

PAGE 28_____THE ARMENIAN REPORTER INT'L MAY 10, 1997

Hayagerdum yev Mangavarjutiun - Continued from p. 6

Armenian community in the Middle East. They are based on Simonian's decades of experience as an Armenian teacher and school principal. Simonian lays out the general pedagogical issues in the formation of students - starting from kindergarten to high school students - and underlines the importance of well-developed, relevant and modern educational curricula in the process of the formation of the youth.

"New educational values should advance the educational level of students; contribute to their moral and national character, and enhance success in their future."

The author pays particular attention to the decline of interest in Armenian studies in Lebanon. In the past, large numbers of youth chose Armenian studies as an area of specialization and were sent to institutions of higher education to deepen their "intellectual and cultural forma-

0.490

education in the Diaspora, part tion." However, today, due to the a selection of addresses given ticularly as it relates to the lack of "enthusiastic educators" over the years to the graduating in Armenian secondary schools, the numbers have declined to an alarming level.

arming level. For Bebo Simonian, the future of Western Armenian (language and literature) depends, primarily, on the Armenian schools in the Middle East. Ironically, the problem stems from there also. As Simonian writes, "Our society no longer expects intellectuals, journalists, writers, or teachers to come from Armenian schools." Even more, "Our society does not expect the next generation of Armenians to be fluent in Western Armenian." Without a drastic shake-up and improvement in the approach toward Armenian education, "the threats that emanate from our schools in the Middle East will continue to cause their damage. We have to accept that today we are not producing a generation of Armenians who are proficient in Western Armenian.'

In the last section of the book, "The Armenians of Tomorrow,"

Detroit Armenian Community Honors Historian and Author, Dr. Antranig Chalabian - Cont. from p. 15

him that I'd think about it. Sometime later, Aharonian

you write the letter?" I said, "No. L forgot about it." The man got upset, angry. "Baron Chalabian, yes kezi esi,... and so you must write the letter. " I finally gave up and wrote the letter, but reluctantly. HONORARY OR REAL

DEGREE?

After some months, Academician Hrant Avedisian came to California to attend a symposium at UCLA. He wrote to me, saying, "We discussed your letter at the Academy and we give you two options: 1. An honorary doctorate degree for which you don't have to come to Armenia. We'll mail it to you. 2. A real doctorate degree for

torate degree in history. I told there were no Armenian schools in this country then.

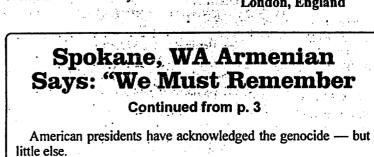
In addition to writing history, called me again and said: "Did I have been contributing articles to the American Military History magazine, about highlights, in Armenian history: My third , article about Shah Abbas the Great and the Story of New Julfa is accepted for publication and I .am commissioned to write two more articles, this time about events in world history.

classes of Armenian schools, Simonian captures the true spirit of the Armenian educator: "Whatever we've given you from our soul, time, mind, breath and knowledge, as dedication and sacrifice, have returned to us sweeter and more meaningful, because we believe, and I hope you also believe, that a man is happier and wealthier when he gives than when he receives."

Armenian-formation and Pedagogy, with its engaging discussions of timely issues, is a welcome contribution to an area of study and concern in the Armenian Diaspora — namely education and Armenian identity - about which so little has been written. Armenian-formation and Pedagogy can serve as a useful and thought-provoking resource for Armenian teachers, educators, school boards and those interested in Armenian education in the Diaspora.

Bebo Simonian's literary career spans over three decades. As a prolific writer and intellectual of the Lebanese-Armenian community, he has authored over a dozen books and-numerous articles on Armenian literature, culture, history and political life. He is regularly featured iń Eritassard Hayastan, the official monthly publication of the Social Democrat Hunchakian Party, published in Paramus, NJ. From 1975-1995, he was the dean of Sahagian L. Megerdichian College in Beirut. He is also the author of Martgayin Iravantz Hartzer [Human Rights Issues] published in Beirut in 1995.

London, England



tria and New Y tion is extensi and appears to ing been draw French, Russ (Reuters) sou whelming depu ard Hovannisia 1918 Republic

Review

of Self-

[Haig E. As nian on his m former A. Tjel and is the nep Loris Tjeknav of Armenian P chestra.]

He presents vincing case i main thesis, c the book's titl based on legal op Mesrob As in his Preface makes his pc both in his through the d end of the boc

Many reade by an inabili European-lang may encounter should know, this is not a boo but rather a con tory of facts an scholars and hi theless, despit the text, the in will find much and it will be (same reader-to suasiveness of sential argume tion.

Any book l. notes, sometin ten to the page easy flow and (sequently, the er who is int author's sourc rapidly fatigue up and down e ertheless, this the most autho liable compen mation on the flicts and statu ritary arecentl