

Leaving Certification Examination in addition to the annual increment he will receive for his services as a teacher in the meantime. Moreover, there is a hardship scheme under which the teachers of lower grades are assisted by housing accommodation and in other ways.

The Director of the Teacher Training School emphasised that success in examinations is not all that is required of the students. Such success does not necessarily mean that a student will receive a teaching certificate ; suitability for teaching will also be taken into account. Students are afforded opportunities of experience in teaching and of developing capacity in this field.

In addition to actual teaching experience, facility in speaking to a number of people is developed by the debating club of the school. To encourage independent study there are fixed hours for library reading and a list of books the student is expected to read.

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## The Model School

The Model School, built in open country overlooking a wide plain near the Teacher Training School, affords opportunities to study and practise teaching.

The Model School was opened three years ago in a specially constructed building similar to those of other recently erected schools. It has one large assembly room. Classes are limited to 25 pupils and the classrooms are adequate for that number.

The pupils number 175, 100 boys and 75 girls. There are 10 teachers, all Ethiopian and all of whom have had four years' instruction at a Teacher Training School. The school opened with five grades, one has been added each year as the pupils advanced. In the year 1957-8 a seventh grade was added. There were eight teachers at that time.

Every child applying for admission must pass a simple entrance examination which is mainly pictorial, and also a health test.

Visual teaching aids of various types are used at the Model School, including films, film-strips, slides and wall pictures.

Parent and child conferences are a prominent feature of the school programme. Parents are encouraged to take an interest in the progress of their children ; they are shown the children's work at school and consulted concerning their welfare. There is an annual "Parents' Day," when they are able to review the work of the whole school.

A register is kept, in which all relevant particulars concerning each child are recorded and in which the parents are asked to co-operate.

The health of the children receives careful attention. They are medically examined periodically and the health record of each pupil is filed. The school has its clinic. There is a scout troop. Suitable physical training assists in keeping the children fit.

Absenteeism is infrequent. If a child is absent from school the home is visited to ascertain the cause.

To assist the family, children who have a good school record and are desirous of paid work during the school vacation, are furnished with certificates to this effect and stating their school grade and number in class.

The students of the Training School are divided into three sections, each of which has opportunities of observing the methods used at the Model School. In their final year they take part in the teaching and spend a period in every class.

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## Two Harari Songs

Translated by Duri Mohammed

### I

Our love is all-pervading ; a support, a stout stick to the shoulder.

Like a fair garment it clothes us, our strength increases ;  
Shining it gleams, unity produces.

A shower of mercy descends upon us.

Love is the channel, the dry land redeeming.

The loveless are pitchers broken, no water containing.  
May the good God unite us, increase our affection.

### II

Her hair is thick ; she stretches its waves over me ;  
I am shaded as by the masta tree. She is a rose.

The harvest is over, she eats the first fruits, a golden throne her chair.

Secret she walks behind the shining silk curtain.

Her hair is as ink, dark, gem-adorned.

A rosebud unplucked of Aw Sabro, a strong sweetness in the air.

Oh ! She is the expectation of Id, and of the evening of Khatinet.

She is the honey of wild-bees, pure in the honey-comb.

The pomegranate of Unguday, the citron of the dry valley have your sweetness.

She is a bunch of *chat* from the golden Ras gardens.

Greetings and kisses give to her, my friends.

Since day-break my eyes have been blinded by her beauty.

She is a houri of Alexandria, her freshness the juice of the pomegranate.

In the castles she walks, her garmets are red and white.

At her loom she weaves silk, a coat for her lover.

Her beauty is of the waterfowl on the lake of Hara-maya.

She is a rose.

I am drunk on her love, I leap like the deer on the hills of Aw Shab.

Red are the Harari mountains red in the colour of twilight.

Red as the hands, the feet of my beloved, dyed scarlet with henna.

Bright are the eyes of my beloved ; her lips are red as blood.

Slender her body as an amphora costly and rare from a distant sea.

Her teeth both even and white shining petals of the young narcissus.

As a gem shining on the sea bed so does her beauty shine in my eyes.

Yet to her beauty no gem nor rose can compare.

(This translation by Duri Mohammed first appeared in *The Bulletin of the Ethnological Society of the University College of Addis Ababa.*)