

WHY EDUCATION

..... From truth alone is born liberty and only an educated people can consider itself as really free and master of its fate. It is only with an educated people that representative and democratic organs of government can exercise their influence for national progress.

...However, Our programmes undertaken in the economic field for augmenting the material welfare of Our subjects, has not made Us forget that, according to the words of the Bible, "man does not live by bread alone." We believe that the spiritual and moral welfare of Our people is as important as their material well-being. Thus, it is that following the liberation of Ethiopia from the yoke of the enemy, We have devoted a very large part of Our budget and national revenues for the establishment and development of schools. During this short period of ten years no less than fifteen secondary schools, of which the last, the General Wingate School, was opened by Ourselves this year, have been established directly as a result of Our initiative and direction. The number of students enrolled in schools in Ethiopia has nearly tripled during that same period. Shortly, the University, the foundation - stone of which We have laid, will be opened under Our direction. We face with confidence the future of public instruction in Ethiopia.

If We have made so many sacrifices for the education of Our youth, it is because We are convinced that only through intellectual progress and universal education can Ethiopia come into its own and make its just contribution to the history of the peoples of the Middle East. We believe that from truth alone is born liberty and that only an educated people can consider itself as really free and master of its fate. It is only with an educated people that representative and demo-

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cratic organs of government can exercise their influence for national progress. Our Address from the Throne therefore testifies to the importance which We attach to education and, at the same time, to your role as representatives, in the development and progress of Our people....

Nov. 3, 1951.

OPENS DEBRE BERHAN TEACHER TRAINING CENTRE

By establishing for our people educational institutions ranging from the elementary level to that of a University College, we have enabled their natural intelligence to be reinforced by acquired knowledge. In this our object has been to raise their standard of living, for in so far as they profit from the education they receive, so may they improve their material resources.

Our efforts in this sense are being fulfilled as far as the children and young people are concerned. But we feel it incumbent upon us to take thought also for those other folk who, by reason of their age, or of their occupation or position, are unable to receive the advantage derived from modern education. It was to give practical expression to this thought that we previously issued instructions indicating that all our people should acquire fundamental education; that they should read and write Amharic, the official language of the country, and if possible learn additional subjects in foreign fields. Since these instructions were issued, basic education is progressing satisfactorily, and people are frequenting schools assiduously and in large numbers.

The products of learning and knowledge, then benefit the life of mankind; and these fruits of education to the cultivation of which we ever devote our energies should be shared by all our people throughout our Empire. How-

ever, to obtain this objective, capable teachers must be secured; it was in the pursuit of this aim, that we directed this building to be constructed as a special Teachers Training Centre. Now that the work of construction is finished, and that of instruction has begun, we give thanks to the Almighty, who has granted to us to preside today over the ceremony of its inauguration.

Must Ripen and Mature

So far, through the existing education facilities, not only have many children and adults been spared from being branded as illiterates, but many too are they who have reached the University level and completed their studies there. Folks crowd the doors of centres of learning, and a number of them pass in and out of them; but that is not enough. What we desire for our people in future consists of three main objectives: First, that every Ethiopian may be spared from illiteracy; second, that through the development of his own inborn capabilities he may become not a liability but an asset to his nation, and a benefit to himself, to his neighbourhood, and to his country; third, that he must ripen and mature in knowledge and education, and pass them on to posterity. In addition, in this day and age, he must keep far from his mind the belief that he knows quite enough. The educated person will consider and weigh the welfare of the individual and the community, and will form critical judgements, while retaining the fear of his Creator.

For the higher educational institutions which, with much effort, we have established — such as the Agricultural College, the Building College and the University College — enough students have not been found. In several countries of the world we see persons who do work of various kinds during the day, in order to get the necessary money to live by, in the evening they devote their time to study, and to

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reach a sufficient level of education to qualify as doctors or engineers. Such men, who have the love of learning in their hearts, show us how age need not prove a hindrance. Therefore you should strive assiduously to make yourselves, by education, worthy men; and for this it matters not whether it be by day or by night, nor whether you be child or adult, man or woman.

As the Gospel tells us, a house built upon strong foundations can never be overthrown by storms. Similarly, when people are built up with minds well formed by education and knowledge, no trial of whatever kind can conquer them. Therefore, as regards the teachers who go forth from this Centre, prepared for the tasks ahead, it is our hope that they will advise, help and teach their brothers living in the country districts, in matters of health, of husbandry, of handicraft, and in other useful spheres, placing the knowledge they have gained from new cultural methods at the service of each and every Ethiopian.
