

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

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Quote of this issue

"And if education is always to be conceived along the same antiquated lines of a 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)





Dear Readers,

We know that we are late by an edition to follow our schedule of publishing this issue of Vol. 5, No. 10 The Teacher bulletin due to inconveniences, and we would like to apologize for that.

As usual, the Editorial Team has been trying its best to incorporate various issues in this edition so that our esteemed readers could get palatable reads from ranging research endeavors to entertaining matters that might serve as pastimes and source information. We have also tried to maintain the columns we have been entertaining since the launch of our bulletin and you for Teachers; and, can have a panoramic view of them and when you wish to do so you may pause and go through anyone of those different issues for further understanding.

In light of the above, we have included a research article: University Governance Ethiopia: Trends, Challenges and Options which "outlines some of the major features and changes in the area and explores how much the principles and aspirations laid down have been translated into action in light of international trends." This article gives light especially on

how our public universities are permanent columnist, governed with respect to something realization of the rules and establishment and the steady regulations laid by the Ministry growth and development of of Education (MoE) of the Saint Mary's University College country. We learn whether the under an impressive title directives and/or the rules "ቅድስት issued by MoE are properly has E: implemented or not.

addition to some others such as The Role of 2012 in Amharic under the titles HEIs in Harnessing Creativity "ሕልም ምንድን ነው?[What is a as the Driving Force behind Dream?]"(by Kassa Zelleke) Economic Growth Development; Materials onResponsiveness Activities on Promoting Female these Amharic pieces as well. Education at KCTE; The Role of We hope you will get them Group work in Promoting interesting and timely too. Language Learning; Useful Tips Comparative Study of Higher replenished these and other research articles to our readers. We are full of effectiveness and successes in their efforts with specific reference country, Ethiopia.

In the Amharic part of the bulletin, we have presented some three articles that give their special account on various issues the writers need to convey; Befekadu Hailu, our

says about the OJC STO **ዩንቨርሲቲ** የነገው ተቋም?" [You will get good the reads about what a dream is and aforementioned article, we have the oft-reiterated December 21, and and "ለዲሴምበር 21 Reviewing ተዘጋጅተዋል?[Are you ready Gender for December 21, 2012?]" (by and Tamrat Haile) respectively. You Investigating some Instructors' are cordially invited to read

The Edutainment A column, as usual, has been with Education Evaluation System: stories and items of laughter that The Case of Australia, England, could entertain and give some Canada and Ethiopia. Most of sort of enlightening perception deal with the role of education hope that you will entertain and learning in building a nation them and all other presentations and the way educators should much. They are presented in pursue to pedagogically achieve both languages, Amharic and viable English. Good read!

> He who adds his not to dilearning minishes it. Anonymous





Research

University Governance in Ethiopia: Trends, Challenges and Options

Wondwosen Tamrat (Asst. Prof), SMUC



tertiary education" (Fielden 2008, offered at the end. p2). The need for changes in the University of the governance education system has been emphasized as early as 1994 in the Ethiopian Education and Training Policy (ETP) which may be regarded as the precursor to many of the policies and changes within the education sector. However, it is the directions set in the Higher Education Proclamations of 2003 and 2009 that have clearly outlined the mechanisms bv which Ethiopian universities should be governed.

This paper outlines some of the major features and changes in the area and explores how much the principles and aspirations laid down have been translated into

action in light of international trends. The focus areas chosen for discussion are the issues of autonomy, accountability and governance structures both at system and institutional levels. The study exclusively dwells on public universities and draws its information from secondary Governance refers to "all sources. It is structured in a manner those structures, processes and that discusses trends within the activities that are involved in the international literature followed by planning and direction of the the actual practices in the Ethiopian institutions and people working in set up. The conclusions drawn are

Governance: **Ethiopian Theoretical Underpinnings**

The global move in the state's locus of control from direct to a more indirect form of university governance has been widely cited as one major manifestation of the higher education sector. This move has been necessitated by a variety of factors chief among which are: the 'demand- response imbalance'; the move to a mass higher education system; the tremendous growth in the type and provision of tertiary education institutions; the change of environment in which universities operate; the state's growing limitation in providing

the required resources and funding; the increasing market pressure within the higher education sector; and the introduction of new public management (Clark 1998; Santiago et al 2008; Fielden 2008; Schmidt and Langberg 2007; Mora 2001; Meek and Davies 2009; de Boer and Goedegebuure 2009).

At the broader level, the new changes have been noted to have shifted university governance from 'a republic of scholars' to 'a stakeholder organization' (Bleiklie Kogan 2007); from 'collegial governance, 'managerialism' (Coaldrake, Stedman and Little 2003); and from 'centralized' 'decentralized' systems (Schmidt and Langberg 2007). At the level of operations, the changes have specifically been manifested in many ways including the following:

- increased market steering and orientation (Meek and Davies 2009; Mora 2001).
- diversification of funding resources and



entrepreneurial bent (Clark 1998; Meek and Davies 2009; Christensen 2011).

- formula based funding and/or block grants (Schmidt and Langberg 2007).
- increased orientation towards efficiency- 'doing more for less' (Meek and Davies 2009; Christensen 2011).
- increased accountability to stakeholders (Christensen 2011; Dixon and Coy 2007).

In order to match the above changes, governance structures within universities have sought the provision of more autonomy, the introduction of new systems of accountability, and new arrangements of external and internal governance mechanisms. Such trends are becoming increasingly common even in Africa.

Autonomy

Mora (2001, p. 102) defines

design, research policy, entrance academic staff standards, appointments, awarding degree) and procedural autonomy which is more related to non- academic aspects (e.g. budgeting, financial management, purchasing, etc). Autonomy is further being considered at individual faculty level which is perceived as "individual professional freedom for academia to select research objects as well as research and publication method" (Schmidt and Langberg 200, pp 86-87). The question of how much autonomy should be provided to institutions or faculty is usually dictated by "inherited rights, tradition, legislative intent, and societal culture" (Fielden 2009, p 22).

Accountability

Accountability refers to "the ethical and managerial obligation to report on [university] activities and results, explain their performance, and assume

society (equity); standards of teaching and research (quality); the degree to which graduates receive an education that meets labormarket needs (relevance); the contribution of the university to local and /or national economic development (sometimes called the third mission); the values imparted by tertiary education institutions (eg. Citizenship and nation building); the manner in which public resources are utilized (internal efficiency); and the financial capacity of the tertiary education system to grow while maintaining high standards (sustainability).

According to Fielden (2008, p. 24) there are three mechanisms that can be utilized to ensure accountability of universities: the state can exercise control through the approval of strategy; agree through a contract with the institution that it should deliver certain outcomes in return

At the broader level, the new changes have been noted to have shifted university governance from 'a republic of scholars' to 'a stakeholder organization' from 'collegial governance' to 'managerialism'; and from 'centralized' to 'decentralized' systems. At the level of operations, the changes have specifically been manifested in many ways.

university autonomy as, "the ability of universities to organize their own affairs without interference from the stte". Raza (2009, p. 5) identifies two forms of institutional autonomy: substantive autonomy which covers academic and research areas (i.e. curriculum

responsibility for unmet expectaions" (Salmi 2009, p. 3). Salmi (pp. -7) further notes that, due to the increasing demands on universities, accountability has grown to include such concerns as the extent to which access is offered evenly to all groups in

for funding; and create a regime of regulation and reporting on performance. Salmi (2009, p 20) identifies the variety of strategies indicated in the table below that could be used to ensure such forms of accountability.



Table 1: Instruments of Accountability

Instruments/ Dimensions	Academic integrity	Fiscal integrity	Effective use of resources	Quality and relevance	Equity
Strategic plan	integrity	integrity	orresources	×	×
Key performance indicators			×	×	×
Budget			×		
Financial audit		×	×		
Public reporting			×	×	×
Licensing	×				
Accreditation/academic audit/evaluation	×			×	
Performance contracts			×	×	×
Scholarships/student loans/vouchers			×	×	
Rankings/benchmarking				×	

Source: Salmi (2009, p 11)

University Governance

The three major forms of university governance could be identified as the delegation of powers by central government to another lower tier of government, delegation to a specialized buffer body, or delegation direct to institutions themselves (Fielden 2008). There are a variety of roles and responsibilities that would be Institutional Governance. ascribed to chief actors at each and the internal governance and the President. structures of universities.

MoE and Buffer Bodies.

the Ministry are setting overall strategic direction and safeguarding policy, checking higher education the institution's interests (Saint & compliance with national laws, Lao 2009). The key principle in its determining national strategic formulation is that its role should priorities and policies for the be limited to strategic management

system, and co-ordination with (Fielden 2008). In terms of size, the other entities on higher education general trend seems to be in favor issues (Fielden 2008; Middlehurst of a small number of members and and Teixeira 2012). The creation of a majority of external nonbuffer bodies as central agencies is academic people, although the also a common feature in many manners in which board members countries. Their major purpose has are appointed seem to vary across been to provide specialist function countries (Fielden 2008). devolved from the Ministry of Education (Fielden 2008).

The Board is usually entrusted with the task of The usual strategic roles of formulating the institution's

The Senate/Academic Board usually functions as the supreme organ of institutions when At institutional level the it comes to academic affairs. Next level. We identify below the roles three layers of governance which to the Senate, the President/ of the Ministry of Education seem to be common across many Chancellor is in many contexts (MoE), buffer bodies, the Board, countries are the Board, the Senate identified as the principal administrative officer with responsibility to the board for the effective operation of the university (Ibid 2008).

A minute's success pays the failure of years.

Robert Browning (1812 - 1889)



University Governance **Ethiopia: Current Findings** The Context

Although cherishes more than a thousand governance and management. years of religious education, Autonomy and Accountability modern education is a recent phenomenon having been states that one of the objectives of (2008) vehemently disagrees and introduced by the opening in 1908 higher education in Ethiopia is 'to of Menelik Secondary School. Higher education was introduced half a century later by the opening in 1960 of Addis Ababa University. In many respects, the higher education sector until 2000 exhibited elitist features with only two universities, a few colleges, and not more than 40 thousand students in the second most populous country of the African continent. The management of higher education at the national level was entrusted to a small department within the Ministry of Education; and to the senate, presidents and vice presidents at university level.

Commensurate with the changes at international level, recent developments within the higher education sector have been profound. Only in the last two decades the number of universities has grown from 2 to 31. The Gross Enrollment Rate (GER) has risen from below one percent to 5.3. The student population at the university level has now reached nearly four hundred thousand. The aggressive plan of the government in terms of creating additional access does not establishment of an income translated into action yet. show any sign of abating as the generating enterprise and income sector's GER is further expected to fund (Articles 62- 64; Articles 66 assurance agency was rise to more than 9 percent in the and 67).

Ethiopia shifts in the areas of university dominated by heavy handed and

accountability'. In a similar vein, among the various guiding values institutions should uphold, Article and accountability.

Issues of Autonomy

HEP 2009, universities have the status-quo letter. autonomy to develop and Accountability and its Features implement relevant curricula and In line with the envisaged research programs; set up autonomy given to institutions, organizational structure; implement government has, through the higher employ staff, administer personnel created and nominate managers; and accountability. Accordingly, the manage funds and property. The quality of academic provisions and proclamation also grants academic standings of universities are freedom for institutions with the evaluated by the Higher Education requirement that responsibility should be cultivated (HERQA). Universities are while pursuing their mission expected to secure a Strategic Plan (Article 16).

detail the autonomy in such areas as funds. On the basis of the same finance where institutions are plans, they are further required to granted budgets in the form of produce annual performance and block grants, and the right to financial reports. However, diversify funding bases through the many of these have not been

in coming few years (MoE 2010). In terms of the autonomy granted to Among other things, such huge institutions, Teshome (2007) changes should entail significant contends that the sector has been direct government interference in the previous governments and that Article 4.5 of HEP 2009 situations are better now. Baye argues that all successive ensure institutional autonomy with governments have chosen to keep the university at bay and silence it whenever it gets vocal with its thoughts, words of dissent, and 7.4 ascribes to 'institutional practice. Forum for Social Studies autonomy with accountability'. (Taye 2008) which investigated the HEP 2009 further outlines the situation in nine public and five specific components of autonomy private institutions seems to support Baye's position. The lack of research in this area calls for more According to Article 17 of studies that may help identify the

internal rules and procedures; education proclamation of 2009, various forms of social Relevance and Quality Agency Agreement with their boards and The proclamation explains in the Ministry of Education to secure

Although the national quality



established to improve academic encouraging coordination among the University. provisions at sectoral level, public universities and other external universities are excluded from the entities. In 2003, an accreditation regime in place. entrusted with the task of ensuring 7 Ministry has the old manner. The publication of created to act as buffer bodies. reports is also a rarity. The overall in the sector, many argue that the assignment universities still leave much to be (2008, desired.

Existing Governance Structures

higher education sector in Ethiopia effective leadership & support". ascribe to university boards. involves primary actors at the The MoE's external and internal level. At the creating the right organization and appears in more than one way, to external level, the major role is structure to support the new played by the MoE, while the changes, the lack of capable internal governance is entrusted to human resources at all levels, the governing and advisory bodies; lack of appropriate planning and academic units; administrative and policy analysis, the technical support units; and offices strategies and adoption of forwardand other facilities necessary for looking and proactive practices are undertaking the activities of the identified as areas that require university (HEP 2009).

MoE and buffer bodies.

rests with the Ministry in the Higher Proclamation (2009)on ensuring concentrated education, determining and issuing are related to overseeing the Governance of Universities" in plans public

p. 70) notes, inadequacies further improvements (HESO 2004; Teshome 2007).

The ultimate power of University Boards. The board of a making decisions on education public university is designated as of "the supreme governing body of Education (MoE). The various the institution" with a plethora of functions of the Ministry outlined responsibilities extending from Education monitoring and ensuring that the have institution keeps proper books of the accounts to supervising the overall implementation of the national operations of the university (HEP policy and strategy on higher 2009). Most of its responsibilities standards, approving and ensuring functions of the University; issuing 2006, the implementation of strategic directives; and nomination and expressed institutions, appointment of higher officials of distance should be created between

The board is accountable agency to the Ministry and is composed of voting Strategic Plan Agreement with the quality in the sector (i.e. HERQA) president of the University who is become and a strategic centre concerned a non-voting member. According mandatory and universities still with policy formulation, advice to Teshome (2007) such recent continue to receive their budget in and research (i.e. HESC) were changes as the inclusion of more board members from external annual performance and financial In terms of steering overall efforts constituencies and the deliberate regional indication is that in terms of the Ministry needs to improve its officials to chair university boards new forms of accountability our capacity in various areas. Teshome seem to have the positive effect of "The improving university relationship expansion and reform agenda that with local communities and public the MoE has initiated has exceeded entities. Despite such, there are The governance of the its own capacities for guidance, areas of deficiencies that many

> To begin with, the board be heavily influenced by the Ministry itself. If we look at the composition of the board, the chair and three voting members are appointed by the Ministery. The remaining three members are nominated by the President in consultation with the University Council and Senate, but still need to be approved by the Ministery again. The President is also appointed by the Ministry, albeit s/ he is accountable to the board. The Ministry is also given the authority to reform and change the board in whole or in part (HEP 2009, Article 47.5) whenever it deems it necessary. In a conference held on "The Role of the Board in the university officials that



the MoE and the Board.

also been blamed for lack of follow the earlier governance continuous clarity of purpose, micro-system where the Senate assumes management, poor understanding the highest position. of role, misunderstanding of the Uncharacteristic of previous specificity of university regulations and practices, HEP environment and having limited 2009 dictates that the positions for capacity (Teshome 2008, p69). presidency will be announced, and This is mainly due to the Vice-Presidents will also be nomination process which does not elected through competition. seriously consider the personal However, this has qualities, professional attributes materialized yet. All positions and commitment of nominees for appear to be filled by nominations the board and the lack of proper from the board (in the case of awareness and training they need presidents) which will have to be (HESO 2004; Teshome 2008).

Institutional Governance.

of Ethiopian universities was until approved by the board. 2009 led by the Senate, the Another important element of challenge (World Bank 2003; changed with HEP 2009 which is critically needed in times of thus far may have shown the brought to the fore such additional structures as the Managing Council, and the University Council. Many things are left unclear about the Senate as its previous responsibilities and composition are shared by the University Council. Some of the duties assigned to the Managing Council and specially to the University Council also overlap with that of the Senate. Notwithstanding the need for the creation of all these cumbersome structures, the Senate, Managing Council and the University Council are to be chaired by the President who will be extremely burdened. Although these were the

structures expected to be applied, leaders University boards have the universities still appear to induction, and the need for

approved by the Ministry; and the president (in the case of vice The academic governance presidents) which will have to be review,

President, Vice Presidents, and the university governance within HESO 2004; Teshome 2008). academic assemblies at faculty and the Ethiopian context has Conclusion department level. This structure been the lack of capacity that expansion transformation. Since onset of the higher education headed and the challenges reform, it has been observed that along the envisaged paths. the leadership in Ethiopian The need for building the universities lacked the needed capacity and preparation. Ministry quality According to Teshome (2008), governance of universities is university leaders are particularly identified to be weak in strategy formulation, organizing, team building, monitoring and problem solving, and delegating which has affected the ownership and pace of reform and renewal needed within the sector.

> The other problem with institutional noted

isthe lack of training coaching. **HESO** (2004)that contends very little leadership development and training takes place within the sector. Hence the need for training in such areas as Strategic Planning, financial leadership management, mentoring, establishment of fora appropriate for communication, human resource management, management and coordination of staff development, system and resource efficiency continues to be a

The observations made a n d directions in which university the governance in Ethiopia is at the Board. and internal urgent in order to develop successful universities as the issue of governance seems to a critical factor impacts on the success of the sector's change and transformation. The need for and better awareness preparation, continuous training, proper selection of



people, and the acquisition of resources would mean a lot in ofcreating envisaged success in the area. The MoE and the Board should seek to properly play Clark, B. (1998). "The Entrepreneurial their steering role and create a reasonable distance with the universities. This is both in Coaldrake, P. Stedman, L. & Little, P. Salmi, the spirit of the international trend and the possible stakeholders benefits (including the universities) might be able to harness. It would also save the Ministry Federal Democratic Republic of Ethiopia and the Board from engaging with unnecessary details and rather help them focus more Federal Ministry of Education. (2010). on strategic issues. It can also the confidence universities to act on their own with the required sense of accountability and efficiency.

In conclusion, it can be said that despite legislation that offers a great deal of space, there still remains a lot to be done in realizing the envisaged in changes university governance as prescribed in the Higher Education Proclamation of 2009.

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Reviewing Materials on Gender Responsiveness and Investigating Instructors' Activities on Promoting Female Education at KCTE

Getachew Lemma, Kotebe College of Teacher Education (KCTE)



Introduction /Background of the project

The goal of the 10 year UN girls' education initiative program is "to improve the quality and level of girls' education". It is a fundamental human right, and an essential element of sustainable human development. It was launched by the UN Secretary General at the world education forum in Dakar, Senegal in April 2000, which is a collaborative effort of UN entities and their partners, including UNESCO and the World Bank, and it is coordinated by the United Nations Development program.

The rationale behind is the right to education is established in many binding international human rights instruments, including the convention on social, economic, and cultural rights, the Convention on the Rights of the Child (CRC) and Convention on the Elimination of all forms of Discrimination Against Women (CEDADAW).

The majority of children (almost two-thirds) who are denied of their right to education are female.

Girls' education is also extensively

because girls and women are not girls.) benefiting from it. Of the 52 secondary school.

than their male counterparts solely make. on the basis of discrimination based presumed to be denied and the preconditions for over sustainable human development are unfulfilled. Furthermore, problems such as the financial and humanitarian crises threaten reverse the few hard won gains in girls' education. All these factors make it an imperative to act in support of Education for All (world performed on the successfulness of

documented as an investment that, conference on Education for All overall, has the largest returns for (EFA). Jomtien, 1990 and world economic development, yet Education Forum (WEF).Dakar, resources are not properly used 2000, with a particular emphasis on

The broad social benefits of countries with a gender gap in the girls' education include increased primary Net Enrolment Rate (NER) family incomes; late marriages and of 5% or more, 47 have a gender reduced fertility rates, reduced gap that disadvantages girls. Where infant and maternal mortality rates, girls do complete a primary better nourished and healthier education, there is often a large children and families, lower child gender gap in the transition rate to birth related death rates; greater opportunities and life choices for Female literacy rate continues more women (including better to lag behind those of their male chances to protect themselves counterparts. When combined with against HIV/AIDS); and greater structural and other factors such as participation of women in poverty (especially in rural areas development, and in political and and shanty towns) disability, economic decision making. Because minority status, violence against of these multiple benefits, which are girls and women, mal nutrition, synergistic, it is widely recognized rapidly changing social systems, and that devoting resources to quality HIV/AIDS risk girls are education for girls is among the best systematically more disadvantaged investments that any society can

Within the UN it is recognized on gender. Until all girls at school that Education for All (EFA) will not their ages are enrolled and achieve be achieved without girls' education quality education along with their and this must be rectified. In this male counterparts, their regard, the UNDG and its network of fundamental human rights are partners can draw on a substantial base of existing knowledge and extensive experience in developing the 10 year programs. In addition, the initiation of this effort is particularly timely as it can take advantage of some of the processes that are in place as a result of the on going UN and others' reforms. Impact assessment had been



the program. The result indicates that it still needs a sustainable effort of world community intellectuals. Hence, it is essential to investigate on females' education in **KCTE** to achieve the above mentioned goal. The major objectives of this project are to:

- 1. Review course out lines based on gender responsiveness
- 2. Review selected modules based the criteria on designed.
- 3. Identify instructors' activities based on gender responsiveness affirmative action
- 4. Suggest a consensus & investigated points to be involved in any written materials & activities.

Based on the above objectives the following tasks had been performed by the investigators

- 1. Six course outlines had been reviewed based on gender responsiveness using likert scale.
- 2. Two selected modules had been reviewed (i.e., Education in the Ethiopian context II (PS₁ - 112) / GMT/, and Introduction to Ethno biology (Bio. 406).

material lay out in a way to responsiveness? Use rating scale for

display important issues on their strong weak gender responsiveness responsiveness.

- Amount of female characters mentioned in the material
- Gender responsiveness of the illustrations displayed in the material
- Gender bias, occupational statements, and examples.
- Language usage generic, masculine, pronouns.
- Pictures/diagrams, representation of women, and pictures that reflect stereotypical appearance, pictures challenge that traditional appearances i.e.,. Division of labor, attitudes and traits.
- 3. Questionnaires had been administered to be filled randomly selected instructors.

Data obtained through reviewing $1 = P_{OOT}$ course out lines

	Course	outline	es of	12
courses	had be	en revi	ewed b	ased
on the	followin	ng table	/guide	lines
prepare	d for re	viewing	course	out
lines.				

Course title	Dep't
Course No.	

They had been reviewed based Do the following course components on the following criteria. Text have any relation to gender method of instruction.

and gender

	S. N	Compo-	Compo- nents Ratin Scale			
۱	o.	nents	1	2	3	mark
	1	Course description				
	2	Course objectives				
	3	Course content				
	4	Mode of delivery (Methodol ogy)				
	5	Mode of assessment				

Key:-

2= Satisfactory/average 3= Good/Very Good

Gender responsiveness means considering girls/females education into account affirmative action)

Based on: - 1) language express in gender forms 2) The promotion of girls' education through the

A Comparative Study of ...

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W W W

Everyone has the feeling that all you have to do is to achieve stardom and once you're there you can relax. It's just the opposite. Once you get there, then the war really starts. The pressures get larger because getting hit records is a miracle.

Phil Everly (1939 —)



A table which displays course out lines review

		Course with rating scales														
S.No.	Course name, code and Dep't		ourse scrip n	-		urse ectiv	res		urse ntent			ode live	-		ode (sess- ent	-
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	General methods of Teaching TECS-122, Education		X			X			X		X				X	
2	Fundamental of Education &TDP TECS -111, Education		X			X				X		X			X	
3	Methods of Teaching Civics and Ethical Education (TeCE - 242)	X			-	1	1		X			X			X	
4	Methods of Teaching Geography (TEcS - 242)		X		X				X			X			X	
5	Methods of Teaching Mathematics (TeMa242)		X			X			X			X			X	
6	Methods of Teaching Physics (TePh -242)		X			X			X			X			X	

Course Title: - General methods of encourage their education for As you could see from the table; Department: - Education course delivery (Method of teaching) objectives are rated to be average, No. TECS-122 General review of the course based itself should encourage the trainees write course descriptions and considering education account into affirmative action) i.e.

- forms
- education through method of instruction

The review will be as follows:

As you could see from the description and course objective. the course outline. In the course content illustrations Course title Fundamentals of i.e., examples, tables, figures, etc. should indicate how girls should Department Education be characterized to initiate them & Course number: **TECS-111**

affirmative action. Mode of course description and course rated to be 1. Because the course because they use generic nouns to responsiveness by to practice how they teach in course objectives. In the course girls/females schools. However in the mode of content education and training (for delivery it does not indicate how policy is involved, which favors females/males equally practice in females in education and finance. 1. Language express in gender form of micro teaching.

Particularly, females should mentioned criteria of gender 2. The promotion of girls' practice repeatedly in order to responsiveness, when we review the develop their skill of teaching in Course Outlines, Methods of schools than boys through peer Teaching Mathematics (TeMateaching.

table; course description, course to be average, because after each they are commonly rated in all objectives & course content are assessment, females who achieve components of course description, rated to be average because they low result should be supported, course objectives, course content, use generic nouns to write course How ever this is not displayed in mode of delivery and mode of

Education & TDP

Based on the above 242), and Methods of Teaching Mode of assessment is rated Physics (TePh-242) we see that assessment. As you could see from the table the common rating point is 2. When we review it in detail, Course Descriptions and Course Objectives are written using



common nouns/ generic. In the course content there should be illustrations i.e., examples, tables, figures etc. that indicate girls' character for encouragement & affirmative action.

In the above mentioned course outlines. Mode of Delivery (the strategy of presenting the course strategy of presenting the course) is is rated to be 2; because in the peer rated to be 2; because in the peer teaching it should indicate how teaching it should indicate how many trainees will be involved in the many trainees will be involved in Gender bias statement is written on activity.) In order to involve the activity i.e. how many males & page 5: i.e. females, there should be a statement females. how the trainees will practice in the Mode of Assessment is rated to be civilization.... class with their peers.

rated to be average, because after low results should get support. And each assessment, females achieved low result should be course out line. supported. However this is not displayed in the course outline. Methods of Teaching Civics and

Ethical Education, (TeCE-242):

It has the following drawbacks; reviewed based on:course description does not indicate • the text material lay out in a way the nature of the course. It is written to display important issues on with one statement/sentence. It is difficult identify responsiveness in one sentence. It mentioned in the material. has no written objectives.

table Mode of Delivery (the strategy of presenting the course) is rated to be 2; because in the peer teaching it should indicate how many trainees will be involved in the class presentation. In the Mode Assessment it does not indicate support for those who achieved low after each assessment.

When we review Methods of Teaching Geography (TECS-242); It has the drawbacks:-

- The title given for objectives & content is "Course Outline".
- Course description is rated to be

- average; however it is not clear identify to gender responsiveness
- Content is rated to be average; it should indicate gender responsiveness using illustrations, tables, figures, etc.

Mode of Delivery (the

average, because after each Mode of Assessment is assessment, females who achieved who this should be indicated on the

> II. Data obtained through reviewing selected modules based on the criteria designed.

selected modules

- gender responsiveness
- gender the amount of female characters
- gender responsiveness of As you could see from the illustrations, figures, charts etc.
 - gender bias occupational statements in the given examples.
 - language usage i.e., generic, masculine, pronouns
 - Pictures /diagrams representation of women that reflect stereotypical appearance
 - A) Division of labor
 - B) Attitudes & traits B) Cosmic bias/in terms of energy
 - following 2.1. Name of reviewed module Introduction to Ethno biology Course No. Biol - 406
 - Text material layout in a way to display important issues

on gender responsiveness:- Is not displayed.

- Amount of female characters mentioned in the material:- It is mentioned only on page 136... That is subsidiary uses; such collection of fuel wood by women.
- Gender bias statements written in the text material.

Man's pivotal & his role

> Concerning occupation, gender bias statement is written on page 81 that is: 'Hunting is for males' and on page 126 which says, 'the killing of animal was restricted to male'. Concerning language usage, there are sentences/ phrases & pronouns written without considering gender equity. For instance: - on page 81:- one criteria of attitudes is that man makes from an animal...On the same page animals...he kills the animals...his source of economic.... likewise the relationship between the man the animal and acquires different forms of the grounds...

On page 87--- The pre-Victorian human profession of "rat rhyming 'consisted of a man who attempted to communicate verbally with rats.

On page 87.....the male cat for example, had religious connections with Egyptian sun god.



- Concerning pictures/diagrams:
- there are no diagrams & pictures in the module
- In general the module tries to keep gender balance by using common nouns/generic like you, they, people; human beings etc. however there are some observed gender bias as mentioned in the above pages & statements.
- •2.2. Name of reviewed module: Education in the Ethiopian context II. Course No. Ps1-112
- Are there text material lay out in a way to display important etc.
- in the module.
- Concerning the illustration labeled in the text material there is one gender bias on page 5:- thatHe will be the best teacher if ...
- · Concerning females' character there is no text mentioned in the module.
- Is there a sentence/phrase written with out considering gender equity: yes on page 7. – According to "J.S. Farrant (1964), in teaching, the mark of a brilliant teacher is not that he makes his teaching brilliant, but that he makes it seem to the pupil wonderfully simple"
- There is no gender bias mentioned on the material concerning occupation.

Concerning pictures/ diagrams: There are some diagrams/figures on page 59,60 and 61, the letters labeled on the figures indicate general pronouns

student. teacher coordinator, group of students etc.

- There are no pictures/diagrams that reflect stereotypical activities.
- There is no fragmentation & isolation written on the material
- In general the writers of the module seem to be aware of gender responsiveness, however in two pages they were not aware of it.

obtained Data through questionnaires.

Ouestionnaires were issues on gender responsiveness, administered for randomly selected yes, to some extent. It is mostly instructors of the college. Eight out using to write he/she, his/her on of twelve instructors filled out and pages, 6, 8, 11, 31, 45, 48, 64, returned the questionnaire and the other four failed to do so.

• Characters mentioned about Data obtained from the above females have not been displayed mentioned instructors will be as follows:-

- * For the 1st Question whether they initiate girls to participate equally to boys in the class room? All of them responded that they initiate girls to participate equally to boys.
- The second question was "Do you support girls who could not achieve better in your course?" Most of them responded yes. The mechanisms they use to support
 - By showing how they can study
 - By providing materials
 - By initiating them to work together
 - By advising them.
- * The 3rd question "Do you give feedback for females who achieve low after assessment"? For this question four respondents answered yes and four respondents answered No.

- * Those who responded yes wrote following how the they implement it.
- By telling them to work hard
- By diagnosing mechanism.

Those who responded wrote the following reason: They give feed back together, not only for

- * Concerning the 4th question; to encourage girls' education in the college, the respondents the following suggested which should be opinions included in the course out lines and modules.
 - 1)Pronouns in the course outlines and module should represent both sexes
 - 2)Pictures/diagrams, illustrations should communicate equally
 - 3)Modules should he expressed by considering gender responsiveness.
- * The 5th and last question was:

To help the would be teachers and to encourage teaching methodology through gender sensitivity, what do you think should be included in the already existing course content in the subject area/ general method of teaching/ methodology/ course that is given by your department?

Concerning this question the respondents suggested the following points.

1)Revising the contents to be gender sensitive



3)Teaching methods/ Active learning methods/ s h o u l d d i s c o u r a g e stereotypical attitudes & traits. For example, using role play methods girls can participate equally to boys.

4)Active learning methods should encourage girls' participation

5)Illustrations, teaching aids & other resources should be gender responsive.

Conclusion and Recommendations

The general review of the course outlines based on gender responsiveness has been found to be average, because almost all the courses did not consider females' education into account in their course descriptions, objectives, modes of delivery & assessment.

In order to promote female education in the college, it is better to involve basic points that encourage girls in their academic performance. For instance in the mode of delivery or in the method of teaching we can write some points that initiate girls' participation equally to boys. Similarly, in the assessment technique /strategy of assessment in our course outlines we should give emphasis to support particularly females who achieve low result in each consecutive assessment.

In the case of module writing, instructors should consider the following basic points that contribute a great deal for the promotion of girls' education.

- Text material lay out should be written in a way to display important issues on gender responsiveness.
- Female characters should be mentioned in depth. That is females should be depicted as active participants in events.
- Gender responsiveness of the illustrations should he displayed in the material. It means representation in the diagram, pictures examples, etc. should be considered. Pictures that stereotypical reflect appearances, activities and pictures that challenge traditional appearances should be avoided.
- Language usage should be taken into account. For instance "the early man hunts animals to feed himself" should be changed into, for example, "the early human beings hunt animals to feed themselves."
- Division of labor, stereotypical attitudes and traits and cosmic bias needs awareness during module writing.

During teaching learning process most of the instructors suggest that they motivate girls to participate equally to boys. However for girls who could not achieve better in the exam only few are supporting them academically.

To encourage female education in the college, very comprehensive suggestions are given by the instructors; some of them are:

• In the course outlines, gender sensitive course descriptions, objectives, methods and assessments should be involved. That is methods involved student

- presentations should encourage female presenters.
- In the module writing, writers should be aware of gender responsiveness & should consider more for the promotion of girls' education.
- Lesson plan check lists should be involved in addition to lesson plan in order to be aware of gender responsiveness during presentation.

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A Comparative Study of Higher Education Evaluation System: The Case of Australia, England, Canada and Ethiopia

Atlabachew Getaye, SMUC

INTRODUCTION

This study covers four Australia, countries: England, Canada and Ethiopia. It attempts to evaluate each country's higher learning evaluation system. The above countries are characterized by historical contexts, economic system, geography and size, political ideology and ethnicity composition.

The countries inaugurated their higher learning at different times. England opened its first university in the 12th century, and Canada established it in the 17th century. Australia started university in the 19th century, and so did Ethiopia its modern higher education in the 1950s (Eurich, 1981; Saint, 2004).

With regard to economic development, three of the countries are developed while Ethiopia is not yet well developed to have fair comparison with the rest of them. Geographically, they have different sizes, and politically they follow different ideologies. This holds true to their ethnicity composition too. England and Australia are while Canada is homogeneous bicultural. Ethiopia is, of course, multicultural.

Despite the above differences, the national goals of higher learning appear similar. All countries require higher learning to established with the help of

out advanced level of research (Sheenan, 1995). maintaining specific level specialization. This is not the case in Ethiopia.

Higher **Education Evaluation**

The role of higher learning is to disseminate and knowledge, discovery invention. Evaluation in higher learning is conducted to check whether the above aspired values are met or not. Evaluation of higher education is defined as a:

process in which the value of higher education is judged through data systematically gathered so as to achieve the cardinal goal of strengthening links between education and society and accelerating over all quality progress. In its essence, evaluation of higher education is to evaluate such themes on the quality of management, educational running institutions, education quality, discipline quality, and students' achievements (Xue, 1985:60).

There are different types of evaluations: individual, peer, system, institution performance. This paper attempts to examine the type of evaluation practices the above countries pursue.

1. Australia

Evaluation in Australia is bring about economic progress, professorate coming from England.

equality and democratization and The experiences of England were social betterment for their nations included as an absolute yardstick in and people. The developed countries, Australia. Otherwise, standards were however, expect universities to carry not an issue in Australia before

> Standard to Australia refers to "the social standing of the student, as the value added excellence of the and subjects, courses, teaching research performance of institutions and its component parts" (Ibid: 20). Not all participants were able to cope up with the above mission as a result of which the government withholds funding due to the standard threat. Consequently, universities started to revise their programs.

> > Interestingly, the issue of quality was started in primary and secondary schools and then shifted to higher education, defining quality clearly from effectiveness and efficiency perspectives. In its report, CWTEC distinguishes the terms Efficiency and Effectiveness reviews as follows:

An efficient system is one which enables given outputs to be met at the lowest possible level of inputs or cost. However, a system which is efficient in this sense will not be worth much if what is achieved is only of limited value. Hence, effectiveness of a system- the extent to which the output achieves specified objectives is also important. The phrase efficient and effective is used to mean the achievement of the best or most desired outcome as economically as possible (CWTEC, 1986:1).

Despite t h e above comprehensible definitions, it is not simple to put it in black and white



the criteria for measuring success in own internal system of course performance objectives achieving Realizing the intricate nature of education, higher the Higher Education Council puts forward its focus on "outcome and fitness for purpose as fundamental [quality measures to understand] how each of the process is evaluated in order to ensure the quality of the 3. Canada outcome" (HEC, 1992:26).

2. England

passed three stages. First, the review, appraisal system. Realizing the Besides, problem, the required them to apply evaluation, (Mallea, 1995). without dictating the universities to a. Student Achievement do so. In fact, it could not interfere were independent. of quality. Third, they inaugurated learners' performance (Ibid). evaluation (Barnett, 1995).

In England, there are two types of evaluations: internal and external. External evaluation wider issues addresses like government policy. On the other hand, the internal evaluation focuses professionalism on advancing academic stream. within the Evaluation in England four basic features (Ibid).

Internal and dialogical. Universities are self critical and, of their approach.

universities have developed their review is applied in assessing the

(Ibid). review.

Dialogic and external. It d. Institutional Level encourages cooperation with other institutions.

Their intent is to produce robust kind.

evaluation system at different The idea of evaluation levels: student achievement, peer individual level, universities did not have quality institutional level and system level. e. Performance Indicators it puts government performance indicators and output established polytechnic colleges and measures as evaluation indicators

The academic year is usually in the affairs of universities. They divided into semesters and learners' Second, cumulative grade point average universities started raising the issue serves as the major criterion of

b. Peer Review

A jury of peers appraises the quality of an individual's scholarly and research skills. It is an approach which has a strong base in the evaluation procedures of higher learning in Canada (Ibid).

c. Individual Level

For the promotion, bureaucratic in character, having retention and appointment of staff at faculty level, peer assessment plays a key role. To attain the rank of professor, an individual should pass hence, evaluation is inherently part at least five stages. Additionally, individual professors are supposed Instrumental and bureaucratic. to be evaluated by department Unlike the old universities, new heads, directors and deans. Such a

ofacademic administrators (Ibid).

Institutions are appraised every five or seven years at department, External and bureaucratic. school or faculty levels. The findings will serve as a spring board external judgment of a for external examiners. In essence, external examiners extract various sources while conducting Canada develops a coherent evaluation. They make site visits and hold an interview with students, graduates, faculty staff and academic administrators.

Performance indicators are the sum total of two measures: input and output.

Input Measures

In Canada, funding is based on the input measures at provincial government level. According to Mallea (1996:55) four broad categories of performance were assessed:

> Indicators employed for the student category included undergraduate demand, prior performance educational levels, balance, gender geographic diversity, scholarships student and assistance. Honors and awards constituted the performance measures for faculty, with a sponsored and peer adjusted funding being used to assess institutional research intensity and performance. The quality of the learning environment was measured by class size, student faculty ratios, student services, library acquisition expenditures, the members of library volumes per student central computing expenditures as a percentage of total operating expenditures.



Output Measures

It is hardly possible to measure outputs. Regardless of the difficulty, output is analyzed based on two independent researches. researchers ask students to rate their level of competence on various issues:

[Some of these issues are] thinking and reasoning, problem solving, decision making, planning and organizing, time management, communication, interpersonal and social, quantitative/ mathematical, independence and supervisory. They were also asked to indicate their development at the University of Guelph's stated learning objectives: numeracy including qualitative or computational skills; sense of historical development/ historical consciousness; independence of thought; desire to continue learning; creativity; global understanding; a sense of wider international and cultural contexts; moral maturity, including an appreciation of science and other methods of inquiry and their limitations; and depth and breadth of understanding focusing on substantive in depth knowledge of a field of study (Evers and Gilbert, 1999:62).

4. Ethiopia

Ethiopia is the only country which belongs to developing world. It does not develop a robust kind evaluation system like that of the western countries. Nevertheless, it has its own ways of higher learning quality evaluation system. It is common to see student, peer and recently external evaluations at tertiary system.

a. Student Evaluation

every semester concerning their not by mere graduation but by the content skills. language

assessment methods, personalities, approved after graduation by the

b. Peer Evaluation

Academic staff members are appraised by their peers department heads about their research skills, personalities and different engagements they have within a given institution they work semester. **Employment** every contracts are assumed to reviewed on the basis of favorable assessments. However, scholars suspect the seriousness of the appraisal (Saint, 2004).

c. External Evaluation

In reaction to rising concerns of quality, Ethiopia has set a Quality and Relevance Assurance Agency so as to raise higher learning standards. **HERQA** (Higher Education Relevance and Quality started Agency) has recently evaluating both private and public institutions using ten quality measure standards which are vision, mission and educational goals (1), governance and management system (2), infrastructure and learning resources (3), academic and support staff (4), student admission and support services (5),relevance and curriculum teaching, learning and assessment (7), student progression graduate outcomes (8), research and outreach activities (9) and internal quality assurance (10).

B. Lessons for Ethiopia

The issue of quality should be addressed like Australia first at primary levels and then shift to secondary and tertiary Primary education is the foundation its for secondary and tertiary types of Eurich, N.(1981). Systems education. If the base is strong, learners will not face problems in their further education. Students evaluate their instructors standard should also be conceived Evers, F and S. Gilbert.(1991). "Outcomes knowledge, presentation social standing of a student. The competence, outcomes of learning should be

satisfaction of employers and society as a result of performances graduates display in the real world. From England, Ethiopian universities can learn the issue of being self critical regarding the effective implementation of their missions and visions. And they should also internalize the culture of courses review. earnest achievement student and performance application of measures (input and output criteria) for evaluating quality can be the other important lessons Ethiopia can draw from Canada.

Conclusion

Evaluation is conducted with the intention of taking corrective measures, improving excellence, overcoming competition and establishing appropriate inputs for institutions to achieve desired standards. Evaluation can have different forms. As a developing country, Ethiopia can learn lessons from the practices of developed countries on how they realize excellence in their higher learning. Otherwise, mere rapid expansion of universities without having the appropriate students, academic staff and resources may not benefit the country as desired.

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to be continued on page 10



Useful Tips for Teachers

Melaku Girma, St. Mary's University College





Checking Understanding, and **Providing Feedback**

The most important task of direct teachers using the construction model is providing students with meaningful feedback or knowledge of results. Feedback to students can be done in many ways, such as verbal feedback, video audio-taping or performance, tests, or written comments. Without specific feedback, however, students will not learn to write well by writing, read well by reading, or run well by running. The critical question for teachers is how to provide effective feedback for large classes students. some Here are important guidelines.

provided instantaneously, but it for them to handle should be close enough to the Emphasize Praise and Feedback own remember clearly their This that performance. means provide written comments on essays should be praise is cheerfully

papers.

Make Feedback Specific. feedbacks should general, specific as much as possible to be most helpful to students example:

"Three words spelled reality were incorrectly on your 'Pleistocene', 'penal', and

of saying; " thre are too many misspelled words!"

Concentrate on Behaviors, not performances. Intent. Feedback is most helpful 1.Dignify the student's incorrect and raises defensiveness if it is aimed directly a question for which the response at some behavior as contrasted to would have been correct. For one's perceptions of the intent example, "George Washington behind the behavior. For example: would have been the right answer "when you faced the class in your if I had asked you who the first last speech, you spoke so softly president of the US was." that most students could not hear what you were speaking" instead of saying, " you should try to overcome your shyness."

Keep feedback appropriate to in the war of 1812." the developmental stage of the As important knowledge of results is, feedback must be administered carefully to Provide Feedback as soon as be helpful. Sometimes, students possible after the practice. It is can be given too much feedback or not necessary that feedback be feedback that is too sophisticated

actual practice that students can on Correct Performance. It is well known from our experiences that we most often like to receive positive feedbacks more smilingly than the negative ones. In general, accepted

prompt in returning corrected whereas negative feedback may at be denied. Teachers, times therefore, should try to provide and positive feedback praise particularly when students are learning new concepts and skills, but maximum care should be taken not to compromise the objective for sake the paper: unnecessarily appeasing learners. hence, when incorrect 'recommendation' " instead performance is observed, it must be corrected immediately. Here is a sensible approach to the dealing with incorrect responses

less response or performance by giving

- 2. Provide the student with an assistance, hint, or prompt, for example, "Remember, the president in 1928 was also a hero
- 3. Hold the student accountable. For example "you didn't know president Jackson today, but I bet you will tomorrow when I ask you again."

A combination of positive and negative feedback is best in most instances. For example, "you did a perfect job of matching subjects and verbs in this paragraph, except in the instance where you used a collective subject."



show how to perform correctly.

Knowing that something has been done incorrectly does not help students to do it correctly. Negative • Validity refers to the soundness of feedback should be accompanied with action bv the teacher demonstrating correct performance. If students, for instance, are holding their hands incorrectly on the computer keyboard, the correct placement should be modeled

Help Students to Focus "process" rather than outcomes.

Many times beginners want focus their attention measurable performance: For example, they may say, "I just typed 35 words per minute without any errors!", "I wrote my essay in an hour". is the teacher's It responsibility to get students to look at the "process" or technique behind their performance and to understand that incorrect techniques achieve immediate objectives but • will probably inhibit later growth.. For example, a student may type 35 words per minute using only two fingers but will probably never reach 100 words per minute using this technique

Teach students how to judge their own performances. Teachers can help students judge their own performances in many ways. They can explain the criteria used by experts in judging performance; they can give students opportunities to judge peers and assess their own progress in relation to others; and they can emphasize the importance of self-monitoring and goal setting
• Reliability and of not being satisfied with only "extrinsic" feedback from teacher.

(Extracted from learning to teach Richard I. Arends, 1998)

When giving negative feedback, B. On validity and reliability of assessment results

i.)Validity of Assessment Results

- your interpretations and uses of assessment results, rather than to the assessment instrument itself. Assessment results have different degrees of validity, depending on how the results are interpreted and used.
- Validity of assessment results may determined only after combining several types of evidence and judging that combination in relation to the particular interpretation and use you wish to make of the results. The validity of assessment results depends also on appropriateness of the values implied by the way you use the assessment results and on the social consequences of that use.
- Classroom-based assessment used for assigning grades to students should meet the validity criteria in the following categories.
 - Content representativeness and relevance
 - Thinking processes and skills
 - · Consistency with other classroom assessments
 - Reliability and objectivity
 - Fairness to different students
 - Economic efficiency, practicality, instructional features
 - Multiple assessment usage

C. Reliability of Assessment Results

refers to the consistency of assessment results, rather than to the assessment instrument itself. Reliability is a limiting factor for validity. Unreliable assessment results cannot be highly validity. Reliability is one criterion for validity of assessment result(s), but not the only criterion. Thus, highly reliable assessment results may not be valid if they do not meet other validity criteria.

- There are several causes of unreliable assessment results major one are:
 - Content factors-Inconstant results caused by the temporary when assessed on different content or tasks included in two equivalent assessment
 - Time factors-Inconsistent results caused by the temporary and permanent changes that a student experiences when assessed on different occasions
 - · Scorer factors Inconsistent results caused by the idiosyncrasies of the persons who mark student's performance
 - Combined factors -Inconsistent results caused by a combination of these (and other) factors
 - •Two types of quantitative indicators of inconsistency are present; reliability coefficients and the standard error of measurement are more useful when comparing the consistency of results from different assessment procedures. A standard error of measurement is more useful when estimating the size of typical measurement errors on a particular assessment procedure.
 - •Several types of reliability coefficients are:

- Testretest reliability measures the stability of scores
- Alternative forms reliability (different accessions) measures stability and equivalence of test forms
- Alternative forms reliability (some occasion) measures the equivalence of two versions of an assessment instrument.
- Spearman -Brown (split halves) reliability estimates three equivalence of an assessment instrument using the information about the internal consistency of students' responses
- Kudor -Richardson coefficient alpha reliability also estimates the equivalence of an assessment instrument using the internal consistency of students' responses
- The of standard error measurement is a measure of the amount of inconsistency expected individuals' assessment results. The numerical value of the standard error of measurement maybe added to and subtracted from a person's score. The result is a "band" or range of scores that probably includes the person's true score.

BI-ANNUAL BULLETIN

- · Various factors that affect the reliability and the standard error of measurement are:
 - Longer assessments are more reliable than shorter assessments.
 - Reliability coefficients reported in test manuals are only estimates from samples
 - Reliability is low when the spread of scores is small.

- The standard error measurement maybe different at various ability levels.
- The meaning of the standard error of measurement depends on the types of reliability coefficients used in its calculation.
- As the time interval between administering assessments increases, test-retest and alternate forms reliability coefficients become smaller.
- The more objective the scoring assessment of performance, the higher the (Extracted reliability. from Educational Assessment of Students, Anthony I. Nitko, 2004)



Distance Education ...

Cont'd from page 35

Distance education offered through colleges and universities in the United States provides instruction in a wide range of academic and vocational subjects. The National University Teleconference Network (NUTN) is consortium of a 260 colleges and approximately offer universities that distance education programs in most fields of knowledge. The (NTU), Internet. Technological University based in Fort Collins, Colorado, offers hundreds of courses taught by faculty at dozens of major universities. The carries certain advantages over the Agricultural Satellite Corporation provides courses on agricultural topics to many colleges and universities. HealthNet, an institution operated by carries continuing education courses example, a student may watch an communication for health care professionals. The instructor's lecture on Black College Satellite Network Howard University with programs and aimed at colleges around the country.

A number of institutions complete college Institute

bachelor's degrees in science. A specialists distance education program called communications Connect Ed offers a master's degree in Because such programs Technology and Society The University of Phoenix Online, a and wide geographic areas. program at the University of Phoenix, degrees in business

INSTRUCTION

Each medium of communication other. The most effective distance education employs several telecommunications media together so that learners can benefit teachers monitor, respond with then participate in conferencing. Distance degree programs require teams of media experience. programs via computer conferencing. producers, teaching specialists, and The Online Campus of the New York experts in academic subjects to design offers effective teaching strategies. Other

plan and facilitate with learners. can be in expensive to produce, institutions conjunction with the New School for usually design distance education Social Research in New York City. courses for relatively large audiences

Distance education has created a offers computer-based courses leading major shift in how educators and and students think about teaching and management. The Open University in learning. By allowing students to learn Britain offers a master's degree in the in more convenient locations and field of distance education to anyone often at more convenient times, National in the world who can access the distance education opens educational opportunity to previously unreached populations. It also enables more people to extend the period of their education from a limited number of schooling years to a lifelong learning process. In addition, it changes power linked and authority relationships between and learners. Boston University Medical School, from the strengths of each one. For encouraging more equal and open than a video conventional educational questions Because distance education enables (BCSN) broadcasts primarily from through electronic mail on a computer, institutions to reach students all over class the world, learners gain increased discussions through telephone audio- opportunities to experience other education cultures and enrich their educational

Contributed By: Michael G. Moore Microsoft ® Encarta ® 2009.



The Role of HEIs in Harnessing Creativity as the Driving Force behind Economic Growth and Development

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and poor countries. Accordingly, 1.1 What is Creativity? harnessing creativity as the driving Creativity is:force behind economic growth and development has become, hence, a recurring and increasingly prominent business of this century (Jackson & Shaw, 2008).

Thus, higher education institutes are expected to play a key role in this respect. Besides their major focus of involvement * in education, they must account for substantial shares in the total research and development endeavours in the nation's building. They should also perform most of the basic research to be carried out in their respective countries. This is especially so in the middle income countries; for example, the share of universities in total basic research is close to and productivity. 100 percent for China; 90 percent for Mexico and 80 percent for the defined as a core capability for the Russian Federation (WIPO, innovation economy (WIPO,

Bearing this in mind, the firms in the least developed as well research tries to explore what creativity is. It also assesses the creativity and related investments role of HEI's to initiate their to improve their competitive edge students discover their creativity in a globalizing world with shorter potential and identify creative and fight them * has the potential to mitigate some accordingly. Furthermore, it tries indicate the major and the characteristics

- An intrinsic human capability, and a higher-order skill which can be taught and learnt (Robert, 2012),
- Imaginative activity leading to productive outcomes that are both original and of value (Wikipedia Encyclopaedia),
- The capacity to generate ideas, concepts and processes (creative capital) (Jackson& Shaw,2006)and
- A process, type of thinking and an approach of problem solving (Ibid).

From the aforestated illustrations, one can easily discern that creativity is a pervasive and important enabling capability which contributes to innovation

Likewise, creativity is 2011). Consequently creativity is:-

- A source of competitivenessthe shift from tangible to intangible values,
- A driver of innovation and intellectual property - the shift from comparative advantage to competitive advantage,
- A source of authenticity and differentiation in increasingly globalized, connected. open standardized world.

Introduction

The real assets of the modern economy come out of our heads, not out of the ground or somewhere else. These assets which emanate from our heads include imagination, knowledge, skill, talent and creativity (Lucia, 2007).

The assets as a whole are the wellspring of creativity. And creativity is the critical 21st. Century asset supplanting land, labour, capital-and source of competitive advantage (Ibid). This clearly indicates that creativity is a critical driving force of economic growth and development. Hence as developing countries rely on life cycles of products. Creativity barriers of the emerging problems related to health, energy, environment faced by both rich individuals.



1.2 HEIs and The Process of field of endeavour. Creativity

the identification and successive in the fields of creativity and execution of the processes of intelligence), creativity which constitute four different sorts of abilities to be about by creativity. HEIs are phases (Robert, 2012):-

- ✓ Knowledge accumulation,
- ✓ Incubation.
- ✓ Generation of creative ideas, and
- a n d ✓ Evaluation implementation.

Furthermore, HEI's should C. create awareness among their imagine, students to use creativity in ways connect, discover, that develop content, knowledge and skills in a culture infused at cooperation, connection, Higher Education integration and synthesis.

Creativity

The next role HEIs are expected to play is to explain the basic importance of creativity which include (Golden Rules of New Growth Theory, 2012):-

1.3.1 Having Creativity is Fundamentally Human Characteristics

People generally feel more 1.3.4. Explain how Creativity fear fulfilled and motivated if they are Turns to Abundance able to be creative. If education is about helping people to develop their full potential, then helping students to understand the presence of creativity fundamental human characteristics is expected from HEIs.

1.3.2 Creativity is Integral to Being Successful Professional

Creativity is integral to being biologist, historian, lawyer, engineer, or any other disciplinary

According to HEIs play leading role in Sternberg (an eminent researcher Resource we need successful:-

- A. Analytical abilities --- to analyse, evaluate, judge, compare, and contrast,
- **B. Practical abilities ----** to apply, utilise, implement and activate; boundless and not time-bound.
- Creative abilities explore, synthesise, adapt.

new levels by investigation, Need to be Creative beyond valuable natural resource (Linker,

Beyond Higher Education 1.3 HEIs and Importance of people need to be creative in order to survive and prosper in a complex, unpredictably everchanging world. Hence, HEIs must take the initiatives to fulfil the students need to harness their imaginations and creativity to work with, adapt to and exploit the complexity and change that is all they work.

The very aim of creativity is to produce abundance. HEIs, therefore, are expected to explain the basics of the new growth theory based on knowledge and creativity. In doing so, they show how creativity reduces scarcity to satisfy requirement. This in turn scarcity as a new paradigm in economics.

1.3.5. Indicate Availability of Robert Creativity as the World's Natural

Everywhere we look, we three see a lot of different things brought expected to explain that this natural resource is not restricted to an area alone, but comes from many countries and possibly every nation in the world. This in turn points out that creativity is endless,

2.1.HEIs and the Deadly Sins ----to to Deplete Creativity

HEIs are expected to alert invent and the students about the deadly sins which are capable to deplete 1.3.3. Fulfilling the Students creativity which is the most 2012&Valen, 2011)

> In today's hypercompetitive world, developing our creativity is of vital importance. Yet, there are deadly sins creative youngsters should be beware of with the help of HEIs. The most deadly sins include:-

2.1.1. *Fear*

The granddaddy of all creativity killers, we let our worries block imagination. Our around them in whatever context brilliant creative sparks can be extinguished in an instant by the looking foolish, embarrassment or even fear of success.

2.1.2. Rigidity

Business leaders take pride of being themselves in"heads down", yet, that narrow world view prevents us from sparking our imagination. Allowing you self to be "heads up" will help you reveals that creativity will replace discover new possibilities for change and growth.

2.1.3. Premature Editing

Great ideas get killed in



Brainstorm sessions geometrically more successful when 2.1.9. Creativity as Luxury you check your left-brain at the door. Let all creativity pour-out, and prevailing sense within a culture invite the editor in after the fact.

2.1.4. Group Think

Thousands of break-through brainstorming Don't let the fear-mongers dice up now Syndrome" your idea to the point where it loses 3.1. Characterstics of Creative potency. Have the guts by your **Individuals** original ideas, even if it ruffles some feathers.

2.1.5. Outdated Traditions

Blindly saluting the flag of characteristics the past is no way to craft a individuals (Robert, 2012). successful future. If you run across a Consequently, creative individuals system, process, or idea that has are expected to be:-"always been done that way", you've just stumbled upon a beacon desperately calling for reinvention. 2.1.6. Play it Safe

It turns out that playing it safe has become the riskiest move of all. Don't let perceived safety lull you into inaction.

2.1.7. The Status quo

Compliance is dead. The big wins go to those who challenge conventional wisdom and mock the status auo rather than succumb to it. Likewise, HEIs are expected to alert the students about the syndromes which are capable to deplete creativity is and what roles can www.slideshare,net/.../topic-3creativity (Steve, 2011).

These include:-

2.1.8. "I'm Not Syndrome.

that they don't have a creative bone in their body and therefore live-up to that self-fulfilling prophecy by not stretching themselves think to differently, muster enough

the blink of an eye, when we inject confidence to fully engage in the to our linear, analytical left brain into creative process. Ironically, they characteristics the creative process too early. once again confirm they have individuals to their students. are nothing to offer.

This occurs when elevates the value of execution as trumping all. They silly as aideas are suffocated each day by the undisciplined waste of time, or a destructive forces of group think. luxury-"we just can't afford right

Last but not least, HEIs have vital duty and responsibility to acquaint the students with the basic http;//www.freeworldacademy:com/

- Humble and proud at the same time,
- Very passionate but can "Developing Entrepreneurial be objective,
- Brave to try new things,
- Open minded and willing Deadly Sins of Creativity." to accept criticism,
- ♥ Playful and disciplined,
- Highly self controlled,
- Goal-directed, deliberate considerate and decision making, and
- risk.

Conclusion

This paper examined what HEIs play in the identification and execution of the process Creative" creativity. It also explored the role of HEIs to make their students Most people are convinced aware of the importance creativity. On the other hand, it indicated the institutes' role to make alert their students against the evil forces which deplete creativity. Likewise, it pointed out the initiatives HEIs are supposed

take acquaint basic of creative

In conclusion, it is relevant to mention that the Ethiopian HEIs, such as St. Mary's, should be committed mainstream to creativity education. in their research and development programs and harness it as the driving force behind economic sustainable growth and development.

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Reflection

The Role of Group work in Promoting Language Learning

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various ways by different scholars. that group work is a mechanism From the definitions, we learn that which permits students to react group work in a broader sense is not actively in groups and share their attached to the language classroom knowledge and experiences to carry only. To cite some of the familiar out the assigned task in an effective definitions of group work, for way. example, Webster's Third New Brown (1994) also Dictionary defines it as a "technique within the term group work is a generic one field of social work wherein various and covers a multiple of techniques groups (as educational Group work is a technique recreational) are guided by ... a given a task which of organizing learners in small leader to more effective personal collaborative efforts and

Similarly, (1991) says: "Small groups make Americana (1978) defines group appropriate if the members of the communication more purposeful, work as a "specialized field in social group don't exceed six. McDonough encourage the use of a greater range work that helps individuals develop and Shaw (1993), also view the of language functions and assist more satisfying social relationship nature of group work as a complex affective through guided group experience," structure requiring greater role development." In group work, the and with respect to its importance, differentiation between individuals, teacher usually divides the class into this same source states that it is and work employed improve

> From the above definitions, individuals. Thus, work facilitates social and minimizes the degree of anxiety. Furthermore, compare the above definitions from the point of view of

Group work has been defined in a classroom situation, they imply

(1971) following about group work: "The and in which two or more students are community initiated language." With regard to the numbers in the group he says Encyclopedia that it would preferably be more ascertain physical "to lessen inter-group organization of the classroom.

> In conclusion, summarize the definition of group work in relation to a classroom task as follows: Group work especially in language classes is a technique in which the teacher arranges tasks to be carried out by small groups and guides them to attain the desired goal. It is a technique where we boost the motivation of learners, develop their self-confidence, and promote their critical

1. Introduction

groups to enhance greater learner adjustment involvement and opportunities for participation." interactive language use. Harmer groups to together, and all the groups are tension and generally expected to work at the same time. neighborhood social condition." And the purpose of group work in the language classroom is to we realize that group work is a enhance the usage of the target guided experience which is likely to language and promote language develop a mutual social interaction learning. In this text, an attempt is between made to examine the concept of according to the definitions cited, group work, the importance and/or group advantages of group work, and the cooperation management of group work.

2. The Concept of Group Work



thinking and problem solving and ability.

3. The Importance of Group work

The following are among benefits obtained the major through the use of group work in the language classroom.

(i). Allows more Language **Practice**

who recognize group work as a groups encourages them to be more technique in teaching, group work is believed to responsible allow students to interact with each accomplish the task given. Since it is and the exhaustively which is not possible in in a small group, every member tries a situation where teachers lecture to contribute his/her share toward and lead whole-class discussions. the success of the mission. However, Thus, in a teacher centered class, this is not possible in a whole-class 'talk and chalk' is dominant and the activity. chance for students to talk in class is (1994) minimal.

For instance, Harmer (1991) argues that group work advantageous in that, it increases the amount of students' speaking time and gives them the opportunity to use the language to communicate with each other. Similarly, Brown (1994) states as follows with regard to the advantage of group work in initiating students' learning and language practice:

> With traditional methods, language tends to be restricted to initiation only by the teacher in an artificial setting where the whole-class becomes a group interlocutor. Small groups provide opportunities for student initiation, for face to face, give and take. for practice of negotiation meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.

> > This implies that fluency

group the chance to exercise and say something on their own.

(ii) Promotes Learners' Involvement a n d Autonomy

Creating conductive According to the scholars atmosphere for students to work in language involved and to feel to successfully language difficult for an individual to "hide" Justifying this, shares his personal experience as follows:

> Even in a relatively small class of 15-20 students, whole-class activity often gives students a screen to hide behind. I remember a college French class I took, in which the teacher's single teaching technique was to call on students one by one to translate a sentence in our reading passage of the day. My way of playing that game was simply to keep one sentence ahead of the teacher so that when my name came up, I was ready. I paid no attention to what was currently being translated, to the meaning of the whole passage, to comments by the teacher, or to fellow class

This implies that students become less active and may fail to concentrate on the whole-class activity. On the other hand, working in groups encourages students to be more involved and to concentrate on action and brings about progress small group of peers usually

proficiency in the target upon all of the members of the language can be attained only by group somewhat equally. The main intensive practice. And group work, point here is that it is difficult to in this regard, plays a valuable role "hide" in a small group, and as a for it gives the members of the result the involvement of learners is high.

(iii) Lessens **Anxiety** of Learners

Students feel secure while involving in group work. They feel less anxiety when they are made to work 'privately' than when they appear in front of the whole class. Group work, thus, can help shy students who would hardly say a word in a whole class activity to feel less anxiety and reasonably participate in small groups (Doff, 1988).

Brown (1994) also agrees with the opinion of Doff and emphasizes the advantage offered by group work in maintaining the security of students working in a smaller group of students. He states: "In countless observations of classes, I have seen the magic of small groups. Reticent students become vocal participants in the process. The small group becomes a community of learners cooperating with each other in pursuit of common goals."

It is likely for shy or linguistically incapable students to experience considerable stress when asked to carry out a certain activity in lock-step classroom organization. In such a learning environment, they are required to respond accurately and quickly as well. But, due to their language deficiency or shyness, they may fail to do this, and as a result develop stress. Consequently, in the public contrast to atmosphere of lockstep the task. It ensures responsibility for instruction, learning based on a



1955).

Help Each Other

It is obvious that group work encourages learners to share ideas, knowledge and insights. For instance, when students are given a reading exercise to work in group, they certainly help each other to examine and understand the meaning of the text given. Similarly, when they are involved in a discussion activity, they can share with each other new ideas or opinions (Doff, 1988).

Harmer (1991)also emphasizes on the opportunity group work gives students to promote a cooperating relationship amongst them. He points out that when students involved in a group task are working together to come up with an advertisement, for example, they will obviously communicate and cooperate in order to accomplish the task successfully. given Consequently, they will definitely be teaching and learning each other in the group and develop a sense of self -reliance, which is in fact not possible in a situation where the teacher acts as a sole actor in class. In summary, we can say that group work enables students to help each other and develop a sense of cooperative relationship. It provides an opportunity for the students to cooperate with one another in the teaching learning process.

Individualizes Instruction

All students in a classroom possess individual characteristics. They have different backgrounds. And this very fact makes the teaching-learning process very

conducive environment to use the satisfy individual needs and/or and Porter, 1985). target language (Long and Porter preferences in the classroom. It (iv) Encourages Learners to to satisfy the varying abilities and individual's preferences is high. through the wise administration of to different groups based on their group work, the teacher can alleviate abilities this problem. He/she can help the teacher working with a mixed ability learners with different abilities and organizing groups. In this regard, the words of possible in the lockstep method. So, Brown (1994) run as follows:

> Each student in a classroom has needs and abilities that are unique. Usually, the most salient individual difference that you observe is a range of proficiency levels across your class, and even specifically, differences among students in their speaking, listening, writing and reading abilities. Small groups can help students with varying abilities to accomplish separate goals.

Brown also emphasizes that the teacher has to give due attention to other individual differences such as age, sex, cultural heritage, field of study, cognitive style, attitude, native motivation, aptitude, language, prior language learning experience and target language needs, and accordingly, carefully select groups and set different tasks to different groups.

Understandably, group work cannot qualify to handle all the individual differences of learners; but it can contribute a lot in individualizing learning. Thus, small groups of students can be formed to carry out different activities which are suited to their needs. And this can avoid the danger of boring other students who do not have the same problem or need. Group work is, therefore, a valuable technique which is considered as a first step

creates a friendly setting and a more complex. Thus, it is very difficult to toward individual instruction (Long

In a nut shell, in a small won't be as such easy for the teacher group, the possibility of meeting an interests of learners. However, Thus, different tasks can be assigned and experiences. group may have the chance to backgrounds to involve in different allocate activities according to the small level of the learners; which is not group work is an appropriate technique to handle the individual differences of learners individualized instruction.

4. Managing Group work

It is obvious that group work can go wrong if it is not carefully managed. In other words, group work cannot achieve the desired goal unless it is properly administered. In connection with this, Cross (1992) beautifully states as follows: "The teacher is the manager of the activity, and he must plan it, organize it, start it, monitor it, time and conclude it." This denotes that certain practical steps have to be taken in order to carry out successful group work classroom. Consequently, it worthwhile here to cite some of the practical steps which are essential to manage successful group work in the communicative language classroom.

Most of the scholars in the field of English Language Teaching (ELT), such as those mentioned earlier, emphasize that the main aspects of the management of group work in the communicative classroom should include: selecting group tasks appropriate techniques, organizing groups, monitoring group tasks, and



are examined briefly below:

I. Selecting Appropriate **Group Tasks**

A major part of the teacher's role in the promotion of successful group work is to decide which kinds of group activities are suitable for a specific purpose. Thus, the primary step in promoting group work is to select appropriate group tasks. In other words, the teacher has choose activities which are suitable for the group process. According to Brown (1994), typical group work tasks include: games, role play and simulations, drama, projects, interview, brainstorming. information gap, jigsaw, problemsolving and decision-making, and opinion exchange. And he briefly defines and characterizes each of these group tasks as follows:

Games - Guessing games that practice yes/no questions are among the common activities exercised in language classrooms. Brown asserts that as many as twenty questions can be successfully adapted to a small group in the following manner. One member can secretly decide that s/he represents a certain personality; and the purpose of the rest of the group will be to find out 'who' within 20 ves/no questions. In this process. each member of the group is given the chance to ask questions turn by turn. The person "who is it" is meant to rotate around the group. At this time points are also scored.

Role play and simulations - In practicing role play, the teacher is required to assign a role to a Interview - Though the goals might member or members of a group and assigning purpose to

managerial aspects of group work involve in a discussion of a political levels, the goal of an interview is issue, in which each member is usually the whole group is working through involved to ask questions like: an imaginary situation as a social unit, with a purpose to solve some specific problems. Brown advises that this task involves larger groups of 6 - 20 and he adds that "a common genre of this type of game specifies that all members of the island."

> **Drama** – is usually a kind of role play; but more formalized. Groups could be organized to involve in dramatic performances, writing the script themselves and rehearsing the scene as a group.

> **Project** – Brown points out that so long as learners get engaged in meaningful projects, they can use both receptive and productive language successfully and technique can be applied for learners of all ages. According to him, for instance, when the teacher plans to adopt an environmental awareness theme, he/she can form different groups and assign different tasks to each group. Group 'A' may be assigned to create an environmental bulletin board, group 'B' can take the responsibility of developing fact sheets; group 'C' can make a three dimensional display, group 'D' can put out a newsletter for the rest of the school; group 'E' can develop a skit; and so on.

vary, interviews are essential at both be the lower and the higher levels of accomplished by the participants. In proficiency. Groups can be set to ask practicing such a technique, the each other and try to answer the

providing feedback. And these group can be set, for example, to questions forwarded. At the lower confined assigned to represent a specific vocabulary desired for expressing political point of view. Simulation personal data, producing questions, on the other hand involves a using requesting functions, etc. At somewhat complex structure where this stage, students might be

- What is your name?
- Where do you live?
- What country/city are you from?

In this manner, they can practice group are shipwrecked on a desert how to give meaningful answers. At the higher level of proficiency, however, the goal of interview is to probe and/or practice more complex tasks, opinions, ideas, and feelings.

Brainstorming – is a task which has a purpose of initiating some kind of thinking process. It is mainly used to prepare students to read a text, to discuss a complex issue, or to write on a specific topic. The group's task here is to list concepts, ideas, facts, or feelings relevant to the topic or context.

Information gap – Its purpose is to convey or to request information; and it accommodates a variety of techniques. Brown savs that information gap techniques have two focal characteristics. One main focus the techniques is the dissemination of information, and less attention is given to language forms. And the second which is communicative interaction is of paramount importance in order to meet the desired objective, according to information gap techniques.

The simplicity and complexity of the information that students are required to seek may vary according to their level. For



member of the group could be in- one kind of problem solving, and language classroom. volved to find out from the others their purpose/goal is to involve A) Combining arrangement his/her birthday, address, favorite group members to make a decision. food, etc., and fill the information in Some problem-solving techniques a little chart. In higher level classes, may involve decision about what to however, the teacher could ask do. For instance, students can be groups, for example, to collectively presented with a number of job appool information about different plicants' profiles, and asked to deoccupations, and/or organize differ- cide who they would hire, after thorent challenging activities appropriate ough examination of the profiles. to the group.

information gap whereby each group in discussions or debates focusing member is provided with some spe- on certain issues or topics. For excific information in which the goal is ample, issues such as women's to pool all information in order to rights, choosing a marriage partner, attain a desired objective. According cultural taboos, abortion, environto the example given by Brown, a mental crises, etc., can be chosen for very popular jigsaw technique is group discussion. known as a "strip story." In intromine the appropriate place of their fied by Brown, as discussed earlier. nal one.

usually draws students' attention to directions on a map, or as complex moral dilemma.

instance, at the primary level, every making techniques simply refer to implementation of group work in the

Opinion exchange – Using this Jigsaw – It is a special technique of technique, students can be involved

Cross (1995), on his part ducing such an activity, the teacher points out that, guessing games, B) Cooperating arrangement can take a short written material and question construction, role play, dicwrite each sentence of the text on tation, guided practice, guess ahead, little strips. Then, he/she can ran- discussions, speculative questions, domly distribute them to the mem- and essays are suitable group tasks. bers of the group. The goal of this These tasks are more or less similar exercise is to let the students deter- to the group work techniques classisentences in the whole context of the On the other hand, Nation (1989) story, and to stand on their position argues that a useful way of classifyso that the reconstructed story can be ing group work activities is to look read and be compared with the origi- at the distribution of the information needed to do the activity. Accord-**Problem-solving** and decision- ingly, he has come up with four difmaking - Problem-solving group ferent types of group work, namely, techniques involve students to solve the combining arrangement, coopera specific problem. This technique ating arrangement, superior - inferior arrangement, and individual meaningful cognitive challenges, arrangement. He says that these four rather than to grammatical or phono- different types of group work logical forms. The problem could be achieve different learning goals, are as simple as, for example, giving best suited to different types of tasks, and require different kinds of as solving a mystery in a "crime social relationship. It is, therefore, story", or dealing with a political or essential to look at these four types of group work briefly, in order to On the other hand, decision- broaden our insight in the successful

Its essential characteristic is that each learner in a group has different information, and the students are required to combine each piece of information to complete the task. For example, group members can be provided with an incomplete map containing different information. Meaning, each learner has information that the others do not have. Therefore, by combining the pieces of information, each learner can make a complete map. Nation points out that, activities such as completing, providing directions, matching and distinguishing, are suitable for this group work arrangement.

Different from the combining arrangement, in this type of group work, learners have equal access to the same information. Its purpose is to initiate learners to share their view points and contribute towards the solution of the task underway. Nation also recommends that the most suitable tasks for cooperating arrangement group work include activities involving ordering, ranking, choosing, finding implications, determining causes or uses, producing material, and so on.

ment – The unique feature of this group arrangement is that only few selected members of the group are provided with

C) Superior-inferior arrange-

all the information that the rest of the group members need. For example, among the learners might have



arrangement.

D) Individual arrangement it' exercise is a typical example for teaching-learning process. this kind. For example, all learners II. Organizing Groups in a group can be involved to see a grid with sections which have different purposes. Then, the learners can be ordered to name a section of the grid turn by turn and practice the exercise. This group work arrangement is effective in that, it increases the time each learner can spend on a task and ensures the participation of each learner. Among the most suitable tasks for this arrangement are solving-problems, repetition completion.

Generally speaking, there is a common understanding that any of the four macro-skills and almost all exercises in text books can be adapted to group work activities. Whatever the approach may be, the main concern in devising group tasks is to ensure the successful involvement of all group members in the activity presented. The point is group tasks should be organized in a task underway.

From the foregoing discussions, we

a text for a dictation exercise and the to the introduction of a variety of ability range of the whole class. others involve in writing the dictagroup work activities that the learn- Doff (1988) in his part advises that tion. Nation points out that, data ers can partake according to their when exercising group work, stugathering (interviews, questions), interest and level of proficiency. The dents should be divided into groups providing directions, and completion most useful group work tasks rec- of four and five. Brown's view is are suitable tasks for this group work ommended by different scholars for also not different from the views of In treated. The responsible teacher is says, "It is important to note that this group work arrangement, all then required to select appropriate group work usually implies 'small' group members have equal access to types of group tasks or techniques group work, i.e., students in groups the same information, but each is which can enhance the interest of of perhaps six or fewer. Large required to perform individually learners and help them use the lan- groupings defeat one of the major using a portion of the information guage, while planning to use group purposes for doing group work: givavailable. Nation argues that the 'say work as a viable technique in the ing students greater opportunities to

After selecting group tasks, the next role of the members. teacher is to set up well established groups and provide them with clear we can realize that in exercising instruction about the task they are group work, large groupings are not going to perform. While organizing groups, the teacher is also required to determine the size and composition of groups. By doing so, he/she can facilitate the maximum participation of groups.

According to the suggestions of most authorities, maximum interaction is achieved with groups of between 3 and 6 members. For instance, Harmer (1991) says the following in this regard: "... In general, it is probably safe to say that groups of more than seven students can be unmanageable. In most small groups, the appropriate size range is 2 – 6 members." Honeyfield (n.d), also points out that "there is evidence from general education and way that everyone can be able to use social science research which dethe language and contribute to the notes that the maximum number of successful accomplishment of the students in small groups should not exceed six."

Similarly, Hyland can understand that the participation points out that group work's goal is of students in group work activities best achieved with groups of becan be ensured if attention is given tween 3 - 6 members, reflecting the

the interactive classroom have been the aforementioned scholars. He speak." He, however, notifies that simulations are likely to involve suitable larger groups comprising 6 - 20

> From the above statements, recommended unless and otherwise we are dictated by the type of task or tasks set. Groups should be organized in a way that maximum participation and/or interaction of students can be ensured.

> Another factor which should be taken into account when organizing groups is also the composition of the group members. According to the words of Hyland, groups have to reflect the ability range of the students as much as possible. Therefore, the teacher has to be conscious enough in choosing groups. In most cases, self-selecting groups are considered to be more 'supportive and accommodating' as long as they do not overshadow the concept of mixed ability, according to Hyland. However, there is a situation where the teacher will be forced to choose groups himself based on justifiable reasons. For instance, Harmer (1991) suggests that it is important to have a group leader who would act as a group organizer

condition the teacher might be ment of a group leader or secretary forced to take the initiative of choos- is also an important factor which ing the leader or make sure that s/he should be taken into consideration is efficient enough to carry out his/ by the teacher while organizing her leadership role.

Moreover, there is a condition where the teacher may be convinced to form groups of strong students and that of weaker students. In this case, the teacher will be obliged to give the groups different tasks to perform. This is justified by Harmer (1991) as follows:

It is worth pointing out here that one of the major possibilities offered by group work is just this fact: that where there are students of different levels and interests in a class, different groups can be formed so that not all the students are necessarily working on the same material at the same time.

Gower, Phillips and Walters (1995), on their part tell us that in organizing the class into groups, we need to decide whether we want the groups to be:

- A. randomly formed;
- B. 'streamed' according level or a mixture of weak and strong, talkative and quiet;
- C. formed according to nationality, sex or age;
- D. constituted based on friendship among students or decide whether there are some students we want to keep apart;
- E. self-selecting; and
- F. permanent or flexible.

What we can understand from the above discussion is that, organizing the class into groups can be done in various ways. Whatever the composition may be, groups have to be formed based on the mutual understanding of the teacher and

and/or coordinator, and in such a the students as well. The appoint-

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The next step which should take place after forming groups is to set the task in motion. However, some sort of introductory work has to be carried out before getting the group work started. According to Brown (1994), some of the main points which have to be our concern in this phase include the following:

- A. Introduce the technique It refers to simply giving a brief explanation about the task. It also includes the provision of clear explanation about the very purpose of the assignment, so that students can direct their efforts toward the attainment of the desired result.
- B. Justify the use of small groups for the technique -This refers to telling the stunificance of a small group to deal with the task. This certainly helps the students to understand about the importance of the upcoming task and be comfortable with it.
- C. Model the technique Modeling the technique is important particularly when the task purpose of modeling is to make sure that students know what is expected of them or what they are required to do.
- D.Give explicitly detailed instructions – Giving the students specific instructions about what they are going to do will cer-

tainly help them to proceed with assignment their smoothly. These include:

- i. restating the purpose of the task;
- ii. telling the students about the rules they have to follow:
- iii. announcing about the time limit established; and
- iv. assigning specific roles to participants when deemed necessary.
- E. Check for clarification It is advisable to check and make sure that all the students understand their purpose, before they start getting into their groups. In this regard, Brown advises us not to do the checking by asking questions such as "Does everyone understand?" Rather, it is appropriate to test out by calling some of the students and asking them, for example, to restate the purpose of the activity, the procedures they are to follow, and so on.
- dents explicitly about the sig- F. Set the task in motion Lastly, the teacher can directly set the task in motion. This can be done simply by ordering the students to move into their groups and go on with their work. The next role of the teacher is to facilitate the group work underway.

To summarize, while planning a is new and quite complex. The group activity, it is essential to make sure that:

- A) we have a clear idea about the purpose;
- B) the activity is suitable for group work;
- C) the seating arrangement is appropriate to make the activity possible;



- D. the time allotted is reasonable. kept busy for most of the time:
- E. where different groups have different tasks to perform, these tasks will either take approximately the same capable groups are given the longer tasks;
- F. each group is provided with duties. enough materials;
- G. we decide about the composition of the groups;
- H. we decide whether a chairperson or secretary is needed for each group; and
- I. we think carefully about our instructions.

III. Monitoring Group Tasks

Another important role of the teacher is to monitor group tasks. Once the activity is set in motion, the teacher is required to play his/her role as a facilitator. We have seen from the previous discussions that the main purpose of group work is to promote learning through peer discussion. The students can learn from each other while dealing with a particular problem in their respective groups. As a result, the teacher is advised not to dominate or interrupt group work activities, and rather move around and observe the interaction of students. To this end, Hyland, says:

The teacher should unobtrusively observe interaction and remedy procedural confusion, ensure that group members are actively participating and note common language errors for later correction. Too many teacher interruptions can only distract learners from the task at hand.

Furthermore, he emphasizes and all of the students are that the ability to withdraw from a dominating role and allow learners to produce and receive their own language through group interaction is considered as a vital group management skill.

In accomplishing his/her time to complete or more role of monitoring group tasks, the teacher is required to follow certain rules and avoid certain destructive McDonough and (1993), state that the aim of group work is usually to promote fluency, and consequently they do advise the teacher to perform the following duties when monitoring group work.

- **A) Stand back** Once the activity is set in motion, the teacher is required to stand back and allow a short time for the students to proceed with their task. By doing so, s/he can get a chance to see which groups seem to be satisfactorily working which groups seem to have problems. This will also give the participants a chance to get into the activity before the teacher offers them any help.
- B) Quickly check Making sure that the groups have started working on the assignment, the teacher has to walk around and listen to each group and check whether the students have understood what they are supposed to do.
- C) Avoid interruption Unless the teacher realizes that the group has misunderstood the purpose of the task; some of the groups are about to finish; the group seems to lag behind; and the provision of some advice or information is necessary; s/he is strictly advised not to interrupt.

- **D)** Spread your attention If the teacher concentrates on a particular group, it is likely for the group members to feel discomfort by his/her presence. The teacher will also not get a clear idea of how well the other groups are doing, if he/she concentrates on a particular group only. On the other hand, the rest of the groups will be feeling neglected, and as a result drift away from the task. Thus, the teacher is advised to spread his/ her attention and check how well all the groups are doing, without any discrimination.
- E) Be easily accessible The teacher is required to ensure his accessibility to all the groups. All the groups should feel that they have equal access to him/ her and are treated equally.
- F) Provide encouragement Especially at the beginning, groups usually need encouragement to proceed with their work. So, the teacher has to encourage them to go well with their activities and always appear positive. His/her 'enthusiasm' will motivate them and promote their level of confidence.
- G) Give correction and/or gather data for feed-back - The teacher is usually determined by the nature of the activity to give correction during group work. For example, if the activity is controlled language practice, and the students are not using the target language correctly, the teacher may need to give corrections on the spot. He/she may also

prefer to correct when he/she is all performance of students and faciliasked to. More importantly, the tate the teaching-learning process. teacher should always be looking at how the students are doing the task, evaluate the performance of the group and of individuals within the group. Doing this will help him/her to decide what to do next, plan future activities, and give the students feedback at the appropriate time.

Moreover, the above mentioned scholars advise that if the teacher needs to give comments and/or ideas while the group work is underway, it is often better to talk quietly to one member of the group (most probably to the group leader) and suggest a possible change of direction, rather than interrupt the flow of ideas in the groups.

Brown (1994), also states that it is very important to move around while group work is underway. He stresses that even if we have nothing to say to the group, we can listen to students and get a sense of the group's progress and the language production of individuals as well. He offers a few don'ts which we need to remember while monitoring group work. These include:

- Do not sit at your desk and grade papers.
- Do not leave the room and take a break.
- Do not spend an undue amount of time with one group at the expense of others.
- Do not correct students' error unless asked to do so.
- Do not assume a dominating or disruptive role.

From the above discussions, we learn that there are some constructive rules which we need to respect and follow extensively, and some disruptive roles which we are required to avoid while monitoring group work. More importantly, monitoring group work will help us to evaluate the over-

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IV. Providing Feedback

Providing feedback is among the major tasks which should be given due attention by the teacher in managing group work. It is recognized as a vital component of the teaching-learning process. According to Hyland, the teacher can let students assess and modify their understanding through the provision of meaningful feedback. Furthermore, he says that from the Brown, H.D. (1994). Teaching by teacher's point of view, feedback is a means of assessing and correcting the communicative deficiencies of students.

Feedback is provided based on task performance, and can be functional in various ways. According to Brown, feedback has two layers which include the following:

A) Reporting on the task objective

—I f the teacher thinks that discussion on the findings of the groups is essential, feedback is provided based on the nature of the task given. He/she has to allot enough time for this session to take place. The findings can be presented by group representatives. This wholeclass process is useful in that, it gives the groups the opportunity to Long, M. and Porter, P. (1985). learn from their similarities and differences. On the other hand, if different assignments were given to different groups, the reporting phase will be interesting to all groups and can motivate the students for further group work.

B) Establishing affective support -

The feedback phase can also serve Tickoo, M.L. (1977). "Group work the purpose of exchanging views and suggestions about the weaknesses and strengths of the group process itself. The teacher is required to bring the class together after group work as a 'whole community of learners'. On this occa-

sion, some whole-class feedback can be encouraged by entertaining questions about how smoothly the task proceeded, how comfortable people were with the task proceeded, what problems the groups encountered in attaining their objective, and son on. This can help the teacher to get information relevant for the planning of further group work activities.

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Situational Factors for Learning: Implication for Teaching

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building of mind that are sensitive to the teacher should give an account in the objectives if students are rethe social realities of the world in for the background of the students sponsible for their academically which learners live, that are free, and the predominant teaching meth- mental development, if they take that have acquired the capacity for ods students have experienced in the responsibility for themselves. thinking for themselves because they previous courses. Hence, teachers Social motivation: have had to think for themselves are expected to consider the situ-(Venkataiah, 2002). In the building ational factors in which learners' be considered as prior experience is of mind, teachers play a great role prior academic achievement, equity the learners' social motivation which and produce responsible citizens in the environment and social moti- is related with their cultural and ecobased on the fields that students vation, and teachers' methodologies nomical status. Having educational want to be engaged in the future.

To teach effectively, the considered. teacher should consider different Academic achievement:

concepts of the learning process. One of the most important factors is The acquisition of knowledge and the background of the students in skills through the interaction of the terms of academic achievement. The whole individual with the environ- students' previous knowledge and ment should be taken into account. academic achievement determine This interaction should be in the their active involvement in the educlassroom, outside the classroom cational route and its lessons. The and with the surrounding the learner more they have good background lives. The classroom interaction can and basement in their academic carbe formal and informal. The formal rier is the more they succeed in their one occurs during the teacher's pres- education with appraisal from the entation of the lesson. Learners can instructor. If they don't have good respond to questions and discussion background they would face a chalpoints. They can share points with lenge to have true involvement in the teacher, and with their class- the given lesson and as a result they mates grounding the lesson objec- seldom become motivated to follow tives and the contents that are pre- the lesson and cope up with other sented. Informal classroom interac- students. Thus, students should take tion lies on the communication accountability for learning to occur. among learners when the teacher is The teacher in this situation is reabsent from class. They may raise quired to trigger learners to set up points related with class works, the learning contract (Ashcroft, home works and assignment. Out- 1994). Learners should take responside classroom like during break sibility at different level for their time and having interaction with betterment as long as they have set

others help learners to widen their aims and objectives that need a lot way of thinking and understanding. of effort to fructify the would be Interaction outside school with the outcome and output which in turn family or somebody else has a role serves the individual, family and to improve learners understanding society. They should negotiate their and bring learning. When the learner own study so that they themselves is capable of gaining insight or un- are means for their achievement. derstanding into the learning situa- The chronological aspects of maturtion, learning will take place ity in their mental development will Education must aim at the (Chand, T. 2003). To maintain this, be fast and come to the standard set

Another point that should keeping authenticity for learning are equity and equal social status among students in the class room helps the



successful. Parents found in high and parental occupation" supports achievement.

teacher to lead the class smoothly occupational levels, for example, this statement. In the study, 1273 and effectively. Cultural and eco- usually provide good physical and students (aged 6-18), who are betnomical differences create dispar- intellectual environments to their ter in their school performance, are ity in the class. Family background children. McNemar's study on the treated to get a glimpse if parents' plays a great role for learners to be "Intelligence of school children occupation has impact on learner's

No	Parents Occupation					
		6 - 9	10 - 14	15 - 18	Total	%
1	Professional	115 (27.5%)	118 (27.6 %)	124 (29.0%)	357	28.1
2	Semi-professional & managerial	107 (25.6 %)	112 (26.2 %)	117 (27.4%)	330	25.9
3	Slightly-skilled	100 (23.9%)	101 (23.6%)	96 (22.5%)	297	23.3
4	Daily laborers	96 (23.%)	97 (22.7%)	90 (21.1%)	283	22.2
	Total	418 (100 %)	428 (100%)	427 (100%)	1273 (1	00%)

Source: Chand, T. 2003. Principles of teaching (p. 194)

social equity in education, students 1995) from different social groups should Teaching methodology: have similar range of outcomes. While there is a range of talents, motivation and effort to succeed amongst individual students, there is no reason to accept disparities in educational outcomes.

The teacher should consider this social equity to produce selfefficient learners who would make difference in the control of their learning environment and believe that effort will pay off. Considering the diversified social pressure on learners, she/he has to concentrate

The data indicates that 28.1% on the level of social integration that students, for example, need to be of students whose parents are pro- may gradually be visible in the given more opportunities, particufessional revealed the best perform- classroom atmosphere. Students larly in classes of mixed ability, to ance. In their school, professional from different background should cultivate their interest. Slow learnparents seem to be motivating stu- develop cooperation and help each ers need more practical activities dents and it helps them to achieve in other. If this happens, good teaching like fieldtrips to contextualize the their academic carrier. In contrast, which is about caring and sharing lesson provided. Here also effective children whose parents are daily will succeed. The capacity to accept, instructional materials play a great laborers are the least in number in understand, and appreciate students role to indulge comprehensible inthe study of intelligence of school on their terms and through their put. Materials should be varied, atchildren. Thus, family support has world; making students feel good tractive intents and well organized situational role in the achievement. about themselves and getting all to meet the learners' learning style Creating proper link among parents, fired up with enthusiasm will occur and preference. teachers and administrations is help- in the comprehensive monitoring. ful to boost up parental roles for the Checking progress, recognizing methods students have experienced students success in their classroom when one is in the proper track are the course before have impact on role to acquire knowledge and im- the duties and responsibilities of the new classroom atmospheres. prove skills. Being cognizant of duty bounded teachers (Ornstein, New classes are expected to match

Furthermore, the other situational factor to make learning take place is the teaching methodology. Diversified methods and techniques of teaching are vital to lead effective classroom. This difference may come from the nature of the subjects like teaching English courses and Mathematics courses or like contents in the course; teaching writing skill and teaching speaking skill. Learners' learning style and learning preference also need proper methodology apparently. The bright

The predominant teaching the teaching method with the real condition of the class room situation. The teacher should adapt new methods and motivate students and make them ready to practice and exercise tasks and activities that may lead to learning considering their experience. The teacher as a coach and councilor has to exploit the experience of the learners (whether they are active or not) to create belongingness with the relationship of facts and opinions presented in the classroom.

To be continued on page 36



Distance Education INTRODUCTION

i s t a n Education, methods of instruction that utilize different communications technologies to carry teaching to learners in different places. Distance education programs enable learners and teachers to interact with each other by means of computers, artificial satellites, telephones, radio or television broadcasting, or other technologies. Instruction conducted through the mail is often referred to as correspondence education, although many educators simply consider this the forerunner to distance education. Distance education is also sometimes called distance learning. While distance learning can refer to either formal or informal learning experiences, distance education refers specifically to formal instruction conducted at a distance by a teacher who plans, guides, and evaluates the learning process. As new communications technologies become more efficient and more widely available, increasing numbers of elementary schools, secondary schools, universities, and businesses offer distance education programs.

Nearly every country in the world makes use of distance education programs in its education system. Britain's nationally supported Open University, based in Milton Keynes, Buckinghamshire, England, has one of the best-known programs. A vast majority of the school's 133,000 students receive instruction entirely at a distance. More than 20 other countries have national open universities in which all instruction is provided by distance education methods. This method of education can be especially valuable in developing countries. By reaching a large number of students with relatively few teachers, it provides a cost-effective way of using limited academic resources. Many businesses use distance education programs to train employees or to help them update skills or knowledge. Employees may take such programs in the workplace or at home in their

spare time.

HISTORY

Distance education traces its origins to mid-19th century Europe and the United States. The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist.

The invention of educational radio in the 1920s and the advent of television in the 1940s created important new forms of communication for use in distance education. Educators used these new technologies to broadcast educational programs to millions of learners, thus extending learning opportunities beyond the walls of conventional teaching institutions.

The development of reliable longdistance telephone systems in the early 1900s also increased the capacity of distance educators to reach new student populations. But telephone systems never played a prominent role in education until the introduction of new teleconferencing technologies in the 1980s and 1990s. Teleconferencing systems made it possible for teachers to talk with, hear, and see their students in real timethat is, with no delays in the transmissions—even if they were located across the country or around the world.

Distance education increasingly uses combinations of different communications technologies to enhance the abilities of teachers and students to communicate with each other. With the spread of computernetwork communications in the 1980s and 1990s, large numbers of people gained access to computers linked to telephone lines, allowing teachers and students to communicate in

conferences via computers (see Telecommunications: Computer-Network). Distance education also makes use of computer conferencing on the World Wide Web, where teachers and students present text, pictures, audio, and occasionally video. A conferencing method known as one-way video/two-way audiouses television pictures that are transmitted to particular sites, where people can reply to the broadcasters with a telephone call-in system. Television pictures can also be transmitted in two directions simultaneously through telephone lines, so that teachers and students in one place can see and hear teachers and students in other places. This is called video-conferencing.

PROGRAMS IN THE UNITED STATES

In the United States, institutions of higher education, business, and the armed services all use distance education methods. Millions of students have enrolled in television courses produced by certain colleges and universities around the country. The Public Broadcasting Service (PBS) delivers these courses to students at over 2000 institutions. A growing number of private businesses, including multinational corporations, operate satellite television networks to deliver vocational training to employees throughout the world. The United States Army offers distance education programs to military personnel stationed in different parts of the country. These programs are conducted by the Army Logistics Management College, based in Fort Lee, Virginia, and delivered over the Internet and in one-way video/twoway audio systems to over 70 locations. The United States Air Force also offers distance education programs through the Air Technology Network (ATN), a division of the Air Force Institute of Technology. The ATN uses one-way video/two way audio telecommunications systems to reach students at every Air Force base in the continental United States.

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Tackling Resistance to Change

Mulualem Denbegna



their self-interests.

various reasons. The most notable ones are: the individual's personal predisposition to change, surprise and fear of the unknown, climate of mistrust, fear of failure, loss of status and/or job security, peer pressure, disruption of culture and traditions, group relationships, personality conflicts, lack of tact, poor timing and competence being oblivious of the benefits.

known if they genuinely believe and toward change requires you to be an

Our natural reaction to change, greater than those of moving forward mize the initial fear of a lack of pereven in the best circumstances, is in a new direction. Making a change sonal competence for change by resistance. Most people prefer pre- is all about managing risk. If you are showing how people will be brought dictability and stability in both their making the case for change, be sure to personal and professional lives. Peo- to set out in stark, truthful terms why change process. ple typically avoid situations that you believe the risk situation favors upset order, threaten their self- change. If you see yourself as a also kill a change effort, for an indiinterests, increase stress or involve change agent, you probably are somerisk. When faced with changes to the thing of a dreamer, someone who example, you believe you should quit status quo, people usually resist ini- uses the imagination to create new tially. The resistance continues and, possibilities that do not currently ex- going and four kids to keep up with, in some cases increases, until they are ist. Well, most people don't operate it can be easy to put off your personal able to recognize the benefits of that way. It's great to be a visionary, health improvement project until your change and perceive the gains to be but communicating a vision is not first heart attack or cancer scare, worth more than the risk or threats to enough. Get some people on board when suddenly the risks of standing with your idea, so that you or they still seem greater than the risks of People may resist change due to can demonstrate how the new way change. When you're introducing a can work. For most people, seeing is change effort, be aware of fatigue as believing. Less rhetoric and more a factor in keeping people from movdemonstration can go a long way to- ing forward, even if they are telling ward overcoming resistance, chang- you they believe in the wisdom of ing people's objections from the "It your idea. If an organization has can't be done!" variety to the "How been through a lot of upheaval, peocan we get it done?" category.

to change. This is a fear people will seldom ad-Bringing about change requires mit. But sometimes, change in ora kind of leap of faith: you decide to ganizations necessitates changes in move in the direction of the unknown skills, and some people will feel that on the promise that something will be they won't be able to make the transibetter for you. But you have no tion very well. They don't think they, proof. Taking that leap of faith as individuals, can do it. But in many maybe risky, and people usually tend cases, their fears will be unfounded, to take active steps toward the un- and that's why part of moving people

feel that the risks of standing still are effective motivator. You can minithroughout competence

In addition to fear, fatigue can vidual or for an organization. If, for smoking, but you've got ten projects ple may resist change just because Some people fear they lack the they are tired and overwhelmed, perhaps at precisely the time when more radical change is needed! That's when you need to do two things: re-emphasize the risk scenario that forms the rationale for change, and also be very generous and continuously attentive with praise, and with understanding for people's complaints, throughout the change process.



When you re-emphasize the risk may also be suspected of wanting to change given the risk landscape, and fears, the basic fight-or-flight re- eliminate not enough, and fear can produce its own fatigue. You've got to motivate fling, which in turn can bring win- adult about it and move on. and praise accomplishments as well, ners and losers. Some people, most and be patient enough to let people likely, will gain in status, job secu- mize resistance to change than to vent.

among would-be change agents. lose a bit. Change does not have to there is no involvement early on in Let's face it, not all change-agents be a zero sum game, and change can the planning, during the implemenare to be trusted. Perhaps even more bring more advantage to more peo- tation and throughout perpetuation, frightening, some of the worst ple than disadvantage. But we all the change effort will fail. When atrocities modern history has known live in the real world, and let's face people feel that they are valued parwere begun by earnest people who it - if there were no obstacles ticipants in planning and implementreally believed they knew what was aligned against change, then special ing the change, they are more likely best for everyone else. Change efforts to promote change would be to be motivated toward successful agents, as a group, sometimes share unnecessary. Some people will, in completion. a blemished past. And so, you can part, be aligned against change behardly blame those you might seek cause they will clearly, and in some to move toward change for mistrust- cases correctly, view the change as ing your motives, or for thinking being contrary to their interyou have another agenda to follow ests. There are various strategies for shortly. If you seek to promote minimizing this, and for dealing change in an organization, not only with steadfast obstacles to change in can you expect to encounter resent- the form of people and their interment for upsetting the established ests, but the short answer for dealing order and for thinking you know with this problem is to do what you

potential

We also fear hidden agendas posed change, and some will likely menting it and those affected by it. If better than everyone else, but you can to present the inevitability of the

scenario, you're activating people's increase your own power, or even offer to help people to adjust. When opposition the organization changes, it won't be sponse we all possess. But that's through later stages of change, to everyone's liking, and in that Real change can bring reshuf- case, it's best for everyone to be

> There is no better way to minirity, quality of life, etc. with the pro- involve those responsible for imple-

> > To conclude, not all resistance is about emotion, in spite of the arguments presented above. To win people's commitment for change, we must also engage them on both a rational level and an emotional level and effectively address their natural fear of change.



Situational Factors ...

Cont'd from page 34

To sum up, teachers should consider the situational factors of learning. Since students have different background of knowledge and experience, the teacher should be versatile and flexible matching a repertoire of methods of the complexity of students' learning needs (Widdwson, 1990). There should be cooperative learning approach to bridge the gap between their prior Ashcroft, K. and Lorraine, F. 1994: Manexperience and their equity. The teacher should use a wide range of teaching methods effectively and efficiently and acquaint them with Chand, T. 2003. Principles of Teaching. different methods of learning to cater the learners' need. The wide range Ornstein, A.C. 1995. Strategies for Effec-

of capacities, abilities and interest in any classroom needs careful attention and the teaching ability of using Sadker, D.M. 1997. Teachers, schools and different methods to the learner's academic achievement. Condition and situation in the classroom in relation to the learner's competence and performance should be noticed as salient. To this effect, teachers could make judgments about the quality of the learning event.

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Teaching English through Literature

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The article presented here is the result of attending a two -day workshop organized by the British Council in collaboration with Addis Ababa University, Department of Foreign Literature, to celebrate the bicentenary of the world acclaimed British writer Charles Dickens. The workshop had two parts one of which was the discussion on the use of literature in language teaching. It was conducted by Mr. Richard Finch, a teachertrainer from South Africa.. The other part was experience sharing by a renowned British poet with Ethiopian decent, Lemn Sissay. He also read out his interesting English poems.

In the fires part of the workshop, Mr. Finch used extracts from the novel 'Great Expectations' by Charles Dickens to show how Literature gives the context for language learning. One demonstration was that an extract from the novel can be taken and used for the practice of reading, speaking, listening, and writing. The example extract Finch used was an introduction from the first chapter. The introductory extract is about the major character in the novel. The major character, Pip, introduces himself by narrating who his parents were, what they did, how he got his name, in what condition he was in etc. This one page description, in general, is about identity, the feelings Pip has about himself and his upbringing. The selected extract was given to each participant Dialogue 1 of the workshop. After forming

small groups, participants were Act One asked to read the extract turn by turn to their groups; each member reading one complete sentence. It was pointed out that the purpose of this task was to, firstly, make all students engage in the work and secondly, to make them practice reading out loud which was stated as one way of developing the skill of presenting confidently before an audience. Besides, the groups were asked to read and reflect on the extract and share their reactions. After the small group discussions, representatives from the small groups CHORUS: Pip, were requested to present their groups' discussions to the entire audience at the workshop.

At this juncture, it is possible to say that the selected extract provided an interesting context for the practice of language and presentation skills. This was so because the extract was about family, childhood and naming. The association the reader makes with the text might in turn make the riding attractive and enjoyable. For one thing, the learner would concentrate on the issue raised in this lesson because the text mirrors life. And for another, the learner would not be in short content that he/she would bring to the discussions and presentations. Through the association, the needed content can be drawn from the learner's life by the learner himself/ herself.

Another demonstration of similar nature was the reading of some parts of the extract that were formed into a dialogue. It was pointed out that the dialogue was meant to give roles for the participants to act. A portion of the dialogue reads as follows (Compare the dialogue with the extract; both are attached with this article.)

(The whole company came onto a bare stage.)

CHORUS: My father's family name being Pirrip,

CHORUS: and my Christian name

CHORUS: my infant tongue could make of both names nothing longer or more explicit than

CHORUS: Pip!

CHORUS: So, I called myself,

CHORUS: and came to be called,

CHORUS: Pip!

CHORUS: Ours was the marsh county.

Using the dialogue, Mr. Finch instructed half of the participants of the workshop, who were made to stand facing the other half on the left, to read out loud as a chorus 'my father's family name being Pirrip ' and after that he made the other half to continue and say out 'and my Christian name Philip.' He made the third line of the dialogue to be said out by the whole participants together. The middle part of the dialogue was presented by individuals selected by Mr. Finch. The last line which is 'ours was the marsh county' was said out by the whole group. It was revealed that this practice could create an opportunity for learners to develop their presentation skills on top of pronouncing words correctly. What can be suggested here is that the activity created a relaxing atmosphere and this indicates that it could facilitate easy learning. Besides, such types of activities could be used as one of active learning methods. Moreover, by making use of the other part of the



dialogue (Dialogue 2) Mr. Finch gave roles to the participants that they were going to act. First, the participants were asked to form a group of four. Next, two of them were assigned to read out the given conversation while the remaining two were supposed to act out the action without saying anything. This means that they would create a kind of still picture or lineage where they would imitate and present the action expressed by the words without moving. It was suggested that this still picture or at other times using movement would be a good way to teach vocabulary. In addition, the trainer explained that understanding a meaning of a word and imitating in action what the word is originally meant to signify facilitate easy, quick, and unforgettable learning.

In another activity, the participants were asked to discuss the question 'what makes a good story?' and to come up with fivebullet points that they would put on paper. Following this, the papers were posted as art gallery. One member from each group was asked to stand by the group's posted paper as an informant to give answers or explanations to questions and/or comments. The participants had to move around and read the posited bullet points and discuss with the representatives As it can be observed from this, the activity was four in one. The skills of speaking, reading, listening and writing were practiced together.

In addition, a practice on character sketch was given. The participants were made to read some of the descriptions of characters in the extract from 'Great Expectations'. Hence, the participants were asked to describe a character they had come across in real life and whom they might be worth describing in some way. In the end, the written descriptions from the small groups were collected by Mr. Finch who had them typed together in one

paper and returned to the participants for reading and comparing. Each participant got a copy. After reading and comparing, participants shared ideas and much lesson was drawn from the discussions.

aforementioned some of the tasks superbly selected by Mr. Finch and used in the workshop to give some highlights with respect to employing literature in language teaching.. And this is of course without forgetting scholarly discussions he offered. The selected tasks are presented herein with the intention that we teachers might apply them in our interests when using novels or plays, for example, as Mr. Finch pointed out, extracts can be used instead of the whole text. Besides, extracts can also be modified, too, to fit our lesson plans or teaching interest. Beginning with extracts, as it has been stressed, might introduce learners to literature and how literature is useful in developing language and life skills. Reading the whole novel or play could be left for interested learners who would like to go that far in their personal study.

Last but not least, I would like to use this opportunity to thank the British Council and the Department of Foreign Literature, Addis Ababa University, for creating this forum and allowing us to meet Mr. Richard Finch and the poet Lemn Sissay. It has been enlightening and enjoyable to meet them and celebrate the bicentenary Charles Dickens with them. It has also been wonderful to listen to Mr. Finch reading out extract from Dickens' works and Lemn reading and acting out his own poems. Special thanks goes to Dr. Pradeep Sharma, the then head of the Department of Foreign Literature (AAU) and to Roni and Netsanet, from the British Council for the events and the delicious refreshment at Tegegn and Hilton hotels. It is hoped that more valuable events would come soon.

(Extract from Great Expectations, by Charles Dickens)

Chapter I

My father's family name being Pirrip, and my Christian name Philip, my infant tongue could make of both names noting longer or more explicit than Pip. So, I called myself Pip, and came to be called Pip.

the I give Pirrip as my father's family name, on the authority of his tombstone and my sister-Mrs. Joe Gargery, who married the blacksmith. As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like, were unreasonably derived from their tombstones. The shape of the letters on my father's gave me an idea that he was a square, stout, dark man, with curly black hair. From the character and turn of the inscription, 'Also Georgiana wife of the above' I drew a childish conclusion that my mother was freckled and sickly. To five little stone lozenges, each about a foot and a half long, which were arranged of five little brothers of mine-who gave up trying to get a living exceedingly early in that universal struggle-I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trouserspockets, and had never taken them out in this state of existence.

Ours was the marsh county, down by the river within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard;



and that Philip Pirrip, late of this CHORUS: Pip, parish, and also Georgiana wife of CHORUS: And came to be called the above, were dead and buried; and CHORUS: Pip that Alexander, Bartholomew, Abra- CHORUS: Ours ham, Tobias, and Roger, infant children of the aforesaid, were also dead CHORUS: and buried, and that the dark flat wilderness beyond the churchyard, inter- CHORUS: My first most vivid and ested with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond was the river; and that the distant savage lair from which the wind was rushing, was the sea; and that the small bundle of CHORUS: that this bleak place overshivers growing afraid of it all and beginning to cry, was Pip.

Dialogue 1

Act One

The whole company came onto a bare stage

CHORUS: My father's family name being Pirrip,

CHORUS: and my Christian name Philip,

CHORUS: my infant tongue could make of both names nothing longer or more explicit than

CHORUS: Pip!

CHORUS: So, I called my self

was the marsh county

down by the river, within twenty miles of the sea.

of things seems to me to have been gained on this memorable raw. Christmas Eve afternoon towards evening, I found out for YOUNG PIP:. There, Sir! certain,

grown with nettles was the church

CHORUS: and that Philip Pirrip, late MAGWICH: Oh! And is that your of this palish, and also Georgiana, buried;

CHORUS: and that the dark flat wilderness beyond the churchyard was the marshes:

Dialogue 2

MAGWITCH: Hold your noise! Keep still, you little devil, or I'll cut your throat! Tell us your name. Quickly!

YOUNG PIP: Pip, Sir.

MAGWITCH: Once more. Give it mouth!

YOUNG PiP: Pip. Pip, Sir.

MAGWITCH: show us where you live. Point out the place!

(Pip points. MAGWITCH grabs his ankle, turns him upside down and shakes him. A crust bread falls out of a pocket. MAG-WITCH eats it ravenously.)

broad impression of the identity MAGWITCH: What fat cheeks you ha'got. Darm me if I couldn't eat'em too. Now lookee here! Where's your mother?

(MAGWITCH starts up. PIP points to the gravestone.)

YOUNG PIP: Also Georgiana. That's my mother.

father alonger your mother?

wife of the above, were dead and YOUNG PIP: Yes, Sir, him too; late of this parish.

7NY 7NY 7NY

All literature wavers between nature and paradise and loves to mistake one for the other.

Elias Canetti (1905 - 1994)

ሕ**ልም ምንድነው?**

ከንጽ 64 የዞሬ

*መ*ቋቋም 11CU3 ሚርናም በሕልሚ *እንዲሁ ሆኖ ነበር*።

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ቻስ? ሆነም ቀረም *ሜ*ርና እጮኛዋን የጫጫርኩት ነውና እንደኔ ቀንጠብ ታዲያ አፃኝታለች። ከመቋጨቴ በፊት መነሻዬ እሱነቱ ተ**ሰ**ዋውጦ አ*ገኙ*ት። ነገር እንደሚሱት "እራት ጠግበው ሲበሱ ጽሑፍ ነገር ደ*ጋግመ*ው ካሰቡ በሕልም ጊዜ ይመጣል፤ የሚያስሌራ ወይም ከታዬ ነገ**ር** ሌሊት ልነጻና በሕልም መጥቶ ይልታተናል፤ - -_ ስመውጣት "ሴሳ ሴሳም ሲባል *እንሰማስን*፡፡ *እ*ኔ ያቀረብኩት ጽሑፍ ምሁራን ከመጠጥ፤ ከአስተ*ኛኘት*፤ ከሥራ ከአካባቢ፤ ሁለት ባሕርይ፤ ከባህልና ከመሳሰሉት ጋር ሁኔታ ይሁን ወይም ጨማምረው ለማሳወቅ ካለ *እንዳ*ሉ ስመ 2በዝ

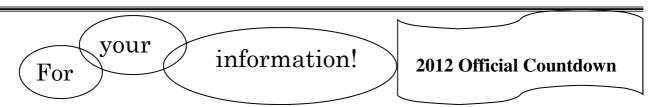
ጽሑፌን አድርጎ ሳይሆን በመረጃ በተደገፈ ሕልም ትንታኔ የሚያቀርብ ቢኖር ግብዣየን ጨሰማ ውስጥ በመቆየቱ ዓይኖቹ ምንድን ነው? "የሚሰውን ማብራሪያ አስተሳልፋስሁ። በእግረ *መንገ*ድም አቅቷቸውና ለማግኘት ስለሆነ አንዳንድ ሰዎች የግሴን የሕልም ገጠመኞች በዚህ ያሳካተትኩ መሆኔን



All men dream: but not equally. Those who dream by night...wake in the day to find that it was vanity: but the dreamers of the day are dangerous men, for they may act their dream with open eyes, to make it possible.

T. E. Lawrence (1888 - 1935)





The Free Report You Need to Read Now!

to be happening faster.

I'm not talking about 12-21 the scenario is picking up speed and stirring. gathering force.

The date gets a little closer every morning.

Year 2012 used to seem like it was far off in the future, and very easily ignored, even for those who can feel that something profound is coming in the way of planetary change.

When the 2012 movie hit the box office last fall, it woke a lot of people up. Granted, that was Holly-

preferable to turn back the clock to a flick created with the single goal of previous time. It was definitely eas- selling millions box office tickets. ier to sleep peacefully and go about Still, there were some grains of truth living day to day before knowing all to be found in that film. While many that I do about December 21, 2012. denounced such a thing was possi-In fact, in the year that has passed jolting into a thinking position since awareness set in, the handwrit- again. People began to take a good With every passing month, the pace could happen in the year 2012. at which things are unfolding seems Maybe, like me, you were awake before the movie promotions began.

-12 being the end of the world. I volcanoes, of land disappearing and think they have that part all wrong, pole shift seemed pretty crazy. It but profound change is coming. You doesn't seem as farfetched as 2010 can feel it both consciously and draws to a close. Iceland, Indonesia, deep down inside of you. You Argentina and many other locations would have to be blind not to recog- around the globe have seen sleeping As we passed the midway point of a nize that events and situations we volcanic mountains rumble to life have been warned about are taking this year. In November, the catastroplace and some sort of crescendo is phe map was littered with active and building. One we would really awakening volcanoes. Mt. Saint rather any of us should have to deal Helens is making noise again, and with, yet the events keep erupting, Yellowstone is showing signs of

> A few days ago the science community announced that the larg- just falling away without warning est volcanic eruption ever to take seem to be working at becoming place on Earth wiped out most life regular irregularities. To date, the ria some 250,000 years ago. As a global locations. The Earth is openresult, it was discovered that 90% of ing up and taking in roads, vehicles, water species and 70% of terrestrial homes and business structures or species were suddenly extinct. That tipping over wooded areas as it teresting but irrelevant. However, sure. it's not like the inhabitants of this canic activity.

Some days, it would be wood in search of an epic disaster Global warming is supposed to be global, and due to the activity of man. Yet, planetary cooling or warming is taking place on all planets in our solar system. Additionally, it now looks like climate change here on Earth is selective in My mind won't let that happen now. ble, thousands of other minds were its effect. The northern half of the northern hemisphere looks more like it is entering an ice age, and not ing on the wall has sprung to life. look at the real possibilities of what just since winter months have settled in. Just recently it has come to light in certain circles that rather than carbon footprint of man, the melting of Arctic ice is actually due Predictions of increasing to increased volcanic activity on the ocean floor. Heat rises, you know... it never descends.

> Sink holes and growing fissures in the surface of solid ground have begun popping up all over the world in the last year or so. year in passing this summer, then locations and frequency began picking up momentum. If you haven't been staying on top of the events around the world in this genre of bizarre occurrences, you probably aren't aware that this isn't just concentrated in South America.

These spots of the ground on the planet. The chain of moun- count is approaching truly alarming tains that erupted took place in Sibe- proportions with almost 60 sporadic may seem like so long ago it is in- heaves up beyond a lengthwise fis-

Some blame this on mining planet have any control over vol- activities and poor infrastructure planning on the parts of cities. Per-



haps, too much removal of underground resources over the past cen- 2012. Not on the 11 o'clock news, East was set to erupt. Following tury should be considered. This isn't but by the ancient information left closely on the heels of the tensions the entirety of the problem though, by a diverse set of cultures. Until on the Gaza strip and those between for these events are taking place recent years, we either had no Iran and Israel, new tensions where no mining has ever been knowledge of this or found it easy jumped into the scenario, both podone.

No, it looks a lot more like the unrest on the surface, in the heavens above, and all around us as we approach the end of this age, is causing previously unknown turmoil far beneath our feet.

A year ago, the possibility of New World Order looked to be a mere conspiracy theory. Rather than going away, as we all wish it would, the evidence that this is far beyond a theory keeps piling up. The constant political instability, the bickering between countries around the globe; the continued threat of war in the Holy Land, and the never ending economic woes of all nations is becoming more and more worrisome beyond a temporary hiccup.

Everyone is hoping change... for the better. Change is brewing without a doubt, but it's definitely not looking like recovery or peace is on the way. Instead of turning around and heading is the right direction, a whirlwind of threats to the evaporation of everything in our lives, grows larger and more worrisome with each passing week.

Like it or not, we live in a very important time of the history of the world.

I'm sure the common civilians who lived through the destruction of Atlantis, Viking invasions, Spanish Inquisition and down the long, abusive Trail of Tears... were also looking forward to change. No doubt those who suffered through slavery and Hitler's reign of terror prayed that soon, life would return to normal. It's unlikely any of them were given several years of advance notice to prepare for impending change of monumental proportions.

to push it all away and say... well litical and due to the activities of big that could never happen. Yet, we business. can stop this age - our current world of man from drawing to close, or a new age beginning on its heels. We already know the final effects can begin taking place before that December 2012 arrives.

faster every day.

I'm looking forward to the welcoming of the next age. I'm sick of the constant strife the powers that be have created in the current age of man. Tired of being forced to eat genetically modified organisms, lons of natural gas and crude flowed to a tune that my inner being knows dumped chemicals banned in is very unnatural.

A World At War With Itself

about every level of life within the posedly overstepped safe boundathing that is out of kilter seems to and Afghanistan continues as the have been triggered with 9-11. Not national deficit grows more masjust here in the United States, the sive, and the Federal Bank contineffects have become the concerns of ues to print money that is based on global society. That is before bring- thin air. ing the sensational changes in natural elements and the real state of the clare war on the US over the situaenvironment into the picture.

population is busily awaiting the became a much discussed rumor. promised change, the realities of the changes taking place continue to unfold in the wrong direction.

A few months ago it looked

We've been warned about like the threat of war in the Middle

The interests of BP profits and the legacy of the Bush Administration brought us the horrors of a greed induced oil volcano in the Gulf of Mexico. Specialists around the globe offered to assist the US in Naturally, we won't know ex- staunching the flow of death to the actly how this chapter of mankind life forms in the ocean and toxins to will play out until the era ends. To- many levels of livelihood and life day, that date is only 2 years away. quality on dry land along the Gulf Considering the pace that life is Coast. All extended forms of help speeding by in our advanced soci- was dismissed, everything was unety, two years is nothing. We're der control, even though it wasn't. being catapulted toward fate a bit As if the entire world wasn't placed in danger from the resulting effect of the spewing toxins. As if there would definitely be no effect on a food source many nations have relied on since time immemorial.

For months, millions of galtaxed to death, and made to march freely into the Gulf while they Europe to make the oil disappear beneath the surface. Meanwhile, we rush aid and supplies to those Have you noticed that fear and stricken by natural disasters in Haiti, threats have been introduced at just and bail out banks who have suplast decade? It no longer matters ries in turning the almighty profit what country you live in. Every- margin. Meanwhile the war in Iraq

Worries that China would detion with their investment in the While the majority of the disintegrating American economy Now a situation is brewing between North and South Korea, and China is siding with North Korea - against the wishes of the US Administration. Just a week before Obama



submarine launched a missile while get excited about. Except that these of any consequence, are suddenly an in US Waters off the coast of Cali- two strange occurrences coincide issue. fornia... right next to US military with some other odd happenings. ships on practice missions.

the official stance that what people in Los Angeles saw were just the special effects of the setting sun on a jet's contrail stream. Do you too wonder why they cling to this story after the FAA reports no planes were flying in that area at the time this thing fired into the heavens?

major government officials all left the country right before this took place. I didn't quite understand the reasoning for this coincidence, but I can see exactly why they insist it wasn't a missile. Now why would they want to announce that a foreign sub snuck right past the Navy and launched a missile? How would this information be accepted by the population, with all the fancy radar and tracking equipment we've paid for? No, we shouldn't really wonder why that contrail is being blamed on an airplane.

If you're surprised that what you saw on your television news nothing was said about the Chinese submarine being in US waters off the shore of California, and indeed firing that so-called fictitious missile... well maybe you're not paying close enough attention. Perhaps, you're relying on the wrong news sources.

Here are some clips from various news sources around the globe on what really happened.

Most people will just put this "It's just a plane!" explanation in their head and go on about their business like nothing at all has happened. And if that is all that you noticed until now, you aren't alone. Others though have been watching a group of things that seem to suddenly have come together here.

What about the huge red streak seen over Manhattan the next night?

visited Chinese diplomats, a Chinese Of course, this too was nothing to even several years ago, and were not

There was also a formal Notice to Mariners issued to stay clear of certain locations in the Pacific or be What is their problem? caught in the line of fire. Nope, Some are curious as to why the there wasn't any missile launching going on. Is that a fact? CBS also stated there was a warning for aircraft to stay clear of these zones. Now the story is either the Chinese launched the missile or it was a commercial launch. Either way, this kind of stuff isn't without notice by all the sensitive equipment we have.

> Were you aware that international journalists many times have a far different story than you get from the mainstream media? If not, then you're not doing your research. It's important to both current events, and situations that will continue to unfold in the days as we approach

pected of being involved in the leading us as a nation and a populaplanning or execution of a terrorist tion. act are constantly in the news. Yet, China snuck past the Navy, entered US waters, fired a missile that has been identified without any doubt whatsoever by arms specialists... and it's still a trick played on the human mind by the sun's red reflection on a mysterious jet.

Is it just me, or does this smack of a repeat of Roswell in 1947?

And why is it, one must read international news sources to learn the truth? All this secrecy with government and the powers that be isn't iust worrisome - it's beyond alarming. Things that were well known

Protesting or refusing to endure a It just so happens that those full body grope in the name of na-You're probably well aware of cube ships - the ones that keep aptional security? This kind of assault pearing on satellite images were on a person's private parts is a crime once again visible off the coast of anywhere else. Demeaning and the Atlantic and the Pacific the same highly disturbing treatment, because you want to board an airplane you must succumb to being felt up or be deemed a terrorist.

Why is it that the government is above being taken to task for anything they do that - things that you or I would do prison time for? Suddenly, they are above being human, and no matter what cockamamie decisions or bills they decide to pass, we're just supposed to go along with it all. Rewriting the constitution that was meant to protect us from tyranny and terrorism is now the modern age thing to do?

The very political parties that are supposed to work together for the balanced good of the United States are now at odds with each other. Anyone with a mind that still works is definitely questioning what really is happening in Washington behind What is even more curious is the scenes. The same inquisitive the fact that since 9-11, terror alerts minds want to know just what all and apprehension of anyone sus- the secrecy is about and where it is

Your right to know the truth hangs in the balance.

Not with just current events, but in the past. Pearl Harbor, the Lusitania, the succession of Hawaii as a state, and even what really happened during the Spanish Armada is all part of this all encompassing secrecy on the part of governments. While you're listening to the reports that Wikileaks is a threat to national security on your television and reading about it in your local newspaper, you're not getting the truth.

You see, Wikileaks isn't a new issue - a sudden and out of control threat the planet could just radically tilt, ingly enough, recent reports divulge to national security. The whistle- and the poles relocated themselves. I that the melting of ice in the Arctic blower website certainly has been ask why we should believe this in- is completely due to volcanic activrushed to front and center as the lat- formation when everything else is ity on the ocean floor. While your est, and perhaps most damaging completely upside down and out of horror over the increasing number of threat. Yet, it begs for an answer as whack. Where are the jobs, the eco-volcanoes erupting and large scale to why, because the site has been nomic repair and growth we were earthquakes creating human misery publishing revealing information for told would come? Why are we at here and there around the globe is the past four years.

The same publications Julian Assange has released on his now globally infamous website were also published by the New York Times, ties, cultures and individuals around The New York Times and other big name publications have done the same kind of journalism many times prior to the appearance of Wikileaks. No one is demanding the other journalists involved be charged with treason, or assassinated. Then there is the question of how a lowly private in the military even had access to such highly secretive documents.

Really, cannot you smell huge change ready to come crashing down on your personal state of affairs? Or how government secrecy and activities have become scary? Assange isn't even a citizen of the US, yet he's facing treason charges by this country. How is this possible? Treason can only be charged against a citizen of a nation in the known global national system.

In a New World Order society though, anyone... anywhere can be charged with treason. Why? It's simple really, because you aren't a national of anything, but a cog in a global government system to make every person subservient to the ruling elite. From the looks of things at the moment, Julian Assange is test of exactly how the powers that be can accomplish this goal.

events of 2012 will be ushered in. They're taking place in the here and now - before your very eyes, should change. you have the mind to recognize

World Affairs and 2012

be an outright lie?

Besides the fact that communiplace, the reinforcement continues to be made that pole shift is impossi-

During the filming for a documentary on Inuit life in today's world that had its first public viewing in October 2010, the research filmmakers kept hearing in every village they visited how the sun was in the wrong place.

Following dozens of repeat mentions of this and the puzzlement of each elder who was sad at the fact that the sun was rising and setting where it had never done so before, the filmmakers contacted NASA this year to inquire about this phenomenon. Naturally, they were told that this was utter nonsense and procedure used by the Inuits would not be precise like readings from space agency equipment.

If NASA is right, then why were other scattered tribes around the world already reporting the same thing? Inuits aren't the only tribal culture who retains the traditions of living off the land and following the practices of their forefathers. Some say that pole shift or the approach of Wonder not how the unnatural the Milky Way conjunction coming in 2012 may have a gradual effect rather than a sudden and abrupt

> We're told that global warming must be stopped, that our carbon footprint is going to bring about all

They say that there is no way that manner of horrible events. Interestwar still when its reason for being given rise by TV news, not much is waged is now openly been proven to said about the now millions of active volcanoes that litter the ocean floors all over the planet.

Climate change is highly obvi-The Guardian and London Times, the world are doing a great deal of ous, but global warming alludes to talking about the oddity that the sun the idea the mere humans can is rising and setting in the wrong change the natural occurrences of what is taking place within a planet. What they also aren't sharing on mainstream media is the fact that climate change has occurred on all the planets in our solar system.

> This fact was discovered in the past few years. Additionally, temperatures may be rising in some places around the globe, but in others they are falling. What's up with the insistence that the total planet is approaching the bake syndrome, when the real conditions are completely different?

> Is the big secret here completely a financial windfall? Or is the purpose to allow the elite of the world to prepare for a coming massive change, while the lower population of massive numbers is left without warning?

> There is that locked and guarded seed vault far below the surface, so hastily built in Norway. Reports of massive bunkers in several locations around the world already equipped to allow life more than a mile below the surface for several years, also come to mind. It should also be recognized that for the past 20 some years Monsanto has been tampering with the genome sequence of food and forage plants.

> International agriculture and food markets have been refusing these GMO seeds, grain and produce for years, while the USDA is embracing



filtration of both food supplies and yet again just how much corruption pushing of a button. agricultural lands of these unnatural and secrecy exists within US goventities has taken place in many ernment. Rather than accepting ascountries despite the wishes of each sistance that would instantly staunch government.

The seed has proven to cross breed with non-GMO crops surrounding a planting as well as the native habitat in the area. Super weeds may be the least of the issues resulting with this agenda to profit for global food supplies and agricultural production secrecy and untruths employed by soon to be chastised for their allisupplies. On November 30, 2010, a the government has been exposed, ance by US officials in person. Ja-US circuit judge deemed an experi- We have waged war for fictitious pan is upgrading their military in a mental planting was endangering the reasons on several countries. Now defensive move as of the past week. environment. His order that the en- we're fighting some illusive and South Korea has brought on the ire tire field of seedlings be removed invisible foe. In order to battle an of the North with war games in disand the plants destroyed is a profound win for the thousands who closure, the defense has to come with full scale retaliation if they conhave tried to stop the use of GMO seed in the past couple of decades.

At the same time, the Vatican proclaims that we should be embracing GMO crops globally as the answer to feed the world's poor. Truth be known? Farmers who grow GMO crops use far more chemicals than natural seed grown harvest, and production is also far more expensive with GMO crops. The messing with their genome also makes GMO crops prone to disease they weren't having as a standard seeded crop. There is more pollution in the waterways around GMO crop fields than is found around traditional agriculture fields with a reasonable amount of chemicals used in production.

So, how virgin are the seeds locked away beneath the tundra in Norway? The other thing to seriously consider is the harmful effect having Roundup spliced into your food has on people, or how the alteration of native areas around GMO fields is effecting insects, birds and wildlife that depending on these plantings and each other as their only food source.

Corporate profits at war with environmental safety erupted anew this past April, this time in deep water. BP's oil volcano debacle fouled

the toxic spew, our current administration declined all offers of help. It isn't like they had the situation under control. Or did they?

invisible yellow bellied terrorists this coming week. provide the perfect way to have never ending war. Last week Geraldo Riviera announced on national TV that all terrorism plot reports are totally bogus setups. Perhaps, he's one of the few talking heads that still has a conscience or a brain that hasn't been washed.

between countries globally.

As we draw closer to 2012, new threats of war seem to escalate to time immoral. Things are different America is providing human shields. able when they fought with swords tate to bring one country's peace and and plain old rifles. Now they all stability. We will deal with America have nuclear weapons, radar and on all extreme incidents and conse-

Unlike the lie that that Iraq had nuclear weapons that brought about North Korea's foreign ministry has the attack from US military troops, raised grave concern with US, Rus-Iran does have atomic arms. Israel sian and United Nations officials. and Iran have been on the brink of Why are there 27,000 US troops all out war for months now. Most of stationed there? Just because we're the world has looked on praying allies since the end of the Korean fervently that the beginning of the War, doesn't explain US troops bewar that will destroy the temple in ing distribution everywhere, but on Jerusalem would not erupt. All the homeland.

of these alien life forms. Forced in- the Gulf of Mexico, reminding us we're missing on that front is the

In Eastern Asia, new unrest erupted just this month between North and South Korea. What was rumors of war just a few days ago looks ready to blow up into reality, as of December 19th news. The US is indebted to China, who sides with Over the decade that has passed North Korea and US military is prosince the supposed bombing of the tecting South Korea? China has World Trade Center, a great deal of taken sides with North Korea and is enemy and bring the situation to puted territory, and is threatened face to face with the offense. These tinue with their next reconnaissance

All of this escalated quickly, following on the heels of a visit to Korea and China by Obama just weeks ago. US Marines are providing backup to South Korean military troops in the awaited for mission in disputed territory. North Korea seems to be declaring that the US is We see increasing unrest also their enemy with the December 19th statement released on this weekend's newswire:

"The US Defense Department alarming proportions. Sure, the has threatened us not to forget that countries of the Middle East have US troops and foreign corresponbeen at war with each other since dents are at the site of the drill. today though. Things were manage- This shows America will not hesiquences on the Korean peninsula."

Naturally, this message from



involved in just about every other nation's business around the world?

Not only can the US really not afford to finance the wars already waged and continue without a sign of ending, now a new one brews on the horizon. Meanwhile global economy is based on the US dollar that is a fairytale printed - at will - by the Federal Bank. An organization that until recently was rather secretive about its motives. Perhaps that, like world peace, is also about to take an abrupt turn.

Newly appointed chairman of the House Financial Services Committee, Spencer Bachus told The Birmingham News this week:

"In Washington, the view is that the banks are to be regulated, and my view is that Washington and the regulators are there to serve the banks."

So, if you thought the midterm elections and a house divided were going to change things for the better, it might be wise to reconsider the political parties that work together idea. Just six weeks ago, everyone raced to the voting boxes and ousted party domination in the house and senate by voting in the opposition. Never mind that corporations paid for their campaign activities too. It appears that government by the people and for the people - is beginning to lose all meaning. Did we honestly believe this would correct a system out of control?

A house divided against itself cannot stand.

President Lincoln paraphrased Mark 12:15 and used that line in a speech on June 17, 1858. Out of curiosity, I looked this historical document up and found there were interesting correlations between events then and events now.

Mr. President and Gentlemen of the Convention:

fifth year since a policy was initiated do a hostile takeover of weaker with the avowed object and confi- ones. There was no visible blooddent promise of putting an end to shed, and the asset transfers were slavery agitation. Under the opera- paid for by taxpayers. tion of that policy, that agitation has not only ceased, but has also been constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half ant to the authority of this Act are slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It administrative agency. will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of bailed out banks now are really facit, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, fraud on the municipal bonds maror its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.

We are supposed to have two tion and create balance. Instead, we sure sign of unrest that seeks an outlet. The problem is given everything involved; we might all rather not see such an outlet take place.

Why was it that the TARP Act population was lead to believe that America. the bank bailout was about buying troubled assets. At the last minute before the bill was signed though, it became known to representatives that the funds weren't requested to solve non-liquidity, but to cash in on insolvency.

The \$700 billion wasn't used for dissolving toxic mortgage securities at all. The funds were used to make world affairs are like a continual forced mergers possible and takeover banks were given tax breaks as If we could first know where we laid out in the bill. Mergers of what, are, and whither we are tending, we you might ask. Big banks taking no one can see any improvements. could better judge what to do, and over little banks, just as in any war

Why are US troops stationed and how to do it. We are now far into the where more well equipped countries

Furthermore, Paulson planned for any retribution way ahead of the public catching on to what he was really doing, by including in his bailout bill the following provision:

Decisions by the Secretary pursunon-reviewable and committed to agency discretion, and may not be reviewed by any court of law or any

It's also come to light in just the past few weeks that not only are the ing insolvency - they're now being investigated for illegal bidding and ket. Only Bank of America has admitted its wrongdoing prior to the end of the investigation, and rapidly too – gladly paying the fine of \$137 million in short order.

In the same week this news hit for the greater good of the popula- the street, the announcement that the freeze on mortgage foreclosures by have a war brewing between them, a BOA has ended hit the news, along with the headlines that the bank is 'disappointed' by mortgagee lawsuits in Arizona and Nevada. On the tail of these stories comes the announcement that any payments suswas pushed through under the threat pected as heading toward Wikileaks of martial law? Additionally, the will not be processed by Bank of

> Not only is Washington there to serve the banks, or out to draw and quarter someone who pursues the delivery of truth... but the banks are now in position to decree how you spend your own money. Sounds an awful lot like New World Order, doesn't it?

> Issues, injustice and eruptions in stream anymore. The economy is supposedly on an upward trend according to statistical reports, though



rorist attacks have strong connec- until 2012? tions to the CIA and FBI in an appearance on O'Reilly. After the ity seen in mainstream media today. The UN has appointed a space news revelation that a big portion of News anchors and commentators ambassador. FBI agents cheated on testing for may be giving the situation air time, their knowledge of citizen rights and but can't help doing so without dethe proper way to handle national bunking their existence. security threats - one has to ponder global governments aren't denying some crucial questions.

still employed?

Just how safe it is to be in craft. the homeland when your protectors have to cheat on exams about your just nonsense, then why is the Vatirights and the proper procedures for can and papacy ready to welcome investigations of US citizens?

No matter which direction you look, come them, but to baptize them. It's or what topic you consider – secrecy interesting, that before even coming and cloak and dagger or black ops in contact with aliens, they have activities seem to be piling up. Just already pronounced them to be a) look at how some egg on the face God's children, and b) in need of leaked cables have stirred up a hor- salvation. So the papacy is watching nets' nest as big as the planet for the heavens for the arrivals of UFOs Wikileaks. As Assange stated a cou- and alien brothers from their own ple of weeks ago, no one has been observatory in Arizona - and injured or come to harm from his NASA, along with government and revelations of the truth. Yet, he's military, say these things are a figaccused of crimes in a country he ment of some lunatic imagination. isn't even a citizen of. Have vou heard anyone claim that he's pub- chasers who are witnessing strange lishing disinformation?

lies.

Instead, they are deemed to be a threat to national security. The feeling of global omnipotence and dominance is bordering on outrageous. Officials - like Paulson assume that if they insist the sky is falling, then everyone will agree with them.

We've come to a point where it's hard to believe that there is no such thing as government secrecy, or that conspiracies are just a theory. This becomes even more pronounced when you look at the UFO appearances over the past year, and the continued denial by officials and American media that these things exist.

that UFOs exist. International news Why are these proven to be coverage of sightings and video isn't dishonest and negligent people making a mockery of the rapidly increasing presence of otherworldly

> If aliens and UFOs were all these new creatures? Not just wel-

It's not just a handful of UFO glowing craft in the sky anymore. In No one has ever said the the past couple of years the number Wikileaks publications were of sightings has sharply increased, along with the number of UFO researchers. Every instance that creates a real stir is explained away as being party balloons or weather balloons, the planet Venus, satellites, ball lightening or space junk. Recently, skydivers with flares and remote control planes that have LED lights have been added to the preferred debunking list.

> Heavy concentrations of UFO sightings in 2010 seem to center the activity in certain places like: Mexico, Brazil, Texas, California, New York City, Pennsylvania, Florida and Argentina on this side of the globe. Across the Atlantic the concentration seems to be in Britain, Europe, China and Australia. This is not to say that people everywhere else aren't witnessing the silent craft are not just lunatic fringe.

Geraldo announced that alleged ter- Is UFO disclosure being held back that can do things no earthly aircraft is capable of, zipping in and out of There is so much UFO activ-vision without so much as a sound.

News that Malaysian astrophysicist, Mazlan Othman, was being awarded the role of the Director of the United Nations Office for Outer Space Affairs (UNOOSA) hit the wires this fall. This official branch of the assembly isn't a new development; it's been around since 1962. In addition to overseeing peace in the heavens and international cooperation in dealing with outer space, she is also the person that will communicate with aliens in the event they make contact.

This September 28, 2010 news item didn't originate in the blogosphere, but on the newswire and was first published in The Guardian and Telegraph, as well as the Tech pages of CBS News. The wire quotes specialist in space law and governance at the UK Space Agency, Richard Crowther, as say-

"She is absolutely the nearest thing we have to a 'take me to your leader' person."

As with all other UFO-alien matters that make mainstream news, this announcement was withdrawn. Two weeks later, Othman 'categorically denied' she was the new global ambassador for alien contact in a videotaped interview with a British television news reporter.

Which side of this surprising story is the truth? She most certainly is the Director of UNOOSA, that part is public information on the UN website. It is also a fact that the subject of extraterrestrials was discussed in a panel meeting attended by other member state representatives, as well as people from NASA and a lawyer specializing in space law.

We know we're not alone. The pope has so much as substantiated the fact that the UFO chasers



be about when the awaited govern- San Francisco is indeed an alien life world of man. ment disclosure will take place. It form. No one said that an alien has question of whether UFO disclosure or animal. will come from government - or be an event run by the extraterrestrials themselves. This moment of long awaited confession or admittance that is said to be reserved for 2012 is something the world will just have to watch play out.

Is NASA preparing for a huge global announcement in 2012?

NASA's stance is that the 2012 scenario is untrue, impossible and fear-mongering. Yet, their scientists have stated that the solar maximum due to arrive that year is going to be one of colossal power - 'a doozie'. Funny thing is, the page on a NASA can no longer be located.

has been released on their various the study of the origin, evolution, websites about things like mysteri- distribution and future of life in the ous pressure against the Earth's universe." poles so intense it was created actual indentions and causing the equator lisa Wolfe-Simon who led the study belt to bulge alarming. Another pa- announced: per that was once easily accessible discussed the sudden unrest of to what is possible for life elsewhere movement inside the Earth. Both of in the universe." these pages disappeared in 2009.

Did these studies suddenly become ist, then why is everyone searching untrue, or were they removed due to for them? Furthermore, will the anpeople's panic over 2012 theories nouncement come in 2012, or will it And the Rings shall turn upon those and predictions?

say that there is something they things really interesting. due to the withdrawal of public ac- things that end in 2012? cess to streaming satellite imagery.

What announcement are we waiting for them to make?

forms exist, as Richard Hoagland that is echoed by Native American approaching in 2012 a quarter censtated in a recent interview, NASA cultures like the Hopi. For many, the tury ago. Untime would be 'no has already announced the first step thing that predicted the end of the time'. Ask yourself when could time for that disclosure. Their press re- world was coming in 2012 was the no longer be time? lease of the discovery of non-carbon Mayas prophecy that December 21,

might be better to think of this as a to have legs and resemble a human

nouncement regarding the possibil- the Book of Revelation. ity of extraterrestrial life. Here's an excerpt from NASA's press release:

In the past few years, information extraterrestrial life. Astrobiology is just a year, a month or a week.

During the press conference, Fe-

"We have cracked open the door

So, if alien life forms do not ex- And in the Year 2004 and 2012 shall arrive sooner? Regardless, it yet NASA insists that pole shift is remains to be seen if aliens and Rings of TIME UNTIME. never going to occur and that if UFOs are from outer space or a dif-Nibiru were headed back to collide ferent dimension. There is nothing with Earth, they would have spotted like adding further debate to an alit years ago as it approached. Some ready beyond complex issue to keep And in the Year 2012 the Cherokee

The most famous thing ending in 2012 is that of the 'current world'

The question now perhaps shouldn't based microbes in Mono Lake near 2012 being the end of the fourth

Some say that just because the Long Count calendar ends on December 21, 2012 means nothing. Hoagland believes that the drip How anyone can predict the future effect will be used to prepare the like this is questionable. I'm sure public for total disclosure of the fact everyone living in Atlantis assumed that not only are there are many that life would just continue on as forms of other life in the galaxy - usual too. Whether you mark time but they are present here on Earth. past, current or future on a clay tab-Naturally, the next day his theories let, a stone monument or a digital were shot full of holes in the blo- iPhone app is immaterial. The end of gosphere. However, Richard didn't an age approaches, one that has worinvent the fact that this was an an- risome echoing of events that are in

Whatever is going to happen when the Fourth World ends and the "WASHINGTON -- NASA will Fifth World or New Age begins is hold a news conference at 2 p.m. now just two years from today. How EST on Thursday, Dec. 2, to discuss much change do we see occur in any website where this was discussed an astrobiology finding that will two year period? For that matter, impact the search for evidence of drastic change can come about in

> The Inca calendar also ends in 2012. So does the Cherokee calendar with Untime occurring December 18, 2012. What's Time Untime? In the words of the Fairbanks Council of Elders from 1986:

> "It has always been there, foretold in the heavens.

be the TIME UNTIME of the Feathered Serpent of the Sky Heavens. years of prophecy foretold on the

It is the time that Venus and Jupiter meet their destiny.

Calendar Ends. And all is reborn. don't want the public to know about, **Have you noticed the coincidental** For the Feathered Rattlesnake comes and shall be seen in the heavens in the year 2004 to 2012.

Three days of Untime have alaccording to Mayan beliefs. To the ways been at the end of the Chero-If it's about whether or not alien life Maya, an age was a 'world'. A term kee calendar which they knew to be



stars and planets in the sky. If the 2012 election. That doesn't quite fit told what to think. It's highly constellations and the planets in the with the rest of the expected picture unlikely that it is called programheavens disappeared from sight, of change, but again, only time will ming by coincidence. Mainstream there would be no way of tracking tell. time. This may sound odd. Until you consider that the same event is described more than once in the Book of Revelation. If the Earth stood still, there would be no way to track planets will be removed from the heavens. It may be allegory used to explain what the Cherokees know as Untime.

Before the campaign to promote the movie, 2012, typing in this number in a Google search gave you more results about it being the end highly focused question could take days. It even drives you to vote for of Obama's presidency, than the end days, weeks - even months of reof the Mayan calendar. While the search. majority of the US population can't wait for the current administration to topics to discover and take into acend, some wonder if this is just coincidental. Either way, it does seem odd that the end of the ancient Long Count Calendar and this particular presidency, with the threat of New World Order looming around the more questions you will have. The

is based on the I Ch'ing also ends in 2012. Timewave Zero, as explained by Wikipedia is:

... A numerological formula that purports to calculate the ebb and flow of "novelty", defined as increase in the universe's interconnectedness, or organized complexity, over time. According to Terence McKenna, who conceived the idea over several years in the early-mid 1970s while using psilocybin mushrooms and DMT, the universe has a teleological attractor at the end of time that increases interconnectedness, eventually reaching a singularity of infinite complexity in 2012, at which point anything and everything imaginable will occur simultaneously.

End of an age, end of a world - or end of an era continues to align itself with the year 2012. Will it be that this year marks the end of masculine rulers in the United States? Sarah Palin is now making talking of run-

What's to come in the next 730 days? [currently less than 60 days?]

easy. As many who have tried to about the many intersecting layers finding the answer to one simple and

There is such a huge array of count. They lead from current events who actually made sense, supported into history, astronomy, archae- real economic repair and governology, religions and much more - all ment by the people - for the people, linking to this ominous date just two along with the importance of every years away. The more you dig, the amount of information to be sorted, Terrance McKenna's graph that organized and absorbed is not just let Ron Paul have much to say on daunting, it is mind boggling. Then primetime broadcasts, the businesses there is the massive confusion of not and industries that control Washingknowing what part is disinfo and what isn't. It is difficult just keeping losing all ground overnight. We cerup on local news, and 2012 involves local, national and global news.

> Some people watch the 11 o'clock news and feel they know what is going on. Others question it though, and with good reason, because things look very different once you begin thinking and broadening your horizons. The same current events are reported quite differently in other countries than they are here. It is downright deplorable that the real news only exists in international journalism, but that's the way things are anymore. The situation really brings the issue of corruption and secrecy in government into the light.

> It is a lot easier to decide what is real or not when using your own mind. Considering and weighing all available information to draw an

The ancients tracked time by the ning for the Oval Office chair in the educated conclusion, rather than be media programs people to see things in a really limited light. Everyone is better off shutting off the programming.

After all you have a brain Certainly a great deal of unfold- equipped with the power of reasontime. It also says that the stars and ing events to keep on top of. Getting ing to think with. Instead of letting it the whole story on many things that be used to promote someone else's go on in our fast paced world isn't agenda, isn't it time you put your mind back to work for your best figure out what is real and what isn't benefit? It's amazing how much clearer everything is when you stop surrounding 2012 can attest, just allowing that box to tell you what to think, eat, wear and do with your persons that serve someone else's best interests, rather than the interests of the population.

> Why else would the one man word in the original Constitution... not be allowed air time in the last presidential campaign? If they had ton would have been in danger of tainly wouldn't have wanted that to happen, now would we?

> People who tell the truth seem to always end up on the short end of the stick. Have you noticed that? In 2008, it was Ron Paul who was the undesirable public figure. Who was it last year? Sarah Palin comes to mind most readily. Look at what they're doing to Julian Assange who really hasn't done anything that hundreds of other journalists have done through the years. No one ever thought to cry assassination or treason over any other leaked classified information that made the newspa-This could be the scenario created to remove freedom from the internet too.

> > To be cont'd on page 55



Antonyms/opposites

Let's Mind our Language

By: Fanta Ayalew, Lecturer, SMUC



This column has been presenting some English lessons to those who need them for learning or teaching purposes. In light of this, we have tried to see some confusing words along with their contextual meanings in differing sentences and a list of homophones in our previous editions of this bulletin. According to some feedbacks, we have ascertained that this column has been useful especially to those who exert their efforts to improve their command of the English language and teachers of this same subject.

In this Vol. 5 No. 10 edition, we have given our prior focus on the antonyms or opposites of the English language. We hope especially those who have no/little access to the internet will make use of this effort of ours too.

As every one of us knows, an antonym is a word whose meaning is opposite to the other. It is also called opposite; antonyms/opposites are usually pairs of words which directly and fully or indirectly and slightly oppose each other in meaning. But, besides understanding the part of speech the antonymic words belong, we should take care of the nature of the word (s) we are pairing to find their opposing meanings. Because, in most cases, a word by itself is said to be nearly meaningless or highly confusing in that it pops up in mind with a flash of its various denotative

say 'The light of the room is dim,' any. and 'This luggage is light'. In this case the opposites of this antonyms is very important in our homographically the same word are daily language use. And both 'dark' and 'heavy' respectively. One experience and studies indicate that a may suddenly ask, "What is the list of antonyms is seen as antonym of 'right'?" I may give him customarily easier to 'learn and 'left' as an answer, and you my remember than other non-related brother may give him 'wrong', due words due to the relationship the to the nature of the word 'right', for words have'. Moreover, it is worth it stands for both and beyond.

finding a word's antonym/opposite combination or in relation to other in the English language. One way is words... improves our retention.' giving a distinct word that is opposite in meaning; like for made to present some representative, example, easy - difficult, generous - but not by all means exhaustive, list greedy, foolish - wise etc. The other of antonyms and it is presented way is adding affixes such as a alphabetically. For further study, the prefix; like for example, wise - sources from which we took most of unwise, important - unimportant, the samples are given at the end as a legal - illegal, guide - misguide, reference. proper – improper, stabilize destabilize, like – dislike, regular – irregular, correct – incorrect, etc. But here a learner should take care of his/ her usage of the affixes. For example, if a person says or writes disimportant instead of unimportant inreasonable instead of unreasonable, he is making a mistake. It is therefore vitally important to use the correct form of prefixes depending on the nature of the word and at the same time it is wise to heed the warning and the

and connotative meanings. Suppose consequent suggestion of computers we see a word 'can' or 'light', and while we are writing our stuffs; click tend to find their antonym, it is on the word the computer underlines firstly important to identify with in zigzagged red color and consider which sense of these words we are the suggestions it gives. It is also finding their opposites/antonyms. worth mentioning here that not all Otherwise, it is difficult to find one words of any language necessarily that fits their assorted meanings; for have an antonym. For instance, what these words convey different is the antonym of my name Fanta? I meanings based on the context they hope you are not going to say 'Coca' are used, like, for example, when we or 'Pepsi'. In short, it doesn't have

As a matter of fact, knowing mentioning that 'studies and practice Normally, we have two ways of show that learning words in

Here below, an attempt has been

Rajid: I am Sikh.

Teacher: Oh, sorry, why don't you go to hospital?

Rajid: No! I say I am Sikh.

Teacher: Yea, I understand, please go to hospital and get some medicine.

Rajid: Ho, dear me, I am saying I am Sikh from India, don't you know the Sikh tribe? ...

Taken from 'Mind your Language' film.



Absence — Presence Accept—refuse	Close—open, distant Clever—stupid	Export—import Extension—regular	Hopeful—hopeless Humble—proud
Accurate—inaccurate	Cold—hot	Exterior—interior	Hunger—thirst, repletion
Advantage—disadvantage	Combine—separate	External—internal	Imitation—genuine
Alive—dead	Clockwise—	Fail—succeed	Immense—tiny, minute
All– none	anticlockwise	False—true	Imprison—free
Always—never	Correct—incorrect	Feeble—strong	Include—exclude
Ancient modern	Conceal—reveal	Foolish—wise	Inhabited—uninhabited,
Answer—question	Come—go	Fast—slow	deserted
Approval—disapproval	Common—rare	Few—many	Inferior—superior
Approached - receded	Comfort—discomfort	Famous—unknown	Iside—outside
Abundant—scarce	Courage—cowardice	Forelegs—hind legs	Intelligent—stupid,
Admit—deny	Cruel—kind	Fat—thin	Inhale—exhale
Advance—retreat	Courteous—rude	Find—lose	Interesting—dull,
Artificial—natural	Cunning— simple	Fire– hire	unattractive
Arrival—departure	Dainty—clumsy	First—last	Intentional—accidental
Ascend—descend	Danger—safety	Freedom—captivity	Join—separate
Attack—defend/defense	Dark—light	Fold—unfold	Junior—senior
Attractive—repulsive	Day- night	Frequent—seldom	Justice—injustice
Attention—inattention	Decent—rude, rough	Forget—remember	King—queen, subject
Asleep—awake	Deep—shallow	Found—lost	Knowledge—ignorance
-	Decrease—increase	Fresh—stale	Laugh—cry
Ally—enemy Agree—disagree	Definite—indefinite	Friend—enemy	Lawful—unlawful
	Demand—supply	Fortunate—unfortunate	Lazy—clever, industrious
Bad—good Backward—forward	Democratic—		Land - sea
	undemocratic	Fragrance – putrid, stench	Landlord—tenant
Bend—straighten	Despair—hope	Frank—secretive	Large—little, small
Beautiful—ugly	Developed—backward	Generous—mean	Lawyer—client
Beginning—ending	Dirty—clean	Gentle—rough	Lecturer—student
Below—above	=	Gather—scatter	Lender—borrower
Bent—straight	Disappear—appear Disease—health	Glad—sad	Lengthen—shorten
Big—small, little		Gloomy—happy, cheerful	
Better—worse	Discourage—encourage Dismal—cheerful	Giant—dwarf, small	Left—right Less—more
Best—worst	Doctor—patient	Granted—refused	Lie- truth
Blame—praise	Dry—wet	Great—minute, little	Like—dislike, unlike
Bless—curse	<u> </u>	Guardian—ward	
Bitter—sweet	Dull—clear, bright	Guest—host	Likely—unlikely Leader—follower
Blunt—sharp	Dusk—dawn	Guilt—innocence	Lofty—lowly
Borrow—lend	Early—late	Hard—soft	• •
Boy—girl	Easy—difficult Ebb—flow	Harmful—harmless	Long—short Loud—soft
Bravery—cowardice	East—west	Hasten—dawdle	
Build—destroy, demolish		Hate—love	Loss—profit
Bold—timid, meek	Economize—waste	Healthy—ill, sick	Low—high
Bright—dull	Encourage—discourage	Hello—goodbye	Loyal—disloyal
Broad—narrow	Entrance—exit	Here—there	Mad—sane
Clear—vague	Emotional rational	Heedful—negligent	Policeman: What is your
Careful—careless, rush	Elongate—shorten	Heavy—light	name? Ali: What is not my name.
Calm—troubled	Employer—employee	Height—depth	Policeman: I said, 'what is
Capable—incapable	Empty—full	Hero—coward	your name?'
Captivity—freedom,	Excited—calm	Hill—valley	Ali: Oh, blai me, I also said; 'what is not
Cellar—attic	End—beginning Expand contract	Horizontal—vertical	my name!'
Cheap—expensive	Expand—contract	Hinder—help, aid	-
Civilized—uncivilized	Expensive—inexpensive	Honest—dishonest	Taken from 'Mind your Language' film.



Magnetize—demagnetize	Parent—child	Rude—sensible, rational	Up— down
Marry—divorce	Past—present/future	Satisfactory—	Vacant—occupied
Master—servant	Patient—impatient,	unsatisfactory	Valuable— valueless
Mature—immature	physician	Satisfied—dissatisfied	Victory— defeat
Maximum—minimum	Peace—war	Security—insecurity	Virtue—vice
Merry—sad, mirthless	Permanent—temporary	Scatter—collect	Visible—invisible
Mean—generous	Please—displease	Serious—trivial	Voluntary—compulsory
Minority—majority	Plentiful—scarce	Second-hand— new	Vowel—consonant
Miser—spendthrift	Poetry—prose	Sense—nonsense	Wax wane
Misunderstand—	Possible—- impossible	Shopkeeper—customer	Walk—crawl
understand	Poverty— wealth	Singular— plural	Weak—sturdy, strong
Narrow— wide	Powerful—feeble, weak	Simple—complicated	Win—lose
Near—far, distant	Polite—impolite, rude	Slim— thick, stout	Wisdom—folly
Neat—untidy	Pompous—humble	Solid— liquid	Within—without
New—old	Private— public	Sober—drunk	With—without
Negative—positive	Prudent— imprudent	Speaker—listener	Wrong—right
Night—day	Pretty—unsightly, ugly	Sour— sweet	Yes—no
Noisy—quiet	Pure— impure	Sorrow—joy	Yesterday—tomorrow
North—South	Qualify—disqualify	Sow— reap	Zealous—dispirited
Now—then	Qualified—unqualified	Stand—lie	Zenith—bottom
Obedient—disobedient,	Rapid—slow	Subtract—add	Zigzag—straight
recalcitrant	Regularly—irregularly	Tie—untie	
Odd—even	Religious—irreligious	Tight— slack, loose	Main source: http://
Offer—refuse	Rich—poor	Tighten—loosen	www.enchantedlearning.com/
Open—shut	Right—wrong, left	Top— bottom	wordlist/opposites.shtm
Optimist—pessimist	Rigid—pliable, soft	Transparent— opaque	The The The
Out—in	Rough—smooth	Truth—untruth, lie	5 0 0

Two for you, three for me!

Cont'd from page 68

There lived an old couple in a village. They were issueless, so they lived only the two of them in their small house. One day the old lady prepared sweets. Unfortunately, the number of finally ready sweets turned to be five. But she was not in any sort of dilemma over the division of the pieces of sweets between themselves. She told the man, her husband, in clear terms that she was going to take three pieces while he had to be satisfied with only two. The old man was dismayed and angry with this arrangement, "Why should I take two? I will not accept anything less than three!" he thundered. The

"No, you have to take two, I will take three!" And there ensued a very fierce argument between husband and wife over the number of pieces of sweets to be allotted to each. None of them was ready to ac-

Edutainment

two pieces. They quarreled for long but couldn't arrive at any solution. When they were tired of quarreling, they decided to agree upon a viable solution. They said that they will observe perfect silence, will not utter a found them up early morning word at all. The one who speaks everyday, were a little surprised the first will have to accept two not seeing them today. pieces of sweets, not three. Both of them agreed to this arrange-

old woman persisted, ment and stopped talking.

The night fell and they didn't talk. They had their dinner and didn't speak a word to each other. They prepared their beds, didn't speak; ; they lay in beds, didn't speak and they went to sleep without speaking a word for the fear of losing one piece of sweet. When they opened their eyes early in the morning, they remembered their agreement, so, didn't speak a word to each other. Not only they didn't speak a word, they didn't even leave their beds, didn't get up at all!

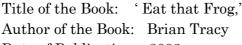
Their neighbors,

Continued on page 59





Book Review



Date of Publication: 2002 Number of Pages: 123

Reviewed by: Selamawit N. (SMUC), PhD candidate at AAU.



'Eat that Frog' is a compelling book that one must read on time management. Brian Tracy, the author, has presented key issues with regard to effective time management in a simple way that is accessible to all readers. Brian Tracy is a well-known professional speaker, trainer and consultant. He is the best-selling author of books that include 'Maximum Achievement', 'Advanced Selling Strategies', and 'The 100 Absolutely Unbreakable Laws of Business Success'. His books are appealing owning to their being the results of practiced experience. Tracy describes himself as an experimental learner who gathers information, experiences the information and, whenever the information and the practice brings in result, shares the information to others. This is the power that makes his books readable.

Among other factors, time is an

indispensable factor in the determination of one's success. Tray tells us that the major difference between high performers and low performers comes about as a consequence of their time management skills. In this book, he has forwarded essential strategies supported by research findings, relevant theories, and popular saying. At the end of each chapter self-check exercises are provided backed up with useful insights. Doing the tasks is as rewarding as reading the chapters. Tracy encourages the reader to develop the strategies into habits. He adds that the strategies are attainable through practice for, as he puts it, "just as you can build your physical muscles through physical exercise, you can build your mental muscles with mental exercise".

The book can be classified as a process book which shares strategies of using time effectively. According to the writer, the relevance of the sharing of the strategies for effective time management is the never – ending flood of tasks and responsibilities that we all have to get alone. It has

been stated that no matter how one this to be done and time is not enough. Of the goal of success in mind, it has been mentioned that one need to find a way to manage time properly. Managing time properly has been forwarded as being selective-being selective in order to create a correspondence between what should be done and the time in store. Tracy explain this as a major step that one has to take to obey the law of forced efficiency which dictates that something has got to wait since all can not be handled in the time at hand. In line with this, it has also been pointed out that the ability to be selective is the most important ability that would bring in success that marks the difference between achievers and non-achievers. A justification provided for this is the situation where an average person possessing this ability becomes successful as opposed to a genius who is deprived of it.

In addition to explaining the idea of being selective, the book mentions that one has to look into the future and identify which task might bring high value. In other



words, it has been stated that a down consideration of the consequences of the task should be done. This is elaborated based on the title of the book 'Eat that Frog'. It is mentioned that the title is borrowed from a popular saying which dictates that 'if you have to eat a live frog, it doesn't pay to sit and look at it for very long.' It is also added that if you have to eat two frogs, eat the ugliest one first.' The message explained is that one has to tackle the most difficult tasks before anything else. Quite often, the most challenging or the biggest task is disclosed as the one with high value task. Tracy supports this explanation mentioning a study, made by Dr. Edward Banfield of Harvard that University and concluded success is related to long-time perspective rather than one's family background, education, race, intelligence, connection or other.

The explanation continues to stress that creative procrastination is acceptable. According procrastination, task that would have the greatest impact on outcome (high value task), no matter how challenging they are, they should be made priorities. The book defines 'priority' as something you do more and sooner. This is what has been said about eating the biggest and the ugliest frogs before anything else because if not done in time, it might not be done at all and the material and spiritual reward would be negative. In contrast, low value tasks are suggested to be done later, or to be delegated or eliminated. One, as it has been pointed out, should say 'no' to low value tasks ('posteriority'). A 'posteriority' is defined in the book as 'something you do less of and later, if at all.'

Once the priorities are selected, it is emphasized that it is vital priorities are put into action. Mentioning that successful people are action and result oriented, a call has been made to follow suit and get

working on priorities immediately and effectively until they are completed. Developing discipline has been suggested as a means to curb failure to execute.

Tracy explains that one has to be disciplined enough to work single -mindedly on the most important task until completed. This requires resisting the temptation to do the easier tasks first. He also reveals that \rightarrow Overcoming procrastination working singlemindedly, concentrating on the task, singlehandedly, allows one to be in the "efficiency Curve". However, if one breaks this, it is revealed that one consumes more time.

Alongside this, it has also been by explained that it is better if the priorities are first planned on paper with a given time frame of performance allocated to them. The time frame should contain definite deadline of completion. This is so because, firstly, planning on paper transforms the wish into energy of force that can be seen and touched and this in turn is a push factor. Secondly, deadlines give a beginning and an end and a sense of urgency. Tracy calls this "...a track to run on".

Moreover, it has elaborated further that the priorities have got to be listed in such a way that what is to be done first and what is to be done next is indentified. In connection with this, it has been seminars and meetings, etc. suggested that there should be four lists prepared. The initial one is said important or the biggest tasks are to be the master list which contains procrastinated, the book puts forward all that is to be done in the future. effective ways of tackling the biggest The others are said to be breakdowns tasks head on. One of the reasons for of the master list; i.e., what is to be procrastinating the biggest tasks is done in a month goes to the monthly said to be their massiveness. Hence, list, what's for the week, to the a good way to 'eat that frog' is weekly list and a day's plan goes to mentioned as eating it one bite at a the daily list. The major benefit of time which implies that the biggest doing this is stated as having a task requires a breakdown of steps controlling mechanism for progress made. It is also said that can be handled is explained by other benefits include:

- ♦ Getting a visual picture of accomplishment
- Feeling of success and forward motion
- Motivating and energizing
- Raising one's self-esteem and self-respect
- Being more in control and creative

Discussing the need for checking and controlling one's step, it is stressed that one has to concentrate on key result areas. This is to say that after an examination of the results obtained, one has to be able to identify key constraints and special talents or capacities. The two sides of the coin have got to be attached in their own terms, as it has been pointed out by Tracy in the book. On the one hand, since procrastination comes about due to the feeling of inadequacy, upgrading oneself consistently is vital. On the other hand, one should be conscious of their own special capacity and leverage to maximize rewarding achievement. In one way or the other, the advice given has been that one has to work on for the development of personal and professional capacity by reading, practicing, taking training, attending

By focusing on why the most the and activities. How the breakdown elaborating the methods known as



"salami slice" and "Swiss cheese". According to the book, arranging or planning a task in detail and then doing one slice of the job is for "salami slice" while giving a specific time (five or ten minutes) to a specific work and resting or doing something else is for "Swiss cheese". Both methods are said to have the power to motivate to do more work and get the task finished as quickly as possible.

The other reason for procrastination is mentioned as lack of mental and physical preparedness. It has been suggested that one can be mentally prepared by putting the pressure to work on one's own self. Besides believing that the work is his/her, one has to come to work in time and keep on working dilistaying a little later '

Along this line, it has also been pointed out that one must be positively moti-

> A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.

> > John Milton (1608 - 1674)

vated. Since actions

are determined by what we tell ourselves, it is necessary to be an optimist. As an optimist, it is suggested that one has to look for the good, seek for the valuable lesson in every setback or difficulty, and look for the solution to every problem.

A classic book is a book that survives the circumstances that made it possible yet alone keeps those circumstances alive. Alfred Kazin (1915 - 1998)

gently whether supervised or not. To use Tracy's words, one should go to extra mile and work by 'starting a little earlier, working a little harder and

Moreover, it has been said that one must develop a sense of urgency. What has been extended here is that one must arouse the

inner drive to get down working immediately and keeping working to finish quickly. The book's explanation has been that this

> sense of urgency or inner drive could position one in a state of 'flow'

which is said to be responsible for working well and fast.

Tracy also describes this situation as 'racing against oneself' and say 'Do it now!' 'Do it now!' in order to be able to finish.

Coming to physical preparedness, it has been revealed that one has to use his/her energy and time wisely. As it has been explained, this means that one has to find out the time needed for work and the time needed for rest as some people are more effective in the morning while some others are more alert in the late evening. Coupled with this, it has also been suggested that physical energy can be utilized effectively by eating nutritious food.



The Free Report ...

Cont'd from page 48

Any more, its best to get to the bottom of things in private channels as opposed to those open to that be managed to gain control of anyone who comes along. New the internet completely, all that will Blog, accessed two and half years World Order is certainly shaping up, be left is disinfo and shopping. isn't it? The powers that be are focused on public journalism that puts it out the good from the bad and truth on display and egg on their digging out important information face. If you really want to get to the in the private 2012 Official Countbottom of things now, you'll have to down Blog. And they don't just dedo so in a place that the trolls and liver some programming to support black ops people can't access it and certain people's agendas. It's an shut down the channel.

and what disinfo is. If the powers them down too.

They're working on sorting interactive discussion between read-

There may be 730 days left ers and researchers. Naturally, it until winter solstice arrives in 2012. wouldn't be wise to put this stuff in That really doesn't mean you have the public internet arena. The trolls 730 days to find out what truth is and black ops would race to shut

> (Source: 2012 Official Countdown ago)

Where ignorance is our master, there is no possibility of real peace.

Dalai Lama







ቅድስት ማርያም ዩንቨርሲቲ ኮሌጅ፤ የነገው ታላቅ ተቋም?

በበፍቃዱ ኃይሉ፣ ቀ/ማ/ዩ/ኮ



ኢትዮጵያውያን በባሕላችን ለትህትና ትልቅ ዋጋ እንሰጣለን። ራስን ዝቅ ማድረግ ወይም ስለ ራስ ስኬት አሰጣውራት አንዱ መገለጫ የሚሆንበት አጋጣሚ ብዙ ነው። ይህ ባሕላችን ጠቃጣም *ጎ*ኖች ሲኖሩት ይችላሉ። *እ*ኔ *ግን* ዛሬ፣ ከዚህ የባሕል ቀንበር በዚህ ጽሑፌ አፈንግጬ የሦስት ዓመት መሥሪያ ቤቴ ስለሆነው ቅድስት 9 C 8 90 ዩንቨርሲቲ **ኮሌ**ጅ **እጽፋለሁ**፡፡ **እር**ግጥ የምጽልው ለማወደስ አይደለም፤ ለማጠየቅ ነው። ቢሆንም ግን ጽሑፉ የግሌ እንጂ ዩንቨርሲቲ ኮሌጆን በአቋም *አን*ባቢ*ዎች* አንደማይወክል እንደሚፈዱ አልጠራጠርም።

9 C & 90 በቅድስት *ዩንቨርሲቲ ኮ*ሴጅ (ከአሁን በኋላ ቅማዩኮ) ባሳለፍኳቸው ጥቂት ዓመታት ስመለከት የነበረው ዕድገት 'ዩኒቨርሲቲ ኮሌጁ ወይት ነው የሚጓዘው? *እን*ዴት የሚደርሰው?' የማይቀረውን ብዬ አንድጠይቅ **አደር**ጎኛል። *እንግዲህ የጽሑፉ ዓ*ሳማም *መ*ሳውን የቅማዩኮ ማኅበረሰብ ይህንት ጥያቄ *እንዲ*ጠይቅና *መ*ልስ *እንዲ*ሰጥበት *ማድረግ ነው ልትሎት ትች*ሳሳችሁ፤

አሁን ጊዜ ሳናጠፋ **እንውረድ**።

ቁጥሮች ይናገራሱ

ኮሌጅነት ብቻ ነበር (BOSS 2011)። በ2004 የተ*ጣሪዎ*ች የተመዘንቡ ተጣሪዎች ከዚያን ጊዜው አንፃር *ጋ*ር ሲወዳደር እጅግ ፈጣን *ዕድገት* ን በሴሎችም *መ*ስኪ*ያዎ*ች የ**ግል** ከፍተኛ ተቋጣትስ አንፃር?

N 2 0 0 3 በመዘንባቸው 19,450 *የዲግሪ ጣሬጋገጫ*› **ከፍተ**ኛ ተቋም የአገሪቱን 17 በመቶ ሲሸፍን፣ ከዚህ አራት ውስጥ ቅጣዩኮ በመቶ ከፍተኛ ድ*ር* ሻ የሚሆነውን ያዋጣል። ይህም ሕያፈራ የመጣውን ሕዝባዊ ተቀባይነት የሚያስመሰክር ነው ማለት ይቻላል።

የንቨርሲቲ **ኮሌ** ጁ በመደበኛው የትምህርት ዘርፍ ዓመታት ላለፉት ተከታታይ ከየትኛውም የግል ተቋም የበሰጠ ተማሪዎችን የተቀበለ ሲሆን ከ2001 ጀምሮ በርቀት ትምህርት ክፍሱም ከፍተኛ ቁጥር ያላቸውን ተጣሪዎች

ወደዝርዝሩ በመቀበል ሕና በማስተማር ሲገኝለት አልቻለም።

AHL V የስኬት ጉዞው *ቅማ*ዩክ፣ እስከ 2003 *መ*ጨረሻ ቅማዩኮ *ገ*ና የ13 ዓመታት ድረስ 41,950 ተማሪዎችን በዲግሪ ታዳጊ ነው፤ ፈጣን ዕድገቱ ግን እና በዲፕሎማ አስመርቋል። (ይህ ጎሪምሳ ያሰኘዋል፡፡ በ1991 ከቅድስት ቁጥር hIndira Ghandi National ማርያም የቋንቋ ትምህርት ቤትነት Open University ጋር በመተባበር ሲ ሽ 2 1 ር ያስመረቃቸውን 200 የሚደርሱ ያስተናገዳቸው ተጣሪዎች ቁጥር 71 የጣስተርስ ተጣሪዎች አያካትትም።) ቅበላ አቅም እና ቁጥር፣ የተመራቂ ተጣሪዎች ሲታይ ብቻቸውን የአንድ ከፍተኛ ትምህርት (የርቀት ትምህርቱን ዘርፍ ጨምሮ) ተቋም ስኬት *መ*ለኪያ ተደርገው በ8000% አድዓል፡፡ ቅማዩኮ ከራሱ ላይቆጠሩ ይችላሉ፡፡ ከቁጥር ባሻንር፣ ማስመዝገቡ አይካድም፤ ከ<mark>ሴሎች ማር</mark>ያም ዩንቨርሲቲ በትምህርት ጥራት ላይ በሚወስዳቸው ቆራጥ የትምህርት እርምጃዎች ሚኒስቴር መረጃ መሠረት ቅድስት ለማፍራት በቅቷል። በዚህም አሁን *ማርያ*ም ዩንቨርሲቲ ኮሴጅ በዓመቱ ‹የትምህርት *ማ*ሻሻ*ያ እ*ና የጥራት (Center ተማሪዎች ብዛት ተወዳዳሪ የግል Educational Improvement and አልተገኘስትም፡፡ Quality Assurance /CEIQA/) *እንዲያ*ውም በዓመቱ የ**ግ**ል ከፍተኛ ቢሮ በመባል የ**ሚ**ታወቀውን *እ*ና ተቋማት ድምር የተማሪዎች ድርሻ ራሱን የቻ**ለ የ**ጥራት ተቆጣጣሪ ቢሮ በመክፈት እና ውስጣዊ የጥራት አዲት የመጀመሪያው የግል ከፍተኛ ተቋም

> ጥረቱ ባለፈው Lu በወጣው የከፍተኛ ትምህርት አማባብነት እና ጥራት *ጣሬጋገጫ* ኤጀንሲ (HERQA) መሠረት ከፍተኛ ነጥብ ለማግኘት አብቅቶታል፡፡ በፇሌ ባደረግኩት የማጣራት ሙከራ ከቅማዩኮ የበለጠ ነጥብ የተሰጠው የግል ተቋም *ማግኘ*ት አልቻልኩም።



ከተማሪዎች በተጨማሪም፣ በቋሚ *የስካዳሚክ* Office /RaKMO/) የተባለው ቢሮ ትምህርት ፋኩሊቲ *እ*ና ‹*ሷሊቲ ሠራተኞች ብዛትም ቅማ*ዩኮ ብልጫ <u>ለ</u>ዩንቨርሲቲ እንደሚያሳይ የትምህርት ሚኒስቴሩ አብስትራክት ያሳያል። የቅድስት **ስ**2003 *ዩንቨርሲቲ* ኮሌጅ ከየቢሮዎቹ በሰበሰብኩት መረጃ *እንዳገኘሁት፣* ዩንቨርሲቲ **ኮሌ**ጁ ሠራተኞችን ቀጥሮ 1.199 ያሠራል። (ወይም የሥራ ዕድል **ፈጥሮሳቸዋልም ልንለው እንችሳለን**) ከነዚህ ውስጥ 382 አካዳሚክ ሠራተኞች ናቸው።

በዚህን ያህል የሰው ሀብት ቅማዩኮ **112002** የሚንቀሳቀሰው በተከሰሰው የዩንቨርስቲ ኮሌጹ መዋቅር ጽ/ቤቶች h65 በሳይ አካዳሚክ ቢሮዎችን አሉት። በተመለከተ በመደበኛው የትምህርት ክፍል፣ አራት ፋኩሊቲዎች (ቢዝነስ ሕ ፃ ፋኩልቲ፣ ፋኩልቲ፣ ኢንፎርጣቲክስ ፋኩልቲ ሕና የመምህራን ትምህርት ፋኩልቲ) ሲኖሩት፣ የቢዝነስ ፋኩልቲ አራት ብቻውን *እን* ኳ *ዲፓርትመንቶችን* በሥሩ ይዟል። የድኅሬ ምረቃ በተጨጣሪም ትምህርት ቤት እና የኦፕንና ርቀት **ትምりC**主 ኮሌጅን ከፍቷል፡፡ የፈተና ማዕከል በሚል የከፈተው ቢሮም በአንልግሎቱ የመጀመሪያው ነው። በኮምፒዩተር ቴክኖሎጁ የታንዘ የፈተና ባንኩ በተ**ለ**ይም የርቀት ትምህርት ኮሌጁን የፈተና አሠጣጥ አቀሳጥፎስታል። ይህ ክፍል፣ የርቀት ትምህርት ኮሌጆን ከመደገፍም የመሥሪያ ባሻ*ገር* ቤቶች የሠራተኛ ቅጥር ፈተና እና የእንግሲዝኛ ቋንቋ ችሎታ መመዘኛ TOEFL & ተ S የሆነውን በወኪልነት ይሰጣል።

በሴላ በኩል በተ*ጣሪዎች* ጉዳይ የሚሠሩ፣ በፆታ ጉዳይ ላይ ትኩሬት የሚያደርጉ፣ በማኅበረሰብ እየጨመሩ የመጡ (የሚዛን ሎው፣ አሳንሳሁትም፤ አገልግሎት እና ሥራ ፈጠራ ላይ የቢዝነስና ንቁ ተሳትፎ የሚያደርጉ ጽ/ቤቶች የአግሪካልቸራል አሉት። ከጥራት ማፈጋገጫው ቢሮ በሂደት የተወሰደው የምርምር እና ዕውቀት አመራር ቢሮ (Research

ብዛት and Knowledge Management የተሰኘ ኮሌጁ ተቀባይነት ያስንኘስትን የምርምር ማርያም ባህል ለመፍጠር በቅቷል።

ፕሮፋይል **ምርምርና ኅት**መት

የምርምር ቢሮው እስከዛሬ 10 ዓመታዊ የምርምር ዓውደ *ጉ*ባኤ*ዎችን* ሲያዘ*ጋ*ጅ፣ ዘጠኙ በብሔራዊ እና አሥረኛው ደግሞ በአህጉር ደረጃ እንዲዘጋጁ በቅርቡ **አድር** 3ል፡፡ በተለይም በአፍሪካ ኅብረት አዳራሽ በአፍሪካ ኅብረት ኮ**ማ**. ሽን፣ በኮቬናንት *ዩንቨርሲቲ* የተካሄደው ይኸው የምርምር ዐውደ ርዕይ (ጉባኤ) ላይ ዩንቨርሲቲዎች ከናይጄሪያ፣ ዛምቢያ፣ ታንዛኒያ፣ ሶማልያ ሕና *አውዴጉባኤ* ተመራመሪዎችን *ጉ*ባኤው አህጉራዊ ያፈ*ጋገ*ጠ ነበር።

ከዚ ህ በተጨማሪም፣ for የምርምር ቢሮው ጨምሮ ዓመታዊ የምርምር መድረክ ሲያካሂድ፣ አራተኛውን የምርምር ሴሚናርም ዝግጅቱን አጠናቅቋል።

ኅትመትን በተመ**ለ**ከተም፣ ዩንቨርሲቲ ኮሌጃ የራሱን ጣተሚ*ያ ንግድ ምክር ቤት፣* ቤት በመጠቀም የምርምር እና *ኬሚካል ሶሳይቲ፣* **ዐውደ**ጉባኤዎችን (Proceedings) በማሳተም በዩንቨርሲቲ ኮሌጁ (website) በドሐሰ **ግ**ዴታውን ብሔራዊ ይገኛል፡፡ ከዚያም ተወዳጅነታቸው ከጊዜ ወደጊዜ አስተዳደር ዕድገት) ጀርናሎችን በማሳተም *ያስራጫል*። *እንቅስቃሴውና* በተጨማሪም ኒውስሌተሮች በተጨማሪ ‹ዘ-ቲቸር› አስቀድመን ከራዕዩ እንመልከት፡- "

መጽሔት በመምህራን ከፍተኛ *ማተርስ*› የተሰኘ መጽሔት በጥራት ጣረጋገጫ N, C አማካይነት እያሳተመ **ሰ**ኮሴጆ *ማኅ*በረሰብ እና ሰው*ጭ አካላት ያሰራጫል*፡፡ በዚህም ጥረቱ ዩኒቨርስቲ ኮሌጁ ሕያዳበረው የመጣውን ማኅበረሰብኣዊ ተሣትፎ በታልህ አስመስክሯል። ከከፍተኛ የትምህርት ተቋጣት ምሥረታ ዓላማዎች አንዱ ይሄው ነውና።

ትብብር እና ወዳጅነት

ቅድስት 9 C 8 90 ዩንቨርሲቲዎች ኅብረት፣ በአፍሪካ **ዩንቨርሲቲ ኮ**ሌጅ ከተለያዩ የአገር በአፍሪካ ውስጥ እና ዓለም አቀፍ የትምህርት ትብብር *ጋር* በመተባበር የተለያዩ ሥራዎችን *አሥ*ረኛው በመሥራት ላይ ይገኛል። የአፍሪካ 1167· ዝምቧብዌ፣ ኬንያ፣ *ሲሆን፣ የዚህ* አባልነቱም ዩ*ጋን*ዳ፣ ኦስትሪያ፣ ደቡብ አፍሪካ፣ *አሥረኛውን ዓመታዊ የምርምር* በአህጉር *ጋ*ና የመጡ በርካታ ምሁራንን እና *እንዲያዚጋጅ ረድቶታል። ዩንቨርሲቲ* ማሳተ*ፉ ኮሌጆ የፕራት ማረጋገጫ ተቋማት* ወካይነቱን *ዓለም አቀፍ አውታር ለከፍተኛ* วิชาบิดีว่า (International Network Quality Assurance የዘንድሮውን Agencies i n Higher የተማሪዎች Education /INQAAHE/) ውስጥ ተባባሪ አባል ነው፣

መልታይዲሲፕሊነሪ የኢትዮጵያ ከፍተኛ ትምህርት ሕና *ለማካሄድ ቲቪሊቲ* ተቋማት 9716 መሥራች አባልም ነው።

> በተጨማሪም የአዲስ አበባ የኢትዮጵያ የኢትዮጵያ ውጤቶችን አካውንቲንግ ሶሳይቲ፣ የኢትዮጵያ ሕና *የቀ,*ይ MARC mithal *ሕና* ድረአምባ *የሌሎችም* nout3 *አባል* በመልቀቅ ማኅበረሰባዊ 4.6.9 ያላቸውና ሕየተወጣ *ተቋሙን የሚያጠናክሩ ተግባራትን* በሳይ *ያከናውናል።*

ይህንን ሁሉ ያለምክንያት *ከንድ* TPA ሕና ሰመጠየት ፌልጌ ሕንጂ! ቅድስት ማርያም ዩንቨርሲቲ ኮሌጅ በዚህ *የስጋሴው* ወይት ከተለያዩ አየሄደ ነው? አስኪ



"የቅድስት ማርያም ዩንቨርሲቲ ኮሌጅ ራዕይ በምሥራቅ አፍሪካ በመማር ማስተማር፣ በምርምር፣ በኅትመት ሕና በማኅበረሰብ አንል ማሎት የሳቀ የአካዳሚ ማዕከል መሆን ነው" ይላል። (ትርጉም ሕና መስመር ከራሴ)

ሕንግዱ ህ በምሥራቅ አፍሪካ ውስጥ የሳቀ የጥራት ቁጥጥር ጥንድ ደረጃ ቅልጥፍናን ማጣት የስካዳሚ ማዕከል የመሆን ሕልም (double standard) ያስው መሆኑን ራዕዩ ይነግረናል። ‹ለመንግሥት ይላላል፣ ለግል ግን ሥራዎችን በተመለከተ የአምስት ከሳይ የዩንቨርሲቲ ኮሴጁን በርካታ ይጠብቃል› ሕያሱ ጠንካራ ጎኖች ብንዘረዝርም፣ በቀሳሱ ወገኖች መኖራቸው ባ*ጭ C* 216 አፍሪካ ኮከብ ብ ዙ ያስፈልጋል። በርግጥ የአገር ውስጥ የመንግሥት ትምህርት ቤቶች ለሚያደርገው ጉዞ ተወዳዓሪነቱንም ለማጠናከር ገና እንዳይቀጥሩ መታገዳቸው ነው። የመከታተያ ዘይን ቢያመቻችለትም የማል ከፍተኛ ተቋማት *ዕድገት* ባይዘ*ጋ*ም እንዲዳከም ግን መንስኤ በዕድሜም በአቅምም ከእኛ የጎስበተ ሆናል። መረጃዎች እንደሆነ በርካታ ይጠቁማሉ። በጦርነት የተጎዳችው ተቋማት ሶማሲያ እንኳን በበኩሏ ከ40 በላይ እንዳይሰጡ *መታገዳ*ቸው ስለዚህ ቅማዩኮ ወደራሪዩ ለመጓዝ በቅድስት ማርያም ምን ምን ተግዳሮቶች እንዳሱበት በጥንካሬው እና ምን ማድረግ እንደሚጠበቅበት ፋኩልቲ ቢሆንም ግልጽ እና *እንን*ደርደር።

ተግዳሮቶች

የክፍተኛ ትምህርት ተቋጣትን ተወዳዳሪነታቸውን እና ጥራት ያለው አንልግሎት እየሰጡ *እንዲ*ኖሩ *ማድረግ ቀ*ላል አይደለም። ለማል ከፍተኛ በተለይም ደግሞ የራሱ የሆነ ልተና ይኖረዋል። ምንም እንኳን የግል ከፍተኛ ትምህርት ተቋጣት በዓለም ልተናዎች ደረጃ በኢትዮጵያ ቢኖሩባቸውም፣ (ከተጀመረ ሁለት አሥርት ዓመታት ያሳሰፊው በመሆኑ) የተሰየ የራሱ ገጽታ ይኖረዋል። ከዚህ አንፃር የቅድስት ማርያም ዩንቨርሲቲ **ኮሴጅን ተ**ማዳሮቶች በጨረፍታ *እንመ*ለከታለን።

ፖሊሲ ነክ ተግዳሮቶች

የኢትዮጵያ የግል ከፍተኛ ውጤታማነት ስማፈ21ጥና ትርፍ ላይ ብቻ **ጥራት** ያሳነጣጠሩ ሕንዲሆኑ ለማስፈገጥ ከሚል እሳቤ በመነሳት ፕብቅ ቁጥጥር ቅጣዩ ካ ሕንዲያውም አንዳንዶች የHERQA የሚከራከሩ የምሥራቅ ይነገራል። ለዚህም ከሚሰጡት እያወጣ የሚፈፅምበት ይሆናል ብሎ መከራከሪያዎች አንዱ በግል ከፍተኛ የሚገመግምበት አሠራር አለው። መጠየቅ ተቋማት የሰለጠት መምህራንን ይህ አሠራር ይጠበቀበታል። በምሥራቅ ይህም በቅድስት ማርያም ዩንቨርስቲ ገና ብዙ ይቀረዋል፤

በሴላ በኩል የግል ከፍተኛ ^{ቢ.ኖረ}ውም፣ ውስጥ ተለይቶ የሚታወቅ በመነ*ጋገ*ር ወደጽሑፋችን ማጠቃለያ አሳማኝ ባልሆነ ምክንያት የግል ከፍተኛ ተቋጣትን በአንድ በመፈረጅ የተወሰደው አርምጃ ሰለባ አንዲሆን (website: ትምህርትም ቢሆን እንዲሁ ሴሳው ፖሊሲ ወሰድ ተግዳሮት ነው።

> የማይችለው እና ሌላኛው ለቅድስት ነገር ግን ከዚህም በሳይ፣ በተለይ *ማርያ*ም ዩንቨርሲቲ ኮሌጅ ትልቅ ^{ስርቀት} **ፈተና ይሆናል ብዬ የማስበው** ለማማላት ፖሊሲ እንደሴሎቹ ከፍተኛ ተቋማት ሁሉ መጻሕፍቱን የሚያጠናክሩ አቅሙን ኢንቨስትመንት ለኢንጂነሪንግ፣ ሕርሻና ጤና ሳይንስ ^{ሕና} አሠራሮች የሚውሉ ቤተ የውስጥ ማስተማር እና ካምፓሶችን በ**አር**ሳቸው ሙከራዎችን ማስንንባት ይጠበቅበታል።

ከዚህም የሚያስፈራው ደግሞ አሁንም

ወደፊት ምን ዓይነት መመሪያዎች *እንደሚች*ሉ ስ.ወጡ *ሕርግጠኛ* መሆን አለመቻል ነው።

የአስተዳደራዊ አሥራሮች

ፈጣን *ዕድገት ያ*ልታሰበ ችግር ይደረግባቸዋል፡፡ ውስጥ ሊከት ይችላል፡፡ ከነዚህ ውስጥ ችግሮች አስተዳደራዊ አንዱ ሲሆን አሰው፤ ይችላል። ቅማዩኮ አስተዳደራዊ ዓመታት መሪ ዕቅድና እያንዳንዱ በስፋት ቢሮ ደግሞ የየዓመቱን ዕቅድ ወደራሪዩ በተለይም በዲጂታሳይዜሽን።

ቅማዩኮ 90390 **እን**ኳን የብሮድባንድ ኢ*ንተርኔት ግንኙ*ነት ቢሮዎች ሥራቸውን የሕግ ትምህርት ለማቀላጠፍ ለቢሮው አገልግሎት ሌላው በሚል የተዘ*ጋ*ጁ (custom made) ፋኩልቲ ሶፍትዌሮች *ያ*ስፈልጉታል። በር**ግ**ጥ የቅማዩኮ ሬጅስትራር፣ ተጣሪዎች ቤታቸው ተቀምጠው ውጤታቸውን ማየት የሚችሉበት በኢንተርኔት ሳይ *የሚሠራ ሥርዓት* ዘር<u></u>ግቷል። ኮሌጹ የዩንቨርስቲ ድረአምባም www.smuc.edu.et) ተገዷል። ታግዶ የተሰቀቀው የርቀት ቢሆን በጎብኚዎች ቁጥር ከአገራችን የግል ከፍተኛ ተቋጣት ተወዳዳሪ እንደሌለው Webometrics የተሰኘ ሕዚህ ሳይጠቀስ ሊታለፍ ድርጅት ያወጣው መረጃ ያሳያል። ትምህርት ተማሪዎች በሶፍትኮፒ ማማኘት ሞዳሎችን የ70/30 ፖሊሲ ነው። ይህንን የሚችሉባቸው፣ በውስጥ በኩልም ቅማዩት የሰው ሀብቱን፣ ፋይናንስን እና ቤተ የሚልታተን ሌሎችም አሁን ሕየጎለበቱ የመጡ በ ማ ድ ረ ግ የዩንቨርስቲ ኮሌጃን የሥራ ባህሎች (procedures) ተጠቃሚዎች *እንዲጋ*ሩባቸው የሚያስችሉ *ፖርታሎች አገ*ልግሎት በ ላ ይ ላይ መዋል አለባቸው።



የተማሪዎች ክፍያ ሳይ ጥገኝነት

ከፍተኛ የግል ሴላኛው ተ*ግዳሮት የተጣሪዎች ክፍያ የሚገ*ባ ላይ ብቻ ጥገኛ መሆን ነው። ቅድስት ተባራሪ ማርያም ዩንቨርሲቲ ኮሌጅ፣ የግል በአደጉ *እን*ደመሆኑ hH.v *ማ*ምስጥ አይችልም። ሆኖም ከፍተኛ *ማንግሥታ*ዊ ተወዳዳሪ ሆኖ፣ ጥራት ትምህርት እና አንልግሎት በማቅረብ የሚጨነቁ ሀብታም ግለሰቦች በተለይ ካምፓስ ዝቅተኛ ዋጋ ማስከፈል ሕንዲችል የግል ከፍተኛ የትምህርት ተቋጣትን ሲጀምር ይገባዋል። ማግኛ መንገዶችን እንደሚደጉሙ የንቢ ማሰብ ይኖርበታል። በርግጥ ተቋሙ ስለዚህም ከመዋዕስ ሕፃናት እስከ ሁለተኛ ደረጃ በትምህርት ቤት ትምህርት ቤቶችን ከፍቷል። ይሁን አያመነቱም። ይህ ዓይነቱ አሥራር የምርምር ውጤቶችን ከወረቀት ላይ እንጂ እነዚህም ቢሆኑ በተማሪዎች ወደ ሀገራችን ቢዛመት ለትምህርት ወደመራት ክፍያ የሚተዳደሩ እንደመሆናቸው፣ ጥራት ከፍተኛ አስተዋፅዖ ሲኖሬው ሥራዎችን ከራሳቸው ተርልው ^{ሊሆ}ት የራስ ሕንፃ ኮሌጁን የማይደጉሙ ከትምህርት ይችላሉ፡፡ ስለዚህ መሣሪያዎች አቅርቦት፣ ሕና መሰል አንልግሎቶች *ጋ*ር በተያያዘም ቢሆን ያለው ሕንፃ በመጠናቀቅ ላይ ነው። አይኖርም።

ያለ እህትማማች የንግድ በማቋቋም የከፍተኛ *መ*ደታም ተቋማት አቅርቦቱን ከአንዳንድ በጥቂት ጉዳይ ነው። መረጃዎች ሀገሮች ውስፕ መንግሥታትና ሕንፃ ፈተና **ለ**መጠበቅ ሲባል ያልሆኑ ያለው ሕንዲሁም ለትምህርት ይታወቃል፡፡ ተቋማቱ ድክመቱም የሚያስተምሩ በባሕርዩ መዛነፍ ምክንያት ለማባፈር ያስፌልገዋል፡፡ ዩንቨርስቲ *እን*ደሚችል የ*ታመ*ነ ነው።

ቅማዩክ አሁን

ተቋጣትን ቢሆንም የዚህ ሕንፃ ስፋት አሁን ትምህርት በኪራይ የተያዘውን የድኅረ ምረቃ ሊታሰብበት ትምህርት ቤቱን ስፋት የሚበልጠው ብቻ ነው። በመሆኑም፣ እንደምንረዳው በየጊዜው በሚጨምር ኪራይ ከቀጠስ ጥራትን ተወዳዳሪነቱን ይገዳደረዋል። ስለዚህ ተጀምሮ **እስኪ** ፈፀም ድርጅቶች የሚፈጀውን ከፃንዛቤ ውስጥ 216 በተለይም ጥራት በማስገባት ዋናውን *የሚተ*ካ ከወዲሁ

እነዚህን መሰል ተማሪን ተግዳሮቶችን ለመቋቋም የዩንቨርስቲ ይሁን ኮሌጆ ከፍተኛ በተለይም ተግባራዊ አውርዶ ስመሥራት ከፍተኛ ሕ**ር**ምጃ ይጠበቅበታል፡፡ ሕንዲያ ካደረገ UHLV አካሄዱ የነገው ተቋም የአገራችን ከፍተኛ ሊሆን *እያስንነባ የጣ*ይችልበት 9° 79° ምክንያት ₩ ₩ ₩

Two for you ...

Cont'd from page 51

And as the sun rose up and up gradually, their wonder and no response. anxiety grew with it, more and more. They expressed their wonder to each other since old age is an unpredictable in one's anything may happen anytime. They waited for some time and finally decided to knock at the door of the old couple's house.

There was a soft knock at the door, and the old couple heard it. But who would respond to that? The one who speaks a word has to accept less number of sweets, only two pieces! They wouldn't even get up and attend to the door, since in that case too he or she has to speak to the person outside. So, they lay in pin-drop silence in their beds, rather wrapped themselves up in their bed-sheets as if they were dead two, not me!" she retorted back. bodies!

The knocking was repeated,

Now the apprehensions of the neighbors were confirmed! Sure, the couple was dead! They only away together.

Anyway, they removed the door from the hinges and entered the house and confirmed their doubts that the couple had breathed their last yester night.

The whole village gathered within minutes prepared the bodies to be taken to the cremation ground for funeral. During this process the old man whispered to his wife, "Still you have some time, accept

"Not at all! You must accept

Now everything was ready. but no response. There was a They were issueless, so, one of hard knock, no response. The their relatives came forward to door was banged several times, ignite the funeral pyre. He came close to the pyre with the burning torch in his hand after the priest finished the rituals.

And as he was going to put wondered that by a sheer fire to the pyres, suddenly both coincidence both of them passed the pyres burst open with all the logs and pieces of wood falling hither-thither in all directions, bang-bang! And the old couple emerged out of the pyres tearing their shrouds to shreds! People ran helter-skelter to save their lives, crying, "Ghost! Ghost!"

> And the old couple scrambled and ran wildly towards their house, shouting, "Two for you, three for me! Two for you, Three for me!"

> Contributed by Pradeep Sharma, PhD, India.







ሕልም ምንድን ነው?

ካሣ ዘለቀ፤ የሕዝብ ግንኙነት ባለሙያ

ሰዎች ለማንዛቤ አስቸ*ጋሪ* በሆኑ ነገሮች ላይ የመጠየቅ የመመራመርና የማድነቅ ስሜት ሃሳብ በመነሳት ‹ሕልም ምንድን ነው?› አልኩና አንዱን ወዳጄን የዱብ ዕዳ *አቀ*ረብኩለት፡፡ ብዙም ሳይጨነቅ "የፊልም ታናሽ ወንድም **ነው" አሰና ፈ***ገ*ፃ አለ።

አንዳንድ ሰዎች ምንም ይሁን ምን አንዳች ጥያቄ ሲቀርብሳቸው "አሳውቅም " ማለት ሞታቸው ነው - በምርም በቀልድም መልክ። ይሄ ጠባይ በራሱ መጥፎ አይደለም። ነገር ግን የሚያውቁትን አውቃለሁ፤ የጣያውቁትን አላውቅም ማለትም የአዋቂነት አንዱ ምልክት ነው ብዬ አምናሁ። ያ ወዳጄ የሰጠኝን መልስ በአእምሮየ ይዤ ፊቴን ወደ አንዱዋ 8 pm 6 ባልደፈባዬ አዞርኩና ተመሳሳይ ጥያቄ አቀረብኩላት።

ይህች ወጣት ፊቷ እንደመሰዋወጥ "በምን ሰበብ አነሳህብኝ ወንድማለም? ሕልም እኮ ጠላቴ ነው። ይገርምዛል እናቴ እንደ ነገ ልትሞት ሌሊቱን በእንቅልፍ ላይ げる አዝማሪ **ሕየመታልኝ** *እስክስታውን እያስነካሁት ስ*ዘፍን አደርኩ። ጧት ላይ ሰማይና ምድር ከመላቀቃቸው ገና በማለዳው ‹እናትሽ ደክማለችና በቶሎ ድ**ረ**ሽ› ተብዬ ተጠራሁ።" አለችና ዕንባዋ ቅርዝዝ አለ።

‹አሃ! ይሄ ጉዳይ ብዙ ሊያወያይ የሚቸል ርዕስ መሆን ሳይካትሪስት ማኅበር የፍሮይድን በሴሳ በኩል በአሁት ጊዜ ህልምን አለበት› አልኩና ብዕሬን አሾልኩ። አምነት አስመልክቶ ከፍተኛ ለመፍታት በደስታ ተክለ ወልድ የተዘጋጀውን ውዝግብ ልጥሮ ነበር። የአማርኛ መዝገበ ቃላት ስመለከት፤

" ሕልም " " ሌሊት ተኝቶ በዓይነ ሀስተኛ -

ምትህት፣ ቅዠት፤ ከንቱ ይባላል" ብሎ ይተረጉመዋል።

መሳካት ነው " ይሳል። 14/1989 በታመ የኒውስ ዊክ አስተሳሰቦችን ያዘለ በመሆኑ። መጽሔት፡፡ ፍሮይድ ጽሑፉ ውስጥ የምናልመው ሕልም ጤ ና ማ ነ ት ^{‹አባቱን} ሕዋላችንን እንጠራጠራለን፡፡ ስሜታችን የሚለው (self fulfilled) ሕልማዊ ሳለምናቸው ነገሮች ያልተለመዱና *እንግዳ* ሲሞት ማልቀስ እንደውኑ ዓለም የተሰመደ አይደሰም።

ሕልም በፍሮይድ *አገ*ሳለ*ፅ* የራሱ የሆኑ ህግጋት የአጭር ጊዜ ሆኖም ሕ**ነዚ**ህንም የአእምሮ በሽታ (Transient ፍላጎት Psychoses) በማለት ይሰይማቸዋል። ይሁን እንጂ እነዚህ ይታያል። ድብቅ ፍላጎት በሕልም ሕግ*ጋት ምን*ም እንኳን ስሜት የማይሰጡ ቢመስሉም አዘል የሚመስሱም መሆናቸውን በግልጽ ይከሰታል ማለት አይደለም። አልካደም። የአሕምሮ የተወሳሰበና ምክንያቱም የተደበቀው ምኞታችን ረቂቅ ተግባር ውጤት ነው በማስት መልኩን ለውጦ በተቃራኒ መልኩ ይገልጸዋል።

በሌላ በኩልም ትርጉም አልባ ነው› ከሚል እሳቤ _{ለአንድ} ነገር ያለን ጽ৮ ፍላጎት አጥብቀው የሚቃወሙ አልጠፉም። የበልግ ባለራው በሳንፍራንሲስኮ የአሜሪካን ምኞቱን ለማወቅ

ፍሮይድ ሕልም የጣይታወቅ " ነው ካለ በኋላ ሕልም ለማለም *ሕውነተኛው ራዕይ፡ ሀሰተኛው መ*ሠረታዊ ምክንያቶችን ሲ*ገ*ልጽ "ሌሎች *እን*ደሚሉት ያልታወቀ የአእምሮ ሥራ ሳይሆን በአሳሚው በሴላ በኩል የሥነ ልቦና ገለሰብ ውስጥ የሚከሰቱ ድብቅ ተመራጣሪ የሆነው ሲግመንድ ፍላንቶች ናቸው" ይላል። ብዙውን ፍሩድ "የሕልም ትርጉም የምኞት ጊዜ ፍላጎታችን ድብቅ ነው፡፡ **ነሐሴ ምክንያቱም በጎብረተሰቡ የተወን**ዙ

በዚሁ በዘመን ሂደት የማይወይበውና መጽሔት ባሠፈረው የምርምር በታዋቂው ሶፎክልስ የተደረሰው ድንቅ የጭፍግ(አሣዛኝ) ተውኔት ተግባር የተለዬ በመሆኑ የስሜት አንዳንዬ ትንበያና ተፍጻሜቱ በዚህ ረገድ ምሳሾችን በብዙ ቦታዎች በምሳሌነት ይሰጣል። ለምሳሌ፤ የልብ ወዳጅ የሚጠቀስ ነው። በመሆኑም በዚህ ወቅት ልቦናችን በሁለት ይከፈላል። ማስትም በምኞት(wish) እና ይህንት ህግ ጋት አሉት። ምኞት በሚቃረነው ሃሳብ ይሆናል። ይህ የተደበቀ የውስጥ በሕልም አማካኝነት በአላሚው ዘንድ እውን ሲሆን ። ⁶¹ አማካኝነት ትርጉም ለአሳሚው ስለምናልመው ነው። ‹ሕልም የደስታ ስሜት በጭንቀት ስሜት፣ ወራት ለዚህም ነው የማይችለው። የሚሞክሩ "በሕልማችን በ*ጭንቀት*ና በፍርዛት



እንዴት ምኞት መጠበብ ይችሳል? ከማቅረብ አልተቆጠቡም።

ሐኪሞችም ቢሆኑ አንድ በሽተኛ በኋላ ስማወቅ የሚያደርጉት ሆኖባቸዋል። ውሎ ሲያድር ፍሮይድ ስለሕልም በጎብረተሰቡ በመወንዙ በአንድ ስማሻሻል ተገደዋል። ሃሳባቸውም ሕልም መሳካት ሳይሆን ሕልምን *እንድናልም* ዓይነተኛ ምክንያት ጠቅሰዋል።

በማወቅ በሽተኛውን ግን እንዲህ ብለዋል። የሚያክሙ የሥነ ልቦና ሐኪሞች (Psychoterapist) ዘንድ አላሚው የሚሰጠውን ሕልም ለጥት የሚዳርግ የሆኑት አዝሏል፤ ድብቁን ለማግኘት በስፋት በሕልሟ በጥልቀት መመራመር ይችላል፡፡ አያስፈልግም" ብለዋል። በማከልም መጨረሻውም ከሁለት የምናከናውነውና የምናውቀውን ነገር በጩቤ የሚወ*ጋት* በዘመናችን አስተሳሰብ ነው ብለዋል።

ኤድፍርድ በርናን የተባ<u>ሉ</u> የሥነ ከሕንቅልፏ ልቦና ሐኪም "ሕልም በውናችን እራስዋን የሚያጋጥመንን ፈተና የመከላከል ጣሬጋጋት ሥልት (Defence Pattern) አማራጭ ያስችላል" ስመግስጽ የገመቱትን የአንዲት ወይዘሮ ሕልም በነገሮችና በምሣሌነት ጠቅሰዋል። ወይዘሮዋ በማድረግ

ሲሆን በምሽት ጨሰጣ ስትሄድ አንድ ሰው ይሆናል። በጨሰጣው ፋንታ ብርሃን በማስት ጥያቄዎችን ያጋጥማታል፡፡ ሰውየውም በጩቤ ይሆንሳትና በመንገድ ሳይሆን በአንድ ያንገራግራታል፡፡ (Therapists) ተከታዮች አመለካከት የዚህን ሕልም መስሎ ይታያታል፤ አላሚ ትርጉም የሚያዛምዱት ከአዲፐስ አማካኝነት ከተረከሳቸው የተወሳሰበ ሁኔታና የባስታሪኩ በመሆን ልዩ ስጦታ ያበረክትሳታል፤ የበሽተኛውን ድብቅ ፍላጎት ፍላጎት ጋር ነው። ማስትም ይህች ማስትም የመከላከል ሙከራ ወይዘሮ ከአባቷ ጋር ያሳትን የወሲብ ባላጋራዋን በርግጥ ግንኙነት ፍላጎቷን የተናገፈውን የሆነውን ፍላጎቷን በማሻሻያ ምስል በማቅረብ ሕልጧ አሳያት በመልካም ሁኔታ የምኞት ማለትም አባቷን ምኞት የማይታወቅ ሰው በወንድ ብልት የመከላከል ሥልት እውን በሆነው ለማድረግ ፋንታ ጩቤ ይዞ መቅረቡን ነው። ሕይወቷ ከተጠቀመችበት መሆኑን ይህ አስተሳሰብ ምን ያህል ወደ ማለትም ከወንዶች ጋር በሚኖራት በአሁት ጊዜ ግን የበሽተኛውን የኅሲና ፍርድ የተተወ ነው። በርናን የሚከዳቸውን አንሶላ ተ*ጋ*ፋፊዎች

ትርጉምን ለየት ባለ መልኩ ሊያዩት በአርሳቸው አመለካከት ይህ ሕልም ፍላጎታቸውን ታቋርጥባቸዋለች፤ ጀምረዋል፤ ይሄውም የሕልምን ከወንድ *ጋ*ር ለመገናኘት ያላትን ለስለሳና ደካማና በመሆኑ። " የሚል ትርጉም ለመፍታት ፕልቀት ያለው ጤናማ ፍላጎት ያመላክታል ይላል። ጥርጣሬ ጥረት ከማድረግ ይልቅ፤ ወይም ግን ያልታወቀ ፍርሀት አሰባት። ይንፀባረቃል። ቀጥሎም " በወሲብ ትርጉሙን ከአሳሚው ሁኔታዎች ከሕልሟ እንደምንረዳው የፍርሃቷ ግንኙነት *ጋ*ር ለማደያዝ ከመሞከር ይልቅ ምንጭ የወንኤው ብልት *ጉዳ*ት ወ ን ዶ ች ሕልምን በሕልምነቱ ብቻ በመፍታት የሚያስከትልና የወሲብ ፍላንቷን ስታስወራባቸው ነው። ይህ ጥረታቸው የበለጠ ይሳካ ማርካት የሚችል ሳይሆን *ጋ*ሬጣና ይፈጠራል። ይልቁንም ሕልም ሕንደ ፍቺ በመሳሪያነት ይጠቀሙበታል፤ ስለሚታያት ነው። በሴላም በኩል ለማወቅ በኮኒክቲክት ዩኒቨርሲቲ የሥነ ልበና በካራ ያንገራገራት ሰው ከረዥም ጊዜ ገልፀዋል። በሕልም አማካኝነትም ሀረይ ፊሴ በፊት በመጠጥ ኃይል እየተበከለ ምኞትንና ሲንልጽ፤ "ሕልም የተደበቀ ፍላጎት የአባትነት ፍቅር ያሳጣት አባቷ በ ተ ጨ ማ ሪ **እየታወሳት** የ ዚ ህ ከድብቅ ፍላጎት ይልቅ ሕልጣችንን ይሆናል፤ እንደበርናን አመለካከት እንኳን የሚገልጸው በዕለታዊ ሕይወታችን ስለጩቤውም እየተጠ*ጋት ይመጣ*ና ለመረዳት (ለማስተዋል) ቢታወሩም ሁሉ በራሱ በሕልም ቋንቋ ማለትም ፍርሃቷ ወደ ጭንቀት ይለወጣል። አመል ያጋልጣል። ድብቅ አመላችን ምስልን በመጠቀም ነው የሚለው በዚህ ወቅት የመከሳከል ችሎታዋ በሕልም አማካኝነት የሚከሰተው የሚታመንበት ከአቅም በሳይ ሲሆንባት ቅዠት አንድ ዘዴ ነው፤ይኽውም ደግሞ ያስከትላል። ልቦና ተመራማሪና በኒውዮርክ የሥነ ነው) ‹ለካስ በህልሜ ነው› በማለት *ያገኘ*ው ሕልም "ሊሆኑና ሊከናወኑ ከተለማት ይሆናል፡፡ ወይዘሮዋ በማጠናከር በማለት ሥልቷን የተሞሳ አግኝቷል። በድርጊቶች ሕይወት መስጠት

በፍሮይድ የዳንስ ምሽት አዳራሽ ውስጥ ያለች በብርሃን *እንግዳ* ባላ*ጋራዋ*ም የበታች የሕርሷ ነው፡፡ ያደርገዋል፡፡ ጩቤውም ድብልቅ ሳይሆን ስለትነት የሌለው ለስላሳ በተቃራኒ ነገር ይሆንሳታል። ስለዚህ ሕልሟ የሚወክለው አስቸ*ጋሪ* የሚሆነው ማን ይህንን ሕውነቱ ሕንደቀረበ ለአንባቢ*ያን* የወሲብ *ግንኙነት ‹ወንድነታቸው›* ሳይሆን ባለማወቅ በሴላ ወገን በርናን ከዚህ የተለየ በብስጭት ታገላቸዋለች፤ በወሲብ በበርናን አመለካከት *ያጋ*ጠሟ*ትን* ደካማ ስንፈታቸውን አደ*ገኛ መ*ስ*ሎ* ሕነዚህ ዓይነት ድብቅ ግጭቶችን ይረዳናል" በማለት ስ*ጋት*ን ብቻ ሳይሆን ለ ዎ ች ሲሆን የሚጠቀሙባቸውን የመከላከል ህልም ሥልትና ሥነ ምግባር አንዱ ይረዳናል። በዚህ መልኩ ምንም በሽተኛውና ሲመስላት ደማሞ ደጋግሞ በማሳየት የተደበቀ የአላት አማራጭም ደ*ጋ*ግሞ በማሳየት ነው። በብዙ*ዎ*ቹ ነቅታ(ይህም ከተቻላት ሕልም ተንታኞች ዘንድ ተቀባይነት *ጭንቀት* በሚችሉ ድርጊቶችና ሴሳው በተ**ሞ**ሳ ፍቺ ሲተረ**ጎ**ም ይገባል" የመከሳከል የሚሰው በሕልም ተንታኞች ዘንድ ሕልሙን በአብዛኛው (በሰፊው) ተቀባይነት



ሕልም ትንተና (Dream የሌሎችንም ምስሎች Analysis) የሚሰው ከሚሰራበት ሁኔታ ው ጨ አያስፈልግም" ሊቀበለው በ*ሚገ*ባው በማውጣት *ስመተርጎ*ም በመጀመሪያ ማወቅ *እንዳ*ስውና ሕግ*ጋት* አጥብቀው አይታወቅም። **ሕ** ነዚ ህን ላይ መሆናቸውን በማጤን ገልጹዋል፡፡ በሌላ ኢንሳይክሎ ፐ*ዲያ* ያልተለመዱ ድርጊቶች በሕልሙ መቆጣጠር፣ ስለዚህ ከ**ሚ**ከናወኍት በሕልሙ የሚፈጸሙበትን ድርጊቶች 7ኛ ክፍል?) የመስማትና የማየት ብዛት ያለው ሕዝብ ክፊትና ከኋላየ ሁሉ ተመልካች እንጂ ተዋናይ ችሎታዋን በሕጻንንቷ የተነጠቀች አጅቦኝ በመንገድ ላይ ስንዝ አየሁ" የሚፈጸሙት ተለዋዋጭ ምስሎች መተርጎም የሰባቸውም።

ምስሎች በተጨማሪ ተደርሶባቸዋል። በአብዛኛው በሕልም

ሐረግ እንገነዘባለን። እነዚህ ያልተለመዱ በአካባቢያችን የሰማነውን መንገድ በአመድማ ወይም መተርጎም ቀለማት ነው። አልፎ ያስፈል ጋል፤ በአውናችን ከምናያቸው በጣሙን አስቀድሜ **ሴሎች ተንታኞችም የተሰዩ ናቸው፡፡ ምክኒያቱም የምንልም**

በኩል በሕንቅልፍ ልባችንም የምናይበት ሲቀበላት/ለው ዛሬ ማታ አይቶ ከሆነ ብሪታኒካ ሁኔታ ለመኖሩ አይካድም። ይህም በሚቀጥለው ቀን ከተፍ ትላለች/ ስለሕልም ከሥራረው ሃሣብ ላይ ሲባል የስሜት ሕዋሳቱን በማጣቱ ይላል። የዚህ ዓይነቱን ተመሳሳይ በመጠኑ እንመልከት። በህልጣችን ምክኒያት በእውን ልቡ የድርጊቱን አጋጣሚ መጽሐፍ የምናልጣቸው የድርጊቶች አፊጻጸም ቅርፅ ሲገነዘብ ያልቻለ አንድ ሰው ያገኘሁትን የአንዲት የውጭ አገር ከምንሬጽጣቸው በሕልሙም አያልመውም ለማለት <u>ጉ</u>ብል የሕልም ታሪክ ጽሑፍ ድርጊቶች እጅግ በጣም የተሰዩና ነው። በመሆኑም ጆሮው የማይሰማ ማክተሚያ ላይ ናቸው፡፡ አላሚው ሰው በመስማት ሊታወቁ የሚችሉ በትሪግስት ይጠብቁኝ፡፡ ራሱን ምስሎችን አያልምም። በተመሳሳይ ዓይነት የሰዎችን የሕልም አጋጣሚ ፍርድ መስጠትና ሁኔታ ማየት የተሳነው ሰው ስንመ**ለ**ከት በሚያልጣቸው ምስሎችና ሴሎችም የሚታዩ ምስሎችን አያልምም፡፡ ሲተረጉሙት እናገኛለን፡፡ ይህንንም ሳይ የራሱ የአእምሮ ተግባራት በተለይም የማየት ብርሃትን ያጣው በምሣሌ ልጥቀሰውና፤ ሰውየው ቢኖሩም ህልውናቸው ጎልቶ ከሆነ ማስታችን ነው። ዕድሜው 7 ተጠርተው *ፉት ማስት* ሲጀምሩ፤ በራሱ ቁጥጥር ሥር ስላልሆነ። ሰው የሚታዩ ምስሎችን ማስም _{ከዛውንት} ያጫውታቸዋል። ሕልጣችን በእውናችን አስቸ*ጋሪ* አይሆንበትም። <mark>ሄለን ኬለር "- - -</mark>ይገርጣችኋል ፡ እንዴት ያለ የሚቃረን ይሆናል፡፡ አላሚው መማሪያ መጻሕፍት ትታወቃለች - በተሸቆጠቆጠች በቅሎ ላይ ሆኜ አይደለም፡፡ ድርጊቶችም ስለራስዋ ሕልም ስትጽፍ፤ "በሕውን ይላል። በጣይጨበጡ ሕይወቴ የጣሽተውና የምቀምሰውን አማካኝነት ያህል በሕልሜም እነዚህን የሰሜት ነው። ይህም ሲባል በሕልማችን ህዋሳት ሕጠቀምባቸዋለሁ፡፡ የምናልጣቸው ምስሎች ሁል ጊዜም በሕልሜም አንድ ነገር ሰጣወቅ ዳም ‹የሚታዩ ብቻ ናቸው› በሚልም ዳም አልልም፤የሚመራኝም ሰው አልፌልማም። ሰው በሞሳበት ከተማ ፊትና ኋላ አጅበውት ሲ3ዙ ነው " በሥነ ልቦና ጥናቶች ከሚታዩ እራሴን ችዬ ያለመሪ እሄዳለሁ፤ ይሉታል። ሌሎች ይህም *ከ*ሕውን ሕይወቱ በጣሙን ለመኖራቸው የተለየ ነው" ብሳለች።

የሚክስቱት ምስሎች የሚታዩና ቃል የሚሰማ ሁሉ በዘልማድም ሆነ ሰበር አደረጉና ወይኔ ወንድሜን በድምፅ የሚደመጡ ቢሆኑም በተሞክሮ የደረሰበት የራሱ የሆነ ክርስ መቃብር ስትወርድ ነው ከእንቅልፋችን ነቅተን ሕልማችንን አንዳች የሚሰው ነገር ይኖረዋል። ይሉታል። ልብ ለማለት ስንሞክር በሕልጣችን አያንዳንዳችን በራሳችን ላይ

መኖር የደረሰውንም ወይም በዓይነ ትርጉምም ከዚህ የተሰየ አይደለም፡፡ ምስሎች ባለቀለም ምስሎች ናቸው፡፡ ሕሲና ለጥቂት ጊዜ ብንዳስሰው፤ ጂንን የሚባል ተንታኝም " ሕልምን ድርጊቶችም በአብዛኛው የሚታዩን አንዳንድ ሰው በእውን ሊያጋጥመው *ጭ ጋግጣ የሚች*ለውን አያለሁ ይላል፡፡ አልፎም አንዳንዶቻችን እንዲያውም " የኔ በማስት ማንም ራጽሞ ቀስማት የሴሱበት ሕልም ሕልም መሬት ጠብ አይልም፤ መንገድ ይታያል። ይሁን እንጂ ይህ ቀለም ሕልም ሣይሆን የኔው የተሰዬ ነው ጠቅሶታል፡፡ ፍሮይድም ተመሳሳይ በእውናችን ከምናየው በጣሙን - እንደራዕይ ነው፤ ራዕይ ነው ሕ ል ም የተሰየ ነው። ባስቀስጣት ምስሎች የምስው፤ በቤተሰበም ይ ን በሴላ የአላሚውን ትርጉም በሕልጣችን ይከሰታሉ። ዳሩ ግን ሥፍራ ከበድ ያለ ነገር ሲደርስ ሲል በሕልም አንጠፋም። አንዳንዱ ሰው የናፊቃት እህቱ/ በእውናችን የአየነውን ወንድሙ ከውጪ ሀገር መጥታ/ቶ ስ**ለ**ማጫውትዎ በተ*ቃራ*ኒው

ሕልም ከዚያም በመፍታት ደህና ልምድ አሳቸው የተባሉት አዛውንት አፍ አፋቸውን ሲ*መ***ለ**ከት ከንፈራቸውን መጠጥ መጠፕ አረጉና "ሙተህ ሰዎች ሬሣህን

እሱም ደንገጥ ይልና ከበቅሎዋ እኮ ወዲያውኑ ወርጃስሁ

አጅሬ እንዳሰበው ስላልሆነለት



"ሕንደውም ሕልም አሳየ*ሁ*ም" አሳቸው *እንገዲህ ከዚህ ላይ ጣጤን ያለብን ይታመ*ናል። " ሕልም እንደ ተርጓሚው እንደፈቺው ነው። " የሚባል አባባል መኖሩን ስተጠቀሰው ነው። ይህም ሲባል ግልጽ ያልሆኑና በአባቶች ይወሳል። ውስብስብ የሕልም አ*ጋጣሚዎችን* በሌላ በኩል ሕብረተሰቡ ለመፍታት ልምዱ ላላቸው ግለሰቦች እየተቀበለ ጣጫወት ቢኖርም ሕልም ያየው የሚያስተላልፋቸው ቋሚ ማለሰብ *ራ*ሱ በመሰለው መ*ንገ*ድ ያሳቸውን ሲፈታው መፕፎው ጥሩ ሲሆንስት ብንመስከት ፤ እንደሚችል የመገመት አዝማሚያ ይታያል።

"ሕልም እንደፈቺው ነው" መባሉ ከተነሳ አይቀር ስለሕልም አፌታት ጥቂት ነገር ባህላዊ እንዘክር። አባቶች *እን*ደሚሉት ሕልም ስተገኘው *እንዲሁ* ሰው በአሳቻ ሁሉና ሰዓት ሁሉ ሕልም አይ*ነገርም*። የሚነገሬው በተቻለ መጠን ልምድ ላለው ትልቅ ሰው ሆኖ ጊዜውም ጧት ከተቻለ የቡና ሥርዓት ላይ አቦሱ ሳይቀዳ ነው ይባሳል። እንደባህሳዊው እምነት ሕልም እንደራቺው ነው እሚባልበት ሰው ጥሩም ሆነ መጥፎ አ*ጋጣሚ* በመውጣት በተሸከርካሪያቸው ወይም ምክንያት ሕልም በሚነገርበትና ፍቺ እየተረጎመ ሲደስት ወይም ሲያዝንና በእግራቸው በማለጥበት ወቅት መንገሪያው መድረክ ቀኝና ግራ ጎን ጉዳይ ነው። አንዶንዶች ደግሞ በአካባቢያቸው ያለ ሰው *አጣቆሙት* ይባሳል። ልቺው አንደበት የሚነገረውን ክፋም የሚወዱትንም ሆነ የሚያልቅሩትን <u>እንደሚ</u>ጋለጡ እሙን ነው። መቼም ይሁን ደግ ፍቺ ሰማስፈጸም ነው - በአሕምሮ ሕያውጠነጠኑ ደግ ደጉ አንድ ሕልሙ ክፉ ነው ሲባል ደ*ጉ* ተመቻችቶሳቸው ከሚያራቅሩት ጋር ትክክለኛነቱና ተቀባይነቱ አወያይ መልአክ ወዲያውት ይሄድና ክፋው ለመገናኘት ሲያወጡና ሲያወርዱ እንደሚሆን አጠራጣሪ አይሆንም። መልአክ ይቀራል፤ ሕልሙ ጥሩ የተለያየ የጣጥመጃ ሥልታቸውን ሲባል ክፉው ሲያስሬጽም ይቀራል። ይሄኔ ሕልም ያሰቡትን ፍቅረኛ ማግኘት ብቻ ይናገር የነበረ ማን ያርዳ የቀበረ " ሬቺው ብልህ ከሆነ ክፉ ሕልም ያየ ሳይሆን ከውጥናቸው በላይ ማለትም ነውና ከገጠመኝ የተመለከትኒቸውን ሰው ተናግሮ እንደጨረሰ የሆዱን ከደሳሳ ጎጆ ባማረ ቪላ፤ ከእግረኛነት አይተሃል! ግሩም ነው። ቢሆንም ወደ "ዲሎክስ" መኪና ተሽ*ጋግ*ረው ይቺን ሰሞን ጠንቀቅ በል፤ ከሰው *ጋርም ቃ*ል *አት-*መሳለስ።...› ይልና አሉ። ለነገሩማ "ደሀ በሕልሙ ቅቤ ስተግባራዊነቱ አቆብቁቦ ይጠባበቅ ባይጠጣ " ተብሎ የለ። እስቲ የነበረውን ክፉ መንፈስ ቀንዱን ለማንኛውም አባባሌን በማለት ይመልሰዋል። ሕልሙም የሚያጠናክረው ከሆነ ሕልምን ከመፕፎነት ቢያንስ ወደ መጥፎነት ይዛወርስታል። መንፈስም ይቆይና ያስፈጽማል። በዚህ መልክ ጥሩ የሚባል ሕልምም ፈቺው ቢታይ ካጣመመው

ሂጲ *እሚባል መልካሙ* ክፉው መልአክ ይባላል። ይፈከብና አሳሚው እንደሚጎዳ ስለዚህ ሕልም የሚባለው ለዚህ አመክንዮ **እንደሆ**ነ ከአበው ከትውልድ ትውልድ ትርጉም ለአብነት

> ባህር = ከተማ እሳት/በርበሬ/ሚጥሚጣ = ነገር $\eta \sigma \phi S = \delta S \sigma S$ ካፖርት = ሹመት የመሳሰሉት ይገኛሉ። ወንዝ መሻ*ገር* hvገC = መውጣት(ወደ ውጪ መሄድ) ጥርስ መነቃነቅ ወይ መውለቅ = የዘመድ ሞት መጥገብ = መራብ መራብ = መጥገብ

በሕልም ሲተክዝ በተደ*ጋጋሚ* የተመለከትነው ተመልክተን ይሆናል። መሳእክት ይቆማሉ የመኝታ ሰዓት ደርሶ ድብን ካስ ካልያዛቸው እግራቸው ወደመራቸው ከሕልም እንቅልፍ ጋር ከመገናኘታቸው በፊት ሲጓዙ ላልተጠበቀ ከባድ መንፈስ ሲያመቻቹ ይውሱና ካልጋቸው ጋር ኢ- አስመልክታ አንዷ ያንጎራጎረችውን ደ_ጉ ልጥቀስ።

> "አደርኩኝ የሕልምን ስታበኝ ከተማ ፤

አስደሳች ነበረ እውነት ቢሆንማ ፡፡ ተዋደን ተማምነን **እው**ነት ከልባችን ፤

አቅፈኸኝ አቅፌህ ስንቀጭ አለማችን'።

ሕያልኩኝ ስደሰት ምኞቴ ተሳካ<u>፤</u> ከሕንቅልፌ ስነቃ ሕልም ኖሯል ስካ።"

እንግዲህ ከሚያፈቅሩት *ጋ*ር ያህል በሕልም እንደዚህ ዓለምን ሲያዩ አድረው ድ*ንገት* ብንን ሲሉና ከጎን *ትራ*ስ ተ*ጋ*ድሞ ሲ*ገ*ኝ በብስጭት ትራስ ጋር የሚደረገውን ከዚያ መርነት መገመት የቡጤ አይከብድም። በሌሳ በኩል ደግሞ ቀን የሠሩትን መጥፎም ሆነ ደህና ነገር እንቅልፍ ሲይዛቸው ዘክዝከው እ*ሚያ*ወጡ እንዳሉ ሳንታዘብ አልቀረንም። ከዚሁ ጋር አስገራሚ የሚሆነው ከተኙበት አልጋ ኮስተር ብለው በመነሳት የቀን ልብሳቸውን ለብሰው ወይም መለመላቸውን በዚህ መልክ ማንኛውም ማንም ሳይመራቸው በር ከፍተው የሚወዘወዙትን ወግ ይዘው

> ከላይ ቀንጠብ ቀንጠብ እያደረኩ *ያቀረብ*ዃቸው ነጥቦች "ማን ነው። ይህም ለምሁራን ተዛማጅ ጥናትና ምርምር የሚያግዝ አቅም በፈቀደ ምቹ ሁኔታ ስመፍጠር ነው። *እን*ደ አጠ*ቃ*ላይ ማን ሰዎች "ሕልም ምንድን ነው? " ተብለው ሲጠየቁ በዘልማድ ወይም ጥራዝ ነጠቅ በሆነ አነ*ጋገር የሚመ*ልሱትን በደምሳሰው **እንደሚከተለው** ማስቀመጥ ይቻሳል፡፡ ይሄውም ሕልም ማለት "ለ*ዎች* በቀን ያከናወኑት ድርጊት ወይም የተመኙት ምኞት በመኝታ ሰዓት

እየመጣ ይታያቸዋል። በሴላ በኩል አንዱዋ የፖላንድ አንር ተወላጅ የተነሳ ባዶ እጇን ንንዘብ ሳይኖራት ሕልም ይህን ይመስላል" ብለው ነው። ሲመልሱ ይችላሉ። ይህ ግን ይሆናል። በተለይ ትክክለኛነቱ ምን ውስጥ ከዚርናክ ከተባለው ቀበሌ የነበረው በቅርብ የማውቀው የሥራ ባልደረባዬ ጦርነት ሕጮኛዋ የፖላንድ ወታደር መጣ፡፡ ሜርና ግን ስንጫወት "የደረሰብኝን ልንገረህ" ሳይመለስ ቀርቶ ነበር። አለና ለጥቂት ጊዜ በትካዜ ተዋጠ፡፡ ይህቺ ሜርና የምትባል ወጣት እያመለከተች " ያውና !- - ያውና ! አፌን ከፍቼ ስጠብቀው ድንገት እ.ኤ.አ. በ1918 የመጀመሪያውን - - አገኘሁት - - " በስጨት አለና በቀኝ እጁ ጉልበቱን ሕልጧን አየች፡፡ በሕልጧም በተደ*ጋጋ*ሚ ትጮህ ጀመር። መታ መታ አድርጎ "ይገርምዛል እጮኛዋ አንድ እንደ ዋሻ ያለ ምድር ባለፈው ወር ሎተሪ ገዝቼ ነበር። ቤት ውስጥ መውጫው በትልቅ አልተደነቀም ። ሕንዓው ከዚያ ቦታ እንደወሰደኝ የሚወጣውን የ**ሶ**ተሪ ተንበርክኮ ሲያለቅስ አየችው፡፡ ነው። በርግጥ ለሰዎቹ በአነ*ጋገሯ* ቁጥር ተመለከትኩት፡፡ ከዚያም ይህንን ሕልም ያየችው ደ*ጋ*ግጣ ምን ሊያስደንቃቸው የሚችል ነገር ድንገት ብንን ስል ከሰሲቱ ስምንት ነው። በኋላም እ.ኤ.አ በ1919 አለ? ሜርና ግን ከድካሟ ስትበረታ ሰዓት ነው:: በሕልም ያየሁት ቁጥር ሕልሟ ትንሽ ለወጥ ብሎ አንድ ታሪኳን በሰፊው ተናገረች፡፡ ጣንም ትዝ አሰኝና በወረቀት ላይ ጽፌው ተራራማ ቦታ ላይ ጥንታዊ ሕንፃ አላመናትም። የከበቧት ሰዎችም " ለማንኛውም አልኩና ወደ ብሔራዊ ክፍል በቋጥኝ ተደፈኖ ከዚያ ወስጥ የማይሆን ነገር ሲፈፅሙ ይታያሉ። ሎተሪ አስተዳደር *ጎ*ራ አልኩ። ስታኒስላዎስ የተባለው ከዓመት ይህችም ወጣት ያው ነች" እያሉ የጻፍኩትን ቁጥር እንዴት ሳንኘው በፊት የጠፋው እጮኛዋ "እርጂኝ፤ ወደየቤታቸው ሄዱ። ግን አንዳንድ እንደምችል ጠየኳቸው። በጊዜው እርጂኝ - - -" እያለ ሲሙህ የሰማች ሁኔታው የገረማቸው "ሰዎች አስቲ የተሰጠኝ መልስ ሐረርጌ መሳኩን ይመስላታል። ድምጹ የሚወጣው መጨረሻዋን እንይ" በማለት ሜርናን ነበር። ልኬ ለማስንዛት እንዳልሞክር ከቋጥኙ ሥር ስለሆነ ቋጥኙን ተከትለው ሕንፃው ወዳለበት ቦታ ሎተሪው ሲወጣ የቀረው አንድ ቀን ለመክፈት *ትሞክር*ና ሲያቅታት ተጓዙ። እዚያም እንደደረሱ ሜርናን ብቻ ነበር፡፡ ተስፋ ተመለስኩና ውጤቱን ለማወቅ እየተደ*ጋገ*መ ይታያት ጀመር። ጀመር። ሁለት ስከታተል በሕልሜ ያየሁት ቁጥር በዚህም የተነሳ ሜርናን ይህንን እንደፌነቀሱ አንድ እንደ ዋሻ ያለ አንደኛ ዕጣ ሆኖ ወጣ። ትርፉ ጉዳይ ለእናቷና ለመንደሩ ቄስ መግቢያ አገኙ። በጣም ሊገርጣቸው ብስጭት ጨ*ጓራ መ*ምለጥ ብቻ ሆነ ብትነገር አላመ<u>ኗ</u>ትም። እ*ንዲያ*ውም የቻለው እንደደረሱ " እርዱኝ፣ ፡፡ " አለና አጫወተኝ፡፡ ጉዳዩ "አእምሮዋ ተቃውሷል" በማለት እርዱኝ " እያለ ከውስጥ አንድ ሰው ተመሳሳይ ሁኔታ መጽሐፍ ሳንሳብጥ ጳውሎስ ኛኞ ሕንፃ ለመፈለግ ወሰነች። ግን ስታኒስላዎ ከስቶ፤ ልብሱ አልቆበት፤ ካሳተመው "አስደናቂ ታሪኮች" አውሮፓ ሰፊ በመሆኑና በዚያም ከሚለው መጽሐፍ ውስጥ፡-

በልጅነት ሆነ አዋቂ ከሆኑ በኋላ የሆነች *ጉ*ብል በአንደኛው <mark>ዓለም በየ</mark>*መንገ*ዱ ላይ እየተኛች *ያንን* ሕንፃ ስዎች የ**ፈፀ**ሙት ድርጊት በሆነ ጦርነት የዘመተውን እጮኛዋን ለማግኘት ሀገር ለሀገር ትዞር አ*ጋ*ጣሚ ምክንያት እየታየ እንጂ ከባባበት ለሞት የሚዳርግ ስቃይ ጀመር። እ.ኤ.አ ሚያዚያ 25 ቀን ባህላዊ መንገድ እንደሚተረጉመው ውስጥ በሕልሟ አይታ እንኤት 1920 አንድ ተራራማ የሆነ ቦታ አይደለም፡፡ እንዲያውም ባብዛኛው ልታድነው እንደቻለችና በአስደናቂ ደረሰች፡፡ ይህም ቦታ በሆላንድ ደቡብ ከኑሮ አለመሟላትና ከጭንቀት ታሪክ ውስጥ ስሟ ሊመዘንብ ምሥራቅ የሚገኝ ዝሎታ የተባለ የመነጨ እንደሆነ ይቆጠራል፤ እናም እንደቻለ አነበብኩ። ነገሩ እንዲህ መንደር ነው። ሜርና ቦታውን እንዳየች በደስታ ፈንደቀች፤ ርዕሱ " በሕልም የዳነ ሰው " ምክኒያቱም ልክ በሕልጧ ታየው አጠቃሳይ እንጂ የተብራራና ገሳዌ ይሳል። በሕልም በኩል ከተፈፀሙ የነበረው ቦታ በመሆኑ ነው። ዕንባዋ አይደለም። ሕንግዲህ ቀደም ሲል ድርጊቶች በጣም አስገራሚ ተብሎ በጉንጮቿ መንታ መንታ ሕየወረደ ወደአነሳሁት ነጥብ ልመለስና የተደነቀው አንዲት ወጣት ሕልም ደረቷን እንደዶፍ ዝናብ ያለጣቋረጥ አንዳንድ ሰዎች በሕልጣቸው ያዩት አይታ፤ በሕልጧ አምናበት ያርሰው ጀመር። በፍጥነት ወደ በእውናቸው ትክክል እየሆነ ባለሥልጣኖችን ጎትጉታና ለምና መንደሩ እየሮጠች ሄዳ በድካም የራሳቸውን ሕይወት ከሀዘን ወደ እንዲረዷት በማድረግ የሕልሟን ትንፋሽዋ ተቋርጦ ዧ ብላ ወደቀች። ደስታ ወይም መጥፎ ከሆነ አጋጣሚ እውነተኛነት ለማሳየት በመቻሏ ሁኔታዋን ያዩ ሰዎች በወደቀችበት ወደጥሩ ጎዳና እየመሩት ተመልክተን ነው። ይህቺ ወጣት ፖላንድ ሀገር ቦታ ተሰበሰቡ። በአቅራቢያው ይገኝ ፖ ሊ ስ ያህል እንደሆነ አላውቅም እንጂ ትኖር ነበር። በአንደኛው አለም የተሰበሰቡበትን ምክንያት ለማወቅ እዚ*ያ*ው የነበረ ማለሰብ ስለ ሕልም አንስተን ሆኖ ዘምቶ እንደ ብዙዎቹ ሁሉ እንደወደቀች ተራራው ላይ ሕንፃ የሚገኘውን በጣቷ

ፖሊሱ በዚህ አነ*ጋገሯ* ተኛሁ፡፡ ጧት እስቲ ታይና ወደ ሕንዓው ስትጠጋ አንዱ ፍቅር የያዛቸው ወጣቶች ብዙ ቆርጬ ትነቃለች፡፡ ይህም ሕልም የምታሳያቸውን ቋጥኝ ይልነቅሱ ቀንም ያህል ለማግኘት በቀሳሉ ተስፋ አልቆረጠችም። ያንን መጠን የዋሻውን መተሳለፊያ ከፈቱና

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Edutainment አ**ጫ**ዌር ገጠመኞች

የቀባጬን ...

*ጫ*ካ አቋርጦ በ*ሚያል*ፍ አንድ የገጠር መንገድ ላይ አንድ ሰው የነብርን ጅራት ይዞ ሲታንል አንድ **ሴሳ መንገ**ደኛ ሰው ይደርሳል። የነብሩን ጅራት በሁለት እጆቹ ጥርቅም አድርጎ ይዞ ከነብሩ ጋ **ሕየተ**ዓተተ በነፍስ ውጪ ነፍስ ግቢ ጣር ሳብ በሳብ ሆኖ የተመለከተው መንገደኛ " እንዴ ምን አቅብጦህ ነው ከነብር *ጋ*ር ፍል*ሚያ ገ*ጥመህ ያለ አንተዬ?" ሲል ይጠይቀዋል። በጭንቅ ላይ የነበረው ሰው ረዳት በማግኘቱ ይደሰትና " ወንድሜ፤ ይህ ነብር ቢገደል ቆዳው ሰውጭ *ጎብኚዎች ተ*ሸጦ ስንትና UIC. ስንት ሺህ ብር ያስገኝ መሰለህ!" ነብፉን ለመ ግደል እንዲተባበረውና **ጥቅሙንም** ያግባባዋል:: እንዲ ጋሩ መንገደኛውም ቀድሞ ያሰውን ረስቶ "አሁን ታዲያ እኔ ምን ልርዳህ?" ብሎ ይጠየቀዋል። ከነብሩ *ጋር* በትግል ላይ የነበረው ሰውዬም "ጩቤየን ከደረት ኪሴ እስካወጣ ጅራቱን እንደኔ ወጥረህ ያዝልኝማ" መንገደኛውም ይስዋል፤ ሳያንገራግር ይቀበሰውና የነብሩን ጅራት በአዲስ ጉልበት ወጥሮ ይይዛል። ይሄኔ ያ ሕፎይታ ያገኘው ሰውዬ "በል ሕንግዲህ አንተም የቀባጭህን ቅመስ" ብሎት ሕብስ ይላል። ይህ ተረት ቀመስ እውነት ነው። ‹የነብርን ጅራት አይዙም፤ ከያዙም አይስቁም› ሕሚባለውም ስዚህ ነው። ወደ ምር *ገ*ጠመኝ **እንውረድ**።

አሥርት ነው። ጊዜው ከሁለት ዓመታት ገደጣ በፊት ይሆናል። *ያኔ ትዳር አልያ*ዘም -ትዳር አለመያዝ በራሱ አሁን ስምነፃራችሁ ችፃር ሊዳርገው *እንደጣይገ*ባ ለብዙ*ዎቻችን ግ*ልጽ ቢሆንም፡፡ ከአንድ ጓደኛው ሲ*ቀማ*ምሱ ያመሻሉ - ምን ሲቀማምሱ ሲዋኙበት አደሩ ልበሰው ^አንጂ። **ቃላትና ሰው** ከዚያላችሁ ባንዲራ ከወረደ ገና ሰባት ሰዓት አካባቢ *እን*ደሆነ ወደቤታቸው ለመሄድ ይስጣሙና ሕየተወሳ*ገ*ዱ *መንገ*ድ ይጀምራሉ። መጠጥ የቦረቦረው ሆዳቸው ግን የሚበላ አንዳች ነገር ውስዱ እያለ አሳስኬዳቸው ይሳል። ምግብ ቤት ለማግኘት ዙሪያ ገባውን ቢያማትሩ ሁሉም ንግድ ቤት ተጠርቅጣል። ነገር ግን ገና በመዘ*ጋት* ላይ የነበረ አንድ ሥጋ ቤት በቅርብ ርቀት ያያሉ። ወደዚያ ሥጋ ቤት ፈጠን ብለው በመሄድም እቤት እንደደረሱ በፕሬው ወይ ጠባብሰው የሚበሉት ሁለት ኪሎ ሥ*ጋ (ያኔ ር*ካሽ ነበር - ምናልባት ቢበዛ በኪሎ አሥር ይንዙና አስጠቅልለው ጉዛቸውን ይቀጥላሉ።

በእግራቸው ብዙ እንደተጓዙ አንድ የነሱ ቢሔ ሰካራም ባለመኪና መኪናው ተበላሽታበት ይሁን ባትሪው አላስነሳ ብሎት በደረቅ ልሲት ብቻውን ሲ*ገ*ፋ *ያገኙታ*ል። ሰዎች ስንባል በውኃ ቀን ብቻ ሳይሆን በብቅል ወቅትም ችግራችንን መካፈል ባህሳችን ነውና ለመርዳት ሁለቱ ይህን ሰው ምርኮኛ ባልንጀራዎች የመጠፕ ሥጋቸውን *ጉ*ብታ ቦታ ሳይ አስቀምጠው *ሙ*ኪና *ግፊያ*ቸውን ይቀጥሳሉ። ብዙ ከንፉ በኋላ እንደማይሆን ሲረዱ የንዙትን ዕቃ ወደቤት ለመግባት ወዳስቀመጡበት ሥፍራ ሲመለሱ ውሾች ሥጋውን ወስደውት ዐይናቸው እዚ*ያ*ው P C **ሕየተቀራመቱት** ይደርሳሱ ጭድ "ስተራበ በሬ ያዝለታል" ያልታደሉ! ሥጋውም የስም፤ ሰውነታቸውም በመጠጥና በመኪና

ግፊ ተዳክሟል፤ ሕንቅልፉ ዓይነት ይሆን?

አዲስ *ነገር* አይደ**ለ**ም፡፡ *0*9390 የሚያውቀው ወይም ቢያንስ ሲያውቀው የሚገባ ነገር ነው። አንድ ሰው ይሁነኝ ብሎም ሆነ እንዲሁ ሳያጤናቸው በሚናንራቸው ቃላት ውስጣዊ ማንነቱን የምንረዳበት ひなか አለ:: ምክንያቱም ቃላት ከኛ ከሰዎች የአኗኗር ዘይቤ *ጋር* ያሳቸው ዝምድና ከማንነታችንንና ከውስጣዊው *እኛነታችን ጋር* በእጅጉ የተቆራኙ በመሆናቸው ነው። ‹ጓደኛህን *ንገ*ፈኝና *ጣን*ነትህን ልንገርህ› እንደሚባለው የአንድን ሰው ዘወትራዊ የንግግር ዘዬና የቃላት ምርጫ ብናስተውል ስለሰውዬው ብዙ ነገር መረዳት እንችሳለን። **ከዚ**ህም አ*ንጻር* አንድ ብሶተኛ፣ በአወራና ሰው ድሃ፣ሀብታም፣ የተማፈ፣ ያልተማረ፣ በቀለኛ ፣ ይቅር ባይ ፣ ወታደር፣ ሲቪል፣ አፍ*ቃሪ፣ ን*ፉፃ፣ ለጋስ ወይ ቸር፣ ወዘተ. መሆኑን ከ**ሚ**ወጡ ቃላት ከአንደበቱ የምንሬዳበት አ*ጋጣሚ* ብዙ ነው -*እ*ያወቀውም ሰውዬው ሳያውቀውም።

በአንድ ከፍተኛ የትምህርት ተቋም ውስጥ ያስተምር የነበረ በአሁት ወቅት ግን በውጭ ሀገር የሚኖር ዶክተር መምህር ነበር። ስሰውጤት ድልድል ስተማሪዎቹ ሲናገር እንዲሀ ይል እንደነበር ስምቻስሁ፤ "‹ኤ› ለእግዚአብሔር፣ ‹ቢ› ለእኔ፣ ‹ሲ› ለጎበዝ ተማሪ፣ 〈ዲ› ስሰነፍ ተማሪ፣ ‹ኤፍ› ስወዳቂ ተማሪ"። ቀልዱን መሆን አለበት -ተማሪን 4.19 ስማድረግ፡፡ አ**ለ**ዚ*ያማ* ማን ሊያልፍ? በዚህ መልክ ብዙ የሚባልላቸው መምህራን አሉ - በቀልድ መልክ



ውስጣቸውን on go v C ተመሳሳይ ሳስታውሳችሁ።

ዘር የደረጃ ሰንጠረዥ የት አንኘው? ጥላቻና ውይታቸው ይባላል።

ሥራ ስሠሪው ...

ክፋት የሰዎች አንዱ ባሕርይ ነው። የክፋት መንስዔዎች በአብዛኛው ከመቻቻልና ከይቅር ባይነት ጉድስት የሚመነጩ ቂም በቀልና ሥጋዊ ቅናት ወይም በትምህርት ወይም በመልክም ይሁን በዝነኝነት ወይም በሴላ እነዚህን መሰል ዓሰማዊ አሳፊና ጠፊ ነገሮች ሰው ለምን ይበልጠኛል ብሎ ለማድያ ማሤርና ያስ የሴስ ሀብትና ንብረትን ለዚህ የጥፋት ዕቅድ ጣዋል ምን ዓይነት ተፈጥሮ እንደሆነ እንግዲህ ይታያችሁ። ይሄ ድሃ ስምናባቱ በወንድሙ ላይ ምትዛታዊ ደባ *ሠር*ቶ በደ*ንቃራ የሚያ*ሳብድ ወይም በጥላ ወጊ መርፌ አስወግቶ የሚገድል የምቀኝነት ደዌ የተጣባው ክፉ ሰው አለ። ይህ ዓይነቱ የክፋት አቀንቃኝና የዲያብሎስ ምርኮኛ በጠነሰሰው ዕኩይ ሤራ ምክንያት ከሰውነት ተራ የወጣውን ዜጋ ቤቱ ይቁጠረው፡፡ N H, V ሬገድ የሚስተዋለው የሰው ልጅ ገመና ተወርቶ አያልቅም። እርግጥ ነው ሁሱም በዚህ የክፋት መንገድ ማለት አይደለም ፤ ይጓዝበታል *ን*ጹሓንና 6.64 እግዚአብሄ*ር* ያደረባቸው ሰዎችም አሉ፤ ድሃ የሚሬዱ፣ የታሰረን የሚጠይቁ/ የታመመን የሚገበኙ፣

ታሪክ ክፉዎችን ሲበልጥ አለመቻሉን መስሎት ባጋጣሚ "ከ9 እስከ አሥር የሚያገኝ ፊልተር ባልተናጠች። ከእንስሳት መካከል ጭንቀት በታች የሚያገኝ አተላ" - ‹ዶሮ የሚያጠፋውን ፍጡር ለማጥፋት የደረሰውን አይደለም። ሰው *ግን ለዓመታት*ም ስሙ ብዙ ነውና! ቢሆን በልዩ ሥልት ወጥመድን ዘርግቶ ሲያደባ ክቆዬ በኋላ መስሱን ... **አሾህ ሳጣሪው** የሚያጠቃ ኃይለኛና ተንኮለኛ ፍጡር በአንድ ምቀኝነት ናቸው። በሀብትም ይሁን ነው። ደግነቱ ሕርሱም ያን ለሰው የሚያስተምር የሁለተኛ ልጅ ጎን ከሚያመላክቱ ብዙዎች እየፈለጉ የተመቻቸ ልግለጥ። በቅርብ ከማውቀው ሰው ተሳካላቸው። የሰማሁት እውነተኛ ገጠመኝ ነው።

> ፍቅራቸው ባልታወቀ በሴሳኛው ሳይ አሽመቀበት።

በኪሱ ቋጥሮ የያዛትን የተቀመመች ማጠራቀሚያ የለ፤ ስም መጥሪያ መርዝ በጓደኛው የመጠጥ ብርጭቆ የለ፣ የግል መዝንብ የለ... ሁሉም ላይ ያዋህዳታል። ለሽንት የሄደው የውኃ ሽታ ሆኗል። ተጣሪዎቹን የጣያውቅ ጓደኛ የሱ ብርጭቆ እሱን እኔንም አሁን ስጽፍ ግራ መስሎት

የሚናንሩ፣ የሚያሳክሙ፣ ባጠቃሳይ ከተቸገረ ስህተት የዚያኛውን ብርጭቆ አንስቶ የሚያውጃ። ወደመነሻዬ ልመለስና ጎን የሚቆሙ ደጋግ ዜጎች ይገስጣል። ያኛው ጓደኛ ከ‹ሽንት› በዚህ ረንድ የአንድ የሁለተኛ ደረጃ በየማዕዘናቱ አሉ - ቁጥራቸው ማን ሲመለስ ደግሞ ምንተፍረቱን የራሱ የዓለም ወቅታዊ ገጽታ ቁልጭ የተቀየረውን ግን ራሱ የመረዘውን *ማምህር ከዕርጣት አድርጎ እያ*ሳየን ነው - ክፋት ባልበዛ መጠጥ በቁሙ *አን*ስቶ *ይ*ንስጣል። በኋላ የቴስት ወረቀት ሲያድል ዓለም እንዲህ ከላይ እስከታች በሰው በዚያ ላይ የሠራው መጥፎ ሥራ ሕንደዚህ የማስት ልምድ አሰው፤ ሠራሽና በተፈጥሮ የጥፋት ማዕበል በፈጠረበት አስመረ*ጋጋ*ት የመንፈስ አድሮበት ነበር ና አለቃቂ ብታል ጥሬዋን። ከዶክተሩ *ጋር* የጣጥመጃ መንገዱ ከእንስሳት በሚመለከት በሰዎች ፊት የክሩን አይመሳሰልም ይሆን? ለመሆኑ ይህ በእጅጉ የተራቀቀ በመሆኑ መሆን መስክሮ ወዲያውኑ እስከወዲያኛው መምህር የነዚህን የአንድ መጠዋ አለበት። ብዙዎቹ ሴሎች እንስሳት በሞት ይሰናበታል፤ ‹ሥሱስ በግልጽ ባዛውር› ይሉታል በባህሉ፡፡ ሰው እኮ በሚወድደው ይቆርባል ይታወቃል፡፡ እያባበሱና ወዳጅና እንዲህም አለ፡፡ አማን አውለኝ አፍቃሪ መስለው ወደ ሞት አፋፍ ብለውት ከወጡ ከሚንቀለቀል የድኝ የሚነዱ ወይም ወደ ወጥመዳቸው እሳት የሚያወጣ አምላክ አለ -የሚያስንቡ እንስሳት ከሰው ውጪ ከፈለጋችሁ ዕድልም በሱት፤ ያው ቁጥራቸው እዚህ ግባ የሚባል ነው። አይቀየምም። የመልካም ነገር

ት ም ህር ት ቤት ደረጃ የደንሰውን ሞት ሳይወድ በግዱ ትምህርት ቤት መምህር ነበር። ይዋል ይደር እንጂ መቅመሱ ተማሪዎቹ ይህን ሰው በጣም ክፉ አይቀርም።ይህን አስጠሊታ የሰው ነው ይሉታል። ሲበቀሉትም የክፋት ሥራዎች አንዱን ብቻ ሲጠብቁስት ነበር። አንድ ቀን ግን

መምህሩ ወደ ሰባት ክፍል ሁለት ጓደኛሞች ናቸው። ገደማ ነው የሚያስተምረው። ከከከብ በአካባቢያቸው ቆጠራ የምትሃት ሳይንስ አኳያ የሚኖረውን ሰው ሁሉ ያስቀናል። (horoscope) በአንዲት ለእርሱ ተለያይተው አይሄዱም። ነገር ግን ባልተገባች ዕለት የዚያን ሁሉ ክፍል ምክንያት አንደኛው የማርክ ሮስተር ይዞ ወደ አንደኛው ክፍል ይጣል። ለዚያ ክፍል የክፍል ከዕለታት ባንደኛዋ አንድ ሥራ ሰጥቶ የማስገቢያ ቀነ ገደቡ ቤት ንብተው ይዝናናሉ። የደረሰበትን ሮስተር እየሠራ ሳለ በዚያች ዕለትም አንድ ነገር ይከሰታል። ለሆነ ነገር ወደ ቢሮ ይሄዳል። አፕሬው ጓደኛ ያሽመቀበት ሲመለስ ግን ያ ሁሉ ዶኩመንት ይወጣል፡፡ ያ የዋህና የተደገሰስትን ይነግሩት ያዙ፡፡ ግራ ገባው፡፡ እንኳን በእውነተኛ የአጋጣሚ ገብቶኛል። ተማሪ አይደምባችሁ። ያ



ሁሉ ከመቶ የማያንስ የአንድ ክፍል ሀገር የማኔጥ ሆነ። ተማሪ አንድ **ዳይሬክተሩ** ቢመጡ፣ ዋናው *ዳይሬክተር* ቢጠሩ፣ የሚግባቧቸው መምህራን ሌሎች መጥተው ቢማጠኗቸው ... ኧረ ንሺ እቴ ... ወይ ፍንክች ያባ ቢላዎ ልጅ! ሆነው ባንድነት *ገነገ*ት ፤ ሰው ለክፋት **ሕንዲ**ህን ያህል አንድ ይሆናል? ተጣሪዎቹና ክፍሎ ተመንጥሮ ቢልተሹ *ዶክመንቱን* የበሳ ጅብ አልጮህ አለ። (በወቅቱ ይገኝ አይገኝ **ሕር** ግጠኛ አይደለሁም እንጂ በመጨረሻ የት እንደደበቁት ስሰማ መስከቱ ላይ ቁልቁል ግድግዳውን አ*ጋ*ምሶ በሚወርድ ክፍተት ነው ወደታች የሻሙት 97790 በማይጠረጥረው ቦታ)። ከዚህ ምን መምህራን መማር ይቻላል? ከተጣሪዎች 26 ‹መናጀስ› የሰባቸውም -ጉንዳንም ስታኮርፍ ምናምናችን ውስጥ 711 少 *እን*ደም*ትመ*ዘል*ገን መረዳት* አማባብ ነው፤ ተጣሪዎችም ф9° በቀለኛ መሆን የሰባቸውም፤ መምህራንንም መታዘዝ አሰባቸው - ታሳ(ሳ)ቆችን ማክበር መታዘዝም ተገቢ ነውና። ሰማንኛውምና **ለሁ**ሉም ከመቅጣት ይቅደም። ማስተማር በመቅጣት ከሚገኝ ትርፍ ይልቅ በማስተማር የሚገኝ ትርፍ እጅግ የበሰጠ ነውና።

ፐሮፌሰሩና ተማሪዎቹ

ይሄን ዘመን አመጣሽ ዲቪ የሚባል ነገር መቼም የማያውቅ የለም። በዲቪ ዙሪያ ብዙ የሚሰሙ ታሪኮች አሉ። በተለይ ባልና ሚስት እየሆኑ በሚሄዱ ጥንዶች *መ*ካከል ስላለው ጉዳይ የሚያስቁና ገጠመኞችን የሚያስገርሙ **ሕናዳምጣለን**፤ የደረሰበትም በሰው ስቅቆ ያውቀዋል። UIC3

የስምንተኛው ምክትል ጣጣ - ዲቪ።

> የዲቪ ዕጣ የደረሰው ሰው ሕህቱን ወይ ወንድ*ሙን* በሚስትነት ወይ በባልነት አስመዝግቦ ሊወስድ ሲታሳ በቪዛው ቢሮ በኩል ሚስትነታቸው ስለትክክለኛ ባልና የሚጠየቋቸው ጥያቄዎች አሎ በተያያዥነት ከሚቀርበው *የ*ሕ*ጋዊ* የ*ጋ*ብቻ ሰነድ› በተጨማሪ ማለት ነው። ያኔ *ጋ*ብቻው የሀሰት ይሁን ひるか የእውነት የሚለይበት ይልጠራል ተብሎ ይታመናል። *ጥያቄዎ*ቹ በተናጠል ከሚጠየቁ መካከል ‹ጣታ የበላችሁት እራት 903 ዓይነት ወይም ነበር?› ቀስም 903 የመኝታ ክፍላችሁ ይችላል። ዓይነት ነው·?› ሊሆን ጥንዶቹ መልስ የሚሰጡት የተልናጅራ ከሆነ አዲዮስ! ምክንያቱም የውሽት ባልና ሚስት ናቸው ተብሎ ይ*ገ*መታልና። በዚህ ሳቢ*ያ* የከሽፉ *ጉዞዎች* ብዙ ናቸው ይባላል።

> ውስጥ በአንድ ዩኒቨርስቲ አንድ መምህር የሚሰጡትን ኮርስ የመጨረሻ ሁለት ፊተና ሲሰጡ ተጣሪዎቻቸው ይቀሩና **ፌተናው ፌተናው** ሊያመልጣቸው የቻለው አምሽተው በማግሥቱ ሲመሙ በ‹ሃንግኦቨር› ሳቢያ ከእንቅልፋቸውና ከአልጋቸው በሰዓቱ መነሳት ሳይችሉ በመቅሬታቸው ነው። ፊተናው ካለፈ ተጣሪዎቹ መምህራቸው በኋላ ዘንድ በትህትና በመቅረብ ‹ፕሮፌሰር፣ ወደፈተናው እየመጣን ሳስ የመኪናችን ጎጣ ፈነዳና እሱን እስክናሥራ በወሰደብን ረጂም ጊዜ ምክንያት ፈተናው ሊያመልጠን ቻለ፤ ይቅርታ ያድርጉልንና

ሺህ ሕዖሱ በመቅለስለስ **ፈተናውን** *እንዲ*ፈትኗቸው ይጠይቋቸዋል፡፡ ፕሮፌሰሩም ጉዳዩን ቀሰል በማድረግ *የሚያጋ*ጥም ችግር ነው፤ ምንም አሁን አይደለም ፤ ልረዳች ሁ የስም። የምችለው ነገር 2ዜው አልፏል። ነገ ጧት አራት ሰዓት ላይ **Իና ሴሳ ፈተና አው**ጥቼ ቢሮየ ውስፕ *እ*ፌትናችኋስሁ› ብለው ያሰናብቷቸዋል።

> ተማሪዎቹ በተቀጠሩበት ሰዓት ይገኛሉ፡፡ ፐሮፌሰሩም በቃሳቸው መሠሬት የተባለውን አውጥተው በሥፍራው ልተና ይደርሳሉ። *መ*ምህሩም ተ*ጣሪዎ*ቹ *እንዳ*ይኮራረጁ በማሰብ በሁለት ክፍሎች ውስጥ ሆነው እንዲፈተኑ ፈተናው ይጀመራል። *ያ*ደር*ጋ*ሉ። በሁለት የልተናው ጥያቄዎች ክፍሎች የተመደቡ ናቸው፡፡ የመጀመሪያው ከአምስት ክፍል የሚታሰብ ሆኖ ስሁለቱም ተጣሪዎች በጣም የቀሰሰና ሕፎይታን የሚሰጥ ጥያቄ IJЧ ይገኛል ያንንም ሁለቱም በደስታ ይሠራሉ። ሁለተኛው ክፍልና h 95 የሚታሰበው 73 ዱብ ዕዳና 〈ያልተጠና› ጥያቄ ሆኖ *ያገኙ* ታል። ‹የፈነዳባችሁ ጥያቄ ጎማ የትኛው ነበር?› የሚል ነው። ሰባልና ሚስቱ ባለዲቪዎች ‹እስካሁን ባለው የአብሮነት ቆይታችሁ የመጨረሻዋን የግብሬ פ יית *9ንኙነት* የፊጸማችሁባት ዕስት የትኛዋ ናት?› ተብሰው ቢጠየቁና ባል ‹ትናንት ጣታ› ሚስት ‹ያለፈው ሳም*ንት ዐርብ አመሻሽ* ሳይ› ቢሉስ? ያልተማከሩበትን ነገር ወይም አብረው ያሳሳለፉትን ሕይወት በዚህ ዓይነት ያልተጠበቀ አጋጣሚ ሲጠየቁ እኮ ዕዳ ነው። ወይ ፈተና!

Those who educate children well are more to be honored than they who produce them; for these only gave them life, those art of living Aristotle well.

- Insanity in individuals is something rare but in groups, parties, nations and epochs, it is the rule.
- Talking much about oneself cam also be a means to conceal oneself.
- The advantage of a bad memory is that one enjoys several times the same good things for the first time.
- There is always some madness in love. But there is also always some reason in madness. Friedrich Nietzsche





One day a farmer's donkey fell down into a well. The animal cried piteously for ...hours as the farmer tried to figure out what to do. Finally, he decided the animal was old, and the well needed to be covered up anyway; it just wasn't worth it to retrieve the donkey.

He invited all his neighbors to come over and help him. They all grabbed a shovel and began to shovel dirt into the well. At first, the donkey realized what was happening and cried horribly. Then, to everyone's amazement he quieted down.

A few shovel loads later, the farmer finally looked down the well. He was astonished at what he saw. With each shovel of dirt that hit his back, the donkey was doing something amazing. He would shake it off and take a step up.

As the farmer's neighbors continued to shovel dirt on top of the animal, he would shake it off and take a step up. Pretty soon, everyone was amazed as the donkey stepped up over the edge of the

well and happily trotted off!

The moral of the Story

Life is going to shovel dirt on you, all kinds of dirt. The trick to getting out of the well is to shake it off and take a step up. Each of our troubles is a steppingstone. We can get out of the deepest wells just by not stopping, never giving up! Shake it off and take a step up.

Remember the five simple rules to be happy:

- 1. Free your heart from hatred Forgive.
- 2. Free your mind from worriesMost never happens.
- 3. Live simply and appreciate what you have.
 - 4. Give more.
- 5. Expect less from people but more from God.

You have two choices... smile and close this page, or pass this along to someone else to share the lesson . God bless us all!

By: April Marie Source: Facebook

ይህን ያውቁ ኖሯል?

የእንግሊዙ **ሙንቸ**ኛ ዴቪድ *ጉ*ደር ለበጎ አድራጎት ተማባር *ገን*ዘብ ስማሰባሰብ እ.ኤ.አ በ1987ዓ.ም 91 ሺህ ኪሎ ግራም ክብደት ያለውን **ሱፐርሶኒክ** ኮንኮርድ **አውሮፕላን** *ሎንዶን በሚገኘ*ው የሄዝሮው አየር ማሬፊያ ላይ ከቆመበት በመ**ጎ**ተት ወደፊት ስተወሰነ ርቀት አንቀሳቅሶታል። (ሕርስዎም ልኩን በጠበቀ *ሜዳ* ላይ አቅም*ዎ* የሚፈቅዳትን አንዲት ተሽከርካሪ -የራስዎ ከሌለዎት በውስትም ቢሆን ያዘ*ጋ*ጁና *ያለዎትን ጉል*በት ይፈትሹ)

ማር አምራቿ ንብ በሕይወት የምትኖረው ለስድስት ሳምንታት ብቻ ነው። በዚ*ሁ ዕድሜዋ* በጠቅሳሳው 1600 ኪ.ሜ ያህል በመጓዝ የማር ቀሰማ ተግባሯን ታከናውናለች። ንብ የትም ስትባዝን ውሳ ያስምንም ችግር ወደራሷ ቀፎ ትመስሳለች። የምትማባባበትና ከ**መ**ሰሎ ቿ ኃር የምትንናዘብበትም ቀልብ አሳት። (የባቢሎናውያንን ታሪክ እየደገመ ያለ ዘ*መ*ን ከ**ሚ***መ*ስ**ለ**ው PHLU ሳትሻል ትቀራለች?)

ጢም*ዎን* ሲሳጩ *ጉንሞዎ* ሳይ ያለውን ፀጉር ለመሽለት ምላጩን ደ*ጋ*ግመው በቆዳዎ ላይ *ጣን*ሸራተት አ**ለ**ብ*ዎት*። *የጉንጫ*ቸው አጥንት የሰንገና የሚያፏጩ የሚመስሉ አንዳንድ ወንዶች ሴት 9.90 አውነት የሳትም ከሚል *ነባራዊ* በመነሳት ያልተካተቱት ነው **የ**ማቸውን ያለችግር ስመሳጨት *ጉንጫ*ቸውን ይወጥራሉ። በአየር የጣሊያን ምዕተ ዓመት በ15ኛው ወዛደሮች **የ**ማቸውን ሲሳጩ አስተካካዮቹ አንድ የብርቱካን ወይም ሴላ ክፍ ያለ ተመሳሳይ ድፍን ፍሬ አፋቸው ውስጥ ይከቱና *ጉንጫ*ቸው መሳጨት ይጀምራሉ። ስ.ወጠር (ሕርስዎ ሕንዴት ያደርጉ ይሆን? ወይንስ ብርቱካን አፕል ወይንስ እንደኔ ባዶ አየር? እንኳ*ን*ስ *ለጉንጭ* መወጠሪያ ኩኞነት ለመብል አይታም በተገኘ! ዋጋው ጦሌ እኮ!)

ወደ 7ጽ 51 ዞሬሯል



ጥንታውያኑ **ግብባው**ያን አጠባበቅ *እንዲመ*ቻቸው ፀጉራቸውን ቶሎ ቶሎ ይሸለቱ ነበር። በሚተኙበት ሆስፒታል 216 77 የፀጉር ቆረጣውን ይተውታል። ይህም ያለምክንያት አልነበረም። ከሆስፒታል ፀጉራቸውን ሲወጡ ይመዘናል። የሆስፒታሉ የሚመዘነው በጸጉራቸው ነበር። (የሞኞች ዘመን! ዛሬ ቢሆን arsenic?" ታማሚው ሁላ በድብቅ መቀስ ይዞ "To kill my husband." በብላሽ person!" ሌሊት ሲከፈክፍ ያድርና በታከመ ነበር።)

የ18ኛው ክፍለ ዘመን የእንግሊዝ በእጅጉ ፍርሀት ወሮበሎች አልባ ኅብረተሰብ ክፍል የወጡና አንዳችም የሕይወት ዋስትና የሴላቸው በመሆናቸው በፍርድ ወደሚሰቀሉበት አደባባይ ሲወሰዱ እንኳን ከሣቅ በቀር አንዳችም ፍርሀት በንጽታቸው ላይ አይነበብም ነበር። አንዱ ሴባ ሰቃዩ ገመዱን አንንቱ ላይ በማጠባበቅ ላይ I'm about to tell you a story I've never ሕ*ያ*ስ ያችጉ የቀሬችውን በመጠቀም ከሰቃዩ ኪስ መንትፎ ተንጠልጥሏል።

(‹የለመደ ልማድ ያሠርቃል ከማድ› የሚለው በመጠኑ ይገልጸው ይሆን? ጉድ እኮ ነው! ስሴሳኛው *ዓ*ስም *እንዲያ*ግዘው የሚጓዝበት የሙያ ሥልጠና እየወሰደ መሆን አለበት። በነገራችን ላይ የዛሬ 30 ዓመት ገደማ የዚህን ጽሑፍ አቀናባሪ ያጋጠመውን λH.ህ ማስታወስ ተገቢ ነው ፤ በእድ*ጉ* ታሪክ ጋር *ጣር*ካቶ ውስጥ ሥፍራው ያኔ አራተኛ ፖሊስ ጣቢያ ይባል በነበረው Teacher: Class, we will have only half ንቢ ውስጥ ነው። የጣቢያው አዛዥ days school this morning. ሻምበል የተባለው እከሌ በሥርቆት ተጠርጥሬው በጣም ታዳጊ ሕጻናት መካከል አንዱን this afternoon በፍቅር መልክ እየደባበሰና እየመካከረ የሻምበሎን ነው። ሕጻትም **እጆች** እየደባበሰ በአፍ ጂዶ አነሆስስውና ከአፍታ በኋላ ደብቆ የያዛትን **የሻምበሎ**ን የጣት የወርቅ ተበሰቁ ሰጠው። ሻምበሎ ጣቶቹን ሲያይ የስም። ቀስበቱ ያልተገረመ አልነበረም። ቀለበቱን ሲያወልቅበት home

በጭራሽ አሳወቀም። አይደንቅም?)

ከቅንፍ ውጪ **ሳ**ሱት ምንሜ፤ ሻለቃ **ለን**ጽሕና አባይነህ አበራ ከጻፉት ካዘና የሚል (የራስ) የትርጉም መጽሐፍ

For a Smile

A lady walks into ይሳጬና the drugstore and asks the pharmacist has for some arsenic.

ክብደት "Ma'am, what do you want with

ያቆጠቆጠችዋን ፀጉር ሌሊት "I can't sell you arsenic to kill a

The lady lays down a photo of a man and a woman in a compromising position.

The man is her husband and the woman is the pharmacist's wife. He takes the photo, and nods. "I didn't realize you had a prescription!"

Ladies and gentlemen, hobos and tramps,

Bug-eyed mosquitoes and bowlegged ants!

ቅጽበት heard before,

73111 So pull up a chair and sit on the floor. Admission is free, so pay at the door.

> One fine day, in the middle of the night,

two, dead boys got up to fight. Back to back, they faced each other. drew their swords and shot each other. A deaf policeman heard the noise. and saved the lives of the two dead ሳይ boys.

ከዚህኛው If you don't believe my lies are true, ይመሳሰላል። ask the blind man, he saw it too!

ሰው Class: Hooray

ከታሠሩ Teacher: We will have the other half

Student: The brain is a wonderful

Teacher: Why do you say that? Student: Because it starts working the second you get up in the morning and never stops until you get asked a question in class!

Teacher: Be sure that you go straight

Student: I can't, I live just round the corner!

TEACHER: Give me three reasons why the world is round

Pupil: Well my dad says so, my mum says so and you say so!

TEACHER: What shape is the world in?

Pupil: Rotten!

TEACHER: Why does you

geography exam have a big zero over

Pupil: It's not a zero, the teacher ran out of stars, so she gave me a moon instead!

TEACHER: What's your name?

Pupil: Ravi

TEACHER: You should say "Sir"

Pupil: OK, Sir Ravi!

TEACHER: I want you to tell me the longest sentence you can think of Pupil: Life imprisonment!

TEACHER: Name four members of

the cat family Pupil: Daddy cat, mummy cat and

two kittens! TEACHER: What is further away, Australia or the Moon?

Pupil: Australia, you can see the Moon at night!

TEACHER: Ravi, can you find me Australia on the map please?

Pupil: There it is

TEACHER: Now, Ravi, who discovered Australia?

Pupil: I did!

TEACHER: What kind of birds do

you find in captivity? Pupil: Jailbirds!

TEACHER: What is the plural of mouse?

Pupil: Mice

TEACHER: Good, now what's the

plural of baby? Pupil: Twins!

TEACHER: I despair, Ravi, how do you manage to get so many things wrong in a day?

Pupil: Because I always get here early sir!

TEACHER: What do we do with crude oil?

Pupil: Teach it some manners!

Source: Internet





ለ"ዲሴምበር 21 2012" ተዘ*ጋ*ጅተዋል?

ታምራት ኃይሴ

ዳሰሳ

*ሕንደመነ*ሻ፡-

ምርምር ሥራ ከመረጃ አሰባሰብና ሰው እንደሚደሰትባት ጸሐፊው በፅ৮ እንኳን ሰዎች (citation **አ**ኳ*ያ* documentation) የተደፈገ የተካተቱት ነገሮች ሁሉ የግል አሕምሮኣዊ ንብረቶች ናቸው የተጠቀምኩት የቀን አቆጣጠር ሙሉ እውነት ማንም ማለት አይደለም። እንዲያውም በሙሉ ማለት በሚቻል ሁኔታ በሀብትና በሥልጣኑ መጣዋፈኛው አንጸባራቂ መስትዋት የአውሮጳውያኑን ነው። እንጂ ከራሱ የሚሰው ከስንት አንድ **ዋና ጭብጥ** ነው *- የሴሎችን አባባል የመድገ*ም ደንብ ተደርጓል። ከየትም ማዕድ በዛው፤ በርበሬ አነሰው› ሳይሉ ዝም ሁሉ በአንድ መ**ኮምኮም ከአ**ንድ ጨዋ በሚጠበቅና በ*ሚገ*ባውም የሚጠበቅ ማስገንዘብ ከዐረብ ቤት ከመጣች የስኳር ወይ በትግስት መጠበቅ ነገር አገኛስሁ

‹አስጨናቂ ሥራ ሳይ› ተጠምዶም ጠ*ራርገን መ*ጣል ይህ ጽሑፍ እንደተሰመደው ^እያለ እንኳን የያዛትን ብጣሽ ከወዲሁ መጠቆም መጣጥፍ ነው። የጥናትና ወረቀት ሳያነብ ለጉዳዩ የማያውል ይመስለኛል ካለው ቃላት ተደንቅረው ቢታዩ ለጌጥ ማለትም ዲሴምበር እንጂ ቋንቋ ለመግለጥ ከመፈለግ አንጻር እንደጣትችል ስሜት መሆኑ ማንዛቤያችሁ ይሁን። እንመለከታለን። በመሠረቱ

ያህል። ስለዚህ የሚባሉ ነንሮች ሁሉ ውስጥ የምታንኙት ዋና ነንር ብዙ ብለን። የዓለም መሠረት ስላልተጻፈ በዚያ ረገድ ስለሚያያዙ ነገሮች ነው። ይህን ክፍለ ዘመንና ዓመት፣ ያሳቸው *ጉዳ*ዮች እንዲካተቱ ጥረት በብዙ*ዎ*ች ዘንድ የሚጠበቅ መሆኑ በሴሳ ዓለም ቀጭታ አጭር ልዩ መሆኑን መጣጥፍ ማውሳቱ ይልልጋል - የማይታሰብ ነው። በእውን ለማየት **ንስሐን ማውረድ፣** መጣፕሬኛው። መጽሐፉም ‹ከሆድ የሚቀረን ጊዜ ጥቂት በመሆኑ ግና የሚወጣ እንጂ ወደሆድ የሚ_{ገባ} እንዲያውም ከመጻፉና ከማንበቡ ነገር ሰውን አያረክሰውም› ይላልና ይልቅ የቀሩትን ጥቂት ቀናት የቡና መጠቅስያ ወረቀት አንዳች እንደማይቀርና እንደተባለው ሳይሆን ቢሔ ነበር። ብሎ *እሚያምን* በሰላም *የሚያ*ልፍ ከሆነ ደግሞ የመረጃ ሁሉ ያለንን ቁልል

*እንደሚገ*ባ ሌ ላ 2. H. አለመሆኑ ልባም ሰው እንዳለ ሁሉ ይህችን እንዳንታለል። ዋናው ቁም ነገር ግን በሚገባ ያስታውቃል። የብዙ ሃሳቦች መንሽራሽሪያ የሆነች የዓለምን ፍጻሜ ለማወቅ የፈጣሪን and *ያ*ምናል፡፡ አልፎ አልፎ የ*እንግሊዝ*ኛ ብንተነብይና ብና*ሚርት* ይህች ቀን 2012 አድካሚነትና የጊዜ ቀበኝት በመነሳት ሳይሆን ሃሳቡን ይበልጥ በምንጩ ከሴሎች ቀናት የተለዬች ልትሆን ՈւՄ አንድ ድረስ የማይለወጥ እውነት በጥበቡ ወይ የማይቻለው የዓለም ማለፍ ነው። ወዴት ታልፋለች? ምንስ ይተካል? በዚህ አጭር መጣጥፍ አብረን የምናየው ይሆናል፤ ወረድ በጥቅሉ ካልሆነ ስለተወራለት የ2021 ሆነም የሌሎች ከዲሴምበር በፊትም ሆነ በኋላ በስተቀር በጥናትና ምርምር ዘገባ በተለይም ያለፉ ዓመታት የዓለም በፌጣሪ በተመደበለት ጊዜ ሊከናወን ወይም መርህ ፍጻሜና ከዚሁ ወቅታዊ ጉዳይ ጋር እሚጠበቅ እንጂ በሰብዓዊ ፍጡራን ብዙም ፋይዳ ርዕስ ጉዳይ የመረጥኩበት አቢይ ደቂቃ ተመድቦለት በዚህን ዕለት ከንባብ የተንኙ ለርዕሱ አማባብነት ቀን 2012 ‹ዓስም ታልፋስች› ተብሎ በዚህን ያህል ደቂቃ ይህች ዓስም ትተካለች ተቀረሳስም ነው። ስለዚች ልዩ ዕለት እጅግ ብዙ ደብዛዋ ከነአካቴው ይጠፋል ተብሎ ደግሞ _{‹ጨው} ነገር ተብሏል፡፡ የተባለውን ነገር በሰው ዕውቀትና ጥበብ ሊደረስበት ሲነበብ እንደማይችል ከመጻሕፍትና ከልዩ በፍጹም መረጃዎችን እንመለከታለን።

PHU ጽ ሑ ፍ አቅራቢ እስከቅርብ ጊዜ ድረስ በአንዳንድ የ‹ዓ<mark>ሰ</mark>ም ፍጻሜ›ን አመሳካች ሰብኣዊ ሳይሻል _መላ ምቶች አሚ*ነዳ የዋህና ገራ ገ*ር አሁን ማን ከዚህ በታች የተቀመጠው ጥቅስ



በሚያተስላልፈው መልሕክት ብቻ ጸንቶ መቆምን መርጧል፤ በተለያዩ ምክንያቶች የተነሣ። ከሁሉም ምክንያቶች ዋናው 73 **እ**ግዚአብሔር በአንድ ልጁ በኢየሱስ ክርስቶስ አማካይነት በሰው አምሳል ምድር ሳይ እንደሰው ይመሳሰስ በነበረበት ወቅትና ከዚያም በኋላ ስተወሰኑ ቀጣይ ዓመታት ቀደምት **ነቢ**ያትና ጸሐፍት ወንጌላው*ያን* በመንፈስ ቅዱስ ምሪት ተነሳስተው የጥበብ ዐውድ በሆነው መጽሐፍ ቅዱስ (በተለይም በአዲስ ኪዳን) ያስቀመጡትን ትውፊተ ዛይማኖት *ዳግመ*ኛ ሰፋ *ያስ ት*ኩረት ሰጥቶ በመመርመርና ከወቅታዊ ኹነቶች በማመሳከር የተገኘ ግንዛቤ ነው። ከጥንት ጀምሮ **እስከዚ**ህን ዘመን ድረስ በሺዎች የሚቆጠሩ የዘመን ፍጻሜ ትንቢቶች ተነፃረው እስካ*ሁን* አንዳቸውም ሲያበቁ አለመከናወናቸውና ‹ነቢያቱ›ም የተከሉት ቀነ ገደብ ካለፌ በኋላ ሲጠየቁ በማን ጨርቂን የተወሳከፈ አጥጋቢ አመክንዮ ምላሽ አለመስጠታቸው ሴላኛው ምክንያት ነው። (በነገራችን ላይ በፈጣሪ ኅልውና (አላህም **ሕንበል** እግዚአብሔር) *የጣያምን* ሰው ይህን የሚሻለው ባያነብ ይመስለኛል። በምሳቸው አንዳንድ አንጠራጠር። ዓለም ታልፋለች። ነገር መቼም የነበረና ያለ ነው። ነገሮች የፊቱ ገጽታ እየታየኝ መሆኑ ግን ሕርግጥ ነው።) ...

ኢየሱስ በደብረ ዘይት ተራራ ላይ ተቀምጦ ሳስ ደቀ መዛሙርቱ ብቻቸውን ወደርሱ ቀርበው "ይህ ሁሉ ነገር የሚሆነው **ℴ**ℙ ቼ ነው? የመምጫህና የዓስም መጨረሻ ምልክትስ ምንድነው?" ሲሉ ጠየቁት።

ኢየሱስም ሕንዲህ ሲል መስሰላቸው፤ " ማንም ሰው *እንዳያ*ሳስታቸ*ሁ* ተጠንቀቁ! ምክንያቱም ብዙ*ዎች* ‹ሕኔ በስሜ ነኝ› ሕያሱ መሲሕ ይመጣሉ፤ ብዙ ሰዎችንም ያሳስታሉ። የጦርነትን ድምፅና የጦርነትን ወሬ ትሰማችሁ፤ ይህ 00 18 3 ሁ ሉ ስላበት አትደንግጡ፤ መጨረሻው 73 *ገ*ና ነው። ሕዝብ በሕዝብ **ላ**ይ *መንግሥት*ም በመንግሥት ላይ በጦርነት ይነሳል፤ በልዩ ልዩ ሥፍራ ሬሃብና የመሬት መናወጥ ይሆናል። ይህም ሁሉ *እን*ደምጥ ጣር ያለ የጭንቅ መጀመሪያ ይሆናል። ... በዚያን ጊዜ ብዙዎች ሃይማኖታቸውን ይሰናክላሉ፤ በመካድ አንዱ ሴሳውን አሳልፎ ይሰጣል፤ ሰዎችም ሕ*ር*ስ በርሳቸው ይጣላሉ። ብዙ ሐስተኞች ነቢያት ይነሳሉ፤ ብዙ*ዎችንም ያ*ሳስታሉ፤ ከክፋት ብዛት የተነሳ የብዙ ሰዎች ፍቅር ትቀዘቅዛለች፡፡ እስከመጨረሻ በ*ት ዕግ*ስት የጸና *ግን* ይድናል። ለሕዝቦች ሁሉ ምሥክር እንዲሆን e v የእግዚአብሔር መንግሥት ዓ ስ ም ወንኔል በመላው ይሰበካል፤ NH 83 2. H. መጨረሻው ይመጣል። (ማቴ. 24፤ 3 — 14) [በዚሁ የምንባብ ክፍል ወረድ ብሎ ደግሞ እነዚህን ምልክቶች ያዬ ትውልድ የመጨረሻውን የዓለም ኅልፈት *እንደሚመስ*ከት ክርስቶስ በራሱ አንደበት ተናግሯል።]

ሐተታ፤

ሲሰዋወጥ የምታልፈውም በቅርብ ነው፡፡ ፔንታጎን አዝንስት መዘጋጀት ይገባል ሕንጂ መፍራት የመከላከያ አካልንም ፣ ሥነ ያልተገባ വ്യത്ത አደ*ገ*ኛና የሌለን ነገር በመስጠት ለማይወጡት ስለዓለም **ምምር። አሁን ወደ 2012 በቀጥታ ብትዳስስ የኮምብጦርህ መስኮት**

*እንስ*ፍ።

ውድ አንባቢ፣ ስለ 2012 ምን ሰምተው ያውቃሉ?(ከአሁን በኋላ አንተ እያልኩ ብቀጥልስ? -ሴቶች ይቅርታ! የተለመደውን አጠ*ቃቀ*ም መክተሌ ለአካሄድ *እንዲመ干ኝ ነው*) ምንም ሰምተህ የጣታውቅ ከሆነ ላንተ ጥሩ ነው፤ አልሰምተህ ከሆነ ግን **ሕ** አ ን ይገርመኛል - ለምን ከመገናኛ አውታሮች ብ ዙ የራቅህ *ትመ*ስለኛለህና - ለነ*ገ*ሩ እነሱም ይህን ጉዳይ አዘውትረው *አያወሱት*ምና ብዙም ልፈርድብህ እንደ*ጣይገ*ባኝ ኅሲናየ ሹክ እያለኝ ነው - አሁን። በአጭሩ ስለ 2012 የፈረንጆች ዓመት ያልተባለ ነገር የስም ማስት ይቻላል። በርካታ ድረ *ገፆ*ች በስሙ ተበጅተው የቻሉትን ያህል ስለዚሁ የዲሴምበር 21 2012 ዕስት በአብዛኛው ያልተጨበጠ ወሬና ብስልና ጥሬ የሆነ መረጃ ሕያናፈሱ ናቸው። አንዳንዶች እንዲያውም ከዚህ የጥፋትና ዕልቂት ዕለት **እን**ዴት ማምለጥ እንደሚቻል ትምህርትና ሥልጠና የሚሠጡ መጻሕፍትንና የማምለጫ ፓኬጆችን በውድ ዋጋ ከወዲሁ እየቸበቸቡ ይገኛሉ፤ አንድ የችግር አ*ጋ*ጣሚ ለአንዱ ሲሳይ ለሴሳው ጦስ የመሆኑ የሚባለው የአሜሪካን ተቋም ራሱ የ2012ን ጀምሬያለሁ። ምርጫው የርሱ ብቻ አያስፌልማም። ‹ሳለ ፌጣሪ አሚጠሽ ‹የምፅዓት› ቀንና በሌሎች ዓለማት *ጋግሪ*› ይላል *ያገ*ሬ ባላንር። ፍር*ሀት* አሉ ስለሚባሉና ምድርን በቅኝ ልቦናንም፣ ስለሚነገርሳቸው ፍጡራን ከ1300 *ጎ*ሲናንም *ያጎ*ሳቁላል። በሴሳም ወ*ገ*ን ቴራ ባይት በላይ የምስልና የጽሑፍ ድፍሬትም ሕንዲሁ መረጃ ሕንዳሰባሰበ ይነገርስታል። አማሳኝ ነው። (ይታያችሁ፤ 1 Kilobyte(1,024 ሕየፈጠረ፣ byte), 1 Megabyte(1,024 የማይመስልን ሕያስመሰለ፣ ጭራሽ kilobyte), 1 Gigabyte(1,024 የማይሆንን እንደሚሆን ሕያሳመነ፣ Megabyte), 1 Terabyte(1,024 ጥቁሩን ሕያነጣ ነጩንም ሕያጠቆረ Gigabyte) ይህ ማስት ሕንግዲህ ከእውነቱ የተለዬ ቅርጽና ይዘት በደንብ በሚገባን አገላለጽ ፔንታጎን ችግር አሁን ስለምንነ*ጋገ*ርበት *ጉዳ*ይ ያለው ይዳር ጋል - አጉል ድፍሬት ወይም የመረጃ ብዛት 1300x1,024= በሴሳ *ገ*ሳጭ ቃል ጥበብ የጎደለው <u>1,331,200</u> GB ነው ማለት ነው -ጀብደኝነት የውርደት ምንጭ ነው። ግሩም ነው። አንዱን ድረ ገፅ ማስፍ አይቀሬነት በ‹2012 end time predictions› እንመለስበታለን - ከነምክንያቱ የ‹URL› መክፈቻ ቁልፍ አማካይነት ባስጨናቂ የ2012 ስምን ምክረው ፤ እኮ ‹ኩ**ሎ** ወዘሥናየ አፀንው› ነው ሕሚለን ቤሊዝ፣ ሥርና መሬትን **ሕየቁልቁል እንደቀድሞው** የሊቢያ *እን*ደሙኣጣር ውስጥ ለአደ*ጋ ጊ*ዜ ዋሻዎችን እ*ዬገ*ነቡ ውስጥ ሕያከማቹ ሕንግዲህ በበኩሌ በፈረንጅኛው አብዝዛኛው አደገኛ ማኅበረሰብኣዊ ነቀርሣዎች የታሪክና ዋናው በጥሩው ሃሳብ ተመራጣሪዎች ይመሰክራሉ። አስወስደኝ ብሎ መጸለይ ነው እንጂ በአሁኑ ወቅት ብዙ **እየወ**ጡና የዓለማችንን የለም?

የ2012 ቱማታ መነሻ ምንድነው? የአክሱምና በሀገራችን *እንዲሁም* የጎንደር የሐፈር የሚታወቁ እኛንም በዓለም ፌት ጽሑፍ በዚህ ብዙ በሚነገርለት ዓለም የምታልፌው በ20ኛው ባክቱን የታሪክ አሻራዎቻችን ጭምር። ፆታ የተጻፈ ዐረፍተ ነገር እንደተገኘ ማለትም ከባክቱኑ ቀጥሎ አራት

ዐይተህ የቱን *መ*ተው እስኪቸግርህ ወቅት በአካባቢው *ገ*ናና ሥልጣኔ የለም። ለነገሩ ጠንቀቅ አመክሩ የሚታወቁት በአሁኖቹ ሜክሲኮ፣ እንዲወርድ እንጸልይ፡፡፡፡ *ጓቴማ*ላና ሆንዱራስ (ሁሉን እዩ የሚበጃችሁን ያዙ)። በሚባሉ ሀገሮች የመልክዓ ምድር ሥልጡን ሕዝቦች ዘንድ ይዘወተር በታዛቸው ሥሪት ይኖሩ የነበሩ ሕዝቦች የነበረና የአሁኑን የሕዋ ቴክኖሎጂ መቆፈር ሕስከሚችሉት በቀደምት ሥልጣኔያቸው በስፋት የሚያስንቅ የከዋክብትና እየጎደፈሩ ይታወቃሉ፤ በሰሜኑ የአ**ሜሪ**ካን ምርምር እንደነበራቸው ታውቋል። መሪ ግዛት አሪዞና በሚባለው አካባቢ በዚያ የሰማይ አካላትን በፈርጅ *ጋዳ*ፊ የመሬት የነበሩት ጥንታውያን ሕዝቦች ደግሞ በፈርጅ እየለዬ ዘመናትን፣ መደበቂያ ሆፒ በመባል የሚታወቁ የቀደምት ዓመታትን፣ ወራትን፣ ምግብም ሥልጣኔ ባለቤት ሕዝቦች አሉ። ይህ ሰዓታትን ከነደቂቃና ሴከንዳቸው ኮ*ለ ም* በ ስ የሚገኙ የዓለም ዜጎች አሉ - አውሮጳውያን የዘመን አቆጣጠር በሚመድበው የሞኝነት ወይ በ1492 አሜሪካንን ንብኝቶ(አግኝቶ?) የማይመሰጥና አድናቆቱን የማይቸር የተሳሳነት ነገር አስተውልባቸዋለሁ - የአሁንዋን ልዕል ኃያል የዓለም የዘመናችን የመስኩ ተመራጣሪ በክንዋኔያቸው ሳይሆን በአጠቃላይ ፖሊስ ሀገር መጸነስ ከመጀመሯ የለም፡፡ እነዚያ በመጨረሻው ዓሳማቸው ላይ፡፡ የሚባሰው ቀን በፊት ብዙ ዓመት ቀድሞ ነው፡፡ የራሳቸውንም መጨረሻ ሳይውቁ ከመጣ መጣ ነው፡፡ የትም ጉድጓድ የእነዚህ ሕዝቦች ሥልጣኔ ምንም የጠፉ የጥንት ጣያዎች በዘመን ብንንባ አናመልጥም - ማምስጫው እንኳን እንደኛው እንደኢትዮጵያውኑ አቆጣጠር ይትበዛሳቸው የሰው ጥበብ ሳይሆን ሴላ ነው - መጽሐፉ "ፊተኞች ኋለኞች፣ በተወሰነ የረጂም ጊዜ ፊተኞች ለነንሩ በአንድ ሃሳብ ወይም እምነት እንደሚለው አሁን ድምፃቸው Calendar) ዞሮ - ዞሮ ዜሮ ዓይነት የተወሰደ ሰው አይፈረድበትም፤ ባይሰማም አሜሪካን ከመፈጠሯ ቀመር ነበራቸው አ 7 ላ ለ ጽ በፊት ከድኅረ ልደተ ክርስቶስ 150 አጫጭርና ረጃጅም ቀመሮቻቸው 'obsession'ም 'possession'ም ዓመት ገደጣ ጀምሮ እስከ ዘጠንኛው በተጨጣሪ ጣለት ነው። ምን ጣለት ሰው ከሚቀበለው መቶ ክፍለ ዘመን ድረስ በከፍተኛ ነው - ዘመኑ ይሄድ ይሄድና አንድ የጤናማነት መንገድ የሚያስወጡ ሥልጣኔ ላይ ይገኙ እንደነበር ወቅት ላይ ዙሩን ሲጨርስ ከዜሮ የሥነ

ነገሮች ከጣያዎች የሥልጣኔ አሻራዎች ባክቱን ሆናት *እን*ደማለት ነው። ንጹሓን አንደኛው በረጂሙ የሚያጣትረው (አንድ ባክቱን 144 ሺህ ቀናት ዜጎችንም እያሳቱ የቀንና የዘመን አቆጣጠር ጥበባቸው አሉት - 13 ሲባዛ በ144 ሺህ = እንደሚገኙ መገንዘብ እንችሳለን። እንደሆነ ይነገርሳቸዋል። የዚህ 1,872,000 ቀናት ይሆናሉ የባክቱኑ ወትሮም ሲያልቅ አያምር ይባል የሥልጣኔ ፈለግ መረጃዎችም የቆዩ የቀናት ብዛት)። በጣያ አቆጣጠር ሳሊበሳ የቅርስ ቅሪቶች ናቸው። ለአብነት ቀኖች)፣ 3 ቱን(አንድ ቱን 360 ቤ ተ ያህል ሜክሲኮ ውስጥ በ1960ዎቹ ቀኖች)፣ 4 ዩናል(አንድ ዩናል/ወር ጀታል አካባቢ ለአውራ ጎዳና ሥራ መሬት 20 ቀናት)፣ 5 ቀን ማለት ነው። ሬር ቀዳጅነታቸው ሲቆሬር በተገኘ የድን*ጋ*ይ ላይ *አንዳንድ ቀ*ደምት የማያ ጠበብት ቅርሶቻችን መሆናቸው የ2012 ዓመት ውስጥ "ከሰማይ ወደ ነው ይሉ እንደነበርም ተዘማቧል። ከሌሎች በርካታ ምድር ይወርዳል" የሚል በተባዕት ይህ ዓይነቱ ቀመራዊ አጋጣሚ -በተመሳሳይ ሁኔታ በመካከለኛው በአንድ መረጃ ላይ ሠፍሮ ይገኛል። ዜሮዎች ከሚከስትባቸው የዘመን

ወሬዎችና አሜሪካ (Central America or በብዙ ጥረት በባለሙያዎች ጥረት መጣጥፎች እንዲሁም ጥናታዊ Mesoamerica) በተሰይም በቅድመ የተተረጎመው የድንጋይ ላይ ጽሑፍ ዘንባዎች ባንዴ ይሞላል - የቱን ክሪስቶፈር ኮለምበስ የአሜሪካ ግኝት ጣን እንደሚወርድ የጠቀሰው ነገር ድረስ በመረጃ ትጥለቀለቃለህ፤ የነበራቸው ሕዝቦች ነበሩ። ከነዚህ አይከፋም - የሚወርድ መኖሩን ይቅርብህ? ሕዘቦች መካከል ጣያ በመባል ማወቁ ብቻ በቂ ነውና - ደገኛው

> በነዚህ የዘመናቸው ቀናትንና እንደ እያሰላ የቀን ጥበባቸው ሂደት ይሆናሉ" የሚስተዋል (Long Count - ከሌሎቹ ሕ ዝ ብ ይጀምራል። ለምሳሌ ቀጣዩ ዘመን ሲጀምር 13.0.0.0.0 ብሎ ነው። *ነገራችንን እ*ናሳጥረውና ይህም *ማስት ዓ*ለም ከተፈጠረች 13 የጽሑፍና በአርኪዮሎጂ ጥናት ስምሳሌ 13.2.3.4.5 ማስት 13 የሚደረስባቸው ቁሣዊና መንፈሳዊ ባክቱን፣ 2 ካቱን(አንድ ካቱን 7200 ይህ በጥንታዊ የጣያ ቋንቋ ተጽፎ አቆጣጠር ክስተቶች አንዱ እንግዲህ

በኛው ዘመን በፊታችን ዲሴምበር ነበር - እስከዚያ ለምንኖር ሰዎች ዓመት ቀመር *ጋር* በተያያዘ እጅግ ሳይ *የሚገኘ*ው በአሮ*ጌ*ውና ማስት በአዲሱ መካከል የሚታየው ሴሳውና አንዳንዶች 5103 ዓመታት ገደማም ወሔዋንን በነሱ አቆጣጠር የተስመደ የሆነው ያደርጉታል፤) አንዲት ባክቱን የ14ኛው ባክቱን መጀመሪያ የሆነው ሲል ከአንድ ድረ ገፅ ያወረድኩትና የማያ ዝርያዎች የሚኖሩበት ከተማ ባክቱን ነው ፤ ዲሴምበር 21 ቀን በከፈትኩት ቁጥር ያቺን የምፅዓት ይሄው መከረኛ ቀን ከመድረሱና 2012 ዓ.ም፣ ከንጋቱ 11 ሰዓት ቀን የሚያስታውሰኝ h11 ደቂቃ ላይ ሲክስት Solstice> የመጨረሻ የዘመን አቆጣጠር ወደ እንዲህ ይነበብ ነበር፡- 183 ቀናት፤ ላይ ማያዎችም ሆኑ ሆፒዎች ተስውጦ ይጀምራል፤ ብዙዎችን የሚያሳስተው ሰዓቱ ወደኋላ ነው የአጋጣማ. ነገር ሥልጣኔያቸው ምክንያት ሲሆን ይችላል የዘመን ነበር አቆጣጠር ቀመራቸው የሚጠናቀቀው አሁን ይሄውና ግግሽ ዓመት አካባቢ አንድ አባሪ እውነታ ለመግለጽ ደህል በፊታችን ዲሴምበር 21 ነው። ከዚያ ይቀራል - ለተዓምረኛው ዕለት። አንዳንድ ስጉዳዩ ያሳቸው ብዙዎች አጥኚዎች ዕስቱን ሳያዛንፍ እየቆጠረ ያስው - ሲያውም ዲሴምበር በዓለም ፍጻሜ መርዶ ነጋሪነት ደስክቶፕ *እንዲ*ፈርጆት *ያ*ነሳሳቸው *እንግዲህ* ተጥሎ? ይህ ሁኔታ ነው። (ፀሐይ ከምድር ነገር። በመሠረቱ የጣያን ሥልጣኔና በ76 ወንብ እጅግ የምትርቅበት ወይም አጠቃላይ ዝክረ ታሪክ የሚያጠኑ እንደሚባለው ሁሉ ከዚህ የዓለም የምትቀርብበት ወቅት Winter and/ *ጣያዎ*ች ራሳቸውና **ሴሎ**ች ጠበብት ፍጻ**ሜ** አመላካች ሆኖ በተወሰኑ or Summer Solstice በመባል ስምሳሌ እንደጓቴማሳዊው ትውልደ ሰዎች ከሚመለክበት ዲሴምበር 21 ይታወቃል)። Lu **ዲሴምበር እንዳንዳንዶች ትንቢታዊ እንደሜክሲኮአዊው** *ማምት* ዕልቂትንና ትርምስን ቤርናል (cataclysmic tribulation apocalypse) ከሴሎች ‹ምጡቃን› የኅዋ ፍጡራን ምዕራባውያን *ጋር*ም በ*ንቃተ ኅ*ሲና የመዋሃድን አይደሱም። የሚያመላክት (consciousness alignment with ፍጻሜነት አልመደቡትም beings of እንዳንዳንዶቻችን ጣርት dimension): ደማሞ *እን*ደ*ጣን*ኛውም ክፍለ ዘ*መን* በሰላም እጄ እኛም *ጭምር*) ስለብዙ *ነገ*ሮች ዘመናት ተብሎ የሚጠበቀው ትንቢቶችን ነባሩ *የጣያዎች የዘመን አቆጣጠር - ንግርቶችን* የጀመረው የዛሬ 5,125 ዓመታት የነኖስትራዳመስን፣ *ገ*ደማ *አገ*ስት 11 ቀን 3114ዓ.ዓ የማዘርሺፕተንን፣ ቅድመ ልደተ ክርስቶስ ነው - ኬይስን፣ የቶማስ ማልተስንና ሴሎች በጠበሉ! ሕጻናት እሳትን ‹እፉ› ነው ዓመትና የሚጠናቀቅበት የጣያዎች ቃላተ ሥሴት ነው።በዚህ ሥልጣኔ ባይስተጓጎልና ቅመራውም አቆጣጠር ባይጨናንፍ ኖሮ በኋላም ከዜሮ የሚጀምሬው የዘመን ከቅርብ ዓመታት ወዲህ ያስውንማ አቆጣጠር ተመርኩዞ የሚተረተረው ቀጥሎ ከሴሳ 5125 ተውት ወገኖቼ። አቆጣጠር ዓመታት በኋላ ሴላ ዜሮ ይጠብቀን

ማጠናቀቂያ ነጥብ ለማስታወስ ያህል - ቀደም በጓቴማላ ውስጥ ቲካል በሚባል የ‹Winter የሚቆጥር ሰዓት ያለበት መጣጥፍ ራሳቸውን ያጠፉ በርካታ ዜጎች የጣያዎች አለኝ። ይህን እንደአዲስ 0 ሰዓት፤ 0 ደቂቃ ፤ 59 ሴከንድ። አልጠፉም፤አሉ። ነገር ግን በሌሎች *እሚቆጥር ነገዶች* ጣያዎች (countdown ይሉታል ባለቤቶቹ)፡፡ ሥልጣኔያቸው በማሽቆልቆሱ ይህን ሰዓት ቀኑ 730 ገደማ አያለ ብርዥ አንዲገኝ ተገደዋል፤ ሴላ ቅርበት እንዴት አድርገው ቢሞሱት ይሆን ተመራጣሪዎች ሳይ *እን*ደአልባ**ሴ ነ**ገር ውጤታቸው የፊታችን ማያ አፖሊናሪዮ ቺሲ ፒክስተንንና ቀን ዓይነቶቹ አጥኚዎች የሚጠበቅ and *እንደሚሉት* የሚያስከትል፣ ከዓለም ፍጻሜ ጋር የሚያያይዙት በስምና **ሕን**ጂ ይህን ዕለት ክንዋኔ **ሕ**ነሱ ሲሆን ከሌሎች ዕለታት ነጥለው በዓለም ተጠቅሶኣል። ሩቅ ስላልሆነ ልናየው መኖር ሕንደተሰመደው ሕሚመስሱት *ምዕራ*ባው*ያን* (በነካ ነን[,] ማለት ይቻላል። ለስንትና ስንት መተንበይና ማሻተት ይወዳሉ። ለማየት *ዕለት የጥንት*ና ዘመናዊ *ጣርተኞችን አሚሉት*። ንግርት *እያንቀራ*በጡ የቀን በጎትመትና *እን*ደዚ*ሁ ሚዲያዎ*ች ሕዝብን ከዚህ ዓመት ሥራየ ብለው ይዘዋል። በተለይ የተመለከትነው የጣያዎችን የቀን hHlv የማያዎች

ነው። (ይህን *ሥ*ሴት ብዙ ነገሮች እየተወሩና ሕዝበ አዳም *ሕያ*ስጨነቁ ተያያዥ እየታዘብን እንገኛለን። እንዲያውም የኋሊት ከዓለም *ጋ*ር ከመጥፋታቸው በፊት ጽሑፍ ስጀምር መኖራቸው ተዘፃቧል። በነገራችን ተውጠውና ደብዝዞ ከኢንተርኔት ያወረድኩት። አይደለም - የታሪክ አጋጣሚ ነው። የሥነ ፈለክ ይህንን የ2012 ከሴሳ የምርምር ЭС. ሊያያይዙት ይገርማል የቴክኖሎጂ ይሞክራሉ። ይሄውም ሃሊዮ ኮሜት ዓመት ትታያለች አንኤ 2012 ጉዪሴርሞ ለመጀመሪያ 7.H *እን*ደሚከናወን በግርድፍ ከሆነ ይህን ዕለት በ25,800 ዓመታት አንኤ የሚከሰት በአደ*ገኝነት* ማያውያን በመልካምነት ደረጃ ያልተገለጸ ኅዋዊ አብሮ *እንደሚከሰት* ይሳሱ ነው - ከነተፈቱ "ሽልም ከሆነ ሕማይችሉ ይባል የለም? *ግን* እኮ ‹ዕድለኞች በኍኍትና በፍርህት ነባር የተጠበቀን የዘመን ፍጻሜ ዕለት መብቃት መታደል አይደለም ትላሳችሁ? **‹**ሽፉ›› የኤድ*ጋር የሚያስከትል ከሆነ ግን እ*ዚያው

የዓለምን ፍጻሜ አስመልክቶ ኤሴክትሮኒክስ **እጅ**ግ በርካታ *ትን*በያዎችና መላ ማስበርንፃ ምቶች አሉ። አንደኛው ከፍ ሲል የመሳ ምትና የይሆናል አይሆንም የዜሮ የንግርት ጣቃ ነው። በተረፈ



ከተለያዩ አቅጣጫዎች እንደምናነበው በአምስት በዚህ ዓመት ይከሰታሉ ተብለው መድበው ከ**ሚ**ጠበቁና አስታክከው ከ*ሚነገ*ሩ ልዩ ተዓምራዊ ክስተቶች መካከል ብለን ጥቂቶቹ *የሚከተሉት* ናቸው።

ተወልዶ ก1946 ዓመት ዕድሜው እ.ኤ.አ በ2000 ተ**ፈ**ጽመው የተቀጨው ቴሩንስ ማክኬና የተባለ ተብሏል። እሱም ‹ተና*ጋሪ ን*ፋስ› አጥንተው እንደጨፈሱም ይነገራል። የዓለማችን ምሁር ዜጋ "Novelty ይመጣል Theory" (የአዲስ ነገሮች ተፈጥሯዊ ይፈጸማል የኛ ዩኒቨርስ **እጅ**ግ አስደናቂ የሆኑ ዘመን ከመሽ*ጋገራች*ን በፊት *ግን ዳ*ይሜንሽን አዳዲስ ነገሮችን የምታፈልቅና ዓለም የምትንከባከብ መሆኗን በሂደት ውስጥ ደማሞ በዓለማችን የተዘበራረቀ ሁኔታ እየተጣራ ሄዶ ይሠውር ነው ማስት - ማፕራት በአጠንባችን በሚገኝ አንድ ሜትር ወደሁለንተናዊ የምናመራበትን **621**P ከጓደኞቹ *ጋር ለማስላት ሞክሬዋል*። ምህላ ľЧ እንዳጋጣሚ አንደኛው ይህ የሚላት ሙከራዎች ሁሉ የአንድነትና የጋራ ጎልተው የሚታዩበት የፊታችን ዲሴምበር 2012 ሆኖ መሆንዋን የምንልጽላችሁ በሀዘን እንደሚኖሩ ለጣወቅ አንችልም -አግኝተውታል ተብሏል። በማይረባ የስሜት ድባብ ውስጥ ሆኜ ስራሴና ልዩ ጥበብ ካልተቀዳጀን በስተቀር። አንደበት ከማጎለዳድፍባችሁ ቀጣዩን ለቤተስቤም ሆነ ለመሳው የአዳም በሦስተኛው ጥቅስ በቀጥታ **ግዴላች**ሁም፡-

Considered by some to represent a model of history's most important events, the universal algorithm has also been extrapolated to be a model for future events. McKenna admitted expectation of a the "singularity of novelty", and that he and his colleagues projected many hundreds of years into the future to find when this singularity (runaway "newness" or extropy) could occur. The graph of extropy had many enormous fluctuations over the last 25,000 years, but amazingly, it hit an asymptote at exactly December 21, 2012.

የሰሜን ካልሆኑት መጤ አሜሪካ ተወሳጆች መካከል አሪዞና ሕንዶች አካባቢ የሚገኙት UT. በመባል (Hopi Indians) አባላት የሚታወቀው ማኅበፈሰብ *ዓ*ለምን ሰዎች ናቸው። ሕነዚህ

ታሳሳቅ የጊዜ በአሁት ወቅት የምንንባው 77 በዲሴምበር 21/2012 ነው ይላሉ። ከየዝርያው በ54 ከዘጠኝ ትንቢቶቻቸው አንዱ የሚሉትና በቅርቡ ብለው የሚጠባበቁት ዳይሜንሽን ራሷን የጣጥራት *እን*ደም*ትገ*ባ የምናየው ጣጥራት ምን ጣስት ነው? ከዚያ በዳይሜንሽን ቀመር ነው የ‹ከዚያ ይውውር› በም*ርቃት* መልክ የጆሮ ዓመት ክፉኛ የተሰመረባት የ*ጋ*ራ ነጥብ ፍጡራን በምን ዓይነት "ዘጠኝ ምት መጣ" ቢሉት "አንዱን በጥቂቶች **አባ ደፋር**።

አሲየንቶሎጂስቶችና የአስታሳሰብና *አንዳንድ* Ufologists)ሕንደሚሉት ከዚህ ዓመት በሚያሳፍርና ጀምሮ ሰማይና ምድር የሚታረቁበት የወረደ ጊዜ ይሆናል - እስካሁን ተጣልተው ዐይናጣዎች ብስው የሚያምት አሉና። በዚያም ነበር በሺ*ዎች* ዓመታት የማይከናወን ከዕድንትና ያስከትላል(Celestial በተለይ በአሁኑ ልጅ አስተሳሰብ ከአሁኑ አዘቅት መሬትን በቅርበት የሰውን ልጅ ሲያጠኑ የነበሩ የታላቅ ዘመን ባለቤቶች ሥልጣኔ መሬትና የተልጥሮ *እያነ*ሳቸው የመጡ የሌሎች *ዓለማት* ጨርሰው ነዋሪዎች ከመሬታውያን ስምምነት ፈጥረው በ*ጋራ ለ*መኖር *እንዳ*ለባቸው እያሔት ነው አሉ።

ማዕቀፍ ቅድመ ዝግጅታቸውን ጨርሰው አራቱ ወደተግባራዊ እንቅስቃሴ እንደንቡ ዲሴምበር 21/2012ን አልቀው ወደ አምስተኛው <u>እየገባን</u> ይወሳል። ቀደም ካለ ጥንታዊ ዘመን ልዩ እንደሆነ ይናገራሉ። በደንብ ዘው ጀምሮ ዩፎ በመባል የሚታወቁት በዚያው ያልታወቁ በራሪ አካላት ከምድር ከለውም፣ ሁሉም ከእንስሳውም፣ ከአፈሩም፣ ይቀራል ከተክሉም፣... እየወሰዱ የምድራውያን ኑሮ ባለ ሦስት በመባል ይታወቃል፤ ውስጥ በተመሳሳይ ማን በተለዬ የሬቀቀ - ሂደ*ት ሥልጣኔ የሚኖ*ሩ ፍጡ*ራን እንዳ*ሱ ይገልጻሉ፤ የሚገልጹ ወገኖች **ለ**ውጥ ከሆነ አንድነት ሲባል መንሽና ወንፊትም ስላሱት በአንድ ሜትር በሆነ ኩሬ ውስጥ ጸሎትና ወይም በ*‹አንዲት መርፌ ጫ*ፍ ላይ› ጣል ወይም አልጋችንን ከሥሯቸው መደረጉ። ይቺ የማጥራት ዘመቻ በምንተኛባት የመሬት ውስጠኛ አካል ታምቡርን ወይም በሰሜንና ደቡብ ዋልታዎች ባሕርያት የምትጓኍጥ ፈሲጥ በብዙዎች ዘንድ ሥራ ሥር ውስጥ ምን ዓይነት **አ**ኳ*ኋን ዳይሜንሽን* 90390 እንኳን ጥረት *ሣይን*ስና *ግ*ባ በሰው" አለ አሉ አንዱ ምናባዊ ቴክኖሎጃቸው ከፍተኛ ደረጃ ላይ የደረሰ ቢመስልም የአብዛኛው ዜጋ አ**መስ**ካከት ደረጃ ዩፎሎጂስቶች(Alientologists and ማስትም ንቃተ ኅሊናው ግና እጅግ በ*ማ*.ዘ*ንንን* እንደሆነ በሦስት ዘንድ ይገመታል። ምክንያት ብልጽ ግና ይልቅ የፀሐይ ወደ ሚሊኪ ዌይ መጠ*ጋ*ት ጦርነትንና ዕልቂትን ናፋቂ በሆኑ ይከሰታል። ይህም ብዙ ያልተጠበቀ ስግብግብና ራስ ወዳድ መሪዎቿ ዘ*መን* Alignment ይሉታል)፡፡ በዚህ ሂደት ወደጣትወጣው የዕልቂትና የትርምስ **ሕየ**ነጎደች ናት ሁኔታ ይቀየራል ተብሎ ወንኖች ሞልተዋል። ስለዚህም ይህን ይታመናል። ከዘመናት በፊት ጀምሮ የጥፋት ምድራዊ ሠራዊት አንድ ሲከታተሉና ጥግ በማስያዝ የብርሃንና የብልጸግና በምድር ሳይ *የሆኑ ግን* ለዘመናት ቀና ደፋ ሲሱ የ**ነ**በሩ ሀብት ሰማያውያን አካላት ዝግጅታቸውን *እን*ዴት ከመሬታውያን 26 26 መቀላቀልና መዋሃድ



እነዚህ ወገኖች ትልጣቸውን እውን (እዚህ ንቃተ ኃሲና ላይ ያልተጠበቀ ለውጥ መፍለቂያ ቦታ እንዲከሰት ያደር ኃሉ። ይህም ለውጥ መሆኑንም ልጆችን ለውጦ አስተሳሰብ ከአሁት የተለዬ ውሁድ የሰው ዘር የሚመሰክር መሆኑንም ቀስምና ሃይማኖት ልዩነቶችን ወርቃጣ የነበሩ አስተሳሳቂ የሚያስወግድ አዲስ ሰው - አሁን በየ2000 ያለው የሰው ዘር አጠቃሳይ የአስተሳሰብና የአመሰካከት የ2000 **ማሽበትና ውዳቂ አስተሳሰብ ወጥቶ ክርስቶስ** እጅ**ግ የመጠቀና በጥበብ የ**ረቀቀ ዓ*መት* -ስብዕናን ይሳበሳል ዕውቀትና ጡንቻ እንጂ የሚጎድላቸው፣ ጠብና አምባጓሮ ዘመን ተጣርተው (እንዳፋቸው የምድር ዜጎች *መ*ሰናክሉን በለውሙ ወጀብና የሚገባቸውን ሥፍራ ይይዛሉ። ነገር ያስም ከዚያን በኋላ *መናገ*ሻ የመተሳሰብ *እሚ*ሉን ያ ሉ ተምኔታውያን(Utopians)። ታዲያ ሕ ሚ ያ ስ ች ለ ው ምን ማድረግ ይበጀን ውስጥን መፈተሽን መመርመር አሁን ነው፤ **ሕየቀደ**መን ነው።...

*እንደሎብሳን*ግ የቲቤትና የመሳሰሉት ሌሎች በ ዳ ግ ም (reincarnation) የሚያምት የብዙ - ከሥፍራ ኢዝሞች *እምነት* ተከታዮችን እንደነበር አስ*ገራጣ*. ነገሮችን ሰው እንደሆነ መታዘባችን አይቀርም። የዳላይ ላማ መነኮሳትና የሂማሊያ ስጦታዎች ባህታውያን የሚሉት ከድንግል የተወሰደው የመጀመሪያው የሥልጣኔ መገለጫዎችም በአካለ መጠን በምድር ይከሰታል። ይነገራል። በዚህም መሠረት ምድር

ላ ይ አንድ ያጤኗል፤ አመስካከትና ቁርዓንም ዒሣ(ኢየሱስ ማት ነው) እንደሆነ ባልተጠበቀና ከድንግሷ መይረም(ማርያም ማስት square ይፈጠራል። ይህ በአዲስ መልክ ይሏል።) ያኔ አሁን የሰው ልጅ ህመም የሚፈጠር የሰው ዘር - ከሁሉም የሚገኝበት የጥፋት ዘመን (Age of የውስጥ የሚዳቀልና Kali/Destruction, Yuga Kali) ወደ በማየት ይለወጣል፡፡ ከአእምሮ H 00 7 ያስም ዓመት ዓመት መሪ ነበ*C*፡፡ የቀጣዩ **መ** 69⁰ **ጥበብ ዓለም** ወደብ**ር**ሃ*ን*ና ትሽ*ጋገራስች*፡፡ ጦርነትና of Life ያድርግልን)። የሰው በዝርዝር ታገኛስህ።) ማሰፍ የማይቻሳቸው ልጅ ክፋትን በመምረጡ **ሕን**ጂ ማዕበል ድሮውንም ቢሆን ፈጣሪ ያሳጣው 2000 ዓመት ሲብት ብዙ ሥጋትና አልነበረም። አሁን ሰው በፍርዛት የመንጰርጰር የፍቅርና በሥልጣኔ መጠቅሁ ትሆናለች፤ አውሮፕላን ቢሠራ ወርቃማው ዘመንም ይብታል ነው ከአውሮፕላን፣ ከድምፅና ከብርዛንም ጋር አ ን ጻ ን ድ ፍጥነት በሳይ ተጉዞ የልቡን ማድረግ ሕናስታውሳለን። ነገር ግን ምንም ይሆን? ቴሌፖርቴሽንን የመሳሰሉ በ"Astral 2000 በቀሳሉ ራስን Travel" የሚከናወት ተልጥሯዊ ይህን ጊዜ ወጋዎች ነበሩት። ዛሬ አንድን ዕቃ የትንቢትና ራምፓና በውድ ዋጋና በወረፋ ከመሆኑ በፊት አልያዘሳቸውም። የሩቅ የሰው ልጅ በሳይኮኪነሲስ ወይም ምሥራቅ የቡድሂዝም፣የታኦይዝምና በቴሴፖርቴሽን (psychokinesis/ እንችላለን። ከዚህ በታች *ያ*ሉትን መወለድ teleportation) ሥፍራ በመግለጽ የዘመን ፍጻሜ አጀንዳ የተመለከትን ሥልጣኔ ያፈራቸው ነገሮች ሁሉ በማዋሉ • ለዕኩይ *ዓ*ላማ እነዚህ ምክንያት የተነጠቃቸው የ**መሰ**ኮታዊ **ግልባ**ጭ *እን*ደሆኑ ጥንት ያምናሉ። **እ**ነዚህ የሰው ልጅ ሄደው ከዘመናት በኋላ በቅርቡ ሄደው አንድ ወቅት ላይ እንደሚጠፉ

የዛይማኖቶችን ላይ አንድ ሥልጣኔ ሲገንና ጫፍ ለማድረግ በሰው ልጆች አስተሳሰብና ምስስሎሽ ልብ ይሏል! የሃይማኖቶች ላይ ሲደርስ ተመልሶ ወደነበረበት ጥጋት የዜሮ ደረጃ እንደሚወርድ ይህም በቅዱ የሚሆነው በሰዎች ክፋት መብዛት ይጠቀሳል(back to *እንደሚባስ*ው)፡፡ one *ት ራ* ንስ*ፎር ሜ* ሽን ነው) በአላህ ልዩ ጥበብ እንደተወለደ በሕክምናውም ቢሆን የሰው ልጅ ልብ በጥበቡ ሲያድነው የማይቻለውን በክሌቮራንስ *አ*ሕምሮኣዊ አካልን *ዳ*ሰሳ በቅጽበት ወይም በ*መን*ካት ብቻ በሚወጣ ልዩ ኃይል አዲስ በሽተኛን የሚፈውሱ እንደክርስቶስም ከሚገኝበት መንፈሳዊ መሪ ታገኛለች፤ ላለፈው ሙታንን ሕሚያስነሱ፣ የጠፋ ዐይንን ኢየሱስ *እሚያ*በሩ፣ የተቆረጠ **እድና** 2000 ሕግርንም ወደነበረበት ሕሚመልሱ በ1985ዓ.ም መስኮታዊ ፀጋ የተሰጣቸው ሰዎች ተብሎ ይወሰዳል (ጎሽ፣ ተወልዷል ማስት የነበሩና አሁንም የብርቅዬ ያህል ይታመናል። ይህ ሲሆን ግን ዓለም ነው!)። ደቀ መዛሙርቱም ከ1941 መኖራቸውን በመጠቆም የሰው ልጅ በአሁኑ ወቅት የያዘቻቸው የዝቅተኛ ጀምሮ መወሰድና ይህችን ዓለም በራሱ ፈቃድ ከአምላኩ *ጋ*ር በቅጡ አእምሮ ባለቤቶች የሆኑ ሆድ እንጂ መቀላቀል ይጀምራሉ። ይህ የዓለም እንዳይገናኝ የፈጠረውን ክፍተት ማሰቢ አእምሮ የሴሳቸው፣ ጉልበትና መሪ ወደ አደባባይ ከወጣ በኋላ ለመሙሳት የሚያደርገውን ታላቅ ወደወርቃማ ጥሬት ያወሳሉ። (በተለይ Chapters የሚባለውን የራምፓ *እን*ጂ ፍቅር የሚባል የማይገባቸው የርዛብ *ስቆቃም ታሪክ ይሆና*ሉ መጽሐፍ ብታነብ እነዚህን *ነገሮች*

የምታስታውሱ ከሆነ የፈረንጆቹ ひなか ብሎ በብዙዎች ዘንድ ታይቶ ነበር። የዚያ ቀድሞም ፍርዛት ምንጭም ከኮሚፒዉተር በተያያዘ *እን*ደነበር ቴ ሴ ፓ ዚ ን ና አደጋ ሳይደርስ በቀሳሱ ተስተካከለና መሰል የቀሳልና ከባድ ትንፃርት OD C & ከአንድ ቦታ ወደሴሳ ለመውሰድ ነ*ጋሪዎች* አሉ። የብዙዎቹ ልፈፋ

> ለአብነት ጥቂቶችን መመልከት *ያ*ሻው*ን ነገር መ*ላ ምቶች *እን*ደወረዱ በተ*ገኙ*በት ያንቀሳቅስ ቋንቋ እንድታነቧቸው ብጋብዛችሁ የዘመኑ ቅር እንደጣትሰኙ እንምታለሁ።

> > The orbit of Nibiru, also known **as "Planet X",** is on a potential collision course with earth and will pass within a few miles in 2012, bringing destruction in its wake.



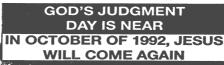
- "Global Phenomena" will begin 17C gradually, but by April L4C芥 worse. the magnetosphere could ካልተፈ*ጋገ*ጠ በቀር cause severe disruptions.
- A massive crisis begins አይቻለውም። in late 2009 or early 2010. ይመስሳል Israel may bomb Iran, or የአብለት extreme lethality. Following እንዲህ ብሎ ይፎክር ነበር፡crisis. the Obama administration will be chaos.
- An asteroid will collide with the earth, making the tsunami that Indonesia in 2004 look like pond ripple comparison!
- The earth's core will cease to rotate, due to a natural \mathbf{or} manmade **phenomenon.** The result is the total breakdown of this planet's protective magnetic shield against the deadly solar radiation that constantly pounds the atmosphere.

አንድ "Library of Date setters" የሚል የዓለም ፍጻሜ ትንቢቶችን ተንታኝና አ*ጋ*ሳ<mark>ም</mark> ድረ *እን*ዳተመው ሙሽሪት 7À ካልታዘልኩ አሳምንም እንዳለችው ምንም *ነገር* ቢባል *እንዳ*ናምን የሚያደርግ ሁኔታ ሕንታዘባለን። ይህ ድረ *ገፅ* ከ47 ዓ.ም ጀምሮ እስከ 2047 ድሬስ የተተነበዩና ዲሴምበር መጪውን 213 ጨምሮ የትንቤት **ጊዜያቸው** ካላለፉት ጥቂቶች በስተቀር ብዙዎቹ የከሰሩበትን ትንቤት ተብዬዎች በዓመተ ምሕረታቸው (BIBLICAL PROPHECY IS TO BE FULFILLED)

Coastal በዚህ ዘገባ መረዳት አሚቻለው ሰዎች ስንባል വഎഈ መሆናችንን ነው ፤ 2011 the situation will get ለነገሩ ወደፊት ይደረጋል ተብሎ Unusual ስለሚገመት ነገር ማንም ተነስቶ movements of the Moon ያሻውን ቢዘባርቅ ጊዜው ደርሶ brought on by anomalies in ትንቢቱ መክሽፉ ወይም መያዙ ማስረጃ coastal ማቅረብ የሚቻልበት ባለመሆኑ *0*9390 90390 ማለት ስለዚህም ብዙ*ዎች* NHLV ጎዳና ሲተሙ H1N1 "Swine Flu" could የሚገኙት። ደግሞም ኋላ ላይ mutate into a level of አሰማፌራቸው! የሀገራ ባላገር

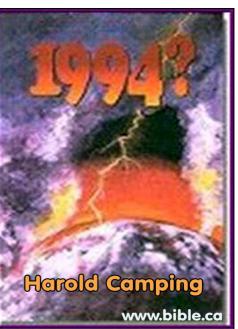
ደግሞ ሰውሽት አሰው ወይ ድካ፤ ሃምሳ ሰው *ገዳ*ይ ባንድ አ*ጣሪ*ካ። immediately thrown into (ባንድ አማሪካ ጥይት ሃምሳ ሰው ሲገደል ይታያችሁ፤ ደግነቱ ውሽት መሆኑን ገጣሚው ራሱ ተናፃሯል።)

> **ሕ**ነዚ*ህ*ን h230 በላይ የሚሆኑ ‹ትንቢቶችን› ለማየት ድሬ *ገፁን መጎብኘት* ይቻላል። ለአብነት ያህል ማን በ1992 እና በ1994 የዓለምን ፍጻሜ ለማርዳት ወይ **ለ**ማብሠር የተሠራጩትን ሁለት የማስጠንቀቂያ ደወሎች (ማስታወቂያዎች) ቀጥለን ብንመለከት ደስ ይለኛል።





中 イカナム のいとナ ドラスト Rapture ◆ United Europe (E.E.C.) ◆ Antichrist Revealed ◆ ファs. of Great Tribulation ◆ Jesus' Coming to Earth with St. ◆ Thousand Years of Jesus' Reign on Earth ◆ Great White Th Judgment ◆ Eternal Heaven and Hell



ይህ የሥራ ፈቶች ሥራ የሚመስል የትንቢት ጉዳይ ሲመረመር አንዳንድ ነገር ያስጠረጥራል። NHLV ተግባር ውስጥ የማይጨበጥ ራሳቸውን የሚያደክሙ ሰዎች አንድም ሥራ የሳቸውም፤ አንድም ከዚህ የተሻለ የንቢ ምንጭና የዝና *ማስገ*ኛ ብልሃ*ት የ*ላቸውም፤ አንድም ሆን ብለው ሕዝበ አዳምን ለማራድ/ ለማርበድበድ ቆርጠው ተነስተዋል፤ መንፌስ አንድም የሆነ **ሕንዲህ** *እያ*ነሳሳቸው *እንዲያ*ደርጉ ነው ፤ አ**ሲ**ያም ከጠቃቀስኳቸው ታሳቢ ምክንያቶች በተለዬ ለሆነ ዓላማና ጥቅም እንዲህ ዓይነት የማይጨበጥ ሕልም ውስጥ *ገ*ብተዋል። አሰበለዚ*ያ* ከዚህ ሁሉ በመቶዎች የሚቆጠር ትንቢት (ያልተ*መ*ዘንቡ ማን ከዚህ የሚበልጡ *ሕን*ደሚኖሩም በመገመት) አንዱስ እንኳን ዕውን አሰመሆት በእጅጉ የሚገርምና ያንዱ ለሴሳኛው አ**ሰ**መስጠቱ የ*ሚያ*ስደንቅ ነው።

የዓለም ፍጻሜን በተመለከተ ብዙ ማስት ይቻላል። ነገር ግን በሩጫ ላይ ለሚገኝ አንባቢ ከዚህ በላይ ያለው ራሱ ከፍቅር እስከ መቃብር መጽሐፍ የማይተነናነስ ብዛት ያለው ነው። ዘመናችን የሩጫ መሆኑን ሕናውቃለን። የሩጫውም ዓይነት ዕሬፍት የለም። ዘወትር መሮጥ ነው። እየተ

- ሮጠንም ላንቀድም። እንኤ? ይሄ ያልፋሉ" ዓለም ዘጠኝ የሚባል ነገር ለካንስ ወይንም እንደምንንኝ ዘጠንኛው ላይ ስንደርስ በእማሬያዊነቱ ነገር እኮ አለ!...

ቆጥቤ እስካ *ሁን* ብዙ የዓለም ዜጎች ብዙ **ማ**ጥፋታቸውን፣ ብዙና ከነሰዓትና ደቂቃው *ጭምር ስመናገር* ብሎ አለኝ።

አልዳዳሁም፡፡ ምሥኪኑና

እየሮጥንም እንኳን ምሁራንም ይህን <mark>ለ</mark>መናገር ድፍረቱ በ*ጣን* ሰውነት *እንሮጣለን። ብዙዎቻችንን ቀልብ አልሆነላቸውም። ለምን* ቢባል *ቃ*ል ‹ሰው በወደደው የማናውቀውን ምናባዊ ተ*ጋ*ጣሚ አያውቀውም" የሚል ጥንታዊ ለሕጻናት ሯጭ ከጎናችን አስልፈን ሴት ከቀን ብይን፡፡ የፈጣሪ ቃል ደግሞ የሚያምር፡፡ በተለይ በዚህ ሊያፈርሰው የሚቻለው ‹ከባለቤቱ ሀገሮች ሕዝባዊ ፍልስፍና አንዳችም ምድራዊ ኃይል የለም። ‹ከባልሽ ውስጥ አለ። ለምሳሌ ከፍ ሲል እዚህ ላይ በሃይማኖት አመስጥሮ አበድሪኝ› (ዐይጥም ሆነን ይሁን እንሽላሲት አያውቀውም ብሎ ለማመን አልፈልግም፡፡ ምድር እንደማንመለስ የሚያምኑ ክርክር ይቀመጥልን። እናም ጊዜ የ ም ት ል አሉ። በዚች ምድር ስንትና ስንት ላለማባከን ወደየትኛውም የመጽሐፍ አላለቻችሁም? - ያያችኂት የሚታመንበትና የጣይታመንበትም ጥቅስ ሳልሄድ የተነሳሁበትን ባጭር ነው፡፡እንደመግቢያ ይህን ባጭሩ ልግለጽ።

ብዙ የሃይማኖት መመራመራቸውን፣ ብዙ ትንቢቶች የሚወጡት ዝርያዎቻቸው ግን - የመዳን ብቸኛው መንገድ መተንበያቸውን... ተመልክተናል። እንዳትደነፃጡ አደራ - ከአሥር የምክተለው መጨረሻ ቀነ ገደብ - ሕንዲህ ሕንደሆነች ትቀጥላለች ጣመን ለማመን በመድፈራቸው ነው ስትዝብት መጥቷል። አንዳንዶቻችን ቤት ቡድናዊ ስሜት

እንሮጣለን፤ እየሮጥንም እርከን ካለው)ሳይ የደረሱ የበቁ ነው - እጅ**ግ በጣም ጥሩ ነው**፤ *ጣን* ሳይቀር እንሮጣለን - በምናብም ሲኖራቸው አይገባም፤ አይችሱምም፤ ያደርገውና ድሮውንስ? መዳን በግል በማል፤ ካላስ!(በቃ!) ይቆርባል>ና የሚባል ነገር ሕርቆን የማያልቅ ሩጫ አለ፤ ያም ቃል " የመጨረሻውን የሚያዋጣውን ሕሚያውቅ ባለቤቱ ተጠምደን ምናልባትም ቀን ከአብ በስተቀር ወልድም እንኳን ብቻ ነው፤ ጡጦና በማንኪያ ጉርሻ ብቻ ሲሆን *እንሮጣስን - ዓስም አሥር ሳትሞላ እንደቃስ ወንጌ*ሱ "ሰማይና ምድር አ*ጋ*ቢ በሆነ ዘመን ውስጥ ትልቁ ሕንጂ ሲያስተሃቅረው ችግር እየሆነብን የመጣው እንግዲህ ያወቀ ባሌ ይበልጣል ሽሮ ዓይነቱ የሰዎች አርቆ ከተጠቀሰው ዳይሜንሽን አንጻር አብ፣ ወልድና መንፈስ ቅዱስ አለማየት እያስከተለው የሚገኘው ዓለም ከዘጠኝ እንደጣታልፍና እኛ ሦስትም አንድም መሆናቸውን ‹የኔ እንጂ ያንተ መንገድ ትክክል ሰዎች *ግን ገ*ና በሦስተኛው ላይ ለምናምን ይህን *ነገረ ክ*ርስቶስ አይደለም› የሚለው ብሔራዊና ብቻ ለመረዳት ድንበር ዘለል ችግር ነው - እስኪጠፋ *ግን* የብፁ*ዕ*ነትን ደረጃ እንደምንሳበስ ካልፈለግን በስተቀር ክርስቶስ ዳግም ብዙ *ጣ*ጥፋቱ አይቀርም፡፡ በዚህም ከዚያን በኋላም በዳግም ልደት የሚመጣበትን ቀን ራሱም ላይ ተጨማሪ አስተያየት መስጠት የዩሮኒውስ ወይም የዳልጋ ከብት) ወደዚህች ሲከብደን ቢችል የሰሁበትም። ይህም "nocomment" አጭር ማን ደስ ዝማጅት ት ዝ ካልኩ *እን*ደታሪካዊ አ*ጋጣሚ* ሆኖ በዓለም ላይ ከሃያ እስከ ሃያ እኔ በፍቅር የምወደውና ቢቻለኝ ወዳስቀመጥኩት ጉዳይ ልሂድ። አምስት ሲደርሱ የሚችሉ ዋና ዋና እሱን መምስል የምፌልገው የዛሬ ጊዜ ይነገራል፡፡ ከነዚህ ቀደምት በበረት ውስጥ የተወሰደውን ኢየሱስ ሥርዎ ግንዶች ክርስቶስን ነው። ይህ ጣለት ግን ነ ው የማለት ሁሉም ማስት በሚቻል መልኩ ሺዎች እንደሚበልጡ ተገምቷል - ትሪቢታዊም በሱት አምባንነናዊ ስህተት ውስጥ ሲወድቁ የቻሉት እኔ ሰሞኑን "የምመሠርተው ዐመል የለብኝም፡፡ በመሠረቱ ዓለም የጣታልፍ ሆና ሳይሆን ሃይጣኖት" ሳይቆጠር ጣለት ነው። የሚጠፋን ሰው ለጣወቅ አስቸ*ጋሪ* ባልተፈቀደሳቸው መንገድ ተጉዘው ሕስካሁንና አሁን ዓለም ሕንዲህ ናት አይመስለኝም። በዛይማኖታዊ ጎራ ብዙም *እንደጣያ*ስኬድ *ግን* እየከበደ በበኩሌ አምናስሁ- በዚ*ያ ዓ*ይነቱ የሚድነውንና የተዳረጉት የሚል ጠንካራ ማምት ውስጥ ስምንት የቤተሰብ አባላት የሚጠፋውን *መ*ለየት የሚቻል ብንኖር በአነስተኛ ማምት የሁለት ቢሆን ደስ ባለኝ። ነገር ግን እንደኔ **ዓለም መቼና ለምን ታልፋለች?** ወይ የሦስት ዓይነት ሃይማኖቶች ይህ አካሄድ አያዋጣም ባይ ነኝ። ተከታይ ልንሆን የመቻላችን ዕድል መልካም ሥራ፣ ፍቅርና እምነት የምታልራው በጣም የስፋ ነው፡፡ በተለይ ትልቁን የመዳኛ መክሊት የሚይዙ ማስትም የአሁኑን የተመሰቃቀለና ሃይጣኖትና መንግሥት በሕግ እንደሆነ ይሰጣኛል። እዚህ ቤት የምትስውጠው በጣም በቅርብ ነው። (secular and/or non-theocratic) እዚህ ቤት የሚድን አለ - እዚያም እንኳን እኔ ጣፆትና ሴተኒዝምን ወይም ሹዱና ሚሊዮን የሚቆጠርን ምዕመን በ ት ም ህ ር ት ዊካንም ጨምሮ - የማምለክ ወይ በሚከተለው ለውኛ የሃይማኖት እንጦርጦስ ለማውረድ የተዘ*ጋ*ጀ *ራዕ*ይም እንደዚሁ። እንዳንኤልም መጽሐፉ። ነው፤ እንዲህ ያለ ነገር ይሰማኛል። ተወስተዋል። አሁን ከ*ጣን ጋር ጣንነትህን ልንገርህ ይባ*ሳል - ዋናው ቢ*ያን*ስ በጊዜ *ገ*ደብ *ምክንያት* አልነበራቸውም፡፡ ብልኆቹ ነው ፤ ነገር ነው፤ ሌሳ *እን*ኳን ባትችል "ጽድቅና ኩነኔ ቢኖርም አስደ*ንጋጭ* ባይኖርም፤ ከክፋት ደግነት ሳይሻል የሚያመላክቱ ሕንደሆኑ መገንዘብ ጠፍተው አይቀርም" የመሃላ የወሰንኩበትን ጉዳይ እየነካካሁ ነኝ ነው። እግዚአብሔር ልክ ነው! በተምላበት ልበል? የእኔን በሚመለከት በተመዘገቡለት - እንዳትለኝ - ከአንጀቴ ነው ፈጣሪ አስተምህሮዎቹ፣ ለደቀ መዛሙርቱና ትክክል ነው የምልህ) አመራር የሚጠቅጣትን ሳይሆንመሞትህን የማይጠቅማትን፣ የሚያማግጣትን ከንቱ ራስዋ **ሕየወሰ**ደች ሕርስዋ ማብቃተ ሲታሰበኝ አንዳንዬ በዚህች ምድር የተደበቀው ለዚህ ዓላማ ቢሆን ስለመኖራችንም *እንዳ*ሰላስል አሁን የምሳችሁ ሁሉ ድንቅ የሆነ ሰው *ጋ*ር በተገናኘ ጋር ለምናገናዝብ እንደአምስቱ ዓለማችንን ስንቃኝ ሊምንት ነው።

እንደዋልክ *ንገረ*ኝና መጥቀስ ብንችል ባልከፋ፤ ዋናው አይቻለንም።

አይደለምን? አ! አያቅተንም። እዚህ ላይ አንድ በክርስቶስ ያህል መሠፈታዊ ነገር ማስታወስ ተገቢ የተገለጸና ይቅርታ፡፡ ለማናኛውም (‹ወደሽን ቆጣጢት ንጉሥ ትመርቂ› የወንጌሱ ቃል ነው፡፡ ሽል መሆኑን ተረድተናልና ቀሪው ነቢያትም ብቻ ሥራችን የሞት ሞት **ላ**ስመሞት ሕንዳይሆን ያደር*ገ*ኛል፡፡ እናም ግን አካባቢውን መረዳት እንድንችል ይበልጥ

የክርስቶስ

የዮሐንስ ልጃንረዶች ታሪክ ይመስላል - ይላል እንደሚባለው ዓለም በአሁኑ ሰዓት

፣ ቸ ምም "አምስቱ አምሳክ የስም ባይ ነኝ - ስሜት ሴሎቹም የወን<mark>ጌ</mark>ል ጸሐፍት ብዙ <mark>ጊ</mark>ዜ አምስቱ ደግሞ ብልኆች ነበሩ። የሁሉንም ሞኞቹ ልጃገረዶች መብራታቸውን *ግን* ሲይዙ *ነገር ግን መ*ጠባበቂያ ዘይት መብራታቸውን ከነመጠባበቂያ ዘይት የክርስቶስ ደቀ መዛሙርት ይዘው ነበር። ሙሽራው በመዘግየቱ የኮንፊውሽስን ስለዳግም መምጣቱ ሲጠይቁት ሁሉም ተኙ። እኩለ ሴሲት ላይ ግን የሕይወት መመሪያ እንደግል አዳኝህ የመሰሰባቸውን መልስ ከፍ ሲል ሁሉም ሳያስቡት የሙሽራው አድርግና ተቀበሳት›፡- "ሌሎች ባንተ ዐይተናል። ዋናው *ዕ*ስት በምሥጢር መምጣት ብስራት ተሰ**ጣ**። ሞኞቹ ላይ እንዲያደርጉብህ የማትፌልገውን መያዙን ምልክቶቹ ግን በተለይ ልጃገረዶች ዘይታቸውን ጨርስው አንተም በሴሎች ላይ ከ1914ዓ.ም ወዲህ በስፋትና ነበርና ብልኆቹን እንዲያበደሯቸው አታድርግ"[Do unto others what you በጥልቀት እያየናቸው ያሉትን ዓለም ጠየቋቸው፤ የነሱ ለነሱ እንጂ ለሴላ would like them to do unto you.]፤ አቀፍ ጦርነቶችንና የተፈጥሮና ስው እንደጣይበቃ በመግስጽ ወደሱቅ በቃ - ከዚህ በላይ ምን ትፈልጋለህ? ሠራሽ ዕልቂቶችን የመሳሰሉ ሄደው እንዲገዙ መከሯቸው፡፡ ዕውቁ የኪነ ጥበብ ባለሙያ የክብር በዓይነትም ሆነ በይዘት ከዚያን ጊዜ ሙሽራው መጣ። የተዘጋጁ አጀቡት ዶክተር ከበደ ሚካኤል ምን ነበር በፊት ወደር ያልተገኘላቸውን - ወደተዘጋጀው አዳራሽም ተያይዘው ክስተቶች በቀጥታ *ገ*ቡ። ወደሱቅ የሄዱት ግን በዚያው ቀሩ።" Ŀv አንደበት **እንደተነገ**ሬ በበኩሌም ትህትና አ**ሜን**ታ የምቀበለው

የሚያስፈራኝ λዚv አንተ ነው። የሞኙን ሕረኛ ታሪክ ስተከታይ ምዕመናት ባሳየው የደ*ገ*ኛ ወንድሜ ስምሳሴ "የመሞቻህ ቀን ታስታውሱት የል? በዛስት በጎቹን - በ ጣ ም የዛሬ አምስት ዓመት በዕለተ ዐርብ ቀበሮ በላብኝ እያለ መንደርተኛውን ሕመሰጣስሁ፤ የመጣበትን ዓሳማ ከቀኑ አሥር ሰዓት ከሩብ **ላ**ይ ነው" ሲ*ያን*ከራትት ቆይቶ በመጨረሻው በአማባቡ ሳያሳካ ባላማታት ግን ብትባል ምን ዓይነት ኑሮ ነው ነገሩ እውነት ሆኖ ምድረ ቀበሮና በተዋለዳቸው ወገኖች በስቅላት የምትኖረው? አትንገረኝ፡፡ ተኩላ በዬጎበዝ አለቃው ተጠራርቶ መሞቱ ሁሌ ያሳዝነኛል። ዓለም ዐውቀዋለሁ - የሰቀቀን ነው። በጎቹን ሲዘነጣዋል ያኔ አምርሮ ማወቁ ብቻውን ቢጮህ የሚሰማው አጥቶ ባዶ እጁን <u>ዛ ሤ ት የሰቀቀንና በሠርክ መርዶ የተሞላ ሲንከረ</u>ፈፍ ውሎ ሕቤቱ *ገ*ብቷል። የምታደርግበትን ሳይሆን በሾመጠረ ሕይወትህን ለማወቅ በቂ ነው። እነዚህ ከፍ ሲል በትንቢት ብዛት የእንክርዳድ ጠላ የሚያሰክራትንና አንኤውኑ የኃጢያት ዋጋው ሞት ስዘመናት ሲያደነቁሩን የነበሩ ሐሳይ ጉ ድ **ሠርተውን** ስምትሬልገው የቁም ነገር ደረጃ መጠንቀቁ ላይ ነው ታዲያ ዋናው ወቅት መብራታችን ዘይት ያስውና **አላውቅም**፡፡ *ትርጉም አልባነት ትክክል ነው። ምልክቶቹን በማ*ጤን የደረስንበት ዘ*መን ራስን* ወደዓለም የማስመጫ ምድር አድርጎናል። ለምናነብ የምናነበውንም ይመስለኛል። መደጣመጥ የለም። በምኝነቷ ካጣችው ከዚህ ዕፁብ ከተጨባጩ የዓስም ነባራዊ ሁኔታ መሬቃቀር የስም። መተዛዘን የስም። መሆኑን እንድትረዱልኝ በትህትና ሙሽሮች በ"ሥርገኛ መጣ…" በርበሬ ለይስሙላ ካልሆነ በስተቀር በተግባር ልጠቁም እወዳስሁ፡፡ የእናንተን ቅንጠሳ ውስጥ አንንባም፡፡ ለዚያ አለ ለማለት የማንደፍርበት አሳዛኝ አከብራስሁ - የኔንም አክብሩልኝ። የታደልን ግን ስንቶቻችን እንሆን? ደረጃ ላይ እየደረስን ነው። ይህ ሁሉ 73 አስቀድሞ ተነፃሯል፡፡ መምጣት ሙሽራ ተደጋግሞ የተነገሬ ማቴዎስ 24 ከሺዎች ጊዜ ለመቀበል የተሰናዱ የአሥሩን እንደእውነት ይቆጠራል

ተጠቅሶኣል፡፡

በላይ



ምዕመናን። ስብክት ሕንዳይመስላችሁ መሳ ለመሳ ሆነዋል ነው አይባልም።

አንዳንዶች "በመጽሐፉ በቀደምት ቸነፈሩም፣ በሕዝብ በመንግሥት ላይ መነሳቱም አዲስ እንደሚቸበቸብ ነገር አይደለም፤ እናስ አሁን ምን የዛይጣኖትን ነጻነት አልነበረምን? ታዲያ የት አለ? ምዕመናንን ማፍራት የቀድሞ አባቶቻችን ከሞቱበት ጊዜ በጣም ናቸው አሳምንም› ያሰብን መሠረታዊ እውነት አለ። ውስጥ ራሱ በመጀመሪያ የተባሉት ተፈጽመዋል ብለን እንመን 77 **ግ**ዶለም። ነገር መሠረት ክርስቶስ እስካልመጣ ድረስ ሂድ ኮስታሪካ ያው ነው። ደግሞ ምልክቶቹ ጎልተው በታዩ እንደሚችል ለሚፈልግ ቁጥር ሊ*መ* ጣ ያነቃቃል ሕንጂ ስጉዳት የሚዳርግ `Implosion` እንደ**ግብዞች ‹ተዘና**ኍ› አይልምና። የጻፈውን መጽሐፍ በዚያ ላይ በእግዚአብሔርና በሰው ሰሞኑን በድረ መካከል *ግን*ዛቤና *የሚገ*ባ ምልክቶችስ ወቅት እውን እየሆኑ የሚሰውም ወሳኝ ጥያቄ

አልጠፋንም አልተ*ጋ*ነነም። ምን ቀረ? ምንም! የዕውቁ አሜሪካዊ የዛይማኖት ሰባኪ ፊሽካው ብቻ።

ነቢያት ዘመን ሃይጣኖት ሕንደሚጠፋ በራሴ የተሰኘ ሃይጣኖታዊ መጽሐፍ ደራሲ የተተነበዩ ትንቢቶች ከዱሮ ጀምሮ አነ*ጋገር* እንደጨውና ስኳ*ር* ናት) አን ግራዛም ሎትዝ(Anne ሲታዩ ነበር። ጦርነቱም፣ ርሀብ እንደሚሽቀጥበትና ወደ ሀብት ጫፍ Graham Lotz) አድናቆቷን የምድር መናወጡም፣ ለመጓዝ በየመንደሩ እንደ አክሲዮን የገለጸችለት ይህ ታዋቂ ጋዜጠኛና መንግሥትም ሽያጭ የዛይማኖት ማተብም ባወጣ ደራሲ ያሳተመውንና ሕስካሁን ሦስት ይጠበስ ነው የምትሉት?..." ሊሉ አትቁጠሩብኝና ዛሬ ዛሬ እኮ አንድም ዝነኛ ይችላሉ፡፡ በመጽሐፍ ቅዱስም ሰው ሁለትም ሰው በተናጠል ወይም አንደርሰን ከሰጠው ግሩም አስተ*ያ*የት ሁስተኛው የጴጥሮስ መልእክት ቁ. በቡድን አንድን ቀድሞ የነበረን ትንሽ ቀንጨብ አድርጌ ባስነብባችሁ 4 ሳይ *እንዲህ* ይሳል፤"ጌታ ኢየሱስ ሃይማኖት አሻሽለው ወይም አዲስ ደስ ይለኛል። እንዲህ ይሳል፡-ይመጣል ተብሎ ተስፋ ተሰጥቶ ፈጥረው ቤተ አምልኮ በጣቋቋም ይችላሉ፤ ቀሳል ‹ቢዝነስ› ሆኗል። ሁሉ ነገር ከፍጥሬት ጠያቂም ተጠያቂም የሌለበት ክፍት መጀመሪያ ጀምሮ እንደነበረ ነው።" የሥራ መስክ ከሆነ ዓመታት እናም የአ*ሁ*ነኞች መጠራጠር ተቆጠሩ - ቃ<mark>ሱ</mark> ይፈጸም ዘንድ። በፊተኞቹም ዘንድ ስለነበር አዲስ በዚህን ዘመን እንደተከሰተው ዓይነት ነገር የሰም። በተለይ የዚህ ዘመን የሰው ልጅ አጠቃላይ የሞራል፣ ሰዎች እንዲህ ቢሉ በተወሰነ ደረጃ የሃይማኖትና የባህል ኪሣራ በሌሎች «ካልታዘልኩ ዘመናት ተከስቶ ከሆነ መዛግብትን እንዳስችው *ሙሽራ እንደገ*ና *ማገ*ሳበጥ ሲኖርብን ነው። መሆኑ ነው። ነገር ግን መገንዘብ በዛሬ ዘመን እኮ በአንድ ሰው ዕድሜ ያስው *አንዳን*ኤም *ነገሮች አ*ስደ*ንጋ*ጭና ክርስቶስ ደግሞ በአንድ ሀገር ወይም በተወሰነ ብለን ስንጠይቅ ማኅበረሰብ ብቻ ተወስኖ የቀረ ምሳሹ ‹አልመጣም› ነው፡፡ በትንቢቱ ሳይሆን ዓለም አቀፍ ነው፡፡ ፊጂም

ትሮይ አንደርሰን (መጎልጎል - Troy Anderson) መጠርጠር መንፈሳዊ ሕይወትን የተባለ ዕውቅ አሜሪካዊ ጋዜጠኛ በሚል ርዕስ ጀል መጥፎ ነገር አይደለም። ቃሉም ሮዘንበር (Joel C. Rosenberg) ‹ታጥባችሁ ታጥናችሁ ጠብቁ› እንጂ የተሰኘ **ሴሳ** *ዕ*ውቅ *ጋ*ዜጠኛና ደራሲ *አስመልክ*ቶ 7X የስቀቀውን ያለውን የጊዜ ጽሑፍ ተመልክቻለሁ። መጽሐፉ የጊዜ የልኬት መጠን ስለአሜሪካ ኃያልነት መቀጠልና ለእግዜር እንተዋቸው፤ ሥራቸውም ይመስለኛል። አለመቀጠል(ጣቆሚያ በተለይ መልኩ ሽቅብ እየጓነ ከሚሄድ 15 አድርጉ! በአሁጉ ወቅት የበርካታ ከቀደምት ዘመናት *ጋር* ሲነጻጸር ትሪሲዮን የደረሰ የውጪ ዕዳና 65 ሃይማኖቶች መሪዎች በሴቴኒዝም በምን ስፋትና ጥልቀት ነው በአሁኑ ትሪሲዮን የተጠጋ የሀገር ውስጥ አምልኮት የሚታሙ ሆነዋል የሚል ያሉት? ተከፋይ(ያልተወራረደ) ዕዳ(unfunded ከጭምጭምታ ያለፈ የከተማ ወሬ ነው። liability)፣ ሀገሪቱ የገባችበት አለ። ‹ሞት ሲዘገይ የቀረ የተነገሩት ምልክቶችና አሁን በዓለም አጠቃላይ የኢኮኖሚና የዛይማኖት

ክፉኛ ተዘናግታለች፤ ተዘናግተናል እያየነው ያለነው ነባራዊ እውነታ እንዲሁም የሞራል ቀውስ በዚህ ብንል መጽሐፍ *እን*ደተዳሰሰ ተ*ገ*ልጾአል። ቢሊ ማራሃም(Billy Graham) ሴት ክርስቶስ አኮ በመጨረሻው ልጅ(ራሷም 'Expecting to See Jesus' ተናግሯል፡፡ ሚሊዮን የሚጠጋ ቅጅ በመሳው ከመጋፋት ዓለም በሽያጭ የተሠራጨውን ይህን መጽሐፍ

> In the book, Rosenberg explores whether the United States – long the wealthiest, most powerful nation in history – is an empire in decline or a nation poised for a historic renaissance. The book asks whether America's religious past can be repeated today with a Third Great Awakening, or whether the rise of China, Russia and other nations, coupled with America's internal struggles, will plunge the country into terminal decline.

The book comes as the nation faces soaring federal debt, severe economic turmoil, political uncertainty, declining morality, a weak church, growing spiritual apathy and apostasy, a spate of historic natural disasters and many other daunting challenges.(9° 7 %: JoelRosenberg.com, አፅንዖት የተጨመረ)

አ*ሜሪካንን ስአሜሪ*ካው*ያን*ና በሌለው ያውጣቸው። በተቀረው ግን ልብ

1110 ክርስቲያናትና ምኩራቦቻቸው ቅጽር ግቢ ውስጥ የሰይጣንን በተደራቢነት እምነት ተከታዮች እየታመሱ ነው። (እዚ*ህ* ከጭንቅላት ጀምሮ እስከ እግር ድረስ የምዘባርቃቸውን በሙስናና በወሊብ ተጥለቅልቀው አጥተዋል ምክንያት ምዕመናት በመቁረጥና ለብዙ መታለላቸውን *ዛይማኖት አ*ልባ *እየሆ*ኑ ወይም ከሃይማኖቱ ያሳዝናል፡፡ ከአመራሩ የጀመረው ቢስነትና ሁለንተናዊ ወደምዕመናት ወርዶ በቀሳውስቱ፣ በ‹ደናማሳ৮›ና በጳጳሳቱ *ስ ን ት* ሳይቀር ይህ **እንደፅድ**ቅ **ሕየተቆጠ**ፈ ‹ዋናው ሕግዜርን በጸሎት ማገስገል *የሚከብድ ዘግናኝ ወንጀል* የጥፋት ተያይዘውታል እየተባለ ብለን ለምናምን ከዚህ ጊዜ የበለጠ *በደብቅ* ምቹ የመጨረሻ ጊዜ እንደማይችል መገመት ይቻላል። *ዕንባዎች* ሰይጣን ምሥ*ጋ*ና ይግባውና ዛሬ ዛሬ *ከነውርስ* ከወንድሞቹ የወሰ.ብ መስጣት ከጀመርን ብዙ ዓመታት ብሎ ከሚቀድስ፣ ተቆጠሩ። ዛሬ ዛሬ ጳጳስና ቀሲስ *ፕምቀትንና ሥርዓተ* ማለት የማይቻልበት ተደርሶኣል፤

በየአብያተ መነኩሲት ወይም መነኩሴና መኩሴ ያከበሩ መስለው ማምለኪያ ከአንድ መኝታ ክፍል ከፍተኛ – ብዙዎች – ይታማሉ፡፡ የሚያሳይ ሌላ ጉዳይ ሆኗል፡፡ ይህ ልጆቻቸውን – በድፍረት ላ ይ ቅሴት እውነታዎች ሰፋ ባለ ተስፋ ራስህን ታመም፤ ፓናዶል ማን የተጨሰፈውን በ ማ ጤ ን ተማባርህ ራስህን ማዳን ይሁን! አይዞህ! ሳለቀለት ዘመን

"The Hidden ีก1836 ወደለየለት ኢ-አማኒነት እየተለወጡ Secrets of a Nun's Life in a ቤተ ክርስቲያናት ወደ ሙዚየምነትና Convent Exposed" በሚል ርዕስ አናት ማምለጫ መንገድ ፈልጋ ግን ሞራስ ከሴቶቹ ገዳም በወጣች አንዲት ዝቅጠት *የቀድሞ መነ*ኩሲ*ት የተጻፈ መጽሐፍ* ዛሬ ዛሬ*ሕንደሚያትተው ከሆነ በየሀገሩ* አልፎ የዘመት ባህል ሆኗል *- የሃይማኖት ተቋማት ውስዋ ስንትና* 03EA9 ኃጢያት ነውር *ሕንደሚሠራ* መሬዳት ይቻሳል። መዋቶ በዚህ ጽሑፍ ውስጥ መናገር *ነው ሕመምኔትና* ሴት ነው፤ *ሴሚናሪዎችንና ‹*ደ*ናፃል መነኮሳት*›ን ሕንግዲህ ዓለም መጨረሻ አላት *ለካህናት የወሲብ ጭዳነት ማቅረብ* የሚወለድ ንም ሕጻን ሊኖራት *ክርስትና ካስነሱ በኋላ* (9184 ሕጻኍን ‹መነከሳት› *የ አ ዳ ያ*º ኃጢያት በአውሮፓና በአሜሪካ እናት ከቤት *እንዳይገድሎት መሆኑ ነው) ኩሬ* ስትወጣ ሴት ልጇን ከአባቷና *ውስዋ ሕያስመጡ ሕንዲሞት መርዝ* ጥቃት በመጨመርም ሬሣው ሕንዲማማ ለመታደግ አብራ ይዛ ሕንደምትወጣ *ማድረግ... አዛዱ አብ ቅዱስ ...* MC91 ባርኮትን ባንድ ቢያድሩ በቃ**ለ** እግዚአብሔር *ከሚያከናውን፣ የክርስቶስን ሥጋ* ጸሎት ምዕመናንን ስመጠበቅ ነው *ወደሙ ከሚፈትት የዛይማኖት* ደረጃ አባት ሲሰማ ከዚህ በሳይ የመጨረሻ ሰይጣን የልቡ *ዘመን ምልክት ምን አለ*? በ15ኛው የደረሰለት ይመስለኛል። ዛሬ ዛሬ መቶ ክፍለ ዘመን የነበሩ (ፖፕ

ይመስላል› እንዲሱ የእግዜር ፍርድ የመነኩሲትና የመነኩሴ የፍቅር ሮደሪን ይባላሱ)አንድ የሮማ ካቶሊክ የዘንዬ ሲመስሳቸው ወደዲያቢሎስ ጨዋታ ወረቱን ጨርሶ መነኩሲትና ሲቀ ጳጳስ ለሰው ይምሰል ፈጣሪን በሃይማኖት ቢወጡ ቀኖናቸው መሠረት በቁም በብህትውና እየኖሩ በድብቅ *ግን* እርሱን *እያገለገ*ሱ የመ**ግደልና ነፍስን የ**ማብከት ደረጃ ሦስት ልጆች *እንዳ*ፈሩና *እ*ነዚህን በብዛት መረጃ ባለኝ ሳተኩር ሁሉ ግን ሲሆን የግድ ነውና ከተማ በትላልቅ ሥልጣን ላይ ሕ**ፈል** *ጋ*ስሁ። አውሮጳ፣ አሜሪካና አያስደንቅም። የሚያስደንቀው ቀኑ እንዳስቀመጡ ብትሰማ ምን ትላስህ? ብንሄድ የካቶሲክ ገና ነው ብሎ መዘና*ጋት* ነው። ተራውን የአውሮፓና አሜሪካ ቄስና እንደመጡልኝ ጳጳስ ተወውና የአሁት ተረኛ የሮማ ሰ*ቅጣ ጭ* ካቶሊክ ሊቀ ጳጳስ በፍርድ ቤት መልክ የተደቀነባቸውን የክስ መዝገብ ይዘት እ*ሚ ሆኑ ትን ለመቃኘት ከ*ፈለግህ 'Priests of ብትሰማ ምን ይሰማዛል? ከዚ*ያች* ይባላል፡፡ በዚያም Darkness' በሚል ኢንተርኔት ግባና መከረኛ መነኩሴ መጽሐፍ ቀጣዩን ዓመታት አዘጋጅ!) ቀኑ ደርሶኣል። ቀዳሚው እንደወረደ ብታነብ ምን ይመጣል? አትጨነቅ። እንዲህ ትላለች፡-

> Nothing important occurred till late in the afternoon, when, as I was sitting in the communityroom, Father Dufresne called me out, saving, he wished to speak to me. I feared what was his intention; but I dared not disobey. In a private apartment, he treated me in a brutal manner; and, from two other priests, I afterwards received similar usage that evening. Father Dufresne afterwards appeared again; and I was compelled to remain in company with morning. until [Emphasis added, but not mine, 16394 82 16819

> I am assured that the conduct of priests in our Convent had never been exposed. and it is not imagined by the people of the United States. This induces me to say what I do, notwithstanding the strong reasons I have to let it remain unknown. Still I cannot force myself to speak on such subjects except in the briefest manner. (Source: http:// www.weirdload.com/)



እነዚህ በጎቻቸውን ለቀበሮና ለተኩላ በትነው ቤተ ክርስትያንን ያዋረዱ የቤተ ሣጥናኤል አ*ጋፋሪዎች* ከዚህ ሥር የሚገኙ ጣፋጭ አንቀጽ መልሕክቶችን በቅዳሴያቸው የወንጌል ላይ **ለም**ዕመናን ብሥራት ሲያስደም ጡና **እነዚህንም** ተመርኩዘው ልክ እንደክርስቶስ የተራራው ስብክት እጃቸውን በስሜት *እያወ*ናጨ*ፉ* ሲሰብኩ ቅንጣት *አያ*ፍሩም ፤ **ጎሲናቸውም** አይቆነጥጣቸውም። ዓለም አሁንና ዛሬ ያልጠፋች መቼ ትጥፋ ታዲያ? ዐይን አይቶ ልብ ይፈ*ርዳ*ል *መ*ባሱ **እኮ ለዚህ ነው። እነሆሲውድና** ቦሲውድ ሴሎች -ውዶችና መሰል የፊልም ተቋጣትስ ሰይጣንን ነጉሠ *ነገሥ* ታቸው አድርገው ሾመው በእርሱ ማዛት ሥር ዓለምን ለማሳት **ሕየ**ሠሩት የሠሩትና የሚገኙት የፖርኖግራፊና ሙዚቃ እንዲሁም ልዩ ልዩ ዲያቢሎሳዊ የኮሜዲና ትራጄዳ ፊልሞች ከነዚህ ካህናትና *ጳጳሳት፣ ‹*ደናግል› *መነ*ኮሳትና ኤጲስ *ቆጰሳት በምን መስኪያ* ሊበዛ ወይ ሲያንስ ይችላል? ልብ ያለው ልብ ቢሰንፉና ከቆሙበት ቢወድቁ እግዚአብሔር በድ*ንጋ*ዮችና በአ**ሰ**ቶች አማካይነት ይና*ገራ*ል።

እንዲህ ዓይነቱ ነገር ለቅዱሳን ስለጣይስጣጣ፣ ዝሙት ወይም **ማ**ናቸውንም ዓይነት ርኩስት ወይም ንፍንት ማድረግ ይቅርና ወሬ እንኳ ሲሰማባችሁ አይገባም። ይልቅስ ለእግዚአብሄር ም*ሥጋ*ና አቅርቡ *እንጂ የሚያ*ሳፍርና ረብ የሴሰው ወይም ጸያፍ ነገር መናገር አይገባችሁም፤ ምክንያቱም እንዲህ ያለ ነገር ለእናንተ ተስማሚ አይደለም። አመንዝራም ቢሆን፣ ማናቸውንም የርኩስት *ሥራ* የሚያደርግ ቢሆንም ወይም ጣዖት አምላኪ የሆነ *ን*ፉማም ቢሆን፣ በክርስቶስና በእግዚአበሔር መንግሥት ርስት እንደጣይኖረው ዕወቁ።

ኤፌሶን 5፤ 3-5

የሥጋ ሥራዎች የታወቁ ናቸው፤ *እነር* ሱ ም ዝሙት፣ ርኩስት፣ መዳራት፣ ጣዖትን ማምለክ፣ ሚርት፣ ጠላትነት፣ ንትርክ ፣ቅናት፣ቁጣ፣ራስ ወዳድነት፣ መለያየት፣ አድመኛነት፣ ምቀኝነት፣ ሥካር፣ ዘፋኝነትና **እ**ነዚህን የመሳሰሉ ናቸው። ከዚህ በፊት እንዳስጠነቀቅኂችሁ አሁንም ደፃሜ አስጠነቅቃችኋለሁ፤ እንደዚህ ያሉትን ነገሮች ለዎች፣ P 97 8 8 6 7 የእግዚአብሔርን መንግሥት አይወርሱም።

የመንፈስ ቅዱስ ፍሬዎች ግን ፍቅር፣ደስታ፣ ሰላም፣ *ትዕግ*ስት ፣ደማነት፣ በጎነት፣ ታጣኝት፣ *ገርነት፣ ራስን መግዛት* ናቸው። (የሚያጠፉንንና የሚያለሙንን መሬዳት **ሕ ዘ**. ህ ላ ይ *ሕንችላስን*፡፡)

*ገ*ሳትያ 4 : 19 — 23

ጽሑፌን ከማጠቃለሴ በፊት ከዚህ በሳይ ሳልጨረስ ጀማምሬ የተውኳቸውን የተበታተኑ ሃሳቦች መልክ ሳስይዝ። በዚህ ልንተማመን ይገባል - የዓለም ፍጻሜ ቀርቧል። መቅረብም ብቻ አይደለም እጅግ ዘማይቷል ማለትም ይቻላል። ከፍ ሲል እንደተጠቀሰው በፈጣሪና በሰው 82H ቀመር ዘንድ ያለው የጣይመረምርና ረቂቅ በመሆኑ እንጂ እንደሰው አስተሳሰብ ቢሆን ኖሮ ከዋና ዋናዎቹ ምልክቶች ፍጻሜ በአሁኑ ወቅት ወደ ታሪክ *ማኅ*ደርነት በተለወጠ ነበር።

ምን ምን ቅድመ ሁኔታዎች ታይተዋል? የዓለም ፍጸሜ በፊት ከመክለቱ ሊሟሉ የሚባቸውን ቅድመ ሁኔታዎች ኢየሱስ ለደቀ መዛሙርቱ ተናግሯል። እነዚህንም ክፍ ሲል በመግቢያችን በክፊል ተመልክተናቸዋል። ባጭሩ ለመከለስ *ያህ*ል ፍቅር *ታ*ጥባ *ገ*ደል ትባለች፤ *ዛይማኖት* መተዛዘንና ደበዛል ፤ ነው C ይሆናል፡፡ መተሳሰብ መከዳዳትና መካሰስ ባህል ይሆናል፤ በእግዚአብሔር ቦታ *ገን*ዘብና ሰይጣን ይመለካሉ፤ ጦርነትና ርሀብ ከማዳን አቅም በላይ የሆኑ በሽታዎችና ልዩ ልዩ መቅስፍቶች በብዛት ይከሰታሉ። ሰውነት ይጠፉና ባለኔን ከጨዋ ለመለየት በሥ*ጋ*ቸው ምክንያት ይሰናከላሉ። የ*ሥጋ* ፍላታት ማዘፍ ነስቶ የነፍስን መንገድ ያስታል። ሐሳይ መሲሆች ይበዛሉ፤ ሕዝብንም ከቀጭς ጠባብ ከጣሕጸንዋ የወጣውን መድኅን ሰው

የሕይወት መንገድ ሕያወጡ ወደ ሰፊውና ሰበርባራው የጥፋት *መንገ*ድ *ያ*ስንባሉ።.... ብዙና ብዙ *ነገሮች* ተብሰዋል። በተማባርም እንደዱሮው በወረትና በአዩኝ አላዩኝ ሳይሆን በድፍረትና በግልጽ እየታዩ ነው። ስምሳሌ አንድ <u>የ</u>ሙን *እንደሥዕ*ስ ሥሳሜዎች ሕስከደረቱ *ያን*ኀና*ረገገ*፣ አናቱን *እንደዳሽን ተራራ ጫ*ፍ ሃ*ጫ* በረዶ በ*መ*ሰለ *ፀጉር* የከደነ የሞራል መምሀር አዛውንት፣ የልጅ - ልጅ - ልጁ ከምትሆን ታዳጊ ሕ**ጻን** *ጋ***ር በግልጽ ሲቀብ**ጥ ስናይ አፋችንን በመዳፋችን ዘፃተን ‹እንዚ*ኦ መሐሬነ*!› ከማለት ባለፈ የሚገባን ልናስታውሰው አንዳች ኢየሱሳዊ አንድም ታ በአሕምሮኣችን ብል*ጭ* ማለት አለበ*ት*፡፡ ብል*ጭ* ካላሰብንና **ч9**°3 ነውር አለበት! ያጣ ወሬኛ ነው።› የምንል ከሆነ ራሳችን ብልጭ ብሎብናል ማለት ነውና 02H ወደሚቀርበን የጠበል ሥፍራ መሄድ ነው። በዚህ ረንድ እጅግ ብዙ ነንር *ማውራት* በተቻለ። በ**ን**ንዘቡም በንሃድ መከሰት አኳ*ያ የዓስ*ም በጠብና በፍቅሩም... ብንሄድ የሰው ልጆች ከእግዚአብሔር የአስተዳደር ክልል ወጥተን በጣሙን ጠፍተናል። ውስጣችን *እን*መልከትና ምናልባት ጥቂት *ጊ*ዜ ካለችን *አካሄዳችንን ሰጣረም እንጠቀምባት*። ከአንደበታችን የማይወጣውን የጊዜን ወርቅነት መግስጫ ብሂላችንን ከዓለማዊ ዐውድ ወጣ ባለ መልክ *ስመን*ፈሳዊ *ጉዳ*ይም ሕናውስው።

በሴላም በኩል በለሴተ እንደም ታቆጠቁጥና PRLA ቅጠሎቿም እንደሚለመልሙ የተበተት ዘሮቿንም ከዓለም ዙሪያ እንደምታሰባስብ ተተንብዮኣል፤ በግብርም ታይቷል፡፡ በለሲቱ ለመለመች፤ ቅርንጫፎቿንም ሰበሰበች፤ የተመረጡ አዝርዕቷንም ከአጽናፍ እስከ አጽናፍ አሠጣርታ መለኪያዎች ከመጋረጃ በስተጀርባ ዓለምን ተቆጣጠረች። ተንቃ ከተጣለችበት ያስቸግራል፡፡ ብዙ ታላላቅ ሰዎች ሥፍራ በክብር ተነስታ በአስገራሚ ፍጥነት ሳይኛውን ሥፍራ ያዘች -1948 - ትልቁ ትንቢት እውን የሆነበት ዓመት። ያላመነችበትንና



የምታምንበትን ግን ገና ይወሰዳል ይገልጻሉ። (ይነሳል) ብላ ትጠባበቅ ያዘች፤ ያም የሚያናውጥ መሲሕ *እንደሚመጣ ታ*ምናለች። ...

ያለበት ሴላ ትልቅ ትንቢት አለ። ዓመት እንደሆነ ይነገራል። አይገርምም ትላላችሁ? የሚገዛውና በላይኛው አንቀጽ ነገር የለም። የዱሮውን ካየን አያልቅምና የተጠቀሰው በ*ሀዲ*ሳው*ያን* "AC"(Anti **ስምሳ**ሌ በ<mark>ነማ</mark>ቱሳላ ዘመን ስአብነት እንደሚከተሰው ተናግሬ -Christ) በመባል የሚታወቀው የማቱሳሳ ዕድሜ ራሱ ወደ አንድ ቁጢቴን ልቋጭ፡፡ ሞገደኛ ሰው ነው። ይህ ሰው ሺህ የሚጠጋ እንደነበር እንረዳስን የሰውን ገመና እንደጣውራት የቀስስ ቢሔዎቹን ሀብትና ንብረት መውደም ሰበብም እስከ 80 የሚያደርጉትም አሉ። ቅዱስ ይሆናል። በአሁኑ ወቅት አራት ስለዚህም ብዙ የነገረ መለኮት የሚመስለው ይጠንቀቅ ዕጩዎች የዚህን ሰው ቦታ ለመያዝ ተንታኞችና ተመራጣሪዎች ከሌሎች ስህተት ተምረን አይደለም ይመስለኛል - ከፍ ሲልም ከ1994-97 ዓለም ትጠፋለች ተብሎ ከዛይማኖታዊ የልዩነት *መ*ጠነኛ *ግን*ዛቤ ስለ*ያዝን*፡፡

ማቆጥቆጥ በታውን ‹ሕንደሚመጥን› የቅድሚያ ሕንደጣይችል አሁንም ሲሰመርበት ልንደርስ ሕንችላለን፡፡ መነሻ የአንድ ትውልድ አማካይ መረዳትና የ*ጋራ መ*ግባባት አንጻር የሚታይ ጠቃሚ ነው፡፡ ይህን ትውልድ የዕድሜ ጣሪያ ጣወቅ ስለሚለኝ ነው - ደግሞም ለበጎ ነፍስን ከጣዳን ለዓለም ፍጸጣ ትንቢት ወሳኝ ነው። **ግ**ብኣት በመሆኑ፡፡ ክርስቶስ ባይቻለን ዘመኑን መገመት ብዙም ላይ ሲደመር የሚሠጠን ቁጥር እንደምንገኝ

ካስ አበሳው በስቅላት አስወንደች፤ አስቸ*ጋሪ እን*ደማይሆን አንዳንዶች 2012 ነው ፡፡ የዚያ ሰውዬ ዕድሜም

አንድ ከምፅዓት በፊት መከሰት ሳይንስ አንድ ትውልድ ባማካይ 30 ዓመት ነው፡፡ ይህ ዓለምን ለተወሰነ ጊዜ በመጽሐፍ ቅዱስ ግን ወጥ የሆነ ተሰጥቶታል፡፡ አንደኛው ይገባል፡፡ ቋቱ እየሞላ መሆኑን አልመሸም፡፡ ተዘ*ጋ*ጅቶ መጠበቅ

ስለመጨረሻው ዘመን ሲናገር እሱ የፈጠረውንና አሁን ትዝ ያለኝን ነው። ለጊዜው ይህች ዓለም በማን የጠቀሳቸውን እንዚያንና እንዚህን አንድ ድንቅ ነጥብ እዚህ ላይ ቁጥጥር ሥር እንዳስች እናው*ቃ*ለን *እያ*የናቸው *የሚገኙትን ታ*ሳሳቅ ሳስታውሳችሁ። የኢየሱስ እናት ቅ. - በሥ*ጋ* ቁጥጥር ሥር ናት። ሥ*ጋ* ምልክቶች ያዬ ትውልድ ሳያልፍ ድ. ማርያም የመሬት ዕድሜ 64 ደግሞ ብዙውን ጊዜ የዕለቱን እንጂ *እን*ደሚመጣ በመ<mark>ግለ</mark>ጹ ምንም እንኳ ነው። ይህ ቁጥር በለሲቱ በለስ ያመቱን አያይም። በመሆኑም ዓመቱንና ዕለቱን ለይተን ማወቅ ሊቀናት የጀመረችበት ዓመት 1948 ሁላችንም በኃጢያት

በአሁት ወቅት 64 ነው። የሰውዬው ትውልድ አማካይ ዕድሜ በሰሲቱ ነጻ ከወጣችበት ኃያልና ስተወሰነ ጊዜ ምድርን ዕድሜው ስንት ነው? በዓለም ፍጻሜ ዓመት *ጋ*ር ሲደመርም የሚሰጠን በቅርቡ ትንቢቶች ረገድ በጣም እያከራከረ ዓመት 2012 ነው። ይህ ዓመት ያለው ጉዳይ ይሄ ነው። በማኅበራዊ ደግሞ ብዙዎችን እያወዛገበ የሚገኝ

> ሁሉን ነገር ቢያወሩት ስጣጠቃስል የሃሳብ

- አስተባብሮ ከሰማይ (960?)፡፡ የሰው ልጅ *ዕድሜ ነገር የስ*ም፡፡ ዋናው ትኩረታችን እሳት ያዘንባል። ለብዙዎች ሰዎች ከተሽቀበ በኋላ ያለውን የኋለኞችን መሆን ያለበት ታዲያ ራ**ስን በ**ማዳት መሰናከል፣ ስሚሲዮኖች ሕይወት ብንይዝ ደግሞ ባማካይ ወደ 80 ላይ ነው፡፡ በሳዖል ስም የቀደመ መጥፋትና ከግምት በሳይ ለሆነ አካባቢ እንደደረሰ እንንነዘባለን። ከ60 ሕይወቱ ኢየሱስን አሳዳጅ የነበረው ጳውሎስ ማስቱ ‹ሕየተወዳደሩ› ነው - ሕንደ *ጉዳ*ዩ የትንቢት ጅማሬውን በ1914 አካባቢ ሕይወት ማስተካከል ሕንዲቻ**ለን** ተንታኞች፡፡ ሁሉንም መጥቀስ የተጀመረውን የአንደኛውን የዓለም ለመጠቆም ነው፡፡ በማንኛውም ስለሚያካካን ይቅርብን። አንደኛውን ጦርነት እንደመነሻ ነጥብ በመውሰድ ዛይማኖት በአሁኑ ወቅት ሲሰበክ *ግን* በማድ ማየት አለብን - ቢ*ያን*ስ በዚ*ያ*ም ላይ *ት*ልቁን ጣሪያ 80 እንደምንስማው *መ*ጪው ጊዜ በጨረፍታ - ሁለተኛው ቫቲካን ዓመት በመጨመር ሲያሰሱ ከእስካሁኑ የተለዬ እንደሚሆን ውስጥ ሕንደመሸን ቢጠቆም ምንም ሞክረዋል፡፡ ስለዘህም ይመስላል የሚጠበቅ መሆኑን ነው፡፡ ስለዚህ ስለዚያ በአጅሬ የተጠለፈ ቦታ በአንዳንዶች ይታመን የነበረው - ባፈነገጠ መልኩ የብዙዎች የወደፊት ከኖስተረዳመስና ከሴሎች ቀደምት ዕይታ ተመሳሳይ ከሆነ ዘንዳ የእኛና ይህ ሰው እንግሲዛዊ ነው። ተንባዮች ንግርትም ጋር በማገናዘብ የነሱ ወይም የእናንተና የእኛ የተወሰደው በ1948 ነው - በስሲቱ ፡፡ አንዳንድ የዘርፉ ባለሙያዎች ከሚለው የተለመደ አካሄድ ወጣ በጀመረችበት ደግሞ የመጽሐፍ ቅዱስን አማካይ እያልን ስለጋራ መባኢ ዕድሳችን ዓመት ውስጥ፤ የትውልድ ዕድሜ እስከ 120 ድረስ ሃሳብ ብንለዋወጥ - ጣን ያውቃል -አሁን 64 ዓመቱ ነው። በተንታኞች የሚለጥጡት አሉ። ሆነም ቀረም ባፋጣኝም ባይሆን በሂደት ወደ ዘንድ በልዩ ልዩ ማጥምጥሽ 120 ተባለም 80 ትክክለኛዋን ማዕከል ተቀራርበን ከአሁት የተሻለ ምክንያት ከሌሎቹ ይልቅ ይህ ሰው ዕለትና ሰዓት እሚያውቅ ሲኖር የመግባባትና የመፈቃቀድ ደረጃ ላይ

በመሠረቱ - ሕርግጥ ነው -*ዕድሜን በተመ*ለከተ ከተደረሰበ*ት* አስፈላ*ጊ መሆኑን መገን*ዘብ *ግን* ነፍስን *ጣዳ*ን የሚወራውን *ያህ*ል ነገር ቀላል አይደለም፤ ሕንዲያውም ምክንያቱም የአንድን የምደ*ጋ*ግመው ውስጤ በል በል በአሁ*ት* ወቅት እንደምንረዳው ይልቅ ሥጋን *ማ*ጥፋት በጣም ቀሳልና ብዙም በነገራችን ላይ አጋጣሚ መስዋሪትነት የማይጠይቅ መሆኑን **ግልጽ ነገር**

ይመስለኛል። "እኔ ንጹሕ ነኝ" ብሎ አምባሩ ራሱን ጻዲቅ የሚያደርግ ቢኖር የምድር የመጀመሪያው *ኃ*ጢያተኛ በክፋት ሥራ በበሽቀጠችና በንስጣች ክፍተት ምድራዊ ዓለም ውስጥ ከኃጢያት መራቅ እናጠፋለን። *ነገር ግን* በጥፋታችን እንደተጃጃለ ኖሮ እሚሰናበትም አለ፤ ጨ*ርቅ -* ጨ*ርቅ* ምሕፈት የማናገኝበት ቃልም ተ*ገ*ብቶልናል፡፡ 89,26 ይጋራ ዓለም ማን እንዳናማስነው - የተለያዩ

ይታወቃሉ፡፡ **ሕ**ነሱም *13*ዘብ፣ ሥልጣንና ወሲብ መሆናቸውን ለማስተዳደር *ግንኙነት*ም ትውልድን ተክቶ አፍሪካና ለመመለስና ሥነ ሕይወታዊ ሕፃ ነው። እነዚህን ልዩነት በናጤን፣ ነንሮች በሥርዓቱ

የጠፋበትና **ሕ**የኖሩ ሕ**ነ**ዚ*ህን* ወደተቀረው ሰዎች ልንስያይ ሕንችል የመጣሪያ መድረክ ናትና። እየተጣረ ሕንግልት ና ምክንያት ለመሆን ግን እንሞክር።

የአሁኗን ዓለጣችንን ስንመለከት ስንል ስለዚህ የጽድቅን መንገድ በመከተል በተለያዩ ችግሮች መወጠሯን እንፌትሻለን - እንደልማድ። በአሁኑ ራስን ስማንጻትና ከጨሰማው ዓስም እንረዳስን። ከሞላ ጎደል ሁሉም የዓስም ተጨባጭ ወደ ብርሃት ዓለም ለመግባት ሕዝቦችና ሁሉም ሀገሮች ጭንቅላት እንደዚሁ ማድረግ መዘ*ጋ*ጀት ይኖርብናል ብዬ ብና*ገር ሲያ*ፈነዱ በሚደርሱ ብሔራዊና ይመስለኛል። ኢራቅና አፍ*ጋ*ኒስታን አቀፋዊ የማይቀበለኝም በደጅ ይተወው እንጂ ተወጥረዋል። ለዚህ ሁሉ ችግር ሚዛን የሚደፋ ዓላማ በሌለው ልኮነን ወይ ልወቀስ አይገባኝም። መንስኤ ምን እንደሆነ ቢጠየቅ አጥፍቶ ጠፊ ሰውነቱ የሚጋየው መልሶችን ልናገኝ ወገናችን በፌረንጅኛው abuse እንችላስን። ዋናው *መ*ልስ ማን እንጠይቅ። እንዲህ የምለው ለተራ *ሕንዳ*ናደ*ርገው መጠንቀቅ ያ*ሻል።) ‹ትንቢቱ ይ**ፈጸም ዘንድ መሆን ስብ**ክት አይደ**ለ**ም፤ የሰብኣዊነት የጨሰማው ዓለም ነገሥታት ስላለበት ነው› የሚሰው ቢሆን ግዴታም ስለሆነ ሕንጂ። የሰው በጥቅሱ ቢያንስ አንዳንዶቻችንን ያስማማል። ልጆች የተነጠቅነው ብለነው ብለነው መጀመሪያ መሆኑን ልብ ይሏል። በቡጢ በመዳለቅና በነገር ጅራፍ የሰለቸን ነገር ነው፡፡ እነዚህ ነገሮች ምጥ ከጀመረ ደግሞ በጣንኛውም በመገሻለጥ ሳይሆን በክርስቶሳዊ *ግን* በጅምሳው መጥፎ ናቸው ማስት ሰዓት ልጁ ሊወሰድ እንደሚችል የፍቅር ፍሳፃ - በክርስቶስም ብቻ አይደለም፡፡ ይሁንና ከተበጀልን ገደብ መገንዘብ ተገቢ ነው፡፡ ይህን ቃል ሳይሆን ለሰው ልጆች ፍቅርንና ስንወጣ መጥፎ ፍየሎች ሕንሆናለን፤ የምናዳምጥ ታዲያን መዘና ጋት መተዛዘንን ባሳዩ ቀደምት ነቢያትና በተበጀልን ገደብ ስንኖር ደግሞ ጥሩ አይኖርብንም፡፡ ሦርያ ውስጥ ጋንዲንና እማሆይ ቴሬዛን የመሳሰሎ በጎች ሕንሆናለን - የበግ መጥፎ ያለውን የዕለት ከዕለት ውርጅብኝ ደ*ጋ*ግ ሰዎች ባቆዩልን የፍቅር ጦር አሰው ተብሎ ባይገመትም። እንጂ ስንመለከት፣ ሶማሊያና አፍ ኃኒስታን አንዳችን አንዳችንን ስንወጋ ነው። ሀገርን በሥርዓት ውስጥ ያለውን አለመረ*ጋጋ*ት ፍቅር ደግሞ ምንም ዓይነት አጥርና ያስችላል፤ ገንዘብም ስንሰማ፣ አውሮጳና አሜሪካ ያለውን ቅድመ ሁኔታ የለውም። ፍቅር ራስን በወ9 በማዕረ9 የኢኮኖሚ ቀውስና ያን ተከትሎ የሃይማኖትንና የዘር የቀለምን አጥር ለማስኬድ ይውላል፤ ፆታዊ ጤናማ የተከሰተውን ሕዝባዊ የመንፈስ በጣጥሶ ሁሉን የሚያስተሳስር የተፈጥሮን ጥሪ ጭንቀትና ጥበት ለማለፍ *ምትክ* የሌለው የተ**ፈጥሮ ቅጥ የለሽ ድህነትና የሀብት ክፍፍል ‹**እግዚአብሔር ፍቅር ነው› *መ*ባሱም ያስማራመድ መንገሥ፣ የፍቅርን መደብዘዝ፣ በመነሳት ነው። "ቀድሞ የተፈጠረ ችግር ነው እንግዲህ የብዙው ሰው የአውሎ ነፋስ ማዕበልን፣ የሰደድ ጆሮ እያለ ኋላ የተፈጠረ ቀንድ መሰናከያ። በዓለም ዙሪያ *ነግሦ* እሳትን፣ የመሬት መናወጥን፣ዓለም በለጠ" እንዲሉ ቀዳሚው ሰው እያለ በአግራሞት የምንታዘበው ቅጥ አቀፍ አጠቃላይ የኑሮ ውድነትንና ዳዛራዊው ዛይማኖታዊ ግርዶሽና

የሰማይና የሕዝቦችን በሥርዓቶቻቸው ርቀት የጣይገልጹት ጣመፅ፣ የመንግሥታት ፍጥጫን፣ እርሱ በአንዲት ፕላኔት ዜጎች መካከል የመካከለኛውን *ምሥራቅ* መሆን አለበት ባይ ነኝ። በዚህች ጎልቶ የሚታየው ቦርቃቃ የልዩነት የአርጣጌዴዎን ጥንስስ መንተክተክ፣ የተፈጠረው እንግዲህ የእንዛሃስሁ አትንዛኝም እልህ የሕንስሳት መጋባትን፣ የተንበርከክ - የሚታሰብ ዓለም የሚስቡንን በፍሩዲያን ሥነ አልንበረከክም - **እምቢባይ**ነትን፣ አይሆንም፤ መጽሐፉም ሁሉም ልቦናዊ የሙያ አባላስጽ የ"id" ደመ የኒኩሴር ሥጋቶችን፣ የኢኮኖሚና በኃጢያት ሥር እንደሆነ መግለጹ ነፍሳዊ ፍላጎቶችን መቆጣጠር ፖስቲካ የበላይነት ፉክክሮችንና ይህን ለማሳሰብ ነው። ምናልባት ያለመቻላችን ውጤት ነው። ግን የጦር ሰበቃ ዝግጅቶችን፣... በጥቅሎ ኃጢያት ትንሽና ትልቅ ካለው በዚያ እየተማርንበት ነው! ዓለማችን በዓለም ዙሪያ የሠፈነውን የሕዝቦች ሰቆቃ ይሆናል። አለበለዚያ ግን ሥጋ ለባሽ ሳለ የሚሞት አለ፤ በቅጡ የተፈጥሮና ሰው ሠራሽ ችግሮች *እን*ደ*መሆናችን ሁላችን ማለት ትምህርቱን ጨርሶ እሚሞትም ጋር አጣምረን* ስናሔ*ን የሆነ ነገር* ሁኔታ እንሳሳታለን፤ አለ፤ ትምህርቱን ሳይጀምር ልንጠራጠር ይገባል። ባገር ቤት ሲሸተን ከተፀፀትንና ይቅርታን ከጠየቅን ዝርዝሩ ሰፊ ነው። ጥሩ ተጣሪዎች አለመሆኑንም በደንብ እያወቅን ግን ልብሳችን አለመቃጠሉን ለጣረጋገጥ በችኮሳ ዙሪያ *1*9ቾ*33* ያለብን ች ፃ ሮ ች ወይም ፓኪስታንና እስራኤል ውስጥ ካላሳዘነን ይህ ሁሉ ታዲያ የምጥ መተሳሰብ ሊመሰስልን የሚችለው ስንታዘብ፣ መግነጢሳዊ ኃያል ያለው ብቸኛው **ኤ**ዥያ የተ*ንሠራ*ፋውን የሰው ልጆች ችግር መፍትሔ ነው። የጥላቻን ከዚህ የፍቅር ሁለንተናዊ ባሕርይ



የልዩነት ሽብልቅ ሲያደርገን አይገባም። እንደኔ እንደኔ ብገድብ **ሃይ**ማኖቶች ሁሉ ወጥተው በሰውነታችን ብንዋደድና ብንፋቀር የት በደረስን አንዳንኤ አቆጫስሁ። ነበር ብዬ ምክንያቱ ግልጽ ይሆንላችኋል ብዬ ይህን አቋሜን *እገምታስሁ*። የሚደግፍ ጥቅስ ሰሞኑን አንብቤያስሁ ፤ ተናገሩት የተባሉት ሥጋዊ ወመንፈሳዊ የቲቤታውያኑ የስደት መሪ ዳላይላማ ናቸው። *እንዲህ* ይላሉ፤

This is my simple religion. There is no need for temples; no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness.

ተቀራራቢ ትርጉም፤ ሃይማኖትህ ምንድን ነው ተብዬ ብጠየቅ በቀሳሉ እንዲህ ማለት ኢችሳለሁ፡- የቤተ መቅደስ መኖር፤ የተራቀቀ ፍልስፍና ባለቤት መሆን የማድ ያህል አስፌሳጊ ሳይሆኑ በምትኩ ንጹሕ አሕምሮና ልባችን ቤተ መቅደለቻችን፤ ፍልስፍናችን ደማሞ ለተፈዋሮና ለፍጡራን የሚኖረን ርህራህ ሆኖ በሰላምና በፍቅር መኖር ነው።

በአሁኑ አያያዝ *ዓ*ለማችን ልታስተናግዳቸው ከ*ሚገ*ባት በላይ የሃይማኖቶች ብዛት መኖሩን በበኩሴ ካለአንዳች ゆるナ ልቀበለው **ነባራዊ** የሚቻለኝ *የሚያ*ስደስተኝ **እው**ነታ አይደ**ለ**ም። ችግሬ . . . ስዐይን ውበት ይበጃል የተባለው የኩሉ መንዛት ብቻ ሳይሆን - በዚያ ረንድ ችግር የለብኝም - ድምቀትና ውበት ይሰጣል ብለው የተቀቡት ኩል ዐይንን ሕያጠፋ መሆኑ ላይ ነው። እንጂ በአሥር ሺዎች አይደለም በሚሊዮኖች የሚገመት *ዛይማኖት ምድርን ቢያጥስቀልቃት* አይከፋኝም፡፡ አንድ ዛይማኖት ለአንድ ሰው በሚል ድልድል በምድር ነዋሪዎች ልክ ሰባት ቢሊዮን ቢኖር በመካከላችን ሰላምና ፍቅር **እስከሰ**ፊነ ድረስ የሃይማኖት ብዛት በራሱ *ችግር* አይደለም። በአነ*ጋገሬ ጉራጣ*ይሌነት የማይገባኝን አሕምሮኣዊ ሥዕል *እንደጣት*ሰጡኝ ተስፋ አደር*ጋ*ለሁ።

ሁሉን ነገር ቢያወሩት አያልቅምና ለማጠቃለል ያህል እንደሚከተለው ተናግሬ ሳቆመው

እንዳንልቃቀር የሚያዳግተኝን የሃሳብ ወንዜን እንደኔ እንደኔ ብንድብ ‹ማንበብ ሳንጀምር ባፍንጫችን ጨረሰው› እንደማትሎኝ ተስፋ ታችን ብቻ በማድረግ ነው።

> ነገር ግን በቀድሞ 11*0*03 በሕዝቡ መካከል ሐስተኞች ነቢያት **እንደነበሩ**፣ *ሕንዲሁም በ*እናንተ መካከል ሐሰተኞች መምህራን ጥፋት ይኖራሉ፤ *እነር* ሱ የሚያስክትል ሐስተኛ ትምህርት በሥውር ያስገባሉ፤ የዋጃቸውንም *ጌ*ታ እስከመካድ ደርሰው በፍጥነት ጥፋት ይመጣባቸዋል፤ በዚህ ዓይነት ብዙዎች የእነርሱን አሣፋሪ መንገድ ይከተሳሉ፤ ከእነርሱም አድራጎት የተነሳ የእውነት መንገድ ይሰዳባል፡፡ እንዚህ ሐሰተኞች መምህራን ለገንዘብ ከመስገብገባቸው የተነሳ ራሳቸው የፈጠሩትን ታሪክ እያወሩ ይበዘብ<u>ዟ</u>ችኋል። ከብዙ *ጊ*ዜ በፊት ጀምሮ ፍ ር ድ ተዘ*ጋ*ጅቶሳቸዋል፤ ጥፋትም ነቅቶ ይጠብቃቸዋል። ...

> **ሕ**ነዚህ ሐሰተኞች መምህራን ደፋሮችና ትዕቢተኞች ስለሆኑ፣ የሰማይ ሥልጣናትን እንኳ ሲሳደቡ አይፈሩም፡፡ መላእክት እንካ ከእነርሱ በኃይልና በሥልጣን የሚበልጡ ቢሆንም በእግዚአብሔር ፊት የሰማይ ሥልጣናትን ሲክሱ አይሳደቡም። እንዚህ ሐሰተኞች መምህራን 73 ለማስተዋል ያቃታቸውን ነገር ይሳደባሉ፤ **ሕ**ነርሱ ለመያዝና ለመፕፋት እንደተወሰዱ፣ በተፈጥሮ ስሜት *እን*ደሚኖሩ፣ አእምሮ እንደ**ሴ**ላቸው *እንስሳት* ናቸው፤ *እንስሳት እንደሚጠፉ እ*ነርሱም ይጠፋሉ። የዐመፀኝነታቸው ዋጋ የሆነውንም ቅጣት ይቀበላሉ። የእነርሱ ደስታ *ቀኑን ሙሉ ሥጋ*ዊ ፍላጎታቸውን ማርካት ነው፤ አታላይ በሆነ ሥጋዊ ፍላጎታቸው ዘወትር የሚደሰቱ ሆነው ሳሱ ከእናንተ *ጋር* በፍቅር ግብዣ ላይ በመገኘታቸው አስነዋሪዎችና አሳፋሪዎች ናቸው። ኃጢያት ከማድረግ የማይቆጠብ ቅንዝረኛ 0 & 3 አላቸው፤ [በሪምነታቸው] የጣይፀኑትንም ሰዎች ያታልሳሉ፤ ለንንዘብ መስንብንብ የለመደ ልብ አላቸው፤ የተረገሙ ሰዎች ናቸው። እነሱ የቀናውን መንገድ ትተዋል። ለክፉ ሥራው ዋጋ የሆነውን ገንዘብ የወደደውን የቦሶርን ልጅ የበለዓምን መንገድ ተከትለው ተሳስተዋል። ...

2ኛው የጴጥሮስ መልእክት ምፅራፍ 2

ማሣሬጊያ

"እነሆ እኔ በቶሎ እመጣለሁ፡፡ ለእያንዳንዱ እንደሥራው የምሠጠውን ዋጋ ይዣለሁ፤ አልፋና ያሜጋ፤ ፊተኛውና ኋለኛው፤ መጀመሪያውና መጨረሻው እኔ ነኝ።"...

የሕንዚህ ነገሮች ምሥክር የሆነው " አ*ዎ*! በቶሎ ሕመጣሰሁ ይላል።"

አሜን ጌታ ኢየሱስ ሆይ ና! የዮሐንስ ራዕይ 22፤ 12 እና 20 ለማንኛውም ገንቢ አስተያየት፡ - tamratHa21@gmail.com



መሐላ

ይሆናል ብለሽ ብትልኪኝ - አደራሽን **እኔው ከበሳ**ሁ፤ ቅርስሽን የትም በትኜ - ክብሬን ሰባዕድ ከሰጠሁ፤ የትውልድሽ መርገምት げる የማጠንሽ ዞፍ አተላ፤ የዕድንትሽ ወር ዕኩይ ነቀዝ ጥሪትሽን የሚበላ፤ የውጥንሽ ቅሪት ደዌ - የጉሮሮሽ ምርቅ ዛላ፤ የፅንቅርት ላይ ጆሮ ደግፍ - የሞት ጥሪሽን *ነጋ*ሪ ቱልቱሳ። ከሆንኩብሽ *ሕርጉም* የልጅ ውድቀትሽን ያፋጠነ፤ የድህነት **አ**ጋፋሪ ለልማትሽ የመከነ፤ ሕልህ የለሽ ከንቱ ሆኔ - ወቅት ጊዜሽ ከፌሬጀኝ፤ ያሳደ*ገኝ ሁስመ*ናሽ ያቀሌኝ ክንድሽ ይፍጀኝ፤ ያለዚያ በመኖር ሥርየት ለኅልውናሽ ታምኜ፤ ሀልምሽ ታድሜ ስነገ በቀና ታዋኜ፤ መንፈስ አይሆት ዅነት ቢ*ያገኘኝ* -ቃል ጥሪሽን ሳልዘነ*ጋ*፤ **እስከሕይወት** ዘልቆ'ሚሄድ ብድ*ር*ሽን ልክፈል ዋጋ።