ ባህልን በግርድፍ የመከተል፣ ከማን አንሹ የማለቱ ጣጣና የታይታው ሀበሻዊ አባዜ ተስፋ ሳያስቆርጠው አይቀርም።

ከቅርብ ጊዜያት ወዲህ አልፎ አልፎ በሚዲያ የሚደመጥ አበረታች ሁኔታ አለ። እንደገና ወገኖች "ለእገሌ ተዝካር ልናወጣው የነበረውን መደገሻ፣ ለሠርጋችን ዝግጅት ልናውለው የነበረውን ገንዘብ፣ ለሐውልት ማስሪያ ሊወጣ የነበረውን ብር ... ለዚህ ዓይነት በጉ አድራጉት ለግሰናል ..." የሚሉ ጅምርዎችን በሚዲያ አማካይነት ለህዝብ ጆሮ ሊያደርሱ ይስተዋላል። ይህ ጅምር ሥር ሰድዶ በመላው ማግባረሰባችን ዘንድ ተቀባይነት ቢያገኝ እጅግ በጣም ያስደሰታል። በዚህም ሂደት የቁጠባና ገንዘብን በቁም ነገር ላይ ብቻ የማዋል ልምዳችንን በከፍተኛ ሁኔታ ልናዳብር ይቻላል።

ከፍ ሲል የተገለጸው ተቃራኒ ደግሞ በየቦታው ሞልቷል። ከአንድ ወር ጊዜ ለማያልፍ የትዳር ቆይታ በመቶ ሺዎች የሚገመት ብር ተከስክሶ የሚጋቡ አሉ። በየጠረጴዛው ዊስኪ፣ በአውራጅ በአውራጅ ቁርጥና ልዩ ብሬ፣ በጥቅሉ ዓለም ያመረተው የምግብና የመጠጥ ዓይነት ሁሉ በገፍ የሚቀርብበት ሠርግ በሀገራችን ቢያጋጥመን በኢኮኖሚ ልማትና ዕድገት በተባበሩት መንግሥታት የደረጃ ሠንጠረዥ



ሀገራችን ያላትን ሥፍራ እስከምንረሳ፤ እነዚህ ተጋቢዎች የዚህች ድሃ ሀገራችን ፍሬዎች መሆናቸውን እስከምንዘነጋና አሁንም እነዚህ ተጋቢዎች በገንዘብ ሊደግፉት ወይ ሊያቋቁሙት የሚገባቸው አንድም ድሃ ዘመድ የሌላቸው መሆናቸውን እስከምንደረስ ድግሳችንን ከምኩመን ወደየመጣገንበት ልንመለስ እንችላለን። በተመሳሳይ ሁኔታ የቅርብ ዘመዶቻቸው በርሃብ አለንጋ እየተሸነፉ፤ በእኛ አይ ቪ/ኤ ድስ ወላጆቻቸውንና ጧሪ ቀባሪ ልጆቻቸውን ያጡ ሕጻናትና አረጋውያን በየጉዳናው በርሀብ፣ በበሽታና በእርዛት አሳራቸውን ሲበሉ እየተመለከቱ፣ በመኖሪያ ሠፈራቸው በልመናና በተራድኦ ለሚገነባ የምንጭ ውሀ ማጠናከሪያ ና ሮጀክት ወይም በነዋሪው ለሚሠራ የአንጨት ድልድይ አንዲትም ተሙን ለመስጠት ፈቃደኛ ያልሆኑ ዜጎች በሚጥጩና ማሙሽ ልጆቻቸው ልደት ድል ያለ ድግስ አዘጋጅተው እስከ እኩለ ሌሊት የመንደሩን ሠላምና ፀጥታ ሲያውኩ

ቢስተዋሉ “ይህም አለ” ተብሎ ማለፍ እንጂ የሚጻፍቸው የሕግ አንቀጽ ያለ አይመስለኝም። ሁኔታችን በእርግጥም በእጅጉ የተመለከቱና ለምድራዊ ገነትና ሊያል እንደሆነው ማስረጃ ሊያገለግል የሚችል ነው ቢባል ሀሰት አይሆንም።

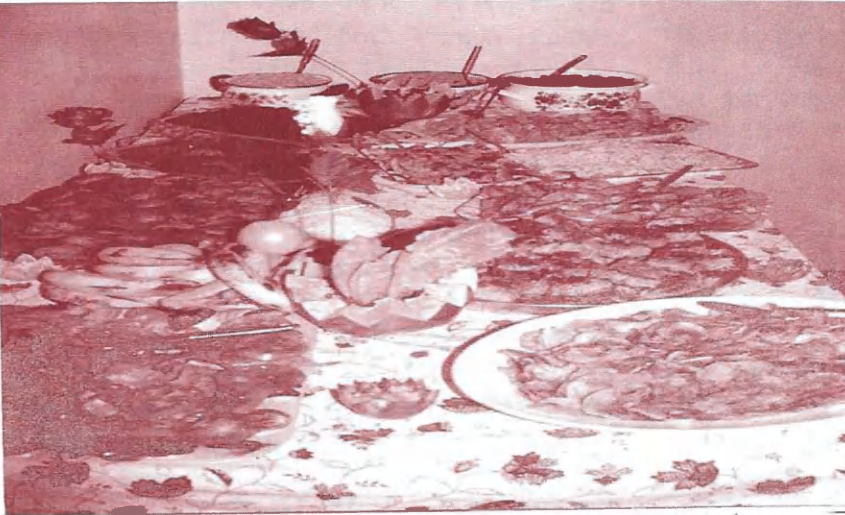
ከኢኮኖሚያዊ አቅምና ከመደገስ ፍላጎት አንጻር ደጋሾች ይለያያሉ። አንዳንድ ደጋሽ ያለ የሌለ ሀብትና ንብረቱን አሟጦ የሚደግስና በቀጣዩ ጊዜ ወደባሰ ድህነት የሚዘፈቅ አለ። ለምሳሌ ሳይጋቡ እጮኛውን በየሳምንቱ ያዝናና የነበረ ወጣት ወይም ጉልማሳ ካገባ በኋላ በዕዳው ምክንያት የአሁን ሚስቱን (የቀድሞ እጮኛውን) እቤት ኮ ድኩዶ ቢያስቀምጣትና እንደዳርው ስላልተመቻች ገና በተጋቡ በሁለት ወይ በሦስት ወር ውስጥ “ትዳር አንገሽገሽኛ ልና ወደ ቤተሰቦቼ ልሂድ” ብትለው “አባክሽን የመሥሪያ ቤቱን ብድር

እንኳን ከፍቼ እስከጨርስ ታገሺኝ” ሊላት ይችላል። እንዲህ ያለም አለ። ይህን ችግር ያመጣው እንግዲህ የከማን አንሴ ግድድር መሆኑን ማንም አያጣውም። ከዚያን ይልቅ ታዲያ ለነባራዊ እውነታ ገሊናን አስገዝቶ ተጨባጩ “እኔነት” በሚመራን አቅጣጫ መጓዝ ቢቻለን ኖሮ ተዳርም ሳይናጋ ኢኮኖሚም ሳይንከታከት በመጠነኛና አቅምን ባገናዘበ የሠርግ ሥነ-ሥርዓት የጋራ ጉጅን መቀለስ በተቻለ ነበር። ግና ሲወርድ ሲወራረድ የመጣው የይሉኝታና የመንጠራራት አባዜ እንዲህ በቀላል አገል መቼ ይለቅና!

አንዳንድ ሠራጊዎች ሁሉም ዓይነት

ቀፊቱ እንዲገለበጥ ይከመኩማል።

እዚህ ላይ ወጣቱ ተውልድ ማወቅ ያለበትን ነገር ለመጠቀም እውቀቱ። ሃሳቤ ደግሳችሁ አታብሉ ለማለት እንዳልሆነም ማሳሰብ እፈልጋለሁ። ዋናው ዓላማዬ ሰው “እንደቤቱ እንጂ እንደጉረቤቱ መኖር አይገባውም” የሚለውን ነባርና እጅግ ጠቃሚ ብሂል ሁሉም ወገን ልብ እንዲለው ማስታወስ ነው። ያለው ይደግስ! ያብላ። ነገር ግን ራሱን ይወቅ። ለምን ይደግሳል? አቅሙስ አለው ወይ? የገንዘብ ምንጩ ጤናማና ከሀሜት የፀዳ ነው? ... በሀገሪቱ ተጨባጭ ሁኔታ በሚሊዮን የሚቆጠር ሕዝብ በድርቅና በርሀብ እየተሰቃዩ ነገ ጧት “ቁርጡ ጮማ በዝቶበታል፣ ከትፎው ቅቤ አንሰታል፣ ውስኪው ተዳልቶበታል...” ለሚባልለት የግብር ይውጣ ድግስ በድሃ አገር ውስጥ ጮቤ የሚያስረግጥ ድግስ ለመደገስ ገሊናችን ሊፈቅድልን ይገባል ወይ? በዚያ ምትክ ይልቁን ሥምን ከመቃብር በላይ ቀርጾ ለትውልዶች የማያቆይ



የልማትና የበጎ አድራጎች ሥራ መሥራት አይቻልም? ጉዳና ተዳዳሪውና ርሀብተኛው ከገቢያችን ውጭ እንደአሸን እየተርመሰመሰ በገቢያችን ውስጥ ጮማ ቢቆረጥና አዝማሪ ቢያቅራራ የሃይማኖቱ ሀገ ይቅርና ሰብአዊ ገሊናችንን ምን ይሰማዋል?... የሚሉት ጥያቄዎች አዕ ምርኣችንን ሰቅዘው ሊይዙ ይገባል። የሰውነታችን እውነተኛ መለኪያ ደግሞ ድግስና ፈንጠዝያ ሳይሆን ለነዚህ መሠረታዊ ሰብአዊ ጥያቄዎች የምንሰጠው ሰብአዊ ምላሽ መሆን አለበት። በድምፃዊው መሀመድ አህመድ የዘፈነ ግጥም እንሰነባበት። ቸር ይገጠመን።

የልማትና የበጎ አድራጎች ሥራ መሥራት አይቻልም? ጉዳና ተዳዳሪውና ርሀብተኛው ከገቢያችን ውጭ እንደአሸን እየተርመሰመሰ በገቢያችን ውስጥ ጮማ ቢቆረጥና አዝማሪ ቢያቅራራ የሃይማኖቱ ሀገ ይቅርና ሰብአዊ ገሊናችንን ምን ይሰማዋል?... የሚሉት ጥያቄዎች አዕ ምርኣችንን ሰቅዘው ሊይዙ ይገባል። የሰውነታችን እውነተኛ መለኪያ ደግሞ ድግስና ፈንጠዝያ ሳይሆን ለነዚህ መሠረታዊ ሰብአዊ ጥያቄዎች የምንሰጠው ሰብአዊ ምላሽ መሆን አለበት። በድምፃዊው መሀመድ አህመድ የዘፈነ ግጥም እንሰነባበት። ቸር ይገጠመን።

አቅምን አውቆ መኖር ጥሩ ነው ታላቅ ችሎታ ነው።





# በ ሮ ግ

## ክ በ ሻ ና መ ጽ ሐ ፍ

ከሠላምን አሰማኸኝ (ተማሪ)  
ቢዝነስ ኤዳይትን  
አዲስ አበባ ዩኒቨርሲቲ (6 ኪ.ሉ)

**ከ** ትዩኦያ ስትሄድ ገንዘብ እንዳይጠፋብህ ከፈለክ፣ መጽሐፍ ውስጥ አስቀምጥ ይባላል። መጽሐፍ! ይህን አባባል የሠማ አበሻ! ፈረንጆች በቀኝ ግዛት ሰላልተገዛገላቸው በምቀኝነት የሚሉት ነው ከማለት ወደጋላ አይልም። ታዲያ እኮ ይህን ሊል የሚችል ሠው በዓመት ውስጥ አንድ መጽሐፍ ያነበበ ደግና መሆን አለበት።

ጉብዝ እኛና መጽሐፍ እንዲህ የሠማይና የምድር ያህል እንራራቅ? አያላዝንም? ባለፈው ጊዜ ነው አሉ ብሄራዊው የእግር ኳስ ቡድናችን በሴካፋ አላሙዲን ሲኒየር ቻሌንጅ ካኝ! በዛምቢያ ተሸንፎ ከውድድር ሲወጣ አንጅቱ የተቃጠለ ወጣት «አውነቱን ነው ደራሲ ለማ ጉያ! በዚህች ሰቆቃ በበዛባት ዓለም 'አልወለድም የሚል መጽሐፍ የጻፈው» ሲል የሠማው ጓደኛው «አንዴ ምን ነካው? ለማ ጉያ እኮ ሰዓሲ ነው፣ አልወለድምን የጻፈው እቤ 'መሰኛው' ነው» የሚል ምላሽ ቢሰጡ ምን ይደንቅዎታል። እነኚህ ወጣቶች የአርሲናል ተጠባባቂ ወንበር ላይ ያሉትን ተጫዋቾች ግን ልቅም አድርገው ሲጠሩ ሲሰሙ ትንሽ ሀገራዊ ትናት ቢጤ ወረፍ ሳይደርግ ዎት አይቀርም።

ግን በውነት መጽሐፍ ማንበብ ማንን ገደለ? አንዳንድ አለላችሁ አንባቢ ለመምሠል መጽሐፍ ይዋስና የመጽሐፍን ርዕስና ደራሲ አንብቦ ከሁለት ወር በጋላ ሲመልስ፣ መጽሐፍን ያዋሰው ሰው «አንዴት አገኘኸው?» ሲሰው ተዋሽ «T! እንዴት ያለ ግሩም መጽሐፍ ነው፣ በተለይ አጫራረሱ ልብ ሰቃይ

ሰለሆነ ተመቸቶኛል» እያለ ሲመልስ «አንዴ! መጽሐፍ እኮ የሚለው የጥናት ዘዴዎች ነው፣ አላነበብኸውም ማለት ነው?» የሚል ምላሽ ቢያገኝ «ተው በቃ እኔ እኮ ልብ ወለድ መስለኝ፣ ታውቃለህ ሠሞኑን 'ቢዚ' ሆንኩና» የሚል ምላሽ የተለመደ ሆኗል።

ባለፈው ሳምንት ደርማችን ውስጥ አንድ 'ሲኒየር' በቅርቡ ደርማችንን ለተቀላቀለ 'ፍሬሽ' ተማሪ ትንሽ ምክር ቤጤ ሲለግሠው «ሠውቶ እዚህ ግዜ 'A' ማምጣት ከፈለክ አስተማሪው የለጠህን 'ኖት' ብቻ አንብብ። ሌላ መጽሐፍ 'ሪፈር' አደርጋለሁ የምትለው ነገር አያዋጣም። አብዛኛው መምህር 'ኮርስ አውት ላይን' ለማሳመር በቤተ መጻሕፍት ያለውንም የሌለውንም፣ በዛ ላይ ከ2ኛ ዓለም ጦርነት በፊት የተጻፉትንም ጭምር 'እንድታነባቸው' ይጽፋሉ። ዛሬ ሳይንስና ቴክኖሎጂ በየቀኑ እየተቀያየረ ባለበት ዓለም...» ያለው ብዙ ዎቻችንን የሚያስማማ ይመስላል።

ይህን በተባለ በማግሥቱ ፍሬሽ ተማሪ በመጀመሪያው ዕለት ከተሰጠው ወረቀት 'አጤሬራ' ሲያወጣ አይቼ «አንዴት ነው? ትምህርት ሞቅ ብሎ ተጅምራል አንዴ?» ብዬ ወረቀቱን ባይ፣ ለካ ልጁ አጤሬራ የሚያወጣው በመጀመሪያ ዕለት ከተሰጠው 'ኮርስ አውት ላይን' ላይ ነው። ይህ ዓይነት ገጠመኝ የስንቶቻችን ይሆን?

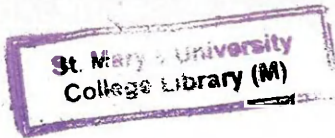
እንደው ለሰመጽሐፍ ከተነሣ ከአንድ መጽሐፍ መደብር መስተዋት ላይ ከተለጠፈው የመጽሐፍ ማስታወቂያ ላካፍላችሁ ወደድኩ።

ውድ ተደራሲያን ሆይ! ይኸው ለረጅም ጊዜ በጉጉት ሲጠበቅ የነበረው መጽሐፍ በገበያ ላይ መዋሉን ስንገልፅ በደስታ ነው። «የትዳር ደስታና የትዳር ሰቆቃ» የሚል በሁለት ርዕሶች የተከፈለ 400 ገጾች ያሉት መጽሐፍ ነው። የመጀመሪያው ምዕራፍ «የትዳር ደስታ» የሚል ሲሆን ሁለተኛው ምዕራፍ ደግሞ «የትዳር ሰቆቃ»። «ሁለተኛው ምዕራፍ ገፅ 13 ላይ ይጀምራል።» የሚለው ማባታወቂያ «በቃ ይሄ የትዳር ነገር ከጣፋጭነቱ መራራነቱ በዛ ማለት ነው?» ያሠኛል።

እንደው ነገርን ነገር ያነሣዋልና! ባለፈው ዓመት አንድ መጽሐፍ መደብር ያለው ወዳጄን «አንዴት ነው-ይሄ የዳሲንቼ ኮድ መጽሐፍ እንደጉድ ይቸበቸባል አይደል?» ላልኩት ጥያቄ ሲመልስ «ተው ባክህ ከሁሉም መጽሐፍ ጋር በጣም እየተሸጠ ያለው የጓዳ ችግርዎ' የሚለው ነው። አውገት እኔ ደራሲ ብሆን የምፅፈው ምን እንደሆነ ታውቃለህ? በቃ! ገበያ ተኮር የሆነ ሠዎችን ለማንበብ የሚያጓጓቸው ልክ ሴቶች የሚወዱት 150 የፍቅር ምሥጢር፣ ወንዶች በአንዲት ሴት እንዲረጉ የሚያደርግ ጥበብ፣ የወንዶች የስንፈተ ወሲብ ችግር ማስወገጃ መንገዶችና የመሳሰሉትን ነው» ያለኝ አይረሳኝም።

ሌላው ስለመጽሐፍ ከተነሣ መዋስ፣ መዋዋስ አብር የሚነሣ ጉዳይ ነው። አንዳንድ ሰዎች ካሴትና መጽሐፍ ላለማዋስ ይምላሉ። ምን ያድርጉ ያዋሱት መጽሐፍ ከቀናቸው በዓመቱ አሊያም ከነጭራሹ የውሃ ሽታ አየሆነባቸው ሲቸገሩ እኮ ነው።





### አጫጭር ገጠመኞች

#### ልጅ ቢቆጣ - - -

ነገሩ እውነት ነው - ቀልድ እንዳይመስላችሁ። በጣም የቅርብ ዓደኛዬ ነው። በልጅነቱ የገጠመውን እንዲህ ሲል አጫወተኝ።

በቤታችን ውስጥ ብዙ ልጆች ነበርን። ለሁላችንም ለማዳረስ ብላ እናታችን ትንሽዬ ቁራጭ ዳቦ ቁርሱን ትሰጠኛለች። ያቺን በእጅ ይገዢ ሳያት ለአይኔም ለሆዴም አንሳ ትታየኛለች። ጨምረልኝ ብላትም እንደሌላት ትነግረኛለች። ወጭ ወጥቼ በገዴት ያቺን ዳቦ አሸቀንጥሬ ጣልኳትና ወደ ሌላ ቦታ እሄዳለሁ። ጥቂት እንደቆየሁ ግን ርሀቡ ሲጠናብኝ ወደ ቤት እመለሳለሁ። ከዚያም ምንም አማራጭ ሳጣ በፊት የጣልኳትን ቁራጭ ዳቦ በወረወርኩበት ኔቅጣጫ ፍለጋ እገባለሁ። እንደዕድል ሆኖ የሰፈሩ ውሾች ወይ ድመቶች ሳይበሏት አገኛታለሁ። አነሳሁና አባራቀን ጠራርጌ ወስፋቴን ሸነገልኩባት። ልጅ ቢቆጣ ምሳው ራቱ ነው የሚባለው ለዚህ ይሆን?

#### እዚያም ቤት እሳት አለ

ደርዘን የጠበቀ ቀልድ ጥሩ ነው- ያገናናል! የድብርትንና የእዚያን ደብዳቤ ቢያንስ ለተወሰነ ጊዜ ይገፍፋል። እኔም ታዲያን እንዳንደዬ በራሴ ላይ ሌላ ጊዜ በሌሎች በመቀለድ ፈገግታን ለማጫር እሞክራለሁ። ከሦስት ዓመታት በፊት በራሴው ቆስቆሽነት የደረሰብኝ የቀልድ አጸፋ ግን ምን ጊዜም አይረሳኝም።

ከላይኛው ቤተ መንግሥት በሽራተን ቀልቀል እወርዳለሁ- የቀድሞ ሞዴል ቦልስ ዋገን የቤት መኪና እያሸከ ረከርኩ። ሽራተን በር አካባቢ ሰደርስ ቅድሚያው የኔ ሆኖ ሳለ ቅመስ ሲለኝ ከሽራተን የሚወጣ አንድ ዘመናዊ ቢ.ኤም ደብልዩ መኪና እንዲያልፍ

በፋገራ' መልክ አንገቴን ሰበር አድርጌ በሁለት እጆቼ «ይለፉ ጌታዬ» እንደማለት ያህል ቅድሚያ እሰጠዋለሁ። ይህኔ ግብዣዬ ከአንጀት ሳይሆን ከአንገት መሆኑን በዓይነው ኃዋና የትራፊክን ደንብ በማዛባቴ የተረዳው ባለአውቶሞቢል «ግዴለም- ቅድሚያ ለእግረኛ ሰለሆነ እለፍ» አለና እስከ 'ዶቃ ማሰሪያዬ' ባልተወለደ አንጀቱ አቀመሰኝ።

ስለአርጌ ሞዴል ቮልስ ከተነሳ አንድ ልጩምር። አንድ ሰርግ ላይ ነው ይህኛው የገጠመኝ። ከተከለከለውት መኪናች አንዱ የሆነው የኔዋ ቮልስ ሞተራ እየጠፋ ያስቸግረኛል - ሚኒሞ የሚባለው አልይዘ ብሎ። ከጎሳየ የነበረው የሊፍት ባክ መኪና አሸከርካሪ የመኪናውን ቱልቱላ እያናፋ አቅል ያሳጣኝ ጀመር። እንደምንም ወደ ዳር ወጣ አድርጌ «የጎሳ ማርሽ እያስቸገረኝ» እንደሆነ በመግለጽ ለትዕግሥታቸው ምሥጋናዬን ባቀረብኩ ጊዜ የዚያች ሊፍት ባክ ወጣት ሹፈር «ቮልስ የጎሳ ማርሽ አላት አንዴ?» ያለኝና እርሱን አስቀጫ ልክ ልኩን ለመንገር ያደረግሁት ፍጫ (ላላገኘው) ምን ጊዜም አይረሳኝም። የነደደኝ ባልፈቀድኩት ወጪ ልጅ ዓደኛቸውን ማሳቁ (ምቀኝነት ልበለው?) እንጂ በሌላው ግድ አልነበረኝም። ቀልድም ወጪ፣ ገቢና ኪግራ እንዳለው ልብ ይሏል።

#### ልፋ ያለው . . .

አንድ የቅርብ ዓደኛዬ ደግሞ እንዲህ ሆነላችሁ። ሥራ ውሎ ደክሞት ወደ መኖሪያ ቀየው በጊዜ ይመለሳል። ሰፈር አካባቢ ታዲያን መንደርተኞቹ በአንድ ዕንቁላል ቫጭ ዙሪያ ተከልኩለው ዕንቁላሎቹን በመዳፋቸው መቀል በመጨበጥ በጸቀይ ብርሃን አማካይነት የተበላሸ-ና ያልተበላሸ መሆናቸውን እያረጋገጡ ሲገዙ ያያል። እሱስ ለምን ይቅርቡት? ዋጋው ስንት እንደሆነ

ሲጠይቅ 65 ሳንቲም መሆኑ ይነገረዋል። ልብ አድርጉ! የአንድ ዕንቁላል የዚያን ጊዜው ዋጋ በዓል አካባቢ ስለነበር አንድ ብር ገደማ ነው። በ'ርካሽ' ያገኘው ዓደኛዬ ሰላሣ ዕንቁላሎችን ገዝቶ ወደ ቤቱ ይገባል።

እቤት ከደረሰ በኋላ ባለቤቱ መክሰስ ቢጤ ልትሠራለት ከዕንቁላሎቹ አንድ ሦስቱን ፈጥፍጣ ልታባስልለት በትሞክር አሥር ዕንቁላል እስክትፈጠፍጥ አንድም ጤናማ ዕንቁላል ታጣለች። የየዋሁ ዓደኛዬ ሚስት ሁሉንም ዕንቁላሎች ከቤት አውጥታ ተጥልና ባልና ሚስቱ ያቺን ምሽት እንደማሸላዋ ስቀው እያረሩ ያሳልፋሉ። አይገርምም?

□ □ □ □ □

### ለምንድን ነው?

ስንት መ-ያ ሞልቶ ሳለ በምድሩ፤  
 አስተማሪነትን የመረጠ እግዜሩ፤  
 እስኪ ለምን ይሆን ሰዎች ተናገሩ።  
 ስሜት የሚያንካካ ፊትን የሚያናግር፤  
 የሥነልቦና ሲቅ እኮ ነው መምህር!  
 ሽራፋውን ሞልቶ ገጠን የሚቀላ፤  
 ጠቢብ ቀራጺ ነው መምህር አባመላ፤  
 ስኬታማ አናጺ ግንብኛም ነው መምህር፤  
 መሀንዲስ ደክተሩን ሁሉን የሚፈጥር፤  
 ዜጎችን ተመልካች በማያዳላ ዓይኑ፤  
 ፈጥኖ ደራሽ ጀግና ሰማ ለወገኑ፤  
 ቤዛትን እሱ ነው በርሱ ተማመኑ።

የሐንሰ ፍሰሐ  
 (በዝግጅት ክፍለ-የተሻሻሉ)  
 3ኛ ዓመተ ዓ.ቀ. ተማሪ

**Answers to puzzles on page 22**

**Fruit maze:** 1. apple, 2. orange, 3. pear, 4. cherry, 5. fig, 6. grape, 7. peach, 8. plum, 9. watermelon, 10. broccoli, 11. cucumber, 12. raisin.

**Jumbled vegetables:** 1. tomato, 2. banana, 3. thubarb, 4. spinach, 5. squash, 7. kettycem, 8. cauli-

**Oxymorons:** Old news, pretty ugly, civil war, small fortune, deafening silence, industrial park, sight unseen, working vacation, open secret, loyal opposition.



# Key questions about your reflection and evaluation

- 1) Do I regularly consider my current practice with a view to identifying aspects that can be usefully developed?
- 2) Do I make adequate use of evaluating my lessons in informing my future planning and practice?
- 3) Do I make use of systematic methods of collecting data about my current practice that may be helpful?
- 4) Do I try to keep well-informed about developments in teaching, learning and assessment in schools that have implications for my teaching?
- 5) Do I make use of a variety of different ways of developing a particular teaching skill (e.g. Attending workshops, using training manuals, collaborating with colleagues)?
- 6) Do I make the best use of my involvement in a scheme of teacher appraisal to consider my development needs?
- 7) How well do I help colleagues to appraise and develop their classroom practice?
- 8) Do I regularly review how I can organize my time and effort to better effect?
- 9) Do I effectively use a range of useful strategies and techniques to deal with sources of stress?
- 10) Do I help create a supportive climate in my school to help colleagues discuss and overcome problems?

**Source:** Essential Teaching Skills, 1998



# St. Mary's University College

## Day Time & Evening Programs

- \* Accounting
- \* Computer Science
- \* Law
- \* Management
- \* Marketing Management
- \* Secretarial Science

### *Teacher Education Stream*

- \* Basic Science & Mathematics
- \* Languages
- \* Natural Science
- \* Social Sciences

## Distance Education Programs

- \* Accounting
- \* Law
- \* Library Science
- \* Management
- \* Personnel Management
- \* Marketing
- \* Secretarial Science

### *Teacher Education Stream*

- \* Basic Science
- \* Language
- \* Natural Science
- \* Social Sciences

ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ