### **حکه کُام<sup>c</sup> Pauktuutit** کے ۵<sup>c</sup> ۹<sup>c</sup> ۵<sub>c</sub> ۵<sub>c</sub> Γ INUIT WOMEN OF CANADA

# An Inuit Elder and Youth WORKSHOP MODEL



INUIT WOMEN OF CANADA

PREVENTING ABUSE THROUGH SUPPORTING WOMEN'S LEADERSHIP

NATIONAL STRATEGY TO PREVENT ABUSE IN INUIT COMMUNITIES

#### ACKNOWLEDGEMENTS

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Pauktuutit Inuit Women of Canada would also like to acknowledge Status of Women Canada, Women's Programs, for providing funding and support for this initiative.

© Pauktuutit Inuit Women of Canada 520 – 1 Nicholas Street Ottawa, ON K1N 7B7 Tel: 613-238-3977 Fax: 613-238-1787 www.pauktuutit.ca

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### CONTENTS



Background	 •	 2
Objectives	 •	 3
Facilitation Guide		 4

### Appendices

1. Community Announcement
2. Application Form9
3. Confidentiality Form
4. Supplies
5. Sample Participant Agenda12
6. Sample Facilitator's Guide14
7. Workshop Evaluation Form

# NATIONAL STRATEGY

### BACKGROUND

### NATIONAL STRATEGY TO PREVENT ABUSE IN INUIT COMMUNITIES

In 2007, Pauktuutit Inuit Women of Canada published the first such document developed by Inuit for Inuit. The vision of this strategy is an Inuit society of healthy individuals who respect the past and embrace the future as Inuit, and who live in supportive families and caring communities. In this vision, violence and abuse are rare occurrences that are dealt with swiftly and justly according to Inuit ways. Abusers are held accountable for their actions, and both victims and abusers are supported in their healing process.

This workshop was developed over several years as part of Pauktuutit's ongoing work to prevent violence and abuse in Inuit communities. Traditionally, in order to survive in a harsh environment, Inuit values included survival, knowledge, love, sharing, caring, and strength, all of which are values still needed to survive in a healthy way today. It is hoped that this workshop guide will help your community to bring together the priorities and potential solutions of elders and youth to develop recommendations and/or future actions to address violence and abuse issues in ways that are specific to your community or region.

This document will provide you with the information you need to hold a similar workshop in your region or community. It contains information to help you plan and hold such a workshop including daily activity programs and supplies you will need. You will also find sample public notices, a confidentiality agreement, application forms and evaluation questions that you can customize for your own use.

The staff at Pauktuutit is available to assist you if you have specific questions or need some assistance. We wish you every success with your workshop!

### **OBJECTIVES**

This workshop is intended for women to build individual and community leadership and support healing, based on Inuit principles of healing and working together, to address violence and abuse prevention. The broad objectives are to:

- Increase awareness of abuse issues and their prevention in Inuit communities;
- Increase capacity to lead and sustain prevention of abuse and family violence;
- Increase access to culturally relevant resources and networks to address abuse; and,
- Increase engagement, commitment and leadership capacity to prevent abuse and family violence at the community level.

### GOAL

The overall goal of this workshop is to develop leadership among elders and youth to reach out to families and community members to raise awareness of abuse issues as part of a community action plan to prevent violence and abuse.

#### OBJECTIVES

- To provide an opportunity to gather to acknowledge the reality of violence and abuse in our community;
- To discuss and share knowledge and possible solutions in a safe place;
- To listen to and learn from the experiences of others;
- To share the root causes of abuse from the perspectives of different generations;
- To learn positive ways elders and youth have used to cope with violence issues;
- To support one another to begin their personal change journey;
- Create public messages intended to raise awareness and support prevention of violence and abuse; and
- To create a community action plan for ending family violence and abuse.

# NATIONAL STRATEGY

### **FACILITATION GUIDE**

This workshop is centered on Inuit principles of healing and working together. These six principles are listed below and may help you tailor questions to discuss during your workshop.

- What is your role in your family? community? organization/work? (*Pilirigarigiinngniq* – Working together for the common good)
- How do you stay balanced (mind, body, spirit)?
   (Avatikmik Kamattiarniq Environmental wellness)
- What are good leadership qualities to have? How does that help your family and the community?
   (*Pijittsirarniq* – Service to others and leadership)
- How do you model and encourage success in your community? (*Pilimmaksarniq* – Empowerment)
- Tell us about a time that you found a creative solution for a difficult problem? (*Qanuqtuurunnarniq* – Resourcefulness and adaptability)
- 6. How do you align your strengths to create change in your community? Do you see groups modeling this in your community? (*Aajiiqatigiinngniq* – Cooperation and consensus)

A draft agenda with notes for the workshop facilitator(s) is included on page 12. This section contains some general information to assist you.

### PLANNING

This is a list of some of the tasks necessary for a successful workshop.

### Before

- Find funding if necessary
- Hire a facilitator(s) and counsellor(s)
- Develop content with the facilitator(s)
- Consider safety and comfort issues
- Confirm a workshop location
- Advertise the workshop
- Organize supplies and refreshments
- Address legal issues if any (insurance, etc.)
- Select participants

### During

- Execute day-to-day activities (including debrief at the end of the day)
- Collect evaluations

### After

- Celebrate your success!
- Compile evaluations
- Write up final reports, recommendations and action plans
- Follow-up as required (share photos, informal meetings)

### LOCATION

A place with extra breakout rooms and counselling support is recommended due to the sensitivity of the workshop content and the emotions of the participants.

### AGENDA

As the topics are discussed, you may need to adapt the agenda to allow for longer discussions, or discussions of subjects not in this outline.

# NATIONAL STRATEGY

#### CONFIDENTIALITY

A confidentiality agreement is provided in the workshop participant package.

### BREAKS

Participants will be discussing serious issues, so it will be important to have 'fun breaks' to lighten people's spirits. These could include games, exercise breaks or even telling jokes. You may want to solicit donations from local stores and organizations of items that can be used as prizes during breaks.

### WORKSHOP EVALUATION

You will want to ask the participants to evaluate the workshop. This will help you to build on what worked well and take into consideration any suggestions for improvements if you hold more workshops. Assure participants that their comments will be anonymous and will be kept confidential.

#### DEFINITIONS

These general definitions of some different forms of abuse may be of help to you during your workshop.

#### ELDER ABUSE

Elder abuse can take many forms. This can happen, even when there are the best of intentions. Elder abuse describes many types of harm against older adults. These are some examples.

#### VERBAL ABUSE

Verbal abuse can be speaking to the elderly in harsh tones, rude ways, belittling them, or being angry with them because of an illness or weakness.

Verbal abuse can get more aggressive with threats of harm or withdrawal of contact, such as saying things like "Just for that I won't see you tomorrow!"

#### MENTAL ABUSE

Mental abuse can be telling elders that they are worthless, a burden, in the way, treating them as if they were a child, or not respecting an elder's dignity. Moving in to an elder's home by threat or force and taking charge is disrespectful of an elder's dignity and rights.

### PHYSICAL ABUSE

Abuse can be physical, causing bodily harm.

Physical abuse is not only hurting such as hitting, punching, etc., but failing to provide adequate care or the necessities of life. This includes not providing adequate nutrition or medication, sufficient rest, help with personal hygiene, or taking them to the nursing station or hospital.

### FINANCIAL ABUSE

Financial abuse is taking money or resources from elders by threat, by force, theft, or other deceptive means. This can include taking cash or other property or charging items to a store account without their informed consent. Other forms of financial abuse can include taking over an elder's home,

#### A HEALTHY FAMILY:

Communicates openly and respectfully;

Knows their roles and responsibilities;

Works together to solve problems and keep the home safe; and,

Has rules and routines but is also flexible.

### NATIONAL STRATEGY

### **APPENDIX ONE**

### COMMUNITY SERVICE ANNOUNCEMENT

### Preventing Abuse Through Supporting Women's Leadership: An Inuit Elder and Youth Workshop

We are looking for 10 Inuit women youth and 10 Inuit women elders.

#### ORGANIZATION:

has organized an Inuit elder and youth workshop. The overall goal of this workshop is to develop leadership among elders and youth to reach out to families and community members to raise awareness of abuse issues as part of a community action plan to prevent violence and abuse. The workshop will be held DATE: \_\_\_\_\_\_\_\_ at LOCATION:

The main objectives of this workshop are to raise awareness of violence and abuse in our community and talk about ways we can take leadership, as individuals and as a community, to prevent violence and abuse. This is an opportunity for both elders and youth to share your views about the current issues in our community and develop potential solutions as family and community members.

In this workshop there will be time to talk "elder to elder" and "youth to youth" as well as participating in intergenerational groups. Your participation will help develop a community action plan to prevent violence and abuse.

The topics may be difficult and quite personal so every consideration will be given to maintain your privacy and confidentiality. There are spaces for 10 Inuit women elders and 10 Inuit women youth.

Please contact PERSON:

<b>_</b> +		NUMBER:	(
-	LIQUE	INUIVIDEIN.	(

or EMAIL ADDRESS:

for an application form or more information.

We hope you will consider taking part in this important workshop!

### APPENDIX TWO

Preventing Abuse Through Supporting Women's Leadership: An Inuit Elder and Youth WORKSHOP APPLICATION

Name:	
Date of Birth:	Age:
Community/Mailing address:	
Phone Number:	E-mail/Work #:
•	Phone Number: e of emergency – next of kin or spouse)
Why do you want to attend this wor	rkshop?
What do you hope this workshop w	vill accomplish?
Other comments:	
Date:	Name:
Please return this application to: Name:	
at: LOCATION:	
EMAIL:	
FAX NUMBER:	

# NATIONAL STRATEGY

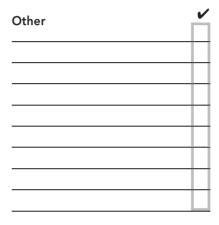
CONFID	NTIALITY FORM
5	OBLIGATION TO CONFIDENTIALITY
-2	I understand and promise to keep confident
1	all information that is personal to others.
2	Participant Signature:
64	Facilitator Signature:
YV.	-
- DT _ 2021	Signed at:

### APPENDIX FOUR

### **SUPPLIES**



ITEMS	~
Flip chart paper	٦
Flip chart stands	
Kleenex	
Markers	
Masking tape	
Name tags	
Note pads	
Pens/pencils	
Prizes	



AN INUIT ELDER AND YOUTH WORKSHOP MODEL

# NATIONAL STRATEGY

#### **APPENDIX FIVE**

### SAMPLE PARTICIPANT AGENDA

### DAY ONE

### Morning

Welcome/Opening Overall workshop goals and objectives Participant objectives Ground rules and housekeeping

#### Break

What does abuse look like? How do I know abuse?

#### Afternoon

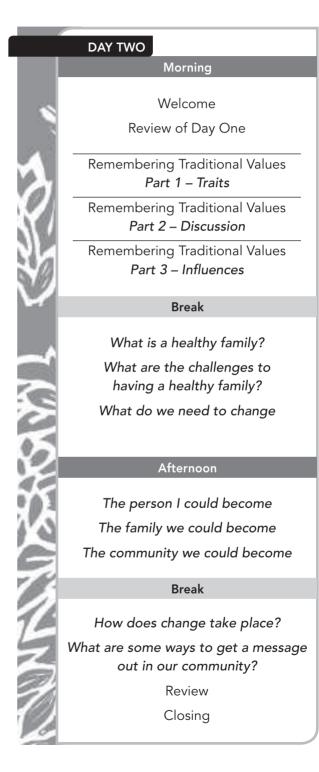
What do we have in common? How have I overcome problems in the past?

### Break

What are the root causes of abuse?

Review

Closing



### DAY THREE Morning Welcome Review of Day Two What did each generation say that was the same, what was different? What's involved in creating a Community Action Plan? What messages do we want to share with our community? Break Key Messages Our Action Plan Who? Afternoon Our Action Plan How? Our Action Plan Partners? Distribution Break Has the overall goal been achieved? Evaluation Review Thank-you/Closing

AN INUIT ELDER AND YOUTH WORKSHOP MODEL

### SAMPLE FACILITATOR'S GUIDE

DAY ONE	ACTIVITY	FACILITATOR'S NOTES
		Morning
Welcome/Opening Pi	ayer	
Introductions		Everyone will likely know each other but this is a chance to have some fun. Ask the participants to pair up and find out one new thing about the other, which they then can quickly share with the rest of the group.
Goal and Objectives	of the Workshop	Ask participants why are we here? Note comments on flip chart paper that you can keep posted in the room during the workshop.
Participant Objectives	;	Go around the room and ask for comments. What do they hope to get out of this workshop? Note comments on flip chart paper.
Ground Rules/Housek	eeping	Ground rules may include no bad language, listen politely, etc. Housekeepin notes may include the location of washrooms, break times, etc.
		Ask participants to sign a confidentiality agreement.
		Break
Experiences of Abuse abuse look like in ou		Ask participants how they wish to talk about abuse. This may be a way for participants to indicate what kind of language and approach they appreciate when talking about abuse. Note comments on flip chart paper.
Sharing Experiences: How do I know abuse?		Form two groups of participants: one for elders and one for youth. Note each group's comments on flip chart paper. If participants are not comfortable talking in a group let them know they can talk to the facilitator privately or make anonymous comments on paper for the facilitator.
		Each pair can report back to the larger group. Record their comments on flip charts.
		Afternoon
What do we have in	common?	Review the lists prepared by each group. There will likely be more in common than different.
How have I overcom in the past?	e problems	Have participants pair up with one elder and one youth talking together. Each group can then share their discussion with the larger group.
		Break
What are the root ca	uses of abuse?	In the large group ask participants to share what they think are the root cause of violence in their family/community. These may be substance abuse, anger, financial problems, parenting, jealousy or others. If participants wish, they ma share a personal story.
Review Of The Day		Review the major points that came up in discussions.
Closing		Ask each participant to share how they are feeling about the day and what they hope for the next day.

DAY TWO ACTIVITY	FACILITATOR'S NOTES	
	Morning	
Welcome		
Review of Day One	Take the time to review the content of yesterday's workshop and answer a questions, especially if there are any misunderstandings.	
Remembering Traditional Values <b>Part 1 – Traits</b>	Use flip chart paper and draw large 'Values' circles. Ask participants to cal out or write down on flip charts traits they admire in others and themselve For example trust, love, strength, honesty, faith, willpower, etc.	
Remembering Traditional Values <b>Part 2 – Discussion</b>	Ask the group how traditional values helped Inuit survive in the past. Hov could they help today? Each participant should be asked to say which val he/she thinks is most important.	
Remembering Traditional Values <b>Part 3 – Influences</b>	Ask the group what stresses or influences can affect the 'Values' circles. A their words around the outside of the circles. This will show how stress bu up around us and affects our inner strength and peacefulness. This may b an opportunity to discuss traditional roles of women, and what it means to woman and lnuk today.	
	Break	
What Is A Healthy Family?	Use flip chart paper and label sheets 'Attitudes' and 'Behaviours.' Show links that help to have a positive and open attitude and positive behaviou in the family.	
What Are The Challenges To Having a Healthy Family?	Use flip chart paper to show the barriers and challenges to having and maintaining a healthy family.	
What Do We Need To Change?	Discuss how some of the challenges identified might be overcome. How would the participants share these solutions with others?	
	Afternoon	
The person I could become	Individually, participants should list 5-10 things they can do to change the own behaviour.	
The family we could become	Individually, participants should list 5-10 things that would make their fam work better.	
The community we could become	As a group, list ideas for how the community could reduce and prevent violence and abuse. This could include listing the responsibilities and mand of different agencies including hamlet councils, schools, police, the nursir station, social workers, CHRs, etc., and how different services could work together better, or other ideas specific to your community.	

chart continued on next page

	NO continued	ACTIVITY	FACILITATOR'S NOTES
			Break
	How does change ta	ake place?	In small groups, discuss different ways in which changes have been made individually, in the home, and in the community. Have the groups report on their notes and summarize their findings.
Z	What are some way out in our communi		Start brainstorming as a group on ways to spread the message that abuse and violence is wrong.
Review Of The Day			Review the major points that came up in discussions.
	Closing Remarks		Ask each participant to share how they are feeling about the day and what they hope for the next day.

DAY THREE ACTIVITY	FACILITATOR'S NOTES
	Morning
Welcome	
Review of Day Two	Take the time to review the content of yesterday's workshop and answer any questions, especially if there are any misunderstandings.
What did each generation say that was the same, what was different?	Ask the group how abuse prevention ideas, attitudes, and behaviours differed from the youth and elders.
What's involved in creating a Community Action Plan?	Use this time to outline the different parts of a Community Action Plan. Discuss key messages, actions, distribution, and partners.
What Messages Do We Want to Share With Our Community?	Individually participants should write the messages they would give different members of the community: victims of abuse, abusers, someone who knows abuse is happening but doesn't know what to do, leaders, and children.
	Set up each message around the room and have them grouped by the different audiences listed above. Join similar statements so they are not repeated and compile the statements.
	Break
Key Messages	Use flip chart paper to compile the different messages. Have the participants read out the messages and make a list of the main themes from the messages Prioritize the messages by popularity and identify the top five messages as key messages.
Our Action Plan	Putting it all together as below.
• Who?	Which community members and organizations should receive and/or share each message?
	What formal role should individuals and organizations play?

chart continued on next page

	Afternoon         Discuss what ways there are to reach different community members.         Discuss who can help take ownership of the Community Action Plan. Who should take the leadership to take action on each key message and action?         What is the responsibility of various partners? How can they be encouraged to work with interested community members?         Individually participants should draft open letters to the partners noting the
	Discuss who can help take ownership of the Community Action Plan. Who should take the leadership to take action on each key message and action? What is the responsibility of various partners? How can they be encouraged to work with interested community members?
	should take the leadership to take action on each key message and action? What is the responsibility of various partners? How can they be encouraged to work with interested community members?
	Individually participants should draft open letters to the partners noting the
	importance of the Community Action Plan, how it was prepared, and why it is important.
	Break
achieved?	Review the first day's flip chart paper with the group and see if the objectives have been fulfilled.
	Ask each participant to fill out an evaluation form.
	Each participant should say a little something of their thoughts and feelings about this process. Be sure no one leaves the workshop feeling upset or with no one to talk to after the workshop.
<b>)</b>	achieved?

# NATIONAL STRATEGY TO PREVENT ABUSE IN INUIT COMMUNITIES

### APPENDIX SEVEN

### WORKSHOP EVALUATION FORM

	YOUR COMMUNITY:	DATE:
7	The topic I remember most is	
V 4	I learned that	
	What surprised me was	
2	A new idea I have is	
È	I felt heard when	
1	It would be a better workshop if	
	l suggest:	
	Comments:	
2		

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3			ոչ <sub>թ</sub> ρ <sub>«</sub> րութ
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Z	₽ <i>Ⴣ</i> ፞≪ ∆ᡄ <sup>ୢ</sup> ୷ ⊲ጋና ⊅๛ <i>๛</i> ๗๛๛ с∟	ᡃᢣ᠌᠌᠌ᡔᡳ᠅᠋᠕᠋᠅᠋᠕᠅ᡣᡘ᠋ ᡃᢦᠯᠣ᠋᠊᠋᠈ᡶ᠌	ΔለĽᡃᢣ᠋᠋᠉ᡃᠡ᠌ᢄᢣ᠋ᡭ᠋᠆᠘᠐ᡥ᠋᠋᠈ᢣ᠖᠘ᡥᡆᢄᠴᡘ᠂᠋ᢐ᠋ᠴ᠋᠉ᢄᡃᢐ᠋ᢄᢣ᠙ᠺᡇ᠙᠋ᠮ᠉ᢣ᠉᠋ᡠᢣᡅ᠍᠍᠕᠅᠋ᡘ᠉᠘᠋᠘ ᠘ᡱᡘᡃ᠋᠋᠋᠋ᡏ᠉᠋᠊᠋ᢐ᠋᠈᠘᠋᠋ᡘᢑ᠅᠕᠋᠋᠋᠋᠋ᡊ᠆᠘᠋᠋ᠴ᠘᠊᠋ᠴ᠘᠊᠋ᠴ᠘᠊᠋᠘᠋᠘᠋᠘᠋᠘᠋᠘᠋᠘᠋᠘᠋᠘
4	٬᠙Γ٬₽Δσᠬ ◊٬⊇۲۲	;	ၭΡΓϚϿϿϹϚͺϤͽʹϹͺϫʹϧͼϷϹϷϞϹϞϚͺϷϭϧͽϽϦϲͺϿϹϲͺͽϲϥͼϷϹϷϞϲ
S	באפיריאסראר הזאג	>,ic	ϤΛሊͻΓϚ ϤϽσϚ ΔϲϷʹϧϹϷϟϚ ϷσͽϧϳϥͻϹ ϷʹϿϚ ϤϽͽϹϧϹ ϘͺϒͼϿϽϧϧ ͼϷϿϥ;ϽϹ;Ͽ ͼϤϷϧͽϲϲϯͳͽϳϹ ͼϷϗͺϲͼ͵Ϥϧͼ·

⊳ <b>'</b> _∿ь 3 ∧⊂∿⊲%)⊀৸১	∆ <b>с</b> ኣ∆ኦ⊳< ⊳ኄ⊳ዖነኣኈቦና
	ڮڂڂۄۄ
$\mathcal{D}^{a*b} \mathcal{L} \Delta \sigma^{sb}$	
᠄᠙ᡏ᠋᠄᠌᠌ᡔ᠋ᡫ᠔᠋᠘᠄<᠌ᡅ	ለልናb®በናጋቦና Ճ<<'५∿ሁσና Ճ๙୫ᲦᲥዖበና Ճ୯୬ቦና ϷናbϷłϷጋበ® ∢ለ®dበነ५ናbዖበ» ₽Ϸጋቦና, ለጋላ®ጋ୮® ጋየժσናጋናን6%łLJσ.
৮এ°লে বার্ণ্ডার্ডাচিনিণ্ডিশ্বিল্ডাটে চের্চচেস্বাচিনে চির্বাচিনের্গের্বের্ডা ৫৯৫৯ ব্যুসন্দির্গুরুণ্ডের্নির্বাচিন্দের্টি চির্বাচিনের্বাচিনের্বাচিনের্বা ব্রুগ্রুমন্দের্যুর্নাটি ব্যুদিনে?	<
ᠮᡃᠣ᠘᠋ᡗᡔ᠋᠋ᠥ ᠕ᡔᡅ᠋᠊ᡏᡃᡠᡅᡏᡃ᠋ᡃ᠋ᡠ᠋᠅ᠵᡄ ᠴᡄ᠆᠋ᠴ᠋ᡗ᠕ᡔᡅᡏᡃ᠋ᢣᡗᢛ᠆᠆ᠴᠺ	ለልჼb°σł ላጋ՟ጋሀ P'লłσላናሥጋ ወዉሮ°ወና ለলሊላነኣወና <°ዉኦበነኣህና ኦየኦኦቶሊጋቦ ላጋረና ኦየኦኦቶኣሏና, ለলሊላነኣሏና, ጋ°σየኦኣኦስና, ላዛLጋ ኦጋንኦየኦበነኣጓቦና.
ᠮᡃᠣ᠋᠋᠘᠋ᠺᠫᡏ᠌᠌᠌ᢧ᠋᠋᠋ᠶ᠅᠋ᠬᠺᡗ᠅ᢣᡣᡘᠥᡃ ᠋᠋ᡔ᠋᠋᠋᠋ᡪ᠋᠋᠋᠋᠄ᠳᡘᡊ᠋᠈᠋᠋᠋ᠺ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅ᡁᡘ᠅	
	⊲ጋσና ▷ኄ⊳ᢣ⊳ᢣᠻ ዹ<<`⊃ቦና ᲮᲘLልኁሥኇ ፈ≀ՃՀዽ በበና፨≀L⊀በሀና ⊲ካJኈጋናጋቦና ናởናጛዬበጋና ጋናኈር∿ቦና Lᠸና⊃ቦና. ላንኦሶ<ጋናጋና Ხበኈሥናጋቦና ላንኦሶ୮୭ ለርኄኴጋላናdฉJ ፈ≀ՃՀዽ Ხበኈሥናጋቦና CLነፑ.
	ո <sub>ւ</sub> թք <sub>ք</sub> րալ
d⊃ċ Uł¢ Þ%Þ₽/%\$9¢	⊲ఎంఎంఎంగ్లింగ్లింగ్లింగ్లింగ్లింగ్లింగ్లింగ్లి
	bበ‰ሥራ<ʿᡄᡧᡄᡝ᠊ᠴᠡ ᠨᡝᡃᠴ ᡧᡄ᠋ᢁᡅ᠋ᡔ.
• P <sub>Q.</sub> ?	ድናርብ∜ታና ወደርጎ/σ በΓ⊳ና÷ኃ°ጵና ለኦሊላኄኬኈ<ና ርካਰ∿ሁ ▷ኄ⊳ሥውቃ ላዛ∟ጋ/ ▷ኖዼጏ°ጵና ጋኣኈር⊳ጋቡ ርካdq?
	᠈ᠳᠴᡆ᠘᠋᠋᠄ᢣ᠘ᢋᠮᡅ᠕ᠴ᠉ᡴᡄ᠕᠘᠘᠉ᡣᡕ᠘᠘᠉᠕ᡔᡅ᠕᠄ᡨ᠘᠘

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# <u>Αρισιρας σας μασις βαραις ΔοΔς σας βασι</u>

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רב∿לטלילי 2 ארת¢שלילי	<u> </u>
	⊳دجهمد
ᠫᢩ᠉᠋ᡃᡁ᠋᠋᠘᠋᠋᠋᠋᠋᠋᠋ᠴ	
᠄ᡏ᠋᠋ᡗᠻᠯᢣ᠌᠌ᢂ᠊᠋᠆᠆᠆᠘᠂ᢞ᠋᠋ᠴ᠉᠆᠋᠀ᡷ᠆ᠬᢦ	ለልቴኮኮበና ጋና ልናረኑት ሀσና ልር ምዋንበና ልር ኮና ኦቴኦፖኦጋበሶ ላለምዕበኑት ቴንቦሶ የኦጋቦና, ለጋላምጋቦ ጋየታσና ጋናንቴ የረሀታ.
᠘ <sup>ᠬ</sup> ᡃᡠ᠌᠔᠘ᡦ <sup>ᡪ</sup> ᡠ᠘ᠴ᠋ᡩᡄ᠋ᡬ <sup>ᢏ</sup> ᠂ᡩᠥᠧ᠙ᡄᢩᢂ᠖᠋ ᠘ᡄ᠋᠍᠊᠋ᡶ <i>᠋᠆᠘᠆᠋᠋᠋ᢐᡆᠨ</i> ᠅ᡣᡕ	4ጋ℃ጋJ በበናኖልነኣበና በበናϷታ℃ጋና 4ዲጋ℃ህላና ላናበ℃ጋናና "ላዮσሊታና". ላለሊጋናና ርሏJ፨/⊀LԿL∿ŪC ▶ኖዲጏዮ፞ቒና በበናናጋσናና በበናኖልነኣካሪና Δ⊂ኈሪታና ለϷΓታ∿ናና Δ፩ኄከበፑው Δ፩ፖሊታፑσ℃ጋ. ጋ₽∿ናና ሥራጋ ርበኄዮኇዀ, ჲჁႠህሥኖσዀ, ኣ∾ዮσዀ, ሥሮናበላዮσዀ, Ϸናለ₽ሥσዀ, ኣለ፫ኈርΔ፫Lσዀ, ላሥዮጋ.
᠘᠋᠋᠋᠋᠋ᢐ᠋᠔᠘ᡦᠲ᠖᠘ᡱᡄ᠋ᡬᡕ ᠘ᡄ᠋᠋᠋᠋ᡶ᠘᠆᠆ᢄᠮ᠖ᠮ᠋᠘᠋ᡗᡥᠦᢑ	ϤΛͺͺͺϽͺϚͺϪϲϷϞϲͺϳͺϛͺϪϿ;ϲͺϔͺϲͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺ ΔϷϞϪͺϐͼͱͳ;;ϳϹͺͺϪϿͼͺϲϫͺϲͺͺͺͺͺͺͺͺͺͺͺͺͺͺ Ϸ;ϼ;ϥʹϽϤͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺ Ϸ;ϼ;ϥϿ·Ϳͺͺͼͺϲͺϫͺͺͺͺͺͺͺͺͺ
᠘᠋᠋᠋᠋᠋᠋ᢐ᠔᠆᠕ᡗᡏᡇ᠋ᡘᠺᢄ᠂ᡩᠧ᠋ᡭ ᠘ᡄ᠋᠋᠋᠋᠋ᡶ᠘ᢃ᠆᠕ᡗᡏᡇᡘᡣ᠌ᠺᡔ <sup>ᡝ</sup> ᡄ	۹۸ مـــ۹۲ ۵ــ۵۷ کــــاز ، اله ۵۵ کـ ۹٬۲۶ ۵۰ کـ ۹٬۲۵ کــانال الله کـ ۹٬۵۵ کـ "۹۴ مـر ۶۰ ۵ــ ۹٬۹۵ ۵۰ ۵۰ ۲۰ ۲۰ ۵ـــ ۹٬۹۵ کــ ۹٬۹۵ کــ ، اله ۹٬۲۶ ۵۰ ۲۰ ۲۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ، اله ۵٬۲۶ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ، اله ۵٬۲۵ ۵۰ ۵
	ຉ <sup>ჺ</sup> ჾႦ <sub>ჼ</sub> ႱႫ <sub>ჼ</sub> ჾ
<i>₽ᢣ</i> ৾ᡧ᠂᠋ᡃ᠋₺᠋ᠴ∆ᢩᢩᠬᡗᠬᡏ᠋ᡃ᠋ᢛᠫ᠋᠋᠋᠋᠋᠅᠘ᡄᡤ᠅ᢧᡕᡃ?	ϤϽ·ʹͻͿ ՈՈϚϐል <sup>৻</sup> ኣՈና ឩ.ͻឩΔ <sup>៹</sup> ͺͻΓϚ ՈՈϚჼャϟͰϟϚ "ΔϟͰϳͽϷϟϲ" ϤͰͺͻ "ΔϲʹჼͼͿϟתϧϷϟϲ". Ϥⅆ·ϭʹϤͿϚ ΔΛϨΠʹϐ·ϭʹʹΓͼʹϭͱ ϹͿʹϞϷͶϚͶͺͻͶϚ ΔϧϟΔϟϳϭͱ ΛϷϭʹͼኣϚϜͽ ͰϽΔͽυϟΓ·ʹͻ ΔϟͰϳϐͼϭͱϹͽ ΛϷϟϹʹͻ ΔϲʹჼͽϥϟϐͼϭͱϹͽ ΔϲͺΓϳʹΰϟϭͽ.
ᠮᡃᠣ᠌᠋᠘᠋᠊᠋᠋᠋ᡠ᠙ᢩ᠕ᢣᡅ᠋᠌᠌ᢣᡕ᠋᠄ᠮ᠋ᠥ᠘᠋ᢩᡥᡗᠺ᠋᠕ᡏᡃ᠈᠋᠋ ᠘ᡄᡥᢩᠦᠮ᠋᠋᠋ᡰ᠋ᡪᢞᢑᡔ?	ϤϽ·ͻͿ ΠΠϚʹϐͿʹϞϺϚ ϷͻΔϚϽϚ ϽͻϨϹϷϟʹϞͿ·ϹͺͶϧϲϤϽϟʹϞͿϞʹͻͺʹϷϼΔͼʹ·ͶϤʹͽϽϹͽ ΔϲͺϔϞͿϥͺϺϧσ.
የ <i>ᢣ</i> ᠣ᠌᠌ᢦ ᡏᢞ᠋ᡃᡷᡃᠵᡅ᠊ᡏ᠖ᡃ᠋᠋ᢀ᠕ᢗ᠘᠋ᢩᡠᢊᢉᢩᢁ᠊ᠥᡃ?	ᢂ᠋ᢄ᠈᠋ᢄ᠘ᡄ᠋᠋ᢆ᠆ᡤ᠕ᢣᡅ᠋᠋᠋᠋ᠫᡘ᠋᠅ᡃᡁᢞ ᡆᠴᡆ᠘᠋᠋᠋᠖᠖᠋ᡭᠥᢕ᠋᠋᠅ᢣᢄ᠆ ᠘ᡄᢂ᠋ᢄ᠘᠆ᡬ᠖᠋᠋ᢄ᠆᠘᠅ᡁᡔ᠋᠉᠂᠘᠆᠉᠅ᡁ᠘᠄᠈᠄᠘᠘᠂ᡬ
	⊳م¬م₀Ae
᠕᠊ᡠᠦᡃᠣ᠋ᡗ᠊ᡣ᠙ᡗᢞ᠋᠋ᢩᡆ᠋᠋᠅ᢄᠺ᠅᠀ᢞᠦᠲᢗ	⊲ጋታጭር∸ጋቦ•, Δ⊂⊳ኆ በበኈረጋቦ• Δሷ/ፑ• 5-10 ⊲/ኦንዖበቦኆ፝፝፞፞ ፍኈርጐዮና Δ⊂ኈ፞፞፞፞፞dィ፞፞፞፞ሊィ፞ℾσ•.
᠆ ᠘ᡄᡤᡃ᠋ᡃᡶᡀ᠄ᡣᡗᡊ᠌᠌ᡄ᠋᠅ᢗ᠀᠋᠄ᢞ᠋᠋ᡔᠳᠺᡥᠦ.	
ዾዹ <i>⊏</i> ፇና በዖናጋ⁰ዹ <sup>ቈ</sup> ር∿ሁ	۵ــک۵۲کــ۵۱، ۵۱،۵۵کــ۵۱، ۵۲کـدح <sup>م</sup> <sup>۵</sup> ۲، ۲۵۵، ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰۵۵۲۵۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰ ۵۷۲۶٬۲۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۷۲۶٬۵۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰

لد∧∠ د∩⊳

### ፈናምር <sub>የ</sub>ንካን ይካገፈባህ γር<sub>ም</sub> ሚያምር ዓ

▷՟_೨ <sup>6</sup> 1 Λ⊂ռ⊲ <sup>4</sup> ∀⊀ <sup>5</sup>	Δ <b>ϲ</b> ϞΔ <b>ኦ</b> Ϸና Ϸና <b>b</b> Ϸ <b>៸</b> ϞϞͽዮና
	⊳دجەم
ᠫᢩᡥ᠋᠆ᡁ᠕᠋ᠴᢑ᠘ᡩ᠕᠘ᡁ᠘ᡁ᠘ᡁ	
₽₢₺₫₸₣₣₸₻₽₺₽₽₺₽₽₽₽₽	bበLჼbCÞϞና ርLΔ°ው ჼbÞትLჼbናርÞበሁኦ°ህላჼኦጋና የተላσ 'dልላተJርÞϞ°ዉሊዎ՞ኑ ርL°ዉ. ላለሲጋቦና Δ⊂°σላኘbCÞϞና ላ∆ና<ჼኦርናdጋቦና ላለጭሥጋበ የbPትL°∿ቦርΓው Δ<*ኣበኘbናጋቦካ, ላተ∆сኮ ÞσካክሲጋJ Ϸ⊂ርσኮ bበLჼbCÞϞϿና.
᠆ ᡣ᠙ᢩᡅᠡᡏ᠋ᡃ᠖᠆ᡧ᠋᠖᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆	⊲ለሲጔቦና Δ∟ϷϞና የኴሷሏዜና ር«≪፞σ፞≺ለር? ϷናϷϷϟና በበናጭ<ጎ⊂⊲ጋቦና በበና«ልነኣ»ፅና ΔኌΔናጋዖኈጋና ⊲₽⁰∿ሀጔና σል⁰∿ሁኈ<ጎጋቦና Δ⊂°σ⊲σናb°σ⊲Jና.
∆c <sup>∞</sup> σ⊲ <sup>₅</sup> ኦጋና ᡪᢑ᠙፡ጋLታゃቦና	bበL <sup>«</sup> ል፦ ለሥ <sup>«</sup> ልቦጋሀ
LႠႱႭჂϷϭ┩ჼჾჂႽ/ ঝłჼՐഛႽ ႦႶ上ϭϷႽ ჂႺჼႱႱႽ	L୯レሊታϷσላኈጋና Δር ቴንᢪ ሲጭጋና Ϸናቴኖሮ ኃበና ላጋናժታϷጐቦና ኃበካ, ἀ ር ናበላኈ<ና ኃበካ Ϸናቴና ር ንጋና, ላለጐቦና ጋ. ቴበLσϷና ላለ ላውና ጋናጐሁናና ሥር ላቢ «ልና ሲቦት ምጐቦና, ናቴጐሁቴና ውናቴ ቴካ ቴካ አርዮ ማኑኣΔና, ላለጐቦና ጋ.
	$A^{-1}$
	ٶۥڡۄ؞ڡ
᠕ᠳ᠊᠋᠋᠌ᠴ <sup>ᢩ</sup> ᡠ <sup>ᢏ</sup> ᠂ᡏ᠋ᠫ᠋᠋᠋᠋᠋᠋᠉ᢣ᠘ᡃ᠋ᢣᢣᡃᡳ ᠕ᠳ᠋᠋᠊᠋᠋ᠴ᠘ᠳ᠋᠋᠄ᡃ᠋ᡖ᠋᠖ᢗᢂ᠋᠑᠋᠋᠖᠅᠆ᡘ᠘᠖᠉	ጳለሲጋቦና ΔᡄϷϞና ቴካወሬናጋፑം Δল <sup>ւ</sup> ምdቶቴክዖLσ <sup>ᢐ</sup> ቦና Ϸቴክኦቶቴክሮዖበኑ ለσናጋሏነትበው. ርኮdላ ΔϲϷϞና Δጋጳጮኣ <sup>ቈ</sup> σጮኣϷጋΔ <sup>ͼ</sup> ዉሊላቴካዛር ϷቴክኦቶΓσ፦ Ϸኖዴኃͼኇና Δল <sup>ւ</sup> ምdታኦቶΓ፦ Ϸቴክኦቶ ናለሮዖበኑ ርLኮdσ∿ሁ ለσናጋሏነትበኦተም. Ϸቴክኦቶና በበናኈ<ናሮላጋቦና በበናኖልነኣኑዕና.
⊲ጋኈላĽኑ୮ۍ▷ ₽ቍ፟፟፟፟፟፟፟፟፟፟፟ጛ፝ <sup>ቈ</sup> ኇዀ ፻ዾጏኇ፝፞፝፝ ዸዾኇ፟ ጞ፟፟ኇ፟፟፟ ጞ፟ዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀ	Lናጵም bበጭረሏጋቦና Δ⊂ϷጭርϷϞσ୭: ላΔናና∿ሁ Δ°ዉዛLሲ°ഛና ላΔናና∿ሁ Lၿថጋውና. ϷናbϷ៸ና በበናጭናናር⊲ጋቦና በበናኛልናኁነፅና ርኮሪላ ΔϲϷ⊀ና ΔΔቦላℾϷ Ϸ°ህሥዕብϷ ϷናϷና- ϲቦላኁናኈ ጋኁኈበናጏቦና ΔሷንኦጋባϷ ዾናႦናbበናႦዖ°ዉ°σ∿ሁ°σϷ ΔϲኣΔኦℾϷ ላዛLጏ°ϭና ϷናϷϷለሲጋቦና በበጭbበJና ላበናႦ℃ናጋቦና ΔϲኣΔኦጋናጋቦናጋ.
	⊲ጋႫႺ ᲮᲘჼჁჄჼჁჄႾჃႺ ⊳ႫႱႦႠჃႠჂႶႱ ᲮႮႱႳႱჿ ႠႠ∇ჾႫႼ. ⊳ჇႼჂჃჿ ႮႮჇႵჂႱჿ ႮႮჇ๙ჇჁჁ
	کو <sup>م</sup> ارم
<i>የ<i>社</i>ᠳᡄ᠆᠕ᡃᢣᡤ<sup>ᢩ</sup>ᢁ᠋᠋᠋ᡦᡃ᠖᠋᠋ᢑ᠕ᢗ?</i>	የ尸ናን⊃ቦና በበናጭር⊳/L⊀ና ⊲ጋσና bበ⁰∿Ⴑጭb⊳לഛና. ላኦትሶීσጭ∖⊳し⊀ීσላጭጋና Ϸഛ°σጭኣና ላኦትሶ∿ቦናጋσ₺.
ჼႦჂჼႠ ΔჂ┩ჼჼՐႠϷჇႶႵႾť Ⴕፇσ┩Ĵჼ ႱႾႶႽႦჼჁႾჅჼႱ?	ᡖ᠋᠒᠘ᢣ᠋ᡃᢐᠫᡃᢛᠡ᠘ᢞᡄ᠋ᡗᡷᢈᢕᠧ᠊᠋᠋᠋᠋ᡥ᠋ᠺ᠆ᠴᢩ᠙᠘ᡱᡆᡄ᠋ᠧ᠌ᢛ᠋᠘ᢣ᠋ᡠᢗᠫ᠊ᠴᢂ᠋ᡃᢐ᠋ᢐ᠋ᡖ᠋ᠺᡬ ᠙᠋ᡃᡁ᠋᠋᠋᠋᠋᠋ᢐᡶ᠙᠘᠖ᡩᡉᢂᢂ᠖ᢧᢄ᠖᠘᠆᠘᠘ᡩ᠘᠘ᡩ᠘᠆ᡩᡆᠺᡃᢑ᠒ᡤᠺ᠋ᠴᠥ
	 აამაელია
ϧϞͼϲͺϒႱϥͻϹϷϞ <sub>;</sub> ϿϥϲͺϲͳͽϥϘͺϻ	᠘ᠴ᠘ᡃᠫᢆᡣ᠋᠆᠋᠋ᠴᢩᠶᡄ᠋ᢗᡃᢆᢦᡰᡆ᠄ᡏ᠕ᡕᠴᡗᡄ᠘ᡄᢂᢄᠺᠵᡧ᠘᠘᠘᠄᠋ᢐ᠘᠆ᡘ᠄ᡷᡆᢄ᠆᠕ᢣᡧᠺᢂ᠋ᢁᢋᡘᠮᢣ᠅ᡣᡄ ᠕ᡴᡆ᠌᠌ᡔᢗᡔ᠋᠈ᡄ᠂ᢐ᠅᠘᠋᠋ᢍᡄ᠋᠋ᡜᡄ᠘ᡄᡤ᠅ᡥ᠋ᢁ᠊ᡟ᠘᠌ᡆᡄ᠆ᡆᠦ᠄᠘᠋ᡄᢄᡃᡉ᠌᠌ᢄᢁ᠅᠑ᡔ᠖ᢋ᠘᠋ᠥ᠋ᡃ᠋ᠮᢑ ᠈ᡃᡆ᠋᠌ᠫ᠘ᢩ᠋᠋ᡆ᠋ᡶᠮᡃ, ᠣᢩ᠌᠆ᢤᠾᢂ᠘ᡦ᠊᠋ᡷ, ᡤᡆ᠋᠌᠋Ďᢣᡄ᠋ᠺᠮ᠋᠖᠆ᡘ᠆ᠺ᠋᠖ᡘ᠋᠋ᡬ᠖ᡘ᠋ᡬ᠘᠘ᡩ᠋ᢆᡆᢄ᠆ᡆ ᡆ᠋ᢩ᠕᠅ᡗᡅᡱ᠅ᡠᡄ᠘ᡄᢂᢄ᠋᠘ᡄᢂᢄᠺᠺᠺ᠕᠊ᡶ᠘᠕ᡅ᠋᠈᠘ᡠᡘ᠋᠋᠅᠘ᠣᢛ᠂ᠺᠫ᠖ᡆ᠋ᠮᡡᢂ᠋ᠥ᠋ᡬ᠑ᢪᡆ᠋ᢁᡃᠫᡄ
۲۲ ۹۲۱-۷-۲۲ ۱۹۲۹ ۲۲	ͽϼϲͺϿʹϧϲͺϿ;ϲͺ
LンY J Stars	ᢦ᠕ᡅ᠋᠋ᡔᡗᡕ ᡏ᠋ᠫᠣᡄ᠘ᡄᢂ᠋ᢄᢣᡄᢄᡩᢐᡆ᠋ᠴᡊ᠄ᢂ᠆ᡷ᠋ᢩ᠆ᢋ ᠕ᡄᠴ᠙᠂ᡆ᠋ᡔᡄᢄ᠆ᡷ᠆᠕᠆ᠺ᠆᠕᠆ᠺ᠆ᠺ᠆ᡘᡩ᠘᠘ᡩᡄᢄᢞᠵ᠋᠅ᢓᠴ᠋ᢋ ᠕ᠴᠴ᠘᠊ᠫ᠋᠆ᡄᠴ᠂ᡆᡕᢂ᠋᠆ᢣ᠘ᢤ᠘᠅᠋᠖ᢄᢞ᠆ᢤ᠋ᢣᡓ

᠄ᡃ᠋ᡰᢣ᠋ᢁ᠋ᡤ᠋᠋᠋᠋ᢛᡝᡒᢑ᠂᠘᠋᠋᠋᠋᠋᠆᠆ᡘ

᠋᠄᠙᠋᠋᠋ᡗ᠋᠄ᡗ᠘᠋᠋᠋ᠳ᠋᠋᠋᠋᠋

مےمحدبےد

*በᢨ᠋Ⴍᢣᡏ*ᢁ᠋ᢕᢣᡃ᠋ᢁ᠘᠋ᢁ᠘᠋᠋᠋᠉ᢣ᠘ᢣ᠌ᢁ᠋ᡗ

### ᠴ<sup>ᡪᢑ</sup>᠋ᠪ᠍᠊᠋ᢑ᠘᠋ᠼᡕ

*ኘኴወ<sup>ጭ</sup>?* ለ፫൨⊲<sup>ኣ</sup>ᢣഛ<sup>ҫ</sup> <ˁഘኦበ୭<sup>ҫ</sup> **ሪጋንትኘሪበነጎዎና? ጋ°σኈጎ፨ርኦσኈ፞ቦና** 

∧⊂∿⊲<sup>۱</sup>مد <⁰م⊳∩≫۵

⊳م¬مγه۹۲

∧⊏൨ላᡃᡃ५ഛ <°ഘ⋗∩୭ **₽血?** 

#### ᠴ<sup>ᡪᢑ</sup>b゚ႱႻ

⊲⊃≟∿ا⊀⊂ ⊳₀⊳۲۲۶۹

ᠮᡃᠣ᠋᠘᠊᠋ᠫᠺ᠅᠋ᡳ᠅᠃᠅᠂ᢗ᠊᠋ᠴᡔ᠁᠂ ᠮᡃᠣ᠘ᡃᡗ᠋ᡏᡃ ᠋᠋᠋ᠵ᠅ᡣᠬᠬ᠈ᢣᠿ᠋ᠬᠣᡃ ᠋᠋᠋ᡔ᠋᠋᠅ᡙ᠈ᡩᡅ᠖ᢄ᠘᠖ᢕ᠊ᢁᡅ᠆ᠮᡆ᠋᠋᠋ᠬᠻᡥ᠋᠆ᢧᡃ᠄

ᠮᡃᠣ᠌᠋᠘ᠫᠦᡃ᠈ᡔᡄᡅ᠍᠍ᡏᡃᡠᡅ᠍ᡏᡃ᠋ᢐᢛᡘᡃ᠋ᡦ ᠴᡆᡄᠲᠴᡗ᠕ᡔᡅ᠋ᠺᡃ᠋ᢣ᠋ᡏ᠈᠆ᡩᡆᠵ᠒ᡏ᠈

ዾዾ<sup>-</sup>᠆᠆ዻ<sup>៲</sup>ና፟፞፝፝፝፝ጏ<sup>ֈ</sup>Ҍ∩ᡤᢆ<sup>ᡅ</sup>ᡨᠬᠫ᠄Ϸ<sup>ֈ</sup>ϷϷᢣᡃ᠋Ϸᡄᢂ᠅ ᠙ᢞᠴ᠋᠆ᡧᢣᡤ<sup>ᢐ</sup>ᡗᢁ</sup>ᡅ᠋ᡃᡶ᠅ᢆᡥ᠋ᠶᢗ, ᠙ᢣ᠘ᡃ ⊲ᢣ᠈ᢣᡅ᠋᠌᠅ᡁ᠅ᡣᢗ?

᠄᠙᠋᠋ᡏ᠄᠌᠌᠌ᠵᢣ᠋ᠥ᠊᠋᠅᠋᠘᠈᠆ᡔ᠋᠅᠋᠘᠕

ᠫ᠌ᢨ᠋ᡶ᠋᠋᠋ᢣ᠘᠋᠋ᠳ᠋ᠬᡃ

⊳ډټ₀۹۲

3 ا∿د-℃



<sup>γ</sup>ΡΓ<sup>γ</sup>ΡΔσ<sup>γь</sup>

LϽᢣ⊳℺ℯՐ

᠙ᡤᡐ᠋᠋᠋᠈᠆ᢣᠮ᠅ᡪᡆᡔᢗ᠋᠋ᡔᡷᠬᢌ ᠕ᠳ᠋᠆ᢖ᠋ᠨᠺ᠆ᠺ᠆ᠺ

### ᠴ<sup>ᡪᢑ</sup>᠋ᠪ᠋᠋ᡷ᠋᠐᠊ᡪᢑ

#### ⊳مکەمс

᠈᠂᠘᠆᠆᠕᠆᠆ᠴᠫ᠋᠋ᡏ᠂᠋᠖ᡔ᠘ᡃᠶ᠉ᡔᡃᡅ?

᠕ᡔ᠋᠆᠋᠋ᠴ᠘᠋᠋᠋ᡔ᠋᠋ᠮ᠂᠋ᠮ᠋᠘ᢧ᠋᠋ᠮ᠖᠘᠖᠖᠘᠘

#### ᠴ<sup>ᡪᡖ</sup>ᠹᢌᠾᠣ<sup>ᡪᡖ</sup>

᠘᠆ᡨᠣ᠊ᡏ᠋ᡃᢐ᠌᠆᠘᠂ᢣᢛᡇᠫ᠘ᢣ᠋᠋᠅ᡣᡄ ᠘ᡄᠾ᠋᠋᠕᠆ᢞᠮ᠘᠆᠘᠆᠘᠆᠘᠆᠘ ᠔ᡣ᠘ᠣᢂ᠋ᠫᡬ᠕ᡶᡕ

ጋቍሁአልσኈ/Lጋሏኈሥሪ ሩላሥናዳታል ሥታል በሥኳላማዮ、ግቍረማራት ግቍር

⊳دخه٩د

1 ا∿د∙⊲

᠋᠄᠙᠋᠋ᡏ᠄᠌₽᠘ᠳ᠋᠋᠋᠋<sup>ᢑ</sup> ᠘ϽᢣϷ*ᡆ*ᡨ᠋ᡶ

<sup>የ</sup>ከውና CL<sup>®</sup>ם *ላሥ*ትኛና ላም ከትሪትምሩ? የሥኛ ፊሬግና ላጋናነትዮኛ ጋትምበናበፈታጋር ውልናየሰበናበሙ CLbdምb?

#### \_\_ ა<sup>ა</sup>ნაეაცია

#### ⊳₀¬₽۹

#### \_\_ ა<sup>ა</sup>ხაი\_კა

∆<sup>‰</sup>bÞLర<sup>‰</sup> ∆౨ౕ౬ൎ൨<sup>ݛ</sup> ⊲ిరెఁ≪ౖ⊳<sup>‰</sup>C<sup>∿</sup>Ր<sup>ఁ</sup> **∆౬<sup>∿</sup>⊍ 3 – ∧Ր⊲₽∩⋗∕<sup>ݧ</sup>ఁ** 

∆<sup>₅</sup>۵۵∠σ<sup>₅</sup>۵ ک۵<sup>៹</sup>۵۵ ک<sup>۵</sup>۵۵ ک<sup>۵</sup>۵ ک<sup>۵</sup>۵ ک<sup>۵</sup>۵

ᠫᢩᡥ᠋ᡃᡁ᠘ᠴᡦ ᠈᠋᠙᠘᠅ᡔᢩᢛ᠘ᡔᢄᠼ᠘

⊳دخەمد

2 با∿د-'⊲

⊲**⊀**תϹ<sup>ነ</sup>∖ኈ ∆∟⊳⊀**⊅ና** b∩L<sup>ነ</sup>⊀በነ∖°ୃ√⊲ኈ

⊳∆**J**∿ს 5

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### **ረ**ፈ<sub>р</sub>ฤርບን<sub>የ</sub>

⊳∆**J**∿ს 4

2	<b>Ϸ</b> ჼ <b>ႱϷ</b> ϟ <b>Ⴍ</b> ᢣϷϟ <b>Ⴍ</b> ⋖ჼႱჼቦጋና <b>⊲</b> ჼቦንበ
6	ጋየረናበላጭ>ኈሁ ላዛLጋ ላኁቦጋኄሁጋ ዾኄዸዾለኯኯኯኯላኄኯዮጋσ.
	∧ᠲᢗᠵᡶ <sup>ᡝ</sup> ⊲∩ᠸ⋗°ᠳ°⊍:
	ᲮLᲑᲮ< ⊲∩⊂▷°თ∿ს:
	P&a ⊲∩⊂PsbCPLלsb:
	⊳ა∿სთ:
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⊳∆J∿Րና 2	
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>₅,⊂⊳∩° #:	1 1 1 1 1
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	111
⊳⁻ഛ∿ບ:	ଏ∩∿⊍:
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⊳୭∿ს:	
<sup>ና</sup> bናኣኦታካሪና በበና«ልኈႱ։	
ሩዮርጋ <sub>ዮ</sub> ዋሬ:	

 $C\Delta L D^{sb} \Delta \mathcal{L}^{sb} \mathcal{L}^{sb}$ 

⊳₀\_ ⊴∩∿Ს

⊿۵٬۵۱۵ ۵۰۵۲۵

 $C\Delta L\Delta^{\circ}\sigma^{\circ}$ ሀውና የዉኦσ°σ° ዉጋዉ $\Delta^{\circ}r'^{j}^{\circ}$  በርሀና የሚኒስት የሚኒስ 

C°ሚ ልር°σ42በቃሪ ለልጭσ4%ጋሪ እንካስበሶበላቦ "Δ°αιμαιΓ» Δ°αιμαισ" «μ\_  $_{0}^{6}b^{6}b^{-1}\sigma^$ 

LDΔ%/σιΓ» CLΔ°-Δ° Δ°αιLα°-Δ° LbdOD6-2 Δ/LP5°PC Dobade 2-2012 Dob 40% שבראד גאיים אייים איייים אייים איי

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<sup>(</sup>Po<sup>(b)</sup>) ( <sup>(</sup>dco<sup>b</sup>) م<sup>e</sup>ao<sup>b</sup> L<sup>b</sup>d) o<sup>b</sup> A<sup>L</sup>L(C) <sup>(b)</sup> <sup>(</sup>dco<sup>b</sup>) A<sup>e</sup>a<sup>L</sup>L, <sup>e</sup>o<sup>b</sup> A<sup>e</sup>ao<sup>b</sup>.

### Δ<sup>Δ</sup>Δ<sup>ς</sup> Δ<sup>e</sup>α<sup>c</sup> L<sup>b</sup>d<sup>c</sup><sup>D<sup>c</sup></sup> bΠL<sup>j</sup>d<sup>1</sup><sup>j</sup>Δ<sup>c</sup>

ወ<mark>ዉ</mark>ሮ<sup>ኈ</sup>ው ጋኣኈበናሀኑትና

⊳∆J∿Րና 1

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#### ᠘ᡔᡃ᠋᠘᠋᠋ᡔ<sup>ᡪ</sup>᠋᠘᠋᠋᠋ᡔ<sup>ᡪ</sup>

### ᡔ᠋᠋᠈᠘ᠴ᠘᠈ᡪ᠘ᡄ᠈᠘᠉᠆ᡆ

### ف⊄⊳≻₀₽٦ ۷۵ ټ۲۹۲

Ραργημς Λσε Δλγής Ορισινος Ραργσν ημγοΔααστικ γνρησε Δοκαίας Δαισινος Αγιάτος Αγγάτος Αγγάτος Αγγάτος Αγγάτος Δαισινος Αγγάτος Αγγάτος Δαισινος Αγγάτος Αγγάτος Δαισινος Αγγάτος Αγγάτος Δαισινος Δαισιν Δαισιν

### ͽͻΔͼͽϧϲͶϤͽϽϲ ϽϚႱ;ϠϞϲ·

᠘ᡄᡤᢆ᠌ᠴ᠋᠋ᡗ᠊᠙ᢣᡐᠦ᠊ᢈ᠋ᠺᠵ᠋᠍᠖᠕ᢣᡃᢣ᠌ᢪ᠋ᡆ᠉ᡃ᠋ᡔᢕᡃ

#### ႱჾჅႱჿႱႱ ჇჅ

<sup>6</sup> ነካፈ<sup>6</sup>በናበσላ°σ<sup>L</sup>Jና ላ∿ቦንበΓ<sup>6</sup> ላጋΔ°ሏኦበናበዎታና Δ\_ጋላታና ር፞ነታLኦ< Δር<sup>6</sup>σላንበነኣኦ< ላጋናነኣሊታ<sup>∿</sup>ቦ°σ<sup>6</sup>.

#### ⊿∾bஃb்்c

#### ∠⊂₀≏⊲۶∪٦ م⊃σ⊽۶∪∿ر ⊽⊂⊳⊀⊗≏₅⊃ر

#### ጋየቦታኈቦና

▷d◁ ጋየቦኑ▷しሩንና ⊲ኑኦሶ∿ቦናጋഛና ለፚኁኌ∆ኑጘበ▷ጘഛና ∆bጘፚ⊀ኈጔና ∆Ⴀ∽ፚኈ ፚ⊂ጘ∆ペና⊂⊲ፈዦበናጏበና.

#### Δ°ودلن ۸σ٬۵۲۲

Δ°αι'LሲϚ Δσς ϽϚΡαφις Δνϟϳϥͽ, CL°α Υͽϧϲ, CL°α Υͽϧς, ΔηΓιρευαγο-ϽͿͽ ΝΡϚΓͽ ΔεσιθηΓος. ΔεσιΓάς Νας Ͻς Δος Οραφις Βιβρηιβιος Διγίανος Δεσδηραίος Δεσιβαίος Ασεος Βαθ Δς. Δια στος Ολασιας.

#### ₽₺₽₽₽₽ ₽₫∿₽₽

ᢄᡃ᠋ᢐ᠋᠋Ďᠵᡃᡰᡆ᠋ᢉ᠆ᡩᡎ᠋ᠧ᠋ᠴ᠖᠋ᡃ᠖ᡩ᠙ᡩ᠘᠖ᡁ᠖᠆᠆᠖᠘᠘᠖ᡨᡄ᠆᠖᠄ᠺ᠘᠖ᡩᡄ᠅᠘᠉ᡩᡄ᠄ᢙᡟᡠ᠆ ᡔ᠕᠆᠆ᠴᢄ᠋᠖ᡩᢣᢓᢌᡗ᠄᠋ᢗ᠘᠘᠘ᡨᠣᠲᠴ᠋ᡗ᠄᠖᠋Ď᠋᠋᠋ᡪ᠆ᡩ᠖᠘᠈ᡃᠶᢓ᠅᠋ᠸ᠋

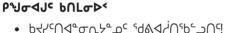
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 $\Delta \subset^{\circ} \sigma \triangleleft^{\circ} b \subset D \prec^{\circ} \Delta^{<} \Lambda^{\circ} C^{\circ} \sigma^{\circ} \Gamma^{\circ} \neg^{\circ} b \subset \Delta^{<} \Lambda^{\circ} \Gamma^{\circ} \sigma^{\circ} \Gamma^{\circ} \neg^{\circ} \sigma^{\circ} \sigma^{\circ} \Gamma^{\circ} \neg^{\circ} \sigma^{\circ} \sigma^{\circ} \Gamma^{\circ} \neg^{\circ} \sigma^{\circ} \sigma^$ 

### ∆σኁኁ∿

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   bddegage<

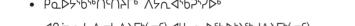


 $\nabla \sigma^{\mu} \sigma^{\nu} \Gamma^{\mu} \Delta c^{\mu} C S^{\nu} \Delta c^{\mu} \Delta c^{\nu} \Delta c^{\mu} \Delta c^{\nu} \Delta c^{\nu}$ 

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- - ΣΥΠΕΥΠΕΥΠΕΥΠΕ

bLC\_Cbdc 5%PC%DC AC6b2Cb (accDbdL2CC 42%C)



# $\Delta \subset^{\circ} \sigma \triangleleft 2 \cap^{\vee} h \sqcup^{\Gamma}$

### ነ৯ዉሳነ<sub>c</sub>

- Paphibionapping

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### PUTUcU5D< ጋb1q1Uvuc

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- $( \triangleleft \heartsuit \cap \Gamma^{\flat} \land \triangleright \frown \triangleleft^{\varsigma} b^{\diamond} \sigma^{\varsigma} b^{\circ} o \land^{\diamond} h^{\varsigma} d^{\varsigma} ) )$
- 3.  $b_{\Delta}c\dot{\supset}ec$   $de^{-b}cde^{-b}cde^{-b}cde^{-c}cde^{-b}cde^{-c}cde^{-b}cde^{-c}c$

4.  $b_{C'} = d_{C'} + b_{C'} + b_{C'}$ 

(᠕ᢞ᠋ᢩ᠆ᡆᢑᡟᡆ᠘᠆ᡆᢩ᠆ᡆ᠖᠕ᡄᡅ᠙ᡃᠫᠣ)

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 6. ישביר ליירסתלחנ בירייחנישיםיארנ בבריזיסי פוליאבולפיספישרני ישביי 

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### $\frac{1}{2} \frac{1}{2} \frac{1}$

### ϽϚʹͿϷϧͼ

Ϸϫ ΔϲឹϭϤϨͶϞϞ ϽϚͼͷϹϷϟͰϟͼ Ϥͼϫϼ ΛͼʹϲϤͶϚͶϫϟͶʹ϶ϽϚ Ϥͼϫͼ ϫͼϲϤϭ·϶ ;ʹͽϲͼͶϭͼ ΔϷ;ͼ;ϫͼϹϷϭͼϭ·ϫ ϹϹϞϪϭͼϹͼ, ϽͼϞϿϫͼϧϿͼ ΔͽϪͼ ϽͼϹͼϗͼͼ ϷϽ;ϟͼͶϹͼϫϲϲ϶, ϷϹϹϫͰϥϫ϶ϫͿ ϭʹϧϪϭͼ Λϭʹ϶ϪϭͼϲϹʹϫϫͼϗͼ ϥͼϲ;ͼϲϲϥϧͻϲ

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### ϲϥͱϞͻϲϧͼ

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- <sup>6</sup> ለቦላዖበ<sup>6</sup> አካኒኒኒኒኒዮር ለσ<sup>6</sup> ጋΔσ ኦረ ኦσ<sup>6</sup> አስአኦጋበ<sup>6</sup> Δ<sup>e</sup> α<sup>1</sup> L<sup>e</sup> σ<sup>c</sup>
   L<sup>b</sup> d<sup>c</sup> ጋ<sub>0</sub><sup>6</sup> 2;

- $5^{6}\dot{P}$  a c d c  $35^{6}CDd^{4}d^{5}D^{6}$  a  $5^{6}\dot{P}$  a  $5^{6}\dot$
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### ₫℠₽J°⊆℠ᢏᠵ∕▷ʰ.

Pa ΠΠς<sup>6</sup>ν/L<<sup>6</sup> 2P/PL<sup>1</sup><br/> Pa ΠΠς<sup>6</sup>ν/L<<sup>6</sup> 2P/PL<sup>1</sup><br/> Pa ΠΠς<sup>6</sup>ν/L<br/> Pa Δ<br/> P

### ₺**₾**ᢗᡏ ᡏ᠋ᠫᠺᡃᢣᡄᡏᡈᢣᢛ ᠴ᠋᠋᠋ᢛ᠋ᢧᡷᡙᡗᡊᠣ᠋᠋ᠴ᠋ᡗ᠕᠋ᠣᠲᠴᢁ᠋᠘ᠴ᠘ᢏ ᠴ᠋ᢩᡆᡄᢉᡃᡷ᠋ᡥᢧᡄ

### ٬۹۵۷۲۵۹۵

# ۵۵۵-۵۰۲ محراکی کی کری کار

، ٥٩٢٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ، ٢٩٩٢ ،	2
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### ⊳∆վ∿ՐႽ

1. ዾዹሮኈኇ ጋ፟፟፟፝፝ጛ <sup>ጜ</sup> ኯባኯ፟ጚ <sup>ዸ</sup> ፞፞፞፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
2. Δ⊂ϷϞĽϞ∩ഛ CC∩∿⊲⊂ <sup>⊾</sup> 9
3. ÞˤbÞፖሲᢣÞታሲ⊲ˤbዮᡗᠫᡗ ⊲∿ՐʔՈ <b>10</b>
4. ძჲ♭dĊႢ৮ჼჽႶჼ <b>.11</b>
5.
6. ᠯᠯᡧᡄᢗᡃᢣ᠋᠋᠋ᡐ᠋᠋᠘᠘᠆ᢩᢁᠴ᠋ᡏ᠖᠋ᢕᡗ᠕᠘᠆᠁᠁ <b>.14</b>
7. ᠘᠆ᡨᠣ᠊ᡏ᠖ᢗᢂ᠆᠘᠖᠊ᡆ᠋ᠴᡆ᠘᠋ᠮᡟᢣᡃᡕ ᡣ᠋ᡣᡪᡕ᠋ᢩ᠆᠖᠁

ISBN 1-894396-79-0

*ਜਂ*ਰ 2011

<▷◊ጏበ Δቃልና ዻኈሏና bሏርΓ Δςኁ፨ታላLቦጵና ዻኈሏና bጋኑትኄበሶኁቦቃና bሏርΓ, ዻኈሏውና ለሮኪዻና, ላጋΔኄፈኄኄኈበናበውኁቦቃና ዸ፟ሏኦታው ፚbጘ፨ታፚኑረበውናው ርጎታጊኄ ለቦላኈበርናበኈቃና.

ፚ፞፞፝፞፞፞ፚጜኯኯኯኯኯ

### **CD**<sup>b</sup>OC Pauktuutit کے ۵<sup>c</sup> ۹<sup>c</sup> ۵<sup>c</sup> ۵<sub>c</sub>CΓ INUIT WOMEN OF CANADA

# 



<code>baCcLL ▷<⊃∿ບឱት▷U ⊲ጋናውና⊃δናCδcLUcUersTe baDdeasTe δαδε σαс%ቦ®σ</mark></code>