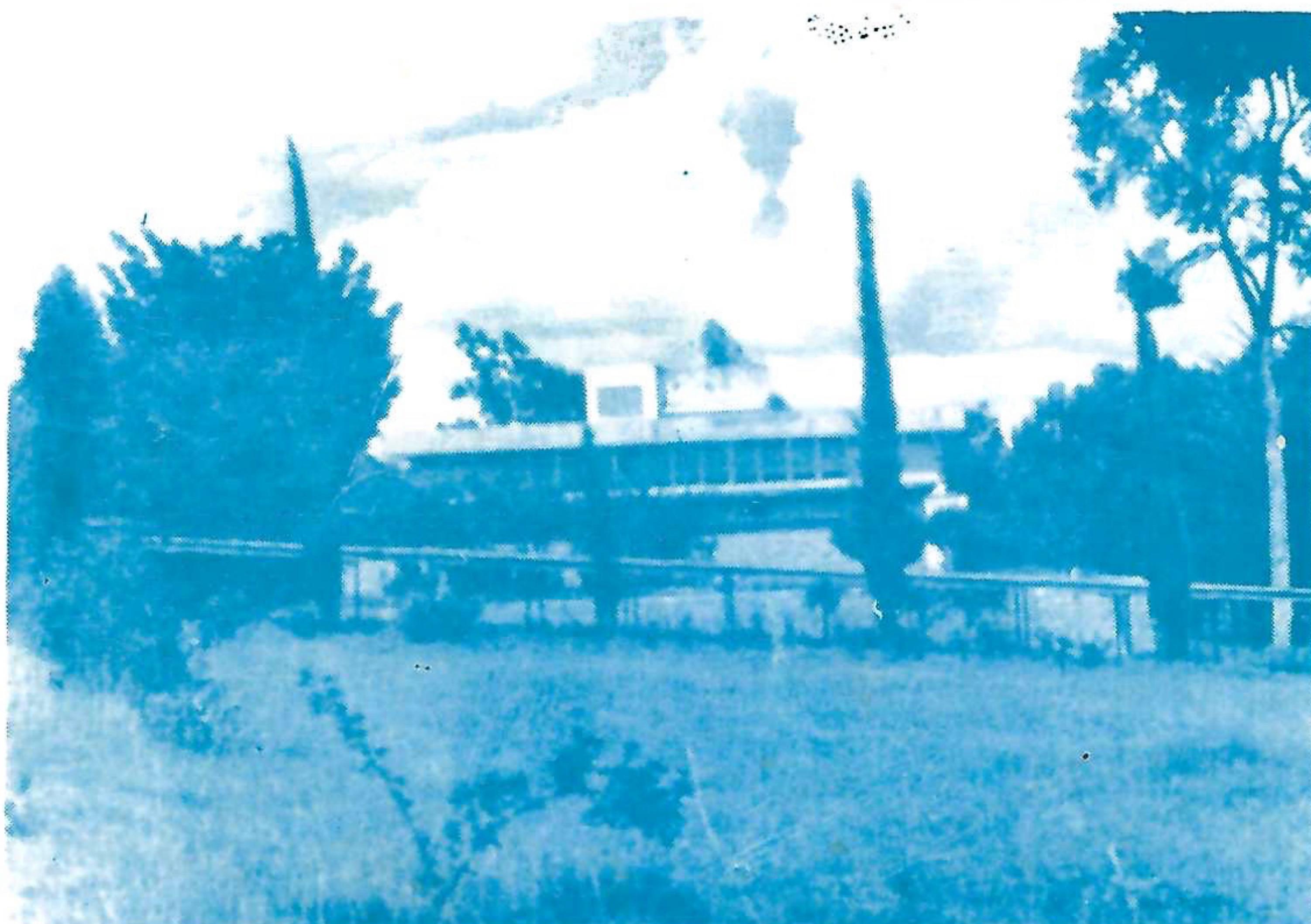


The Alemayan

1985



THE ALEMAYAN

Yearbook of Students

College of Agriculture

Addis Ababa University

August 1985



Comrade Mengistu Haile-Mariam, General Secretary of the CC of the WPE, Chairman of the PMAC and Commander-in-Chief of the Revolutionary Armed Forces.

THE PRESIDENT OF THE UNIVERSITY



Dr. Abiye Kifle

THE LAND-MARK VISIT OF THE GENERAL SECRETARY OF
THE CC OF WPE TO THE COLLEGE OF AGRICULTURE, ALEMAYA,
27 MAY 1985



The historic visit of Comrade Mengistu Haile-Mariam to the College of Agriculture which heralded the transformation of the College into a University of Agriculture.

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FOREWORD

As usual The Alemayan, the yearbook of students, is serving as a pictorial record of graduating students and some activities of the general student body. By the end of 1984/85 academic year about 400 students are expected to graduate with degree (B.Sc. and M.Sc.) and diploma.

This publication is different, in a way, from the previous ones for it heralds the transformation of the College of Agriculture into a University of Agriculture. The transformation of the College into a University is the result of 30 years of academic accomplishments. The Editorial Committee congratulates the college community on this remarkable achievement.

Finally, the Committee would like to extend its gratitude to all who have contributed their part to this yearbook; especially the Dean, department heads and graduating Students.

Zerihun Alem, Chairman
Editorial Committee

THE DEAN OF THE COLLEGE



Dr. Mengistu Hulluka

MESSAGE FROM THE DEAN

The College of Agriculture, within its three decades of existence, has proved to be the source of agriculturalists who have played a substantial role in promoting the national agricultural development. A number of young agriculturalists have graduated from the college and lived up to responsibilities entrusted to them by the government.

This year we are heralding an era of change: the transformation of our college into a University of Agriculture. The transformation of the college into a university gratifies the whole nation in general and the Alma Maters of the college in particular. This laudable achievement is the outcome of the common effort made by all, particularly the academic, administrative staff and former and present student bodies. I take occasion to extend my heart-felt gratitude to all who have made relentless effort to bring the college to this level.

Evidently, like all others, much is expected from the new graduates in the endeavour to build a viable and strong national economy, especially in the agricultural sector. It is my firm conviction that the new graduates will fulfil this expectation. I wish you all success in your career and new experiences of life.

THE ADMINISTRATOR OF THE COLLEGE

KABU THE WORK TEAM



Ato Girma Ayele

DEPARTMENTAL ACTIVITIES

Academic Programs, Research and Extension in Brief

DEPARTMENT OF AGRICULTURAL ECONOMICS



Staff members of the department



Trials of Farming Systems Research (FSR): Evaluation of one of the three traditional techniques of land preparation- the oxen drawn maresha

The DAE is one of the integral parts of the College of Agriculture in implementing the College's main objectives of teaching, research and extension.

At present the DAE has three programs of teaching. These are the diploma, B.Sc. and M.Sc. programs.

The Diploma Program

This program is also known as Rural Economics and Social Development Program. It came into existence in the college following the integration of the former Debrezeit Junior Agricultural College with Alemaya College early in 1984. Since then, the DAE is promoting middle level manpower in agricultural economics. At the end of last academic year, 81 students graduated in this program and there are 83 prospective graduates for this academic year.

The Degree Program (B.Sc.)

This program has been operating since the establishment of the DAE in 1961. The first batch in this program graduated in 1962. Since then 475 students graduated in agricultural economics and out of which 10 were foreigners. For this academic year 34 graduates are expected to graduate.

The Graduate Program (M.Sc.)

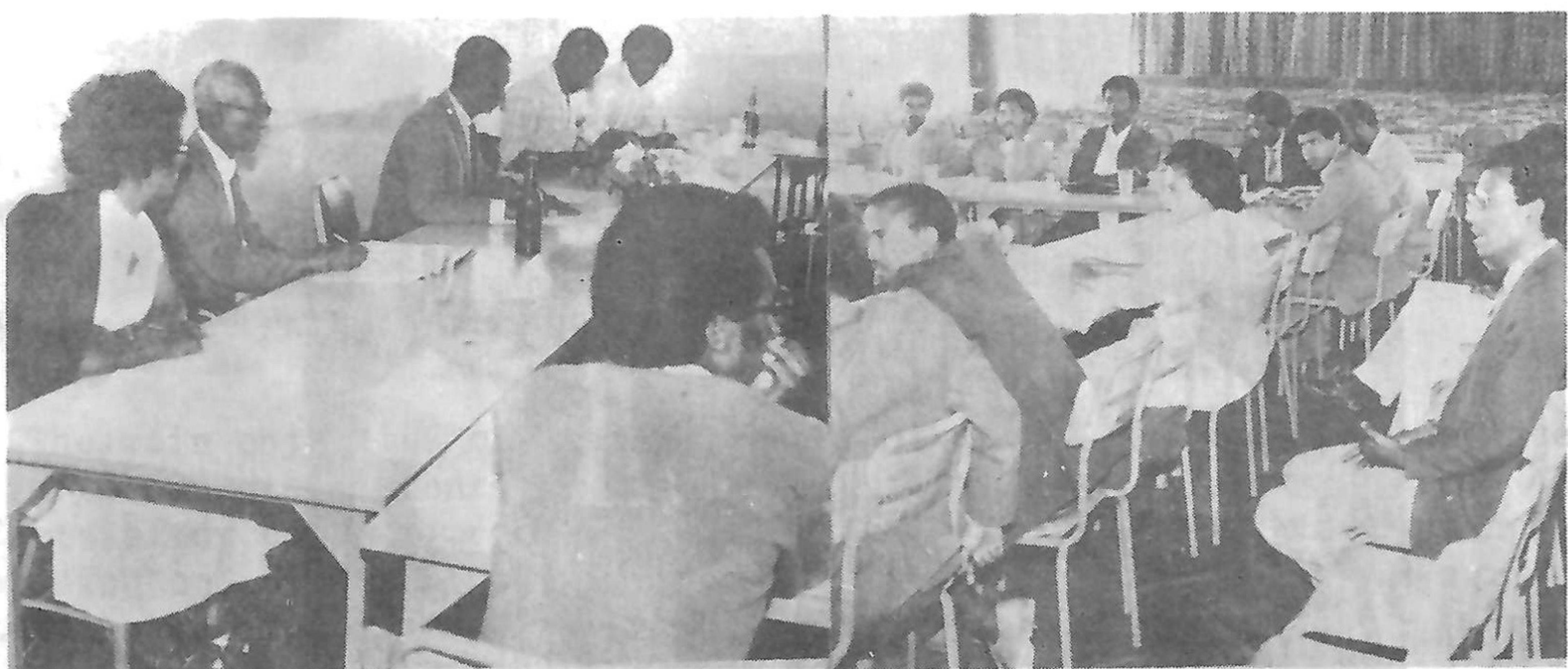
This program started in the beginning of 1980. However, after the graduation of the first group of 3 students, it was interrupted in 1982 due to shortage of qualified staff. But, the program was reinstated in 1984 with some revision of the curriculum. At the moment six graduate students are participating in the program and hopefully four of them may complete their studies at the end of the current academic year.

Research and Extension

In the past the DAE had quite a good number of permanent senior staff members and accordingly research and extension activities were satisfactory. But, these activities are very much limited at the moment due to the shortage of senior staff, funds and equipments. The only on-going research in the DAE is the Farming Systems Research (FSR) financed jointly by the Addis Ababa University and the French Technical Cooperation.

Other Activities

In order to strengthen training in the College, the DAE organized a National Seminar on Agricultural and Food Marketing Training and Man-power Development. The seminar was sponsored jointly by Addis Ababa University and FAO. It was held in December 1984 at Alemaya Campus and participants came from 13 relevant government organizations. In the seminar, pressing problems of marketing and its manpower development were discussed and possible solutions were suggested. The proceedings of the seminar are available in the Department.



Partial view of a National Seminar on Food and Agricultural Marketing Training and Manpower Development, held at the College, 5-7 December 1984

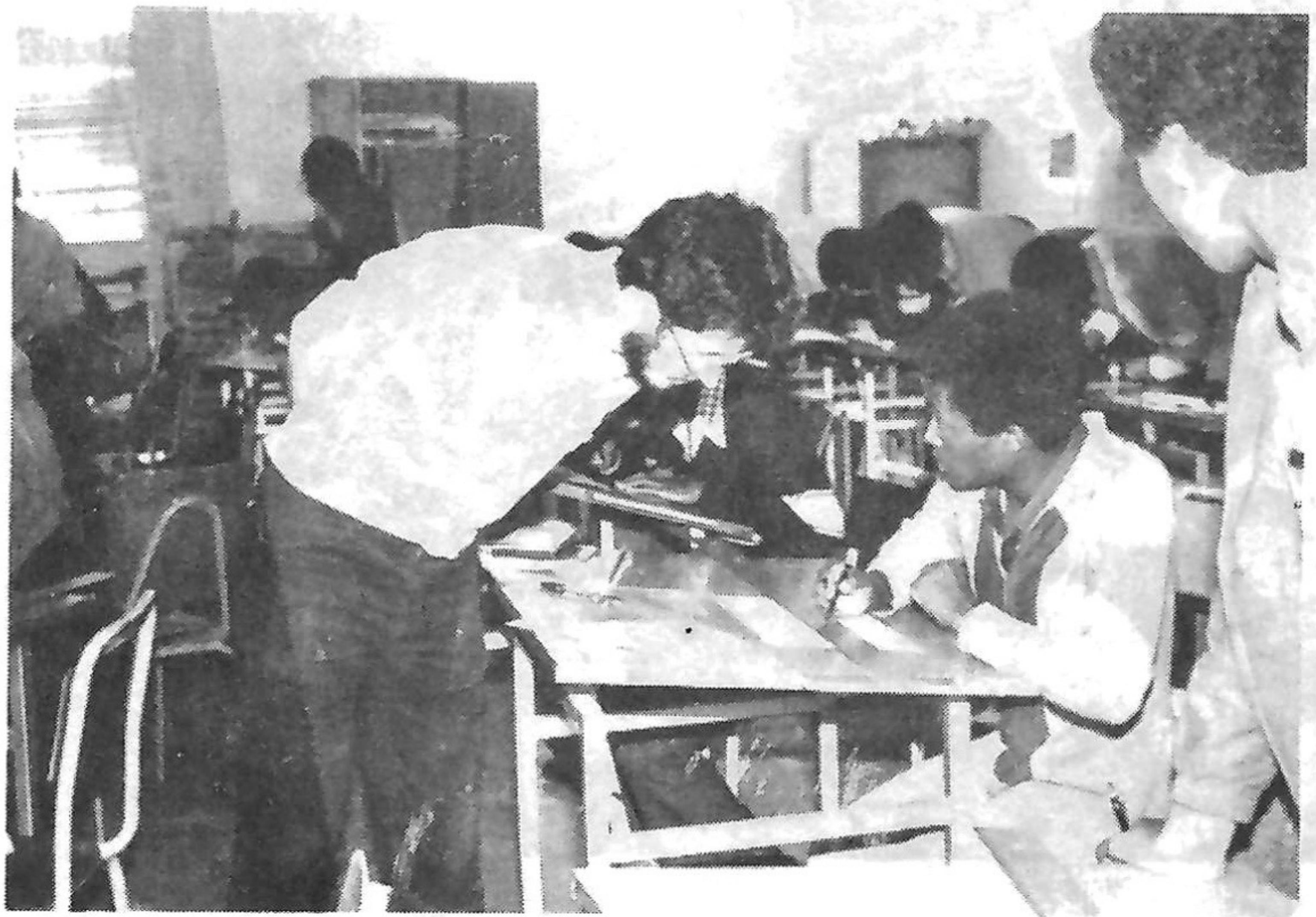


A staff member and students inspecting a near-by open market

DEPARTMENT OF AGRICULTURAL ENGINEERING



Staff members of the department



A staff member assisting a student in a technical drawing class

DEPARTMENT OF AGRICULTURAL ENGINEERING

HISTORY

The Department of Agricultural Engineering was established in October 1960, and since then there has been considerable expansion of the curriculum.

Objectives of Training

The main objective of training in the field of Agricultural Engineering is to educate students in Engineering as applied to agriculture. The students, after completion of their programs, become qualified in planning, developing and directing all engineering works in agriculture and agricultural based industries.

Staff Development

It is an undeniable fact that there is a shortage of staff in the department, particularly senior staff members. Nevertheless, all efforts have been made to provide students with relevant education in all subjects.

At present the departmental staff is composed of 14 academic staff members, of which four Ethiopian staff members are on study leave. The technical staff consists of three diploma level assistants and a number of helpers.

The department has a reasonably equipped workshop to provide basic training in workshop technology.

Teaching Program

The department still follows the four-year degree program although the revised curriculum (five years of B.Sc.) will be introduced as of 1985-86 academic year.

At present, the department offers 70 credit hours of course work for majors and 11 credit hours for non-majors.

Research Activities

Presently, the department undertakes a research project on "Underground storage studies for grain in Hararghe Region" which began in 1983. Furthermore, the department is involved in testing windmills for irrigation purposes.

With further input of staff and facilities the department will play an important role in the development of agriculture and improvement of tools for the farming community.

The Department of Agriculture's Electrification was established in October 1935. Since that time, considerable extension of the course



Class Session in Farm Electrification Course

The department's four-year degree program in farm electrification began in 1938-39 to as many as five students at a time, with a maximum of 15 students per year.

At present, the department offers 10 courses of study mostly for

adults, with a few exceptions. The courses are designed to meet the needs of farmers, ranchers, and other agricultural workers. The courses are offered in a variety of ways, including classroom instruction, practical work, and field trips.

The department's four-year degree program in farm electrification began in 1938-39 to as many as five students at a time, with a maximum of 15 students per year.

DEPARTMENT OF ANIMAL SCIENCES



Staff members and Employees of the department



Flaying and inspecting meat by students in the College Slaughterhouse

ANIMAL SCIENCE
Teaching and Research
in the College of Agriculture, Alemaya, Ethiopia

Brief Background on the Department of Animal Sciences

Establishment & Objectives: The Animal Sciences Department of the Alemaya College of Agriculture, Addis Ababa University was established in 1960 with dual objectives; namely: (1) to train and produce high level skilled manpower with strong foundation in animal sciences qualified to engage in teaching, research and extension and (2) to conduct research and generate research results in animal sciences on topics relevant to the development of Ethiopian animal agriculture.

Undergraduate Program Achievement: Since its establishment in 1960, the Animal Sciences Department of the Alemaya College of Agriculture has trained and produced 316 Bachelor of Science Degree graduates with major in animal sciences. Of the 316 B.Sc. graduates, 304 were from Ethiopia and 12 were from African and Middle-Eastern countries.

Graduate Program Achievement: In 1979 the Animal Science Department of the Alemaya College of Agriculture launched Graduate Studies Program in Animal Production leading to the Master of Science Degree. So far and up to the 1983/84 academic year, the department has produced 15 Master of Science Degree graduates with majors in General Animal Production.

In 1982/83 academic year, the Animal Sciences Department completed project proposal to launch a second Master of Science Degree Graduate Studies program in the direly needed field of Food and Nutrition and the actual launching of which awaits internal and external assistance in the form of staff training, laboratory facilities, current text books and scientific literature, etc.

Research Program Achievement: From 1960 to 1985, the Animal Sciences Department Staff and graduate students have conducted and produced over 60 major research results in animal sciences on research topics relevant to pertinent problems of the country.



A staff member demonstrates chicken dressing to students in the Poultry laboratory



Graduate Students of the Animal Science Department with their Instructors



Breeding and Nutrition Research on Black-head Ogaden Sheep

DEPARTMENT OF PLANT SCIENCES



Staff members of the Department

DEPARTMENT OF PLANT SCIENCES

The Department of Plant Sciences focuses on training students, conducting research and promoting outreach programs. All students are majoring in the general field of Plant Sciences. It is envisaged that the majors could serve as farm managers, extension agents, instructors and research workers. In order to provide better training and services, the department has five functional sections; namely, Agronomy, Crop Protection, Forestry, Horticulture and Soil Science.

It is now almost seven years since the department has launched post-graduate studies in Agronomy, Crop Protection, and Horticulture. Quite a number of candidates have graduated after fulfilling the requirements in their respective fields of study.

Recently, the department has begun mid-level manpower training. A large number of students have graduated with Diploma in Crop Production and protection technology.

All sections are involved in research. The major research activities of Agronomy Section deal with cereal crops mainly maize and sorghum. The department has increased and distributed improved seeds to the surrounding community.

The soils section has been analyzing and testing various soils in the region and in the country as a whole. Different soil types, their fertility levels, and the type and amount of fertilizers needed are being studied. Soil map, soils and water conservation investigations are also being undertaken.

Potato breeding, selection and testing is emphasized in Horticulture Section. Some promising varieties are already identified.

Diseases and insect pests are limiting factors in crop production. Thus emphasis is given to the different diseases and insect pests of different crops by Crop Protection Section.

The Forestry Section raises seedlings and distributes to farmers. Furthermore, it investigates the adaptability of exotic species of forest species. Recently, the section is involved in agro-forestry research.

The herbarium of the department has been serving in collecting, identifying and preserving different plant species. Thousands of species are now preserved in the herbarium.

The department has shown a positive trend of development in all its activities including manpower. It is fitting to state that the department has now reached a stage to assume additional responsibilities.

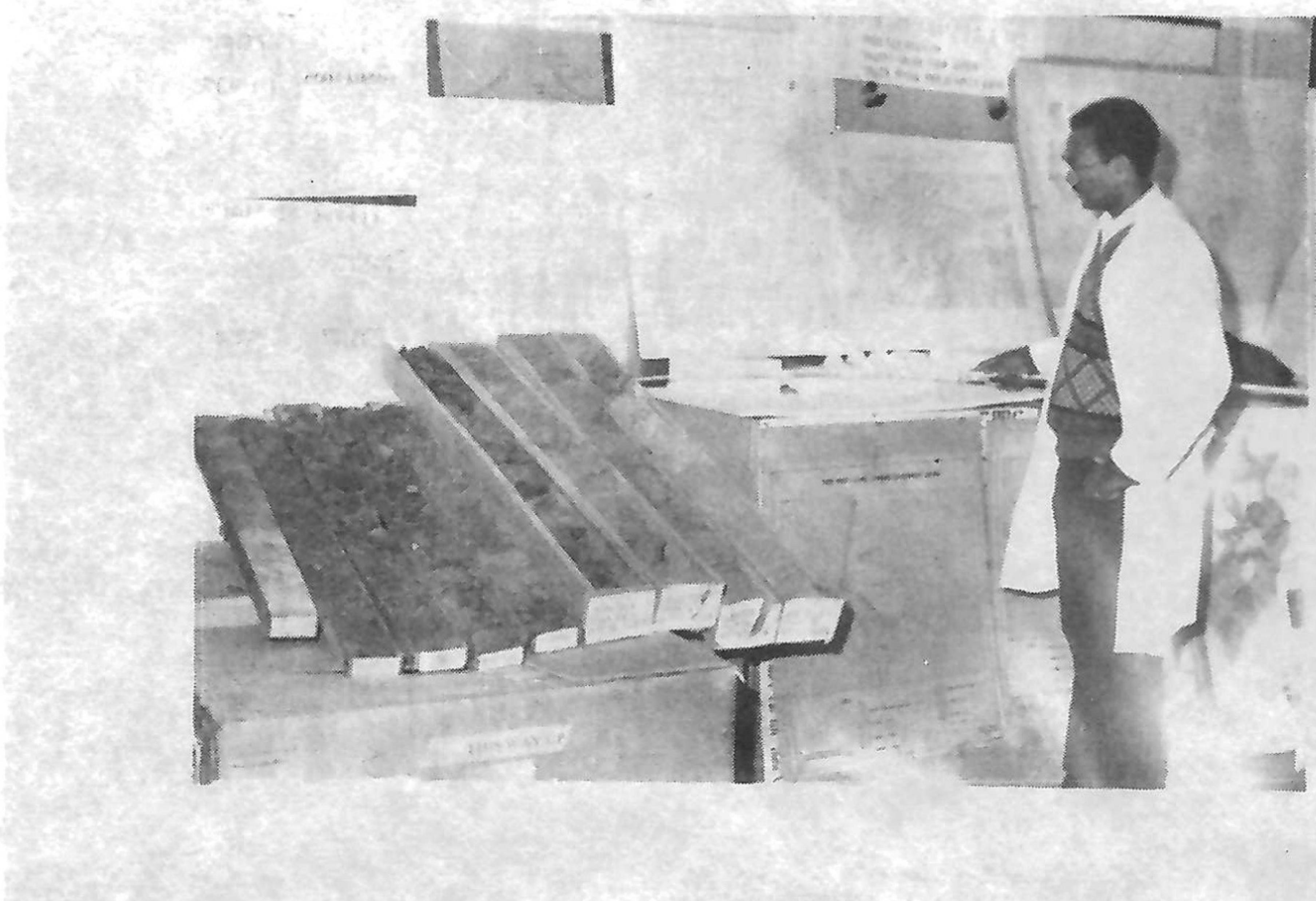
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Two staff members of the Agronomy Research Team inspect the newly grown maize seedlings



A staff member demonstrates the techniques of maize breeding to students out in the field



A staff member showing profile of soils to students in laboratory



A technician operating atomic absorption spectro-photometry in soils laboratory

DEPARTMENT OF ARTS AND SCIENCES



Staff members of the department

THE DEPARTMENT OF ARTS AND SCIENCES

The Department of Arts and Sciences being an integral part of the college, has been functioning to accomplish the following objectives:

- 1 To engage itself in teaching basic courses
- 2 To conduct scientific research
- 3 To render service (both technical and instructional) to other departments including that of Graduate Studies and
- 4 To participate fully in various activities of the college.

To fulfill the above objectives, the department revises its curriculum annually in order to keep pace with the objective conditions and needs of the college and the nation. At the moment it offers about 25 basic natural and social science courses relevant to agricultural education, research and extension.

Most of the basic science courses consist of theory strongly supported by practical applications in the laboratories. To meet this end the department uses its 6 laboratories.

As there is a need to have a high number of trained manpower in agriculture, the number of students admitted to this department has increased significantly since the revolution. With the increase of the student population admitted to the department, attempts have been made to increase the number and upgrade the teaching capability of the academic staff. At present the departmental activity is carried out by 23 faculty members out of whom 2 are Ph.D., 11 are MA/MSc and 10 are BA/BSc holders. Of these, 5 are pursuing higher education either locally or abroad.

The staff members of the department have been engaged in teaching and other activities of the college such as preparing teaching materials, participating in various extra-curricular activities and coordinating sections to effect the objectives of the department in particular and those of the college in general.

In addition to what is indicated above, all sections of the department have been active in the Continuing Education Program at Harar and Dire Dawa since 1980/81.

GRADUATE STUDIES



Dr. Tamirie Hawando, Associate Dean for Research and Graduate Studies

GRADUATE STUDIES PROGRAM IN AGRICULTURE (GSPA)

The Graduate Studies Program in Agriculture was established in 1978/79 academic year with the following major objectives:

- To produce the needed trained manpower to run the existing undergraduate and diploma programs in the various higher teaching institutions and faculties of agriculture.
- To produce trained manpower to promote and accelerate the rapidly expanding agricultural development in the country.

The GSPA first started with 5 programs; namely, Agricultural Economic, Animal Production, Agronomy, Crop Protection and Horticulture. At present all but the latter are functional. A new program in soil science has been considered and expected to begin in the near future. Besides the graduate programs have been revised and approved.

So far, some 60 students have completed their M.Sc. studies in the various programs, i.e., 3 in agricultural economics, 15 in animal production, 27 in agronomy/soils, 13 in crop protection and 2 in horticulture.

At present 22 students are enrolled in four programs; 6 in agricultural economics 8 in animal production; 3 in agronomy/soils; and 5 in crop protection.

Financial support for the graduate program comes from various international sources. The World Bank, UNDP and SAREC are some of the leading supporting organizations.

As the GSPA is a young establishment it has faced some major problems which require immediate action. Shortage of qualified (senior) residential staff is among the leading constraints. More laboratory facilities, books and periodicals are needed to facilitate the program.

In spite of the above indicated bottlenecks, the graduate program has indeed contributed to the fulfillment of the increasing needs of high level manpower in agriculture. The graduates are shouldering important responsibilities in various areas of agricultural development of the country. Their research projects (thesis works), which are also based on the country's problems of agriculture, are valuable contribution in the study of agricultural technology. The program still needs due attention to carry out its short and long range plans.

CONTINUING EDUCATION



Ato Yeneneh Taye, Coordinator of Continuing Education Programs

CONTINUING EDUCATION

CONTINUING EDUCATION PROGRAM

The College of Agriculture has had the tradition of providing high level extension education to residents of Harar and Dire Dawa in collaboration with other faculties of the university. The program was functional up to 1974 G.C. and was interrupted between 1974-1980 due to:

- a) development through cooperation campaign (1975-77) and
- b) the transfer of the college program to Awassa (1977-78) due to Somalia's war of aggression.

The continuing (formerly extension) education program was reinitiated in 1980/81 academic year at Dire Dawa and Harar centers.

Up to its reinitiation the program had the following major objectives

- a) to enable inhabitants of Dire Dawa, Harar and people living in the vicinity of these towns to pursue their studies.
- b) to slow-down migration of people from rural areas to Addis Ababa and the likes for reason of higher education.
- c) to create favourable condition for the academic staff to interact with the community.

With the above main objectives, the continuing education program in the college has been offering diploma level education in the fields of agriculture. The program has produced the first batch of 94 graduates in the 1983-84 academic year in Plant sciences and Animal sciences.

During this current academic year 70 students are expected to graduate from the Continuing Education Program.

In the near future with the upgrading of the college into a university, the program in the Continuing Education sphere is expected to expand to a degree level and also by opening up new fields of studies.



Participants of the Continuing Education Program at Harrar Center (above)
and students in practical field work (below)

A black and white photograph showing a group of young people, possibly a protest or rally. In the foreground, a person is holding a sign with the text "The youth is the motive force of a society". The background shows a crowd of people and some buildings, suggesting an urban setting.

With this in view, the College REYA members volunteered to take part in the campaign to settle our compatriots, who are affected by drought, in fertile areas of the country.

The association has 1353 members, of which 83 are females.

The participation in sports shown by the College REYA members has been very encouraging. The association will spare no effort to make its members take part keenly in sport activities of the college.

The college REYA reaffirms its commitment to pay every sacrifice required in the struggle to establish People's Democratic Republic of Ethiopia.

I Central Committee

1 Shimelis Kebede	Chairman
2 Eshetu Mulatu	Youth Participation Affairs
3 Tesfaye Beshaa	Associations & Organization Affairs
4 Wubeshet Lemma	Propaganda & Agitation Affairs
5 Adnan Beker	Education & Agitation Affairs
6 Addis Tiruneh	Treasurer
7 Aliye Hassen	Councillor
8 Mergia Kechinu	"
9 Habtu Woldu	"
10 Birhanu Ayalew	"
11 Seyoum Mengistu	"
12 Sahlu Ayalew	"
13 Teshome Shenkoru	"
14 Tesfaye Ayalew	"
15 Almaz Tadesse	"

II Discipline and Control Committee

1 Ermias Jekamo	Chairman
2 Wondifraw Tefera	Secretary
3 Solomon Mamo	Councillor
4 Gashaw Meteke	"
5 Kemal Ali	"
6 Sisay Gezahegn	"
7 Jemal Abdulah	"

THE SAGA OF GATE DAY'S MOSZIM EJGOM

by Aklilu Tadesse, Dept. of Plant Sciences, 4th year

III Council Members

1. Abeba Belay

2. Almaz Demessie

3. Abebaw Tezera

4. Abebe Hassen

5. Negussie Haile

6. Tekalegn Refissa

7. Alemseged Kebede

8. Gellana Amente

9. Birhan Manyazewal

10. Debebe Teklu

NOBLE MISSION

With this in view, the College RWA members volunteered to take part in the campaign to settle our compatriots in the areas affected by drought in the fertile areas of the country.

The association has 1353 members of which 83 are females.

The rehabilitation program is a sure means to seek a lasting solution to the recurrent drought problem that poses a threat to the life and property of a great many compatriots as well as to the national economy at large.

The rehabilitation drive is gaining increased momentum in our country. Vigorous relief and rehabilitation activities are being carried out within the framework of the action program drawn up by the Politburo of the CC of WPE. The program involves short, medium and long-term undertakings and the working people are displaying enthusiastic participation towards the realization of this popular objective.

In this connection, convinced of the good prospects for a successful implementation of the program under the vanguard leadership of the WPE, the instructors, workers and students of the College of Agriculture have repeatedly demonstrated their resolve to pay every sacrifice towards the implementation of the strategy devised by the Politburo of the CC of WPE. This is attested by the active and conscious participation of 1500 campaigners at Gambella in the effort to alleviate the plight of drought victims of the country.

Though gratifying results have been scored in this sphere of endeavour, the rehabilitation activities need further intensification.



THE SAGA OF GOOD OLD DAYS

by Akililu Tadesse, Dept. of Plant Sciences, 4th year

It is not only the efforts of men which has made the Campus of Alemaya physically unique, but nature itself has also endowed with all its virtues. Decorated by the evergreen indigenous and exotic tree species, fragrant flowers and lush vegetation, vast stretched fertile and neatly cultivated fields; the cluster of rural villages, as traditional as they were centuries ago, in the vicinity; the adjoining scenery of Lake Alemaya; and the moderate climate of the environment are among the eminent geographic features of the Campus which attest its real name Alemaya College of Agriculture.

Over the past 3 decades, thousands have passed through it and still call themselves the "Alemayans" which evokes memories of their good by-gone-days. Yet, today, Alemaya remains a place where many students are being absorbed, taught and thereof cultivated to fill the gap of backwardness prevailing in the agricultural sector of the economy.

We, the present graduating students have stayed 4 years here in the College. Tested its fruit in our freshman year; pondered it in the sophomore; analysed it in the junior; and deeply inculcated it only in the senior year. These few years have not by-passed without a slight or sharp turning point in the lives of ourselves and behavioral patterns. For some of us, some years were not so good as others and still others might have expected that the best is not yet to come. When we felt high of ourselves in one year the reverse could happen in another year. It is obvious that such a display of heterogeneous characters started when we made our first steps on the campus. It was during this time: freshman year that we felt at being cut-off from the rest of our high school friends and parents.

Ethics of friendships on campus has not yet developed, but desperately running from dormitory to cafeteria then to classes and back to dorm. The cycle repeated itself day-by-day. Little by little, we happened to observe that our lives have been restricted and rotated within such a triangular-shaped life style. We have had very little experience of taking lectures and of social interaction. Hard periods were following when every body began studying thoroughly which would possibly make him competent enough and thereby not being the victim of 'X-mas graduation.' Some studied very enthusiastically and with full curiosity, but most with panic-stricken conditions.

Then follows the sophomore year. All the things would ever be the same now as in freshman year when everyone developed a faculty to give him self-confidence, making friends and a faculty of interpolating directions about steps and turnings. But the student has not yet known or got an initial touch of his field of interest. This would directly correspond if someone defines the word sophomore as 'one who knows that he knows not.'

What followed was the junior year. A student in this year was on the way trying to catch up his destination. It is like a boat-man rowing to reach the other side of the sea. By the middle of this stage, things were

promising and optimistic. Students within the same department were developing self-acquaintance and intimacy with one another. From the academic point of view, more of their time was devoted to their field of study. For instance, students in plant sciences were often investigating phyto-pathogenic organisms; in animal sciences ration formulation; in agricultural engineering, their stadias and workshops; and in agricultural economics, their cost-benefit analysis and linear programing. By and large, complete demarcation was apparently visible here.

Finally, the senior class appeared holding the top-ranking position in the undergraduate program. It was the direct continuation of the preceding class in every similarities but with more depth and progress. The preparations of senior research projects and seminars were absorbing most of the program. Eventhough, emphasis was also given to production courses in a pro-rate basis much time was spent in exchanging ideas with dorm mates and other colleagues.

Suffice it to say, these were some of our culture on campus which implanted its memory in the back of our minds. As a result it largely helped us build up the unforgotten acquaintance of friendship feelings. As the year drew its close, students may be thinking of their future career. Some of us may be aspiring of further training. Others may soon want to be Dads. There can always be the hills and valleys of life. But let all of us be in the safest side of conditions which might appear ahead of us. Be in the mood of good-humor and good-fellowship.

BE GRATEFUL

by

Solomon Abegaz

Dept. of Animal Sciences, 4th year

All of us face difficulties in moulding our personalities and we have experienced innumerable ups and downs since those remote childhood days. Solving such problems demands our tireless effort. But, at times removing such stumbling-blocks is beyond our ability and requires assistance from others.

People may or may not render hands. Those who respond positively by going out of their way are praise-worthy. In fact, we also stretch our hands to those seeking help. As such, we should be grateful to those who deserve it and receive thanks from those who are indebted to us. This gives People greater satisfaction and a feeling of noble contribution to the society. However, gratitude, though it costs nothing, should not be wasted unwisely. As it needs one's desireous impression, it should be restricted to those deserving gratification so as to uphold its value. Otherwise, it becomes meaningless.

In the many years of our school days we have come across a number of hardships in the effort of quenching our thirst for knowledge. We didn't reckon with all the problems alone. A number of people have assisted us to solve these problems. Among those, our teachers occupy prominent position. We are the results of their inexhaustive efforts. They have been guiding us from early school days up to now on the proper path of education. So, we are greatly indebted to them and they merit gratitude.

But on the other hand we may ask, why? That is their job and they are paid for it; so why gratify them? Here comes the point and one more question. Did all our teachers make their utmost effort to help and teach us? The answer is undoubtedly, no. Then, if all are paid for and some do the best while others the least, why not we gratify those doing the best and condemn the others?

Leave alone our elementary and secondary school teachers whose precise pictures have faded away from our memory, have we not encountered with at least one or two teachers in our college doing the least to help us, in contrast to many others who are trying their best without sparing any effort to provide us with the best of knowledge? Thus, to the venerable ones we should tell them that we are the fruits of their tireless endeavour and we should express our heart-felt gratitude to them. On the other hand we should condemn the "I don't care" ones and advise them to follow suit of their colleagues.

Humor: Definitions from Speaker's Encyclopaedia of Humor

(Presented by Akalekristos Tadesse, Plant Sciences, 4th Yr.)

Give the appropriate term for each of the following comic definitions based on the hint letters given on the following page.

1. An egg's way of making another egg.
2. A liquid good to preserve almost everything except secrets.
3. One who makes his living the hard way.
4. A physician who hates the sight of blood.
5. The time when men pay more attention to the waitresses than they do to their food.
6. A man who shoots at something that no one else can see and hits it.
7. To see what everybody else has seen, and think what no body has thought.
8. The age at which children stop asking questions because they know all the answers.
9. The only place where divorce comes before marriage.
10. A place where they have room for 2,000 in the class room and 50,000 in the stadium.
11. A man who makes his money in town and spends it on the farm.
12. Chewing gum for the eyes.
13. Instead of not having the money you haven't, you would have twice as much, but it would be worth only half of you haven't got.
14. That which, if you haven't thought out what it means, you can't recognize when it comes.
15. A person who can't leave being well enough alone.

Hint letters:

1. -E-
2. -L-O--L
3. -OE-
4. -S---I---IST
5. Y---H
6. --N-US
7. -E--A-CH
8. --OL-SC--CE
9. D---ION--Y
10. ---V--S-TY
11. -GR---TUR---ST
12. TE---I--ON
13. IN--A--ON
14. -PP--T---TY
15. N--RO--C

If you have got all the answers, read the first letter of each word beginning from top to bottom. You will read: "HAPPY GRADUATION". (See the full answers on the inverted page)

1. HEN	9. DICTIONARY	10. UNIVERSITY	11. AGRICULTURALIST	12. TELEVISION	13. INFILATION	14. OPPORTUNITY	15. GENIUS	6. GENIUS	7. RESEARCH	8. ADOLESCENCE
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Answers:



Students in the library (above) and in dormitory (below)





In-door games in the student lounge

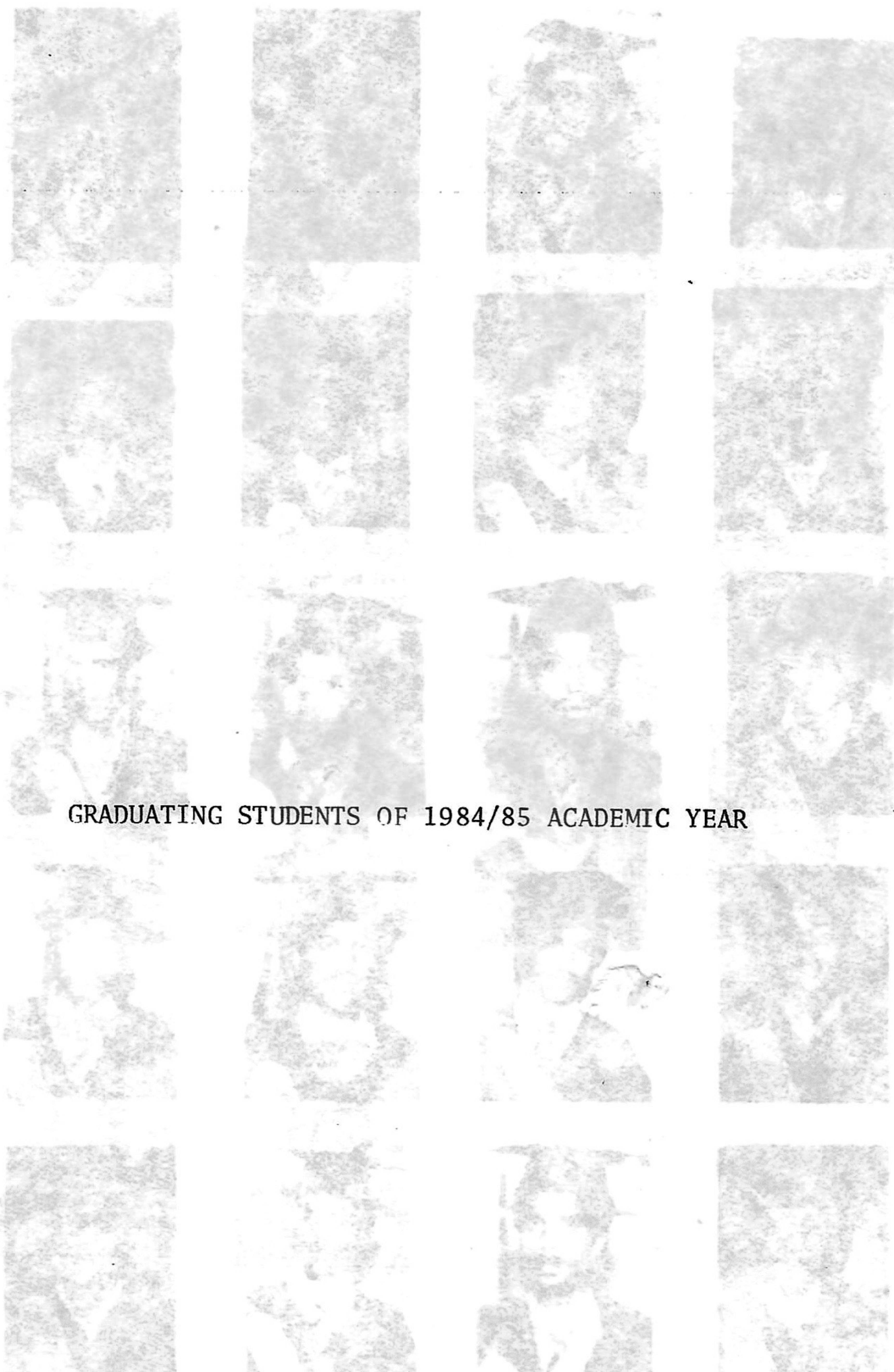


Meal time in the student cafeteria



The basket-ball team (above) and the volley-ball team (below); Out-door as well as in-door games have always been activities of mental relief and physical fitness after hard study

PLAISIR JOURNAL AND STAFF TEAM

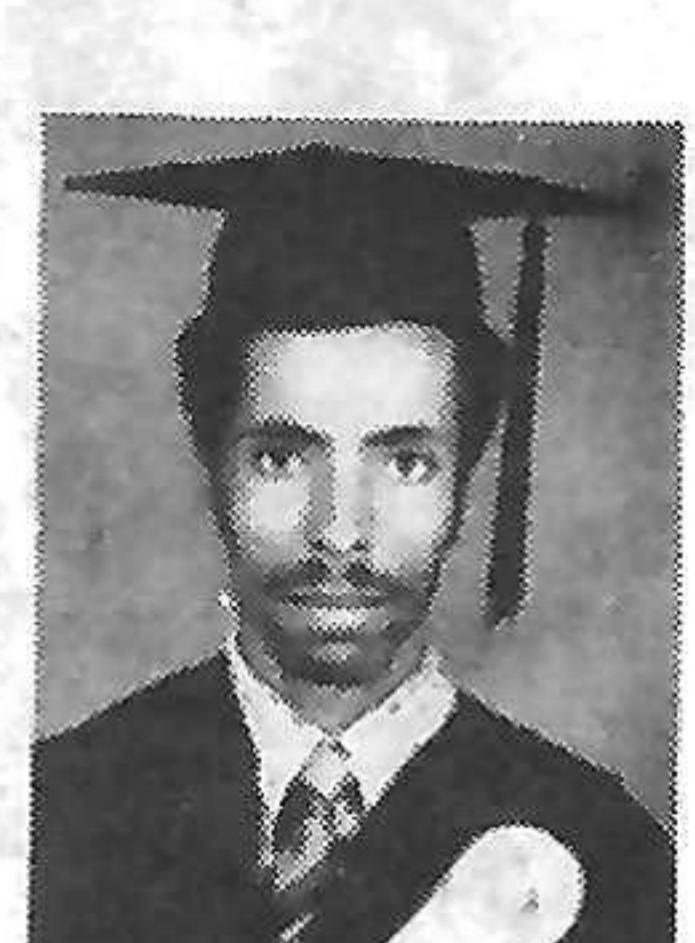


GRADUATING STUDENTS OF 1984/85 ACADEMIC YEAR

AGRICULTURAL ECONOMICS (DEGREE)



Row 1: Abayneh A., Abebe B., Abebit H/M., Alemayehu M.
Row 2: Alemayehu W., Aleligne K., Assefa C., Ayen M.
Row 3: Bayush T., Beyene G.M., Debebe G., Degarege S.
Row 4: Etagegne B., Fesiha K., Frai A/M., Gulilat A.
Row 5: Habtamu Z., Haile georgis B., Jemal H., Kassa A.



Row 1: Kassahun S., Kejela G., Kemal A., Kumsa W.
Row 2: Merga K., Mesfin S., Sintayehu F., Solomon G/S.
Row 3: Teberh T., Wondimu N., Yewubdar H., Yohannes N.
Row 4: Yohannes S., Zeru Z.

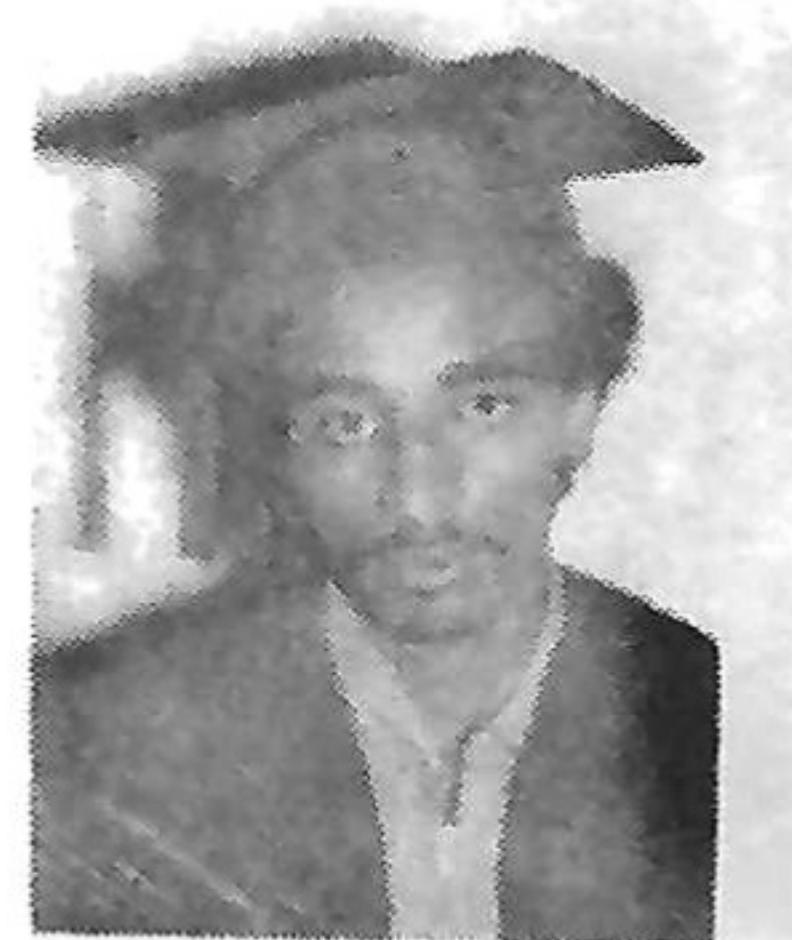
AGRICULTURAL ECONOMICS (DIPLOMA) - RESD



Row 1: Abate H., Abeba T., Abebe B., Abebe G.
Row 2: Adem A., Ahmed K., Alem Y., Alemu G.
Row 3: Amare W., Askale A., Berhane G., Berhane H.
Row 4: Berhanu G., Daniel C., Debalkew T., Demessew A.
Row 5: Desta B., Eferem A., Ejigu A., Elias G.



Row 1: Ephraim M., Ermias J., Eyasu D., Fantahun K.
Row 2: Fikre F., Fiseha A., Getachew G.M., Ghebremedhin A.
Row 3: Girma T., Gizaw A/M., Godie M., Hagos M.
Row 4: Haile G/K., Hailemariam D., Hzkias G/W., Kassahun H.
Row 5: Kassahun M., Kebebush K., Kebede W., Ketema T.

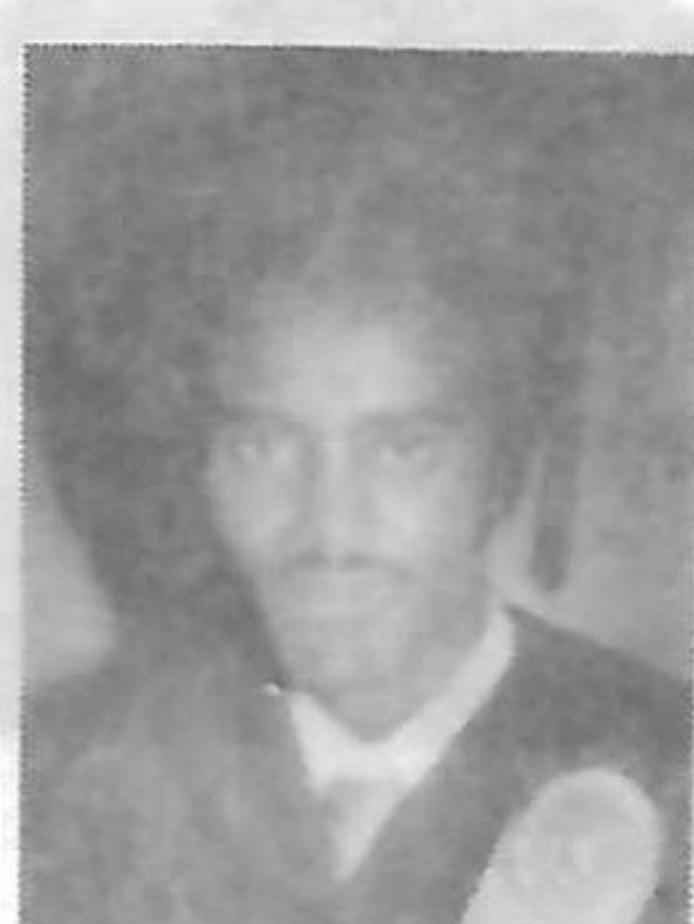


Row 1: Kinfo W/S., Limeneh B., Manaye A., Miseret S.
Row 2: Mesfin A., Moges E., Mulu G/M., Mulugeta D.
Row 3: Negatu L., Ninu K., Okello B., Sahle T.
Row 4: Salayat Y., Samuel F., Sebsebie A., Semahagne A.
Row 5: Shiferaw A., Shume O., Sileshi H., Solomon M.



Row 1: Tadesse K., Tadesse T., Tamene E., Tamirat F.
Row 2: Tarekegn E., Teka K., Tesema K., Tewabech T.
Row 3: Tilahun T., Tolessa N., Tsegay G., Wakgari T.
Row 4: Worku N., Yohannes H., Yoseph T., Zenebework A.
Row 5: Zenebu S.

AGRICULTURAL ENGINEERING (DEGREE)



Row 1: Abdi H., Adugna K., Alemayehu M., Bekele G.
Row 2: Daniel F., Dawit G., Dereje A., Fanta S.
Row 3: Gezahegn A., Haftu W., Kebede M., Kedir G.
Row 4: Mamaru T., Minass T., Shimeles H., Takele Z.
Row 5: Wubishet Y., Yali E., Zelalem E.

ANIMAL SCIENCES (DEGREE)



Row 1: Abeba B., Aberash W., Aregawi G/S., Asheber S.
Row 2: Berhanu A., Ferdawek T., Gashaw T., Gizaw K.
Row 3: Gosa T., H/Mariam K., Kidane G/M., Lemma G.
Row 4: Mulugeta B., Sisay L., Solomon A., Tamirat T.
Row 5: Tekalign R., Tigabu A., Temam A., Wondiwoson B.

ANIMAL SCIENCES (DIPLOMA)-APT



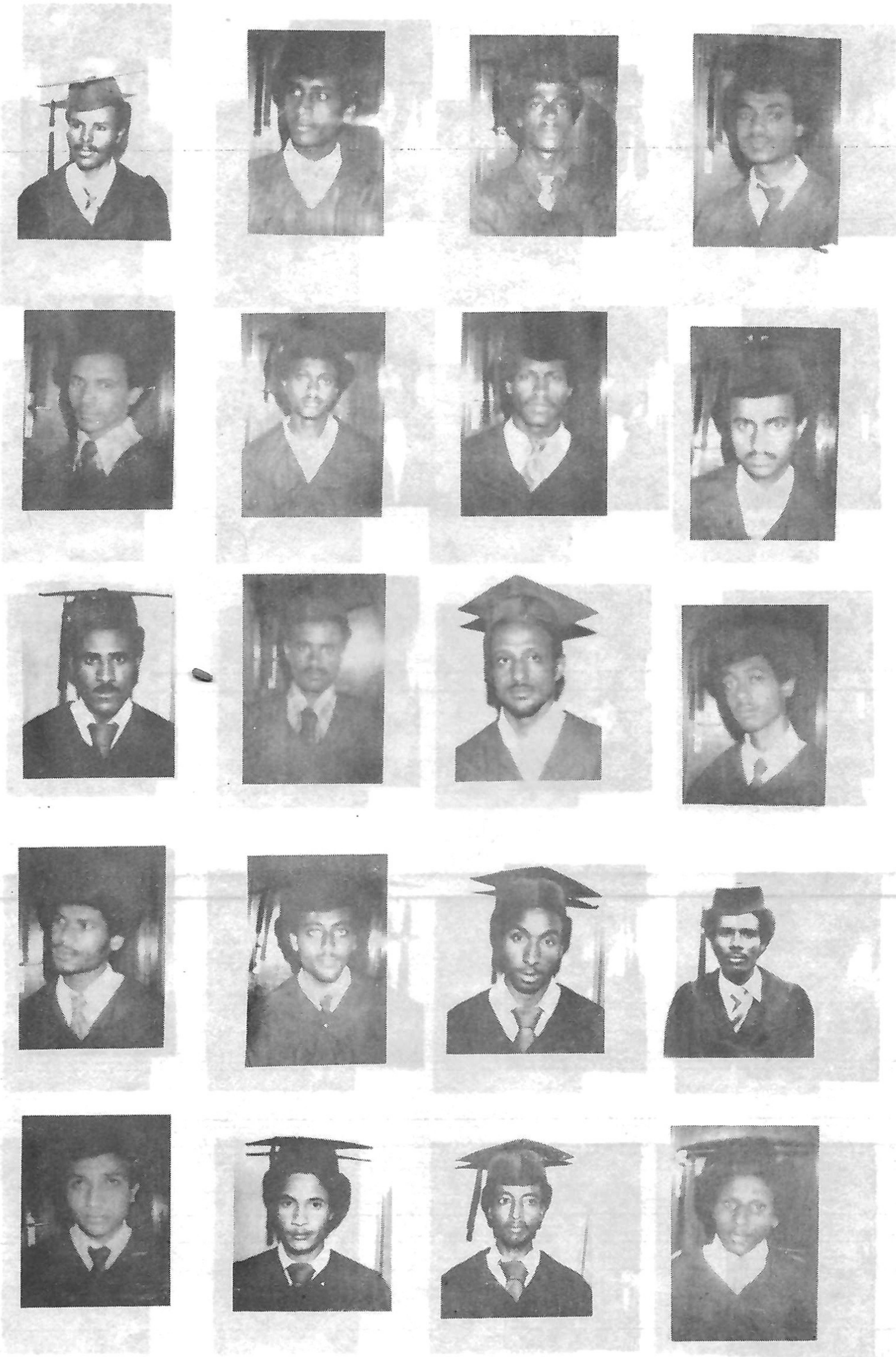
Row 1: Abebe K., Abebe M., Abiyou W., Abraham B.

Row 2: Almaz T., Aminat S., Azam A., Belay A.

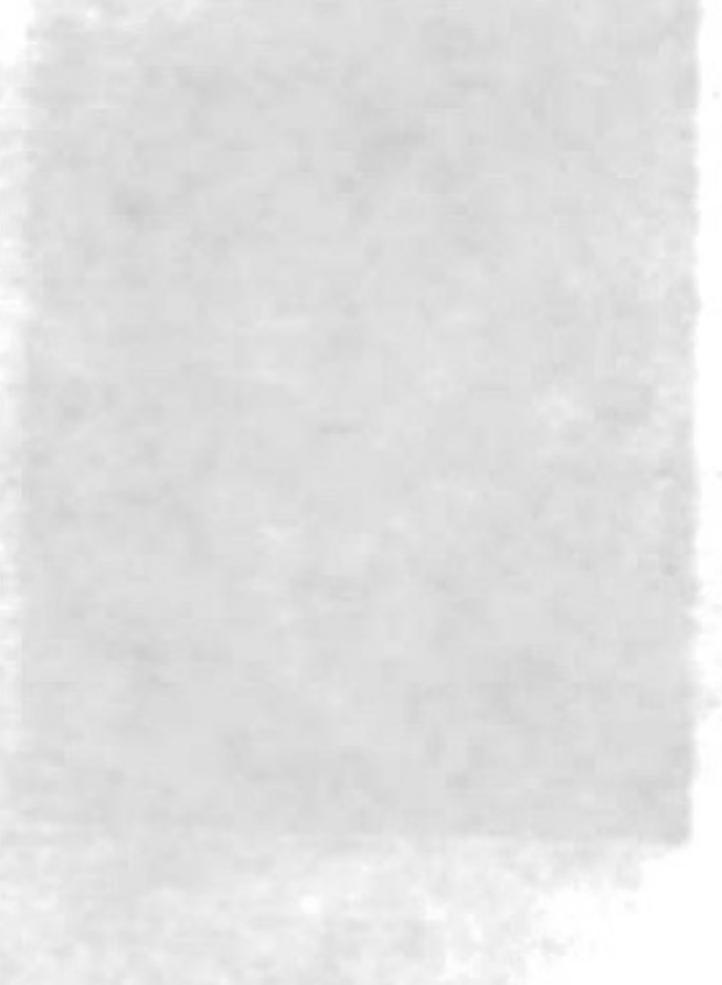
Row 3: Belayneh M., Birhanu T., Chane T., Damene K.

Row 4: Dereje F., Destaye A., Efream A., Elizabeth K.

Row 5: Fikadu G., Fiseha S., Getachew D., Girma A.



Row 1: Girma G/H., Girma W/A., Habte G., Hadi T.
Row 2: Hailu G/Y., Jolla K., Mihreteab A., Mekonnen G.
Row 3: Mengistu D., Mengistu W/H., Megra B., Mesfin S.
Row 4: Mesfin Z., Meshesha B., Moges D., Mosisa L.
Row 5: Mulugeta G., Mulugeta K., Nasser H., Redae B.

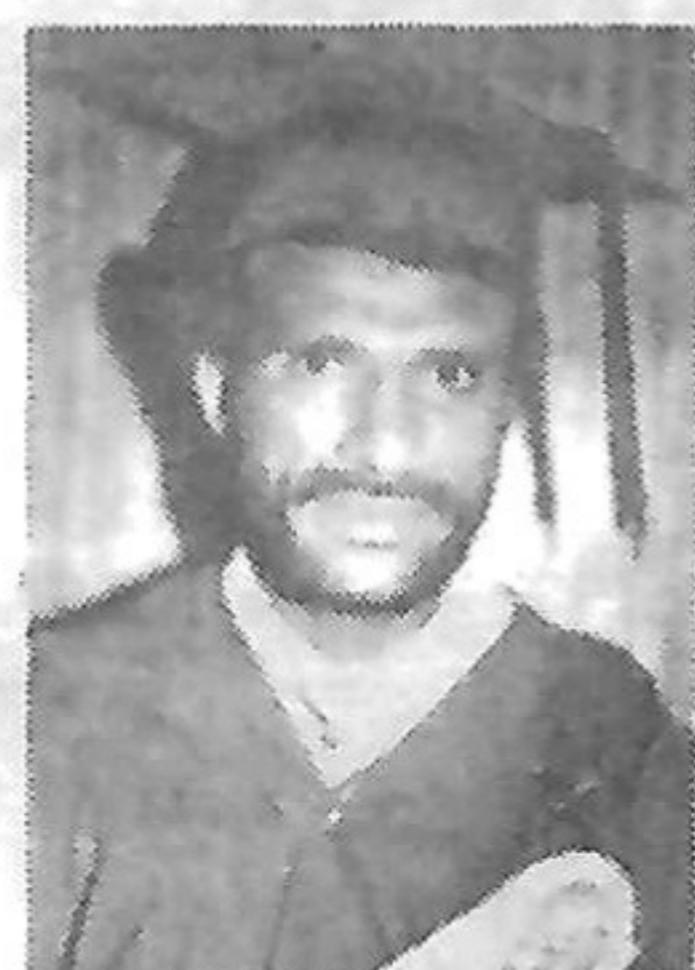


Row 1: Sahlu T., Shibu M., Sisay K., Solomon B.
Row 2: Tadele M., Tadesse B., Takele A., Tamiru M.
Row 3: Taye A/B., Tefera M., Tekeste T., Terefe B.
Row 4: Tesfaye C., Tesfu G/M., Waktole K., Woldeleul E.
Row 5: Wondwessen K., Worku S.

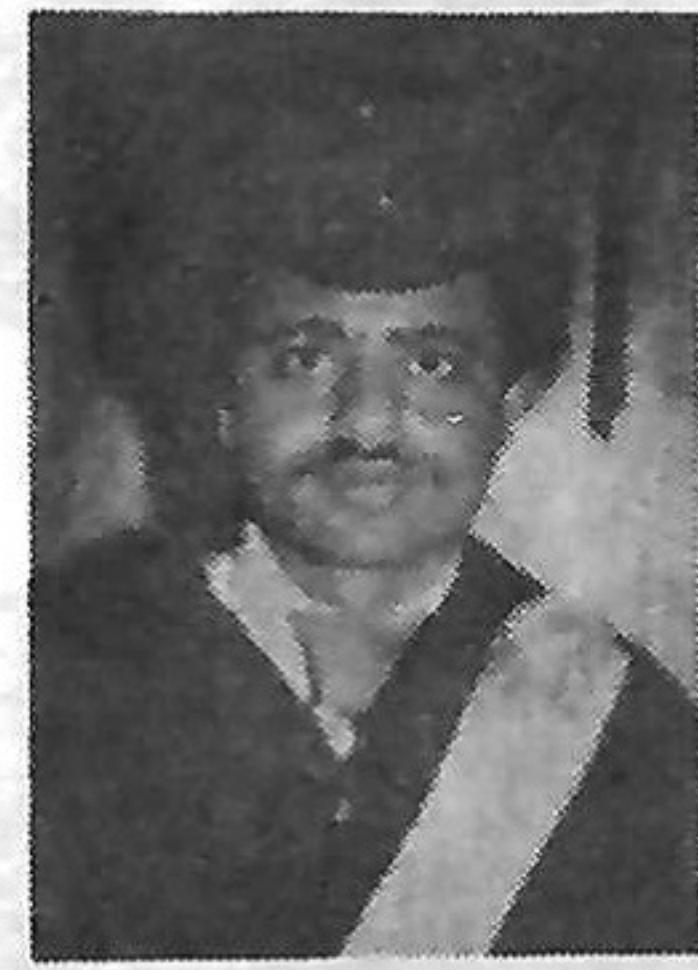
PLANT SCIENCES (DEGREE)



Row 1: Abdishekur W., Aderajew H., Afendi A., Afework H.
Row 2: Agonafir A., Akalekirstos T., Aklilu T., Almaz N.
Row 3: Asegedech G., Assefa T., Ayele G/M., Ayele S.
Row 4: Balcha Y., Birtukan S., Dagnew M., Ebrahim A.
Row 5: Elias Z., Endale B., Fekadu S., Gashaw M.

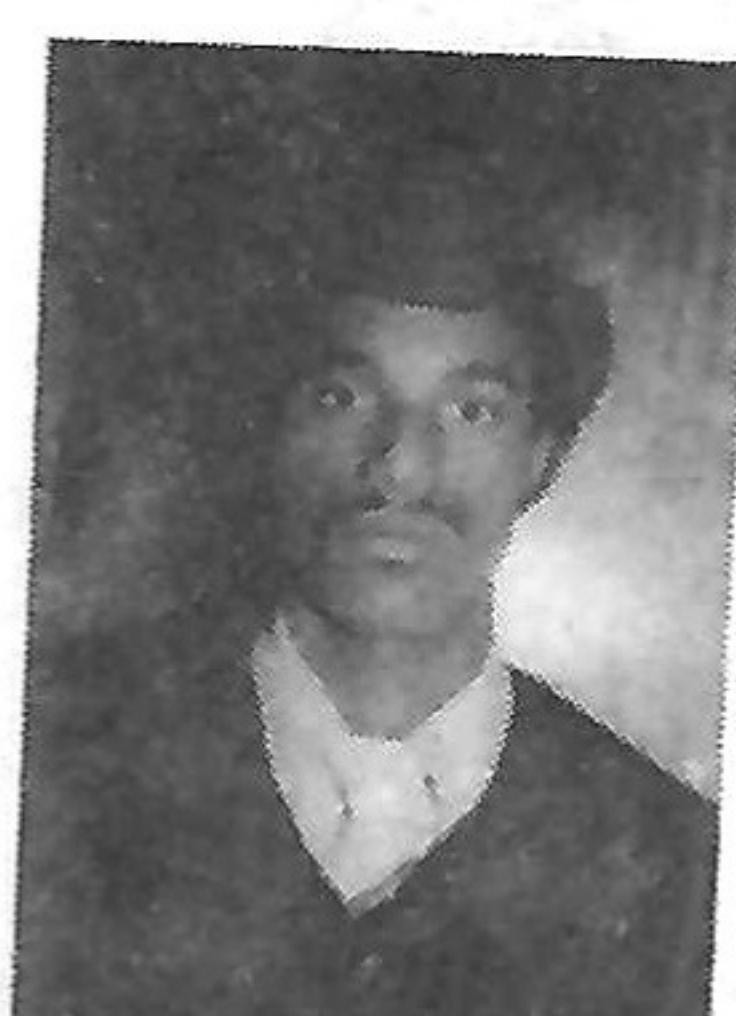


Row 1: Giday K., Girma A., Girma Y., Habtamu S.
Row 2: Hailu D., Jemal A., Kiros M., Lemma A.
Row 3: Lemma M., Likissa B., Mekuria B., Melaku A.
Row 4: Million E., Mohammed D., Mohammed S., Mossisa W.
Row 5: Muktar A., Muktar H., Mulu A., Mussie Z.



Row 1: Nigusie T., Sisay A., Solomon A., Tariku B.
Row 2: Teferra G., Tesfaye A., Teshome A., Woldeyesus S.
Row 3: Wondifraw T., Worku M., Wesenyelewem M., Yeshitla M.
Row 4: Yilfashewa S., Yishak B., Zealbowossen A., Zerihun T.

PLANT SCIENCES (DIPLOMA)



Row 1: Alemu A., Abate G., Abira J., Abayneh G.
Row 2: Abreham E., Alema A., Alemie D., Alene T/M.
Row 3: Amare M., Amenu G., Anteneh A., Aschenaki G.
Row 4: Ashenafi A., Astawesegn M., Belehu T., Belaineh A.
Row 5: Belete D., Bekele H., Berhanu G., Degelo D.



Row 1: Efrem T., Ejigu H., Engda T., Elsabet D.

Row 2: Eshetu A., Eleni T., Eshetu L., Ezra A.

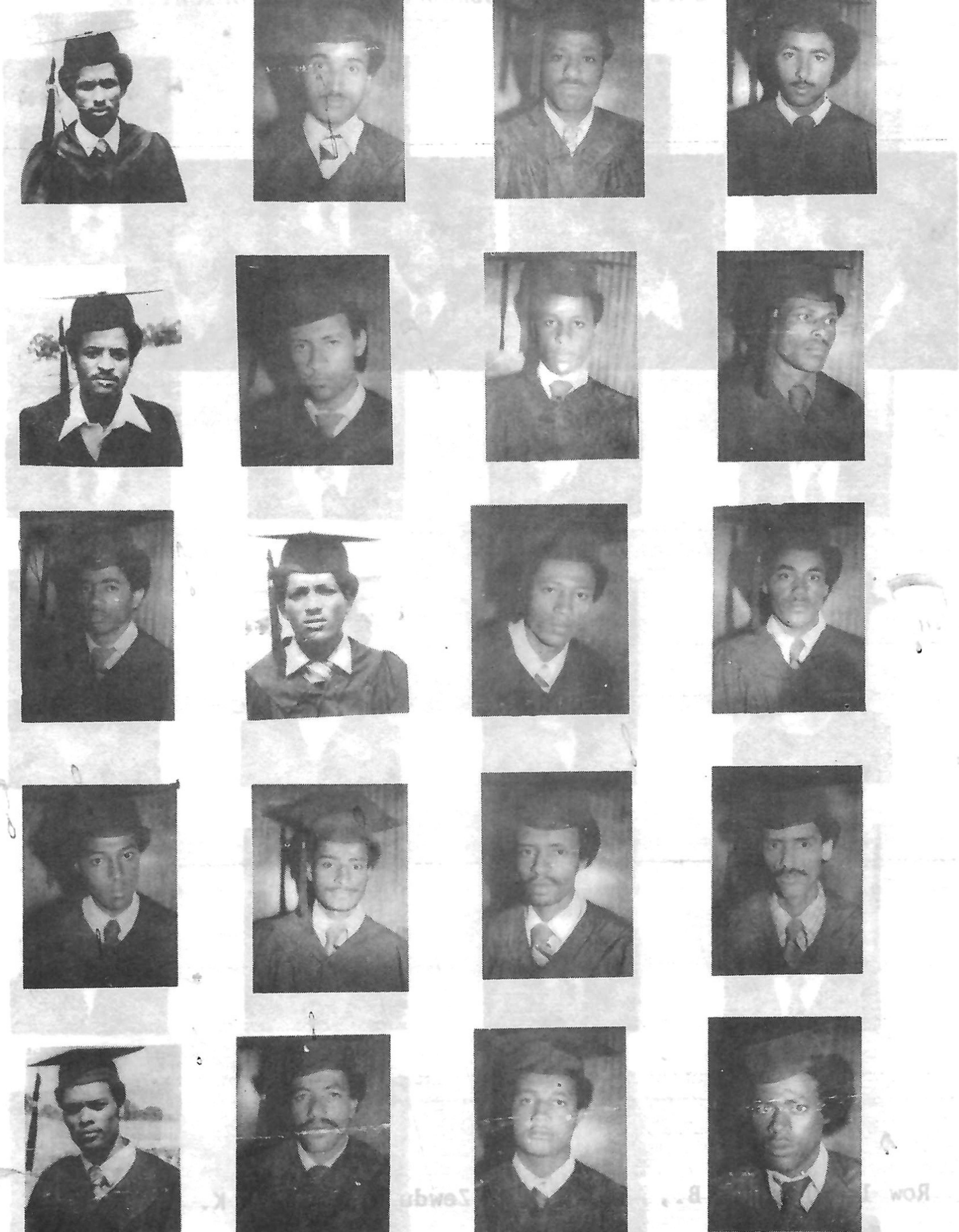
Row 3: Fekadu M., Feleke G., G/Hiwet B., Getachew F.

Row 4: Getahun G., Girma D., Gulilat D., Gudina O.

Row 5: Geteye Y., Habiya W., Hashim G., Hailu H.



Row 1: Jemal A., Jibril M., Kebede T., Kedir H.
Row 2: Kelil G., K/Mariam Y., Lemessa E., Leule S.
Row 3: Mamo M., Mekonnen T., Mergia A., Mengistu B.
Row 4: Mereseit H., Meseret K., Million M., Mothma J.
Row 5: Mulatu A., Musie A., Nebi G., Nega W/G.



Row 1: Nigusie A., Sebsibe H., Sisay G/T., Selehadin M.
Row 2: Sentayehu A., Shewareg T., Shibeshi D., Shiferaw M.
Row 3: Shimeles T., Sileshi A., Tadesse B., Tadesse G.S.
Row 4: Tamene Y., Tariku Z., Taye H., T/Haimanot G/Y.
Row 5: Terfe F., Tesfaye D., Tilahun S., Tsedeke I.

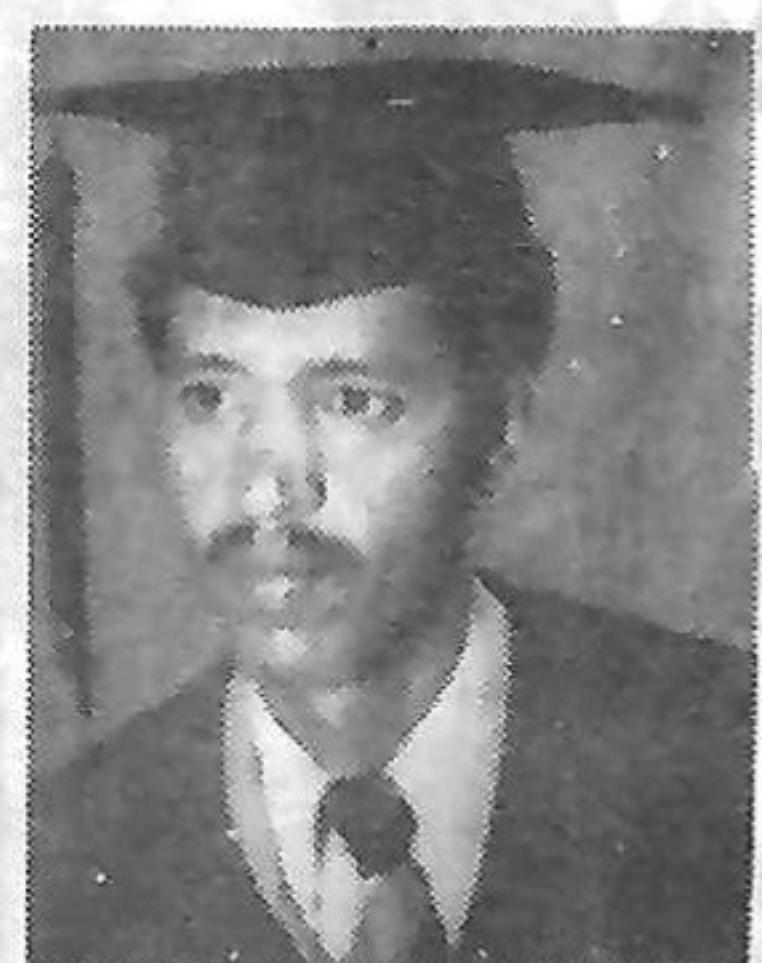


Row 1: Tsedale B., Yeshi H., Zewdu A., Zewdu K.

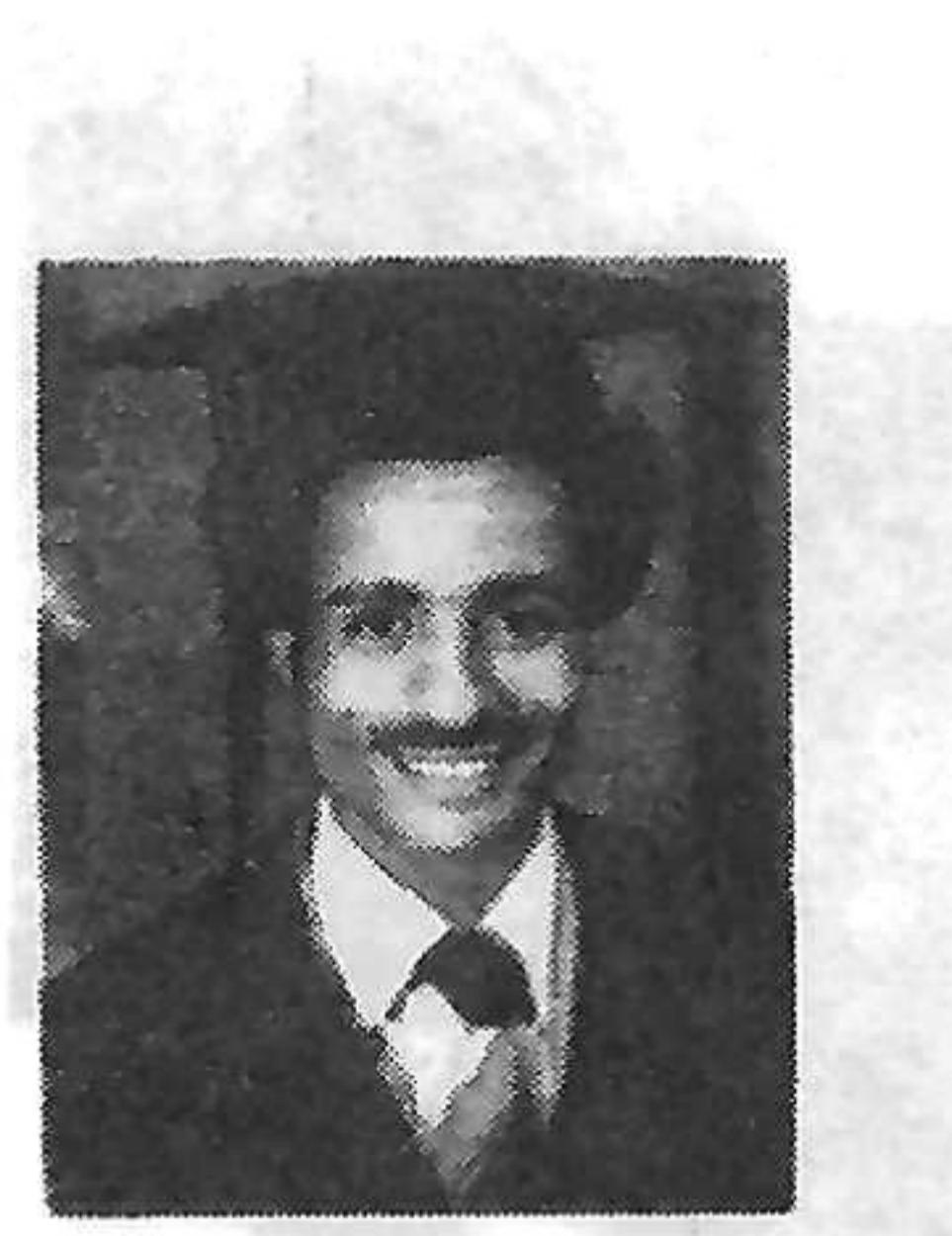
CONTINUING EDUCATION PROGRAM (AN. SC. DIPLOMA)



Row 1: Abebaw A., Abubeker M., Abubeker Y., Adugna A.
Row 2: Aklilu B., Alemayehu F., Alemayehu H/S., Alemayehu Z.
Row 3: Almaz K., Assefa M., Aster T., Ayelech M.
Row 4: Bedria A., Eshetu G/T., Fekadu W/T., Feseha B.
Row 5: Girma B., Jemal A., Jemal A/F., Kassahun T.



Row 1: Kebede A., Kedir A., Kifle T., Mamo B.
Row 2: Mamo G., Miret G., Mekonnen E., Mengstab A.
Row 3: Mengistu Y., Moges W/A., Mohammed B., Molla Y.
Row 4: Mulugeta A., Mulugeta J., Mulugeta M., Nesria M.
Row 5: Seble A., Sentayehu H., Solomon A., Solomon B.



Row 1: Tadesse B., Teruha W., Tesfaye A., Tesfu E/Y.
Row 2: Worku T., Yeweynshet T.

CONTINUING EDUCATION PROGRAM (PL. SC. DIPLOMA)



Row 1: Abdureuf A., Belete G., Birhane B., Degene E.
Row 2: Eshetu B., Girma A., Girma G/M., Gizaw H/M.
Row 3: Kibru F., Kinfe B., Konjit H/M., Mellion T.
Row 4: Moges H., Mersha G/W., Mohammed A., Rahel Y.
Row 5: Solomon B., Taffesse S., Tegegnwork A., Tekle N.



Row 1: Tesfaye S., Woudie G.

M.Sc. GRADUATES



Row 1: Abebe T., Ali B., Heluf G/K., Yohannes U.
Row 2: Zewdu K., Zenash S.

"Quotable Quotes"

My interest is in the future-because I'm going to spend the rest of my life there. - Charles F. Kettering

EVERY adult needs a child to teach; it's the way adults learn.
- Fank A. Clark

PEACE comes not from the absence of conflict in life but from the ability to cope with it. - Anonymous

TO KNOW what is right and not to do it is the worst cowardice.
- Confucius

FRIENDSHIPS multiply joys and divide griefs.
- H.G. Bohn

HABITS are first cobwebs, then cables.
- Spanish Proverb

WHEREVER we look upon this earth, the opportunities take shape within the problems. - Nelson A. Rockefeller

IT'S great to be great, but it's greater to be human.
- Will Rogers

SILENCE is one of the hardest arguments to refute.
- Josh Billings

WHILE money can't buy happiness, it helps enable you to look for it in comfort. - Quoted in Grit

TO BE born a gentleman is an accident; to die one, an achievement.
- Quoted by Bob Goddard

The value of life lies not in the length of days, but in the use we make of them; a man may live long, yet get little from life.
- Montaigne

Many of radio songs contain advice about women.

One song is man smarter, woman smarter.

Another begins:

If you want to be happy and live a king's life,
Never make a pretty woman your wife.
That's from a logical point of view,
Always love a woman uglier than you.

Collected by Zerihun Alem

THE EDITORIAL COMMITTEE



in session



after session

Smile Awhile

Overtime

Employer: How long did you work at your last job?
Applicant: 45 years
Employer: And how old are you?
Applicant: 30
Employer: How could you work for 45 years when you are only 30 years old?
Applicant: I worked overtime a lot

- Taken from The Ethiopian Herald

"After my wife read Double Trouble she had twins," a man told two colleagues.

"That's nothing," one replied. "My wife read The Three Musketeers and had triplets."

The third man turned pale and cried, "I must get home quickly my wife is reading Ali Baba and the Forty Thieves."

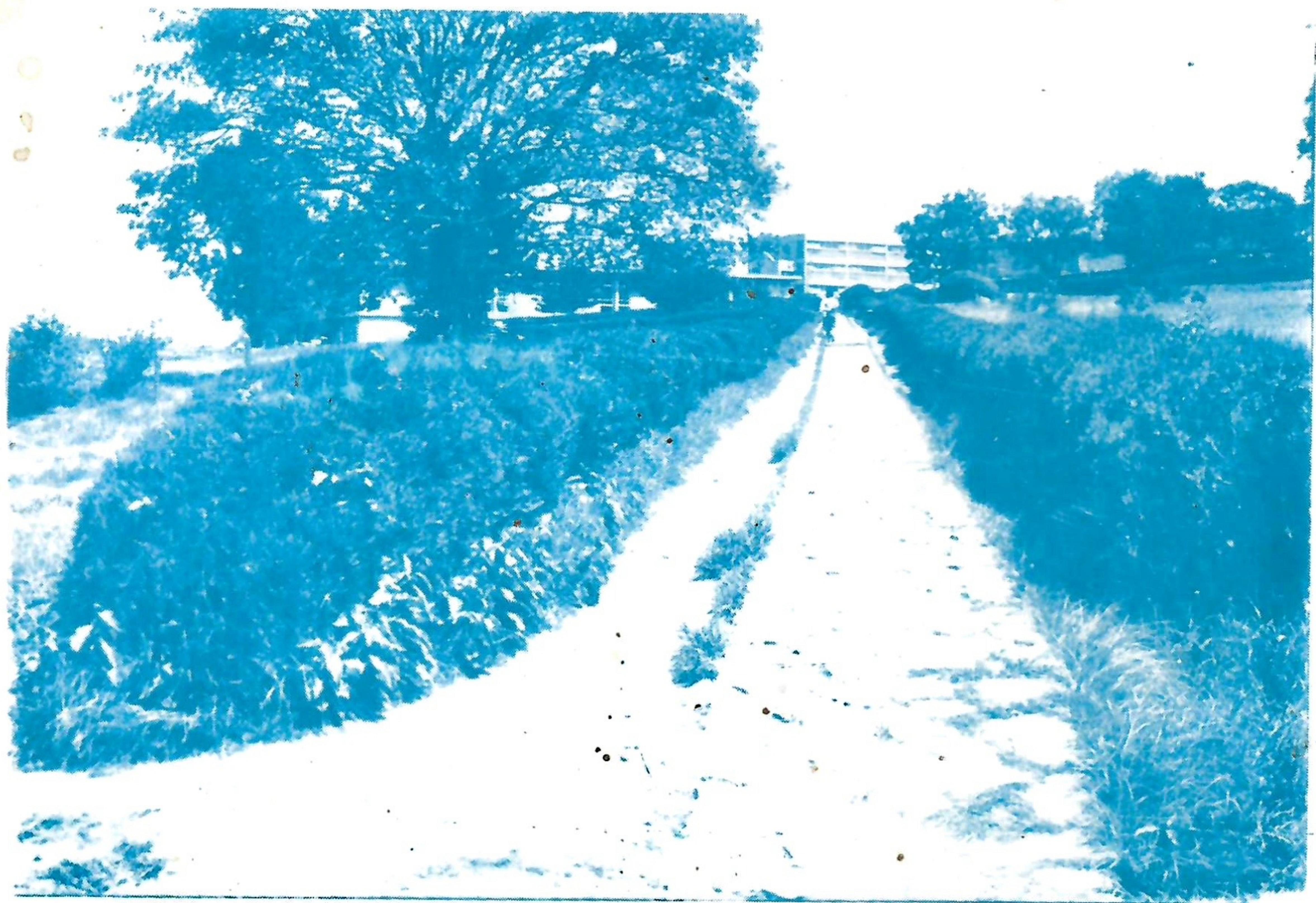
- Taken from Reader's Digest

The eight-year-old boy had never spoken a word in his life. His parents had consulted experts all over the world, but to no avail. One night, during a big dinner party, he suddenly said, "Mummy, would you pass me the salt, please?"

Stunned silence followed. His father was the first to recover. "Why on earth have you refused to talk until now?" he demanded.

The boy explained, "until now everything was perfect."

- Taken from Reader's Digest



Partial view of the College Campus