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Inside:



5
Rector of Tamar University interview with YT



10
Nothing compares to Egypt (or does it?)

EDUCATION
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Following his release from prison Al-Khaiwani vows to continue defending press freedom

By: Mohammed bin Sallam

SANA'A, Oct. 5 — Journalist Abdulkarim Al-Khaiwani narrated his ordeal while serving a five-month imprisonment term for his writing and undertook to continue his activities in defense of human rights and press freedoms in Yemen. This came during an interview with the Yemen Times following his release from the Sana'a-based Central Prison.

"I was jailed by a false verdict after the regime questioned me over my writings, opinions and human rights and democratic activities for which I was awarded the 'Special Award for Journalists Under Threat' by Amnesty International. The court verdict reflects retaliation by the government against any journalists known for their criticism of its policies" Al-Khaiwani said in reply to a question about why he was jailed.

"There is no justice applied within the community or in prison. For me, the days I spent in jail encouraged me to continue my human rights activities, as well as to

write about discrepancies and violations practiced by the judicial system," he added. "When you stop writing and other activities, and live under siege and continuous threats, prison is the best option to express one's sufferings and ordeals."

Unhealthy status of press freedom in Yemen

The journalist continued, "In general, the status of press freedoms in Yemen has deteriorated. Yemen has proven to be an unsafe environment for the media career, but journalism remains the most effective tool to help Yemen develop. Therefore, we expend serious efforts to update and develop the media status in Yemen."

"I don't set myself as an opponent to President Saleh or anyone else. I am a Yemeni citizen who only seeks equal citizenship. We must not believe in the talk about an alleged democratic transformation since criticism leads to wrong official practices against journalists such as imprisonment, kidnapping and threats. The dire situation

in Yemen obliges one to coexist with immense threats," he went on to say.

Reforms necessary to enhance press freedom

According to Al-Khaiwani, respect for human rights and the freedom of expression need to be reinforced as part of a comprehensive reform program necessary to rescue the country from its current dilemma. Reforms should not be postponed and donors are wrong if they think otherwise.

The journalist noted that the authority works hard to convince the international community that democracy in its correct concept doesn't work in Yemen, and that the way the government practices democracy is the best option for the country. The authority exploits concerns over stability in Yemen and the war on terrorism to get support from foreign states. In fact, the absence of equality, a good judiciary system and rampant corruption create a fertile environment for terrorism and lead to instability.

Continued on page 2



Because of the presidential pardon Al-Khaiwani could celebrate Eid with his family after months of imprisonment.

Primary investigation points to the death of Al-Raimi in the attack on the U.S. embassy

By: Aqeel Al-Halali
For the Yemen Times

SANA'A, Oct. 5 — The initial findings of an investigation into the attack on the American embassy in Sana'a last month have indicated that two Al-Qaeda members were among the six attackers killed during the incident, and that one of them was Qasem Al-Raimi who had escaped from political prison in Sana'a in 2006, according to information received by the Yemen Times.

The findings, not confirmed by an official source, maintained that Qasem Al-Raimi, a wanted member of the Al-Qaeda shura council in Yemen, was among the armed group that targeted the American embassy with two cars including a car bomb, killing seven security men and five civilians including a Yemeni girl holding the American citizenship last month.

Al-Raimi, 30, is considered to be the last among three Al-Qaeda affiliates on



The streets of main cities in Yemen have witnessed extensive security deployment in the country's fight against terrorism.

a list of the 23 men who escaped from political prison in February 2006. The other two are Nasser Al-Wahshi, 31, commander of the Al-Qaeda in Yemen, and Ibrahim Huaidi, 25.

The other 20 men on the list have reportedly either surrendered themselves to government authorities or been killed by Yemeni security apparatuses.

Abdul Elah Haider, a writer who specializes in affairs of terrorism, considered this information about the identity of the attackers to be incorrect as the attackers were "new personalities who the FBI was not able to identify". He added, "If there had been any Al-Qaeda leaders among the attackers, it would have been announced earlier."

In related news, the Yemeni Ministry of Interior announced that it was able to foil the attempted kidnapping of an American citizen and four members of his family while they were touring the

Dhamar governorate, some 90 kilometers to the south of Sana'a.

The media center of the Ministry of the Interior declared that the American family was traveling around the governorate in a car when three armed men intercepted them and tried to kidnap them, but that policemen had intervened to foil the kidnapping operation.

The same source in the Ministry of Interior confirmed that no member of the American family was harmed during the attempted abduction, further noting that security forces had started to track down the armed group who remained anonymous for the time being.

Some tribes in Yemen kidnap foreigners in order to exert pressure on the Yemeni government to release relatives in prison or to provide them with basic services.

The last kidnapping operation took place this past September when armed tribesmen kidnapped two Colombian

engineers in the governorate of Shabwa to obtain the release of a fellow tribe member imprisoned in the governorate.

The failed abduction attempt on the American family came three days after the security apparatuses announced the arrest of three men wanted by security, aged between 18 and 35 years old.

The Ministry of Interior's media center said that the three men were handed over to political security based on

supreme security directives, pointing out that they were arrested while in their car in Al-Sabeen District, Sana'a. The Ministry of Interior had already issued a notice giving a description of the wanted car.

Security apparatuses are tracking down a number of people suspected of affiliation with extremist groups targeting Yemeni and foreign interests.

Continued on page 2

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U.S. Court of Appeals annuls verdicts against Al-Moayad and Zayed

By: Jamal Al-Najjar

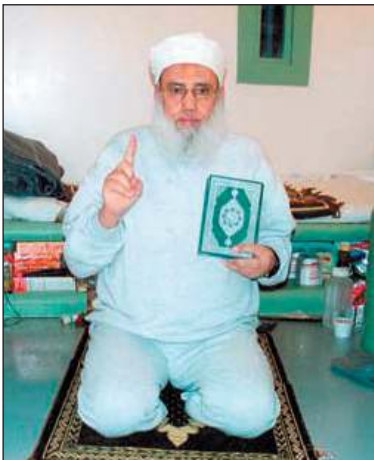
SANA'A, Oct. 5 — The U.S. Court of Appeals in New York annulled the verdicts against Sheikh Mohammed Al-Moayad and his companion Mohamed Zayed last Thursday, dismissing their trials in primary court in Brooklyn in 2004 as unjust and politically motivated, according to Yemeni Minister of Foreign Affairs Abu Bakr Al-Qirbi.

In a statement to the state-run Saba news agency, Al-Qirbi said that the new verdict of the U.S. Court of Appeals "confirms the position Yemen adopted from the beginning, which is that the arrests of Al-Moayad and his

companion were not made in accordance with international procedures and legislations". He further pointed out that the trial of Sheikh Al-Moayad in the primary court in New York was more motivated by politics than by any desire to realize justice.

Al-Qirbi confirmed that the Yemeni government would continue its efforts to release both Al-Moayad and Zayed as soon as possible.

Khaled Al-Anisi, Executive Director of the National Organization for Defending Rights and Freedoms known as HOOD, said that the verdict of the U.S. Court of Appeals was to annul the primary court's decision, as the accusations against Al-Moayad and



Sheikh Mohammed Al-Moayad

Zayed has not been proven.

Al-Anisi added that, according to American law, the American government has the right to resume the trial by filing new accusations, but that, if there were no new accusations against them, Al-Moayad and Zayed would soon be released.

"It would be difficult for the American government to file new charges since all the charges filed in the primary court have been refuted," Al-Anisi said, "I believe that the American government will release them soon and no new charges will be filed."

Sheikh Mohammad al-Moayad was arrested along with his aide Mohammad Zayed when he traveled to Germany for

medical treatment in 2003. The US authorities wanted Sheikh Al-Moayad on suspicion of plotting acts of terrorism and funneling money to al-Qaeda and other foreign terrorist organizations.

Al-Moayad and his companion were lured to Germany by informant Mohammed Al-'Ansi who cooperated with the FBI to arrest them. In 2004, Al-'Ansi set himself on fire in front of the White House in an apparent attempted suicide in protest at not receiving the awards he was promised by the US government in return for facilitating Al-Moayad's arrest.

Extradited to the US in 2004, Sheikh Al-Moayad and Zayed were then sentenced to 75 and 45 years in prison

and fined USD 2 million by a U.S. primary court in Brooklyn in 2005.

The U.S. Court of Appeals in New York reviewed and annulled these verdicts last Thursday, ordering the release of the two Yemenis, if additional accusations were not filed by the U.S. government against them.

Sheikh Mohammed Al-Moayad, 75 years old, was the imam of Al-Ehsan Mosque and a prominent charitable figure in the neighborhood of Al-Asbahi in Sana'a before his arrest in 2003. In the area, he is known for having established the Al-Ehsan Mosque, opened a bakery to provide bread for the needy and sponsored group weddings to help the poor get married at low cost.

Yemeni lawyer selected as CNN hero of the week

In April 2008, Yemeni lawyer Shada Nasser helped 10-year-old Nujood divorce her 30-year-old husband. Today, Nasser takes other girls' cases for free and works to help raise Yemen's legal age for marriage.

WASHINGTON, Oct 4 — [CNN] — Lawyer Shatha Nasser was selected as CNN hero of the week starting 29 September under the category of protecting the powerless. She was recognized because of her support to child brides in Yemen especially Nujood who was married at the age of 10 years old.

"When I got married I was scared," remembers 10-year-old Nujood Ali. "I didn't want to leave my family and siblings."

At an age when girls in the West still play with dolls, Nujood found herself married to a man three times her age. But in her home country of Yemen -- a deeply conservative Middle East Muslim nation -- this situation isn't uncommon.

Yemeni lawyer Shada Nasser had long opposed the practice of early marriage when, in April 2008, she got a chance to do something about it.

Arriving at the courthouse for her usual casework one day, Nasser was told about a young girl who had come to court alone. She met Nujood, who told her that she was desperate; she wanted a divorce.

Nasser says she was appalled by Nujood's story, particularly her claims that her 30-year-old husband regularly beat and raped her. It was unheard of for such a young girl to get a divorce, but Nasser didn't hesitate to take the case.

"When I spoke with her, I [felt] like she [was] my daughter," Nasser recalls. "I hugged her and said, 'Don't be afraid.

I will help you and you will take the divorce.'"

Since then, Nasser has volunteered to help other young brides, and is working to raise the legal age for marriage in Yemen.

As a lawyer and activist, Nasser has always promoted the rights of women and children. Born in the progressive southern region of Yemen, she was raised in an affluent family. She graduated from law school in 1990 in Prague, which was then part of Czechoslovakia.

Her father, a journalist and union organizer, died when she was young, but Nasser inherited his crusading instincts and has spent much of her career challenging the status quo.

Among the first female lawyers in the capital city of Sanaa, Nasser has defended several women who she believes were wrongfully accused of crimes.

"I believe in being a lawyer to help people," she says.

By striving to end early marriage, Nasser is challenging a custom that's been part of Yemeni culture for centuries. Extreme poverty leads some parents to marry off their daughters, while others do it to protect the girls from spinsterhood, or from potentially shaming the family by getting involved with a man out of wedlock. Some find justification in the Quran.

Sanaa University's Woman and Development Study Center found that more than 50 percent of Yemeni women are married before they are 18;



Lawyer Shatha Nasser celebrating with three of the early marriage victims their freedom from premature marriages.

YT PHOTO BY TAISEER AL-SHARAQI

in some regions, 8- and 10-year-old brides are the norm.

The 1992 law that set Yemen's marriage age at 15 was later amended to allow even younger girls to wed with parental approval. However, they are not supposed to have sexual relations until they are "mature," a stipulation that's difficult to enforce.

When Nujood's parents agreed to her to be married, they believed they were putting her in the care of her husband's family.

Nujood's father, Ali Mohammed Ahdal, is angry about what the man did to his daughter. "He was a criminal, a criminal. He did hateful things to her," he said. "He didn't keep his promise to me that he wouldn't go near her until she was 20."

Specialists believe that young girls giving birth at an early age has contributed to Yemen having one of the highest maternal mortality rates in the

world, according to the United Nations Population Fund.

After Nasser took Nujood's case, reporters packed the courtroom. When

the judge dissolved the marriage, the story made headlines around the world. Sharia law dictated that Nujood pay her husband more than \$200, which was covered by donations. Watch Nujood and Nasser tell their story »

Now happily back home with her family, Nujood hopes to become a journalist, and says she never wants to get remarried. Reflecting on her experience, she shows a maturity beyond her 10 years.

"I did this so that people listen and think to not marry girls so young," Nujood says. "Like what happened to me." Watch Nasser explain how Nujood has become a symbol for girls in Yemen »

Nujood's case sparked a nationwide debate about the marriage age; Nasser and others hope to raise it to 18. Having already been contacted by other child brides, she's vowed to help as many of them as she can, for free.

"I and Nujood, we opened this big window for all other girls," Nasser says. "Nujood's case is going to change a lot of things, and will better the lives of hundreds of young girls who live in the countryside.

Continuation from front page

Al-Khaiwani after his release

"I never undertook to stop writing in exchange for my release. In a single statement, I pledged to abide by the constitution of the Republic of Yemen, which I have respected since the early days of my career," the journalist said in response to a question about how he was freed.

"The law is the only thing that has power and influence. When the government said that my release was the result of halting the verdict's execution, this implied that journalists cannot feel safe," said Al-Khaiwani.

He regretted the fact that the government did not allow President of the International Federation of Journalists (IFJ) Jim Boumelha to come to Yemen to hand him an award from the federation. "This behavior indicates the government's desire to continue its arbitrary practices against journalists and opinion writers. I believe that President Saleh can solve this problem if he has the will to do so," he commented.

CPJ welcomes Al-Khaiwani's release

The Committee to Protect Journalists welcomes the release from prison of Abdulkarim Al-Khaiwani, an outspoken Yemeni editor who had been held since June on what were widely seen as retaliatory anti-state charges. Al-Khaiwani, whose case was the focus of an international advocacy effort, told CPJ that he walked out of a Sana'a prison on September 25 after

being granted a presidential pardon.

"We're delighted Abdulkarim Al-Khaiwani is out of jail, but we remain troubled by Yemen's overall press freedom record," said CPJ Executive Director Joel Simon. "While this pardon is welcome, it is no substitute for the systematic reform necessary for Yemeni journalists to work freely."

Al-Khaiwani is editor of the news Web site *Al-Shoura*, which is affiliated with the Popular Forces Union Party. In July 2007, Yemeni authorities raided Al-Khaiwani's home and arrested him on vague terrorism charges that carried a possible death penalty.

In June 2008, Al-Khaiwani and 14 others were found guilty of conspiring with Abdulmalik Al-Houthi, who has been fighting against government forces in northwestern Yemen since 2004. Al-Khaiwani was sentenced to six years in prison.

The evidence against Al-Khaiwani included only journalistic material, including photographs of rebel forces, notes related to an interview with Al-Houthi, and news articles such as a piece by Al-Khaiwani criticizing President Ali Abdullah Saleh, the journalist's lawyer told CPJ in an earlier interview.

Among journalists and human rights officials, the case against Al-Khaiwani was seen as retaliation for his criticism of the government's policies and his writing about its nepotism. CPJ and other organizations campaigned intensively for his release.

Authorities had harassed Al-Khaiwani in the past. In 2004, while he was the editor of *Al-Shoura*, Al-Khaiwani was sentenced to a year in jail for allegedly, insulting the president, publishing false news, and causing tribal and sectarian discrimination.

In August 2007, after he was again charged, gunmen abducted Al-Khaiwani while he was trying to catch a taxi in a Sana'a street. The assailants beat him and threatened to kill him and his family if he wrote anything perceived to be against the president or national unity.

Primary investigation points to death of terror suspect

Haidar considered that the three detainees have no relation with the last attack on the American embassy, noting that extremist groups in Yemen "target foreign and non-foreign interests in Yemen". He further said that the campaign of arrests carried out by the Yemeni security apparatuses has been ongoing since 2000 when the USS Cole was targeted in the Gulf of Aden. He considered that the Ministry of Interior's announcement of having arrested three men is "simply propaganda".

The economic damage sustained by Yemen due to terrorist attacks in the country amounts to USD 2 billion, according to Al-Qirbi's speech in front of the UN General Assembly last week

REPUBLIC OF YEMEN MINISTRY OF WATER AND ENVIRONMENT Sana'a Basin Water Management Project VACANCIES ANNOUNCEMENT

The Republic of Yemen has received a credit from the International Development Association (IDA) toward the costs of **Sana'a Basin Water Management Project** and it is intended that a portion of the proceeds of the credit will be used to cover the eligible payments against the cost of the project management component and the preparation of Water Sector Support Project (WSSP). Now the Ministry of Water and Environment invites Qualified and experienced Local Specialists to apply for the Post of: **WSSP Team leader for the Executive Secretariat (ES):**

Tasks and Responsibilities

Under the overall supervision of the Minister of Water and Environment, and observing the technical directives, while adhering to the Project's prevailing rules and procedures, and with leeway permitted for the exercise of independent judgement undertake a range of activities related to Water Supply and Sanitation in both Urban and Rural as well as Water Resources assessment and Managements. The WSSP Team Leader (among other tasks) take the following responsibilities:

1. Act as WSSP Coordinator for final preparation and beginning of implementation;
2. Review all preparation activities and studies and move the effort forward;
3. lead the MOU review process;
4. Act as principal counterpart to Development Partners on SWAp;
5. Begin to develop good communication and linkages with and among all authorities and agencies;
6. Support NWRA, GDI, GARWSP and relevant LCs in preparing for WSSP implementation;
7. Coordinate MOF input to the WSSP (i.e. MTEF);
8. Finalize the 1st year work plan for WSSP with consultancy support (e.g., JFB);
9. Establish and lead GoY appraisal team;
10. With the support of other authorities and development partners, develop the terms of reference for a support team at the Executive Secretariat to include:
 - Procurement Adviser;
 - FM Adviser;
 - Governance and Anti-Corruption Adviser;
 - M&E Adviser;
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1. Advanced degree in engineering, agriculture, water, environment, natural resources, and /or related fields;
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Latest Date for receiving applications is October 18th , 2008

In brief

SANA'A**3rd consultative meeting between Yemen, donors to be held end of 2008**

Sessions of the 3rd consultative meeting between Yemen and donors will be held by the end of 2008. Informed sources at the Ministry of Planning and International Cooperation have affirmed that the meeting will be represented by a high ranking representation of donor countries and organizations and will be dedicated to review and evaluate what has been achieved regarding allocations of donors in London Conference which was held in November 2006.

The sources note that it is expected that Prime Minister Ali Mujawar will open the meeting with the presence of Secretary General of the Gulf Cooperation Council Abdul-Rahman al-Attyiah.

Yemen arrests three wanted for security offenses

Interior Ministry has announced that its security forces arrested three people, aged 18 to 35 years, wanted for security offenses.

The Ministry added that the wanted were captured few days ago while they were travelling in the capital Sana'a.

According to security sources, the arrested people were handed over to the Political Security Office.

Yemen's security forces have been pursuing several suspected members of extremist groups which may seek to target Yemeni and foreign interests in the country.

Yemen to partake in WB, IMF annual meetings in Washington

Yemen will take part in the annual meetings of the World Bank (WB) and International Monetary Fund (IMF) which will be held in Washington during October 5-6, 2008.

Yemen's delegation will be headed by Deputy Prime Minister for Economic Affairs, Minister of Planning and International Cooperation Abdul-Karim al-Arhabi.

The meetings will discuss a number of issues related to means of developing work mechanisms of the two world institutions in line with development needs for member countries.

On the sidelines of the meetings, al-Arhabi will hold meetings with a big number of senior officials at the WB and the IMF and representatives of donor institutions and funds over means

of reinforcing current cooperation between Yemen and those institutions.

YJS postpones general conference

The Yemeni Journalists Syndicate (YJS) announced on Monday the postponement of its general conference scheduled 24 November to 20 December.

In a press release, the YJS's council justified the postponement to participate in meetings of the 11th General Conference of the Union of Arab Journalists and receive from Finance Ministry a budget of the 4th Conference of YJS.

Meanwhile, the council accepted the resignation of Sami Ghaleb as chairman of the Committee of Freedoms in the council.

ADEN

Yemen captures three tons of hashish
Yemeni coastguards forces have captured in the Gulf of Aden a Pakistani ship carrying on board about three tons of hashish.

According to security sources, a U.S military vessel intercepted the boat in the international water as it was heading for the Yemeni coasts and then handed over it to Yemen's Coastguards Authority.

Meanwhile, about 16 Pakistanis were referred last September to the state security court in Sana'a, the Pakistani men were accused of bringing 12 tons of hashish with the aim of trading with them in Yemen.

200 tourists visited Aden in August

Around 200 tourists visited Aden governorate in August 2008 from different world countries.

Director of Aden Sea Port Passport Office Hamoud al-Matari stated to Saba that 5 tourist yachts had arrived at Aden Port with 30 European tourists.

He noted that the office issued about 71 free tourist visas in August for a number of Arab and foreign tourists for the purpose of attracting investors to visit Yemen.

Aden GIA branch to Inaugurate One Window System

Aden branch of General Investment Authority (GIA) inaugurates next October One Window System for easing measures to investors and improving investment environment in the governorate.

Director General of GIA's branch

Adel al-Ashtal indicated that he made the last touch of the building of the system. The building contains a number of offices to more than 12 bodies deal with investment.

He noted that Aden investment office has recently received great number of Yemeni and Gulf investment applications for constructing international hotels and restaurants coincide with hosting Gulf Football Championship in Aden in 2011.

During the first half of 2008, the office granted licenses to 20 projects with cost of YR 42,7 billion.

Aden trade office closed 103 stores during first half of 2008

Trade and industrial office in Aden closed 103 trade stores in the governorate of Aden during the six months ago.

According to the statistics of the office, the teams of the office paid field visit to the markets to monitor stores and bakeries and to prevent cheating in prices of products and weight of bread.

TAIZ**Taiz police thwart attempt to smuggle diesel**

The security forces in Taiz have foiled an attempt to smuggle a diesel load through the Khookha port.

Chief of the Nujaiiba checkpoint Ali al-Sharabi said about 27 barrels of diesel were seized on a truck while heading to the port as the truck driver told investigators.

Police sent the load to the Petroleum Company in Taiz and will continue interrogating the driver to refer the case to prosecution.

In last months, Yemen suffered from shortages of diesel.

The government did its utmost to supply this very important material for all governorates. It imported large quantities of diesel from abroad.

ABYAN**Yemeni security forces find ten Somali remains in Ahwar**

Yemeni security forces have found ten Somali remains in Ahwar Coast in Abyan governorate said to have been died in the sea before reaching Yemeni coasts, reported Interior Ministry's Security Information Center.

The security forces have informed UN High Commission for Refugees on the incident and took permission from the general prosecutor for burying

them.

On the other hand, security apparatus said that 66 Somali refugees have arrived Ahwar Coast among of them six women. Other 36 refugees among of them six women have arrived in Radhom Coast in Shabwa governorate.

The security apparatus indicated that Kharaz Camp for Refugees in Lahj received on Monday 190 Somalis among of them 64 women and four children.

DHALE'A**Child killed, another injured in mine explosion in Dhale'a**

A landmine in Dhale'a governorate killed a chilled and seriously injured the other, reported opposition owned website Assahwa net.

Informed sources told the website that huge explosion that has shaken Juban city lead to killing the child Husein Humaidan 13 and injuring Ali al-Jubani 12 with serious injuries on which he was hospitalized in critical state.

The sources indicated that the two children were igniting fires in trees in the city where great landmine (for machines) was exited and that the fire led to mine's blast which its blare was heard in the city and nearby areas.

The sources estimated that the mine was planted during the armed political dispute in mid 1970ths and early 1980ths.

HADRAMOUT**3 dams to be established in Hadramout at \$30 mln**

Hadramout governor Ahmed al-Khanbashi has said that 3 dams will be established soon in al-Waidian close to Ghail Ba-Wazir to provide water for the water basin which supplies the coast areas.

In a statement to 26sep.net, al-Khanbashi said that the required study for the dams will be started after Eid vacation by a Swiss company.

Tenders for the dams estimated at \$30 million will be on offer after the accomplishment of the study, he said.

Al-Khanbashi added that the project will be funded by the Arab Fund for Economic and Social Development (AFESD).

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Professor Ahmed Mohammed Al-Hadrani, rector of Tamar University to YT

“As Yemeni academic staff, we now get more salary than academic staff in some other Arab countries like Egypt.”

Ismail Al-Ghaby of the Yemen Times speaks to Professor Ahmed Mohammed Al-Hadrani, rector of Tamar University on academics, education and corruption.

Could you give us an overview of the academic role of Tamar University?

First, I'd like to thank Yemen Times for coming to our University. We appreciate this newspaper because it deals with a wide variety of subjects with a national and an independent perspective.

The University was established in 1996 with two or three faculties and later expanded. It is now ranked third in Yemen in terms of its number of faculties and specialists, and it is fourth in enrolment, with around 16,000 to 17,000 students. There are faculties for Medicine, Engineering, Dentistry, Agriculture, Management, Information Technology, Science, and three Education faculties in Tamar, Rada'a and Al-Baidha. We also have three Nursery institutes that award a diploma degree.

How do you assess the academic weakness in government education?

Our higher education is similar to that in the rest of the Arab world. We have the same difficulties, such as a high number of students and a lack of facilities. Unfortunately, among five hundred of the top universities in the world, not even one Arab university was good enough to get in. Except for Cairo University and that might be due to the fact that two of its graduates are noble prize winners.

Nonetheless, we are doing our best to improve this inadequacy. Currently, we are calling for more scientific research.

As an academic, how do you perceive higher education in Medicine in Yemeni Universities?

Higher education in the Faculty of Medicine here in the University of Tamar is like that offered in other faculties and universities in the Arab world, with few exceptions. Many students from the Faculty of Medicine in Tamar go to Europe and they stand out. Just recently, among forty students that applied for one of the British universities for master degrees, the top one was a Yemeni student from Tamar.

We have difficulties. For example, this year we will accept about 240 students to the Faculty of Medicine. If we acted like Oxford University and accepted only 20 students, we would have an excellent quality of education. But where would the rest go? Should they go to the streets?

There have been rumors circulated by opposition newspapers that there is some corruption at the university. What is your answer to this?

In the past, there were some academics and employees, including three deans of colleges, who were involved in a lot of corruption. We gave them verbal warnings and threatened to remove them from their jobs. We advised and warned them on more than one occasion. We then formed a committee to investigate and asked them to appear before it. After their refusal, we had to send the matter to the Central Organization for Controlling and Auditing (COCA).

When [the accused members of staff] found out that we had reported them to the COCA, they went to the National Committee for Fighting Corruption (NCFC) and made three complaints against us, also about corruption. They told Al-Wasat newspaper the same, and informed the presidential office. The allegations were about a tender before I came to the university in 2004.

We sent a letter to Al-Wasat newspaper requesting that an official from the presidential office ask a committee from COCA to come to the university to investigate, and if necessary to take the guilty to court.

This is what happened. The presidential office sent a letter to COCA who sent a committee to investigate, but they could not find anything except minor things which happened in every institute.

But again those people do not stop. It has been one year and a half since we transferred the case to the proper public authority for investigation, but until now nothing has happened.

These people are still part of the University; they think they are above the law and above the government. One week ago, they even sent someone to shoot the dean of the Faculty of Art, but fortunately he survived the attack.

My advice to the NCFC is that, if they look to these counter-claims put forward

against us, the committee will be transformed from one that fights corruption to one that assists corruption.

My advice to the committee is that, when you decide that there might be something wrong, ask the specialized authority to investigate the matter and make your decision according to this investigation.

By listening to these complaints, you really will assist corruption and help corrupt people.

They sent us committee after committee, one from the NCFC. When they said they needed documents, we provided them with all documents. But they would, suddenly in the middle of the night, call the financial manager or services manager, and interrogate them for hours. Can you imagine? It's like the KGB or the CIA.

I know the chairman of the NCFC, he is a good man and there are good men on the committee. But I'm sure that there are one, two or three people who are involved in illegal matters, which are helping the corrupt. If this continues, I will take matters to the higher authority of the government and state.

Have you accepted students through mediation from high-ranking officials or influential figures?

There is much negative talk about this, but I challenge anyone to prove it is true.

Yes, we receive a lot of requests for mediation but we only accept mediation under the condition that it does not violate the law. For instance, if someone comes to the Faculty of Medicine with 85 percent but without having attended the exam, we say we cannot do this.

But sometimes, you are supposed to accept 66 students to the Faculty of Education - the required 80 percent- and you find that the acceptance period will soon be over, although there are only 20 students who have passed or have 80 percent. In this case, we may accept mediation.

What are the main obstacles in your job?

The main obstacle which we are facing is the culture of the people. Once, when I was in Italy with the minister of culture, I told him that his job was not to look for poetry, poets, theater and cinema, but -I think- 50% of his job is directed toward changing people's culture, creating the culture of responsibility, the culture of love, the culture of how to keep resources, how to devote oneself as youth for love and country, and how to keep everything which belongs to the country as your own.

Are you satisfied with the staff you deal with in the management of Tamar University: deans, lecturers?

To be honest, I'm satisfied with the majority of deans because I chose them and they are the best qualified. The younger academics have ambition and work hard to improve their faculties. I tell them that I need achievements from them every six months in each faculty, and if any dean does produce these, we will change him. So I'm happy with them.

Regarding the management, I'm not happy at all. You know, it's the big problem with management in all universities and state institutions. We are far away from ideal management.

How many Arab lecturers have you got in Tamar University?

We have more than 150, most of them from Iraq. We have some from India and Egypt, and few from Morocco and Syria.

Regarding scientific research at university, Yemenis don't care about it. What is your comment on this?

I applaud the minister of higher education Dr. Saleh Ba Sorrah. He really is a man of vision and he has emphasized that a university has to serve society,



Professor Ahmed Mohammed Al-Hadrani, rector of Tamar University

and we are working hard to achieve this purpose.

I agree with you and I know that Dr. Ba Sorrah also agrees with us on this issue. A large number of academic staff at Yemeni universities is not interested in research. This is very sad. Of course, they give the excuse that they don't have enough money and that they are struggling with living costs. Believe me, these are not excuses.

Academic staff members at Yemeni

universities receive some of the country's highest salaries after judges. They do not follow the civil service in terms of wages, they are on top. University doctors now get more than ministers. As Yemeni academic staff, we now get more salary than academic staff in some other Arab countries like Egypt. So this is no excuse.

Research can start small; it doesn't necessarily require high-tech labs and sophisticated instruments.



Ramadan: seasonal beggars, seasonal charity

By: Khaled Al-Hilaly

Every Ramadan, the elderly Hajj Saleh heads to the capital Sana'a to beg. In his village, far from Sana'a, Saleh owns a plot of land. He is married with children, and used to work in Saudi Arabia. Only in Ramadan does he become a beggar. His name is on the Ramadan lists, those lists of individuals to whom companies and businessmen give donations every Ramadan. During the holy month, his day starts at noon and ends after midnight, and he wanders the streets stopping at shops, businesses, vehicles - anywhere where he can get that extra change. "I collect about YR.1,000 (\$5) a day from standing on streets; the worshippers at mosques are especially generous with people like me," said Hajj Saleh.

But Hajj Saleh is not always this fortunate, especially when he encounters corrupt authorities. "The day before yesterday I was among a group who were taken by authorities from the anti-begging campaign; they arrested me for half a day and took the YR 8,000 in my pocket, then they released me," he said.

Begging has become a highly visible phenomenon during the month of Ramadan, not only in Yemen but also

in most Arab and Islamic countries. Beggars stand at traffic lights, visit shops, sit in front of mosques and wealthy residences, or just roam the streets, asking for food or money. Some are poor, ill and unfortunate, while others just pretend to be. Many come from villages or urban areas to the capital Sana'a and main cities like Aden, Taiz or Hodeidah.

According to Mohammad Al-Qubati, the general manager of the Islah Social Charity Association (ISCA), there are two main reasons behind the increase in people taking to the streets to beg during the holy month. The first is Ramadan food requirements and preparations for the Eid festivities, while the second is people's greater generosity during Ramadan. This has prompted some people to turn to begging as a lucrative form of income, even though they have the ability to work.

According to a study on begging published in 2007 by the Yemen Centre for Study and Research (YCSR), price hikes and unemployment are the main reasons behind the increase of begging in Sana'a. "Children are forced -usually by their parents- to go begging on streets," the study noted.

Sharaf Al-Qalisi, head of the anti-begging project in Sana'a, said that beggars are only prevented from beg-

ging in some places in the city, like public squares and the main intersections. "The beggars we collect during campaigns receive nourishment and some lectures on how to stop begging," Al-Qalisi said, noting that anti-begging officials who take money from beggars are fired from their jobs.

According to UNICEF, Yemen's nutrition crisis may be off the world's radar, but the numbers speak loudly. Half of all children are underweight, and half are stunted. Malnourished children are at greater risk of disease, long-term mental disability and untimely death. Stretched out on the sidewalk, cradling two babies in ripped sheets and pregnant with her third child, Um Zakaria comes from Sa'wan to the city centre every day. She stays on the streets from noon until midnight and gathers more than YR 1,000 (\$5) every day, sometimes making up to YR 2,000 (10\$). Her husband works as a street sweeper.

"Half a million people and 75,000 families received support from the ISCA during Ramadan and about 100,000 children will receive Eid clothing," Al-Qubati declared.

According to Al-Qalisi, the amounts given to individuals as social security somehow lighten the load for the poor, but it is still not enough. "In addition to collecting information from beggars,

like personal details, income resources and the reasons pushing them to beg, we also categorize beggars: orphan, disabled, woman, sick or elderly. We send each category to a specialized place so that they can be provided with proper help. For example, orphans are sent to orphanages and the disabled are set to disabled centres", he explained.

Saif Ammer is 8-years-old. He is not a Ramadan seasonal beggar like Hajj Saleh or Um Zakaria: he is a permanent one. His parents are divorced, and he lives with his mother and her husband. Every day, he has to spend more than 12 hours at the bus station begging for money. Coming home to his mother with less than YR 800 (\$4) can subject him to a beating. "I hate begging," says Ammer, "I want to go to school."

According Dr. Abdu Ali Al-Kamil, a social researcher, fighting illiteracy and giving education more attention by the government is one of the most effective solutions for the social phenomenon of begging.

According to Al-Qubati, some families need support to be able to stand on their own, so the ISCA provides them with the training they need to start a small business, for example teaching them sewing, carpentry, or computer skills. Other people need financial support to start a job. "We also have a



Price hikes and unemployment are the main reasons behind the increase of begging phenomenon in Yemen.

wide range of development projects for poor; we buy a boat for a fisherman, a cow for a farmer or a car for a poor man to depend on himself," added Al-Qubati.

Although there are hundreds of charities spread all over the country, only a few reach rural and remote areas. "Some charity associations and businessmen distribute their Ramadan aid only for people in main cities and

ignore the rural areas," said Al-Qalisi, "they should target poor and needy people in remote areas and then they will not come to cities for begging."

"Despite the wide need and a big number of needy families, the work done by charity associations, businessmen and other charitable individuals proves that Yemeni society is still collaborative and helpful," Al-Qubati concluded.

Words of Wisdom



In the Third World today, the rulers have no fixed budgets or allocations, even when these exist on paper. The rulers simply spend as they please. Actually, the only limiting element is the lack of funds or the general poverty of the country. Here in Yemen, this problem exists in a shameless way. Just a couple of weeks ago, a number of government palaces built by foreign aid were simply given away to the top president's men.

Prof. Abdulaziz Al-Saqqaf,
(1951 - 1999)
Founder of Yemen Times

OUR
OPINION

Education and economy

Now that we are at the beginning of the academic year, there is silent excitement around the country about going back to school. The summer holidays were fun, lazy but fun as there were no responsibilities on students, especially males as they wasted their time between TV and friends. It is true that theoretically the academic year has started in September but because this year it coincided with the Holy month of Ramadan, education was not really taken seriously. Even at the university level.

And despite the illiteracy rates and still having a large percentage of our youth not enrolled in schools, and an even larger percentage that does not join higher education, it is still important that schooling is taken more seriously. Not only in terms of quality but also on ways to relate the products of the educational system to the national economy.

To be put simply, the role of the educational system is to create and empower human resources that would be able to contribute to the national economy through their work in the various sectors. This means that quality education produces professional people who would be able to enhance the living standard in the country through working in either the service or the manufacturing industries.

Therefore, if the national economy is deteriorating, then there is definitely a problem with the education sector among other deficiencies in the governing system overall.

A simple indicator is to see how many Yemenis work in the high tech, specialized and top management positions. Obviously the better the educational system is, the more Yemenis there will be.

This is a problem world wide. USA, which used to be a super economy, is suffering deeply today because of the very issue of education. Alan Greenspan, former chairman of the Federal Reserve Bank and a legendary figure in for his skill at managing the United States economic system explained this relation several times either in his book "age of turbulence" or through his public speeches. He insisted that for the American economy to thrive, more attention needs to be given to education, and in particular economic education.

If the USA, and it is what it is, suffers from educational problems, then what are we to say about our part of the world and about Yemen which is a least developed country? Malaysia understood this equation three decades ago and invested in its educational system which eventually helped the country's economy immensely.

It is not only the responsibility of the government or the Ministry of Education or Higher Education. It is also the responsibility of the people. The responsibility of teachers and educators, of parents and guardians, but most importantly of the youth themselves. Yemeni youth should start taking their education more seriously. They should study harder and look for ways to develop their skills and learning outside schools and realize that they are a shareholder in this country and try to make a difference in their lives today, so that there is a difference in their future tomorrow.

Nadia Al-Sakkaf

How about a friend who
appears when not needed?

By: Nashwan Al-Sumairi

After a long history full of everyday life experiences, we may be forced to exaggerate in our ideal understanding of friendship until we take a genuine position with which brightness of friendship vanishes. The primary reason behind this is that we may lose our ideal realization of friendship on the ground without any preceding warning, particularly as most of our friendship has changed into a quantity of individual obligations. These obligations spiritually and materialistically proceed on a single direction in favor of friends who we don't find whenever we need them.

I personally admit that I am one of those who have given up the absolute and ideal concept of friendship for a considerable time period after the course of time deceived my ability to understand and realize due to the above-said reason.

Our surprise may be so great whenever we learn that some of us have removed the stone of friendship that may arise for the time being because we don't build "true friendship". This is not because "true friendship" can be truly built, but it is built on a foundation of sand that may be swiftly swept by 'water' of personal interests, cheating or private accounts.

Anyone, who is adventurous in building friendship, chooses a very difficult and complicated bet and assumes a hard responsibility during a hard time and in a hard place.

Amid this gloominess, we see a glimpse of hope, which should be reflected in our hard efforts and attempts to understand an amazing bond of friendship. How can we do this? The answer to this question must be written in soccer-related language because friendship may sometimes come in the injury time of our game.

And, as we don't necessarily understand the world of spirits and how these spirits come together or split, we are not serious and frank in interpreting ambiguous facts surrounding us on the ground.

As we don't possess full reality, nor can we do so, we may discover the remaining answer to the above-mentioned question once in the future, which is due to be evidently reflected in an image of unique friendship that brings us mutual psychological, emotional and human interest of a young nature and development.

Nice moments immortalize in our spir-its

We learned from life that nice moments, even if they come and then disappear like a silver lining, get immortalized deeply

in our spirits, thus ringing a nice bell in the world of forgetfulness. Due to this, some of us feel sad over these short moments, and they only remember when they were turned off and vanished, thereby implying only the tragic aspect of these moments.

If we are attracted by laws of the contemporary game and the earthly habit of union and separation, we should accept any available challenge in order to gather our scattered realizations of real friendship and its existence. We needn't fear failure or any remorseful allegations, which, for us, mean nothing after our experiences that are full of failed and successful friendships get lost.

Whenever we succeed in restoring brightness to the meaning of friendship in our communities, our feeling of satisfaction will appear very scant, particularly if we compare it with our feeling of happiness while reaping fruits of our adventures. We easily reap fruits of our adventures because we turned to be a source of satisfaction and happiness for others.

Having pushed one of our friends and encouraged him/her to understand the real meaning of friendship, this implies that we took a decisive step forward in our march toward complete satisfaction.

Source: Marebpress.net

Frankly speaking, the opposition
has no real demands

By: Hamza Al-Jubaihi

I already delivered this article to the Al-Ayyam Daily in order to publish it on due time, but regrettably the paper did not do so, which is why I resorted to publish it on Newsyemen.net.

In a previous article published by Al-Ayyam Daily on April 28, 2008, Dr. Saif Al-Asali, an economics professors at Sana'a University, who once served as Finance Minister, diagnosed situation of the opposition in our country. The article was eye-catching, and therefore deserves support.

Al-Asali explained status of the opposition in our country. He described behavior of the opposition and diagnosed it thoroughly. Al-Asali listed some of the excuses adopted by some opposition leaders while claiming secession under the pretext that despite any persisting violations and tragedies, claiming one's rights is ensured by the law, provided that he/she shouldn't harm unity of the nation under any justification.

Al-Asali established a comparison between our opposition and other oppositions in other states. For instance, the sufferings experienced by some people of Eastern Germany didn't encourage the opposition to review their unity. Likewise, price hikes in Egypt didn't encourage opposition leaders to claim separating the southern part of Egypt

(called Saeed in Arabic) from the nation.

The most notable achievement throughout the Yemeni and Arab history is that of reunifying Yemen on May 22, 1990, which represented the first step toward achieving another major dream (the Arab Unity), which is still anonymous. The Yemeni unity is considered a natural product that arose from the spir-its of noble and patriotic citizens in the various parts of the nation.

At this point, we should not repeat role of any partner in establishing the unity, particularly as justice gives the right to people to unify themselves.

Political congestions are symptomatic of political bankruptcy

The current turmoil and crisis in the nation, or what is called congestions in South Yemen, are symptomatic of bankruptcy and vulnerable interest of ill-natured people, who turned to behave in a way harming the national unity under the guise of what they call "peaceful protests." They also exploit the available scope of freedoms to raise slogans chanting claims of secession.

Those irresponsible practices, aimed to threaten unity of the nation, under the pretext of claiming that the government should resolve retiree's issues, land grabs and unemployment have no value, compared to unity of the nation. Bad intents of those who undertake hostile campaigns against the national unity made

them confine these demands to the southern governorates.

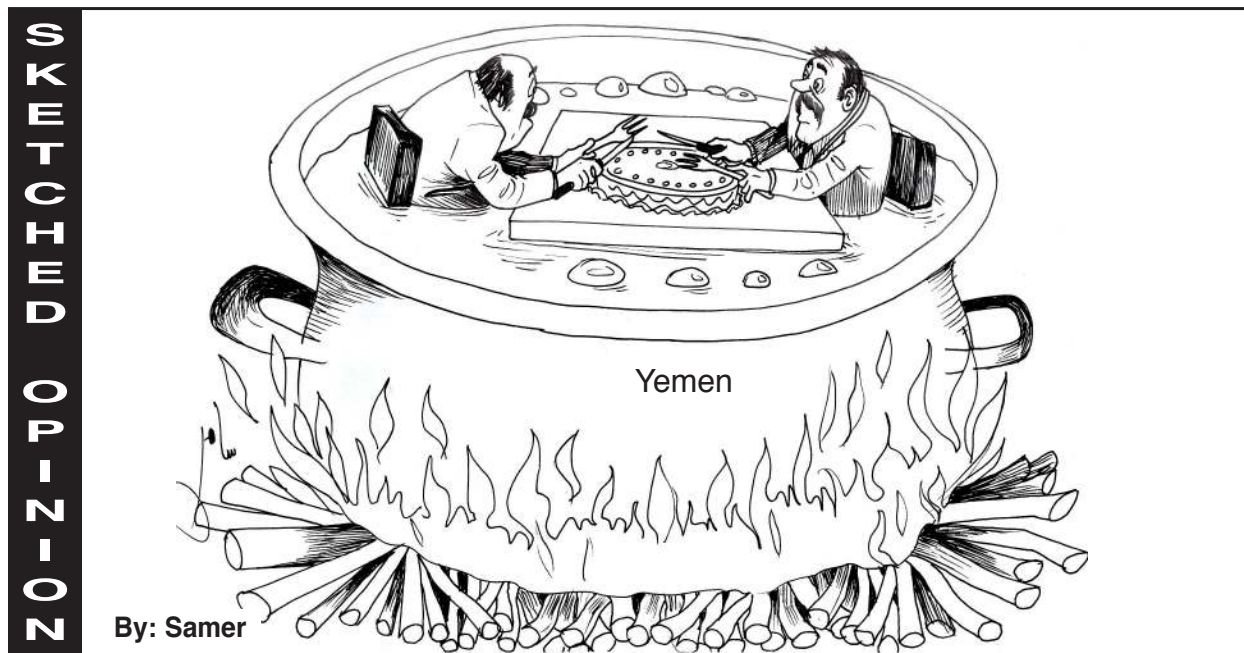
The situation may imply that there are neither retirees, unemployment nor land disputes in the other parts of the nation. Frankly speaking, such issues really exists nationwide, and no doubt that there are sufferings and hardships experienced by citizens everywhere.

Regrettably, our country got the kind of opposition that opposes whatever happens for the sake of opposition merely. And, its appearance as an opposition is merely in the form of flashes or pebbles. This opposition appears, shines and disappears immediately.

When speaking up and raising numerous issues, it only plans to get gifts and funds for its leaders. Illegal individual interests and political achievements are the sublime purposes the opposition wants to reach.

These practices function as the clear evidence that the majority of opposition members and leaders are shocked at the wider scope of freedom and democracy available on the ground. Those unpatriotic individuals still have the same negative memories of the past. They don't understand that Yemen's democracy still is immature and it should progress gradually until reaching the extent of democracy practiced in other developed nations.

Source: Newsyemen.net



By: Samer

SILVER LINING

Addressing momentum
of terrorism

The deadly terrorist attack on the US embassy in Sana'a last month has raised concerns that a fresh confrontation between the government and al-Qaeda militants is imminent. This unprecedented and daring attack in which two vehicles, one of them carrying militants armed with automatic weapons and grenade launchers, tried to breach the heavily fortified compound of the US Embassy sends an alarm that the group behind it has got new reckless strategy in Yemen to attain their objectives even through killing civilians and security personnel.

This is very clear from their attack in Hadramut against the security compound which also injured civilians living in the nearby houses. Hamza al-Qaithi who was killed in the security operation in Tarim in August was with this "the end justifies the means" ideology.

This means Yemen is heading towards a major confrontation with al-Qaeda militants. It seems also there is some kind of cooperation and contact between al-Qaeda militants in both Yemen and Saudi Arabia and investigations into the US embassy attack might reveal some information about this.

Yemeni president flew to Saudi Arabia after the attack and met the Saudi officials to show them that al-Qaeda militants in both the two countries are trying to take Yemen rugged mountains and vast deserts as a spring-board to plot and launch attacks in both the two countries which require their coordination. He might have presented some evidence to the involvement of Saudi nationals in the recent attacks in Yemen.

Yemen has, of course, made some efforts to crack down terrorism. However, the springs that encourage the culture of terrorism are not yet dried up.

The government merged the religious institutes that were run by the Muslim brotherhood movement prior the unification and after by with the public schools. That was good. Following the al-Houthi insurgency in Sa'ada, the cabinet announced in June, 2004 that schools operating without license were shut down. However, president Saleh said later these "religious schools will not be closed down but they will be working according to the education law and their work would be organized so they can operate after completion of secondary schooling and under monitoring of the ministry of education."

Most of these religious schools and universities have curricula that promote religious fanaticism and such institutions which produce fundamentalists are being supported by the state big guys.

Our schools and mosques in general teach curricula that legalize the killing of non-Muslims and consider them infidels; these curricula present the Western people and their civilization as immoral and whatever they produce in terms of technology as false and fantasy for the people there have lost their spirituality and their life is therefore fruitless and they will all go to hell. Muslims, however, are presented as the torch bearers of the truth and morality; we are all virtuous and non-Muslims are bad.

Judge Hamud al-Hitar and his fellow clerics have been conducting dialogues with a handful of extremist prisoners, convincing them to be loyal to the rulers by not carrying out attacks inside Yemen. By the end of the day, some of these people went away from jails and went back to their hostile ideology. The judge who is now the minister of endowment and religious guidance had better address the mosque sermons that promote hostility through praying to God to turn all non-Muslims and their wives spoils for Muslims. It is a disgusting religious discourse that portrays the Christians and Jews as enemies orchestrating all the trouble we are going through, neglecting the substantial reasons behind our problems.

Such curricula and sermons spitting out hostility and hatred should stop for such a language painted with religious holiness finds its easy way to the hearts of frustrated youngsters. Such a hostile religious rhetoric in this way turns into a day to day culture and a way of life. It is difficult to imagine how life will look when extremism that leads to terrorism becomes a culture for many of the people.

All in all, security action is not enough to address terrorism. Any serious steps in tackling the question of extremism and terrorism should start from reforming such curricula and mosque sermons that stand as the momentum of our plight with terrorism.

Dr. Mohammed Al-Qadhi (mhalqadhi@hotmail.com) is a Yemeni journalist and columnist.

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Yemen Press Review



26September.net, affiliated with the Yemeni Army
Saturday, Oct. 4, 2008

Top Stories

- Yemeni President and his Egyptian counterpart discuss efforts to fight piracy and terrorism
- Yemen's foreign Minister urges states overlooking Red Sea to cooperate for fighting piracy
- Dhamar Security Authorities foil attempt to kidnap U.S. family

Dhamar security authorities thwarted an attempt by armed men to abduct a US tourist and his family in the western part of the province on Thursday, the website reported.

The tourist and his family were in a Jeep, touring historical sites in Dhamar, some 100 kilometres south of the capital Sana'a, when three gunmen intercepted the car and tried to snatch them and their Yemeni driver, the website quoted the Interior Ministry as saying in a statement posted on its website.

It said that Dhamar security department intervened and foiled the kidnapping attempt and that no one was hurt.

The security department launched a search for the assailants, whose identities or motives were not immediately

known, the ministry said.

The same source mentioned that a US diplomat, Robert Jeffery, aged 29, and filled the position of administrative attaché of the US embassy to Yemen, had been injured in a traffic accident in the airport street of Yemeni capital, Sana'a.

It said that the US diplomat's car had been crashed by locomotive at Al-Jumonah roundabout in his way to Sana'a International Airport.

The source maintained also that the American national was critically injured and then transferred to Germen-Saudi hospital to receive medical treatment.

The source added that Sana'a Traffic Department seized the driver and his locomotive so as to proceed investigation in the incident.



Newsyemen.net, an independent news website
Saturday, Oct. 4, 2008

Top Stories

- Aden residents protest against government over lack of water supplies
- Yemeni security authorities prevent Americans from investigating citizens
- U.S. court overturn charges

against Sheikh Mohammed Al-Moayyad

New York appeals court Thursday overturned terrorism convictions for sheikh Mohammad Al-Moayyad and his companion, the website quoted U.S. Media as saying.

Sheik Mohammad Ali al-Moayyad and Mohammad Mohsen Zayed, were sentenced in 2005 to 75 and 45 years in prison, respectively, after being convicted of offering financial support terrorist organizations.

Al-Moayyad's lawyer, Robert Boyle, said, "I'm extremely gratified at the court's decision. I believe it is legally and factually correct. I hope my client, who is elderly and not in good health, will be given the opportunity to return to his family in Yemen."

The appeals court judges found that the defendants, Sheik Mohammed Ali Hassan al-Moayyad and his aide, Mohammed Mohsen Yahya Zayed, did not receive a fair trial because the trial judge, Sterling Johnson Jr., allowed the jury to hear inflammatory testimony and other evidence that prejudiced the defendants' case.

Zayed and al-Moayyad were arrested in 2003 in a sting operation that culminated in Germany. The government's case relied largely on secretly videotaped conversations between the defendants and a pair of undercover FBI informants at a Frankfurt hotel in 2003. One of the informants, Mohammad al-Anisi, testified that al-

Moayyad boasted about giving money, weapons and recruits to al Qaeda leader Osama bin Laden.

The charges were brought in the Eastern District of New York because al-Moayyad allegedly collected terrorist funds at the al-Farooq Mosque in Brooklyn.

Now that the appeals court has vacated the convictions, prosecutors have the option of appealing to the U.S. Supreme Court if they feel there is a constitutional issue. They can retry the case or move to dismiss.

Sheik Moayyad, who was sentenced to 75 years in prison, and Mr. Zayed, who is in his mid-30s and received 45 years, are both being held at the federal "supermax" prison in Florence, Colo.



Al-Sahwa.net, affiliated with the Islah Party
Saturday, Oct. 4, 2008

Top Stories

- Government welcomes U.S. court verdict acquitting Al-Moayyad and his companion
- WJWC prepares films and programs on human rights and democracy development
- Release of award-winning Yemeni journalist welcomed

"Responding to news that the Yemeni journalist Abdulkarim al-Khaiwani has been released from prison earlier this afternoon, the website quoted Amnesty International UK Director Kate Allen as saying in the final days of September.

Allen added, "This is very welcome news. No journalist should be imprisoned simply for doing their job. We were dismayed at his imprisonment earlier this year and indeed the award we gave to Abdulkarim in June was made even as he languished behind bars in Yemen."

"The important thing now is that Abdulkarim is allowed to go back to his journalistic work without further intimidation or harassment of any kind," he noted.

The international official went on to say, "It is sad to say that the imprisonment of journalists is a tried and tested tool used by those opposed to free speech and democratic accountability. It is excellent news that Abdulkarim has been freed but the government shouldn't have imprisoned a journalist for doing his job in the first place."

Abdulkarim al-Khaiwani, 42, the former editor of Yemen's political weekly newspaper Al-Shoura, was jailed for six years on 9 June after standing trial with 13 other defendants.

His conviction appeared to have been as a result of his professional work as a journalist, including his cov-

erage of armed clashes between government forces and supporters of the late Zaidi Shi'a cleric Hussein Badr al-Din al-Huthi in the northern Yemeni province of Sa'da. Some of the case's defendants were charged with violent activities and one was believed to have been sentenced to death.

Responding to the June jailing, Amnesty said he should 'never have been on trial in the first place' and that 'his imprisonment looks like a clear case of the authorities putting an independently-minded journalist behind bars for his criticism of government policies.'

Mr Al-Khaiwani himself spoke to Amnesty soon after his release today. He thanked the organisation for its support, adding that his release 'would not have been possible without Amnesty International's solidarity'. He also confirmed that there were no conditions attached to his release.

At its annual Media Awards on 17 June, Al-Khaiwani was presented - in absentia - with a 'Special Award For Human Rights Journalism Under Threat', the award being made by BBC journalist Alan Johnston. In making the award Mr Johnston said of Al-Khaiwani: 'This is a man who has already endured the horrors of prison because of the stand that he's taken. Despite that, he is determined to continue his work and has of course just been jailed again. That is an act of courage, and it is right that he is being honoured.'

Putin of Arabia

By: Mai Yamani

Almost undetected, Russia is regaining much of the influence that it lost in the Middle East after the Soviet Union collapsed. Ever since Russia invaded Georgia in August, Arab satellite television and Web sites have been rife with talk about the region's role in an emerging "new Cold War." Is the Arab world's Cold War patron really back, and, if so, what will it mean for peace in the region?

With the USSR's demise, communist ideology, which Muslims believe contradicts their faith, ended too. Communism never stopped Arab regimes opposed by the United States from accepting arms supplies from the Soviet-era Russians, but it did prevent Russia from securing the kind of intimate influence that America had secured with its regional allies. Now,

even Islamists are welcoming Russia back as a regional player in order to strengthen their struggle against American hegemony, conveniently forgetting Russia's brutal suppression of Chechen Muslims during the 1990's.

This is a complete reversal of the pattern that prevailed in the 1950's. Back then, the US encouraged Islam as a bulwark against communism. Its allies in the Middle East, especially Saudi Arabia, justified US influence on the grounds that Americans were Christian and thus part of the *Ahl el-Kitab* (the people of the Book). The Soviets were regularly attacked as dangerous enemies of God.

Today, US power in the Middle East is at its historical nadir, and Russia is seeking to fill the vacuum. Even America's closest allies - Saudi Arabia, Egypt, and Israel - are vulnerable as they face the aggressive expansion of "radical forces" represented by

Iran, Hamas, Hezbollah, Syria, and the Iraqi resistance. In the prevailing atmosphere of turmoil and confusion, the radical Islamists attack the Americans as barbarous Crusaders who have replaced the communists as the enemies of Islam. Indeed, for the conservative majority in the region, the US, with its pop culture and liberal democracy, is seen as a far more problematic ally than the autocratic and wealth-loving Russians.

Russia's inroads in the region began with former President Vladimir Putin's state visit to Iran in October 2007 - the first visit by a Russian leader since Stalin's trip to Teheran in 1943. Russia, of course, helped Iran kick off its nuclear program, and has often defended the Iranian regime from stiffer United Nations sanctions.

Russia views its relations with Iran as a means to leverage its diplomatic influence in the wider Middle East, where the US has sought (successfully)

to marginalize the Kremlin since the Cold War's end. Russia's other aim has been to exempt from UN sanctions the Bushehr nuclear reactor that it has been building for Iran. A full UN-sponsored financial squeeze on Iran would jeopardize Russia's profits from providing nuclear fuel for the reactor, which is due to be commissioned soon.

Indeed, for the first time in Russia's history in the Middle East, it can depend on genuinely powerful local allies. The Soviet Union lost Egypt in 1972, and its naval bases in Syria were abandoned in 1989. Now, Russia has signed strategic agreements with Iran and is reconstructing military bases in Syria in response to an appeal by President Bashar Al-Assad (who visited Moscow in a brazen bid for Kremlin support just after the Georgian war ended). Iran's regime is eager to publicize its partnerships with Russia, and to make concessions to it in order to face the American and Israeli threat

and to gain more time to pursue its nuclear program. Hamas, too, is proud of its Russian connections, so much so that it was one of only three regimes in the world to recognize the independence of Abkhazia and South Ossetia, the regions that Russia has helped break away from Georgia.

In response to America's failed policies in the Middle East, whether in Iraq, Iran, Syria, Lebanon, or Palestine, Russia appears to be using its oil-fired wealth to knit together a new bloc to counter the US presence. Even in Iraq, Russia is making headway. It has written off some \$12 billion in debt dating from Saddam and is pushing to create an Iraq-Syria oil pipeline, which will further its bid to control much of the transport of oil and gas. Russia is also ready and willing to provide more developed weapons to Syria and Iran.

In the short term Russia armed with high oil prices has nothing to lose but in the long term, Russia's policy in the

Middle East appears to be doubly misguided. A nuclear-armed Iran on its doorstep is certainly not in Russia's national interest, particularly given the increasing radicalization of Russia's own 20 million Muslim citizens - the only part of its population that is actually growing. Indeed, Iran was a keen backer of the Chechen separatists that Russia spent almost a decade fighting to put down.

With Muslims becoming a bigger factor in Russian domestic politics in the decades ahead, it may be wise for Russia to take an interest in Middle East affairs. But strengthening the hands of the region's most radical elements will only empower them to turn their attention one day to the "oppressed" Muslims of Russia.

Mai Yamani is a Visiting Scholar at the Carnegie Middle East Center, Beirut. Source: Project Syndicate, 2008. www.project-syndicate.org

The Palin non-factor

By: Chris Patten

Senator John McCain is a genuine American hero. He was a brave airman, with a fine war record. Unlike the so-called "chicken hawks" who avoided service in the Vietnam War themselves but could barely wait to send young Americans into Iraq to fight, McCain's life is not at odds with his politics. In the Senate, while supporting President Bush's war of choice in Iraq, he has been prepared to stand up for his independent judgment on issues such as campaign finance reform and climate change.

So when, as a presidential candidate, McCain said that, if elected, he would seek to work with Democrats and independents, and that he would search for consensus, it was easy to believe him. After all, this is exactly how he had behaved as a senator. There seemed every chance that he would apply this approach to the choice of his running mate. His friend Senator Joseph Lieberman, a former Democrat and a hawk on the Iraq war, appeared to be the most likely pick.

We know what happened. With his campaign apparently dead in the water, McCain reached out all right - to the right-wing fundamentalists in his own party. Governor Sarah Palin strode onto the national stage, rhetorical guns blazing.

Whatever else you say about the

governor's views, no one could call the choice of the "hockey mom" from Alaska a bold bid for consensus. She was chosen, to borrow the commentators' jargon, to energize the party base, which comprises hard-liners suspicious of McCain's lack of enthusiasm for the causes that fire them up, such as creationism and a ban on abortion.

According to the McCain campaign's calculus, a political outsider with red-neck views would appeal to white working-class voters. Moreover, a woman on his ticket might attract some of those disappointed by Senator Hillary Clinton's loss to Senator Barack Obama in the Democratic race.

So far, the selection of Palin seems to have paid off. Questions about her record have been sidestepped; her inexperience is lauded as a virtue; any criticism is dismissed as sexism.

Speaking as a one-time campaign manager in British politics, there seem to be three important points for the Democrats to remember.

First, Palin is not at the top of the ticket. It is impossible to imagine her surviving a primary campaign. She would never have withstood the searching inquiries of months of campaigning. But no one seems disposed to contemplate her heroic lack of qualifications to sit a heartbeat away from the Oval Office.

Second, it is McCain whom the Democrats should attack. He would be president, not the Alaskan. It is

McCain's views on the economy and foreign policy, not Palin's on Darwin and the wickedness of sex education, which should be the targets.

The economy is not McCain's strong suit. He was arguing as Wall Street went into meltdown that the American economy's fundamentals were still strong. McCain's solution seems to be more of Bush's policies - tax cuts for the rich plus promises to curb public spending. How credible is that?

The Republicans under Bush have turned huge surpluses into terrifyingly large deficits. The mortgage crisis and the credit crunch have led to bailouts for the banks and the nationalization of housing finance and insurance. America needs to rein in its household and fiscal spending, so that it can cut the amount of money that it borrows and owes.

It is not easy to do this when the rich get richer - enjoying their biggest spree since the Roaring Twenties - and average household income remains stagnant for the third decade running. Social equity is not irrelevant even in America, the land of opportunity.

When they get into the polling booth in November, will Americans vote on "culture wars" issues - sex and guns - or on the basis of whether they can afford to pay their mortgages?

As for foreign policy, it is Obama who has rightly said that America needs to switch the focus of its military operations from Iraq to Afghanistan. His

opponent originally derided what has rapidly become the conventional wisdom. Al-Qaeda still has bases with the Taliban on the Afghanistan-Pakistan border. A serious effort to contain them and stamp them out requires an effective campaign in Helmand Province, North and South Waziristan, and the troubled areas between the poppy fields of Afghanistan and the madrasas of Pakistan.

Finally, if America wants change, why vote for a ticket that has embraced the very attitudes that gave the Bush years their character, and exemplifies some of the reasons for its unpopularity and failures, from partisan bigotry and the assault on reason and science to the "America First" dismissal of the opinions of the rest of mankind?

If I were a Democrat, I would leave Palin to the mercies of the investigating bloggers. The election is too important to all of us to begin and end with her. I would get back to the central issues. That is where the election will be lost or won.

Chris Patten is a former EU Commissioner for External Relations, Chairman of the British Conservative Party, and was the last British Governor of Hong Kong. He is currently Chancellor of Oxford University and a member of the British House of Lords.

Source: Project Syndicate, 2008. www.project-syndicate.org



VACANCY ANNOUNCEMENT

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Indian Embassy invites applications for Interpreter-cum-Translator, proficient both in English and Arabic.

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Medical tourism among Yemenis

By: Tareq Al-Adil
For Yemen Times

A constant number of patients travel abroad every year looking for medical treatment. Most people seek help abroad at their own expense, but a small number benefit from grants from the Ministry of Health.

Mohammed Al-Shahari, the general manager of technical cooperation and international relations in the Ministry of Health, said that about 4000 Yemenis go to Jordan, 4000 go to Egypt, and between 1000 and 2000 go to other countries every year looking for medical treatment.

Egypt, Jordan, Syria, Turkey, Russia, Algeria, Germany, America, and Saudi Arabia are the most popular destinations for medical travel among Yemenis.

Abdulkarim Abo Zaid, the acting manager of technical cooperation and international relations in the Ministry of Health, said these nine countries are the most directions that give medical grants to patients.

Dilated Cardiomyopathy (DCM), marrow surgery, some type of cancers, diabetes, chronic renal failure, liver hepatitis and innate deformation in children are some of the illnesses that push citizens to seek treatment abroad.

Rasheed Al-Awadhi, medical manager of the cardiologist center in Sana'a, said that DCM in children is difficult to cure in Yemen because it requires the child's heart to be replaced, which cannot be done in Yemeni hospitals. He added that innate deformation in children is another problem which cannot be solved in the country.

Mo'ath Jaber is a child with an innate deformation called innate buttock and rectum block. According to his father Ahmed Jaber, Mo'ath has undergone six surgical operations, but none of them have succeeded. Mo'ath now has to wear a diaper because he cannot control himself.



Al-Jumhuri hospital in Sana'a. Although the number of health facilities is increasing rapidly, Yemeni who can afford it prefer to obtain medical treatment abroad.

"Despite my bad economic position, I decided to go abroad after having spent about million Yemeni Riyals for treatment in Yemen" said Moa'ath's father. "I would do anything to make my child live like other children."

Abdulkhaliq Al-Khawlani's nephew is another example of a patient who cannot be cured in Yemen. He is 13 years old and needs bone marrow surgery.

"I am happy to have been given a medical grant from the Ministry of Health. However I waited about a year and three months for my turn to come, and the tickets are another obstacle because they are not included in the grant," said Al-Khawlani.

Abdulaziz Nasim takes his cousin to Saudi Arabia to treat him for osteop-sathyrosis. Remarkably, Nasim was in Saudi Arabia when one of the Saudi princes donated grants to poor patients in 2006 and one of those grants was given to Nasim. "The Ministry of Health gives medication grants, but I have to pay for tickets, hotels, and traveling expenses," said Nasim, adding that this is very expensive.

Every year, medical grants are given

to Yemenis by the Ministry of Health, donor countries and other organizations from around the world.

"More than 300 medical grants are given to Yemenis from different countries every year," said Al-Shahari. "The Ministry of Health gives about USD 500 and two tickets to Yemeni citizens with incurable diseases to travel outside the country for medical treatment."

According to Al-Shahari, certain factors increase a patient's chance to receive these grants: if the illness cannot be cured in Yemen, if the diagnosed illness is very rare, or if the disease is critical such as some kinds of cancer.

Germazin, a German health service company with an office in Sana'a, last year gave full grants to two Yemeni children. Mohyi-Deen Saeed, the manager of Germazin, said that the company also offers translation and airport reception services to patients.

Mohammed Al-Khalqi, supervisor of the Yemenia Airlines office in Haddah, explained that patients who are too weak to sit are given a bed on the plane. Although the bed actually

takes up six seats, the airline company only charges them for three.

As for children from poor families, the only way for them to receive treatment in Yemen is to wait for foreign medical delegations to come to Yemen, according to Al-Awadhi. These delegations -from Saudi Arabia, Qatar and Germany- give free treatment to Yemeni patients in their country.

Al-Awadhi added that an agreement permits these delegations to enter Yemen with their equipment without paying custom duties. "Accommodation and other services are offered to them by the government to ease their work," he explained.

Although patients with money directly travel outside Yemen for treatment, they often return saying they found the same medication abroad as in Yemen, according to Al-Awadhi. "They then continue their treatment in Yemen, but never do they trust us at first," he noted.

Al-Awadhi said that patients do not trust Yemeni doctors with advanced surgical operations and pointed to professional mistakes as the main reason for a lack of trust in Yemeni doctors

and frequent medical travel abroad.

Abdullah Al-Asta, nerve and spine cancer specialist at Al-Thawra hospital, mentioned the care and services provided to Yemenis in foreign hospitals as another factor in them preferring treatment abroad.

He added that the media should inform Yemeni citizens on technological improvements inside Yemeni hospitals, especially in Al-Thawra, and highlighted the success of many surgical operations on patients who were

about to go abroad.

Al-Awadhi concluded that new high-tech equipment and advanced methodologies in treatment were essential to improve hospitals and active medical treatment in Yemen.

Al-Shahari highlighted the importance of increasing government hospitals' budgets and independence to enable doctors to make quick medical decisions on necessary surgical interventions and to better serve to Yemeni citizens.



Medecins Sans Frontieres - France

Médecins Sans Frontières (MSF), is a medical humanitarian organization that delivers emergency aid to people affected by armed conflicts, epidemics, natural or man-made disasters. MSF provides assistance irrespective of race, religion or political convictions.

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- Valid medical diploma with anaesthetist specialization
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The surgeon will be part of the surgery team, make up with anaesthetist and OT nurse

Required qualifications:

- Valid medical diploma with surgical practice
- Good skills in English

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Medecins sans Frontieres France
P.O. Box 12565 Old University Post Office,
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Only full documented applications will be considered and short listed candidates will be contacted for interviews. No face to face contact or phone contact will be considered.

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- The proposals will be studied by specialized committees affiliated with the corporation to screen the candidate companies.
- Presenting the manufacturing company and the importers documents
- Submitting a copy of the endorsed agencies for local agents of international companies.
- The TV and Radio General Corporation will invite qualifying companies to present their financial bids after the technical qualification screening is completed.

The deadline for receiving the technical proposals is at 11:00 am on Saturday 22/11/2008 in presence of the company representatives or their legal representatives.



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Job Details of the above and other positions are posted on 'Careers' at SAFER'S Website: www.sepocye.com. To apply and process your application and CVs for the above positions, please visit SAFER'S Website.

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FSA



Ismaili Lunar Calendar': An ideal base to unite the 'Ummah' Part 2

The purpose of the following dialogue is to promote tolerance and intellectual understanding among the Muslim community of the global village. The Modern World humiliates the Muslims with the fact that while astronauts have landed the Moon, and other scientists are busy in discoveries of the universe, majority of the Muslims are still following the directions of the clergy, regarding the sighting of the Moon, instead of following the scientific course, upon which religion of Islam is based.

By: Qazi Dr. Shaikh Abbas Borhany

'Ash'aab al Feel'?"

Syedna Hamiduddin al Kirmani (d. in between 411-427 A.H.), maintained that Allah has created everything in pairs, so no one could share and compete with Him. Qur'an says:

"He is sacred who created everything in pairs."

In another Ayat this matter is clarified as follow:

"We have created everything in pairs. May you remember"

The learned writer of "Al Risalah al Lazimah", Syedna Hamiduddin al Kirmani says:

It is fact that we also find pairs in everything for e.g. diamond and gems, dryness and swamp, high lands and tropical area, similarly day and night, good and bad deeds, body and soul, emergence and disappearance, Duniya and Akhirah, male and female etc. this chain is very long. Similarly Rasulullah (S) has raised Shariat on the basis of pairs, for e.g. Sal'aat & Zak'aat, Siy'aam & Haj, Az'aan & Iqamat, Haj & Umrah, Safa & Marwa, Faraz & Sunnat, Ruku & Sujud etc. In this manner there are two types of observation, which are adjoining with each other, physical and spiritual. Physical observation is linked with eyes that can observe colours and geometrical figures; on the other hand a spiritual observation is linked with the mind and soul which can attain and observe those things, which physically is not possible. Attainment of these objects is beyond the physical power. Qur'an says:

"Thus heart did not lie whatever it saw and.....O' Mohammad! Did not you observe your Creator that how He enlarged the shade (of sky)"

And Qur'an says:

"O' Mohammad!) Did not you see what your Creator did with

Rather we know that Rasulullah (S) was not present in the period of 'Ash'aab al Feel', that he would see them. So, the meaning of observation is linked with ilm and Marifat. For example we say that someone is blind by heart, which means he is short-sighted and incapable to understand.

It is the opinion of the people, who follow Qiyas that sometimes the month of Ramazan, is perfect and sometimes imperfect. They believed that the Siyam of Ramazan is based on the sighting of moon. These people refer to the following Hadith as evidence:

"People should observe Siy'am and celebrate their Eid by observing him. If clouds appear, then observe Siy'am for thirty days."

This Hadith is Zaeef and non authentic. We will describe with irrefutable arguments that the month of Ramazan is always perfect and is not imperfect in any circumstances. First of all, we categorically deny and refute the argument of any person who says that, "observe Ramazan and celebrate Eid by watching (Moon) him". We would like to guide that person and explain the meaning. When Rasulullah (S) decided to join the expedition, prior to the month of Ramazan, some of his Ash'ab approached him and asked, "O Rasulullah (S) we did our Siy'am by observing you and similarly celebrated Eid by watching you, so what should we do in your absence. Rasulullah (S) directed as follow:

"Observe Siy'am and celebrate your Eid by observing him".

Syedna Al Moayyid al Shirazi explained this Hadith in Majlis No. 42 of "Al Majalis al Moayyidiyah" as follows:

Thus the root origin of this Hadith explains that it was obligatory to observe the Siyam by the Siy'am of Rasulullah (S) in his presence. Similarly it becomes obligatory to do so with his successor too, in his absence.



Thus this law attains permanency in other cases too when Rasul is absent or Imam is present, just as the Ash'ab declared that we observed Siy'am by you. Argument in favor of beginning of the month by sighting the Moon by one of the major wing is totally non acceptable on both bases, religious as well as logical. One of the reasons is that Rasulullah (S) always said that Jibrael regularly came and informed each and everything in the morning or evening. So the one, to whom in the morning and evening, the news of heavens was disclosed, did not have the need to search for the Moon in the sky. If Rasulullah (S) came out in search of the Moon, it is a self contradiction of his own declaration of Wahi, allowing the opponents of Wahi who may raise the question; O Rasulullah (S)! Why did not you ask about the Moon from Jibrael, so that you may be saved from this problem?

The second reason is the following Hadith, which has been recorded in several books as follow:

"Ana Be'turuq'aatis Sam'aae Aarafu Minkum Be 'turuq'aatil Ard'". "I am more aware of the celestial courses than you are aware of the ways of earth".

After this Hadith it is logical to assume that Rasulullah (S) would look out for the emergence of the Moon after every 29 days, when an ordinary astrologer is well aware of this fact? It is also a fact that the condition of the earth is different, at different places. At some places

the height of the land is so much high i.e.: in mountainous regions where sighting of the Moon becomes easy, while elsewhere it is so much low that the appearance of moon takes time. It is a fact that nothing was hidden from the knowledge of Rasulullah (S). If any knowledge was hidden from Rasulullah (S) than Nubuwwah would have been incomplete. It is a universal fact that Rasulullah(S) was free from all faults and defaults. After knowing the difference of opinion, we become sure about the fact that our intellects follow only one aspect, and ignore the logic, reasoning, and even the divine realities of Nubuwwah. Why Siy'am was declared Faraz and linked with Haj? It is common that the Moon is visible at some places and not visible at some other place. It is also incorrect and unacceptable, that there should be a day in the month of Shab'an in which the Moon does not appear. This is such an authentic argument that an intellectual just can not ignore it, except an irrational mind. Similarly Qur'an says:

"So, Siy'am has been made Faraz upon you similarly as it was Faraz before you on others. May you become pious".

Qazi Dr. Shaikh Abbas Borhany has PhD (USA), NDI, Shahadat al A'alamiyyah (Najaf, Iraq), M.A., LLM (Shariah) Member, Ulama Council of Pakistan. He is Attorney at Law & Religious Scholar. He can be reached at qazishkborkhany@hotmail.com

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Kanafani, Ghassan F. (The Founder of the Modern Palestinian Novel)

Prepared by: Eyad N. Al-Samman
alsammanworld@yahoo.ca

Kanafani, Ghassan Fayiz, Palestinian journalist, novelist, short-story writer, playwright, researcher, and contortionist. He was born in 1936, in Acre (Akko), city in Palestine, near Haifa. Kanafani joined Al-Firair School in Jaffa in which he studied the French language. During the 1948 Arab-Israeli War, Kanafani and his family fled to Lebanon but soon moved on to Damascus, Syria, to live there as Palestinian refugees. In Damascus, Kanafani worked as a clerk of petitions and in the same time pursued his study in the School of National Scientific College. In the early 1950, Kanafani joined Public Secondary School in Damascus and after 2 years he received a teaching certificate from the United Nations Relief and Works Agency. He then worked as a teacher in the refugees' schools and especially the Palestine's Institute in Damascus. In 1952, he enrolled in the Department of Arabic Literature at the University of Damascus and in the next year he joined the Arab Nationalists Movement (ANM), a pan-Arab organization led by George Habash. Consequently, Kanafani was expelled from the university in 1955 as a result of his political involvement. He moved to Kuwait in the late 1955 and worked as a teacher in Al-Ma'arif Al-Kuwaitia Schools. In Kuwait, Kanafani became more politically active and started editing the newspaper "Al-Ra'i" (The Opinion) and writing political essays under the pen name Abu Al-Ezz.

Kanafani relocated once again to Beirut in 1960 where he was conceded the Lebanese nationality and began editing the newspaper "Al-Hurria" (The Liberty), the mouthpiece of the ANM. He took up the editing of the newspaper "Al-Muharrir" (The Liberator) in 1962 and issued a newspaper's supplement entitled "Palestine." In 1967, Kanafani become an editor of the Nasserist newspaper "Al-Anwar" (The Illuminations) and in the same year he became the spokesman of the Popular Front for the Liberation of Palestine (PFLP). He also edited the PFLP's newspaper "Al-Hadaf" (The Target), which he had founded later in 1969.

Kanafani is considered a major modernizing influence on both Arab and Palestinian literatures. During his relatively short life, Kanafani had published 18 books and written hundreds of articles on culture, politics, and Palestinian people's struggle. Many of his literary works have been translated into 17 languages -including Hebrew language- and published in more than 20 different countries. His first and most important novel was entitled "Rijal Fee Al-Shams" (Men in the Sun, 1964) which tackled the cause of immigration for Palestinians during the first years of occupation. In 1973, "Men in the Sun" was made into a motion picture entitled "Al-Makhdo'aon" (The Deceived) which was selected as one of the 100 most important political



movies in the history of the international cinema. Kanafani's next novel was entitled "Returning to Haifa" (1969) which described the displacement's journey of Palestinians after the 1948 calamity. "All That's Left to You" (1966) was the second part of Kanafani's first novel "Men in the Sun" in which he propagated the fedayees' visions in struggling and resisting the occupation. Among his other complete novels "Umm Sa'ad" (1969) and other incomplete novels "The Lover", "The Dead Red Lotus", and "The Apricots of April."

His short-story collection entitled "The Land of the Sad Oranges" (1963) chronicled also the struggle of the displaced Palestinians. Other stories depicted different situations of a Palestinian character include "The Forbidden Weapon" and "A Murdered in Al-Musil." Kanafani's short-story collection entitled "On Men and Rifles" (1968) embodied the three essential things that a Palestinian still has which are the land, the time, and confronting the enemy. Among his other short-story collections "Death of Bed Number 12" (1961) and "A World that is not ours" (1970).

Kanafani was the first one who wrote about the resistance poets and published their pomes. His book entitled "Poets of the Occupied Territories" became a reference and was included in the curriculum of several universities. His study entitled "On Zionist Literature" (1967) introduced boldly the Zionist literature to the Arab intellectuals. His study entitled "The Revolution of 1936-1939 in Palestine: Backgrounds, Details, and Analysis" discussed Kanafani's thoughts about the dramatic and radical transformations in the Palestinian cause. Among his other studies the one entitled "The Palestinian Resistant Literature under the Occupation" (1968). His dramatic works include dramas such as "The Door" (1964), "The Hat and the Prophet" (1967), and "A Bridge to Eternity" (1978).

He wrote many stories in which children are the heroes. A collection of his short stories for children was entitled "Ghassan Kanafani's Children" published posthumously in 1978. As a contortionist, Kanafani left several magnificent oils belonged to the period of his stay in Kuwait before he gave up and turned into journalism and politics.

Kanafani was awarded the prize of the book's friends in 1966 in Lebanon. His name got the International Organization for Journalists' Award in 1974 and the Lotus Award in 1975 awarded by the Union of the Authors of Asia and Africa. His name also was awarded the Order of Jerusalem for Culture and Arts in 1990.

Kanafani was blown up in a car explosion planned by Mossad, Israel's intelligence agency, on July 8, 1972, in Beirut, Lebanon. Kanafani wanted to be close from the masses and because he wrote about their cause, he exploited his pen to weave tales of naive and poor people in his homeland. Kanafani stated in one of his novels that: "The greatest crime anybody can commit is to think that the weakness and mistakes of others give him the right to exist at their own expense."

Nothing compares to Egypt (or does it?)

Through his fictional newspaper, Al Khan, and his personal blog, Cairo Freeze, Egyptian cartoonist Tarek Shahin offers a clever take on life, politics and social taboos in modern-day Egypt. MENASSAT spoke with the young cartoonist about challenging the clichés about Egypt, and telling Egypt's story to the world at large.

By: Alexandra Sandels

Tarek Shahin may only be in his mid-twenties but he is certainly not a newcomer. Already as a student back in 2000, he started a weekly cartoon strip in his school magazine, "Caravan," in which he portrayed what he calls the "absurdities" of student life at the American University in Cairo (AUC), a popular educational facility for Egypt's rich and privileged.

Now, Shahin provides his readers with a shrewd, often satiric take on the politics and social-economic issues of Egypt and the rest of the Arab world. His two outlets are Al Khan, a more or less daily section in Egypt's only independent English-language newspaper, Daily News Egypt, which debuted on May 3rd of this year; and his own blog, Cairo Freeze.

"Cairo Freeze is more about my personal views on world issues. Al Khan is character-specific," Shahin tells MENASSAT.

"I chose the name Al Khan [a word used to describe a market, a coffee shop or any busy meeting place in the Arab world, Ed.] because it connects all the countries of the Arab world. It's not confined to a specific country like Egypt or a city like Cairo."

The characters

Al Khan revolves around the fictional



The characters from Al Khan, Tarek Shahin's new serial comic.

character of Omar Shukri, a slender London ex-banker who has returned to Cairo to take over the family-run magazine Al Khan. The reader is given a glimpse at the life and work of Shukri, and a diverse collection of editorial staff, friends and peripheral contacts.

Nada Saleh, for example, is the fictional editor of Al Khan and refers to herself as a social liberal, although her boss Shukri believes she's more of a communist than a liberal. A rebel both at work and within her own family, Nada's leftist views often lead to heated arguments with Shukri, who prefers a more capitalistic approach to politics and social issues.

Nada's best friend is the seasoned photographer Yunan Saliba, a 40-year old Coptic Christian who still lives at home with his family. Sporting a pony tail and an unshaven laid back look, Saliba has been the staff photographer for Al Khan for the past twelve years. His family, however, still hopes that their son will "choose the right path" and become a doctor. Perhaps he will even find that "nice, young, ripe-for-marriage girl," as they keep telling him.

Unlike Saliba, who is wary of religious intervention in his life, Dr. Anwar Abutaleb, a close friend of Omar Shukri (although for reasons Shukri can't remember), considers himself a devout Muslim. Shukri often feels that his friend's views and life style are rather extreme.

A key character in the sense that "he represents a significant part of the Egyptian population," as Shahin puts it, Abutaleb earns a modest salary as a general practitioner. He has seven children with his fully-veiled wife Aisha. In their habitual shisha sessions at the local Qahwa, where Abutaleb and Shukri meet to discuss life, Abutaleb jokingly tells Shukri from time to time how he would like to exercise his Muslim right to polygamy.

Then there is Big Falafel, the astute, over-sized street beggar who always seems to know what's going on and who is an invaluable source for Nada in her journalistic work.

"Big Falafel is a clear representation of the power of the street in Egypt. He is the everyday guy who knows his country and his neighborhood. He always turns out to be right," says Shahin.

Asked about the choice of name, Shahin says Big Falafel was the only character whose name he chose "just for a laugh."

Bridging cultures

But the goal of Al Khan is not only to give its readers a good laugh over their morning coffee, Shahin says.

He hopes that Al Khan will come to serve as a "bridge between cultures," connecting readers from across the world with Egypt.

In his own words, his two biggest priorities are to show the world that there is more to the Middle East than the negative picture provided by the mass media; and that there is more to Egypt than the pyramids and camels in the "Nothing compares to Egypt" commercials run by the Ministry of Tourism.

"Tutankhamon and the pyramids are not our only deal anymore. I want to show that there are issues and daily conflicts in Egypt that are just as relevant to international audiences as, say, the inner struggle of Batman, or whether Ross and Rachel will ever get back together on Friends."

Writing in English instead of his native Arabic, Shahin has deliberately chosen a handicap.

"I don't reach as many Egyptians as I would like," he admits. On the other hand, English allows him to reach an international audience, and to tell the stories "that are perhaps not known outside the country."

In a country like Egypt, where censorship is rampant and writers are dragged in and out of court for criticizing of the regime, one has to wonder if Shahin has gotten in trouble with his often very outspoken cartoons.

"No," he says decisively. "I have never been subjected to intimidation."

Could it be that his choice of English makes him a lesser target than his colleagues writing in Arabic?

"No, I don't think it will protect me more than other journalists."

(Al Khan is available online on the site of the Daily News Egypt; Cairo Freeze can be found through this link: http://cairofreeze.blogspot.com/2007/06/cairo-freeze_16.html.)



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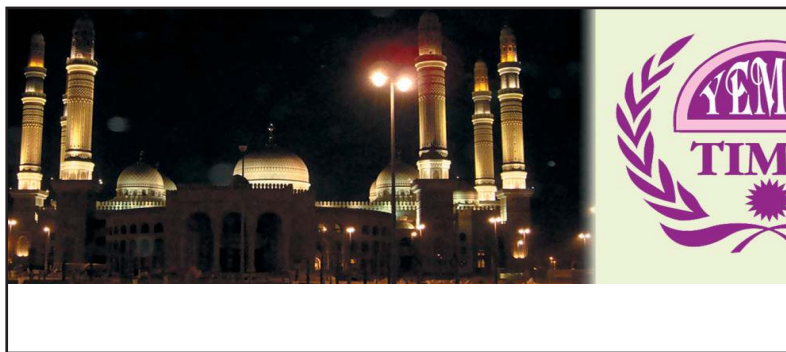
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Theory of translation for pedagogic purposes: An overview



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Nature of translation

There has been such a plethora of views on translation as a subject of

study that whenever I ponder over the question 'What is translation' I am reminded of Boswell's question put to Dr. Johnson, "Sir, what is poetry?" and of Dr. Johnson's answer to that question, "Sir, it is easier to say what it is not." It seems to me that with respect to translation as well, it is easier to say what it is not than to say what it is. It is an all-encompassing and all-pervading phenomenon. If we extend the connotation of Plato's concept of 'the real' a little wider, then there is nothing that we see or do that is not translation. All modes and forms of creation, ranging from the universe down to art and literature, are a sort of translation of the ideas of the creator.

Some forms of existence are the original translation of 'the real' while others are once or twice removed from the original. Thus giving a name to an 'airy nothing' or rendering a plan into action or giving physical form to an idea, a vision or an experience is a kind of translation. The formless is translated into a form, the signified into a signifier, a deep structure into a surface structure.

This, however, is a far-fetched notion of translation, which is not the subject matter of our discussion at the moment. We are presently concerned with translation as an academic discipline involving a minimum of two languages, in which case a message

encoded in one medium is decoded and recoded in another. As a mode of transferring message from one medium to another, translation has been in practice for nearly five thousand years and as a branch of knowledge, too, it has been studied for over two thousand years.

Theory of translation

Initially, for centuries, translation had been without any stated theory. The first theory, which later on came to be known as the *Neo-classical theory*, was evolved, among others, by Chapman, Dryden and Tytler. The romantics of the nineteenth century viewed translation as a mechanical

exercise and the translator as a creative genius recreating the art of the source language in the target language. However, the later nineteenth century thinkers like Newman and Carlyle considered translation as subservient to the original text. In the twentieth century quite a large number of scholars worked in the area of translation and tried to evolve theories in keeping with theoretical developments in the area of language studies. J. C. Catford's theory of translation, which is purely linguistic and textual, is based on the general linguistic theory developed by Halliday. Eugene A. Nida's theory, which is pragmatic and sociolinguistic in

nature, is based on the Transformational Generative grammar. According to him, "Basic to any discussion of principles and procedures of translation is a thorough acquaintance with the manner in which meaning is expressed through language as a communication code – first in terms of the part which constitutes such a code; secondly, the manner in which the code operates; and thirdly, how such a code as language is related to other codes." Peter Newmark's theory, an improvement over Nida's, is also pragmatic and discourse-oriented.

Continued on page 3

I. What to Say

Situations and Expressions (103):

Crime words (III)

Compensation: Money paid by the offender to compensate the victim for the physical or psychological damage caused by the offence.

Concurrent (sentence): Two or many sentences to be served at the same time. E.g. 'a three year and a four year sentence to run concurrently' amounts to a four year sentence since the first three years of both were served at the same time. Opposite of 'consecutively.'

Conditional Discharge: No further action is taken against an offender unless they commit a further offence within a given period (no more than 3 years)

Consecutive (sentence): Two or more sentences imposed upon a defendant that are to run one after the other. Usually custodial, e.g. 'two sentences of three years to run consecutively' is equivalent to a six year sentence. Opposite of a concurrent sentence.

II. How to Say it Correctly

Correct errors, if any, in the following sentences

- I was just going to start my car when I found that there is no petrol in it.
- The accelerating pace of life in our metropolitan city has had the tremendous effect on the culture and lifestyle of the people.
- The young boy, who was traveling alone did not have a ticket so the ticket checker asked him where you are going.
- All the girls of the school stayed away the entertainment program arranged on the eve of the Unification Day.
- The old woman has had the best medical facilities available but she will not be cured unless she does not have strong desire to live.

Answers to the previous issue's questions

- He **smokes** too many cigarettes.
- Please **switch on** (or **off**) the light.
- You must practice **speaking** English.
- He arrived **day before yesterday**.
- Dr. Ahmed **teaches** us poetry.
- I want to **borrow** a book from you.

III. Increase Your Word Power

(A) How to express it in one word

- Long, low, soft, backless seat
- Weather condition with temperature below the freezing point of water.
- Creamy mass of small bubbles.
- Draw the eyebrow together, causing lines on the forehead to express displeasure, puzzlement, deep thought, etc.
- Make or become fruitful or fertile.

Answers to the previous issue's questions

- Ornamental border on a dress etc.: **frill** (n)
- Not serious or important: **frivolous** (adj)
- Play about in a gay, lively way: **frolic** (vi)
- Part of a country bordering on another country: **frontier** (n)
- Illustration placed opposite the title-page of a

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book: **frontis piece** (n)

(B) Words often confused

Bring out differences in meaning of the following pairs/group of words

- half, semi, demi
- happiness, pleasure
- final, finale
- elemental, elementary
- elusive, illusive
- materialize, take place

Answers to the previous issue's questions

- luxuriant** (adj) (strong or prolific in growth, growing to excess): She has a luxuriant head of hair.
luxurious (adj) (contributing to luxury or comfort. In a bad sense it means self-indulgent): The Imams used to live in luxurious palaces.
- protagonist** (n) (the principal or leader in a drama or story): The protagonists of Shakespeare's tragedy "Othello" are Othello and Iago.
antagonist (n) (an adversary or opponent): The hero in the novel carries on a tough battle against his antagonist.
- divers** (adj) (used in the sense of several or more than one): Divers resolutions were adopted at the meeting.
Diverse (adj) (of different kinds, unlike): The husband and wife hold diverse views.
- correspondent** (n) (a person who represents a newspaper): The political correspondent of the Yemen Times writes brilliant analysis of national and international affairs.
co-respondent (n) (a person who is named as a defendant along with the main defendant or the respondent in a divorce suit): The co-respondent in the divorce suit was cross examined by the advocate.
- apparent** (adj) (what appears to be, but is not actually so): Don't be deceived by his apparent show of innocence.
obvious (adj) (plain, clear or evident): It is quite obvious that the president is going to be re-elected

(C) Synonyms and Antonyms

(i) Synonyms

Choose the word that is closest in meaning to the one in bold in the following sentences

- The police need **tangible** proof of his guilt before they can act against him.
a. emphatic b. strong
c. convincing d. clear or certain
- The parade route was down the main **boulevard**.
a. highway b. avenue
c. alley d. driveway
- The arguments of the prosecution appear **incontrovertible**.
a. disputable b. debatable

- His honesty is reflected in his **forthright** behavior.
a. correct b. tactful
c. courteous d. straightforward
- Politicians love to have **toadies** around them.
a. servants b. followers
c. sycophants d. professional assistants

Answers to the previous issue's questions

- | Word | Synonym |
|---------------|------------|
| 1. immaculate | spotless |
| 2. weird | unnatural |
| 3. clue | hint |
| 4. uncouth | ungracious |
| 5. clemency | mercy |
- (ii) Antonyms
Choose the word that is most opposite in meaning to the one given in bold in the following sentences
- His friends keep him at arm's length for his **acrimonious** nature.
a. sympathetic b. cooperative
c. charitable d. informal
 - Don't show your **arrogance** to your elders.
a. weakness b. humility
c. timidity d. selfishness
 - His **pragmatic** approach to the problem was highly appreciated.
a. idealistic b. rational
c. cautious d. unbiased
 - In the modern age, human life is highly **artificial**.
a. authentic b. true
c. natural d. genuine
 - Many youngsters **abandon** their ageing parents.
a. help b. keep
c. reject d. like

Answers to the previous issue's questions

- | Word | Antonym |
|------------------|-------------|
| 1. foreign | indigenous |
| 2. tenuous | abundant |
| 3. abolished | passed |
| 4. ruthless | sympathetic |
| 5. sophisticated | simple |
- (D) Spelling
Choose the correctly spelt word
- a. adjunct b. adjunct
c. adjant d. adjunkt
 - a. adminster b. administer
c. adminisster d. administar
 - a. addmisible b. admissibile
c. admissibile d. admissibl
 - a. admission b. admition
c. admision d. atmission
 - a. admixture b. admixure

c. admiksure d. addmixture

Answers to the previous issue's questions

- adventure
- adversary
- adversity
- advertisement
- advisory

(E) Phrases and Idioms

Use the following in sentences of your own

- in the lap of gods
- get a move on
- bend (someone's) ear
- rub shoulders with
- all hands to the pumps

Answers to the previous issue's questions

- pay (someone) peanuts** (to pay someone very little money): The management pays the workers peanuts for the hard work they put in.
- grasp the nettle** (to tackle a problem or difficult task boldly): The teachers grasped the nettle by putting forth their disagreement to the Dean.
- have a go at (something)** (to try to do something): Let me have a go at repairing the car's engine.
- sell (someone) a pup** (to cheat someone, to sell someone something that is useless): I bought a secondhand car, but soon realized that I have been sold a pup.
- chance one's arm** (to take a risk): There is curfew in the city but I think I will chance my arm and go to office.

IV. Grammar and Compositions

(A) Grammar

Complete the sentences with one of the phrases below

didn't need to, didn't have to, was allowed to, mustn't, won't need to, won't be allowed to, had to, will have to

- You'd better have a cigarette now if you want one, because you have one until after the plane takes off.
- If your visa runs out while you're in England, you get it extended by going to the Home Office.
- When I was at school we go for long runs every morning: it was awful, but at least we were fit.
- Make sure you're on time tomorrow because we miss the plane.
- I ran out of petrol but luckily I had a spare can in the car so walk to the garage.
- It's hot and dry at this time of the year, so you take any sweaters when you go.
- He went to a very liberal school, and he miss lessons if he didn't feel like going to them.
- The video recorder was still under guarantee,

so they pay to get it repaired.

Answers to the previous issue's questions

- must have done:** something you are reasonably certain did happen.
- should have done:** something you ought to have done but didn't do.
- might have done:** something you could possibly have done.

- I'm sorry I wasn't at home when you phoned. I **know I should have been**.
- I **might have been** asleep when you called because I didn't hear the phone.
- I **must have been** in the bath when the phone rang.
- I **might have** popped out to empty the rubbish.
- You **should have** tried ringing again.
- You **might have** caught me later in the evening.
- You **must know** I was expecting your call.
- Fadl wasn't at home either. He **might have** gone to the market.
- He **must have** stayed out late because he sounded very tired this morning.
- He **should have** gone out on Monday instead.

(B) Composition

Expand the central idea contained in the maxim

138: THE FOOL WANTS OTHERS TO SEE HIM, THE WISE MAN SMILES IN THE AUDIENCE

Topic 137

COMFORT COMES AS A GUEST, LINGERS TO BECOME A HOST, AND STAYS TO ENSLAVE US

Comfort is the state of being free from anxiety, pain, or suffering, and of having all one's bodily wants satisfied, leading to physical well-being and complete contentment. Often, comfort leads to complacency which is a feeling of quiet pleasure or satisfaction. An untroubled or satisfied person lives in his self-created cocoon of contentment. In course of time, he becomes so used to it that he becomes very vulnerable even to slightest pain or adversity. A time comes when he virtually becomes a slave to comfort and doesn't hesitate to do anything foul or immoral for the sake of securing comfort. He stoops low to conquer comfort by any means. This trend results in a process, not of elevation, but of moral degradation and ethical degeneration. In this sense, comfort is a Frankenstein that destroys the one who initially gave it shelter.

V. Pearls from the Holy Quran

"To those who reject Our signs and treat them with arrogance, no opening will there be of the gates of heaven, nor will they enter the Garden, until the camel can pass through the eye of the needle. Such is Our reward for those in sin." S7:A40

VI. Words of Wisdom

"The real problem is not whether machines think but whether men do." —BF Skinner

ELT Panorama

Designing a communications plan for effective school leadership

Timothy J. Tobin

Communications Plan

Want to develop a plan for communicating with your staff using a variety of methods? Interested in looking for a way to maximize your limited resources of time and energy to create an optimal school climate where communication is NOT your number one stumbling block?

I have composed a “why and how to design” a plan, what key elements need to be considered in the plan design, and the different audiences and classifications of information that needs to be communicated. The work here has two components; the first takes a look at the semantics and systematic development of a communication plan. The second component is the direct application and transfer of plan development to the communication needs of the school setting.

Values of a communication plan

- Gives daily work a sharp focus as it provides direction for leadership and management duties/responsibilities as it allows dissemination of information

- Helps leadership set priorities...short, moderate, and long range
- Helps solicit and accrue support from “superiors” and staff to support the program and to buy into the mission and vision of leadership
- Avoids or minimizes “last minute winging it” phenomena from staff and others
- Provides a modicum of stress reduction and reduces the sense of being overwhelmed as demands “fly in” from all over
- Communicates expectations, standards, and protocol

The communications plan document

- Describes the mission, vision, and objectives of the school and team
- Includes methods and processes by which these will be accomplished
- Identifies the target audiences, stakeholders, and recipients of the communication process/proper information and feedback
- Disseminates methods for making the plan organic, includes the tools, timelines, and responsibilities for information processing

- Provides for measurement and a feedback vehicle to adjust, modify, or overhaul the communications plan

Communication vehicles and opportunities

- Newsletters
- Mailings
- E-mails
- Local Media Outlets
- District offices
- Memoranda
- Staff/Faculty Handbook
- Announcements
- Exterior/Interior Message Boards
- District/School Media Personnel
- Auto-Dialer
- Computer Programs
- Teachers and Staff
- Quick Notes
- Thank You's
- Presentations
- Faculty Meetings
- Surveys
- Reports
- Data Dissemination
- Branding (school colors, mission/vision, display the message)
- Honors, Award and Successes of Students and Staff

- Open House

Plan development: Timeline, sources, how to

- Develop an initial plan prior to entering a job, but learn the school culture and current climate to “integrate” both plans....yours (mine) and existing plan
- Develop and modify as culture and circumstances warrant. Improving communication even in small, initial steps is something everyone notices.
- Needs of the plan can be found in mission and vision statement
- Develop a formal/informal communication audit
- Do staff/student/community surveys as viable and as needed
- Staff leadership, building committees solicited for input
- Conduct department discussion and individual discussions with staff...a great addition to learning the culture, increasing visibility, by doing walk throughs

Establishing Goals and Objectives

- Establish and post in plain sight what you hope to achieve and what

the communication priorities are

- Recognize the successes and accomplishments of students-honor rolls, acceptances into college, scholarships won, athletic successes, community involvement of students in Red Cross, etc.
- Recognize the successes and accomplishments of staff-years of service, excellence, and awards, facilitate teamwork, identify special projects, create visibility and respect for staff
- Improve standing in the community by fostering a positive school image
- Improve climate and culture of school...make it a place where people want to be at on a daily basis

Identify and engage audiences

- Staff
- School Officials
- Students
- Parents
- Strategic Partner development (Leaders and Shakers of the Community)
- Community Organizations
- Business and Industry/Chamber of

Commerce

- Media Outlets
- Institutions in Community
- Colleges, Technical, Trade, Vocational, and Business Schools in Community
- Educational Hierarchy
- Alumni Groups

Tactics

- Training/Media Kits for All Point People (District and Building administrators/coaches/others as identified)
- Newsletters from Multiple Levels (District/Department/Academic)
- Employee Newsletters
- Student Plan incorporates morning announcements, school and grade level newsletters, message boards, and daily broadcasts (school TV station, Parent communication-monthly calendar. Parent –partner e-mails
- Miscellaneous (could be used in all aspects) brochures, press releases, letter writing campaign
- DEVELOP AND STAY ON MESSAGE

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Communication implementation: “A school based application”

LEVEL: LOW LEVEL

AUDIENCE: ALL STAFF

- Examples of Issues:* Smaller, seemingly unimportant, minutiae of the building. These are the small things that can build relationships, trust, and leadership. They include important dates, birthdays, weddings, events around holidays, and knowing a person's “story” or names of children etc. While they are “secondary” to the operation of the building, they build bridges people will cross when we move up the communication mountain. Small details matter to people.
- Communication Methods:* E-mails, card, notes in boxes, quick news flashes, monthly newsletters listing personal column details, wishing happy birthday or other public acknowledgments of success and importance.
- Feedback Plan:* Personalized requests, developing a personal inventory, delegating a place such as a personal recognition box in the mailroom. Pay attention to anecdotal feedback and observing personal relationships develop. Be out and about and listen to what others are saying.

LEVEL: MAINTENANCE ISSUES

AUDIENCE: STAFF, STUDENTS, SUPPORT PERSONNEL

- Examples of Issues:* Information that is needed for people to per-

form their duties, responsibilities, and perform as best as possible. These are the bureaucratic details. This would include; progress reporting dates, testing schedules, and similar nuts and bolts information people need to know.

- Communication Methods:* Faculty and staff handbook, weekly bulletins, e-mail reminders, building calendars, supplying updates of events to department and so on.
- Feedback Plan:* Overlooking basic maintenance leads to staff inconsistency and not being on the same page. Staff will let you know via e-mail and other ways. Sending out a monthly or quarterly “how are we doing” and “what can I do to help you” simple response tool or survey that culls comments and feedback. A suggestions box would be a possible start.

LEVEL: SHARING KNOWLEDGE

THOUGHTS

AUDIENCE: STAFF, DEPARTMENTS, CENTRAL OFFICE< PAR-

ENTS

- Examples of Issues:* Teaching and learning methods such as cooperative learning, authentic assessments, designing varied lessons, more use of the multi-intelligence teaching theory, book groups, curriculum design, and

data applications for improving instruction. Some of these may on the next level up the mountain as well depending on local culture and the history of the building.

- Communication Methods:* In person type of information processing through faculty meetings, some e-mail correspondence to staff, use of support staff, group meetings and other more personal “face time” approaches.
- Feedback Plan:* Suggestion box in office, open door policy, surveys, being visible and listening to what people are saying and how they are saying it.

LEVEL: SHARING FEELINGS

- Examples of Issues:* This would include items and topics that may be change related, program related, or changing key, traditional values of the school. These could include curriculum modification, changes in teaching schedules, change in the structure of the day (block scheduling), new textbook adoption, changes in discipline policy, grading policies, discipline problems, and issues that cause struggle and anxiety in the staff
- Communication Methods:* As much as possible this should be face to face with individuals as needed and determined by the issue. Meeting with depart-

ments, conducting small and whole group settings, training in small groups, show visibility, leadership, and a willingness to listen to those that disagree, have fears and questions, or flat out oppose the idea. This shows leadership, courage, and commitment. People cannot stand to hear major issues from an errand boy or by way of some indirect process.... it shows weakness, cowardice, and insecurity

- Feedback Plan:* This is direct and person-to-person or person to group(s). Seek out and invite the greatest skeptics in for a chat or better yet go down to their room for the discussion. It shows courage, trust and leadership as the person is on their own turf. They may not agree with you, but may give you respect for being open.

LEVEL: PEAK “Make or Break”M

AJOR EVENTS

TARGET AUDIENCES: Staff, Students, Parents, Community, Central Office, The Media

- Examples of Issues:* These are the big issues, problems, difficulties that develop. In a negative sense it could be an illness of a staff member, a tragic situation with a student, drug overdose or a student suicide. In a positive sense these are academic suc-

cess, school organizations being successful.

- Communication Methods* These should be communicated through a face- to-face meeting with the faculty, or other groups as needed. The building staff should be met face to face, the community and parents may be sent a letter (recent health situation), the central office should be contacted by phone in an adverse situation
- Feedback Plan:* Pay attention. The major crises should be followed by a debriefing session, committee meeting, or solicitation of written or –e-mail input from the staff. This asks for what we did well, and what we did that needs to be looked at and improved. A short e-mail, a quick thank you, coffee in the lounge or other communication vehicle when a staff handles a crisis particularly well should be done

CRISIS COMMUNICATION PLAN

- Plan and pre-plan for the unexpected and the worst possible scenario. Have a crisis plan that informs the faculty of what strategies to adopt.
- Use communication plans when responding to a crisis should have a plan built on:

ASSESSMENT OF THE CRISIS:

- What is known?

- What is possibly true but not verified?
- What is the cause of the event?
- What is the immediate harm or potential for harm?
- Where is the problem?
- What we are doing to help/control/keep people safe?

PREPARATION FOR INFORMATION FLOW:

- Act quickly,
- Inform upper management immediately (and personally),
- Determine who the ONE official spokesperson is,
- Prepare a written statement that is brief, accurate, and has the proper tone or expressions (sympathy or concern).
- Determine the best method to release the information
- Plan for media interviews
- Open communication lines
- Keep the team and leadership updated
- Provide phone numbers/ web site for further information

ACTIVATING THE PLAN

- Respond in brief, factual answers
- Do not speculate
- Express concerns for those impacted by the crisis
- Be open, honest, and forthright
- Let other groups speak for themselves
- Do not point fingers or place blame

ANY GUESSES?

- What does the idiom **grin like a cheshire cat** mean?
- What is the origin of the word **OK**?
- What does the word **organogram** stand for?
- What are the appropriate replies when someone says '**sorry**'?
- What does the expression '**in-laws**' refer to?

Suggested answers to the previous issue's questions

- A **beach** is usually associated with the ocean. A beach is any flat piece of land at the edge of the sea which is covered with sand and small stones. A **shore**, on the other hand, is a more general word. Any land that you find along the edge of rivers, lakes and oceans can be called a 'shore'.If the land at the edge of the sea has no sand, but is full of rocks or something else, then it would be called a *shore*, not a *beach*. Since shore is a general word, *beach* can be called *shore* as well.
- No. The words '**stupid**' and

'**ignorant**' don't mean the same thing. A stupid person is someone who is dull or unintelligent. It is very difficult for a stupid person to learn anything. For example: "*Ahmed is too stupid to understand anything.*" An ignorant person, on the other hand is someone who knows very little or absolutely nothing about something. For example, "*He is ignorant of the world of sports.*" Even a very intelligent person may be ignorant of something.

- Boxing day** has nothing to do with the sport boxing. As a matter of fact it refers to the day when all the boxes containing coins were opened. In the old days, there used to be special boxes inside churches. And throughout the year people used to put coins into them. On the 26th December the boxes were opened and all the coins distributed among the poor.
- In the sentence **I know it fully well**, the phrase '**fully well**' means *completely*. **I know it full**

well means I know it *very well*. '**Full**' here means '**very**'.

- The difference in meaning between **further** and **farther** depends on the context of use. If you are talking about distance then both words can be used interchangeably. For example, we can say, "*The pharmacy is further down the road.*" We can also say, "*The pharmacy is farther down the road.*" Similarly, both the following pairs of sentences are acceptable:
a) *How much further do we have to go?* and *How much farther do we have to go?*
b) *What is the furthest you have run?*
What is the farthest you have run? But when you want to mean 'more', 'extra' or 'additional', then only *further* can be used. You cannot use farther. For example, "*All is planning to go to America for further studies*" or "*If you need any further information write to me.*" In these sentences *further* means '*more*.'

Some concepts in education

Dr. Ramakanta Sahu

The broad aim of education is to provide training for young men and women so that they become empowered with the skills and capacities so that they will learn more and gain more confidence in their abilities. At the same time, education must foster the qualities of unity and justice among the youth.

Education and unity

‘Unity’ literally means agreement of aims and interests. It connotes harmony in terms of aims, feelings, etc. It is rightly said “Unity is strength” and “United we stand, divided we fall.” In the modern age of individualism, unity - both at micro and macro levels - is an ideal which can fight the divisive tendencies at the individual and national level.

Education is an instrument for achieving national unity. It works out common educational and cultural strategies aimed at reducing fragmentation, separation, and regionalism so as to insure the unity of culture and

enhance the culture of unity. Education must contribute to the elimination of disunity as a condition of retardation and to the promotion of unity as a condition of emancipation. An education that does not strive to promote the fullest and most thorough understanding of the nation as a whole cultural unit is not worth the name. Moreover, education must put an end to the splitting fragmentation of the mind of the youth. It must enable them to be self-confident in their own culture and be proud of their self-identity.

Education and justice

‘Justice’ means the quality of being correct, right or fair. It is the constant desire and effort to render to every man his due. As Cicero said, “Nothing that lacks justice can be morally right.” Joseph Addison, the 18th century English essayist rightly comments, “There is no virtue so truly great and godlike as justice.” So one of the foremost ideals of education should be to uphold justice. We must design our curriculum in such a way that one day our young men and

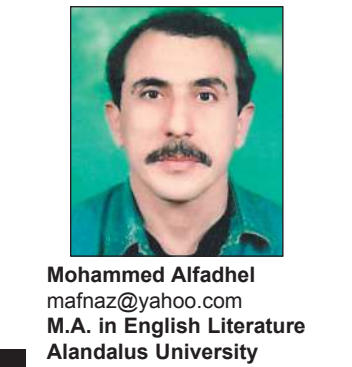
women will rejoice at a life without discrimination, degradation and oppression. Education must empower the youth to fight against any kind of exploitation. It should give the right to work, equal opportunities for demonstrating excellence and public participation.

One of the aims of education is preparing its future citizens to live in a just society which is also efficient, respects class equality, harmony, social order and which guarantees freedom for the individual. So schools are the agents for increasing equality and therefore freedom as well as for inculcating the values appropriate for such arrangements.

Education plays a very important role in eradicating inequalities between town and countryside, between physical and intellectual labor, between men and women, between the majority and the minority. The educational system should be objectively capable of helping to bring classes and social groupings closer together and to surmount social distinctions. It should also ensure equality of educational opportunity to all.

As you sow, so will you reap

How to instill the love of analyzing literature in our students: Expectations and obstacles



It is a recognized fact that literature is far different from any other discipline, namely, history, mathematics. While those are based on facts and fixed rules, literature is open to different interpretations. It is based on appreciation and analysis. No two readers see a literary work in the same light. There are various shades and layers of meanings. Every reader adds something to the work based on his beliefs, religion, level of education, and predilections. One can come up with his own analysis as long as he supports his argument logically. In the light of this, teachers

have great responsibilities towards their students. They have a mighty and noble task ahead of them. Students should not only be taught how to appreciate and approach literary texts, but also to analyze them. In this article, I would like to address this problem and touch upon it trying to provide some useful remedies.

Most students tend to regard critical analysis as one of the most problematic and challenging, if not fearful, areas in literature. They rank it as the thing they least want to do. When they are faced with the task of critical analysis of literary texts, they panic and get confused. They are under the delusion that they need to analyze the whole literary work. However, it does not have to be that way. Once the student has decided on a topic (theme, symbol, etc) to analyze, he/she can approach any text without any difficulties.

So what is required of the students? Before approaching any text, students need to be familiar with elements of fiction such as characterization, plot, setting, theme and so forth. The teacher's duty is to facilitate the student's task by simplifying the

process of analyzing and making it more enjoyable. What aggravates the problem is, teachers' providing ready made critical analysis which deprives students of thinking for themselves independently and critically. I am not against providing such aids; however, students might be addicted to them instead of thinking for themselves. A good approach to overcome this problem is to make the whole process student – centered instead of teacher – centered. The teacher can explain in detail the entire work in his first lecture so as to avoid obscurity and trigger his students' analytical abilities. Then, he can divide the whole class into groups according to the size of the class. Each student in this group is assigned some passages to present orally in front of the class (presentation), while other groups prepare questions to ask in the presence of the teacher, monitoring and guiding them. This way, we can build our students confidence and break the barrier of fear. Moreover, the students are given the chance to take part in discussion by offering their views.

Adult learning disabilities

Patrick Hartell

You have to deal with a number of issues if you have a learning disability, even if that disability was diagnosed in the childhood. The issues will be different and many more in adulthood than they were in your childhood years. Hence you will have to find new ways to cope with these challenges and issues posed by the learning disability.

Most children plan on marrying, having children, and being a productive member of their society. If you have a learning disability, you will have to incorporate it into your life-plan. You will need to learn ways of handling the milestones in your life and still deal with your disability. You can lead a successful life with a little by taking some small steps.

Learning disabilities come in many forms, but usually affect how a person thinks, talks, hears, reads and writes. These problems impact how you process thoughts and perform tasks such as mathematics. Since we use

these skills everyday, you will have to find ways of coping with daily tasks.

It can be extremely difficult to be an adult with a learning disability. Other adults expect you to have the same skill sets that they do and may become angry and frustrated when they have to repeatedly explain something to you. They don't realize that you need extra time to make sense of certain things. You may even drop out of classes you're taking because others don't understand your needs. Doing this will most likely jeopardize your career plans.

You need to find the balance between having a disability and changing your goals. You do need to know your limitations but at the same time there is no reason for you not to live a full and happy life. You should be able to enjoy relationships and being a parent, even with your learning disability.

Being a parent with learning disability can be tough and stressing. To reduce the stress of being a disability parent, you can do a number of things like take care of your time and manage it properly.

One of the many tricks that you can implement so that you don't forget important family information is to have a calendar prominently displayed in the kitchen or other room in your home. Keep track of dates and times when you and your children need to be somewhere. This way you have a constant visual reminder to refer to so that you don't miss appointments and pick up times.

Keep your home as organized as possible so that when you need to find something it will be in a permanent location inside your home. This ensures that you don't spend unnecessary time searching for something that you need since this can often lead to your frustration and anger.

Remember that it is very important to remain calm and patient even when things are not going the way you may want them to. Everyone, even those who don't have a learning disability will have moments that are frustrating and trying. Do not blame everything that goes wrong on your learning disability.

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Translation: The meaning and the message

Dr. Ramakanta Sahu

The present paper is an attempt to shed some light on the rationale of using translation as a teaching device in English as Second Language/ English as Foreign Language (ESL/EFL) classrooms. The paper has two parts. In the first part an attempt has been made to synthesize some of the important theoretical underpinnings relating to translation. In the second part, there is the discussion on the pedagogic value of translation in ESL classrooms.

Recent advances in Applied Linguistics have necessitated a fresh look at the vast potential of translation both as a fascinating process and a pedagogically useful strategy in ESL/EFL classrooms. In the context of promoting the desired functional skills in the ESL/EFL learner, smug view that translation is an unnatural activity or a highly specialized art... either not at all or (worse still) negatively related to how students operate in a genuine foreign-language environment is discarded in favor of a view that sees translation as a means of familiarizing the SL/FL learners with the device for facilitating effective communicative system.

Translation has for many years been the whipping boy for language learning and teaching. The bad name translation earned in the recent days as the cause leading to interference errors, lack of communicative competence, boredom in the classroom, and emphasizing learning about language instead of learning to speak it

are largely due to the fact that translation was overused as a major type of exercise at the elementary and intermediate levels and was used inefficiently. Translation exercises given to Second Language / Foreign Language (SL/FL) learners were based on uninteresting, dull texts and no care was taken to integrate it with other language learning activities in the curriculum.

In general terms, the goal of translation is the transformation of a Source Language Text (SLT) originally in one language into an equivalent text in the Target Language (TL) 'preserving' as far as possible the syntactic and the stylistic characteristics of the original text. There are three distinct aspects of this act which need to be emphasized:

- Process* (translating) the activity rather than the object of translation
- Product* (translated text)
- Concept* (the abstract concept which encompasses both the process of translating and the product of the process.)

Any model of communication is at the same time a model of translation, of a vertical or horizontal transfer of significance. The translator differs from the 'normal' communicator in the sense that the translation is a 'bilingual mediating agent between monolingual communication participants in two different language communities' (House 77). A translator's knowledge-base comprises five distinct kinds of knowledge:

- Target Language (TL) knowledge*
- Text-type knowledge*

- Source Language (SL) knowledge*
- Subject-area ('real world') knowledge; and*
- Contrastive knowledge of each of the above.*

His communicative competence would include factors such as:

- Grammatical Competence:* knowledge of the rules of the code.
- Socio-linguistic Competence:* knowledge and ability to produce and understand utterances appropriately in context.
- Discourse Competence:* the ability to combine cohesion in form and coherence in meaning.
- Strategic Competence:* the ability to control communication strategies.

The process of translating is characterized as a cascaded and interactive process consisting of 3 major stages: syntactic, semantic and pragmatic processing. The act of translating can be presented in terms of the following five continua (Savory 1957).

- To reproduce either the 'forms' (syntax and lexis) or the 'ideas' (the semantic content) of the original.*
- To retain the 'style' of the original or adopt a different style.*
- To retain the historically stylistic dimension of the original or to render it in contemporary form.*
- To produce a text which reads like an original text or one which reads like a translation.*
- To add or omit words, phrases, clauses or to attempt to transfer everything from source to target text.*

TO BE CONTINUED

SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. **At what temperature the centigrade and Fahrenheit thermometers read the same?**

☐ 98.6
☐ 40
☐ 36
☐ 100

2. **All bells are made of metal and not of wood because**

☐ Wood is a bad conductor of sound
☐ Wood dampens vibrations
☐ The coefficient of thermal conductivity of wood is low
☐ Specific gravity of wood is low

3. **Identify the person after whose name the doctors swear by an oath even today.**

☐ Socrates
☐ Charaka
☐ Susruta
☐ Hippocrates

4. **Helium is used to fill gas balloons instead of hydrogen because**

☐ It is more abundant
☐ It is an inert gas
☐ It diffuses slowly through the balloon
☐ It is incombustible

5. **The basic structural and functional unit of the kidney is called**

☐ Dendron
☐ Neuron
☐ Nephron
☐ Medulla

Suggested answers to the previous issue's questions

1. Plants are green because they contain **chlorophyll**.

2. A refrigerator keeps the food fresh because **low temperature in refrigerator reduces microbial activity and therefore rotting**.

3. 'zero' is an important constituent of **clock**.

4. **Linus Pauling** claimed that Vitamin C can prevent common cold.

5. The speed of light is **3x10⁸ m/s**

Continued from page 1

Theory of translation for pedagogic purposes: An overview

His major contribution to the theory of translation is his treatment of semantic versus communicative translation and here he combined Bühler's concept of the functions of language and Pierce's theory of meaning. Thus in the twentieth century translation became a field of study where linguistic theories could extensively be applied.

If we glance through the long history of the study of translation, we find it taking within its fold a number of other areas of study such as *classical philology and comparative literature, lexical statistics and ethnography, class dialect, formal rhetoric, poetics and grammatical studies*.

The vital issues that the translators and translation critics have addressed themselves to over a period of time have been the nature and aspects of translation which some people have called the theory of translation. These issues include whether translation should be total or restricted; whether it should be word-for-word translation or sense-for-sense translation, and whether it should be covert or overt translation. These translation scholars also dealt with issues like whether translation is a process or product, a creative activity or mere interpretation, a search for equivalence or adherence to meaning, etc.

Problems inherent in translation

The problem central to all discussions on translation is one of *translatability and untranslatability*, which is also central to modern theories of meaning. Whereas Whorf does not completely rule out the possibility of translation, Sapir does it when he says, 'No two languages are ever sufficiently similar to be considered as representing the same social reality.' The view of language which supports translatability is that all languages convey basically the same meanings and their differences are superficial and the one that rejects it is that different languages represent different worldviews and predispose their speakers to think differently. Many creative writers, some of whom have been translators themselves, have questioned the fidelity and adequacy of the translated literary texts and have therefore undermined the value of translation. P. B. Shelley, the great Romantic poet and a translator himself, when asked to comment on the learning of a foreign language, said, "What is a translation of Homer into English? A person who is ignorant of Greek need only look at Paradise Lost, or the tragedy of Lear translated into French, to obtain an analogical conception of its worthless and miserable inadequacy."

He also explained the arts of writing and translation in terms of a

chemical metaphor, "...the vanity of translation; it were as wise to cast a violet into a crucible that you might discover the formal principle of its colour and odour, as seek to transmute from one language into another the creations of a poet." The insistence on the inseparability of form and content questions the validity of translation, and utterances like "poetry is what gets left out in translation" challenge its genuineness. Virginia Woolf also vehemently disapproved of the English rendering of the Russian Classics, "... We have judged a whole literature stripped of its style. When you have changed every word in a sentence from Russian into English, have thereby altered the sense a little, the sound weight, and accent of the words in relation to each other completely, nothing remains except a crude and coarsened version of the sense. Thus treated, the great Russian writers are like men deprived of an earthquake or a railway accident not only of all their clothes, but also something subtler and more important – their manners, the idiosyncrasies of their characters."

In all these views, skeptical of the authenticity of translation, what is common is the untranslatable content of literary texts in general, and there is no doubt whatsoever that there is unanimity of opinion on this issue. However, when we read the English

translation of *War and Peace* or *Crime and Punishment*, we have the feel of reading the original, and translation is meant primarily for those who are not able to read the original.

Relevance of translation today

The relevance of translation in the modern world need not be overemphasized. Both as an academic discipline and as a subject of instruction, it is day-by-day growing immensely and universally popular. In an age of globalization, multinationalism and multilingualism, when goods produced in one country sell internationally, when international organizations formulate regulations to come into effect globally and when memoranda of understanding are signed multilaterally, translation is the only means of constructive dialogue on common international problems. It has so far proved its worth as an effective means of dynamic interaction and proper communication between peoples, cultures and speech communities. It is the only means of overcoming the language barrier and bringing together the speakers of different languages to work for international peace and amity. And this demands that translation move into center stage from the wings. With the expansion and diversification of the body of knowledge the area of translation is going to be diversified, and

as a profession it is going to be more challenging and demanding. If a nation has to import and export not only goods and commodities but also knowledge and skills, it has got to have an army of well-equipped and professionally competent translators. And for grooming and training this army of translators what is needed is a systematic approach to the teaching of translation.

It is a matter of great pity that until now no comprehensive theory of a systematic approach to translation pedagogy has been developed. Translation has been viewed as a method of language teaching, as a tool of error analysis and contrastive analysis, as a skill of learning a language, but not as a self-contained field of study, possibly because it is a late starter in modern linguistics and therefore has had some difficulties in asserting its theoretical and methodological status. The time has come now when translation as an applied science should assess its feasibility and limitations and consequently concerted efforts should be made to work out a framework for systematic translation teaching. What is needed is an attempt to develop parameters and criteria for a comprehensive progress-controlled, phased teaching framework, to build up a system of teaching-learning targets, and on that basis, to elaborate teaching and learning material for use in transla-

tion teaching classes. Translation teaching should also be planned to allow factorization of problems into their linguistic, cognitive and pedagogical components and should not be left to the intuitive ad-hoc solutions of isolated problems by the teacher. In order to initiate the working out of linguistically and pedagogically systematic translation teaching program, translation should in the first stage limit itself to the investigation of relatively standardized linguistic utterances displaying relatively rigid syntactic, contextually comparable configurations occurring rather frequently in human communication. If the main task of translation is the amalgamation of theoretical, descriptive and applied aspects of the interlingual transfer, it should become fairly immune against the charges of being insufficiently geared to practical needs or of being a cause of widening the gulf between theory and practice. Its target should be a dynamic process of continued synchronization of theoretical and methodological aspects on the one side and concrete linguistic utterances on the other. And, finally, it should try to cope with a subject matter in which four interdependent factors, *description, explanation, evaluation and extrapolation*, and their synthesis by appropriate transfer strategies, constitute the complex area of research in transla-

Indian Embassy School

Library Week Celebrations

The Indian Embassy School organized its Library Week celebration from 5th to 9th July, 2008. The sole aim of such a celebration was to inculcate and develop the habit of reading among the school children as books are treasure houses of knowledge.

The Library Week Celebration was formally inaugurated by Mr. Al Migdad Mojal, reporter of The Yemen Times. In his inaugural speech, he rightly pointed out that books are really a great source of knowledge and a brilliant brain lives through the books it wrote. Dr. G. Manulal, the School Principal, in his Presidential Speech, mentioned the necessity of using a well-stocked library to one's own improvement in the skills of reading and writing. He went on to add that a person interested in reading will never have a moment to waste and that a liking for reading should be sown right from infancy and it is to be nurtured through in one's school life. He concluded by urging the students to develop the habit of choosing useful books from the library. Mr. Pratap Rana, the Staff Secretary, said that

books are the windows to the world and the importance of selecting good books as bad books are like poison. The Chief Guest presented gifts to the teachers and the students who were selected as the best users of library for the academic year 2007-'08. The students who were selected as the best users of library were Najat Mohammad (Class IX), Sweta R. (Class VI) and Hannah Jacinth (Class VI) and the teachers were Mr. Sunny Mani and Mr. Prathap Rana. On this occasion the school also brought out the Vol.II, Edn I of the hand written magazine titled 'THE DAWN', which the school provides as an extra platform in addition to the School Annual Magazine "THE MIRROR" to our budding talents to show their literary and artistic talents.

The Indian Embassy School conducted a variety of competitions for its students from kindergarten to higher secondary classes during the Library Week celebration. The competitions included, 'Review of a book', 'Story telling', 'Essay writing', 'News reading', 'Elocution', 'Recitation', 'Action song' etc. Many students enthusiastically participated in these events and they made the Library

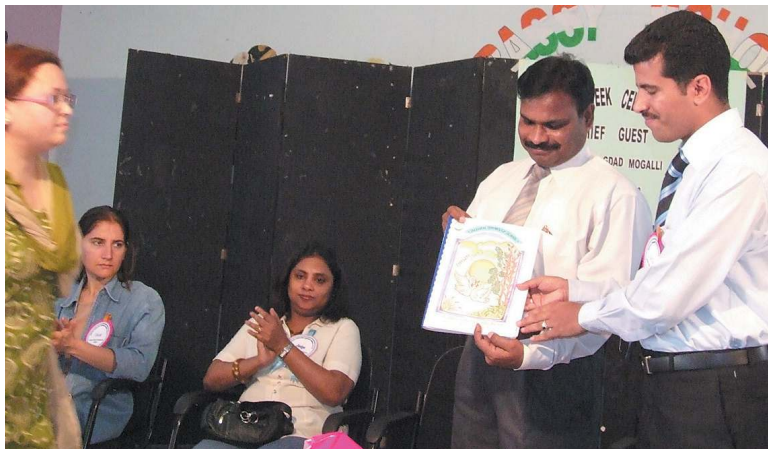


Al Migdad Mojal speaks to the audience.

Week celebration a meaningful one. These competitions helped the students to use the books in the library in a better and more effective manner. Various topics were also wisely selected for these competitions like 'Reading can not be replaced', 'Conference a ready man but reading maketh a full man', 'E-Media affects reading' etc.

The closing ceremony of the Indian Embassy School Library Week celebration was held in the

school auditorium on the 9th of July. Dr. G.Manulal, Principal of the School, was the President of the function and distributed certificates to all the winners of different competitions. Master Manu Antony, the School Leader, delivered the felicitation speech in which he mentioned that reading can not be replaced and it is an inseparable part of a student's life. The programme came to an end with the National Anthem.



Award of certificates of merit.



"We resolve to be readers, thereby leaders."

Teacher in others' eyes



Jameel A. Elayah
Jameel6666@yahoo.com
English Teacher
ALTI Institute, Sana'a

Illiteracy was and still is the serious epidemic that infects nation with ignorance, unemployment, poverty and famine. In 1961, the news of the first Russian spaceship orbiting the planet Earth shocked Americans and they started to look for the secret of Russian success. A thorough research they realized that Education was the cause of Russian success. Therefore, Education is the

only remedy that can cure and take the epidemic of illiteracy out of communities especially in underdeveloped countries. But Education doesn't have legs or wings to move and fly to people's minds. To put it differently, people can't learn perfectly and get out of this mess without the help of the teacher. That's why teacher is the essential source to get people out of the darkness of ignorance to the bright light of knowledge. He/She has the great role to create educated people armed with science and technology.

Unfortunately, What's observed today is that teacher is considered by others as something junk or as a person who is able just to stand in front of students and read what's written in books. They don't know that teacher is the perfect person who feeds students with knowledge, behavior and morals that lift them up to the highest climax of success more than anyone else.

Many people have a strange and wrong idea about teachers and their work. But they are not to blame because of many factors. First, teachers take their jobs only as positions or posts in the government in order to get salaries. Second, many teachers have deficiencies and aren't able to perform and do their duties with professionalism due to lack of proper training and also inattention and carelessness of the ministries concerned to select and employ good and qualified teachers according to high educational standards, not on the basis of grades in certificates. The third factor lies in the absence of relation and contact between teaching staff and school management concerning the follow-up and qualitative improvement of teaching-learning process and its clientel especially learners, in addition to the complete absence of relation and contact between the school and family, or

society as a whole, let alone the failure of observation, inspection and evaluation of educational offices in schools.

The most shameful factor that adversely affects teachers is the phenomenon of cheating among high-school students in exam halls which is facilitated by some teachers who are completely dishonest in their jobs. On the exam days of secondary schools, when I asked some students about their exams, one student laughed and said "Ali, our physics teacher, came and dictated answers to all the questions in the exam hall." Another student said "We were lucky today. We were observed by a kind teacher". He continued "I collected YR4000 and gave it to that teacher to let us cheat." There are countless factors that make teachers ridiculous in the eyes of others and subject them to public contempt, mockery and sometimes insult.

sending me your writings. I shall certainly have them published in the *Education Supplement*.

—Dr. Sahu

Dear Dr. Sahu

It is difficult for me to express my feelings towards our great father, Dr. Sahu. There is no doubt that he has devoted great efforts to improve the enterprise of teaching in here. I believe that we're lucky to be taught by him. As a matter of fact he has encouraged us to go ahead in the path of learning more than any one else. Frankly we carry great respect and appreciation for him, and we hope that we have more than a hundred like him. This is what I can gift my dear father from the innermost core of my heart.

Fawaz Al-Taj
English Department
Al-Mahweet

Dear Dr. Sahu,

I welcome your idea. We learn the skill of writing by writing. So keep

Dear Rasheed,

Thank you for showing interest in the Lessons. You may soon see the lessons compiled in a book. Please keep following *Improve Your English* regularly.

—Dr. Sahu

Dear Dr. Sahu,

You don't imagine how much I respect you my teacher. Actually my tongue is incapable to express the gratitude latent and dwelling in my heart for you. You are really a helpful man

Adel Hassan
aladlany@yahoo.com

Dear Adel,

Thanks for your kind words. I'm glad that my efforts are helpful to persons like you.

—Dr. Sahu

READERS WRITE

Dear Dr. Sahu,

Thanks a lot for publishing the paper written by me and Dr. Baskran. I appreciate this and I wish I get your help all the time.

Dr. Nemah Abdullah Ayash
nemahayash2000@yahoo.com

Dear Dr. Sahu,

I am pleased to write to you asking you some help if possible, I have seen your Supplement (Education) and I found it really useful. Now I would like you to support me with old issues as I am learning English and I think I can get more good information from them.

Please send me a letter informing me whether you have the old issues or not and what I shall have to do to get them. I hope to receive good news from you soon.

Rasheed Almohamed
Email

POETRY CORNER

My Homeland

Jameel A. Elayah

Jameel6666@yahoo.com

Wherever I go East or West
Certainly, my homeland is the best
Rainy weather, cold and thick mist
Give air beauty and us delicious rest.

Ibb, the natural paradise, is a warm nest
For everyone who comes as a guest
Its wonderful scenes are decidedly the best.

Surrounding mountains with green carpet spread
Early morning smiles with magnificent rays in the mead
Trees and flowers dance when birds sing in delight.

A new day opens its arms with soft voice tells
Watch me even a glance and come under my spells.
Night changes it into a plate full of bright pearls
One can't believe he is on the earth or in paradise.

Don't judge until you come and test
We aren't at all a terrorist.
Helping and loving others is our interest.

YOUTH FORUM

Memories

To my Loved ones whom I want to meet.
To the first ones in my life...
Those whom I see every where...
Whom I see in everyone I meet...
In the smile in a child's face
In the little bird when it sings
To you who are reading my writing...
Yes it is to you my friends.
To the happy days that we spent

together...
Those days will never back
But I know my Good Angel
Will come back...

ZamZam M.
Level 4
Education
University of Science and
Technology

Thanks

Thank you for seeing me,
And for not leaving me,
Thank you for hearing me,
And for loving me,
You are gentle with me,
You are silent with me,
Thanks for not hurting me,
Thanks for not wronging me,
Thanks you for holding me,
Thank you for helping me,

Thank you for keeping me,
Thank you for breaking my heart,
Thank you for tearing me apart,
Now
I have a strong strong heart,
Thank you a lot for all that.

Fatima Al-Tawily
Al-Khansa'a School
Al-Mahweet

Are you a good learner of English?

Answer the questions. Score one point for each "yes" answer.

1. Have you got a dictionary or do you know where to find one?
2. Do you plan your writing before you start?
3. Do you check your writing when you've finished?
4. Do you keep an organized vocabulary list?
5. Do you try to speak English in your class?

6. Do you know how to ask what something means in English?

How did you score?

- 0-1: You should start learning to learn now
2-3: O, but you should try harder.
4: Very good. You are working well.
5: Excellent. You are really learning to learn
6: Brilliant. You are a star learner

I am of you

As the rising sun
Is your smile
Your talk is like
River flowing
You are of me
I am of you
You are every thing I have
You are my wealth
I love you
You are my wishes
My brightness, star, sun and moon
Lighting up our path
Pray for us
We are indeed in need of your prayer

Don't be angry with my mistakes
I love you, forgive me
Forget and smile, my dearest
Forgive me and never ignore me
Pray for me
I'm of you
Always remember me.
You are so kind
May Allah fulfill my dream
And return us to paradise.

Sarah Mohammed
UST, Sana'a

Aren't children equal?

We know very well that in most occasions as festivals, ceremonies and birthdays, children feel happy and they spontaneously express their joy through smiling, playing with one another, shooting false fire bullets, flying kites etc. Any child can entertain himself in any occasion but some children like Palestinians can't. They are obliged to hear living artillery weapons, machine guns, rockets and tanks' moving.

Furthermore, they are most often exposed to killing, murdering, raping and detaining. Even Eid doesn't give them any feeling of enjoyment. Those children need to be glad and rejoice in drinking, eating and playing with their relatives especially in Eid although they don't enjoy security and stability.

Palestinians are not the unique example of miserable children all over the world.

The Muslim children of the expatriate families in most European countries can't find a suitable atmosphere to celebrate Eid. They can't go to mountain or desert to perform the congregation prayer of Eid which take place twice a year. Really, we can't get to know everything about how those children feel during those occasions but we can imagine their attitude and behavior so children are not always equal in their happiness and misery.

Mansour Hassan Atwally
Al-Mahweet