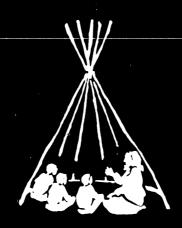
LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES

10TH ASSEMBLY, 7TH SESSION

TABLED DOCUMENT NO. 42-86(1)
TABLED ON MARCH 10, 1986



Dinjii zhuh ginjik eenjit edinehtl'eh

Dene Kedé gho Erihtl'é Dewé

Dene Yati Ghoh Edihtl'éh Ndee

Done Yati Gho Nihtl'è De

Dëne yati ts'i Task Force ?erehtl'is

The Report of the Task Force on

Aboriginal Languages



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The Report of the Task Force on
Aboriginal Languages

Letter of Transmittal

February 28, 1986

The Hon. Nick Sibbeston Government Leader, Government of the NWT

Dear Mr. Sibbeston:

We are pleased to submit the report and recommendations of the Task Force on Aboriginal Languages.

In our hearings and consultations throughout the North, we have met with a wide variety of northern citizens; elders and youth, trappers and teachers, native and non-native. We have been impressed by the strength of concern for the aboriginal languages, and by the need for immediate action to maintain and enhance the languages of the northern aboriginal peoples.

While the specific situation varies between the Inuit and Dene languages, and also from community to community, we have chosen to submit a single report because we recognize that the underlying issues are similar for all the aboriginal languages. We also feel there is a common direction to the action which must be taken if the languages are indeed to be protected and strengthened. As guided by the community hearings and consultations, our recommendations describe that direction.

We have been very pleased to receive many recommendations from northern citizens, some very specific, some more general in nature. While these recommendations were thoughtful, helpful and detailed, we could not include all of them in this report. Nevertheless, we believe that we are making broad recommendations for ways in which the Government of the Northwest Territories can respond to the many specific concerns aboriginal peoples have about the future of their languages.

Respectfully submitted,

Fibbie Tatti, Co-chair

Elizabeth (Sabet) Biscaye, Member

Susan Look, Member

Leena Evic Twerdin, Member

Edra Elin Ighivalak

VLD54

Jose Kusugak, Member

Acknowledgements

The Task Force wishes to acknowledge the contribution of its three staff members, Wilf Beari, Rosernary Cairris and Rosemary Meyok, who assisted in researching and writing the report. The legal advice provided by Richard Spaulding was also of great assistance.

The interpreters/translators who worked with the Task Force, both on this project and throughout the hearings and meetings, deserve special thanks.

The Task Force wishes to thank all the individuals, organizations, government employees and community groups who attended hearings, made recommendations and submitted briefs on the use and promotion of aboriginal languages, as well as the language experts who kindly provided advice.

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Photo Acknowledgements

Tessa Macintosh, Dept. of Culture & Communications, GNWT - 15, 19, 20a, 20b, 21, 22, 23, 24, 25, 30, 33, 34, 36, 37, 41;
Fran Hurcomb, Dept. of Culture & Communications, GNWT - 27, 28;
Dept. of Culture & Communications, GNWT - 31, 32, 35, 45;
Native Communications Society of the Western NWT - 17, 29, 38, 39, 42, 43, 44.

Preface

The Task Force on Aboriginal Languages was set up by the Government of the Northwest Territories to make recommendations on how the aboriginal languages of the North could and should be used, developed and promoted.

The Task Force's creation was preceded by federal efforts to ensure that citizens of the Northwest Territories could be served in Canada's two official languages, English and French. The Government of the NWT legally recognized English and French as official languages and the aboriginal languages as official aboriginal languages. The federal government agreed to provide \$16 million to develop and promote the aboriginal languages.

While people had been concerned about the health and use of the aboriginal languages for some time, and the Ninth Legislative Assembly had spent much time urging that aboriginal languages and culture be included in the school curriculum, the debate which surrounded the guaranteeing of French crystallized peoples' concerns.

Many people in the western NWT told the Task Force that they do not feel that the Government of the NWT is their government as long as it cannot communicate with them, and serve them, in their own aboriginal languages.

While use and promotion of the language is not solely a government responsibility, government actions play a vital role in the languages' survival.

Unless government services are provided in the aboriginal languages as well as English and French, and unless the public service becomes bilingual (English/French and aboriginal languages), communities and families will continue to feel they are swimming against the tide of English and French.

The Task Force believes that communities and individuals also have a vital role to play in using and promoting the aboriginal languages in their homes and community activities. One of the heartening aspects of our work was learning that a growing number of people are taking personal and community responsibility for using, developing and enhancing their own languages, in partnership with government. Government must, with its actions, build on this sense of individual and collective responsibility.

The right to use one's language and to protect and enhance one's culture are rights which aboriginal peoples want to enshrine in the Canadian constitution and in aboriginal rights settlements. But the future results of the Constitutional discussions, and of aboriginal rights settlements, do not alter the responsibility of the Government of the Northwest Territories to reflect and serve the majority of its citizens in their own languages as well as English/French.

This responsibility is not just an obligation. It also is a unique opportunity to enrich and strengthen the cultural fabric of the Northwest Territories, to willingly build a society which is practically, as well as symbolically, unique in Canada.

Executive Summary

The Task Force on Aboriginal Languages was created by the Government of the Northwest Territories to make recommendations on how the aboriginal languages of the North should be used, developed and promoted. Through community hearings, public consultation, meetings and workshops, the Task Force recognized a common vision on the part of the people it heard from. This vision includes greater use of the aboriginal languages throughout northern society, with bilingual language regions where the local aboriginal language would be used equally with English/French. The Task Force's recommendations suggest to the government how this vision could be made a reality.

Official Status is a Flexible Concept

Official status is a flexible concept. Its meaning varies from law to law. For the North, the Task Force recommends that suitable official status for aboriginal languages must give greater priority to community and regional use than that provided for English and French. It is less important at this time to have legally-equivalent translations of the laws in aboriginal languages than it is to have the aboriginal languages used extensively in the communities and regions.

The Task Force therefore recommends that the Legislative Assembly of the NWT amend the Official Languages Act to include the right to use one's aboriginal language in the justice system and courts, when receiving public services including medical and social services, and in the Legislative Assembly of the NWT. Such rights could not then be changed by regulation. The legal requirement for these aboriginal language services should be fully in effect throughout the North within ten years, and sooner in many regions.

New Institutions

Recognizing that aboriginal peoples have the primary responsibility and right for the future of their own languages and cultures, the Task Force recommends that several new institutions be created within the existing public government system to carry out this responsibility.

The Task Force recommends the creation of an Office of Commissioners of Aboriginal Languages, with both a Dene and an Inuit Language Commissioner. These Commissioners, chosen for a fiveyear term by the Executive Council on the recommendation of the appropriate aboriginal Members of the Legislative Assembly, would be at arms' length from the government and would promote use of the aboriginal languages throughout northern society and report to the Legislative Assembly on the progress being made towards functional and official bilingualism (English/ French and aboriginal languages) in the Northwest Territories.

The Task Force recommends that a Ministry be established with jurisdiction over the major areas affecting aboriginal languages. The Minister of Aboriginal Languages and Cultures will be chosen by the aboriginal Members of the Legislative Assembly from among themselves. As well, the Ministry will include two regionally-represer tative Councils (a Dene Council and an Inuit Council) chosen by the appropriate aboriginal Members of the Legislative Assembly. The Councils will bring together elders, community people and native linguists and educators to assist the Minister in establishing and regulating over-all policies for aboriginal languages.

The Ministry will have responsibilities in the area of education including curriculum development and teacher training, particularly as related to the aboriginal languages and cultures. The Ministry will be responsible for the government interpreters, as well as for standards and certification in professional language areas including those affecting aboriginal teachers, interpreter/translators and others. The Ministry also will be responsible for aboriginal cultural programs, including aboriginal games, dance, literature, arts and artists.

Standardizing the Dene Writing Systems

With the Dene Council, the Ministry will be responsible for establishing an inquiry into standardizing the writing systems of the Dene languages. This must involve elders and community people, and must be undertaken as soon as possible.

Once this work is done, extensive work must be done to familiarize the Dene with the new system.

Education

The Task Force heard from many people that education should play a key role in the enhancement and development of the aboriginal languages. The Task Force therefore recommends a genuinely bilingual education system through which, by Grade Nine, students would be fluent in both their aboriginal language and in English/French. Such a system would fully include aboriginal cultural concepts and on-the-land experience and should be fully established within ten years. The Task Force believes that such a system would benefit all students in the smaller communities, and recommends that the Education Act be amended to legally entitle communities to such an education. Local education authorities and divisional boards of education would work closely with the new Ministry to tailor the curriculum to the local situation.

In larger centres, a unilingual English option would be available for the largely rion-aboriginal population. However, where warranted, a bilingual program similar to that in the communities also would be offered.

The Task Force recommends that high school offer two streams, a bilingual stream following the bilingual primary education and a unilingual English option. In either case, there would be a considerable amount of northern aboriginal culture and concepts.

The Task Force also recommends that more adult education programs be available to assist people to develop greater literacy in the aboriginal languages.

Within the Government of the NWT

The Task Force sees the goal as the creation of a public service which can deliver programs equally in English/French and the regional aboriginal languages. To achieve this, the Government must continue to identify positions where bilingual skills are essential, and must encourage government employees to voluntarily learn aboriginal languages.

The Task Force supports other efforts to enhance the use of the aboriginal languages including renaming place names and developing aboriginal language resources in libraries and museums.

Outside the Government of the NWT

The Task Force supports recommendations for the greater use of aboriginal languages in the Northern air travel industry made by the Air Transport Committee. The Government of the NWT must encourage federal departments active in the North to use aboriginal languages as well as English/French when dealing with people living in primarily aboriginal communities or regions.

The Task Force was told by many people that they want to see more native language programming on radio and television. CBC and other media must develop more programming reflective of the aboriginal languages and cultures.

Some private businesses already use aboriginal languages. The Government must encourage all private firms to use the aboriginal languages where appropriate.

Implementation

The Task Force recommends a timetable for implementing its recommendations. Many must be implemented as soon as possible. In the Dene communities, some will depend on the standardization of written Dene languages. All recommendations must be fully implemented within the next ten years.

The Task Force also notes that there are many things which individuals and communities can do immediately, without legislative changes. Communities, for example, can post bilingual street signs in the aboriginal languages and English, and individuals can insist on using their aboriginal languages in the home and in public.

Executive Summary (Chipewyan)

T'at'u dëne yatı t'at'ı-u, t'at'u beghálada xa-u, háádı xa nie ts'ën k'aldhër dëne nérihtl'is hılė. ?edërı dëne nérihtl'is si Task Force on Aborıgınal Languages húlye ?at'e. Dëne xél náti xa Task Force háyóríla nis dzehidíl hilé kú dene la zerádiu, nuwe nën k'e dëne yatı desánílt'e bet'á sat'; xa hurils; dásnı. ?edëri háádı sí, t'a nár náts'edé sí, zeyër nár that'ın yatı chu málay yatı chu dëne yatı chu harelyu relk'is xa hult'á-u, zelk'ís bet'á t'i xa zuts'élzi. Task Force deni zeyi xa ts'ën t'at'u bek'e la hale xa ts'ën t'at'u bek'e la hale xa vidhën si pevi xa ts'ën yati heheltsį. Yatı neth xa yatı hultá sí, veyi sí gha velk'éch'a yatı dáthela vat'e. Jadízí nën xa dé, Task Force vadı-u, dene yatı chu peténá yati chu, bált'u yati neth xa hultá xa dé, háyórila, zeyer t'a dëne yatı chu váází bet'ádat'ı xa hehedi. Háyóríla, zeyer t'a dëne yatı devánilt'e bet'át'ı xa, neyı nuh t'a denáás bet'órena xa k'ıs hultá xa. ?erehtl'is k'e that'ın yatı t'á yatı t'á yatı dáuli sí děne yati t'á zanělye xa du xa bet'órévaile. Hat'e t'á Task Force deni hehedi-u, beba zeligëth dën dálı si, deni t'a perehtl'is k'e yatı thepa si, Official Language Act hulye, redu panëlyá dé súghá xa. Dëne jadízí nën k'e náráde sí, beyatı t'á bexél yatı-u bets'édı-u hát'ı xa ts'ën perehtl'is senalya dé sugha xa. Hat'u xa ts'ën perehtl'is k'e yatı nit'a dé, yunedhé zedú zanělye xazaile. Yunedhé haza lóna ghay húk'e dé dëne yatı yatı neth xa hultá xalu, veyı tthe tó. Déne suhn jadızı náráde si, beyatı t'ane xa sí deni t'a bets'ën hali vat'e t'à, Task Force vadı-u, du nie ts'ën k'aldher t'at'u hálva sí benis dëne vela dëne yatı k'e reghádálana xa núra hehedi-u yatı nihıza. Task Force yatı níhi va vadi-u, děne vati xa Office of the Commissioner hulve hulé hehedi. Náděn núruhtl'ís, vílá dëne súlin xa-u, nilá neténá xa.

Dëne sûhn beba veligëth dën dâlı si vedëri nadën t'a hehedi lasi, solagh ghay xa beniriltl'is xa. T'a beniriltl'is lasi, nie ts'ën k'aldhër xa veghalaihena hûli, deni degha k'alde lât'u la heheltsi xa. T'at'u dëne yati k'e veghalada-u, t'at'u bet'adat'ı-u,

veyi ghá beba veligëth dën dáli sí xél halnı ranat'i xa. Tth'ı beráázi, rederi Ministry húlye hulé hehedi. ?edëri Ministry si harelyu oc'k'éch'a t'así dene yatı bets'ı halı si gha k'aldher xalu. Ministry xa tthe theda xa si, dëne súlin beba religëth dën dáli sí ts'i, deni t'a viá neherihtl'is xa. Ku veredi Ministry xél xa náke Councils halé xa. 7,14 dëne súhn xa-u, 7,14 petáná xa. Dëne suhn beba religëth dën dálı si, denı t'a Council k'e ts'éltth'i xa dëne súlin néheríhtl'is xa. ?alneth-u, háyórila ts'ı den-u, verehti'is kue honeltën dën-u, dene yatı k'e reghádálana dën-u, Council k'e déltth'ı ts'ı t'a tthe theda si ts'éheni xu. ?edëri Ministry sí, t'at'u sekui perehtl'is kue honeltën si nia ts'ën yegha k'aldhër xa. T'aghar sekui honeltën u. verehtl'is kue honeltën dën ts'elı xa dën hóneltën-u, t'at'u dëne yatı chu t'at'u dëne nákenáráde-u, veyi harelyu gha k'aldhër xa. Tth'i bezááze ederi Ministry sí, dene ba tátı den dálı-u, t'a beyatı t'á peghádálana sí, té nezu beyati t'árát'ı-u, té nezu dáltı dé, perehtl'is dëne tlalye-u, tth'ı t'at'u dëne súhn nákenáráde sí, gha dëne hodaneltën si tth'i gha k'aldhër xa.

Dëne súhn ts'ı Council chu Minister chu, du t'at'u dëne yatı t'á veretl'ís sí, harelyu dëne yatı vılá ts'ën veretl'ís xa ts'ën veretl'ís xa ts'ën veretl'is xa ts'ën veretl'is xa ts'ën veretl'is xa ts'ën den extentu, háyórila ts'ı dën-u, deni lextl'alye xa. ?ılá ts'ën dëne yatı t'á veretl'is xa verehtl'is sélyá dé, dëne súhn harelyu yenoreni xa ts'ën dëne ts'édi xa.

Dëne la dádi-u, perehtl'ís kue yís dëne yatı t'át'ı dé, bet'óredhir xa. Hat'e t'á, Task Force deni hehedi-u, sekui perehtl'ís kue naihídíl sí, dëne yatı chu that'ın yatı chu bet'á pelk'ís sekui honeltën xa. Sekui grade 9 niya dé, nezu dëne yatı-u, that'ın tth'i nezu dáyaltı xa. Dëne súhin t'at'u nik'enaráde-u, t'at'u nanıs nadé-u tth'i gha honeltën xa. Yuneth hapa löna ghay dé, hát'u sekui honeltën xa

ts'én reghálada xa. Task force deni radáyidhen-u, hályá dé, yunedhe háyóríla ts'i sekui yet'ádórelthir xalu. Hat'e t'a, du redëri Education Act hulye sí, senëlye xara, hááne xa dé. L.E.A.'s dóli sí, redëri Ministry xél t'at'u háyóríla ts'i sekui té súghá ts'én honeltën xa rela reghálaihena xalu. Kú t'a kué néth dóli sí, reyèr that'in yati ruli t'á sekui honeltën xa rerehtl'ís kue dóli xa, děne yati t'á sekui honeltën rerehtl'ís kue dóli xa, děne yati t'á sekui honeltën rerehtl'ís kue dáli dé húlí.

Kú high school dásni sí (grade 1; 11, 12 ats'edı) reyer t'a bált'u yatı t'á sekui honelten xalu. Taht'ın yatı t'á tó dëne vatı t'á tó sekui honelten xa. Dëne súhn t'at'u nik'enáráde si tth'ı gha sekui honelten xa. Task Force add-u, alneth tth'i nezu dene yatı t'á veretl'is vane hodáneltën xa ts'ën eghálada xa hehedi. Task force deni bebaiu, du nie ts'ën k'aldhër bechëlekuı dálı si, yunedhé dene yatı chu that'ın yatı chu t'á dene xél dáihelti-u, dëne ba reghádálaihena xa. Níe ts'ën k'aldhër haane xa hurelor dé, kúdën tth'i-u t'at'ı la xa dëne yatı dınálti yıdhen si hádı lilu. T'a dëne yatı kórelvaile si yurelden xa dene ts'enı xaza. Task force dem beba nezu zááť i t'e t'alasi xa dene vatı t'át'ı dé. t'así vúdzi to verehtl'is dálé to.

Air Transport Committee padı-u, jadízí nën k'e dzeret'áy k'e dëne yatı t'á dëne xél dátı lílu hehdi sí Task Force beba reitth'i hehedi rat'e. Yunaghe ts'ı nie ts'ën k'aldhër nedhé bechelekui jadízí nën k'e dëne súlm xél reghádálana sí děne yatı t'á dëne xél dáıheltı xa ts'ën jadizi nën ts'ı nie ts'ën k'aldhër yets'ánı hureldza lílu. Dëne la veráai-u, T.V. chu radio chu k'e de ánilt'e dëne yatı t'át'ı lílu snı. CBC chu t'a dëne xél dálnı chu jadízí nën k'e t'at'ú ník'enáts'ede-u, t'at'u dáyatı-u, veyi t'a xél veghádálaihena lílu. T'a nie ts'ën k'aldhër xa reghádálanaile sí nay rahdën dene yatı t'árát'ı. Harelyu

hárát'e xa nie ts'ën k'aldher vets'ën doreni lilu. T'o pedëri harelyu hálne xa Task Force háai pat'e. Nay duden paine xadúwéle. Déne súlin xa dé, dëne vati t'à peretl'is senëlva tl'a suhdú k'an t'a bek'e la húnídhir xadúwéle. Task Force t'auhne héni sí du ts'i lóna ghay húdhër dé, harelyu t'adı nı si hálne xala. Háyríla dene náráde si veyër tth'ı dudëne bevatı t'á dáihet'i dáhuréldza xadúwéle yatı dı húlí. Dene yatı t'á pereht'is dalye xadúwéle-u tth'i beyatı t'á bets'en yatı xa hurekër xadúwéle.

Dogrib Translation.

Excutive Summary.

Edza Nèk'e gots'o gogha Ndèts'o K'aowoh gili sii, Done Yati eyits'o Hotenda Yati efexe wegho gots'enda gha Yati gha Task Force Eyi sii, Done Yati xè eyits'o Hotenda Yati xè, ida nonde edaani dezo Yati wet'a ats'et'i ha, edaani wet'a Yati de hohle gha, evits'o edaani ets'eret i'è sii sinegetł'e gha. Eyi gha done ek'etae wets'o nenigihti'e. Eyi done sii kota k'eginde, Done Yati gho done zè elegeadi, evits'o done gots'ò gogende ha giwo de, done gogehkw'o gonegitł'e. Edaani Yati gehtsi gha Done kaza hazo gots'o goide sii, done wegho edagiwo k'è agila.

Eyit'a done ekagodedi k'e, dzo Edza Nek'e done nade sii, Done Yati eyits'o Hotenda Yati re, deyati k'e gogede sii, done iła ładi każa gogede sii wha wet'a ats'et'i gha Yati hohłe ha. Gonek'e Yati ladi każa gołi eyit'a, gonek'e aget'i gha nonde, goyati t'a aget'i ha gedi t'a yati gehtsi ha.

Dihde nek'e Done Yati eyits'o Hotenda Yati sii, Mola Sofi eyits'o Kwet'i Yati ret'e Yati De hohfe ha. Yati De hohfegha Task Force; Yati gho Yati Hagehta gha gok'e nehogila sii, edaani Yati De hohfe gha, wegho Ndets o K'aowoh gha nihtł ede gehtsi.

Edaani Yati De Hohte Cha.

Yati de hohie gha wegho gots'ede sii, di zo wek'e nayaeti gha nile. Eyits'o Yati De hohłe gha tsedi sii, hazo done ładi kaza edexa wegha nawo yagitsi. Evits'o nawo ite zo gotile. Language Task Force; Yati Hagehta Do, done gigha di kaani wegho yati gehtsi. Yati De hohle gha gedi sii, kota hazo ełek'e gogede sii, eyi giyati laani zo t'a aget'i gha. Eyit'à Mola Solieyits'o Kwet'i Yati gha nawo geet'i sii zet'e gha le. Kộ de hayagoila ta laani zo, giyati t'à ats'et'i ha, haaniko Done Sołieyits'o Hotenda sii, kota yagola done nade sii deyati t'à aget'i ha giwo. Eyits'o di done sinyaeti nawo gha nihtł'ė whela sii ełetagihti le t'à wet'à done gha hoila. Eyit'à Done eyits'o Hotenda Yati k'e sii t'a aget'i de wet'ahoge'a gha gedi yati gehtsi.

Yati Hagehta Do; Task Force, gha gik'e nehogila sii, dikagedi t'a yati gehtsį. Wegha ek'etehtso do gili sii, Edza nėk'e gots'o nawo gha yati gehtsi sii, k'achi nageretł'è ha gedi. Di gots'o ida gots'o sii, Done evits'o Hotenda yati sii done siniyaeti ko eghalaede sii, Done Yati t'à agit'i gedi. Eyits'o nihtł'ė ehtsi do eyits'o naedik'ezo ko eghalagide do ekaani, done ghalaeda nonde Done Yati t'à agit'i gedi. Edza nek'e gots'o Ndets'o K'aowoh de eyits'o wegha ek'etehge do gili sii, ełegehdi k'e sii Done eyits'o Hotenda yati t'a aget'i gha nawo wegha hohłe gedi. Ida ekani nonde zo wegha nawo eli ha. Evi nawo eli t'a nahotile ładi agela ha sii gigha dii ha, eyit'à ekàwot'e gedi. Done Soli eyits'o hotenda Yati t'à Yati Dè hohtle gha de, hazo done siniyaehti k'e eyits'o Ndets'o K'awoh cheke ame done

eyits'o Hotenda xe eghalaeda sii done giyati t'a eghalaeda gha. Eyi t'a ida hono xo ekagoiwha gois'o ekagoit'e ha soninogiza ha. Ndets'o K'aowoh cheke kota eghalagide gili sii, ekatlo xo kwets ot'i done yati t'a done xe eghalageda de, gigha dile ha soni gedi.

Done Sołi Eghalaede ko Gehtsi Ha.

Done Soți eyits o Hotenda ts o done ka a gili sii zo done soți yati eyits o done nawo edawot e gedi gha dile ha. Eyit a Language Task Force: Yati Hagehta Do, ekagedi t'a yati gehtsi. Ndets o K'awoh sii, Done Soți eyits o Hotenda Yati eyits o Done nawo k'e eghalageda gha ko nake hohte ha. Ekaaniko Done Soți eyits o Hotenda zo sii, edagowot'e gedi k'e eghalageda ha.

Evi zè sii, done nake evi ko nake eghalageda gha negets'iti'è gedi t'à yati gehtsi. Eyi done nake sii, Done Soli eyits'o Hotenda gots'o done agit'e ha gedi. Evit'à Done Yati evits'o Hotenda Commissioner gogedi ha. Edaani eyi done eghalageda ha sii yati gehtsi. Ndets'o K'aowoh eyits'o wegha ek'ètehge do sii, eyi gha Done Soli eyits'o Hotenda gots'o done zo, silae zo gots'ò ginèti'è ha gedi t'à yati gehtsi. Eyit'à wegha ek'etehge do sii gots'ò k'aowoh gili ha. Nezi done yati eyits'o done nawo k'e eghalageda gha gohogihdi ha. Wek'e eghalageda le nonde sii, ekagogedi ha hot'e. Ekaani nonde, Done Sori, Hotenda, Kwèt'i, Môla Sołi hazo done ats'it'e sii, done yati nake t'a gots'ede xe done ts'ili ha. ekagowot'e gedi t'à yati gehtsi.

Done Sofi eyits o Hotenda Yati weze sii Done Nawo k'e eghalageda gha ko nake holi de, Minister of Aboriginal Languages and Culture giye ha. Wegha ek'etehge do, Done Soli eyits o Hotenda gots o done zo sii, eyi gha k'aowoh de; Minister gili ha, edeta done nake hagehte ha

Eyi gha K'aowoh de; Minister sii done yati eyits'o done nawo chekoa hoghagehto, done chekato gili, etahti eyits'o yati k'e eghalagide do ekaani hazo ts'o k'aowoh ha hot'e. Eyits'o done nawo, done k'e dagowo, done sonade t'asi ekaani sii ts'o k'aowoh eli ha.

Done Yati Dek'eht?'è T'à Wek'èhodzo Agele Ha.

Done eyits'o Hotenda Yati sii done wek'e k'ayageti xe edagowet'e gogedi ha, done council k'e dehkw'e ha hot'e. Eyi council sii, Done eyits'o Hotenda Yati edaani niht?'e k'e dek'eht?'e de nezi wet'a ats'et'i ha sii wegho t'asi hazo hagehta ha sii gits'o holi ha. Di gots'ot'i kota got'o done eyits'o ohda ekaani hazo wek'e eghalageda t'a edaani ets'eret?'e ha sii hoghagets'ehto ha.

Nihtł'eko

Language Task Force: Yati Hagehta Do sii, kota gots'o done ło done vati edaani wek'ets'edi ze sii wet'a ats'et'i ha gots'o gogide. Eyit'à Yati Hagehta Do sii wegho dii kaani yati gehtsi hot'e. Chekoa nihtł'è łoto gots'ò Done Yati hoghageto de yati t'a nezi gogede ageda ha, eyits'o Kwet'i eyits'o Mòla yati xè sii. Ekaani Done Yati eyits'o Done nawo edaàni nde k'e edegeda xè, ekaani hoghageto de, ida hono zo laani de nezi wet'a chekoa nihtł'eko gohyi hoghageto ha hoso agode ha. Eyit'a Yati Hagehta Do: Language Task Force sii kota goichalea sii chekoa ekaani hoghageto de wet'a t'asi wegho hanigeba ha tahko, eyit'a di nihtł'eko gha nawo atł'e gha eghalageda sii done siniyaeti nawo k'è k'achi nagiti'e gedi t'à yati gehtsi. Ekaani nonde kota sii nihti eko k'e gehkw'e do hazo ełeze eghalageda t'a hazo edegha

nihti ekogha nihti egehtsi ha.

Eyits'o kota necha yagola sii, Kwet'i chekoa zo laani ne t'a, Kwet'i yati hoghageto ha, haaniko Done eyits'o Hotenda chekoa to de, giyati t'a sii hoghageto ha dile agele ha.

Byits'o chekoa nihtt'e hono eyits'o ido; high school, aget'i sii gigha nihtt'e nake laani gofi t'a hoghageto ha. Ekaani nonde chekoa ame deyati eyits'o done nawo hoghawito niwo sii deyati t'a hoghawoto ha. Byi ze sii, dihde gots'o gowhaehdo eyits'o done nawo zo de-o haghageto ha.

Eyits'o ohda niht? eko hoghageto sii edaani Done Yati k'e ets'et?'e sii deoo hoghageto ha gedi t'a Language Task Force; Yati Hagehta Do yati gehtsi.

Edza Nèk'e Gots'o Ndets'o K'aowoh Gota.

Dihde Edza nek'e gots'o Ndets'o K'aowoh gha eghalaede do sii, Done eyits'o Hotenda Yati sii, Kwet'i eyits'o Moia Yati xet'e laani k'e eghalageda t'a done hazo ts'agedi ha hot'e gedi t'a Language Task Force; Yati Hagehta Do ekaani yati gehtsi. Ekaani nonde, Ndets'o K'aowoh sii edi Ndets'o K'aowoh ko ta sii done eghalaeda ha sii wek'egezo ha. Eyits'o Ndets'o K'aowoh sii, decheke done yati hoghadegeto ha gits'o gehoa ha.

Kota, nintł'e k'e yats'ehti ko, whaedo ts'o t'asi k'ehodi ko, nihtł'e kota dawhela, ekaani hazo sii Done eyits'o Hotenda Yati k'e atł'e ha gedi t'a yati gehtsi.

Edza Nek'e Ndets'o K'aowoh Wezo Gots'o.

Dinde gots'o done ededli ninti'èt'a t'a kôta k'egede de sii, ninti'èt'a do, done gha done yati goi agele ha hot'e gedi. Eyits'o Edza Nèk'e gots'o Ndets'o K'aowoh sii Ndets'o K'aowoh Dè; Federal Government, kôta gots'o done ededî xê eghâlageda de Done Yati sii Kwet'i eyits'o Mota Yati xêt'e laani t'a done xê eghâlahda zozedî ha.

Byits'o done to sii, nihtt'eji eyits'o nihtt'e naeda ekaani k'e done yati t'a aget'i ha giwo gogedi. Byit'a C.B.C. eyits'o done t'ala sii ekaani xe eghalaede sii, done yati t'a done t'asi ikw'o xe gighaeda ha sii, gehtsi ha hot'e.

Done wehda whatso edegha eghalaede sii, done yati t'à aget'i hot'e, haàniko, dezo edi laani done yati t'à eghalageda ha sii, hagogedi hot'e.

Edaani Wexehoiwi Ha.

Language Task Force; Yati Hagehta Do sii sawa gots'o wexehogihwhi ha sii gogha gogjoo hot'e. T'asi wehda gho gogide sii, di gots'ot'i wexehogihwhi ha hot'e gedi. Kota wehda sii, done yati k'e ets'erett'e sii nezi nihtt'e k'e dek'ehtt'e agele gots'o nagehoi ha tahko. Haaniko di t'asi hazo gho gogide sii hono xo gots'o ekaani wek'e eghalageda ha hot'e.

Haaniko, Language Task Force; Yati Hagehta Do sii, di kagedi, nawo fadi agiia le ko, kota gots o done wehda sii di gots ot'i t'asi wehda deyati k'e dek'ehti'e agele ha asanile gedi.

South Slavey Translation.

Executive Summary.

Dunde Northwest Territories gogha Ndeh Ts'e K'aodhe geeli sie. dene elenahch'a kadapa gozhatie ghoh t'ahsii azho k'eanuta gha dene saanaht'e shets'e eniegedenitieh, daondin met ah ats'ut'i. daondih ezhi t'ah gonuzheh, daondih deveh aot e gha ts e mets uhtsih gha ghoh t aa gondahnagedundi gha t'sh agogilá. Ezhi ghoh kotah ełets'udaatth'o. dagots'edihkeh, nazhaati, gots'eh ełexeh meghoh eghalats inda ghaade a, ezhi dene goniedetl'eh, dene azho e tek ee kaenigarah loh keogihro. Di goghaginda k ee tahsii keogihro tah, duhde ndeh gotah gogha k ero dene gozhatie, enake gozhatie tah atsuti, gotseh odi moola gotseh moola zohti zhatie tah agoti nide, ezhi goro eti chu dene gotseh enake gozhatie meghaade meredutah. Dene zhatie, enake zhatie ghoh k egenata dene, danagotseleh gha tah kaguht e gha dule ghoh, Ndeh ta'e k'aodhe gha edihti'eh gehtsi.

Gozhatie K'eoduzhah Gha T'ahsii Dezhi Ot'e Le.

Gozhatie k'eoduzhah t'absii dezhi ot'e le. T'ahsii gha pepa zháhyóli gha nide, dádi adi efeht'e ile. Ezhi gozhatie ghoh k'egenata got ie dagedindi ti'a. duhde ndeh gogha nide, kotah zhagola gots'eh ndeh zhagola gogha, dene gots'eh Enake gozhatie a alah the 20 laondih t'ah met'áhodé zá ot'e k'éé, gozhatie k'eogeduzhah, Moola gets'eh Moola zohłi gozhatie oots'é kagoguuhthi. Duh gogha, sesa ozhii gha meht'e et'i dene k'ee anats'ededi gha, ki mets'e zih ets'enidhe le, kaondih zo, kotah zhágóla, ndéh sázhaecho kágóla gogha sie. Dene gots'eh Enake zhatie t'ah hotie agut'i, ezhi a see dező met'ahodézá gha.

Ezhi t'ah dene gozhatie gha k'egenata gha ageat i sie, duhde ndeh (N.W.T.) gots'eh dene gogha ek'ete ets'eniht'ah geeli kagogedi, ezhi zhatie k'eodezho gha pepa guli, senařeh t'ah odoo dene gots'eh Enake gosenizhaetih ts'ehk'eh got ahogeduhthi egenidhe nide, dule dezhatie et'i t'ah agut'i, gots'eh gogha ek'etebet'a t ah ełegeden godahk'e nizhih chu dene gots'eh Enake gozhatie t'ah agut'i. Ezhi t'ahsii azhoo gha gogha ehtth'i thela of e sie dene azho ts'eh zhaali, ki megha sesa naotsi t'ah gulih anagudieh le. Dule hono xaye gozhih di Dene gots'eh Enake gozhatie, megha ehtth'i nigoit ah t'ah duhde ndeh gok'eh met ah eghalats enda, gots eh ndeh zhagola nane sie, ezhi dheh gogha kagondeh gha chu dule.

T'ahsii Ghalats enda Gha Mek ooni Nagoodle

Yundah ts'e gogha Dene gots'eh Enake gozhatie gots'eh edek'ee gogendih, ezhi goghats'enda ghaade, ezhi dene aifah kadana, alah et'i ehtth'i gok'ee gots'eh eli a ot'e gots'eh ezhi ghoh gok'eh dahgola. Ezhi t'ah Dene gots'eh Enake gozhatie ghoh k'egenata dene kagedi, t'ahsii saaneht'e goghalats'unda gha goguhtsi, duh dene azho gogha Ndeh ts'ek k'aodhe geeli, goneghalaeda t'ah aot'e, gots'e gogehtsi gha gok'eh dahgoola.

Ezhi Task Force, Dene gots'eh Enake gozhatie gha. dene goghaade agot'i gha k'aodhe ndee geeli dahk'e goguhtsi egedindi. Dene zhatie gha k'aodhe ndee tie góolé, gots'eh Enake gogha chu łie góole gedi. Dene gogha ek'etezet'a, amii dene gots'eh Enake agit'e sie gotah k'aodhe kéleh ke kagogedi ghaade éhsa ezhi gozhatie gha k'aodhe ndee geeli gha sii, sulai xaye gogha nigogedihteh gha. Dene zhatie gots'eh Enake zhatie gha k'aodhe ndee geeli gha sie. Ndeh ts'e k'aodhe gozéh ét'i eghálagenda gha ile, kaondih zo, dùhde ndeh k'eh nats'edeh, ahdadhe ts'e et'i met'áh ats'ut'i gha ts'é goghálagenda gha. Dùhde ndeh Northwest Territories Moola gots'eh Moola zohii gozhatie gots'eh Dene zhatie, Enake zhatie zeh eghalats'enda. mek'eoduzhah gha chu nigenila. xéh ahdadhé agodandih ts'ehk'eh. dene gogha ek'etezet'a geeli sii. ezhi ghoh gondanagededi gha.

Ezhi dene, enake gozhatie ghoh k'egenata sie, Ndeh ts'e k'aodhe ts'eh k'aodhe k'eleh zhih agoot'e t'ah Dene gots'eh Enake gozhatie xeh agut'i gogha medahk'e goole gedi. Gots'eh azhii et'i ts'ehk'eh Dene gots'eh Enake gozhatie gochaedetsi gha sie, ezhi gots'e

k'aegude t'ah goghalagenda gha. Dene gots'eh Enake gozhatie ezhi xeh chu dene, enake kata eda za k'ee edets'enda gha amii k'aodhe keleh eli gha sie ghoh, ezhi dene gogha ek'etezet'a geeli, edetah éhsá ezhi dene ot'e neegedihtéh gha. Ezhi oots'e chu ndeh oki kagodenila gots'eh. Dene gots'eh Enake t'ahsii ghoh egedehtth'i, Councils laondih chu t'ah agot'i Dene gogha ek'etezet'a gotah amii Dene. Enake ts'eh agit'e sie, ohndah ke elegele gha, gots'eh kotah gola gotah gots'eh Dene. Enake naadeh sie chu, gots'eh amii dene ile nide Enake geeli się, gozhatie zeh see ka gots'e meghaoneto den eli chu ełegele gha, gots'eh, dene goghagogenehteh geeli sii chu Dene kadapa gots'eh Enake gozhatie gha k'aodhe keleh eli gha ot'e sie is agendi t'ah, dene kadana, gots'eh Enake gozhatie azhaot'e sii gha azhii ghaade agogehi gha gots'eh zhegha mek'eagoot'e gha edihti'eh gehtsi gha.

Ezhi K'aodhe keleh xeh gogeh-o gha (Ministry) sii, t'ahsii to t'ah gok'eh dagoo gha, ezhi metah edihtt'eh koe gogha t'ahsii meghaade dezoa goghaoneteh gehtsi gha, dezoa goghaogeneteh ke goghagoneteh gha, dene zohti gots'eh Enake gozhatie xeh chu edek'ee gots'endih t'ah edets'enda ghoh goghaonuteh, ezhi a see goghalagenda gha.

Menhaade Ats'uhol Gha Efekoht'e,
Dene gots'eh Enake gots'ehk'eh
k'aodhe keleh godahk'e gogehoo
(Ministry) ehsa, dene azho
efeghaade t'ahsii k'eë ets'edett'eh
gha gooo, gogha saniegedett'eh
gha ts'e gok'eagenehta gha.
Kagot'i gha nide ohndah ke,

Dene K'ee Ets'edetl'eh Gha. Azho

kotah gots'eh dene chu gozeh agot'i gha gozo, zidih chu goghalagenda gha gozo. Kagogila goti'ahxa, dene zheogedihsho ts'e hotie goghalagenda gha gozo. Edihtt'eh Koe T'ah Gorhaoneteh.

Dene gots'eh Enake gozhatie goghoh k'egenata ke, dene to ts'eh egedaatth'o, edihti'eh koe got ah agot i t'ah Dene gots eh Enake gozhatie ahdaudhe ts'e et'i k'e 200 nezu modaot'i gots'eh met ah gonuzhen t'ah agogehoi oli gogedindi. Gots'eh Dene zhatie ełenahch'a kadaba ts'ehk'eh k'egenata, edihti'eh koe dezoa gozhatie oki goole ts'e naogunthe k'éé agut'i gedindi, kagondih nide, edihtł'eh koe goghaoneteh gots e ats'eja nidė, godenezhatie gots'eh moola zhatie feeh tah dule atsitie atsiendeh gha geedindi. Ezhi k'ee goghágoneteh gha nide, see azho t'ah dene zohiih daondih kaenigerah gotseh dechi tah ghoh keogedisah metah ot'e gha, hono xaye godheh łash gozo t'ah agogeleh gha dule. Ezhi Task Force k'eh eghalaginda, ehtth'i gogha kaegenidhe, kaondin t'ah agogila nidė. koe zhágóla agodatsélia gots'eh dezoa uut?'ié gots'andi gha egenidhe. Gots'eh edihti'eh koe gogha pepa edati'eh senagudieh t'ah koe zhagola. dékanadih t'ah dezoa goghágonuteh ts'é egenidhe nidé. dule kaget'i gha gogha ehtth'i ninagedetł'eh. Koe gozo, got'i edihtł'eh kọċ gots'ehk'eh naogehthe ke, gots'eh ndeh zhagóla edegha aget'i t'ah edihti eh koe ghoh egedehtthi ke, ezhi k'aodhe keleh kaogehoo gha (Ministry) ts'e roh eghalagenda gha, gots'eh gokotah gogha dagondih ghaade, azhii meghaade dezoa goghaoneteh senageleh eha

Kộc zhagola gozedicha sie gogha, Moola à dezo to gedete t'ah, edek'ée gogendeh gha gogha gogehzo gha. Kaondih xo, odi kagogeleh gha gozo sie, kotah agodatsele gogha thela gok'ée, Dene ile nide Enake zhatie xeh moola zhatie tle kadaza xeh agut'i gedi.

Gozhatie kegenata ke, edihti'eh koe gondedhe gozhatie ts'ehk'eh oki gogha thela k'ee egoguleh gedi. Lie tł a gozhatie oki guleh laondin tah aguti, Moola zhatie łech gotsch zaade gozhatie eli alah edihti eh xéh. koe keots'enihthi t'ah ét'i ezhi k'éé gogháoneteh t'áh édé. Gotseh mezo lie t'ah agut'i tl'a Moola k'éé zoh t'ah agut'i gogha oba. odinih met ah atset i xo. Dene gots'eh Enake edek'ee gogendih ts'ehk'eh gots'eh daondih kaenigerah ghoh t'ahsii to metah gha.

Gozhatie k'egenata ke, di chu kagoot'e gedindi, cheeku, ts'eli genezho sie, k'eoo goghagoneteh ts'e t'ahsii gogha aot'e, kaondih nide, xaade dezhatie egogedihsho xeh chu zhegedett'eh t'ah deyeh agededleh xeh gots'agondi gha.

Dùnde Nden Gha Nden Ts'e K'aodhe Geeli Gotah.

Ezhi gozhatie k'egenata ke (Task Force) sie, azhii ét'i ts'é káegenisáh sij, ti'a Ndéh ts'é k'aodhe ke, dene azhoo gogha eghalagenda t'oh et'i dule Moola gots'eh Moola zohłi gok'ee ndeh kagodėnila gotah chu Dene gots'eh Enake k'ee chu agot'i gha důle gogehtsi gha nide. Ndéh ts'é k'aodhe, eghálaeda kágéhła sie gotah odinih megha Dene, Enake gozhatie gots'eh Moola k'ee gots'endeh egenidhe egogihaah gha gozo, gots'eh edets eh k'aodhe ke gocheeku, xaade edegha dene zhatie egedűzáh ts'é gots'ádagedundih gha chu góso.

Gozhatie k'agenatá ke chu, t'ahsii gùlih t'ah Dene, Erake gozhatie k'enda gonezu t'ah met'ah ats'ut'i gha ts'è agot'i gots'adagededih, ezhi metah tł'a odi et'i zhagola sie, dene k'eè nagoguzi, gots'eh Dene, Enake gozhatie t'ah ediht'eh k'eodih koè gogha t'ahsii zhagehtsi gots'eh zhot'oh gots'eh t'ahsii zagehłakoè gogha chu.

Dunde Nden Ts'e K'sodhe Goxen

Ezhi Dene, Enake gozhatie k'eganata ke, di kagoot'e gots'edindi ts'adagedendih, ezhi tł'a k'eots'ideh ghoh egedehtth'i ke kagogedindi, duhde ndeh gotah k'eots'ideh tah dezo Dene, Enake gozhatie aot'e gedindi. Duhde Ndeh gha k'aodhe geeli sie. yundah gots'eh k'aodhe ndedhe agit'e duhde gozeghalaeda kagola di kagut'i ts'e gots'adazegedundi, duhde kotah gots'eh ndeh kagodenila gotah odi Dene gots'eh Enake k'ee zoh zhaogindeh sje, ezhi naadeh goxéh eghalagenda gha édé, Dene, Enake gozhatie zhaali sie reh agoguhoi ta'e goguhoa gedi.

Dene to chu ezhi dene gozhatie nah gok'eaganata kagogedindi. Mek eh gondi ets editth e, gots eh mek'eh edihtł'eh náedah gháts'enda, ezhi aiłah k'eh k'ézo Dene. Enake gozhatie agoguhoi gedindi. C.B.C. gots'eh kaogendih gonane kagedaba sie Dene, Enake gozhatie, edek'éé gogendih gots'ehk'eh t'ahsii goghoh egodaot'i zhagitsi gha zoh gozo gozegedindi.

Dene ozhii edegha ralagededa nane duh ka Dene, Enake gozhatie t'ah aget'i. Ndeh ts'e k'aodhe, ralagedideh godahk'e odi metsenidhe sie, ezhi Dene, Enake gozhatie t'ah agut'i ts'e goguhoa chu gedi.

Daondin T'an Agogeleh Gha.

Dene, Enake gozhatie ghọh ek'eagenata ke kagedi, ezhi dagoot'e gogedi się, saodehthah goghaot'ah gozhih goghalagunda gedindi. Ło a duh et'i senigile gha gozo. Dene zohti naadeh koe gola gogha, ezhi t'ahsii k'ee azho ets'edutt'eh gedi ghaade agondeh gha.

Gozhatie k'eagenată ke chu di egogedinsho, megha pepa gulih ats'eleh edeh. Kotah zhagola gotah ek'elu zhaniba gha Dene, Enake k'ee gots'eh Moola k'ee zeh ek'eluzi edaatt'eh daegule. Dene thane aget i xo dule dekoe gots'eh kotah dezhatie t'ah aget i t'ah egedi chu gots'agendi gha dule. Dene Łagedet'e ke gots'eh kotah zhagola dule duh et'i edegha t'ahsji ghalagenda.

Executive Summary (North Slavey)

Elígu néné k'e gogha nets'é k'áowe gili sú Dene kedé hé gots'e Enákeke gokedé hé gho gots'ede gha, kede gha kede kágenéta (Language Task Force) gehtsı. Eyn siı la Dene kedé hé gots'e Enákeke gokedé hé dání hidó, kede dání t'á wáe bet'á ats'eht'ı gha, dání wáe begha kede dewé hohle gha. gots'e dání ets'eretl'é sii yesá nigeretl'é gha dene vehts'étai henédegénitl'é. Evu t'á edire dene ke sii kótah k'edegenidé, dene ke he kede gho elegenéhdí gots'e dene gots'é guhde niwe nidé, kede gha dene dádi síi hegerókw'é gha gonérétl'é. Dene k'áhjine areyoné gots'é goide ts'ę siį kede gho dáni kede gehtsi gha síi dene ékagóhdi k'é kázedegeniza agilá. Eyn t'á dene ke ékagóhdi k'é ejo Elígu nene k'e (N.W.T.), dechila ts'é zhúe dene nádé. Dene ke hé gots'e Enákeke gokedé síj výhla dene zehch'ákáraza gokedé sír wae t'árats'et'i gha kede hohlé gha. Ne k'e kede zehch'ákáraza síi gonéné k'é gokedé t'á ats'et'i gha kede hohlé gha. Edúhdá néné gogha gots'e Dene kedé hé Enákeke gokede hé zóhła Mólawa kedé hé Móla kedé híht'é kede dewé hohlé gha. Kede, kede dewé hohlé gha, kede gho kede kágenet'a (Language Task Force) gok'enégóya síi dání kede, kede dewé hohlé gha, yegho ne ts'é k'áowe gha erihtl'é gehtsi.

Kede, kede dewé dání hohlé gha.

Kede, kede dewé hohlé gha begho gots'ede sii hidúh zo bek'énayazeti ot'é le. Gots'e kede dewé hohlé gha ts'edi sii, areyoné dene zehch'ákáraza

edegha yegha xáré zezá yágihtsi. Gots'e begho rerá láret'e zo góhh le. Ejo dene néné k'e gogha sii. Dene ke kede kágeneta sii dánia yegho kede gehtsı. Edúhdá nene k'e kede kede dev 'hohlé gha gede sii. dene kede sii kotah yagola gots'e, kótah elets'é goniwále góla, avii kede ékuhdé ne k'e yet'á aget'i síi, eyu gokedé láaní zo t'á agot'ı gha. Eyn t'á Mólawá kedé hé, Móla kedé gha rerá get'i hiht'e ghá le. Ededine sii káyorila tah láani zo gokedé t'á ats'et'i ékani kúlú Denewa hé gots'e Enákeke gokedé síj kótah ts' (láaní kázedegenizá gha. Eyu hé k'ola gots'e hidúh gogha sii, areyoné deneseníyazehti gha erihtl'é wela sii, latagihti le kúlú gozó begháré dene gha horila gha le. Eyn t'à kede hohlé sij, Denewa kede hé gots'e Enákeke gokedé síj wáe kótah, hé gots'e kótah zehts'e nowále góla sít yet'á aget't sít gots'ehrôné bet'áréra gha gedi kede gehtsi.

Eyn t'á kede ghọ kede kágenéta (Language Task Force) gha gok'enégóya síi ékagedí t'á kede gehtsį. Edire dene gha k'áogewe gili, gogha ek'éteréhgwé ke síj, ejo Elégu nene (N.W.T.) gogha kede gha vevá gehtsi síi yelő navegerutl'é gots'ę ekarudí gedi. Hidúh gots'e hidó gots'é síi Denewa hé gots'e Enákeke gokedé síl, deneseníya eti gha eghálageda gili hé gots'e deneseniya eti dahk'e, dene kede t'á agut'í gedi. Eyii hé gots'e dene ezháili hé eghálats'eda hé gots'e dene gha egeredi gha eghálageda gili sįį k'ola, dene ghálageda nidé dene kede t'á agut'í gedi. Eyn hé k'ola ejo k'áogewe gili, gogha ek'éteréhgwé ke síi k'ola elegenéhdí dahk'é sí Dene hé gots'e Enákeke gokedé t'á agut'í gha rerá gogha huhlé gedi. Ékaní nidé zo hidó gogha າອາລ໌ hili gha, eyu hé gots'e ékaní nıdé k'ola eyn kede hohlé sít vevá hili t'á, naotíle húle hé gots'ę gúlí agele gha gogha horíla gha, eyn t'á ghọ ékaot'é gedi. Elaot'e Denewa kedé hé gots'e Enakeke gokede kede

dewé hohlé gha sii, areyoné belo gots'e deneseniyazet, dahk'e, Nets'é k'áowe chileku, amii Dene hé gots'e Enákeke zi eghálageda gili sii elaot'e dene kedé t'à eghálagedá gha. Eyn t'á hidó honéno xai ékaréhwha gots'é ekagót'é gha sánigogézá gha. Gots'e zéhtare deneke, Nets'é k'áowe hé gots'e kótah eghálageda gili sii, ékanéht'e xai weré t'í dúle dene kedé t'á dene zi eghálageda gha dúle k'ola sóoni gedi.

Denewá hé gots'ę Enákeke eghálageda dahk'é gogha gotsi gha.

Denewa hé gots'ę Enákeke ts'ę dene kárava gili sii zoá dúle dene kedé hé gots'e dene náowéré dáot'é gedi gha dúle. Eyn t'á kede gho kede kágenéta (Language Task Force) sú ékagedi kede gho kede gehtsį. Ejo dene gha k'áogidé gili, Néts'é k'áowe chilekú ke gotah láaní Denewá hé gots'e, Enákeke gokedé gots'ę gonáowéré, gha síi eghálageda dahk'é náke gogha gotsı gha. Ékani kúlú Denewá gots'ę Enákeke sú zoá ékagóot'é gedi k'é goghálaeda gha.

K'achu kedé lée nagehtsı siı la, Dene kedé hé gots'e Dene náowéré gogha eghálaeda dahk'é gotsi ghozá k'ola, dene nák'e k'ola henéerútl'é gedi. Ededine k'ola eghálageda dahk'e goghó t'á gha. Eyn dene náke kágwazha síi lée Dene ts'e denehedénihlé ot'e ghá gots'e lée síı Enáke ts'e enákeh-edénihlé gha. Eyu t'á vóhla móla k'é nidé, Dene hé gots'e Enáke kedé gha commissioner góredi gha. Eyn t'á dánía eghálagudá gedi kede gehtsi. Edire dene ke gogha ek'éteréhgwé, k'áowe gili sij amij dene gots'e enákeke ts'e denehédénihlé nidé zoá dúle kágehte gots'e dúle kede hé gots'e dene náowéré ghálagudá gha gok'enégózhe gha. Soláe xae gots'é vóhla gonéerótl'é gedi kede gehtsi. Eyn t'á dene gogha ek'éteréhgwé ke sii eyiá gotí gots'ę k'áogewe ékait'e gha.

Goreghálaída sii; eghálats'eda dahk'e areyoné, asii dene kedé, enákeke gokedé t'á dene eghálageda wolin¢ gha, goti gokágeneta gha láani gonéerétl'é gha. Eyn t'á dene réhtáre dene kedé t'á eghálageda le nidé, gosánídagerérá gha goghálageda gha gok'enégózhe gha. Eyn nidé denewa ke, enákeke mólawa ke, móla ke, areyoné dúhda Elígu néné (N.W.T.) ts'e dene ts'ili sii dene kedé náke t'á gots'ede hé dene ts'ili gha. Ékagóot'é gedí kede gehtsi.

K'achu kedé lée nagehtsı siı la, ejo nets'é k'áowe eghálageda dahk'e sii, gotah sii dene kede hé gots'e dene náowéré hé sir beghálats'eda gha zo gha eghálageda dahk'é gogha gutsi gedi kede gehtsi. Eyn t'á ékaní eghálageda dahk'é gogha góhtsi nidé, Minister of Aboriginal Languages and Culture goredi gha. Eyn t'á dene gogha ek'éteréhgwé, k'áowe gili síi amí: dene gots'e enákeke ts'e denehedénihlé nidé zoá dúle edeta kágehté gots'e ededine edire gogha Minister hili gha. Edırı Ministry góhtsı siı, gogha gots'e dání kedé hohlé eghálaguda síi, gogha dene gok'eréhgwi gha, Kágozhe gha. Lée enákeke gogha sii enáke ke gogha ek'éteréhgwé ke ghozá amíi enáke ts'e denehédénihlé, oohdá ékaní, amíi holé geniwe sii ededine gots'é gorérá gha. Gots'e denewa ts'e dene gok'eréhkw'ı siı ededine k'ola, amii begha ek'éteréhgwé hé gots'e amii dene ts'e denehédénihlé, zohdá ékaní amíi holé geniwe sii ededine k'ola gots'é gorésá gha.

Eyn t'á edire dene ke Ministry zí eghálageda gha gok e négóye sii, ts'ódane gogháonete dahk'é, yet'á goghaonete gogha erihtl'é yágihtsi, ts'ódane dene k'é gogháonete gha, ts'ódane dene k'é gogháonete gha, ts'ódane dene k'é gogháonete gha, ts'ódane dene k'é goghánehte, areyoné belo gots'é gots'é k'áogewe gha. Eyn hé k'ola dene hé gots'e enákeke gokedé hé gots'e gonáowéré yóhla k'ola goghá gogenehte gha. Edire Ministry sii Łatahti

ke gogháonete, gozí eghálaeda hé, arevoné gots'é k'áowe gha. Eyıı hé k'ola, ohla, dene kede gha ts'ódane ke goghágonehte gili hé gots'e, latahti ke hé sii edire Ministry eyiá ékaní goghaonete gha erihtl'é goghóchu gha. Ékani nidé hidó nidé ékani ghálageda gha gogháonete hé erihtl'é goghóchú gha gorizho gha. Edire Ministry su k'ola Dene náowéré ts'ę así véhda k'ola ts'é k'aogewe gha. Enakeke gogha, dene ke gogha, ejo; náots'eye, dagowe, erihtl'é dene gho yágerítl'é, erihtl'échú yágerítl'é, ekani areyoné k'ola ts'é k'áogewe gha.

Areyoné Denewá kedé gha eratl'é hegút'á.

Dene ts'ené, denewá ke Ministry k'e négózha sú dene kede lo sehch'ákárasa sii dání t'á kede ts'eretl'é sú láat'e zo ts'ehtsi woline gha edegenéhdzá hé gots'e ekút'í yeghálageda gha. Edire ségele gha dene kágonéta nidé zohdá ke, kótah gots'e dene ke elezí eghálagudá gháré ekút'í beghálaudá síi kéonugwi gedi t'á kede gehtsi. Eyn begho enagót'e tl'áa nidé Dene ke, yet'á egeretl'é, yek'e gogede, ékani beghálaeda sii suré gúchá beghálaeda kéonúgwi gha.

Dene gháonete gho.

Dene kedé ghọ kede kágenéta (Language Task Force) gha kótah areyoné k'egiadé gots'e dene lo gots'é gogidé gots'e ékagógedi. Dene kedé síi erihtl'ékó ts'ódane ke vet'á le nidé yegho gogháonete gha góro gókedi. Eyn t'á kótah gots'e dene ke ékagóhdi t'á. yegho kede gehtsı. Edire ts'ódane goghágonete síi, dene k'é k'ola, gots'e mólawá kedé héle nidé móla kedé hé t'a goghánute gedi. Eyii k'é ta ékagila nidé ts'ódane edererihti'é lóto gho enaot'é nidé, dúle kede náke t'á gode gha dúle sóoni gedi. Ékaní nidé

edúhda néné k'e sú, nodé ts'é nidé denewa ts'e, enákeke ts'e dene káraza sí kedé náke t'á dene gili gha, gots'e ejo Eligu nene (N.W.T.) si nodé ts'é nidé edahxo areyoné dene ts'ılı sii gokedé náke t'á dene holé gha dúle sóoni gedi kede gehtsi. Ékani nidé k'ola, dene kede t'á ts'ódane gogháonete gots'e dene náowéré, dání dene edegoredi, ékanî, ayıı dene gha bet'áorerá sii ts'ódane yegho goghágunute gha. Honéno xae, were t'í ékagóht'e gha dúle sooni gedi kede gehtsi. Kede gho kede kágenéta (Language Task Force) gili sii ékani nidé ts'ódane areyoné hidó yet'á edenito gha dúle sóoni hageniwę. Eyn hé k'ola gots'ę ejo Eligu néné (N.W.T.) gogha erihtl'ékó ts'ódane at'i gha, gháonete Ts'ódane k'áogewe gili (Department of Education) sii, gogha kede gehtsı. Eyn t'á kede gha kede kágenéta (Language Task Force) sii, eyn ts'odane erihtl'ékộ at'i gha kede holé síi yeló nagerutl'é, gots'e Dene kede hé, Enákeke gokedé t'á ts'ódane goghágunute rudí gedı. Ékani nidé ts'ódane genetsélé t'í dekedé t'á gogháonete t'á, nodé ts'é kede náke t'á dene gili agede gha dúle sooni gedi. Ékani nidé k'ola vevá láaní hohlé ot'e t'á, ye kótah góla amíj sezha ke dene k'é goghágunute hageniwe nidé dúle erihtl'é kó gokedé t'á goghágonete gha. Eyn ékagóht'e ts'éhoóné edire kede síi belo nats'erutl'é gedi. Eyn t'á edire Ministry gogéhtsí nidé, kótah ts'e dene erihtl'ékó gogha kede gehtsi gha gok'egeréhkw'i, hé gots'e edire Ministry síi elezí eghálageda t'á ts'ódane ke areyoné ayiı gho goghánute gedı siį gok'é góvo gha.

Ye kótah yágonichá yágóla síi, móla tah agóht'e t'á, móla kedé síi t'á ts'ódane ke ghágogenehte gha, ékaní kúlú, denewá hé gots'e enákeke hé gozha lo gohé erihtl'é kó at'i nidé, gogha k'ola gokedé t'á goghágonete gha dúle.

Gots'ę k'achu kede lée nagehtsi sii ts'ódane ke erihtl'é kó at'i, dererihtl'é honéno héogeníhwhi ekúhye nidé, erihtl'é kó goghágonete sii, gogha lak'eozhe láot'é gedi. Ekani nidé ts'ódane amii dekedé t'á beghá — gonete hili sii dekedé t'í t'á goghánagonete gha. Gots'e ts'ódane amii móla kedé t'á zo beghá gonéte sii, ededine k'ola dekedé t'á láani zo t'á beghágonete gha. Ékani kúlú ayii goghágonete sii, edúhdá ne k'é dágot'i, dene náowéré, gokedé, goyat'i, gots'e ejo dáni dene náde, ékani godanéht'é gha gedi.

Gots'e k'achu kede lée nagehtsı siı dene nıchá erintl'é kó aget'ı siı, dekedé geretl'é hé gots'e yek'e gogudé hé k'ola goghágunute gedi kede gehtsı.

Eligu nene gots'e nets'e k'áowe gotah.

Kede gho kede kágenétá (Language Task Force) siį ejo dene gha nets'é k'áowe gili síi nodé ts'é nidé, denewa ke, mólawa ke, enákeke, gots'e móla ke sí gokedé t'á dene ke ts'e eghálageda gha gó20. Eyn t'á ékagóht'e gha nidé, nets'é k'áogewe gili síi dechilekú ke goní regerétl'é nidé, odúhye denewá kedé hé gots'e enákeke gokedé t'á eghálageda gha bet'árézá síj, ékaní dene kedé náke t'á gode kágeneta gha gó?o. Gots'e hidúh nets'é k'áowe (N.W.T. Government) chilekú gili k'óne eghálaeda k'e geréhkw'ı nıdé, dene kedé le nidé enake ke gokedé xáré yeghá edegenete gha, eyu ts'é nets'é káowe gohoa gha góoo gedi kede gehtsı.

Gots'é asíi hóoyíi bet'á dene kedé t'á agot'i síi areyoné gok'é tá ageniwe hé gots'e wáe ekagóot'é geniwe. Eyni t'á dene véhda síi ékagógedi hallé k'éta hageniwe. Denewá hé got'sé enákeke gokedé t'á nezí ts'uzi, k'ola gedi. Gots'e areyoné gokedé t'á erihtl'é hohlé areyoné láani kó goyi léohzhe gedi. Dene hé gots'e enákeke gots'e whá asii zhọa, asii whá bek'éts'edi gha k'ola gogha whane kó gózo goyii léhzha nidé nezo gha gedi kede gehtsi.

Eligu nene k'e gots'e Nets'é K'áowe Gonhch'á.

Kede gha kede kágenéta (Language Task Force) siį, gowere Elágenit'a got'ine ke kede gehtsį gots'ę, dene ke mǫla k'é gokedé le elágen_it'á t'á k'énadegenedé síi, asaa agújá nidé, dágude síi ekagóts'edi gha gogha horila. Eyu t'á dene kedé t'á elágen_it'á k'e dene k'edenedé ts'é gogede nidé nezo gha gedi kede gehtsi hailé. Eyn t'á dene ke kede gha kede kágenéta síj ededine k'ola ékait'é nidé nezo gha gedi. Gots'e ejo Elígu néné gogha nets'é k'áowe gili síi, Federal Government gochilekú ke dúhdá dene néné k'e eghálageda sír wáe dene kedé t'á zo agut'í gha Ehgú néné gots'é nets'é k'áowe gili ekagógerudí k'ola gedi kede gehtsı. Gots'e areyoné dene ts'e kede kágenéta gha k'énadegenadé ekúu síi dene lo k'ola ékagóhdi hailé. Ejo television ékaní gha erihtl'échu náeda yágihtsi siį, dene kedé t'á ageho; chóle t'á así; dúle, radio ékaní k'ola k'e aget'ı nıdé dene kede hé gots'e gonáowere t'á dene hé gogede nidé nezo gha gógeridí. Eyu t'á ekaot'é gedi yegho k'ola kede gehtsı.

Gots'e ye dene ke whane sóba geretsi gha edegha eghálageda sii, zhukó ékani yágogéhla sii, dene réhtare ékani gha eghálageda sii dene kede t'á gokede. Kúlú goró chóle. Eyni t'á eyn gho k'ola kede gehtsi gots'e ejo dechila gha nets'é k'áowe gili ékani dene edegha sóba geretsi gha eghálageda sii denewa kedé t'á agut'i gha ékagógerudi gedi yegho kede

gehtsı.

Dání Kede t'á eghálagudá.

Dene kedé gha kede kágenéta (Language Task Force) sii. cłaot'e kede beseniyaveti gha siį, sáaréhwha gots'é goghagogénizo. Edire areyoné kede gho kede gehtsı su, zehdáa síį dúle ekúu t'i yek'étagogevá gha dúle sị eku t'i ékagilá nidé nezo gha gedi. Gots'e dúhdáa denewá ke nádé ts'ene sí ekúu t'i, denewa kedé ts'erutl'é gha sii, ekút'i yesénidagedénihoo nidé nezo gha gedi. Gots'e kede ekaot'é gedi yegho kede gehtsi siį, hidoo honėno xai nidė, areyoné ékaot'é gedi síi bek'étagorukw'e gha, yegho kede gehtsį.

Eyn hé k'ola gots'e, kede gehtsi ekúu sii ékagedi. Asii rehdáa begho kede witsile kúlú dúle dene ke t'i, dúle whane kúlú, xáre yek'e eghálageda gha dúle gedi. Gots'e yé rehdáa kótah góla sii dúle xáre, ek'élu nirá gha erihti'é keeríra ékait'e sii, dúle xáre dene k'é hé gots'e móla k'é gereti'é gha dúle gedi. Gots'e hidó gogha dekedé k'égudí gha sii dene dekó goyn gots'e kótah aget'i nidé dekedé sii godaaréht'e t'á gogedi nidé nezo gha gedi kede gehtsi.

Executive Summary (Loucheux)

Ju dinju zhuh ginjik eenjit dınjıı gwitr'it t'ugugwahahyıaa Government of the N.W.T. gudugwidjiltshen. Nits'oo duulee nakhwa ginjik t'anahdaadhaa, akoo nits'oo duulee gwiinzii vizhit gihiidikhyaa ts'at chan vizhit edmuditl'oo, akohts'at chan edinehtl'eh kak vizhit gıhııdıkhyaa, vitjih aii k'anugwidaadhat geenjit. Jii nekhwekank'ıt tthak gwizhit natshiididalt ts'at ineeting tr'ahtsu, chan nudijah ts'at azhık chan geenjit ginudikhii. Yellowknife gwizhit chan, dınjıı zhuh gınjık eenjıt gwitr'it t'ugwahoin kat, aii chan Gaoonahtan kat chan ładhaajıł. Ts'at azhık chan gwiincl'oh geenjit giidakhe?.

Radio zhit chan geenjit giniidikhih. Government eenjit gwitr'it t'ugwahoin kat chan guuts'at giniidikhii. Jii datthak danakhwetr'ahnuu. an datthak nihkhee midilii, an ts'at government leader veenjit gwidinidhiiditl'oo.Aii edinehtl'eh dhaatsaih. Gwik'iighe', duulee nakhwo gınjık tr'anadaadhaa eenjit. Jii nakhwo kaii k'it gwizhit ret oonjit ginjik ts'at chan French ginjik, nakhweginjik heelaa, government nuh. Au eenjit nuhkhwunt'eh, nakhwot dinjii zhuh ginjik aii nuh khwiint'eh, nakhwoginjik teelah gidinuu, an eenjit jii edinehtl'eh dhaatsaih.

Official Status

Ju Official Status gwinuu rıt, law zhıt nıhlın ehjuk ts'at ginji? nilii ditr'ahnuu. Official oonjit ts'at French ginjik zhit tr'igiinkhii dai? rah edinehtl'eh tthak chan vizhit gwidinidhatl'oo, ts'at jii utr'oodahkat dan chan vizhit tr'igiinkhii ts'at au tthak gwidinidhatl'oo, au t'ah official gwinuu, t'igwinuu, ts'at gwitr'it gwizhit chan vizhit tr'igiinkhii, utr'oodahkat tthak vizhit duginjik zhit t'igwinuu, an t'ah official status gwinuu, t'ıgwınuu. Ju vıgwıdjıltshen kat rah, akoo diginuu rah, jii law edinehtl'ee tthak lehtugdehdihlah. Aii guk'nghe? official status, ju dınjıı zhuh gınjık zhıt gweheelaa jih, t'ehshit gwidaatl'oo jiidinuu. Tseedhoh leii vits'at tr'ahnaajaa. Ju Legislative Assembly guuedinehtl'ee tthak chan lehtugdehdıhlah. An ju vigwidjiltshen kat rit gwiincl'oo geenjit gigiinkhii ts'at nekhweginjik zhit juk akoo dihiidiayiah kwaa ginuu Yeendo t'at duulee akoo an edinehtl'ee kat tthak łehtugdehdihłah, gwit juk t'ehshit gugoontrii.

Juk gudugwidjiltshen kat, an rah akoo diginuu. Jii

kank'ıt gwitsal gwizhit. an iuk an tseedhoh in nekhweginjik eenjit khe? nıtr'ınıınlıı, an juk kank'ıt gwitsal kat, an gweyeendoo gwizhit geenjit gwitr'it T'ugugwahaaryiaa ginuu. Gwat chan ju gudugwidjiltshen akoo diginuu. 10 years gwiindoo jıh, ju kank'ıt gwitsal gwizhit kat tthak chan ju utr'oodahkat Zheh chan ju Social Services, Welfare gwits'an tr'ahtsii kat, ts'at jii Legislative Assembly gwizhit, ts'at in tseedhoh dhidh katr'anahtu dant chan gwizhit, ts'at Tr'igunkhii Zheh gwizhit, an tthak gwizhit nekhweginjik : nakhwots'at tr'itr'iinjih jih, geenjit ginuu. Ali gwits'at au tseedhoh vit'agwidahch'yaa judinuu, ts'at au gwizhit rit, yeendo duulee nakhwotr'unin kat chan gwunzu nakhwoginjik zhit gigiinkhii ts'at nakhwo anjoo kat chan guuts'at tr'igweheendal ts'at nıtjın office, akoo dugoonch'uu nididjah, jii chan azhik gwizhit chan tr'uguhuodeetth'ak ts'at chan gwiinzii guuts'at tr'igiheendal. An geenjit gwiintl'oo gınudıklıı. Ju tseedhoh ju edinehtl'eh kak lehtugdehdihlah jih tseedhoh gwiintshii gwits'at haniinjah. An duulee yeendoo jih, akoo dugwideheediyyiaa. Juk, aii kauk'ıt gwitsal dant gwizhit vah gwitr'it t'ugwahaavyiaa jıh jııdınuu.

New Institutions

J'i dinju zhuh kat rah digiginjik eenjit gwitr'it t'ugugwahahayiaa ts'at digiginjik k'ahniatiaa. Jii vigwidjiltshen kat, akoo diginuu. Jii government rit duuyeh nakhweenjit akoo digidian, duuyeh nakhwoginjik eenjit gwinzih gwitr'it t'ugwahan. Zhik rah oonjit kat diiyeenjit k'akwahdadhat giinlii, ts'at

akoo ju vigwidjiltsen kat akoo digwinuu rah dinjii neekan, ju ginjih eenjit k'agwahdaadhat gunudhan. Ihlee chan, dinju zhuh heelah. ihlee chan eneekan. Ts'at ju dınjıı neekau rıt, 5 years gahdhok azhık t'ıgıheech'yaa. Ju government ju edmehtl'eh veenjit niizih jih, jii dinjii neekan agagwahahayiah. Jii dınjıı neekan Legislative Assembly dinju zhuh ts'at eneekan kat, an azhik guudii, an rah ju dinju neekan azhik nıguheelaa ts'at ju dınju eenjit dinju neekan giinlii, an rit, zhit gwasan nitjin gwitr'it t'ugwaann tthak gwizhit gwik'andehgahniatiah, ts'at nits'oo ts'at ju dinju zhuh gınjık hah gwitr'it t'ugwaarın tthak gwik'andehgahniatiah. Elts'ık Zheh goonlu gwaan dant, duulee nihdehtr'ahooh ts'at "at'alee, zhit dant leet'ehdehdeelah lee hovin?" gehdeenjah. Au leet'ehdehdeelah gidinoin kwah jih, "jaadee, akoo dohch'uh?" gehdeenjah. Ju edinehtl'ee, government akoo dınuu, ju leet'ehdehdeelah azhik heedaa ginuu.

An zhik akoo dugoonch'uh kwah jih, jii dinjii kat rit, Legislative Assembly ts'at akoo dahdeeniah. Au azhik dant, "jaadee juu dugoonch'uu?" gehdeenjah. An guk'ngher, duulee khant gwiinzii azhik nakhweenjit rsugugweheeliaa ts'at aii guk'ngher nitjin gwa'an gwitr'it t'ugwaaoin tthak gwizhit rit, nakhweginjik zhit gwunzn nakhwots'at tr'ıgıheekhyah ts'at gwnnzu gwehdiiditth'ak ts'at nekhwunt'eh chan, duulee gwiinzii nakhweginjik zhit guuts'at ginudikhii. Aii guk'ngher rit nekhweginjik zhit gwiinzii chan nugihiidikhyaa gweheelaa. Ts'at chan ju vigwidjiltshen kat chan akoo government digahnuu, jii yeenoo tthak rit oonjit kat rih nakhweenjit k'ıdugwıdaadhat gunlu.

An loo dinjii zhuh gidjiitth'ak gunlih kwah ts'at nits'oo de. ıtgıdjııtth'ak kwaa goozhik nakhwots'at tr'igiheendal, gınuu. Gwat jıı juk Department k'eejit nutr'igohtsaa, jii vıgwıdjıltshen kat gınuu. An tshid nilii, an t'at dinjii zhuh goo eneekan ginjik hadeetth'ak. An geenist Minister heelah. All geenjit tshid heelah. Ali guk'iighe? rıt an geenjit tshid nılıı, an diginjik ah dindaih jih, guk'nghe? ginjih uzhii tthak geenjit chan naheedhat. Jii Minister rah, jii geenjit heelaa, an rit Legislative Assembly gwizhit eneekan kat ts'at dinju zhuh kat chan guu M.L.A.'s kat, jn t'at geenjit tshid giheelaa ginuh ts'at an judin gunudhan an azhik tshid nigjiheelaa. Aii tshid vit'eh rah, Council neekan gweheelah, ihlee chan dınjıı zhuh Council, ts'at ıızhıı chan eneekan kat. An kat rit 7 inembers giikak hadeech'yah. Dinjii Zhuh kat M.L.A. dınjıı zhuh kat tık, an Legislative Assembly gwits'at an board kak giheedah. Ts'at chan kank'it gwitsal gwitugwinaanch'uu ts'at juu viginjik, aii diginjik ah dindan, ihlee chan Band Council, akoo Regional Council, akoo Settlement Council kat, judin giiniidhan, an chan digih M.L.A. akoo digihaanjah, ts'at an chan juu nudhan au chan au board kak nahahtshyah, Juhts'ansts'at duulee nakhweenjit nekhweginjik zhit gwitr'it t'ugwaann jih, gweheezah indinuu. Ts'at chan, an eneekan council ts'an akoo dugiheediyyiah. Jii guk'iighey duulee khant nekhwoginjik eenjit gwitr'it t'ugwahaayyiah nudadhan. Au geenjit juhts'ants'at, government vits'at tr'igiinkhii. Jii Minister k'eejit ts'at department k'eejit, an gwit'eh rah,

jii nekhweginjik zhit geotr'uunahtan kat. azhik teacher training gidinino daio, aii depertment gwizhit chan gweheelah jiidinuu. Ts'at jii leet'ehdehdeelah kat chan, aii azhik dant gugootr' oohanahtan.

Jii department gwizhit chan, jidii duginjik zhit gehtr'oonahtan, aadzoo, akoo gwinduk ts'at jidii edinehtl'eh duginjik zhit gwidinidhatl'oh ts'at artists kat chan, aii kat tthak jii department t'eh t'igiheech'yah, ts'at aii guk'iighe? rit, tthak nihkhah gwitr'it t'ugugwaanin jih, khant geenjit nekhweginjik geenjit gweheezah gwinuh.

Standardizing The Dene Writing Systems

Ju k'eejit Ministry vit'eh rah chan nits'oo atr'adantl'oo eenjit gwitr'it t'ugwahayyiaa. Eneekan kat rit, igidantl'oh ts'at an syllabics k'yuu agadantl'oo ts'at tthak duulee gukat gunkhu. Au guuk'ıt dınjıı zhuh gınjık eenjit nihk'it etr'ehdineetl'oo eenjit gwitr'it t'ugwahaavyiah, ts'at an loo nıtiın gwayan dınju zhuh ginjik loo nihk'it giheekhyaa, an eenjit t'igwinuh kwah, gwat nihk'it guhadantl'oo eenjit. Gwitr'it gwiintshii gweheelaa. Anjoo kat chan duts'at tr'igiheendal ts'at judın azhıt gwasan kank'ıt anaanch'uu dant, judin dıgınjık gwunzu ah dından, chan duulee vadantl'oo, an tthak, nıhkhah gwitr'it t'ugwahaayyah ts'at ju Dene Council t'eh, au geenjit gwitr'it gwitchoo t'ugwahaaoyiah. Ts'at jii nihk'it atr'ehdeneetl'oh, aii guk'ngher duulee yeendit Chipewyan diginjik edinuutl'oh jih, chan yehdit Aklavık dant dınju zhuh kat. duulee yakak giheekhyah. Aii eenjit chan gwitr'it gwitchoo gwahaatsah.

Education

Jii vigwidjiltsen kat rah akoo diginuu. Jii Gohtr'onahtan Zheh gwizhit school chan ts'at Education Department hah, gwiyeendoo t'at gwitr'it gwitchoo gugweheedi?yiaa jii nakhwoginjik agoonahtan eenjit, ts'at jii vigwidjitlshen kat akoo diginuu rah, jii nakhwoginjik zhit gwiincl'oo gehtr'oonahtan ginuh.

Gwiinzih nekhweginjik zhit gatr'oonahtan jih, Grade 9 gwiindoo t'at an tr'iinin kat t'at duulee dinjii zhuh chan gwiinzii gehdeetth'ak ts'at guzhit gehdineetl'oo ts'at chan guzhit giheekhyah, ts'at chan oonjit k'yuu chan gwiinzii gigiheekhyah, gwat French gunudhan jih, au chan akoo dugweheech'yaa. Ju viwidjilsheii kat rah akoo diginuu. Education Act juk nılıı, etjook nutr'ıdınuutl'o? gınuu. An akoo dugwıdızlık jıh t'at ju kan k'ıt gwitsal gwizhit rah, nits'oh ts'at nakhwetr'ıının kat gatr'uunahtan, an geenjit duulee geenjit juuts'ansts'at gugoonahtan gehdeenjah. Ts'at Local Education Authorities kat chan, Board of Education an kat tthak duulee juuts'ansts'at nekhwetr'ıının kat gootr'uunohtan? gehdeenjah, an guutr'oohoodhohch'an, Ju akoo dugwidizhik jih, rit nıtjın kank'ıt gwitsal dant rit, ju juk nakhwetr'unın getr'uunahtan kat, nits'oo gwiidindai?, yeenoo gwiidindai?, nits'oo khyah t'aavino, nits'oo luk kandısıns, an tthak gugootr'oonahtan? jih, aii duginjik zhit gugootr'oonahtan? jih t'at, yeendoo tthak, nitjin gwits'at tr'ıgınunjıl, nakhwatr'unın kat gahgiheedindaih. Aii guk'nghe? t'at gwnyeendoo ts'at dınjıı nıızıı gıheelaa nudidhan. An ts'at chan, in Geroonahtan kat chan duulee guuveenjit edinehtl'ee niizii

tr'ahtsu, mits'oo ts'at ju gwudindau?, ts'at mits'oo yeendoo tthak gugweheendau, au k'it edinehtl'cc tugiltsaih.

T'atchan, ju kauk'ıt gwitchoo gwizhit school gwizhit chan t'ehee duulee nakhweginiik zhit gehtr'uunahtan jih, nudadhan. Au chan duulee t'ehee geenjit gwitr'it t'ugwahaanyiaa. Ts'at jii kan k'it gwitchoo gwizhit school gwizhit chan t'ehee t'at duulee duginjik zhit getr'uunahtan. Jii yeenoo dai?, nits'oo gwiiniidhat, ts'at juk nits'oo gweedhaa, aii tthak duulee duginjik zhit gehtr'uunahtan t'ugoonch'uh. Au geenjit chan akoo dugwiheedioyiaa, jii vigwidjiltsheii kat akoo dıgınuu.

Jii vigwidjitshen kat chan akoo diginuu. Adult Education Programs chan goodhh chan ginuh. An chan gwincl'oh t'ehee geenjit gwitr'it gwihaatsah, ts'at jii t'at an yooghwan k'eejit kat eenjit. T'ah igidjiitth'ak goo gigiiheekhyah guuveenjit chan duuleh anjoo education class, language eenjit, tr'ahahtsaa ginuu, an guk'igheo digigiijik zhit nugigiheekhyah.

Within the Government of the NWT

Ju vigwidjiltshen kat rit akoo diginuu. Jii government zhit gwitr'it t'ugwahoin kat, oonjit gwitr'it t'ugwahain kat, dınjıı zhuh, eneekan, judin government zhit gwitr'it t'ugwahoin kat, akoo diginuu kat, dinjii zhuh ginjik ıhlat guunjıh guutr'ahnuh. An guk'ngher nitjin gwitr'it t'ugugwahoin azhik dant, jidii gınjıh zhit tr'igimkhii gehdeetth'ak, an guk'nghee nakhweenjit gwiinzii gwitr'it t'ugugwahahoyiaa. Jii vigwidjiltsheii kat akoo

dıgınuu. Jıı kank'ıt, jıı gwidi? nakhwokank'ıt, an tr'oochit uurı? gwits'an tr'eltsan, dinju zhuh uuri? kat, aii chan akoo danugwaheech'yah ts'at dınju uurio aii gwits'an tr'ahahtsaa gınuu. Ts' at ju nıtjın edinehtl'eh gwizhit katr'anahtu, ts'at ıtjuch'ıı shik gwizhit katr'anahtii zheh, museum, libraries, aii gwizhit tthak geenjit diiginjik zhit gwidinidhatl'oh jih gwinuu. An t'at ju museums jıdıı dhıdlıı, an dinju zhuh k'yuu gwizhit, "jii t'at jii t'unch'uh'' akoo ts'at chan, "ju t'unch'uh", ju t'at nits'oo juu vah gwitr'it t'ugwaanin, akoo t'ugweheech'yah, an guk'nghe? t'at dınju kat tthak gahgiheedindaih, ts'at an ginjih zhit chan duulee guukak giginkhii, ts'at an guk'nghe? chan digiginiik duuleh nuguuheendal.

Jii government gwizhit gwitr'it kat, jii gwitr'it, dinjii zhuh kat digiginjik ah dindaih ts'at jii gwitr'it gwits'at digiginjik dugudahch'uh jih, ani guk'iigher chan gwiinzii digiginjik nuguuheendal, ts'at gwiinzii chan digwitr'it gwiinzii t'ugugwahahryiaa, ani geenjit chan gigiinkhii.

Outside the Government of the NWT

Ju vigwidjiltshen chan akoo diginuu. Aii airplane kak. ts'at nitjin nahtr'ahdidal kak, azhik chan diiginjik ah gahgwidindaih jih gwinuu. Au edinehtl'ee rah, airplane zhit dhidlii, aii chan diiginjik zhit gwidinidhatl'oo jih gweeheezaa. Ju oonjit ginjik chan ts'at French ginjik hah, an edmehtl'ee kak an edinehtl'eh kak adaih hee gwidinidhatl'oh ts'at akoo ts'ants'at nekhwunt'eh nekhwee dinjii zhuh ginjik gwidiniiditl'oh jih gweeheezah.

Jii vigwidjiltshen kat chan akoo digmuu. Jii radio, T.V. ts'at edinehtl'ee kak chan, gwiiyeendoo ts'at dinjii zhuh k'yuu, dinjii zhuh grijik gwiyeendo ts'at tr'ahdeetth'ak ts'at aachin tr'ahaayyiaa ginuu.

Au airplane kak chan, an tr'imjoo kat chan duts'at giginkhii dai? duts'at nugwahtsiih, chan guutr'idjiitth'ak kwah ts'at an chan jii chan akoo diginuu, duulee tape kak diginjik zhit an nitr'iinlii, an guk'iighe? chan guutr'ehdeetth'ak. Dugwiniiu ts'at gahgwiheedindiah.

Implementation

Ju vigwidjiltshen akoo diginuu. Jii jidii akoo dugwidiheediryiaa tthak government eenjit gwidinidhuditl'oh. Au juk gwits'at geenjit gwitr'it gweedining ginish. Yeendon 10 years gwits'at, dugwahntshu gwitr'it t'itr'igwahaina jih, gweeheezaa gwinuh. Juk drin gwits'at yeendoo geenjit gwitr'it t'ugweheeryiah. Jii natr'ahdahooo geenjit street signs an geenjit duuleh zhit duginjik zhit gwidinudaatl'oh. An loo hah geenjit tseedhoh

tr'ahniajah t'ugoonch'uh kwah. Ali akoo dugoonch'uh dant, juk gwits'at duulee duginjik zhit tr'igwidintl'oh ts'at chan duginjik zhit tr'iguurii, ts'at juk gwits'at chan nakhwo zheh gwizhit nakhweginjik k'yuu ginohkhii. Nakhwetr'imin kat ts'at ginohkhii ts'at nitjin zhit gwaoan natohghwodal tthak, nihnooonin dan, nakhwoginjik zhit nihts'at ginohkhii. Ali guk'ugheo t'et nakhwoginjik khant tl'anahdaadhal.



Members of the Task Force on Aboriginal Languages and support staff at meeting in October, 1985.

I. Introduction

i. Aboriginal Languages in the NWT

For much of the history of the Northwest Territories, English and French have been the dominant languages of government and the schools, even though the Inuit language and the Athapaskan or Dene languages have been the languages of most people living in the NWT.

From the time of the early missionaries, who often felt that teaching English was synonymous with saving souls, to the government schools, which emphasized learning English in order to get ahead in the "modern" society, aboriginal people have been under pressure directly and indirectly to learn and speak English.

Only in the past decade have aboriginal people become fully aware of the impact this loss of language has had on themselves, their culture and their society.

This growing awareness turned to anger when the Government of Canada decided, in 1982, to make sure that the Northwest Territories and Yukon were operating in both of Canada's official languages, English and French. A bill to amend the Northwest Territories Act, the NWT's "constitution", was introduced in Parliament.

The Government of the NWT negotiated a compromise with Ottawa. It would introduce an Official Languages Act in the Legislative Assembly, indicating that English and French were official languages but also recognizing the aboriginal languages of the Northwest Territories -- Inuktitut, Dogrib, North and South Slavey, Chipewyan, Cree, and Loucheux -- as official aboriginal languages. The federal government would provide \$16 million to develop and promote aboriginal languages, and also would pay for the provision of services in French.

Many people in the North were unhappy that the aboriginal languages were not put on an equal footing with English and French. They wanted the aboriginal languages to be official languages of the Northwest Territories as well.

The Government of the NWT recognized that the enactment of the Official Languages legislation was only a first step. In 1984, the Task Force on Aboriginal Languages was created.

"Like many people, I had been led to believe that our race was fighting a losing battle to the advancing modern way of living....that the southernbased education was the only worthwhile knowledge to pursue because it ensured my survival in the wage economy. Time and experience, however, has taught me that the present education system does not necessarily guarantee the quality of life for individuals or society." (Ernie Lennie, Yellowknife)

ii. The Task Force on Aboriginal Languages

The Task Force, made up of three Inuit and three Dene representatives, each of them with extensive aboriginal language experience and expertise, was asked to make recommendations on the use, development and promotion of indigenous languages in the Northwest Territories.

The Task Force's terms of reference were:

- To recommend on ways to improve and increase translation services to allow improved access to public services for native people whose first language is not English.
- To advise on methods of establishing or improving training for jobs where a high level of language expertise is required. For example: teachers, interpreters, translators.
- 3. To advise on ways of increasing the employment of people who speak an officially recognized aboriginal language.
- 4. To make recommendations on research into the development, enhancement and promotion of aboriginal languages in the NWT including research into writing systems and other forms of communication.
- 5. To recommend a plan for establishing the aboriginal languages as official languages of the NWT.
- To recommend on ways to promote the development of printed and oral materials in the officially recognized aboriginal languages of the NWT.
- 7. To make any other recommendations on the use and development of aboriginal languages in the NWT.

The Task Force was co-chaired by Fibbie Tatti of Fort Franklin and Edna Elias of Coppermine. Ms. Tatti, who holds a Bachelor of Education degree from the University of Saskatchewan, was an interpreter and land use researcher with the Dene Nation and has been a program specialist in Dene languages with the NWT Department of Education for the past seven years. Ms. Elias, a former teacher who does translation work, now is Mayor of Coppermine and President of the NWT Advisory Council on the Status of Women. Ms. Tatti chairs the Dene sector of the Task

Force, while Ms. Elias chairs the Inuit sector.

The two other Dene members of the Task Force are Susan Look of Fort McPherson and Elizabeth (Sabet) Biscave of Fort Resolution, Ms. Look, a Loucheux speaker who holds a degree in Health Care Organization management from the University of Ottawa, worked with the Department of Health before serving for three years as Executive Assistant to the Government Leader, Ms. Biscaye, originally from Rocher River near Fort Resolution, is a Chipewyanspeaking teacher who has been involved in Chipewvan language analysis and development work and currently is an interpreter for the Language Bureau.

The two other Inuit members of the Task Force are Jose Kusugak of Rankin Inlet, area manager for CBC Northern Service Kivalliq, who chaired the commission which standardized the Inuit writing systems and has taught the Inuit ways and language to both Inuit and non-natives; and Leena Evic Twerdin. originally from Pangnirtung, who is the Inuktitut Instructor and a specialist in language arts for the Inuktitut courses on the staff of the Eastern Arctic Teacher Education Program in Frobisher Bay. She taught at EATEP for three years before going to McGill University to obtain a Bachelor of Education degree, and has taught English as a second language for non-Inuit and assisted in training Inuit students in Inuit linguistics programs.

The Inuit members of the Task Force were named in September and the Dene members of the Task Force were appointed in October. They were asked to complete their report by January, but this deadline was subsequently extended to February.

The Task Force members travelled to the communities, holding public hearings, meetings and consultations, to find out what people wanted for their languages. They communicated their mandate through letters, personal conversations, open-line radio shows and interviews with radio and newspaper reporters. Comments were requested from most government departments, and meetings were held with officials of key departments.

Task Force members also held a number of internal workshops and meetings to discuss their findings and possible recommendations they could make to the government.

"I'd just like to say....that it is very seldom that we come up to a panel like this. In the past, we have always been facing other people but I'm really proud to say that it's good to see you people sitting up there as a panel on a very important issue."

(Inuvik hearing)

Carole and John Kay of Fort McPherson.



II. The Meaning and State of Languages

i. The Meaning of Language

In its travels throughout the North, the Task Force has seen that the future of a language means many different things to different people.

To some, language is just a technical matter of attaching "words" to "things" which don't vary from language to language. Whether the mother of one's spouse is called one's mother-in-law, sakik or setsi, the relationship remains the same. The major task is to develop technically accurate systems of translating words from one language to another. Sometimes, these people question whether aboriginal languages are able to label efficiently the varied technical innovations of modern life.

But more often, and especially from the aboriginal people, the Task Force heard another understanding of the meaning and importance of language.

"It doesn't just mean being able to speak. It's knowing who I am that makes me that much more powerful, because language does that to you. It enables you to have power. The ability to communicate with both worlds is power; the ability to speak to history is power.

"So it gives me a backbone, like something inside of me that makes me very secure with me. And you only feel that backbone because you know where you come from, who you are.... It's the core of being a person, of being a Dene.

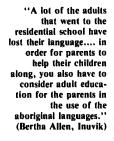
"So when you're talking about languages, you're talking about a whole structure of things, but you're talking about how I know who I am. That's what the stem of this language is.

"Language isn't just 'out there'. It is out there, but it's coming from somewhere, coming from within. It's the way you put yourself out there, out there in the world."

Another example: "In English, there's lots of cartoons and jokes about mother-in-laws, like, "When my mother-in-law hangs out around the house, she really hangs out'. Or there are television programs, like Archie Bunker, where you're always told that people don't get along very well with their in-laws.

"But in Inuit culture, it's totally different. When I think of my sakik, I just feel so good. It's such a special relationship in Inuit culture, between a husband and his wife's mother. There's just total "Language is the means by which members of a society communicate and exchange information about their society. In surrendering its language, a society surrenders its capacity to plan for and control its own development." (Inuit Broadcasting Corporation)

Michael Jackson eating berries at Fort Good Hope.





respect for each other. I just can't think of her in English meanings as a mother-in-law.

"I wonder what will happen to that relationship if young Inuit start to think of it as mother-in-law, like in the jokes. You just can't use the same words, because it's just not the same in Inuit culture. There's no English word for it."

Language -- the Lifeblood of a Culture

From this perspective, the words of a language are just the surface reflection of a unique view of the world, subtly created both by the language and the society through which the language is maintained and developed. It is a view of the world which can't be fully translated, depending for its maintenance on the language which creates and expresses it. This view of the world both forms the centre of one's own sense of self as well as the common social understanding of a group of people.

In this understanding of language, the language cannot be separated from the living culture from which it arises. The recognition of language is not just the recognition of a system of words, but of a unique perception of the world and of the peoples and societies which hold these perceptions.

Many people who told the Task Force to recommend greater recognition of the aboriginal languages understood their request as a request not just for recognition of languages, but for greater recognition and respect for the aboriginal

cultures of the north. It is from this perspective that the Task Force on Aboriginal Languages has made its recommendations.

ii. State of the Inuit Language

Non-Inuit often assume that the Inuit have a single language used by everyone in the Arctic. That perception is only partially true.

It is true that the Inuit themselves standardized their writing systems in the early 1970's, and that 80 per cent of the Inuit language speakers throughout the NWT and in northern Quebec and Labrador can understand one another. Government produces many publications in Inuktitut as well as English, and Inuit land claims negotiators are seeking recognition of Inuktitut and English as official languages of Nunavut.

But while the writing system has been standardized to one syllabic and one Roman orthography, the spoken language differs clearly from one dialect to another. Much of what is commonly known as Inuktitut is actually written in the Baffin or Keewatin dialects. Far less material is available in dialects such as the Inuinnaqtun of the Kitikmeot region or the Inuvialuktun of the Western Arctic.

The language currently is changing at two levels. At one level, the dialecis continue to change slightly from generation to generation, both in sound patterns and, as a result, in grammatical patterns. The Task Force was told by many Inuit, especially elders, that they do not want to lose the richness given to the



language by the existence of these varying dialects.

At another level, through improved communications technology, many young Inuit commonly modify their dialect when dealing with people from other areas. These modifications may eventually lead to the development of a standard dialect.

One analogy which is sometimes used to explain the relationship of dialects to language is that of English and the many accents of its speakers. For example, English as spoken in Scotland differs from that generally spoken in Canada. Not only are the accents different, but some words and phrases used in Scotland are not used in Canada. It may be difficult, sometimes even impossible, for someone used to "Canadian English" to understand what is being said by a Scot, even though both are speaking English.

No standard dialect currently exists or is universally acceptable, but a possible next step for the Inuit of the NWT, Greenland and Alaska may be the development of a common media dialect for use in the media, at meetings and in written work. Such a dialect would be useful to all Inuit, but would not mean that people would abandon their own unique dialects. While the Task Force supports international co-operation among all Inuit peoples, Canadian Inuit are coping successfully with the present diversity of dialects and the Task Force believes there is no need to force the issue of a standard dialect at this time.

iii. State of the Dene Languages

The situation of the Dene languages differs from that of the Inuit. The Dene languages are all members of the Athapaskan language family, but that does not mean speakers of one language necessarily understand speakers of another language. The various Dene languages have various writing systems, with some longestablished and others just being developed.

The diversity of the Dene languages, and the relative lack of a standardized writing system, are sometimes cited as a barrier to full official status. Many people urged the Task Force to recommend the development of a standardized writing system for the Dene languages. Such a move is supported by the Dene Nation and by delegates from Dene communities who attended the Task Force's Community Language Workshop in Yellowknife in December.

Standardizing the writing system for the Dene languages may mean that all speakers of the Dene languages would write and read the same symbols. Some speakers suggest that over a long period of time, the various Dene languages will become more understandable to each other. Standardizing the writing systems does not, however, mean standardizing the spoken languages.

Inuit entertainer Charlie Panagoniak of Eskimo Point

"We do not mind the dialectical differences. Our priority is to understand one another. It is important to make the person we are talking to understand what it is that we are trying to get across. To communicate between one another is our main concern, not the dialectical differences." (Pond Inlet)

Plucking ducks at Lac La



"Even though we have been on this land from the beginning, we have had to learn a language that was not our mother tongue, we have no choice but to learn the language."

writing system would strengthen the Dene languages as a whole, and would overcome some of the barriers to official status. However, it would not be an easy task. It would have to be done by the speakers of the languages, and would particularly involve the elders. Once achieved, a widespread public education campaign would be necessary to familiarize all Dene with the new system.

iv. Developing New Words

Every language develops new words to describe new aspects of the lives of its speakers. But only through repeated use

do these new words acquire meaning to all the speakers of that language.

In the North, considerable attention has been paid to developing new words; in both the Inuit and Dene languages, development of technical words or terminology is a continuing endeavour. New words or phrases are developed at terminology sessions or "wordshops", and then are introduced into the language.

Many of the interpreter/translators who are developing these words are young people, however. They told the Task Force that they need greater involvement of elders and the communities in this work. New words are most successful.



Lena Totalik, community social worker in Spence Bay.

Teaching at Spence Bay school



and the language is most enriched, when these words develop from within the cultural tradition of the language.

Some experts pointed out that this amphasis on developing new words may be slightly misplaced. New words will evolve naturally, they said, if importance is placed on using the aboriginal languages throughout Northern society. A speaker at a Regional Council meeting, for example, might introduce a new term for the concept of the constitution. As others hear the word reported in their own language or read the minutes of this meeting, they will recognize the new term's value and then use it on their own. Only through such use does the new word or term acquire meaning. "Wordshops" might then ratify the use of new technical terms already current within the language.

While there are terms and concepts used in English which do not exist in the aboriginal languages, there also are many terms and concepts in the aboriginal languages for which English equivalents do not exist. The Inuit and Dene languages, for example, have many different words for snow and ice, fog, sea, water and animals, and for conveying personality characteristics. A different name is used for the caribou at each stage of its growth which describes

the animal's sex, age, and colouring. English does not have such words. Thus the Task Force cautions that the concern for developing new technical words in the aboriginal languages should not imply that the aboriginal languages have an inadequate or under-developed vocabulary.

It is because aboriginal people live and work within non-aboriginal institutions that certain technical terms need to be developed. The challenge is not simply to develop better interpreter/translation systems, but also to allow aboriginal peoples to make these institutions their own.

The Task Force therefore recommends that within the Government of the NWT, the new Ministry of Aboriginal Languages and Cultures be responsible for all aspects of the evolution of the aboriginal languages, including the development of technical terminology.

The Task Force also recommends that efforts to standardize the writing systems of the Dene languages be made a high priority and that funds be made available for this work under the direction of the Ministry of Aboriginal Languages and Cultures. This could be done directly, or through a Dene Orthography Commission similar to that established by the Inuit in the early 1970's.

"In Kitikmeot, we do not have any written material in our own language, and the only material from the government is all in eastern dialect. And we people in Kitikmeot would like to see written material in our own dialect. We feel left out because we have our own dialect." (James Kavana, Cambridge Bay)

Johnny Neyelle of Fort Franklin demonstrates snowshoe-making to Ed Hall of the Department of Renewable Resources, July, 1983



"Young people today cannot communicate properly with their parents, nor can parents discipline their children properly because of this lack of communication. When parents and elderly give advice to young people, the young people tend to appear not to be listening and I believe this is because they cannot understand Inuktitut properly.' (Peepeelee Nutaralak,

Broughton Island)

III. Principles for a Language Policy

Responsibility for the Languages

The Task Force heard varying views on responsibility for maintaining and developing the aboriginal languages. Some people believe it is an individual responsibility; others that the responsibility falls on families, or the schools, or the aboriginal peoples themselves, or the public government.

Schools can't be expected to maintain the aboriginal languages if they aren't spoken in the home, the Task Force was told. But the home can't maintain the languages if they aren't used in the schools, on television, or anywhere outside the home, others said.

Particularly in the Dene communities, people felt that the government bureaucracy and the schools have been responsible for eroding the Dene languages. "How can we now trust the same system to 'enhance and develop' the aboriginal languages?" the Task Force was asked.

The Task Force believes that there are

various aspects to the responsibility for maintaining, enhancing and developing the aboriginal languages.

Individuals must use, or perhaps relearn, their aboriginal languages. Families must use the languages at home. Schools must teach students in the local aboriginal language. Government must legislate the right to use and develop the languages, and provide funds for such work. Non-aboriginal people must support aboriginal peoples in using their languages, possibly by learning an aboriginal language themselves. Thus the responsibility is shared among all parts of Northern society.

But at the same time, the Task Force believes aboriginal peoples hold a special responsibility themselves for their own languages. While non-aboriginal peoples may provide support and encouragement, the aboriginal languages are not their languages; their support does not come from within an understanding of the full meaning and richness of the culture and language. Thus aboriginal peoples are the languages'



Inuit women skin a seal at Spence Bay.

best protectors and can and should hold the ultimate responsibility for the future of aboriginal languages.

ii. Key Principles

Some over-all themes and principles emerged from the work of the Task Force. These themes are the context within which the detailed recommendations are made.

- (1) Aboriginal languages and culture are inseparably intertwined. Language cannot adequately be taught or learned in isolation from the culture which is its lifeblood.
- (2) Within the over-all public government of the Northwest Territories, aboriginal peoples must be recognized as having the ultimate right and responsibility for the future of their languages and cultures. This responsibility must be recognized in the governing institutions of the Northwest Territories.
- (3) Northern society as a whole has responsibility for actively supporting and encouraging aboriginal peoples in exercising these rights.
- (4) The Government of the Northwest Territories has responsibility for providing secure and ongoing support for the development of the aboriginal languages through legislation, funding and program development.

- (5) To secure the ongoing development of the aboriginal languages within northern society, initiatives must be taken in two areas:
- (a) The use of aboriginal languages in the daily life of communities must be ensured and enhanced through the development of government programs and policies, co-operation of municipal governments, local businesses and institutions, and the active commitment of aboriginal citizens;
- (b) Along with language development in the communities, legislation must be enacted to guarantee greater rights for the use of aboriginal languages throughout northern society, both in communicating with government and in learning in the schools. Legislation establishing clear rights to the use and enjoyment of aboriginal languages in the Northwest Territories must be placed before the Legislative Assembly, with guarantees of language rights taking effect on fixed dates.

The practical achievement of a bilingual (English/French and aboriginal languages) society must go hand-in-hand with its legislative achievement. This has not always been the case. The teaching of aboriginal languages in NWT schools, for instance, has been a legislated requirement in some communities since 1977 but has not yet been fully implemented.

"Without language, there is no culture. It is as simple and as important as that and the fact cannot be ignored. We have the right to use our own language." (Dene Nation, Yellowknife hearing)

"The goals you set for this generation must have the next generation in mind, as has the present education system for the past twenty years." (Gwich'in Culture & Language Project, Fort McPherson)

IV. Recognition of Aboriginal Languages

 i. Official Status -- A Flexible Concept

The Task Force was created in the midst of a debate about "official languages." With the passing of the Official Languages Act of the NWT, English and French have become the "official languages" of the Northwest Territories. The Task Force has been directed to recommend a plan to make aboriginal languages "official languages" as well.

An official language is one which government must be prepared to use in communicating with its citizens. In turn, citizens are entitled to use an official language in communicating with or participating in government. Usually a law which declares a language to be "official" goes on to describe exactly what it means, by listing specific rights of citizens and duties of governments. These rights and duties usually fall into four categories:

- (1) use of the language in the courts(2) use of the language in the legislature or Parliament
- (3) use of the language in the provision of government services
- (4) use of the language in legislation.

In fact, while descriptions of the term share basic elements, "official language"

French Language, the federal Official Languages Act, and the Constitution Act of 1981. Since the concept of an "official language" is flexible, it is possible to make aboriginal languages "official" in the Northwest Territories without giving them exactly the same status as English and French under the NWT Official Languages Act. Official status for aboriginal languages might in some respects mean something more than the status of English and French, and in other respects, something less. In attempting to design a suitable official status for aboriginal languages in the Northwest Territories, that is the approach the Task Force has adopted.

means something different in all of the following laws: the Official Languages

Act of the NWT, Quebec's Charter of the

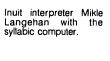
The various calls for official status have put the government on notice that the time for merely talking about native languages has passed. Action must be taken to make the NWT a functionally bilingual (English/French and aboriginal languages) society whose residents can communicate with their government in their own language and whose government can communicate with its citizens in their own languages. New legislation is an important part of such action.

ii. The Importance of Official Status

After months of community hearings and consultations and discussions, a common vision emerged from the presentations made to the Task Force. People want to see the aboriginal languages used actively, developed, promoted, and in some cases learned or relearned. They want to see the appropriate aboriginal language used as a language of community life at least equally with English/French.

People want to be able to work, go to school, deal with doctors and nurses, take part in court proceedings, attend and participate in public meetings, read about community affairs, listen to radio and watch television, and read books and magazines in their area's aboriginal language.

"Inuktitut must become
the language of the
workplace, the language
of government, the
language of education,
the language of justice
and law, if Inuktitut is
to continue to be a
viable living language
in the Northwest
Territories."
(Inuit Cultural
Institute, Eskimo
Point)





When they get on an airplane, they want to be able to understand the emergency requirements and the flight attendant's instructions. When they go to a bank, they want to be able to talk to a teller or bank manager who speaks their language. When they look at a map, they want to see their names for the places and communities, and they want to see street signs in their language as well as English. When they attend local education authority meetings, or housing association meetings, they want to be able to read about the policies and their powers and responsibilities in their own language.

The Task Force believes that suitable official status for aboriginal languages must play a critical role in making this vision a reality. The Task Force has heard legitimate fears expressed about the exorbitant cost of parity with English and French for aboriginal languages, and the drain upon funding for urgently needed programs that immediate parity would represent. Professor Ronald Mackay argues in his paper, "Inuktitut: An Official Language for Nunavut" that parity for aboriginal languages is an admirable goal, but it is not an immediately attainable or desirable state.

These concerns call for a carefully designed status for aboriginal languages, and a rational process of implementation. They do not call into question the *value* of official status for aboriginal languages.

Suitable official status for aboriginal languages will mean that many aboriginal people will for the first time be able to exercise rights and receive the quality of service which their government ought to be guaranteeing them. For the first time, the right to counsel and the right to a fair trial would be truly guaranteed to aboriginal language speakers. Patients would be ensured the services of an interpreter while visiting doctors and nurses who don't speak their language. Beyond improving services and quaranteeing individual rights, suitable official status can bring public recognition and respect for aboriginal cultures.

The Task Force also recognizes that official status for aboriginal languages will increase the use of aboriginal languages and thus contribute directly to the goal of functional bilingualism. Communicating with government is an important part of peoples' daily lives. When the government can communicate with

people in their own language, their use of the language will increase. Until it can do so, government itself is inhibiting the use of aboriginal languages in the communities. Suitable official status also will enhance the use of aboriginal languages indirectly, by offering incentives such as jobs, promotions and contracts to individuals who speak the languages, and by requiring government to fund language enhancement, education and training programs which have been under-funded in the past.

iii. Suitable Official Status for Aboriginal Languages

The Task Force recommends that the Government of the NWT should recognize bilingual regions (English/French and the regional aboriginal language) in the Northwest Territories. All government services should be equally available in the bilingual regions in the regional aboriginal language and English/French, within ten years. Within the same period, the right to use the regional aboriginal language in court proceedings and the right to be tried by a jury whose members speak that language, should be introduced in law.

Government also should have a duty to provide interpretation services when needed as soon as possible upon a person's arrest, search of his person or property, seizure of his property, or upon the apprehension by the authorities of a child or mentally incompetent person. When need is established, an interpreter should be guaranteed to individuals who cannot exercise their right to legal counsel otherwise.

A duty to publish non-authoritative summaries of local and regional by-laws in the regional aboriginal language should be introduced, as should the duty to make agendas, resolutions and minutes of municipal council meetings and local and regional GNWT boards and committees available in the same language. Members of local and regional councils, boards and committees should have the right to use the regional aboriginal language in their meetings.

Over the same ten-year period, certain rights and duties which apply in the head offices and central functions of government should be established. Government services should be made available at headquarters in all of the regional aboriginal languages, where the nature

"When an emergency arises, sometimes we, who do not speak English, must contact the RCMP. The RCMPquestion us on the telephone and, needless to say, we cannot communicate. Sometimes this lack of communication will cause the RCMP to avoid answering our call for help." (Josie Papatsie)

"Our languages must be official languages, just like English and French." (Dene leadership meeting, Inuvik)

"The elders should be asked to give advice as to how the children should be taught in the school. And there should be a study on the syllabics and Roman orthography and see which one would be of more benefit to the children that are growing up now and the children that will be taught in these schools." (Felix Lockhart, Snowdrift)

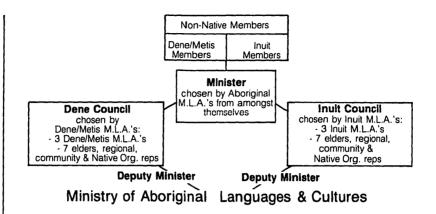
Legislative Assembly of the N.W.T.

"I wonder why the Government of the Northwest Territories does not want to recognize the Inuit language and culture.... We, the Inuit people, have never gone against the English culture, and even though we do not totally understand it, we accept it as it is. If I were to say that I did not recognize an Inuit person, it would be like saying that I would not recognize our creator." (Jaco Evic. Pangnirtung)

"The elders are having to go to court for their children and have no idea what the charges are for, or why their children are going to jail. This is causing hardship to the family."

(Helen Adamache, Cambridge Bay)

"Northern native people are now at a transition period in which they have a generation without....
This situation has taken over thirty years to develop, and it will take great aggressive instruction to reverse this trend...." (Gwich'in Culture & Language Project, Fort McPherson)



of the particular service makes such delivery reasonable. The Courts should have the duty to issue decisions which involve points of law of public importance, in all of the regional aboriginal languages, and to issue all decisions in the regional aboriginal language used in the proceedings.

In the Legislative Assembly, members should be guaranteed the right to use their aboriginal language in the House and other proceedings of the Assembly. Documents requiring decision by the Executive Council should be available to Executive Members in their aboriginal language. Non-authoritative summaries of bills and draft resolutions should be available in the House to aboriginal members in their own language. Non-authoritative summaries of all NWT statutes and regulations should be published in all of the regional aboriginal languages.

Because the Task Force believes that it is in the communities and the regions that communication between the Government of the NWT and its citizens is most important, our description of suitable status for the aboriginal languages emphasizes the delivery of service and use of languages in the communities and regions as a much higher priority (both at this time and in future) than does official status for English and French. The Task Force believes that at this time, less emphasis is needed on communications with government headquarters in the aboriginal languages than has been the case for English and French. A table comparing the status recommended for aboriginal languages and the status of English and French under the Official Languages Act is set out on page 28.

The status for aboriginal languages recommended by the Task Force means that parity with English or French will not be achieved in the ten-year implementation period. Within ten years, the status of aboriginal languages will in some respects be equal to the status of English and French; in other respects, their status will be something more, and in others, something less. Given this status, aboriginal languages will not be seen as lesser languages, but as the working languages of people dealing with their government.

The Task Force is convinced that when trained personnel and resources are available and the languages are sufficiently standardized and technically adapted, legally valid versions of the statues and regulations of the Northwest Territories should be published. The laws of the Northwest Territories will not belong to aboriginal peoples until they are expressed in their own language. Part of the responsibility of the Commissioners for Aboriginal Languages will be to recommend ways to enhance the use of aboriginal languages in the future. The Task Force recommends that in ten years' time, the Commissioners review progress toward achieving legally equivalent laws in aboriginal languages.

iv. A Timetable

The timetable recommended by the Task Force for the introduction of official status for aboriginal languages is set out in the Chapter X: Implementation. The guarantees most urgently needed – interpretation for medical services and in criminal and family court proceedings – should be enacted as soon as possible.

Other rights and duties which are already recognized in practice, such as the right of members of the Legislative Assembly to speak and be heard in the Assembly in their own language, should be guaranteed as soon as possible. Guarantees such as these should be declared in effect for each region as soon as the region is ready to guarantee this service.

Factors controlling the timing of further steps will be: progress in training specialized interpreters and translators, the production of written materials, and, in the west, the standardization of the writing systems of the Dene languages. The writing systems of the Inuit language are sufficiently standardized to permit government to begin producing necessary written materials immediately.

The Task Force believes that specialized interpreters and translators in medical services, the courts, and government can be trained and available within five years and that the written form of the Dene languages can be standardized within ten years. These program targets should be adopted immediately by the Government of the NWT. Many of the services involved will be delivered more effectively when bilingual staff are trained and available, but in the meantime, government can discharge its duties through the use of interpreters.

v. Legal Protection

The Task Force recommends that all of the rights and duties which make up the official status of aboriginal languages be enacted through amendments to the Official Languages Act of the NWT and not left to determination by regulation or government policy. The current scheme under the Official Languages Act, through which special language rights for aboriginal peoples could be brought into effect by regulation, is inadequate. It is important that the Government of the NWT retain a degree of flexibility in deciding when and where rights should come into effect, but once declared in effect, rights and duties as fundamental as those we are considering should not be susceptible to change by the government Executive. The Task Force believes that the necessary flexibility can and should be built into legislation so that language rights are not taken out of the hands of the Legislative Assembly.

During the ten-year implementation period, the Government of the NWT should retain authority to suspend a provision in the languages act if the public interest requires it, and certain provisions should be capable of being brought into effect on a region-by-region basis. The implementation timetable proposed by the Task Force involves three phases. Provisions to be effective as soon as possible should be enacted immediately and declared in effect as soon as the government can discharge its duties. Provisions to be effective in five years and in ten years, respectively, also should be enacted immediately with the effective date stated in the legislation. This is the approach taken for the phases of implementation of official status for French under the Official Languages Act of the NWT.

Some of the rights and duties being proposed involve federal jurisdiction. The Task Force recommends that, before the Northwest Territories has its own constitution, the federal government take whatever steps are necessary short of changing federal statutes, to give effect to the Task Force recommendations. The Task Force recognizes that while such matters remain under federal authority, rights and duties involving federal jurisdiction may be difficult to enforce, but this should not prevent the federal government from taking on and discharging the duties recommended.

The Task Force recognizes and supports the goal of constitutional entrenchment of aboriginal language rights. The right to use an aboriginal language in communication with government appears to form part of the fundamental right to enjoyment of their cultures which aboriginal peoples are seeking to entrench in aboriginal rights settlements and in such forums as the NWT Constitutional Alliance and the national conferences on Aboriginal Rights and the Canadian Constitution. While the Task Force has not attempted to formulate the constitutional rights involved, it sees no reason why the rights and duties to be enacted in territorial legislation should not eventually be protected by constitutional provisions.

'We need to see school text books, street signs, maps written in the region's specific language. We need school teachers, employment counsellors, priests and church services, territorial and federal personnel, fluent in a native language. The territorial and federal governments claim to represent the people in the Northwest Territories yet cannot converse to us in a native language." (Native Women's Association of the NWT)

"One of the first concerns I have written down is long range plans to support the language projects in various communities. When we first submitted our proposal in 1982, we wrote a proposal to cover for the next three years. We wrote that major proposal and every year since, we have had to submit proposals explaining what we would like to do ' (Sarah Jerome, Fort McPherson)

Comparison of Recommended Official Status for Regional Aboriginal Languages with Official Status of English/French

	Recommended Official Status for Aboriginal Languages (within 10 years)	Official Status of English/French (Official Languages Act of the NWT)
Government Services	head offices: right to receive and duty to provide all government services in head office, where the nature of the services makes it reasonable	head office: right to receive all government services
	local and regional offices: right to receive and duty to provide all government services	local and regional offices: right to receive services where nature of the service makes it reasonable and demand is sufficient
Courts	right to use the language in all court proceedings	right to use the language in all court proceedings
	duty to issue judicial decisions where the trial is conducted in the language, or (for all regional aboriginal languages) where the decision involves a point of law important to the public	duty to issue judicial decisions where the trial is conducted in the language, or where the decision involves a point of law important to the public
	duty to provide interpreters as soon as possible on arrest, search or seizure, or apprehension of a child or mentally incompetent person	
	duty to provide interpreters as needed in order to exercise right to legal counsel	
Legislature	right of members to use the language in the House and proceedings of the House	right of members to use the language in the House and proceedings of the House
	duty to make available non- authoritative summaries of bills and resolutions	duty to make available legally equivalent versions of bills and resolutions
	duty to make available Executive Council documents for Executive members	duty to make available all records and journals of the House (including Hansard) in legally equivalent versions
	duty to make available agendas, resolutions and minutes of meetings of municipal councils and other GNWT ————local and regional boards and committees	_
Laws	duty to make available non- authoritative summaries of all NWT statutes and regulations	duty to make available all ordinances, regulations, orders-in-council, by-laws and proclamations legally equivalent
	duty to make available non- authoritative summaries of all local ——— and regional municipal by-laws	versions

V. Aboriginal Language Institutions

i. Office of the Commissioners of Aboriginal Languages

The recommendation for the creation of an Office of the Commissioners of Aboriginal Languages is made in the knowledge that the Government of the NWT and the Legislative Assembly of the NWT cannot devote their time exclusively to monitoring the aboriginal languages. An office which has the aboriginal languages as its sole responsibility is needed to oversee the implementation of functional bilingualism, to promote the use of the Dene and Inuit languages, and to make sure that legislation dealing with aboriginal languages is enforced.

This recommendation is in part inspired by the role played in implementing English/French bilingualism federally by the Commissioner of Official Languages. The Commissioner, who is an officer of Parliament, oversees the application of the Official Languages Act, which makes English and French official languages for all purposes of Parliament and the government of Canada.

The Task Force's recommendations for the establishment of this office are as follows:

- Two Commissioners be appointed, one with primary responsibility for the Dene languages, one with primary responsibility for the Inuit languages, who speak one of the appropriate aboriginal languages.
 - 2. The mandate of the Office is:
- (a) to promote the use and development of the aboriginal languages throughout the Northwest Territories;
- (b) to report to the Legislative Assembly and the public of the Northwest Territories on the progress of the Government of the NWT in implementing functional and official bilingualism in the aboriginal languages throughout the Northwest Territories;
- (c) to report to the Legislative Assembly and the public of the Northwest Territories on the use of the aboriginal languages in the private sector



and to encourage use of the aboriginal languages in both non-governmental organizations and the private sector;

- (d) to conduct research and collect data as necessary, from both governmental and non-governmental sources, to monitor the effectiveness of aboriginal language policies and to provide the basis for further recommendations for enhancing language use and development;
- (e) as appropriate, to make recommendations to the Legislative Assembly, or its representatives, on aboriginal language enhancement and development.
- Within ten years, the Commissioners will have the power to conduct hearings or inquiries and to make recommendations in areas of problem or dispute concerning the application of aboriginal language policies and legislation.
- In ten years, the Commissioners will review the over-all progress being made toward achieving legally equivalent laws in the aboriginal languages and report to the Legislative Assembly on this progress.
- The term of office of each Commissioner will be for a minimum of five years.
- 4. The Commissioners of Aboriginal Languages will be chosen by the Executive Council of the Government of the NWT on the recommendation of the appropriate aboriginal Members of the Legislative Assembly.
- 5. The Commissioners will be provided with the appropriate budget and ad-

Dentist at work in the Frobisher Bay hospital, May, 1983.

"A youth leaves his home community to go to high school where English is the only language spoken. Then you go on to university in the south and come back in your mid-20's. By then you've become alienated, you don't care to learn your language." (Jerry Paulette, Fort Smith)

Martha Agnetsiak, clerk at the Bay store in Pond Inlet, May, 1983.

"I realize we have a tradition to maintain as the most accommodating people in the world, but we cannot afford to lose our language by continually speaking in English so that we may be understood by the few who cannot understand our language."
(Michael Kusugak, Rankin Inlet)



ministrative support necessary to carry out their mandate effectively at arms length from the Government. This would include a minimum provision for the equivalent of four full-time office and research staff.

ii. The Ministry of Aboriginal Languages and Cultures

The Task Force believes that policy development, development of training programs and curriculums, research needs and setting of aboriginal language standards should be primarily the responsibility of the people who speak the aboriginal languages.

Many people recommended to the Task Force that aboriginal people should control the future of aboriginal languages. The proposed Ministry of Aboriginal Languages and Cultures provides the mechanism for such control at the highest levels of the existing public government structure of the Northwest Territories.

The Task Force feels it is necessary to have a Ministry so that those who are responsible for enhancing aboriginal languages and cultures will have direct influence and distinct funding within the government. Through the Ministry, clear priorities in the areas of aboriginal languages and cultures will be delivered to the public service by the Minister who is responsible for those areas.

The use of boards or committees of experts, such as the Dene and Inuit elders who will serve on the Councils, is not new to public government. The National Energy Board, for example, regulates the orderly development of Canadian energy resources within overall government guidelines. In concert with the Minister, the Councils will have power to pass regulations in the area of aboriginal languages and cultures, areas in which they are experts and in which they have a vital stake. This power to pass regulations means that decisions made by those responsible for aboriginal languages and cultures will not be overruled by administrators or ministers who have different priorities.

The Task Force has been told that teacher training and curriculum development are key areas of concern for the aboriginal languages and cultures. In some areas, such as teacher training programs in the eastern Arctlc, efforts for positive changes are being made. The new Ministry will support such efforts and ensure that changes are made throughout the educational system in order to develop a fully bilingual system which reflects aboriginal cultures as well as non-aboriginal cultures.

Local Education Authorities and Divisional Boards of Education will play a vital role in providing education to each community and in ensuring that teachers and curriculum are appropriate to the community and region. The Ministry will encourage and support their work by providing the materials and support needed for them to provide aboriginal language and cultural education to the students for whom they are responsible.



Judy Lafferty and son Robert of Fort Good Hope at their summer fish camp.

Structure of the Ministry

- The Minister of Aboriginal Languages and Cultures will be chosen by the aboriginal Members of the Legislative Assembly from among themselves.
- 2. The Ministry will have two Councils, a Dene Council and an Inuit Council, each consisting of ten members, and each chosen by the appropriate aboriginal members of the Legislative Assembly as follows:
- (a) a minimum of three members of each council to consist of appropriate aboriginal Members of the Legislative Assembly;
- (b) a maximum of seven regionally representative members of each council to be chosen by the appropriate aboriginal Members of the Legislative Assembly on the recommendation of the Regional Councils and native organizations concerned. Elders, community residents, and native language experts and educators thus will be represented;
- (c) council members who are not members of the Legislative Assembly will serve a four-year term commencing two years after the territorial general election, e ccept in the case of the first councils to be appointed, whose terms will be structured to coincide with the above provision.

Duties of the Ministry

1. Policy, Planning and Regulation

The Minister in Council will be responsible for making regulations and for policy, planning and programs relating to the over-all development of the appropriate aboriginal languages and cultures concerned.

2. Education and Training

Teacher Training

The Ministry will be jointly responsible with the Department of Education for the over-all design of the Teacher Training Programs within the Northwest Territories. Within five years, the Ministry also will be jointly responsible, with the Department of Education, for the delivery of Teacher Training Programs within the Northwest Territories.

The Minister, in consultation with each Council, will be directly responsible for the design and delivery of teacher training related to aboriginal languages and cultures, including appropriate field-based teacher training for persons teaching the aboriginal languages, or for those teaching in the aboriginal languages.

"in Greenland, the native language is taught from beginning to end throughout the school system. After Inuktitut is completely learned, the students are then concentrating on the Danish language."

Alikasuaq of Eskimo Point performs at the opening of the NWT Pavilion at Expo '86 in Vancouver.

"In the present educational system in the NWT, there is a need to implement courses of the aboriginal peoples' cultural beliefs and values, including history and present struggles, political, economical, cultural and social. The cultural values and struggles are relevant to the young people to being more understanding and respectful of the cultures which will bring the young people together for a good and a united future for all the people of the Northwest Territories." (Territorial Youth Forum '85)



Curriculum Development

The Minister, in consultation with each Council, will be responsible for developing appropriate curricula for teaching aboriginal language and culture in classroom situations where an aboriginal language is taught as the first or second language of instruction.

The Ministry will be responsible, in conjunction with the Department of Education, for the development of appropriate curricula for instruction in English in classroom situations where English is taught as the first or second language of instruction. Such curricula should include a significant portion of aboriginal concepts, content and processes, and a field-based "on the land" training component.

The Ministry will prescribe the use of these curricula in the schools in order to create a bilingual education system.

The Ministry will be jointly responsible, within the Department of Education, for the over-all high-school curriculum. If courses are not taught in aboriginal languages, the curriculum shall still include aboriginal language and cultural concepts and processes wherever possible.

In addition, the Minister (in consultation with each Council) will be responsible for developing high-school level courses of northern social and cultural studies, to be offered in the appropriate aboriginal language.

Adult Education

The Ministry, in conjunction with the Department of Education, will be responsible for design and delivery of an adult education curriculum based on the aboriginal cultures which aims at achieving literacy in the aboriginal languages. Other models such as the Greenland Folk School may provide guidance for such courses.

Interpreter/Translators

The Minister (in consultation with each Council) will develop interpreter/ translator programs, training and staff as appropriate, and as required by legislation to serve such specialized areas as legal and medical interpretation and translation.

As soon as possible, the Language Bureau of interpreter/translators currently located within the Department of Culture and Communications will be transferred to the new Ministry of Aboriginal Languages and Cultures. The present Language Bureau will be assessed and revised to ensure that it will serve the expanded goals of the new Ministry.

Setting Standards

The Ministry will be responsible for setting standards for assessing the capability of aboriginal language teachers, interpreter/translators and other specialists in the area of aboriginal languages and cultures; for establishing procedures to ensure that those standards are met; and, where applicable, for establishing certification requirements.

Members of the Dene section of the Language Bureau of the Government of the NWT.



3. Aboriginal Cultural Programs

The Ministry will be responsible for the delivery of cultural programs and grants relating to the aboriginal cultures, including but not limited to those of the present Office of the Cultural Advisor. Such programs may, for example, include the cultural areas of sports, music and the arts.

The Ministry will be responsible for designing appropriate cross-cultural orientation programs for non-aboriginal peoples employed at the community and regional level by the Government of the Northwest Territories. However, the funding and delivery of such programs, suited to the varying conditions of employment, will be the responsibility of each employing department.

4. Research and Documentation

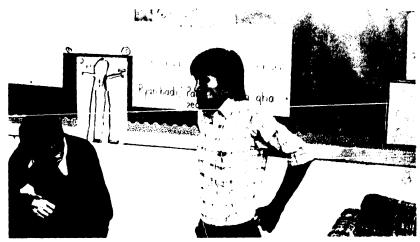
Within the Government of the Northwest Territories, the Ministry will be responsible for all aspects of the evolution of the aboriginal languages, including the development of technical terminology.

The Minister, in consultation with the Dene Council, will develop an inquiry into the standardization of writing systems for the Dene languages: This inquiry shall be conducted either directly by the Ministry or through an Orthography Commission.

The Minister, in consultation with each Council, will be responsible for:

- standardizing the appropriate aboriginal languages as deemed necessary from time to time, and in conjunction with national or international bodies of speakers of the language, as appropriate;
- conducting research and data collection appropriate to the above duties, including:
- (i) studies in the area of first- and second-language acquisition, as well as studies in the area related to theory, methodology in both children and adults, and a review of previous research in other languages;
- (ii) the development of data on existing language use (how many speakers, ages; where used home, school, meetings); existing resources (native speakers with specialized linguistic training, exceptionally literate persons, outside resources including language materials and curricula, descriptive grammars, teaching materials and so forth); existing recorded materials (oral and written, potential for written materials); other existing knowledge and materials;
- (iii) documentation of existing knowledge, including place-names research, additional dictionary work as deemed necessary; oral history and cultural information including plant and animal names, parts and so forth;

Education Minister Dennis Patterson listens to Ronald Cleary at Chief Jimmy Soldat School, Fort Franklin.

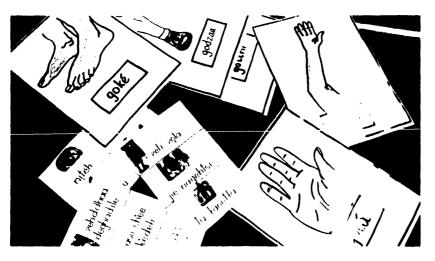


- (iv) research into traditional aboriginal philosophies and practices of education; learner-centred vs. teacher-centred education; practice vs. theory; and so forth:
- (v) research into general program effectiveness, including the effectiveness of interpreter-translator training and programs, teacher effectiveness, and curriculum effectiveness in various first and second language situations;
- (vi) research into technical language aspects including linguistic research at the level of discourse and text description; description of how people tell stories, including the type of story and when it is told; community standards for a "good" speaker and how people learn these skills;

- (vii) conversely, how can the standards of "good" oral stories be translated to "good" written text.
- other functions as deemed necessary for the enhancement and development of the aboriginal languages and cultures.

Operations of the Ministry

While the Ministry will be part of the Government of the Northwest Territories and will have a clear organization and chains of command, there must at the same time be considerable room for innovative work arrangements. It is hoped that much of the production of this new Department will be uniquely aboriginal and northern; new working arrangements may be necessary to achieve this goal.



Teaching material prepared by the Fort Providence Slavey Research Project

VI. Education

i. Introduction

For much of the history of education in the Northwest Territories, students were punished for, or discouraged from, speaking their aboriginal languages. This happened to both Dene and Inuit students, and in schools operated by church groups and by government.

Speaking of the church's work in the North in 1876, one major church figure put it this way. "In leaving our missions, these children will have nothing left of being savage but their blood; they will have forgotten their natural language so completely that the savage life will no longer be possible for them, we will instill in them a pronounced distaste for the savage life, so that they will be humiliated when they are reminded of their origins."

"During the late 50's and early 60's, however, the schools, which were under the domination of English language and culture, can be seen to have played a negative role with regard to Inuktitut on three levels: they excluded it as a medium of communication, they excluded it from the curriculum, and by taking these actions they transmitted a low assessment of the values and utility of the Inuktitut language itself. Inuktitut was strictly forbidden in school....Many

children had their mouths washed out with soap for speaking the native language." Inuktitut instruction was only added to the curriculum, as a way to more successfully acquire English fluency, when the numbers of Inuit students failing in the English school system reached massive proportions.

Parents who spoke only the aboriginal languages were not aware at the time of how the schools were eroding their childrens' use of their own language.

One of the fundamental beliefs underlying the NWT's educational legislation, the Education Act, is that children learn (in the broadest sense of the word) best and most effectively if they are first taught in their first language. "Specialists agree that teaching English, and only English, as if it were a Native child's first language is detrimental to learning," said the Special Committee on Education.

When this belief was first put forward during the review of education which followed the territorial government's assumption of control over the education system in 1970, it marked a major change in attitude towards aboriginal languages. However, it has never been fully implemented in schools in the Northwest Territories.

"Young people must see that there is some im portance or benefit in the ability to speak Inuktitut...it should be an important academic subject throughout all stages of the education system, it must be used commonly at home and throughout the community, and it should be seen as a valuable asset for most job opportunities in the region." (Rod Taylor, Rankin Inlet)

Program co-ordinator John Tetso and researcher Elsie Rink study material prepared by the Fort Franklin Slavey Language Project.



ii. Results of the Lack of Aboriginal Languages

The results of the lack of effective aboriginal language teaching in the schools were graphically drawn for the Task Force. One Rankin Inlet man drew a picture for the Task Force which should give everyone in the education system and in government pause for serious re-thinking of some of the assumptions of the education system.

"The parents for the most part who mostly only speak Inuktitut entrust the education and the learning of English to the school system. They themselves are really not capable to evaluate their children's success with the English language since they themselves have never been taught English. On the other hand there is the school system trying to educate the children in English and in some cases they are very successful. But there are also too many drop-outs by the age of 16-17, 18, etc.

"To sum it up, the parents are not too worried that their children are unable to speak Inuktitut, because they put their trust in the school system and figure that their kids can speak in English.

"And vice versa, the teachers are

disappointed that their charges for 6-7 years can barely print their names let alone read a newspaper headline and have discussions on it. But since English is a second language, then it's not so bad since the kids speak Inuktitut. But the truth of the matter is that the kids have a very limited vocabulary in both languages and are only able to express themselves in broken sentences. They get into the habit of talking in single words accompanied by grimaces of the face to signify yes or no."

Additional problems arise in cases where report cards printed and written in English are sent home to parents who speak only their aboriginal language, because they must rely on the student to translate the report card for them. Report cards in the Eastern Arctic schools have been produced in both Inuktitut and English for several years now.

Aboriginal citizens of the Northwest Ferritories are weary of pointing all these things out to the educators and the government, and they do not at all agree that the blame for eroding languages should be placed entirely on the family and community. Many suggest they are willing to be responsible for using the aboriginal languages in the home, but the government must do its part, too.

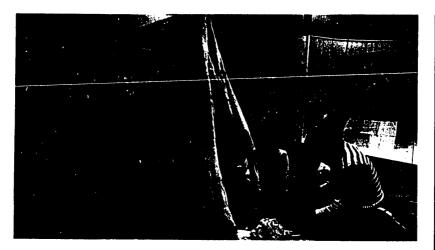
I have parents who brought us up on the land, who took us back on the land every summer from the end of June to the end of August....Today we are taking our children out to that same spot where we were brought up.... and they learn a lot from it."

(Sarah Jerome, Fort McPherson)

"The on-the-land pro-

was fortunate because

gram is very important.



Students learn about Inuit culture at the Spence Bay school.

iii. Language Education Rights

Just as official status for aboriginal languages is necessary to ensure that government uses and recognizes the aboriginal languages, legally-enforceable language education rights are necessary to ensure that aboriginal languages are taught and used appropriately in the schools. The official status of English and French is supplemented in the Constitution Act, 1981, by minority language education rights for speakers of English and French. The Task Force believes such dual protection in law ought to be provided for the aboriginal languages, first through amendments to the Education Act and eventually, through provisions in the new Constitution of the NWT. Legal rights by themselves will not guarantee a high quality of either instruction or learning, but they can guarantee a minimum commitment of funding, staff and programming, on which aboriginal citizens can depend in the future.

In seeking to define the basic language education right of the aboriginal peoples of the NWT, the Task Force has found that the conventional idea of a right to be instructed in one's language is inadequate. The aboriginal people of the NWT want to be bilingual, and it is the right to a bi-

lingual education which they are asserting. This right includes the right to use one's mother tongue (whether English or an aboriginal language) as a learning tool, and the right to be taught the other language as a second language and to use that language as a learning tool as well. Such a right treats second language instruction as seriously as first language instruction. The kind of second language instruction contemplated resembles immersion programs more closely than it resembles the way that foreign languages are taught as subjects in southern schools. If fully exercised and respected, this kind of right can produce classes of aboriginal children entering high school with competence in both English and their regional aboriginal language. whichever language is their mother tonque.

Aboriginal children are not the only students who can benefit from a bilingual education. If we are to achieve a bilingual society, non-aboriginal children as well should learn another northern language. The Task Force recognizes that while many non-aboriginal parents will seize the opportunity to have their children educated bilingually, some will continue to prefer a unilingual English program. In the larger centres, it is possible to offer bilingual programs and a unilingual English program. Elsewhere in the Northwest Territories, limited staff and resources mean that only one program can be offered in community

"It would be so much better if our children were taught Inuktitut from the very beginning of their schooling right through until they're finished high schoolThe students would be able to learn both languages so much efficiently and they would be able to speak both languages better as is the case in Alaska or Greenland." (Frobisher Bay hearing)

"Some of the young people, if they are going to make fire out in the bush, they don't know dry willows or green willows....All this we should teach them, how to set snare, how to make sinew to sew with..." (Mary Firth, Inuvik hearing)

Students writing in syllabics at Repulse Bay.



achools without impairing the quality of instruction. The Task Force believes that it is necessary and desirable that in the latter communities, the program offered will be a bilingual program.

Sections 54 and 55 of the Education Act of the NWT now provide that a local education authority or Divisional School Board can choose the main language of instruction in schools between kindergarten and grade 2. If the language chosen is an aboriginal language, English as a first language must be offered to all students whose first language is English, and English as a second language must be taught to the others. If the language chosen is English, an aboriginal language must only be taught if the majority of students speak the aboriginal language as a first language, and in that case, the aboriginal language must only be taught as a second language. After grade 2, the Minister of Education is empowered to choose the language of instruction for all schools, and there are no minority language guarantees. These provisions take a small step towards teaching aboriginal languages in the schools, but they do not extend into the upper grades, do not place aboriginal languages on an equal footing with English and French, and do not guarantee a bilingual course of study for aboriginal or non-aboriginal students.

The Task Force recommends that the Education Ordinance be revised as follows:

A. Primary Schools

i. Bilingual Programs

In the small and middle-sized communities of the Northwest Territories, the initial language of instruction should be the first language of the majority of such children, unless the parents decide otherwise. All children in the community should be guaranteed intensive second language instruction in the other language, whether it be English or the regional aboriginal language. The second language instruction offered should be designed to ensure fluency in the language by grade 9, and this standard should be adopted in the Act.

In the larger of these communities, designated jointly by the Ministry of Aboriginal Languages and Cultures and the Ministry of Education as being capable of providing two bilingual programs, initial instruction in both languages ought to be offered where sufficient demand by parents is demonstrated.

ii. Towns and Cities — Bilingual Programs and Unilingual English Programs

In major centres such as Yellowknife, Hay River, Inuvik, Fort Smith and Frobisher Bay, both billingual and unlingual programs should be offered. All children who wish to participate in a billingual program should be offered initial instruction in their first language, whether English or the shortglnal language, and second language instruction in the other. All children ought to have the option as well of enrolling in unillingual English programming which would contain aboriginal cultural components and would offer Northern studies and aboriginal languages as optional subjects of study.

B. Secondary Schools

Each regional aboriginal language should be offered in a bilingual program in one of the regional high schools in the NWT. The language should be used and taught equally with English in the program; the first language/second language

was discouraged very much:" (Pond Inlet hearing)

"In 1960, I travelled to

chool. At this time, we

were encouraged not to

language, Inuktitut. We were told only to speak English...We were

lways (rying to speak Inskiltut whenever

ible; however, this

Inuvik where, at that

time, we attended

speak in our own

distinction is no longer necessary. All students should have the option of enrolling in this program or in a unilingual English program containing aboriginal cultural components and offering Northern studies and the regional aboriginal language as optional subjects of study.

iv. Goals for a Bilingual Education System

The Task Force recommends the following targets or goals for the education system:

- The Task Force sees the over-all goal as the creation of functionally bilingual students who fluently speak and write both the aboriginal language of the region and English. Students also will be competent in the traditional skills and cultures to the extent of being able, if they choose, to make a living from the fand-skills they have learned through the education system and the home.
- By the end of Grade Nine, students should have received an education which gives them both fluent bilingual language skills and the cultural, on the land experience to achieve considerable competency. This should be achieved throughout northern communities within the next ten years. Specific levels of competency will be set by the new Ministry of Aboriginal Languages and Cultures,
- High school will offer a bilingual experience with approximately half of the subjects taught in English and half in the appropriate aboriginal language. There will be a high degree of aboriginal cultural content taught in both languages of instruction.
- In the larger centres, including Yellowknife, Hay River, Inuvik and Fort Smith, English may be the main language of instruction. However, in these centres, the content of the education will be based to a great extent on the aboriginal cultures. As well, a system of bilingual education, similar to that in the smaller communities, will be made available.

The regulations affecting the use of aboriginal languages and cultures in the education system will be the responsibility of the new Ministry of Aboriginal Languages and Cultures, in concert with the appropriate aboriginal Council. In-



cluded will be regulations affecting all aspects of the education system, including community and classroom requirements, curriculum development, and the training of teachers.

Within the framework of the above organization, responsibility and targets, the Task Force makes the following recommendations. These recommendations point to areas for immediate action and to priorities in reaching the full goals described above.

v. Specific Recommendations

Parents, communities and local education authorities need information about bilingual education if they are to be able to make fully informed decisions. This requires a program of community workshops delivered in the aboriginal languages and other methods of involving communities and the elders in developing learning materials and working in the school.

"Public awareness needs to be heightened into the status of the aboriginal languages, both in the schools and in the community at large. Norton (1981) suggests that each community be advised as to the language options open to it, and to the implications of their decisions. A lot more information concerning billingual education and the different programs available in this area needs to be provided to the Community Education Committee and Societies in order for them to make informed decisions. The active involvement of the community is imperative if these programs are to be successful." Joe Koonoo, supervisor with the Department of Public Works at Pond Inlet, is assisted by Paniloo Sangoya.

"Any museum or archives can tell you that hard research is the busis of a cutture's preservation. Here we are also talking of using research as a looi, not to just preserve for everyone to stare at in a window display, but actually enhance the culture and language so it becomes part of a lifestyle." (Gwich' in Culture & Language Project, Fort McPherson)

Different Learning Styles

The Task Force heard from many native teachers who were expected to teach about their cultures in the same way non-native teachers teach -- by theory and words. Native teachers say this is not appropriate. The aboriginal cultures have always taught their children by example and experience. They don't just describe an object to their children, for instance. They take their children out on the land and show them how it is made and how it is used. They let the children use the object, and tell stories about how their ancestors used it.

The school system does not work that way. Lessons are taught in words, using pictures and diagrams. In many cases, students are not taken outside the school to actually see the things they are being taught. One native teacher told the Task Force of "classroom fluency". In the classroom, children learn to name the animals, place names, and hunting and trapping equipment in the aboriginal languages. Outside the classroom, however, they are not capable of successfully hunting an animal. Such education is not adequate, the Task Force was told.

Native teachers are expected to fit aboriginal languages and cultures into this system. They are expected to use words to teach their students in isolation from experience. Even when the teachers attempt to arrange on-the-land programs, the school system does not accommodate this. When teachers in one community wanted to take their students out on the land, for example, the Department of Education said they had to stay on the school grounds for the school day and could not use the school bus to take students outside the community.

The usual view has been that aboriginal languages and cultures will be adequately reflected in the schools as trained aboriginal teachers are brought into the schools. However, changing the cultural origin of the teachers does not automatically mean that aboriginal languages and cultures will be adequately reflected in the school system.

Developing a bilingual education system means much more than fitting a few aboriginal words or concepts into the current school system. Experimentation in developing forms of education more suited to aboriginal teaching and learning styles is needed; such work is being done in southern Canada, Greenland and Arizona. On-the-land immersion programs must be recognized as the basis of native cultural and language programs, and given an honoured, and mandatory, place in the school curriculum.

Curriculum and Teaching Materials

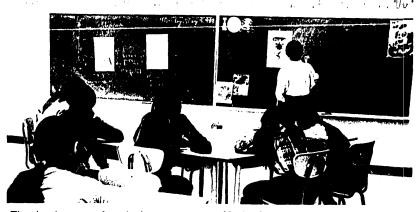
Curriculum development involves the philosophy and concepts of the education, as well as the teaching materials used within that curriculum. The Task Force was told that in the north, emphasis is often placed solely on the materials, without consideration of their philosophic context. As well, the Task Force was told that the individual teacher defines the curriculum through the day-to-day life in the classroom. The real curriculum used in a classroom is that which any individual teacher brings into the situation, regardless of books, materials, or departmental guidelines.

Nevertheless, the teaching materials are an important part of the educational experience. Many people told the Task Force that they do not see themselves and their cultures and history in the materials used to teach their students in school. They believe that this is causing many of the problems among young people. Young people themselves believe this.

Aboriginal peoples are not saying, however, that they only want to learn about their culture and history. They know that their children need to know how to read and write well in English. This must not, however, be at the expense of the aboriginal language. Both they and academics recognize that much of the history must be taught in the aboriginal languages if it is to be fully effective. The Northwest Territories Archives points out that "the languages in which this information (a culture's documentary record) is expressed are particularly important because they constitute a direct cultural link between northern indigenous peoples and their ancestors.

"Once completing grade nine, [students] are sent to Yellowknife where they are no longer taught their native language....So many times students who graduate from high school return to their home communities not being able to understand their language, let alone their parents and grandparents." (Helen Taptuna, Cambridge Bay)

Annie Padlo's class at the Pond Inlet school, May,



The development of curriculum materials and course content for aboriginal language and cultural courses should be undertaken by the Ministry of Aboriginal Languages and Cultures, as outlined earlier in this report.

"....Native-language teaching material cannot be prepared by merely translating existing English material," said the Special Committee on Education. "The structure, concepts, and expressions of English texts and teaching materials are very different from those that are natural to the Native languages of the Northwest Territories. Once Native-language programs and teaching materials have been developed for the elementary grades, work should begin immediately on similar materials in the Native languages at the high school level."

These courses might blend oral and written materials in new ways. Rather than textbooks, for example, such courses might use tapes of respected elders talking about aboriginal history, legends, and so on. "Exposure to the voices of the elders, some of whom have passed away, describing their own culture in their own terms, will give younger generations a strong sense of their own language and help to develop a distinctive voice to meet the challenges of the future." notes the NWT Oral History Association.

Much of the material is stored in archives throughout Canada and the world. Much also is stored around the Northwest Territories, but is unused because it is not catalogued. The Task Force supports the recommendation of the NWT Oral History Association (and earlier, by the Inuvik bilingual education conference) that this material be located, listed and copies obtained for the NWT Archives and aboriginal cultural institutes. This would, in a short time, provide much valuable and relevant historical material which could be used for curriculum development. public programs on native culture and as raw data for linguists. Areas where the collection of material is needed should be identified as research priorities.

The Task Force believes that aboriginal languages and cultures must be a full part of the experience within the schools. Inuit and Dene games must be part of physical education courses, for example. Native organizations, community councils and MLA's must be invited to take part in civics courses. Native foods and their preparation must be part of home economics courses. Northern peoples and their history must be part of history and social studies courses. Traditional scientific concepts must be included in the science curriculum. The full range of aboriginal cultures, including art, music, drama, health, psychology and religion, must be reflected in the schools.

"To sum it up, the parents...put their trust in the school system and figure that their kids can speak in English....But the truth of the matter is that the kids have a very limited vocabulary in both languages and are only able to express themselves in broken sentences."
(Bill Gawor, Rankin Inlet hearing)

"The Task Force sees the over-all goal as the creation of functionally bilingual students who fluently speak and write both the aboriginal language of the region and English."

"This way of life is just as hard and difficult as it would be to attend university. You have to understand the wind, the dangers of the ice, and the art of survival in general, in order that food and game can be harvested. It is just like going to university. It is hard to learn properly how to survive on the land."

(Guula Nakashuk)



People told the Task Force that the humanities (social studies, history, civics, etc.) should be taught in the aboriginal languages. "If native children/students are not taught or do not learn about the history of their people, their culture, traditional values and customs and their language, then they will never really know themselves their potential as human beings," the Task Force was told.

The Task Force therefore recommends that northern society courses be developed for Grade 1 through 12 to be taught in each of the aboriginal languages. These courses should reflect the history and background of aboriginal cultures as well as contemporary social, political and economic issues facing the aboriginal peoples, and in the higher grades, the philosophy of the aboriginal cultures. These should be credit courses at the high school level.

Even when aboriginal languages are used at lower levels, students moving into higher levels of the education system do not receive continuing aboriginal language instruction and often lose the facility in the language which has been developed at earlier levels.

Teacher Training

The Task Force recognizes the positive steps being taken in northern teacher education. In some cases, the following suggestions have already been implemented. Where applicable, the Task Force recommends:

There must be specialized training for teachers who teach aboriginal languages. Merely training native people as teachers through the Teacher Education Program does not guarantee aboriginal language programs in NWT schools. The Inuvik bilingual education conference of 1982 suggested providing two options within TEP -- training specialist teachers of aboriginal languages; and training teachers who want to teach all subjects in an aboriginal language.

Teachers must be trained in teaching aboriginal languages as a first language, or as a second language, just as non-native teachers must be trained in teaching English as a second language. These are specialized skills, and require specialized training.

All language teachers must speak and write their aboriginal languages very well if they are to teach these languages. This may require language work with the elders, as well as extensive study when the appropriate text-books and reference books are developed in each language.

Teacher Education Program courses must be related to the school curriculum, so that the work students are doing is related to the programs or courses they will teach in the classroom. Time, and professional guidance, must be provided for students to learn how to develop aboriginal language curriculum materials which can be used in the classroom.

Teacher Recognition

Professional recognition, and access to teacher training, must be provided for native language instructors currently used in the classrooms to assist professional teachers who are unable to speak the local aboriginal language. This recommendation also was made by the 1982 Inuvik bilingual education conference and by the Special Committee on Education.

Continuing efforts should be made to have TEP credits recognized by other southern universities as well as by the University of Saskatchewan and McGill University so that TEP graduates can be professionally recognized and can take further educational courses at other post-secondary in-

stitutions of their choice. Workshops and courses in aboriginal languages taken by northern aboriginal teachers should be recognized in their professional qualifications and remuneration in the same way as professional development courses taken by other northern teachers are recognized.

Inuit teachers who are working with non-aboriginal teachers to run summer courses for classroom assistants should be assisted and encouraged to take over the teaching of these courses in Inuktitut, and this training function should be made part of the job description of these non-aboriginal teachers.

Although Alberta does not recognize TEP qualifications, qualifications for NWT teachers are based on the Alberta system. A review of the Government of the NWT's teacher classification system is needed if the kind of teachers needed by a fully bilingual education system are to be attracted to, and kept in, the educational system. Teachers who understand the culture, understand the language, can teach the language and can incorporate their culture into the content of every subject they teach are far more valuable in a Northern context than teachers who have none of those qualifications can ever be.

Aboriginal teachers are being heavily relied on to establish a bilingual education system, and professional associations such as the NWT Teachers Association as well as the Government of the NWT must recognize this and encourage those teachers in their work and their professional development. The problems outlined above are only a few of the problems experienced by aboriginal teachers. Many more problems remain to be resolved, and addressing these problems should be part of the function of the professional associations.

As well as encouraging professional organizations such as the NWTTA to include aboriginal language and culture in their workshops and conferences, the Government of the NWT should assist native teachers in holding their own professional meetings. Reports from these meetings should be circulated widely among all NWT teachers, and the Government of the NWT should help native teachers to develop their own pro-



fessional development network.

The Task Force recommends that cross-cultural and language awareness programs be mandatory for all teachers teaching in NWT schools. Teachers should be encouraged to learn the aboriginal language of the area, and bilingual teaching positions must be established. (This recommendation also was made at the Inuvik bilingual education conference and by the Special Committee on Education.)

Adult Education

Many people who speak some English as well as their aboriginal language are lost when trying to listen to English spoken quickly during a conversation or on radio or television. While these people may be regarded by others as being bilingual, they may only be partially fluent or literate in the second language. In some cases, they are not fully fluent and literate in either language.

All adults must have the opportunity to achieve literacy in either English/French or their aboriginal language. The Task Force believes there must be a greater availability of adult programs which teach reading and writing in the aboriginal languages.

In the Dene communities, when agreement has been reached on standardizing the writing systems, there must be a broad adult education program to teach the new system to all speakers.

"Developing a bilingual education system means much more than fitting a few aboriginal words or concepts into the current school system." Adult education class at Rae-Edzo, November, 1983

"In order to keep the language alive, you have to teach your children right from the beginning, right from the time they could speak." (Eliza Lawrence, MLA Tu Nedhe)

"It is the CBC's experience that graduates who have been able to maintain their language, with full appreciation of their culture and heritage, are often most able and self-confident to take on the demands of the modern workplace." (CBC Northern Service, Inuvik hearing)



Adult education courses involve more than just teaching languages. Translating a bank deposit slip into Inuktitut, for example, is not very helpful for someone who doesn't understand how to use the deposit slip. Adult language courses must therefore not just teach words, but also the ability to understand and act more effectively in northern society.

The Task Force recommends that Adult Education programs be developed for young people who have dropped out of the school system as well as for adults. In particular, the Task Force recommends that the Greenland "Folk School" be considered as a model combining language and cultural education along with usable skills for school dropouts. The Folk School was established so that young people could learn their cultural values as well as to teach other usable skills. Such schools also might assist aboriginal teenagers in learning landbased skills which the formal school system has not taught them.

Aboriginal Language Instruction for Adults

Many people, both Inuit and nonnative, living in Inuit communities, recommended that language courses such as those given by the Eskimo Language School in Rankin Inlet (which was cancelled when the linguistics division of the Department of Education was created) be offered to non-aboriginal speakers. Some people felt these courses should be compulsory.

"....the preservation, strengthening and further development of the aboriginal

languages is also important to those of us who are not of the aboriginal culture but who wish to continue to live and work with the aboriginal people," one government employee told the Task Force. "I know of many people like myself who desire to learn more about the aboriginal peoples whom we work with and who are affected by the programs we implement," she added. 'There are so many people who have not learned about the original peoples' cultures or languages and vet have made many decisions in the work they do about what the aboriginal people may need or want. It would seem to me that a basic requirement would be for us to learn about the essence of the peoples and their culture before designing programs which would affect their lives.

While it is desirable for government employees to learn an aboriginal language, many people outside government also wish to learn an aboriginal language. These include both non-aboriginal people and aboriginal people who never learned, have forgotten or don't feel confident in speaking their own languages.

The Task Force therefore recommends that courses in the aboriginal languages be made available at the community level to adults wishing to learn (or relearn) the aboriginal languages. These courses should offer varied levels of instruction from beginner through advanced. The availability, standards and delivery of such courses should be the responsibility of the Ministry of Aboriginal Languages and Cultures.

VII. Interpreting/ Translating

i. Professional Recognition

Because of the low status given to aboriginal languages in the past, occupations in which the aboriginal languages are used extensively, such as interpreting and translating, have not been fully appreciated as professional occupations.

Yet interpreting, particularly simultaneous interpretation, is a highly demanding occupation requiring skill in both English and the aboriginal languages, hard work, and quick thinking, particularly when the sentence structures of the aboriginal language being translated and English may be diametrically opposite.

Interpreter/translators in the Northwest Territories are expected to do more than translators and interpreters anywhere else.

"Nowhere else is any interpreter/ translator asked to do all of the following tasks:

- -- perform simultaneous interpreting in a native language (simultaneous is a very specialized skill);
- -- provide written translation as well as oral interpretation;
- provide interpretation in a Legislature;
- perform interpreting or translating in every subject area;
- develop terminology for every subject area;
- interpret and translate both ways: from a native language to English and English to a native language (especially when English is learned as a second language);
- -- develop audio-visual materials, often including script-writing;
 - type in the native language;
- -- use computers in translating or recording terminology;
- provide language services to so many groups at once: Legislative Assembly, Executive, all government



departments, courts (occasionally), and any other organization, board, group, agency, council or individual as requested (and as time permits).

'Relay interpreting', involving three or more languages, is the most difficult task that can be asked of any interpreter. This process was very recently developed in the NWT and was implemented immediately in the Legislature. It has never been done before with native languages."

ii. Specialized Training Needs

The Task Force recommends that the Government of the NWT recognize interpreting and translating in aboriginal languages as professional occupations which are a key part of government service to the majority of its citizens, and classify and compensate them accordingly.

Intensive training programs must be developed for interpreter/translators, and special training courses in simultaneous interpreting are needed. Upgrading in both the aboriginal language and English also must be made available to interpreters who are expected to translate into English from aboriginal languages as well as from English into aboriginal languages.

Interpreter/translators, as well as people working in broadcasting and other areas where their use of the language comes under close scrutiny, feel the need for more intensive training in both their own languages and in English. "Students also will be competent in the traditional skills [so they can] if they choose, make a living from the land skills..."

"If a person does not speak proper (good) English, they are unable to carry out a job efficiently, and therefore the same holds true for Inuktitut." (Inuit Cultural Institute, Eskimo Point)

"As is true with any language, people express themselves more clearly and confidently in their mother tongue." (Dan O'Neill, Cambridge Bay)

"We have our elders to give us guidance. They don't have a university education but they have a lifetime of understanding and wisdom to offer us. Only if native culture is taken fully into account can the education for native people be rewarding." (Alice Abel, Yellowknife)

The courts "have a hard time to get interpreters because there are no trained interpreters out there. There is terminologies that they just don't know how to put into words such as spousal assault, or incest, or rape, or just name anything to do with rape, they don't know or have words for these terminologies."

(Inuvik hearing)

English is their second language, not their first language; to expect them to translate with the same fluency and command of language as a speaker for whom English is a first language is not reasonable unless more training in English is available to them.

Specialist categories within interpreting and translating also must be recognized, and special training programs must be developed in these areas, which include the law, medicine, science and industry. Such specialization eventually may include having interpreters translate only from English to Inuktitut, for example, or only from Inuktitut to English. The interpreter/translator specialists must be recognized, compensated and treated as specialists are in any other field.

Legislating the right to interpretation and translation within the courts will immediately increase the demand for such services. As other rights are legislated, the demand for such trained professionals in areas such as the health professions also will increase.

The need for interpreting and translating skills will increase as aboriginal languages are used more fully throughout northern society. Introductory courses in interpretation/translation and other fields related to aboriginal languages should be provided as part of the high school curriculum. Higher level interpretation/translation training courses should be offered as part of the post-secondary education system.

The development of these training courses will be done by the Ministry of Aboriginal Languages and Cultures. The setting of standards and certification of interpreters and translators also will be done by the Ministry, and this certification will be recognized by all departments and agencies of the Government of the NWT.

Training courses offered by government or the Ministry of Aboriginal Languages and Cultures should not be limited just to those interpreters and translators who work for government. All people working in the interpretation and translation field should be able to take advantage of such training in this developing field.

iii. Regional Interpreter Services

Many people told the Task Force that there is a need for more public access to interpreters/translators in the communities. Unilingual aboriginal speakers need help in dealing with the wide variety of documents delivered to them in English/French, and want access to interpreters at the community level.

Government has been placing interpreters in the regions as resources permit; this trend must be encouraged and accelerated, although it may not be practical to staff every office with its own interpreters.

The need for interpreters is not eliminated by the designation of bilingual public service positions. Interpreters and translators would still be needed even if the entire public service became bilingual in English/French and the aboriginal languages overnight.

Public servants at the local/regional levels who are bilingual in English/ French and the aboriginal languages should not be expected to act as interpreters for other staff, unless that is specified in their job descriptions and they are compensated appropriately.

As the Ministry of Aboriginal Languages and Cultures develops standards for certification of qualified interpreter/ translators, the Government of the NWT should maintain a list of certified interpreters and translators, and this list should be available to the public. Many private businesses who wish to have material interpreted are not sure where to go for assistance in interpretation, and such a list would assist them in providing material bilingually.

"Many government offices (GNWT and federal) rely on not-always-present personnel to act as interpreters even though they were not hired in this capacity." (Baffin Region Inuit Association)

VIII. Within the Government of the NWT

i. Encouraging Voluntary Bilingualism

The Task Force recommends that, aside from designated bilingual positions, all permanent government employees be encouraged to voluntarily learn the aboriginal languages. A compulsory system would likely mean that a great deal of money needed for the development of the aboriginal languages would instead be spent on training English or French speaking public servants to speak the aboriginal languages.

However, where the achievement of specific bilingual services is required by government policy, accountability for achieving such aims should be built into the job description and performance review process for non-aboriginal speaking program managers.

Where Language Skills are Essential

All positions in the public service should be reviewed to identify jobs in which the ability to communicate in the region's aboriginal language is essential for the effective performance of the job. Such jobs could include those in community offices, or those in which meetings held with local communities are an essential part of the job, as one man pointed out.

"...we cannot afford to lose our language by continually speaking in English so that we may be understood by the few who cannot understand our language. By this, I mean that we are often required to conduct meetings in English even though a big majority of our members normally, and prefer to, speak in Inuktitut. We have to meet with them because they are officials who cannot operate without our input. Why do they not learn the language?"

Developing Bilingual Managers

Many government employees in the Inuktitut-speaking areas of the NWT expressed a desire to learn the aboriginal language. This may be a reflection of the relative numbers of permanently-employed workers who are unilingual Inuktitut, bilingual in Inuktitut and English, and unilingual English.

In the Keewatin, for example, there are about 900 permanent jobs. About 220 jobs are held by unilingual Inuktitut speakers; 280 jobs are held by non-Inuktitut speakers; and about 300 jobs are held by bilingual people who can work in both languages.

Most people suggested that the employment prospects of older unilingual aboriginal speakers are limited. However, most unilingual aboriginal speakers can work equally as well as unilingual English speakers if managers are bilingual.

Programs pioneered by the Government of the NWT in helping unilingual Inuktitut heavy-duty mechanics attain their journeyman's papers should be expanded. The existing program allows Inuit who have been working as mechanics but do not necessarily have the oral or written English skills to take the journeyman's examination to receive their papers, and holds promise for other areas as well.

If public services are available from government in both aboriginal languages and English, then unilingual aboriginal speakers will still be served well without having to learn English unless they want to. After all, services are available to unilingual English speakers throughout the Northwest Territories and people who speak only English are not required to learn an aboriginal language.

"Language lies at the heart of our responsibility to record and share the human history of the NWT." (Prince of Wales Northern Heritage Centre, Yellowknife) Women cutting up meat.



"We should concentrate on finding out the real names of the communities and write them down, keep them on file for reference before the people that are knowledgeable are gone..." (Jiitalu Kakee)

Thus, in order to best serve both unilingual aboriginal speakers and unilingual non-aboriginal speakers, emphasis should be placed on recruiting and training bilingual (English/French and aboriginal languages) managers. Bilingual speakers can be promoted, or brought into the public service, as management trainees. Part of the manager's mandate would be to train a bilingual speaker to take over that management job within a specified time, perhaps one or two years, depending on the complexity of the job.

Language Allowances

Giving financial recognition to language ability is not a new or precedentsetting idea. It was used in the federal bilingual program, and it has been in place for teachers in the North for some years.

A language allowance of \$1,926 per year is available, through a memorandum of understanding between the NWT Teachers' Association and the GNWT, to teachers who are proficient in their aboriginal language and use it in the schools or in school-community relations. The language allowance is available only to teachers. Classroom assistants, who belong to the Public Service Association, do not get the allowance.

The Task Force recognizes that the language allowance has been an attempt to recognize the value of aboriginal languages. However, the Task Force suggests that recognizing the ability to speak an aboriginal language through the government's classification system

would be a more appropriate step.

The Task Force recommends that a review of the Department of Personnel's job classification system be done at the same time as the review of all public service jobs in order to find the most appropriate way to recognize the ability to speak an aboriginal language. One suggestion made to the Task Force was to use a point system in assessing candidates for employment, with a high point value given to native language ability.

In advertising positions, the Department of Personnel should indicate when the ability to speak an aboriginal language is a requirement or is desirable. Jobs which require aboriginal language ability should be advertised in the appropriate aboriginal language.

Information on public service careers should be prepared and distributed in native languages, and publications which explain employee benefits, rights and conditions of employment should be translated into the aboriginal languages orally or in writing.

Training programs should be delivered where possible in aboriginal languages as well as in English.

ii. Place Names and Maps

The Task Force supports the Government of the NWT's policy on geographic and place names, and recommends that maps of the Northwest Territories be revised regularly to reflect the adoption of aboriginal names. Maps of the Northwest Territories used in territorial government activities should include place

"As a community library, our aim is to provide informational and recreational services to the public and to serve as a centre for cultural and educational activities. To fully be of service to the entire population in our area, these services must be offered in English and Inuktitut both." (John Ayaruaq Library, Rankin Inlet)

names in the aboriginal languages as well as in English.

The Task Force also suggests that in cases where peoples' surnames were changed by the authorities in the past, either as part of 'Project Surnamo' or earlier by the church, these people be permitted to change their names without cost if they wish to do so. Often these changes are necessary to reflect the standardized Inuit writing system, or the original Dene names, but are not made because of the cost involved.

iii. Libraries and Museums

As aboriginal languages and cultures are used more and more in northern society, community libraries and museums will develop the same importance for aboriginal speaking residents as they have always had for non-aboriginal residents. Librarians told the Task Force that they want to have more material, oral, audiovisual and written, in the aboriginal languages in their libraries. The Task Force encourages the Government of the Northwest Territories to provide support to the library system to allow these initiatives to be carried out.

A number of people told the Task Force that a Northern publishing house which would publish stories and legends in aboriginal languages, true northern history, textbooks and reference books on aboriginal languages, dictionaries of aboriginal terms and words, and aboriginal languages translations of popular literature was needed.

Other people called for the encouragement and development of aboriginal writers, both young and established, through such things as writers' workshops and tours of native storytellers, songwriters, poets and non-fiction writers.

Lists of material which is available in aboriginal languages should be produced and distributed widely through community libraries and other sources. Government should include a separate listing of materials available in aboriginal languages in its publications catalogue.



iv. Community Government/ Regional Councils

Territorial legislation should clearly allow community governments and regional councils to operate in the aboriginal languages as well as English/French. Such a provision should be included in the proposed new legislation which will replace the Municipal Act.

Communities also should be advised immediately of steps they can take to enhance aboriginal languages without a need for legislative action, such as putting up street signs in the aboriginal language as well as English. This one simple step will make many elders feel less like strangers in their own land.



Dogrib interpreter/franslator Margaret Mackenzie teaches her language to students at an adult evening class in Yellowknife

"For me, becoming familiar with the aboriginal language was like being able to peer through an open window into another world." (Laurie Nowakowski, Yellowknife)

Inuit interpreters Julianna Boychuk of Yellowknife and Thomas Tiktak of Rankin Inlet at work, September, 1983.

IX. Outside the Government of the NWT

Some areas in which aboriginal speakers wish to see their language used fall outside the jurisdiction of the Government of the Northwest Territories. Such areas include the Government of Canada, private businesses which are federally-regulated, and other private businesses.

i. Airplanes and Safety Information

One area often mentioned to the Task Force is the provision of services and of emergency information on airplanes. While many airlines are producing emergency information cards which use diagrams rather than words to describe emergency procedures, this only partially resolves the problem of aircraft safety for unilingual aboriginal speakers.

The Air Transport Committee of the Canadian Transport Commission, which regulates airline activity in Canada, made a number of language-related recommendations after its review of air services in northern and remote areas. Its Summary Report on the Adequacy of Air Services in Northern and Remote Areas, published in November, 1984, pointed out that air transportation in the North is a necessity, not a privilege.

The Committee made the following recommendations:

"In order to enhance consumer awareness, the Panel encourages the air carriers providing service in northern and remote areas to avail themselves of the existing media outlets in addition to local community groups to publicize their fares, cargo rates and schedules as widely as possible in the local Native People's language. At the same time, the Panel wishes to recommend that CBC Northern Services re-examine its policy with respect to items of concern to its local listeners - such as available air carrier discount fares and schedules in the areas - and to make itself much more accessible to what is in effect a public service announcement.

"It is the Panel's opinion that there is also a definite demand for travel-related information in the Native Peoples' languages. The Panel encourages the air carriers to assist the Native Peoples in making travel arrangements by providing, wherever feasible, telephone reservation services and related schedule information as well as airport check-in assistance and in-flight service announcements in the appropriate Native People's language.

"In the interest of safety for the travelling public, the Panel recommends that the air carriers, in conjunction with the Aviation Safety Bureau, commit themselves to ensuring that in-flight emergency information, where applicable, be readily available on the aircraft in the appropriate Native People's language."

The Task Force supports these recommendations, and urges the Government of the Northwest Territories to assist as much as it can in ensuring that these recommendations are put into effect. Such assistance might include offering the services of the Language Bureau to facilitate the needed translation work.

ii. Federal Activities

The Government of the NWT should encourage federal departments active in the North to use aboriginal languages as well as English/French when dealing with people living in primarily aboriginal communities or regions.

In cases where the federal and territorial governments share the responsibility for programs, the territorial government should urge the use of aboriginal languages as a functional part of such programs and set an example by its own actions.

In cases where the Government of the Northwest Territories pays for services provided to territorial residents by a federal agency such as the RCMP, the recruitment of special constables or arrangements which also would allow a community role in policing should be discussed with the RCMP. One region recommended that a public relations campaign be developed to attract aboriginal-speaking special constables.

iii. Health Care Services

The use of aboriginal languages in health care services is of particular concern to aboriginal citizens of the Northwest Territories. Plans for training medical interpreters to be stationed in the

"...we see a lot of signs and notices in English and we cannot understand them. The only way we may understand these kinds of notices at all is through our children...If notices are put all over Frobisher Bay...we still do not know what is going on because they are written in English."

(Elijah Papatsie, Frobisher Bay)

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Implementation

The Task Force wishes to emphasize that the aboriginal languages can be used immediately in many areas without requiring any policy or logislative changes. For example, bilingual streat signs can be installed in the communities. Local and regional bodies can function in the aboriginal languages, individuals and families can insist on using their aboriginal languages at home and in public.

Many of the recommendations, however, do require government action. The Task Force realizes that these recommendations cannot all be implemented within the next aix months, or even within the next one or two years. A responsible schedule for implementing the proposed changes over the next few years is needed. Many things can be changed very quickly. Other changes, such as the davelopment of a standardized Dene writing system, a fully bilingual education system, or the legal translation of laws, will take langer. However, plans must be made immediately so these changes will heppen in the future. In the case of legal requirements, the legislation should be introduced as soon as possible, with the provision, where necessary, that it will not some into effect until a fixed date.

The following then, is what the Task Force believes to be a reasonable schedule for the implementation of its major recommendations:

"It but always been a mother's responsibility to teach bor children how an assate. Society refers to their authoral hagange as the 'mother tengen'. That phrase along configure to us that women must begin to reinferce our languages in the house." (Native Women's Association of the NWT)

	Timetable for implementing Official		
	As Soon As Possible		
Government Services	right to receive and duty to provide medical services in communities and regions		
Program	production of necessary insuktitut materials		
courts	production of specialized medical interpretors right to use the language in criminal proceedings, including right to be tried by jury whose members speak the language,	_	
Program targets	establish court interpreter corps improved training and salaries for native courtworkers	_	
Legialature	right of members to use the language in the House and proceedings of the House		
	duty to make available agendes, resolutions and minutes of meetings of municipal councils and other GNWT total and regional boards and committees		
Program tengets	improve special training for Assambly interpreters pert-time positions for local interpreters		
Lews			
Program targets			
New Institutions	Office of Commissioners of Aboriginal Languages established two Commissioners be appointed		
	creation of Ministry of Aboriginal Languages and Cultures amendments to Education Ordinance introduced which cetablish clear right to billingual education		
	Ministry Responsibilities: • teacher training related to aboriginal languages and cultures • curriculum development for education delivered in the aboriginal languages • interpreter/translators placed under the new Ministry • increased interpreter/translator training programs • standards-setting for profestional use of languages and culture (teachers, interpreter/translators, etc.) • other areas of language and cultural alfairs placed under new		
	Ministry - establish inquiry into standardization of written Dane languages	L	
Within Government of the NWT	completion of identification of billingual positions a community education program, including workshops for local and regional councils and education bodies, to increase awareness of options and responsibilities relating to aboriginal languages and cultures		

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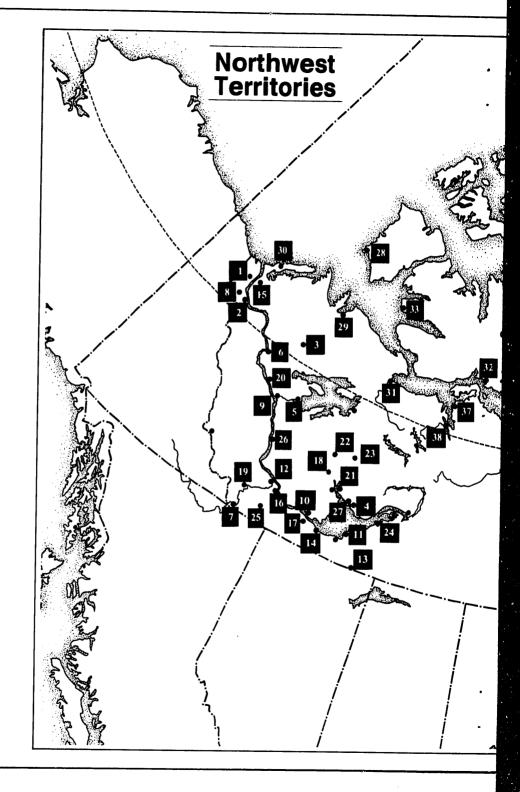
Many of the recommendations, however, do require government action. The Task Force realizes that these recommendations cannot all be implemented within the next six months, or even within the next one or two years. A reasonable schedule for implementing the proposed changes over the next few years is needed. Many things can be changed very quickly. Other changes, such as the development of a standardized Dene writing system, a fully billingual education system, or the legal translation of laws, will take longer. However, plans must be made immediately so these changes will happen in the future. In the case of legal requirements, the legislation should be introduced as soon as possible, with the provision, where necessary, that it will not come into affect 'mil a fixed date.

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	As Soon As Possible	T		
Government Services	right to receive and duty to provide medical services in communities and regions			
Program targets	production of necessary inuktifut materials production of specialized medical interpreters	+-		
Courts	right to use the language in criminal proceedings, including right to be tried by jury whose members speak the language, and in lamily proceedings involving children	-		
Program targets	establish court interpreter corps improved training and salaries for native courtworkers	 -		
Legislature .	right of members to use the language in the House and proceedings of the House	F		
	duty to make available agendes, resolutions and minutes of meetings of municipal councils and other GNWT local and regional boards and committees	-		
Program targets	improve special training for Assembly interpreters part-time positions for local interpreters			
Laws				
Program targets		\vdash		
New Institutions	Office of Commissioners of Aboriginal Languages setablished two Commissioners be appointed creation of Ministry of Aboriginal Languages and Cultures amendments to Education Ordinance introduced which establish clear right to blingual education			
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Within Government of the NWT	completion of identification of bilingual positions a community education program, including workshops for local and regional councils and education bodies, to increase awareness of options and responsibilities relating to aboriginal languages and cultures			

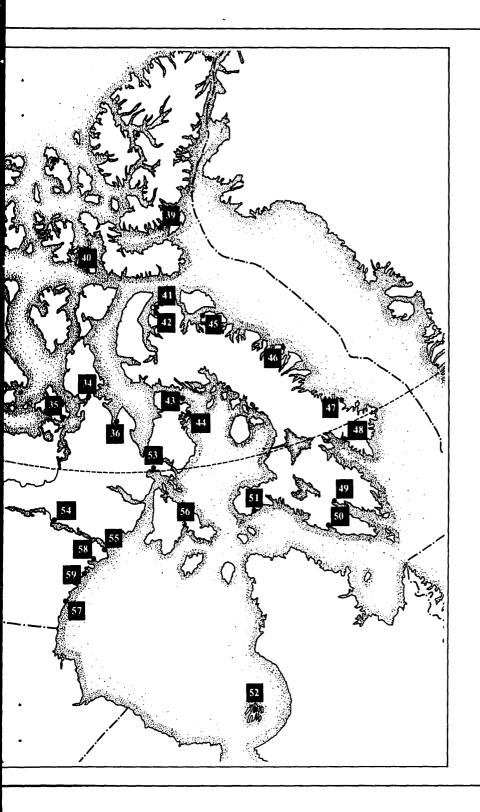
5 years	10 years
right to receive and duty to provide health care, social services (welfare, UIC, family services) wildlife and air transport services in communities and regions	right to receive and duty to provide all government services i communities and regions
right to receive and duty to provide above services in head of- fices depending on demand	right to receive and duty to provide all government services in head offices, where nature of the service makes it reasonable
bilingual community health representatives, social workers, wildlife officers	standardized written Dene languages
	right to use the language in all court proceedings
duty to provide interpreters as soon as possible on arrest, search or siduly to provide interpreters as needed in order to exercise right to duty to issue judicial decisions where the trial was conducted in the decision involves a point of law important to the public (in Dene ar	legal counsel e language, or (for all regional aboriginal languages), where the
key phrase language training and materials for RCMP bilingual child welfare and mental health workers	one or more bilingual RCMP (or community police) in each community
	standardized written Dene languages
duty to make available non-authoritative summaries of bills and res duty to make available Executive Council documents for Executive	
	+
specialized government translators bilingual positions for GNWT local government staff	standardized written Dene languages
duty to provide non-authoritative summaries of all NWT statutes and regulations in Inuit language	(in Dene and Inuit languages)
duty to provide non-authoritative summaries of all local and regional municipal by-laws in Inuit language	(In Dene and Inuit languages)
train legislative and executive translators	
	Commissioners to review over-all progress toward legally-equivalent laws
jointly responsible with Department of Education for all teacher training and curriculum development	by grade nine, all community students are fluently bilingual a have considerable on-the-land skills in larger centres, unilingual english education offered as optio but with considerable aboriginal/northern content
	fully bilingual high-school program available in every region



- 1. Aklarvik
 2. Tse Gah Tshik
 3. K'áhbamítúe
 4. T'ézehdá
 5. Déhne
 6. Idáhkó
 7. Zahchokó
 8. Tah Tlet Zheh
 9. Tulit'a
 10. Yahtidokó
 11. Denínu kue
 12. Łúdli Kó
 13. Tthebacha
 14. K'át'edó

- 14. K'átl'edó
- 14. K'atl'edó
 15. Inuuvik
 16. Tthedzéhk'edélt
 17. K'áágee
 18. Tsótúe
 19. Tthenagoo
 20. Tl'ehgóhlt
 21. Neshíkó
 22. Gamítúe
 23. Kwezéhtúe
 24. Lúts'elk'é
 25. Sahba túe
 26. Kwets'éhkó
 27. Sóba K'ée
 28. Ikaahuk
 29. Paulatuuq

- 29. Paulatuug
- 30. Tuktuuyaqtuuq



- 31. Qurluqtuq 32. Iqaluktuuttiaq 33. Ulukhaqtuuq 34. Talurjuaq
- 35. Uqsuqtuuq 36. Arviligjuaq 37. Umingmaktuuq
- 38. Qingauk
- 39. Ausuittuq
 40. Qausuittuq
 41. Ikpiarjuk
 42. Nanisivik

- 43. Illulik
- 44. Sanirajak 45. Mittimatalik
- 45. Mittimatalık
 46. Kangiqhugaapik
 47. Qikigtarjuaq
 48. Panniqtuuq
 49. Iqaluit
 50. Kinngait
 51. Kinngait

- 52. Sanikiluaq
- 53. Naujaat
- 54. Qamani'tuaq 55. Igluligaarjuk 56. Salliq
- 57. Arviat
- 58. Kangiqliniq 59. Tikirarjuaq

C" CLC DPDC ADD CC

حه ۵۰ مه ۵۰ مع ۱۲۰ مع ۱۲۰ مع د ۲۰ مع اعکمه مود۱۲م ۱۵۲۸ مود ۸۲۹۵۲ عم مودد عدادد مه ۱عدد عداد

L- נ- ۵ " הי כיי כ ۵۲۰ ۱۹۲۰ ۵۳۰ ۵۳۰ ۱۹۲۰

GC DDC VOG CC

105%4FC, 7UP

LCL DODY-U. VACC ארת איר C ררובף של CD איר סיף DDc 30 PC 35408

۵ مود ۹-ه کرد مراح المال کو می مود ۹-ه کرد مراح المال کو می کرد مراح المال کو می کرد مراح المال کو کرد مراح المال کو کرد مراح المال کی کرد مراح المال کرد مراح ا [σ, CDV, σς. QC, αΔ., Ub, 1)-ه^د ۲۰ ی ۵دو م ۱۲۰ م ا اادعاط

-۵۱ که ۱۵۶ ح ر څد کل ح ۱۵ هم۵ د ما ، ۵مک داے ۵مه ه طری ۔ خد ۱۵ عدد و طلاح هر عو-۵۵° ۵° ۵۶° ۵۹۳ ع۵۰۰ ۵۵° ۵۵° ۵-۲-۹۲۴ و ۲۵۰ کوارار، عدر عد م، مرحه) حرم مرد ۱۷ خراه ل ۵۵ کاء لاءؤی کے کو حراقہ ۱۵۲ کا معلق ಳಿ ಎ೧ಿ .

C'cl' DPD Add CC	GGC DPDC VOGP <c< th=""></c<>
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Δ6400 7040000 70<€ 3° €c	
CL, 9d> Q,PCD2xc QLFCD, e9&c	
¿ COL° a doprdonco liter	
مه ۱۲۰۱ مرد ۱۲۰۱ ۱۲۰۱ مو	
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>P%C÷c %<>>i>c 0%5~ CN	A = 0.75
۵۵، ۱۱۵، ۵۲3، ۹، ۱۹۲۰ عه ۱۲	۵۵۰ ۳۰ څه څه ۵۰۵ موژن ۱۳۵۰ ۴۲ څه څه ۵۰۵ موژن
,	>۱۹ رحیه ای
ـ ۲-۵۵۴ ۱۵۳ فوک یا ۲۵۰ فوک	21 Cc 956. 71h
عه ۵۲۲، کاداله ۱۹۵۸ عص	
D%2° a 5 Da b .	
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لحداه محدد مه اعد /طرحاعه	
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ا ه ، رح ، ۱۹۰۰ کام ، ۱۹۰۰ کام ، ۱۹۰۰	
	-
└ぺ┌└∁ ┍。 ८० ४८० १८	
24280cs 20	
۱۹۲۱ و ۲۹ مرم د در ۱۹۲۱ و ۱۹	
مارع کاد عوری محل د ۱۵۰ مو	
_ · · · _ · ·]

L-LDC

خ ۱۵ مه ۱۵ مې ۱۵ مې ۱۵ مې ۱۵ مې ۱۵ مې ۱۵ مې

لحله محرود محود هد محدد

حدد کا ۱۹۵۹ کا ۱۹۵۸ کا ۱۹۵۹ کا

La, CD, VD, PFL>U4PerChe

عود ۱۵ د ۱۵۲۹ م

Comparison

Com

م د لائل ۱۹۱۹ کال عامه .

20%° °40€

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ΦΥς Φς• ΣΟς Φς Φς ΔΕΓΘς ⇒Π•

Leted A'T LCLS A'T

∆፴∆ና /ኆ ፫ሊ- > ዑለኮ/ሰቃ L-Γ-Ьφሀ▷،የርኮትረብ<u>፡</u> ቀ 4ጋኤ ፪٠ ሀዲ፡ ፣ ι.

۵۵۰ مر ۱۲ ۱۲ محد م

کنک عمده م کنکه هن که در عمره که در عمره که در کاره کاره کاره کاره

CDLC Jube 42 UAPe >10 FOFF 90 P200 La < a1085< C 200 400 Fere the en 1997 holds goobldor-אסבי לרטוי CL, פס דירישי כסישאסאנ סישטאירוזאיינ האא עינו־ בים ברובסייחם הכחליודחלים". ሳሆቴ ርናታ ኒኒር, ለራበሳህት ኃላ ኒኒ-130 6400 A91 400CD-226 FAC לש. אראי אשה כסוסחראים משלנ-UU247F7U, . عطر فيرعمود ۱۲۵ مرد برء عروه nnabynabiere, CLA el 3 663-CΔĽ° Ȱ d⊲ Č< /Γ% L° Λι′ Γ° فع مه عد محرد مرد مرد المحرد عنه لحو عد مرد مرع عد مرع مرح وحدال بدد لدراك غود كام ال ١٥٠ الم ١٥٠ من عبد ١٩٩١ حود لادلامام عد ١٩٦٠ Δ-CΠ>Dorc 801 DorcD-G> Life Lele yer Ceche Dbbe Van CC You DPDC VOOP CC ۵۵۵٬۱۵۰ مد ۱۵۵۲ من ۱۵۰ V-U41/4, でやちっしゃ 「くてゃ 4.2 ۸ د ۱ م م م م م م م م م م م ל סלי סיר , סברתסיר , VCUALL DOC! A סישיר, הי לאטפיר. חיר לי לי פיר שפרים חחקי מי לסי בש וקרי אי \$ 445 ICTV UUL! 8.446.4 ۵۵۰ م کو دم ی ۵۵۰ کو دم و סי שרני ערנול פיירשרי ספסרט, ססנידנג עף אמרטלה ישעה ספר ישעה אירור מסנידער עף אריירטלה ישעה אירור עף אירור אירור אירור אירור אירורי へんとりゃられてす -۵۰ ۱۵۲ ک د ۲۰ امک ۱۵۲ م۵۸ DCDY IN CD JO Δ ac>%Dc'3 σ , DLdcD2DC'3 σ (みっ んてりつびりゃ) ۵۵۵ / ۵۰ د۵۰ ت ۵۹۵ ۲۰۱۰ שירשיי שני אירשיי שני אירשיי Δ %b% Δ Δ σ ω b C Γ U7>><?D<?!! %! ><P>- ~U4.1. ٦٢٠, ٥٩٥٤٠ ٩٥٠ ١٥٥ ماح طاخلار しゃくない フゲケル・しょしょ しょ

-10976 AC34-1440

חטניקד אלטים, ספניי-

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0%04~U\$C 04 >5 CTP 94 "שפפרשם לי אכחשי גח-«CD"6 Δε σ σΠ ο Πσ α 10 . D8D~175D~G DUDPENDATES. COQ-A a a D& a Da ALLa VC 4UAL ΦΦ UDIFTUP UUZASFF Δ۲. 4. σν σκραλρ. -حرب ۱۳۵ د ۱۳۶۰ ، ۱۳۶۰ שתששבי עכ משטאי חים» δεν δε , σρας δε σηνε, σεσσ. δεν Lαε σηνες. Δο ηρε θε σά-44. 20 4. 90 6 391-Uthe me UAL)

۵۵۵ مرد مردی ۱۹۵۵ مرد و ۱۹۵۱ د

عمه، میکر

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۵۰۰ من اد ۱۲ مام

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">>cησς ης ∇ρ<"∪>ς" ∇ωρσγν»>ς 996°€5< 400 D67L040, 4 L0 PN'TD' DaccLYPo. DDD abor ጋየ-**▷**%<७ ጋቍ ጋጎት▷<७ ጋቍ ۵ Δዾጋዔ-יבים איים אים מים שיים ישיש DASS TALL DOLL OUR SERVICE OF S. J'√>0<>> < 4°>0 *غَـُخْ, كلـع كُـُ حِنْ هرحُكُ رَاكُ اللهُ اللهُ 85 206 J.

276. CL 14 ACRAYC O' 40°CD-**ずしていと、よっずひとょすんつった** Δριρς Δωροίρου, ΔΗΙΚΟ Πηωρις δεροίρου, Πησωρικό Γο 4-L2 6-29.46 5.00 Dec. 9.00 Dec. ∆>l%¢%nc>l√ →n .

277. 3° 54' 2">>-No' 1' 06>2><-• Dar CAJYre a Drreas Deci-נירי אכישתאלי בתיני שי שבישי מי -שלי בלי באי בי באי בי באי בי באי בי באי בי באי בי Ͻ**ዮϲ**ϷჼჼႶϼʹͺϪჼჼͰͼϪʹϧʹϹͼͰͺͺΛϲʹቢϭʹϐʹͺႶ϶ ۵۶ و ماد که ۱۹ مهم ۲۵ م و در عاد ع.

iv. DhbL% CbN+%

278. 6 3 J 4 C DAC D6D24C 47, CD 6, Jr FUD > 6, YY5, 9 6, 9° FDU= 4 6 4 6 3 6 3 6 4 5 5 0 7 7 7 7 8 6 6 6 בסטין ידי אטן אליער ידי ויסטרפיר D"d'[- 20" L' 6" L' 6" P"d" D"d' -"•• γον οθολλι U1. J2PFr= " had a "hod bad" or , P do- $\Delta_{\sigma} = \nabla_{\sigma} = \nabla_{\sigma$ PE Jaile IC DAC DAPLIE De C90 7D-፟፞፞፞፞፞ጜቔጜፙኯኯጜጜ ርበ**ላ**፟ቔጜፙኯጜ፞፟

279. DYDZZCNZYJ DYDYYDC-% כי סהתאחזי, לי בי מיראחי אר 4- L3 14 45 C4+ 40 14 65 40 14->< >U > 040 > 1 L + 4 3 2 2 - 4 **つらしゃ σ トロュハ・コ・ コトレ・トΔ・ュ**

275. ۸e-case clidat, 3p>500 Dacide lelidre c Acranstes POP 1074 OC DO 1014 101 عدر ۱۳۲۶ کو ۱۹۲۰ کو ۱۹۲۲ کو ۱۹۲۲ کو ۱۹۲۲ کو ᲡペL゚Ძ゚Ⴋ゚ ለcቢቴ∩ቴ′ ጋልና . CL゚Ძ-שב אי כי מאסאטי כסיני של של-**1,5 5.00 A40 400 5.00 1,4 €** TO JOY 4CD% CGP, FC DO, FC UCDe, JDR, CdP, FC Syyeupe **џ**የፆ ዓረ ርዓፆ ለ⊳ሀઢ ଦ∢ ን⇔ኦ ≺ቇ \$PP56 C' 0 4' L' 2', Cd' 500' -

> CD% CG5' LC % 26'UY' DA2' D%D' >DCD' >' D'66' CDNCNo' LN-Dab 3C Δ66 44 Uc 2> 42 4 Le pachd lare are Us. Cr, 94 PPP'C' DFPCA' Actod' NCP'-6° 6% CD° 2% 1° 0%% CDN-כתסיר שלוליוכתסיר.

v . 🐧 ୮ታ% ለcበላቴ ጋና

ጋ° ፈ' Lኒኒ' .

CG5'LC a' Fo" AcROS' Do ~ CC ነያ ው የበር ላንሃ Cb ገ ው ነንጋ~ SΔ° DSDHY° σ NondF° σ. CL° dag LCL d' 6 >) \$ 1 < CY & Do Ciric CCLO de Paphroso D' SO DECDER, LEL 15 ∆~L, ~, ~⊳>U.P. CU.QP. FC ▷#₽~-J'hnyder dy coay lic, clare ערעסואל פיטלי כסאפט קינט DCCD40 LCL046 PaDY6NY000 AD "JUP AD "(CD >UP VEUA)A" CLΔ°σ 6 3 2 10 Δ 2 2 Δ 3 - Δ ዋሮ በጋ⁶ > Λεησιρ Φ አΥ σ σ Δ Δ L • = ጎ¹ ~▷ ሥስ የተመሰው የ እኔ ነ

281. בפי אל נכני שי חבסתים-

"... <\(\mathrel{G}\) Cd<\>JC ¬₹∪ン。 ┗५ くっ CF。 Geo ファイチ。 -<*Yc>*. DPH+*a<*<-> Sode Lic Profe ∆2°03~%0°1°3C 43-∆**%**-3~ ጋ∖"C⊳Ր⊲∻ና ۵۰۲۱۵۲۶ ۱۵۱۰ برد -DA & SE NOSE LES もっぱいうこもつかっくり LC. " (ΔcΔ> <<°ν, (۵۰ده۵





282. ΔεΥ βι <σρχ ρα 6))-% (c-do,> d)r FU, >U, d)d, 4-م ۱۹ الرد ۲۵۰ مار ۱۹۲۲ کی ۱۹۵۹ کی الرد ۲۵۰ مار ۱۹۵۰ کی -4/ "CD ac 24" T ("65 ac 7CD "AA" ΔÅΠϽς / Δr L ω δ μ D ς), Δρ μ D ς -ے ۲۵۵ من کام ۱۹۵۰ میں میں کے ۲۵۵۰ میں کے ۲۵۵۰ میں کے دور کی اور کی کام کی کے دور کی کہ کی کے دور کی کر کے دور کی کے دور کے دور کی کے دور کی کے دور کی کے دور کے دور کے دور کے دور کی کے دور کی کے دور کی کے دو שחבשל אבלה מסס שטטי אפי שטי $\Delta \omega^{\bullet}$ Ω° \mathcal{G}° \mathcal{G}° \mathcal{G}° \mathcal{G}° \mathcal{G}° \mathcal{G}° \mathcal{G}° ΔΦ°CC γς C, γς ΦΦν, νις C ΦΡΑς ΥΩΡς C2λς ΓC Φσ ρς D) γσς

CL*40 4F2"LÅ4 2"292-283. CD46 J650, CD870, 7UP D,PD570-**プレット マイド マング。 すり こ、いこり ペナウィ つい** D>Nde')% CΔcLe' 1' > N' <N6-حلا عال . العن الله لحد له المهر , ۵ د ۱۹۵۰ کو ۱ کو ۱۹۵۰ کو ۱۹ AJLO 421 CDFU441 AURI PP -

284. 474°CD% 1-10°604° -08 °CD ° 674'Cdd ° 24°CC °6-עראי C2 אר γι Δίο νο νουσυρί -

Γ°σ' Λ'≺Π'6' ⊃Π' <Φcσ'Γ°σ, PHOD AGG CDPOSSECT DP-5057467F446 D66057704FU--عاد . عه د احل احله المد ۱۹۲۷ عاد ۱۰ Δ-20° - 20°C C γεργης Δ-20° - 20°C Δ-20°C URCP, TC VPAST, TU, TILE. Λc(146°) 6 <σ 1° σ ,) PcD-החרשור שי אליני שם , ביני عه د عدر کا عد ۱۸ عد د د کا عدر ۱۵ کا Δ646 CG>R454 56 Δ26 56 200-በሤሄ CSኑ LC.

285. pac 74 LCL 340 CD4 DAPSILE 4D1 CPR CAS TLE ۵۲ مار مال ۲۲ کا ۱۳ کو کر در ۱۳۵۵ در ۱۳ FILC DOST COUPDING STIGHT برد کر ۱۹۵۸ برد لاک معنور ۱۹۵۶ کر -YLOYOU ADAOaDe nCDODO. D< 67.9.9.0 DAPCHORUS Part JOHA DOLA DOLC IN CO. JOH DCY'G DCCDGD4G DYDYGUDG DDA a DDE 256 CSS LC.

286. Days Dypar Dypar 40° (Dorc a For Achaile 'bbah' Cb'b' Ca' L' >ና በበናና ል'ሆ' ታና שביני CO היה אסאני בייף 20% ביים D'6D246 ac, OCDOCD3063 6 דרם " אסל ספ לכלת " כי הלי -C'LO O' GICL'. CL' do Dob 600 Δ645 CG55 C TILC QUYE σ6 Date DYLAGO DACC Proc.

"ام م که د ده م م ۱۹ م ده 8- 247. LC D. D804-۳۰ ۵۰ کاللاد ، CL۰ د ~ دید د ۱۹۵۰ م CL* dol Ac* od555 C&&_J," (>4 >4°Pe*)

שפי אלי וארי אדיכ אבלוי

LAKE AWRY NT

1 N' T' - Danda' D' CAFLO' J'
276' 54'

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PUTPEC ODERPEDED >C DOGT:

267. "474<, 20 464<, 20 שסדורמילוטי שוני אוודשסאני חבשירשי חי דלבתי מספי שם ACRO TO 4DA LAPRICA DO DED#(#) DED#(JYLLYCO' ADYO O'LA DEC'O שאניות שליכן הכשיאלים פי פיי קיי בי שרישונולי המל יונ مرد ومد ارد البه عد حل حظاد لاد عد الد 4 L. 84 0 - 64 65 LYC 341941 הי ברשי למ ספירום שבלצ DAPALCUJ#Der # 3970 AC 3UJ# שלים לי שלים לי שרבאלים לי שרבאלים בי שכר שר בי שלים לי שלים לי שרו שלים לי ש אבתי אספי שרי שי שי שוי ששעו -4 Lan 41 CobUt 4V 40 40 1

\$68. "\$\(\begin{align*} \Delta \cdot \cdot

""A" dir Onis Padra CPT ""ADIS DPP CT -DI "ADIS DPP CT -DI "ADIS DPP CT -CT DI "DO "DO "DO " ESCIT EST DO DO "DO " ESCIT EST DI COLLA-LE CCAS" AIT PC -LE CCAS" AIT PC -LE CCAS" AIT PC -LE CCAS" AIT PC -LE CCAS" AIT PC -CCAS" AIT PC COLLA-COLLA CC SACTO AC COLLA CC SACTO A debyte & sect tobe page.



DO ODE DES OUR APE

シムト・ /ムト うっしゃ

137. C'a Fo'CD'A' BNLYNY%'C%6"> o BNLYo' A' N'>-N'>-N'>-'
Ac' o d' o o' d' P' ro d'N',
CL' dd A' b" DA' a' d' o d' a' o a
D'ADo' Arl a d' a' .

4L-0 44-4-0847500

3) Deady of PITE Veller

143. (Le Tercorn de Car bn-Lerr hortainant - re helle Acorre ordine de irr oliate name de certilic horis de ans. Cle Tercorn de iste angorenr district

Projustions DIPOTIC DEMITS T' > 400CD C' = 400 2 2 " A" O' > C' DPD'C'DT, sac's D'bcLlb' &c CAPPRIA Y > Vr FUDULY CLOSE -45, pac, LDap Pergilo 16. Je 16. J-UDe DAPARA COTO 7L1 LC % 200 D620 0000 pac' [Doc. D'bcLlb' &' o D"ba-Δ> "OD 4 O MD > P C D "> C " MD P 7 " O G B 1, YAURD, 420-57 PC-57 P CCASO de acDOO de a DEL MAGO-7246 96, 86 3616 16 DGC DBDY-۵۲۵ مه ۱۵۲۵ ماه و مود کرور ۱۲ مور کرور کارد اور ۱۲ مور کرور کارد اور ۱۳ مور کرور کارد اور کرور کارد کرور کارد D'6-L'16' A' + A-"47(15D-+ C' 44 ACRAVYLY ACRAVY ay ar.

"aac" o D&cLib dAL [DAJ', ጋርኒካ ጓዬ ቀ J'

ኦንት ሊተላ ለቴሬት ነር

ለት ነት ላይ ል ል ቀ በ
ለቴሬት ነር ል ር ል ተ ወ የ ተ ወ ለ ተ



252. DYDN-CNP JC 40-4P3C Up 9c VCU50c (PD>17x 45,4cc DCD, Up 9. PD>7, CD,PCD,9, TL CLD° ob LCL b d C NCN> 40 o NOTO SUPPLY COCY CC CAL a \$P>LYPCSY'LC C' \$"CD4" a' 730" CT, 90 D.P. 0, 14, 00 00, 00,000 D'60710 00 D'670 ac' og' (D40. D407-U5, 9c D404 20 JCD, >c 'ዜው" 'ዜ⊳ጉረ° <u>a</u>ሄና ርናታና Lኒίር, LCOCONSO DO OSOPOLLATO Lc1° a 47>c2' >' , b' sa'11' >) P69, €, D. A.U. DL. 43U.P.; N.S. חשי של אחל של של שם, של של של של יכר -DNDS PhPases.

ii. مولا ۱۱۴ مو ۱۱۴ د کالا مو

σφcη⊀°.



D6D766 26 76 6000 66 06 4000

249. CL'a Paby C'N'-6"

D'B'' a' o' J' 40'

D'BD'' T' 40' Jo a' C'J' Y' L'

baCD' L'CL' d'Y' o 40' CD 40'

LJ 46' o' N' 17 A' DPD' C' DT

4" LJ 40'

4" LJ

Δε^ασς Uc γι Γυ, ας Θς, 9,1, Γς

Φε^ασς Uc γι Γυ, ας Θς, 9,1, Γς

Φε^ασς Uc γι Γυ, ας Θς, 1ς γι Γς

Φε^ασς Uc γι Γυ, ας

Φε^α

251. ÞÞÞY-RÀ' '\$DÀLÞ' CL'a
ÞÞÞY'\) J'\$\s' \don'

\delta \text{\te\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\tert{\text{\text{\text{\text{\text{\text{\text{\text{\tert{\text{\tert{\tert{\tert{\tert{

Δ* • Δ° Δ • * σ • Δ° Λ° Λ° Λ° Λ° Δ° «Γ • «° < Ω 1983 - Γ •



247. Nonic LCL de a DA a-C7 10 5CUGCC 1949900 01 17 لاعفΩ۲ ۵۵۳ من CALc CF, 94 PC 30UD. DPPSAPLE DE ۵۰ م ۱۵ م ۱۵ م ۱۵ م ۱۵ م ۱۵ م م "b' sa D' DC o o and bir sno. PYOF NYLIC AF FONTY JOB. DA° a YC " CAL° a dop CD Lob-۶۶٬ σ٤, (L6 dde 65 عذ Δ) Δ و ۵۴ د که د ک د ک نوانه و د ک ف که که د کا مهد، و ۱۲۵ و ۱۹۵۰ مود کر ۱۲۵ و ۲۸ مود و ۱۲۵ و U-D, CD, CL, FC D, P5, F, 5,970 ant active's DOGC PGD246 of.





[' ἐ' σ' ▷'b▷νοσ' Δ'ίνν'' ἐ' ἐ' < - ο σ' Λοῦ δ' σ

الأخ عد ۱۲۰۰ كود دور بارار . باده ع الاعلام ۱۳۶۸ عود ۱۳۶۵ کو ۱۳۶۸ U- 20 110 06950 110 000 000 ->4989 200 NOV DC>7404046 2 > 167-90080 ococos (2.545 -0.0C494D JC ,200,0CD 976.767 - 474-47DA 40C444D "... . S4S

PC CD a and debec C > Dac Non a C > Dac حيم و در در در وم مود و دودها-1 < L & L & L & A C & A 26070PS C 19910PS >c . 395 Cr & COCD OPO TC. CLO 30 V-U 01740 2°C >CD 9° 0 1 39.C ~ 49.4 >C CLA . Le Le Je .

20 475 CD 1966 LYC 21,6 81C DOPPLY OCPUDING CC ODS COPUS

ססחים שי לוכני כנים

-¬JʻLV) D'NÇ-¢√C (∀TV°C -

۷۵۵ میرد کوه فر رکاراء و %< >55%> 147957∠42 >5UU DSP5 a N SS & G S1/2 45, (L° a D6.25.746.20 66.20.146.20 StO. וכרף של הרים ארם בים

*** >4204 74 45 74505 4 7 کامهکرد همهارمهم عکمهرد -, 1,459,00 4UCASH,50U9A 5>,50 750 200 UCD2 440 1160 0c 400 CD-CDOP6 >ce CCDOPc VCDFtc -,CD 2547667066776 476 ONAF FUOTILE GODDLE ODER FC 6CPCP 66 66 DC DQADC CD2786 CS4516 QD6866 CD-DGED 4-DD JULY OF 4-DCU14-CO14-C 2795CC 59 05950 2JEP50450USO ۸۰۸۶۵۶ مرد ۱۹۰۸ ده ده ده ۱۹۰۸ کود ۱۹۰۷ د ۱۹۰۸ کاد ۵۲۰۱۲۰۰ کاد کاد کاد کاد کاد 239. DYDYCAP95 CD 269295

> 79.CC 4,9,00 41,04P5<1U9.4 40 20 ACC9 42 ACC9 40 ACC 40 A

DOPD16 0.0

۵۶ ۵۶ مزد ۱۳۰ م عرود حصم عم معمد C770 00 00 00 000 21 1U~284 CD 454 CUr Tc

(JOPC4 ۵۵٬۵۵۵ مود ۱۵۵۸ حرام ۲۰ کام ۲۰۰۵ کام ۲

~76.<u>1</u>>1>⊳√≥∞

Δε^{*}σσ^{*} κ^{*} ω^{*} Δε^{*}σσ^{*} ρην^{*} ω^{*} .

CL^b dd Δε^{*}σ d^{*} ρ^{*} CLDΓ[†]

Pr'DLΠCDσ^{*} α^{*} σ^{*} \Dσσ^{*} LC

dDΔ^{*} αDσ[†]σ^b Δ^{*} bαΔ[†] \ΠλDσL
αν^{*} < ' . (L^b dd) Δε^{*}σσ[†] κ^b ddσ

Δε^{*}σσ[†]σ^b ρ) Δε^{*}σσ[†] κ^b σρ
αν^{*} ρ^{*} ρ^{*} .

dDΔ^{*} αDΠCDανΠσ^b \Υ^{*}σ^b

Δτ[†] α^{*} > ' , Δε^{*}σσ[†] κ^b ddσ.

۱۱۱، عمد ح کنه د ۱۱۱

236. (L°a ጋጎት'ቴበላቴ' ታ" OND HOLL VEUS VIO DONG -רלאנ עישול אלרל שטי הל שפי-JC 04647940455767 0467467 C ₆ የ-,∟ ∨<ሆ5ρ,٩ዶρ∪, ⊃ι. ጋ6,**₽. ∪. ∪-**いして コナラいいのはんのとしょ コナラ 27 25 29 29 CDC C 25/10-1C CLD & OF LOLD & ACRONIC -۵۵/ ۱۵ که د۲-۵۵ که ۸دانه ۱۵۸ که ۸دانه ۱۵۸ که ۱ VUD, > D.P. o. DV, oe, CT, o 25-61066 00 0065-11- C OLL 26-24-20 00 34-20 PAPPRADIC 95 3475 CC >45 2476 CC CLA° & DPG° YLL OSABRAGA -٠د ١٦

238. Γσ' C'b' ΔD<" ρα'b' DD'bΔ' DAPLIE DEMONICHENT TO 3666 76, CAL VOULT PLACE 200 معمه ۱۵ ز ز ۱ د حص من من ساد کیکهه 4 L3 26-046-0 445,9ch4. -ماره مه ، معربر ردله وارد << nob CS5 LC on ob CL dol مام۵، ۱۲، ز، ۲، ۱۲ د طحه , ۱۵۶۲ حد ->>oc 10 <10 CL0 <<C> 40' 6' 005' 7L4" 400' 600CD-مه، ۲ د کاکای م، م راکه کره م، -عه. ۵۲۲ ۱۹۵۲ مه ۲۵۱۸ محالاً مَا ١٥ م م عنه د د لد , که ور ۱۵۰ که ۱۵۰ که می ۵۵۲ CD۲ ۵ ۲ ۲ و م عد د د الد ، ملك دله على حارة في عدم مارة في -חנסטובל של 200 ב של 20 ש σ' "] ¬ ΔΟΔ° α Ο Π C > c ' < C C L ° 4 Δ 236 C1 D6 602 FLC 951 LC PD° oc Abd' CDd° andb 5, T° ob 2PCD4DC51L6 2PCDL67D4P6-۲۵σ٠.

226. ii. Δε°σΦΡΟΣΙΚ°Υ°Ο° Δε°σΦΡΟΣΙΑΥς σΥ°

TO THE MEAN OF THE PARTY OF THE

229. Ach 4000 Do 47640 Do שלי כסושי שייי סי אחשסושים יכסי בלהס / סף כ ס הלו מכי ה מי חכני רם-Uare the Denders of Janares of CL و مع کر ے, ۵،۵۵ کی ۵۸ دام ۱۲ کی ا ن م ۵۲ کرد مورد که به کار مورد CLO da Dio de de despo CDec caci -<C 6412, 000 044, 000400 00 -「 oc) かりと e e いしゅり つ いりから , % Jan Och Ccdde Δρ CCD-Δ° α ") ή > > σ ' Γ) Δ° α " ; ' " > ሶርበ ላ ነውር ዓታ ነ LC, D የ ኖፌዮ ፅ ፡ Δው በ-ے ۱۵۲۵ هن ۵۲۵ من ۵۲۵ کا ۵۲ د عص کنم د کمه کرد ۱۹۸۲ عمر کرد مد عص کام د علی الم nare accupople buds > , ۵۲٬۳ م ۸-۱۵ناره COC ، ۱۹۶۰ ک -CD244202 74667644 7267

"D\D\'\o \cdot \c



しづってアート

1. Dage 03/00/04 Person 1

"474" o Dac, a F94 VeValto-

- -- 400° adde '\range de composition of the composit

224. -- J5PD145 < > > C Letebing do pc. -- UU9U1, J6-D, UD6, >, D.P-DY' N1' 3 25/20 % 20% CLΔ* 2° 42, Cbትሀ4. ጋ^oc : -- D6D7, C, <, - dUc 440Ld.P, 5-اله د ۱۲۵ و ۲ ۱۹۵۰ د د د طحه > אסאני שליני שלי שלי שלי שלי ליני; -- کے کا کو کا کا کار دی کا کار دے۔ 216 01 L3 65 30 06021600 65 30,000 DeP516 00 (45,000 € 40' CD 6 9'C' NOL LOU N' 31 D 60-2010404C \$ 25460CP\$(); -- C' U>DUOU , UCDU 4P, < , 'UC' ---- مهد د ۱۱م مهم ۱۲۵ مهم ---- "bnc" "Vdo" | do" ncoc" > " UU2, UCD6, >. ▷,₽>, Çı14°. - "2018" "ALC > 400 "2010" "abl' bac" 'J⊲∩J°; -- JYPP& L 4JV = DUC 46 >c 4CP 2 210944C9 2LC 274CDC -لداده، ۱۵ م م م م د د که م د ، CLA° ob LCL6 d° o Acn c A c ic, ۵٬۴۵ ، ۱۵۲۵ ، ۱۵۲۵ ، ۵۲ دی ۵٬۴۱۲ ، ۱۵۲۵ ، ۱۵۲۵ ، ۵۲ دی ارد ، محدد فر ، موحد مه المدخر ، محدد محدد فرد کرد مردد کرد

"የልጋል" ል' " '\$' ኃልቦአን" -ል' በላነ" ዕው Δ" ba Δ' Γσ' ለላ" እኃላቦ" ል' ቦን' ርልLል' የን" ል' በጋ' C-ሁ"." (ልይል' ል' Lበ-ርብኤ ፅ', ላ' ለላ') \$60CD (Παπαβίσης σε Δε ας L'C UU2@6.%\≺F<<C 'R; ¬•UJ; \₽₹UJ; D4D2 - CU LUD. 3, 9. . De - 2027 70-Choperate Undial Derite . ۲۰۵۰ کم ۱۵۰ مولا دیل

213. 4° c \(\(\righta \) \(\righta \) \(\righta \) \(\righta \) c' <C NOSDYNLY Cr'σb, Δ° αΔς De od siro De odune ne le Lurdet rysar nnsparteteblic √دہ٠.

۵۰۵۰، کرد ۱۵۰ م Δ مد ۱۵۰ م ۱۵۰ م 6007,98, J5UD,96, <0<<L bodher Ocharae Opanderic Δοι Τις AD>Γοιλι ΟΤις Αυς, V>D, --IJσ\σ 647L <Δ< <٠ . ▷6D75σ-۵ و ه م د ۱۹ م ۲۰ م که ۲۰ و د به کود 140 0 040 10 0 CFa בם 'b' שם בפר" ס בפי חשר ברלרים-%/D> >D> D4%%d5 CD%.

215. DYDYCN'S NYPS' CL 14 Δ^{\bullet} a, a, Δ^{c} Δ^{c} Δ^{c} σ Δ^{c} δ^{σ} Δ^{c} δ^{σ} Jabe CDAR TLE Port Dre CLD 0 24 ۵ م م م م م م م م م م م م م م م , ۵۰۱۲ کد۸ .د م , Çr 14 DADY-U,c 49, 50, 540, \20, \4, 50, \4, 7/150 D6D7/600 7 7400 06760-04 بيود عاله (المعطو م ١٩٠٥ د ١٩٠٥ و عدله Δο Υρησο / σ ε τρησο) σ PρηCρ-عد د۵۹۵ عاود که د۵۲۵ کړ -وه ۵۰ . CΔLΔ C) ۵ مورد) وه ۵۶۲،۵۲۹ من ۵۱ کورکه کو بهدی ۲۰ لدلال و عن عل ٧ حدوم المردلا الد CALA DO ACO OS AO ADOS ۵ د له م ک م ح ک د م ک د د ک ک د د ک ک د د ک ک د د ک ک د د ک ک ک د د ک ک ک د د ک ک ک ک ک ک ک ک ک ک ک L'orce.

 $\Delta_{\mathcal{D}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ $\Delta_{\mathcal{C}}$ Δ° ۵° σ٥

. 116. ♦٢٦٠ ١٥٥٥ ك٠٤٠ ١٤٥٤ ١٤٥٠ ۵۵٬۲۵ کود ۸۵۲۵۲ کو ۵۵٬۲۵۸ De odsos CALO ARCDS YLLLC Pilos La (Dop a UCD CD and Fr Fr ja والوم کراه کرداه کروم --47%CP () 47%CPb° σម ュア Δος Πόρος σης σος.

. مدحه ۵۲ کاکالحلا د مد

> 217. "...Λ/LΔ° α' σ', '\" "LΠ' Π-مه ۸۵ د حرال ۱ اسن ع ۸ م ۱ د ۱ د ۱ د >60 σο σ) σθε Γι Lc ΔΔα/ مر د مر ۲۰ مر ۱۹ مراب و مراد Da "b N 60 a 2 L do a 0 b a 0 > 6 N 60 60 a -27L42 2 D2 06/06 C06. " Dcle ل حل العدد من المعلم المالي العداد المعلم المالي المالي المالي المالي المالي المالي المالي المالي المالي المالي

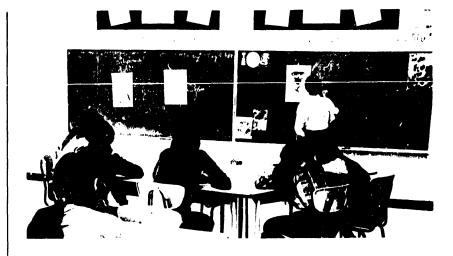
"607LLL <57766 Dec 35006 214. Δ° as a Co od Ao Aco od - Aco bo of Lego ADAC/4 cas rish as 5' \Δ' D'6b7-CU2) Δ' 204' \D'6 63- Δ'66 Δ>601 4' L3 4' J< 6 -UT POP PLE DICT TIE OF TO TO TO -5ΔL C N J . " D 66 6 σ c D 66 6 . " a L -9670757345 C. 8076 16 JUL 10 70-حد ۵ د ۱۹ م د ۱۹ 5a56 dcc dos odecire or DA a5o Dirte VANDUGPPL ODE PCOC-SALCOJ."

> 218. LCL 6 d 6 Δ^{6} ba Δ 5 6 NYC Δ_{C} J-Lare Delos /4 cuos Atlagads nº 31, de CD' OF de de la Lo ->c. CLabeac Gada Valrecoc ه عون م ۱۵ مکر م ۱۵ مکر م ۱۵ مکر می کرد که کرا ـ و٠٠٠ , ١٥٥٥ ، ١٤٥٠ ك في فر ١٥٥٥ مي في فر ١٥٥٥ مي ١٥٥٨ كار ١٥٥٥ كي في فر $(\Delta_{\bullet} \cap \Sigma')$.

> 219. D'6DZ-NP' NGPD' DC° 095--ADMAPCA CODS APACO-خلاراءرر عهره و ۵ ه مر ت Σدالاخهر (۵۵، ۵، ۵۰ کا د ۵۰ (۵۲ کا د ۵۰ کا د ۵۰ کا C+ 40 De+ 605, 776 q+604, 777 1 Aracino, 12 La No Las osenciale as Das. DDA abdhoore, No Lawre - OrLore, DC & OCD & DD YY' > BL C>D> NOC'C ۲۵۰ دیه ۱۵ ۲۵ ده .

"bib>" bLD aP ab 31 רסייור ∆פאחי כסחרום-8062 ALD OLOC. (ΔεΔ5 345°2, Lete-D'A Dod'd's')

FENLES TO SES DC & G DO ON ON LA 1983-Г.



 $Hd\Delta = JJ\Gamma \left(\Delta c^* \sigma d^* \Delta d J^* \Gamma\right)$ De " 0 995 50

207. AS NOCA COS 40%CDLadionale [Pecbainae, Δe σ-d' CUDE VEGAGE POGLUAL UCIDE L' L(CΔL, ¬ ∇ № U). ▷A5, σ L\d5, -FPos Fo.

عوا مه Han الأناع الماه (المحرف ملا - $\Delta \nabla_r = 1$, $\Delta U_{\rho} = 0$ DOLO DIPPLY LO DE LEGGE LO D. D'c'nCD & LC DC & JUNG' DUP C'COS VODO'TOO DEOGANODO DONNE CULTE OF مادات (اله م به المار لاي د د و مو Δc5Δ<60σ6 0602° Γ° σ6 Δc° σ<1-۵در مور ه. ۵< ۸۶۲، د ۱۱ ماد د اله الد DYDAGENT > LPCA andys Le, 00 2 1/4 2 1 ۵۰ د مد ۱۹۵۸ کا ۳

VERPASSE DESCRIPTION

209. DYDY-N'S NYPS DE 475 06 ጋዜካፉ ድሀፈሀ በዓላይህ ለትዕትሀ ላይ የሀፈሀ -CDIDE DELAPOLA DELAPAC DO CHAT. ACHARC & Dic ACURDIde (Necolnoblades) Debricece-الومه عجدر کرد کرد کرکی Dorhas happendes Deharit CL b p a g b .

210. JL22 CC 627 AGN12405 جن ع عه د الحلا ۵ د بر که د و که که دورا د د د م VPYD> >PC CAPD>UACC DAPUNG 00 ADAC/ OCCAC BOILESAUTE. LELE de CALC IGA 950 Notallo boall parnot Abandens Aprob/decor DCTDFO arrow bollogologo. د ع ۱۸ مد کم کرد کے د مع د ۱۸ ملا م 16/10 90 001 UP 407, 70 LD $\Delta p^{\alpha} \sigma^{\beta} / Q^{c} c \sigma^{\beta} \Delta c \Delta \Delta \sigma^{\delta} \sigma^{\delta} \delta D^{\gamma} \sigma^{\delta} d^{c}$ 256 CDN&666 26°.

Δ° ως ως Δε° σ Φς σ Θς (Δε° σ Φς Νρ)

211. סרמי מפה של המה שווי לא של של היאון ליי אל של היאון ליי אל של היאון ליי אל של היאון ליי אל היאון ליי און ליי אל היאון ליי און ליי - ۱۳۶۹ که هی کیک د ۱۳۰ کارنی م مهدد کال ۱۹۵۰ که عذای که ع 65 Dob D6606 of , dr La D'orLa Tr Joh Dyborson Dyborson. ALLS CLUPES SUBLENCED FOR US CALASOS, ALLSO DESAGLE-- 20C1147612011 21C20146 "MULTE" S. VEAFLE DAPLINGS THE DE nnsape ones acda oona a papila - σ^{b} .

VSPVVVC VSPVVPVVTPVVTPVVde Che

199. ADAS/ST. AS DEBRING & DETAJINGS CEDE ABERTAGEORE So saob Actin sob Actin word to pola chlode AchArterias is Aceasin as nobone. Clade Obs. 10 16/20 4-UCATICLE SPETCH VC+ 0 do + le (L+ poo b)L>oc Noner.

200. Pe 45 PPC1-47414-156549 Dehops has be odle on all the VCTUBACTOR TC PRICEDLY COPPA هوعور قعيله في ١٦٥ ٧٩٩٩٥٠ عادد L'CCDIZE VE IZE PECGIOL ALL LIAGE L'ONAT. Coda Denase Denassistes ۵۵ بال - ۱۵۵ بال کود کام ۱۵۵ کال -كليم الماء عد برود عادر الادم عطه ٢٦٦ ليم عو و کم کو میر کرد عرب ع

201. Lerge CDa GLESCUALESUdie DerDie Darndt Papy beise -Lilade Prage Das / de co Da-16 00 1007 FOR 100 DC PaD> Frior -YDCLLC Dogo /deco GDPLetoes DAPSALUTE.

SPY de DGDY Co, Acodorne a- Chiar yorre Chiar, Acodyre, ره ۲۵ محره، ۱۳۵۰ مری، ۱۲۵ مور ۱۳۵۹ با ۱۵۵۹ مول ۱۳۵۹ محده، ۱۲۰ بکند کر ۱۰ 500° 0.

\$חליף, טער הישלה לה פי ספי ב 2017 JCD5 & DD6 & 60 47 77 917 Do 60 JD-Gr To Vartiforup byate Dbite JOPC YLOYC J.

204. Pa o'Ulada, Praore CLO da as Adal) CLa CALO Acardo oso ۵۰ م ۱۹۵۰ م م ۱۹۵۰ م σ' 1'. «Tra D'6Dr-n>' D'6Dr 5D-



د ۲۰ ۲ حمد ۵۰ مرد مد ۱۲ م DE Foja Deady For > CACONO OF عم ۱۳۵۲ مهر ۱۳۵۲ می ۱۳۵۲ می د DYLD CLO A MY KARY J 460° YJC-C'bc' < o'lob Airic Do. at For CD56 Δοσισ (Δίο Δαμηρο.

205. ADAC/ CC DECDEGE CDE L'abde Ardeconrer Lod Aoobe آم أيه ۵د حطكان (۵د طحار ۱۵ م Dar naria Joos) De odic-D4° 0 ° LC \ \D\C \ / \d' \ \C \ \D\D\N\\\\ \\\. "۵۵۵ / ۵ د کی کی ۵ مرم ۱۵۵ -202. ΔελΔές Ορησες Δεωθης Γο, Υς CC ΔεΠΟΡογς Δης ΔωθηΓς

D%D7-N3' D%D' >DCD' >'.

206. D'6Dγcηèς Λ'6>ς Δ_ΦΔς/ ηργισΙ ΔοΛς/Δς CAς D6PC-11-العاد . زه ۱۵ ک و محری برد که ۱۵ ک المنه الالالا لاد دراطار که ۱ در کرد Cdrhorso, de L dracosonso ۵ ح م ح ۱ ک ک ۱ ک ک ۱ ک ک در ا به د کود اد . Η ۵۸ ۲۹۲ (۵۶۰ σخ طه, <ه٤، ٢٠١١، ١٠٠٢. ١

יייאאיי שנ שסאררכי אר ۵- ۵۵ ۲ ۵ ۵ ۵۹ פר ש ארבΔ* ב"רבע", סכ"פליג רב פני א>כר פני مح بردیائی احد اور مید لاور ت ایر میری مید ۱۲ میر و میکالی میری ጋ• ሂልቦ፣ በ**ረ**። ጋ• ፈ<mark>የ</mark>ጋ•

"D4" 6" 6" 6" D4-440" D4-440 -عد שישל של של של של של C-64911-D&D\A&41c &D\ D&D\A&41c &D\ ar45 -פירי ישהקרטי פרי 42UP5F 2C, C92127-Alico, Prage 50P50-No oft al Acades סים אים סים אים פול פול ביי ۳. ۱۰ ۵۰ ک۲۵ م۲۷ ۵ (10° Φς-41° L D&D-۸-۱۵-۰, ۶۵۰ د کا L+ 354)

193. "%WFLN5NKLKUS AJSNOS/ ۵ م ع ح د ، " ۱۰ م ۱۰ ک ک ک ح ح ط ح د یاد \$6020,000 0800096. "0800067-LσΥς, ΔωςΥς, D'6' σΥς ω 6' ω α Π-JOS DC & GO A STORY LIVE LLC $\Delta_D\Delta^c/\Delta^c\Delta^c$ $\Delta_D\Delta^c/C$. CALC Δ_{Φ} ' NO' /4' cNO' Δ_{C} * Φ 45' \ Δ ' TPZNDG550, NONGE CALCOM JUPPE DE CONTRAPOS DE DA ۵۵ کو (H کام کو د که) .

194. Coda Acords 500 doch-ام می د ۱۳ می ۱۳ می د که ۱۳ می ۱۳ می ۱۳ می ₫%₽५~L&%Č5~306. NNS%~L>06 LCLCONTL° 11's or, is o, oAcD-7L12° a° Γ4° Δρ26Δ° Dσ° 6D766°-0.7 0.0۵ کی کے در کر ارد کی کر میں میں کر کو میں کر کو میں میں میں میں کی ہے د *ᠬᠬᠬᢞᡆᠲ*᠘ᢗ᠂ᢞᢧᡥ᠂ᡆᢩ᠘ᡶᠣᢩᡥ᠂ᢂᠪ᠘ᠵᡕ᠋ᢏᡎᡓ᠘ᠵᢛᢆᡉᡏᡳ᠋ᠾᡳ᠍ᠴᠣ᠂᠘ᠸᢛᡆᡏᠫᡴ᠈᠘ᡕ᠐ᡏᡐ᠒ᡕ ۵۵، مرو، احد، ۲۵، مه ۱۲ ت ۱۳۹۳ - ۱۹۵۰ و ۱۳۹۳ حد ۱۳۹۹ م ۱۹۵۰ و ۱۹۵۰ مرو، ۱۹۵۰ مرو، ۱۹۵۰ مرو، ۱۹۵۰ مرو، ۱۹۵۰ مرو، ط عن ۱۲۵ میلاد معطاد در حطه طاد که د طرح کاری. />σ'∩°σ." ▷%%d' ഛa'በ⊲୮ ▷%▷-

195. CL dd dog holod o"d"-CDYLDA° a%dc aFDA° a% baCF برد ، طال ع. طاله که که که که که که که که که می می خوب می می در که که ده هه به که ده که ده می از در ای از که ده می از در ای از که ده می از در ای از که دو ا שפי חשר ףרשה ששייכף ירבי חחייכף- שף אי כסשה שייןכסי טעי פיי שרובוף-ذه طع عنه طنه حدد عدد عدد عدد مع المح. >>%->1°, NN%>%C>%->1°-> <\-L_> 9575 JOHN DONG OF LC DOLUME Δכ" לרכת בי . CL ב PiJo (Παί) D4 047 676 47 LN 26 2 LL L-N° 20+2 VCP4Uc Uc 20+2 FC 42, CP4-عد ع ۵ مد م ۱۲ م کرد که م الا م الاحد م م الاحد م الاحد م الاحد م الاحد م الاحد الاحد م الاحد الاحد م الاحد ال 5/45 66 60/2 65 2 CL6 998 V/2-חששי בתי אחכף אחשבי .

196. D&DZ-CNPC D'AZZ'> 0000 4. CD. > D.PDYLC DC. 95/Le > DCL-YPUCP, CCUAR, TC VC, QC, QC, THE DE GARAGE No DIAG. J. De-ראסחכסאחמינושי . משסי / סי בסי المائح مدائح المائح الم LCL do Lalading Darbonco-< 1 ط د ۵۲ م ۱۹۰۰ اله ۵۲۵ کاناه ۱۱ ع ACTYPHODENAMENS FUNDOLL ۵- محکور محده م YOUNG ΔCLADUCDAUQUUS. QC.91-Yellor F Dar naproblems Fo Der -« ماکام» ، ۵۵٬ ۵۵۲ و ماد ۵۵٬ ۵۵۲ و ماد ۵ DCG951C PDD G PDDC PDFF 4UC ACLADUCAPUARUSE PASSACAL 42 TE ۵5 ۴۹۶۸۵۰.

197. CL'Γ Δρ ΠΟ / / LΠΟ '

55 55 DGIV NOROUS 45 DC 505 80 CYC DETURY LC DETAY YOLG CEDS DY46 > 146645 = 4606 = 1 LC DE $\Delta c^{\bullet} \sigma d^{\epsilon} \delta \sigma \Delta \Delta \Delta^{\epsilon} / d^{\epsilon} c \Delta^{\epsilon} \Delta c \Delta \Delta^{\epsilon} -$ 244, VC-776, CAC, PC VC- QC, PC V √
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(, Π΄Πσβγιις ρ
(δργσ) Δς°σ√σ
(Γ) Tr To DLO HOBBER 4850 The De VCH-ΔPCBDΔ° a° σto°.

187. JUPENOU CLUPENDESTE ۵۶، ۵، ۱۵ م۰۵۲ ۱۵ م۰ ۱۵ م 80% alleson Desage To Dade/ d'car achaoilar activollars JSULLO NYDYNAR LUFE: COL-oalle o.

12 5 5 6 6 12 De a De 16 (2 P) 36 / ۴۱، ۲، ۱۶) ۵د، ۱۹ مرار و و عو ۱۸ مرا ۱۱ DC - 4 92, 72, DC 95, 97, 7, D607, 7-J, OLL VLTUD JUR DOGCO PUOR -

188. ▷%▷,/<η>< Δ<%\%//L'Lη-DCTDPOS JC. DCIUS OCOSO C6 44 46 CDC - 47L - 5124. 00090 DPD5000090 DPDY-N30 . ንረዳሁለ

186. L° a' CD" Δ/LΓ۶ρ% (""/L" - 189. Δε° σ4' σ' ("\\ \ \ Δε\ Δρ ") Do oc/dcob La Deade ALD-حله ع د ۲ محد که که د از می د می د د از ه -۵ د م م ۱ که م م ۱ کا ۱ که م م ۱ کا ۱ که م م ۱ کا ۱ که م CLOPO DO DIALE 1982-F L, 50 20 VA2 12895-50 1760 VCD-Δρος Δεοσά ΔιΓ ΔοιοCD σο σωσορ $\Delta c \Delta \sigma^{\alpha} \Delta c \Delta \Delta^{c} \Delta \Delta^{c} \Delta^$ ۵۵۰ ۱۵۰ ۵۵۰ ۱۵۰ ۵۵۰ ۱۵۰ ۵۵۰ D400,1400 00.

Odpe Do, CDaos anital ran 60 de Danar 10 Danar / de cas DGD 24 of D&DY' cUL≻D&/ V. J (\%, C, \, < -'Jo' 06070') 4 L3 Δc° σ460CD-48U48U24 D1P54, 5, ÇU61, C+1 V, 27 (PUCCDOUD DODYDY), CALCODO the sac Debote co Chaire ofte Dee o-bis LC, de Lo CD & Do od nd Od CD-ี่ ๕๒ถ⊲ษก์๖°.

> 191. ΔΔα / ۵ د ۵ ۵ ۵ ۱ ۲ کا ع ۵ د ۱ D%DYFC Δ<%4YFC> Y%<FC> F°5-ه^c ۲۲۵۰ ۵- الـ ۱۳۵۰ ، ۵۲۲۵۰ YPY'' ACLAYS' LC DYCL'S NOGS' T'S ١٩٦٢ ١ ١٥٠ ١ ١٥٠ ١ ١٥٠ ١ ١٩٠٥ ١ CLaa padson joursollaporco -409CD 20 27508/4 20 409CD-" σ ΔL' ρ ρ β ς Υ L ε ι β ς > ι ο ι ι ρ ι ρ γ ρ ۲ ρ ς $40\%CD^{2}Le^{-1}Le^{-$ LCYDC FORDALLY () 1. LUD () 4. SO 1. SO 1 ". « Δρ° ρ (/ σ c ρ ° / σ σ σ . "

> 192. 36P247Lore Dc 647N 506 $\Delta c^{\bullet} \sigma \Delta \Gamma^{\flat} \Delta C^{\bullet} \Delta$ $\Delta C^{\circ} \sigma \Delta P \Gamma \sigma C (\Delta C^{\circ} \sigma \Delta S \Gamma \sigma^{\circ})$ Propried Les Cros De Douce de cae popolíc acoguna.

"CAL" Dio " N' La" N-1>" Dc. 4 dv, 4 dt. ALLAS APLLS COM. DP-אלתשיפערי סבתי, م دم مدر مدم (بره) مام مدم مام من خ عمد ، م ۱۹۹۹ مرح ۵۰۰ مر-محرد کایار ۱۳ <u>بارو</u>یم -באחשלי ער מי ער ۵۵ ۱۵ من ۵ موم ۵ موم ۱۵ منات -دار ۱۲ کا (۱۵۶ د ۲ کام σ). " (Jc abr , Δ6 a PULK)

abby dancir nnskof the Actorian



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14600°500005° 3600° ראר סבי חשי Δב" σ-**4"NCD<<<C** Ard &4" & ۵- ۵۹، ۱۹۹۲ مام ۱۳ م ο . . CL P σ D D D-20 00 04° 40000 005-مادے CΔLΔ۰Lζς کو ۱۳۵۵ ۱۰ د ۲۵ (۵۹۵) ۳. د ۲۵ د ۱۹۵۶ ו אחראני)

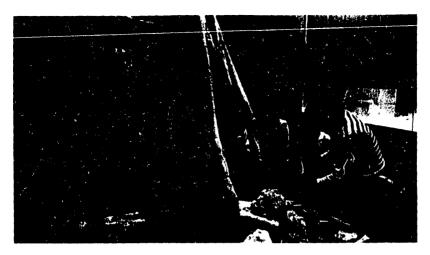
183. DYDYCNY VIYD DO D' σ٠ د م٠ م ۵ ح ۲ ۵ کم ۵ که که که که که که که De odne nedes osecos on De de d-Y'TC ('Nody'TC) T'Ya' 6 36 ۵۴۵۲۵۵ مه ۱۵ م ۵۵ م د ده ت $\Delta c + \Delta \dot{P}^{c}$ $C \Delta \dot{L}^{b}$ $d b D^{a} \Upsilon^{a} \sigma G \Delta D^{c}$ (¿LY° 0509°). DOD° 4° CD° 3 DEGISTRE DECDES OF DE CALL ور ۱۳۵۸ کې ۱۵۲ کې ۱۹۲ کې ۱۹۲ کې ۱۹۲ کې ۱۹۲ کې ۱۹۲ کې ۱۹۲ کې ۱ 4)5 CDilollob habor/Lollob ، >خ م

イアイト。 40%CDUC Der 46, Der 6-~ 5000 Just 1200 Just - 3000 Just -L4> 46 .

184. Ac od ob / Ac od AD DCOU CALA " ILC. AC" O ON O-«LC~ ▷%▷~%>∆° a%>∩° , √° >° U-40 40"00" 3" 6". 4574" 1"" 0"" 3" Δc° σd%D° d° σ' >De° r° D° Δc° σ-4'CFC F'Se CANCOS'S'S' Date of Datase (be saile to Da) CP 90 DAPY-U\$0 DAP> >DCDU>0 "Ac" od &D < AD do D6 nd2" a" -785 \$636 ". De 605 BLT 7726 PLANG AULGE CDYAGE, AGYCOC. 2045 > 4046 26, PL46707006 「Prasadanasa, Prasa PLせられるー 2° 2 " 2 " 1 " C L L C D " D - " - " -n>c >60> >0 c>60 .

185. CΔĹ⁶ CL⁷ ΔΔ⁶ / σ د Δ⁶ - Δ⁶ ۵-۲۵۶ ۵-۵۲/۵ د ۵ کاله کار ه Δ~~4~/~ σ~ > Δ~~~/4>>÷%<<>° DC° 00' 0' J' CALA' DJ' . D'6DZD-いいいはいいというしょう . からいから שטי בפי די שייף אלעענשמיה שרי Dbdahaaco Derc Derc Deed abe Lea ۵-۵۹ مالا اد . ۵ د الا نامه ۵ د م ۵ م ۵c° σ ס' חכר σ ۵۵° כ ነ ט מיא של ה מי מ מיא של ה מי מ מי של ה מי מי של ה מי מי של ה מי מי מי של ה מי מי של ה מי ۵° ۵٬ کا ۱۹۵۰ اح ۵ کو ۱۹۵۰ کا ۱ Dallor of of the TILC Do od aDn-. [د ۱ ۱۲۵ ۵۲۷ م ۲۵۲۰ ۵۲۲۵

こう、イグ、し ひゃっしい ۰ ۵۲°۳۵ م



177. pac "< Do "50 Ddao, > DaoA, V. NG>> LOC HÅ N>, ΔΔΔ ΔLΔ 3 7 7 7, Acredite of Acretine byear. OLLS dor to Atly herby the not sone ۱۵۶٬۵۰۰ مرکانی مورون کامی

178. Loldod' D' Dod' d'cd's ▷%▷
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¬</p שטחששים שבינ שבואטואים מי פו שבין אי אושישים שבינ שביר אטחררסף פי פח-Γσ¹ CDΔ⁰ ΓDCΔ° Δε'6° ΔΠ° ΔΔ° σ⁰ or cors bolly your or . Derrs LCLDL5' רצי מי צחבי בפי ססי ססי ۲۲ مع ، ۵ مع ما ۵ مع کاله ۱۹ مود ، Δc° σ Φρη Κλορ σω, σι La Δch-Δσ⁶ Δε\Δ² \σ⁶ Λ⁶ν² > > D L > Π²6.

179. C< 10 dd 466 DC D660 רי ישי לייףי רי דעי, אדתליי Δ' L3) 5' Δ' \Δ' Λ' 3 Γ' , D'6D - -- Π>' Λ'4>' ₹Π->" δ' Δ' Δ' Δ' σ') σ . Çο 9 Δ V.95> ΑΨι σ σσσωλΑι VLQ CDCCDULL de ep dr La ∧>חסישייני שכם שלי מר>>>חסיבי 6478D&っし.

181. "5%P5%NN 6 6 6 7 455 6% N, ≺UL, ⊃Lc ∇°∇c Δ, C∇, ⊃ D,PD-YIF AYLTYDYNd6696, CL6666 ۵ م ۱۵ م ۱۵ م ۱۵ م ۱۵ م ۱۵ م على على على من كالمكرد عاد مره مره -YC 1854066 066 06 00 00 00 からさしいようい.

182. Δ6CDσ1 Δ6267σ12 2000 475 68- LN > 6 6 44 DC 640CD= FUACE APPECUAR TO PASCUA-8° 21° 2." (Dr. Susan Sammons さら らしょ) "1960 منه محرح د ا LL, CA' Lo ActodeD-SEC COPA. DADY UUT Δ₆(U), ρ.β.β.ρ.ζ.ρ.μ.c. 16. 86 20 U. 4- 04. COLDES PLOS COLDES SESALCC: Profee CL. 460504CCD 4C"." (ביטרכיר פטראי)

ii) pac 4< Dorc - CL b pob dc ۸ - م ۱۵ م

172. عدد د کن محدد د کن محدد المحدد د کن محدد المحدد المح HΔ N>, ΔΔΑ, 5° γΓ° Δι La ABDAC, CLEF APABBAC CLEP-- (Δρ ' Ω) ' (Δρ) 4 Ls acd o Dd Prdo. LPYCLC CLOPOGO DCOGDEC 4. 4.4CD=@4D>U48.9c D8D4.5ccC= ۳۱۱، ۴ عذ۱۵۱عم ۵ ۵۰ ۱۵۲ ث ۴ ت לחיירכיני ףישי-סי לחיירכיני ףישי-סי כבירים 2225 V82 2800CD > U4P/26 V82 -غ ۲۵ مره مرد و The hope decay sendifieds $\Delta = 66.30$

Λ) Δc°σσ' ۵σ_Δ'

173. Δc° σ σ (Δ σ σ CL) β σ σ Γ Γ ο کرو و مان ۱۵ که Le کی ا ۵ ح م ۱ ۵ م م ۵ م م ۱ م ۱ م د م م ۱ م ۱ م د م DY% AC* & 4PCD > N 4% d % CAL - 24% 14% Lilia 6,7 = 0,2 +0 + U4,7 = 1,4 = 1 ۵۲ م ۲۰ څ نه ۱۰ . ۵ د ۴ ه ۱ ک د له CAL' AAS SUMMODE DO COLO DE CO حر کم د م د م د م د م د ه م ک د ه م ک د و م م ک د و م ک د د م ک د د م ک د د ه م ک د و م ک د و م ک د د م ک د د م ۵٥-۱۵ کا ۵۵-۱۵

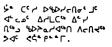
TV. 756550 CL6660 DC6006 ۰ اد ۸۰

₽₽₽\-U\$¢ 4₽,\\$¢ (\\4\\$¢) \\-¬1 751,502° as 25 Ac odos [:

174. Þዔኦፖሬቢትና ጋሩሁነካልና Cdኖልና Tibbe and off De CL -۹۹ مه کلامه ۸۲ م۱۵ که ، D52 004 Je 0052 004 Je (المؤمية DAD مردد فرار الا عفر) ع. ۵مه من من اے ۵، ۱۹۵۸ در - ۵دم مراک عمر من من من من مال مال مال کا مرد (۵ د ۵) ۵ د ۱۳ کا ۲۷ ۸ حلاحه لد عا Δ"62 Δ; 62° ac' 20° CL dd Δc° σd-CDICEC PIDAJE ADPLAIAIN ٧٩٠٥، ١١٠، ٢ ٥٥٥ ٥٥، ٥٥، ٩٠،٠٠ ٩٠٠

> 175. JSA 9 2" Jdg. Dc gd Dc שבי השי חכטעבאחשיה באיישי אלי פי -حها من الاحراب CL° م ۵- حراب حراب الا CAL D' CDC - CO667L 45 5006 ایاد م خاد ۱۹۰۸ د حرصه م م مهد -חط کلی کوه معم۵ کی کلی و کام ۸٠- و د ۲۰ ۲۵۶۹ و ۱۲۵۶ که ۱۳۵۹ که -6° و ح ح ک م ک ح ح ح ک م ک ح ح ح ک م ک ح ح ح ک م DYDAYPO DC DC ddyro D' J.

66 Janos CD6. acd 296 cD7 bDb- 176. Dc od ads CL6 AD5 NAS-'b' so, CL b β o d ll " 'C D L L C -ود عذ ۵۵م م ه ۵ موه حرص اله ۵ م م حص حصل د کال کی ۱۳ می ۵ م م حص م حد علی اله اله علی اله علی اله اله علی اله ا





168. 4446 6 NHD 44, ACND 560- 170. D607-CN2 A625 DC 6- 6-1205 or, Or La DALOTE besie ΔΥLΓΥΡΟΥΠΟΝΕΠΟΕΥ ΔαΥΠΟΓ Δα" -حط حه ۲ طهده او که ۱۳۵ مرطه ۱۵ م دری و «مه ۵ مه مح م افرد م م م م م م د ال ا ک م د ال الح الح ال م م م د ال ح م م د ال ح م م د ال ح اله له د دره له و دره له محال عدد ودي - <u>دره له ه</u> و و و و حده وحود رود CD" פרלס "י שבחשב ב" לפטי שם -OF TLLC.

169, a Lo 54 d Lo 55 Lol'o ۵ - محمد اد معد ۱۵ که اد ۵ -פסי גי פטראיי סכם פסיים כתאי לי σ242° a' LC ac4° 2422' 43124-⟨γςουν) γςον (γςουν) " عدم ۱۵ د که کوه که ده دای در علی ۱۵ دری می ۱۵ دری می دری در کا . שלאני שנ ש קישי שני ביש אלה ברא אפי אני נוסבי שניאנ נוסטר הוא ברי ווסטר הוא ברי ווסטר הוא הביש מיי אני שלאני הי ברנים י . ברולםל לכל כמב אשל השל אם אחל - שכאסר מכי ברנים י. %%d% dr L > ∆ 2 (1 C C) (d C C C) PiJ cD > >Dag. Jcac 2 PiJg JC ∆c° σ פרשי סיש סטי היישטדתשינ שכ" -ΛΑς Υβώρι Πιέρας as LC Δεοσσώρι-امن ٦٠ کو ۱۵۰ کو د ۱۵۰ کا کو ما۔ De odens, CALA sanchenene ۵۵۵ مد مه ده عه ۱۹۵۵ مه مه عفر DA& - > D6021000, OL > D50 A-PROUNTS OF PARLA DO DE اردمن ک ۵د و ۵۰ مان که د

σ' J' Lala dependia CD Jn ΔL:

(ἐ٬ ϶ ΓΡϟΛο JADԺ; հΔς)

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۵۵۹ ۵۲۰ ۵۰ من ۵۲۰ ۵۳۰ ۵۲۲۵۰ معرد۵۵۰ ۱۲۵۲۴ و ع ۸۶۵۵۰ عود בשכ">חי שני אחרום--- Γ° σ° ... CL° dσ% Δc--4"nr46"c>", rpr4-ح√ج ۲ ع. ۵<غد ۲ ه יי.." (דעב רייצֿרוי אווי)..." (דעב (۵۰م م ۲۰

Δε^{*}σΦΡΠεΡ^{*} ጋና *>*Φ^{*} >5**<**C^{*}Γ.



166. iii, Δ%D/D< Δ</br>

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167. %DPa24%DN° D%D25 T° De ada de de 11 4CDare Nosa Lc. DAPH-USC APS-CDaps or T-120101 Le a ALL17066 CC 26 090707L25 2 AL6-PaDA6a66 DYDZY CRL FJG DCB & GONCD > NOCO . مهم م د م د م م د ام ا د اله اله مه CVTP CGG AGALY ACDORC CTP b-حد له مراه که . ره م طحه به جد $\Delta c c D^{\flat} P^{\flat}$ $\Delta c^{\bullet} \sigma d^{\bullet} DCD + Dd^{\bullet} b^{\bullet} \sigma^{\bullet} \Gamma^{\bullet}$ οθολισισα) ιστισισα 6-2907-3-60 0.80-1-5000-0. YOUR COMPOSE DIBONG COCIL OF LO DSDD- COMMICH PUT CD> >Dag. PIJ = ~ > > C > ~ C > ~ > > > < A < " - > > < C > ~ > > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > < A < " - > > 4. 40.000, Udc5e 74 LL20, Ud5e? $\Delta_D \Delta_c \Phi_0 \quad \Delta_c \Phi_1 \nabla_c \Phi_2 \nabla_c \nabla_c \Phi_3 \nabla_c \Phi_4 \nabla_c \Phi_4 \nabla_c \Phi_6 \nabla_$ L'nd") or de rnd") os.

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Jop' A2'C)2' %DP
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NOC! LNG/D'5D>

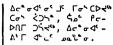
NOC! A'C'0'

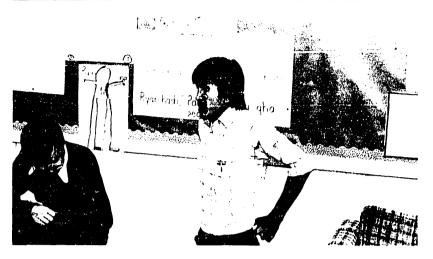
A'C'C! LOC'0'

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159. CL* a $\Delta \wedge L \Gamma \Rightarrow D \wedge L \wedge A^{(6)} + A^{(6)} P^{(6)} - CD \cap C^{(6)} \cap A^{(6)} + \Delta \cap A^{(6)} \cap A^{(6)}$

ii. ΔΔα σεσε > νωννες Λουνουνος Αυτουνος

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155. DAGNAP ARAGETE CACED NO JACE OF AND J

157. "1950-PHA" $_{\sigma}$ "UT" $_{\sigma}$ 1960 Ac" $_{\sigma}$ "G" . \Lambda \Gamma \Lambda \Gamma \Ga

ه ۱۵۰۵ کا (کرد ۱۵۹ ه ۱۵۰۵ کانی ->ς >ς) Δως ΠΟς Δε σ σ ς σ ς Γ ε : שלישי באסף אכסא בתסיע שף אישי כם-ל • הוסיום מרבובף יובי, מכי הס-SY SONCOLD "YE", CAL" N' 2) ששי של אלי בחי חלי בי היוש מי כץ-UCDCD 49. Da COC 40N4%UC-DCD " 1 L N < > 6 DC - 0 0 8 L T ۵۲.۶۰ ۶۰ ۲۵.۶۰ ۵۹.۷۰ ٦٠ ۱۹۹.۸۰ D456CD4CD1 D6D71 Le 4 D6-۵۵-۵۶ ۶۵-۵۵ ۵۵ ۵۵ ۵۵ ۹۲ ۵۰ ALLIPDIA a GO ACCUS PDO PO CO2A COSC 8 20A DIPINSA DCY DYSJ. CALARACED"> drisdoc CLDayin sobbeccLC.

Cas For C bALGAGG C'so bnl>rob Ddoil blodib>66:

144--- D6D20 J66776626 200 مَد له ۲۵ می ۵۵۵ می ۵۵۵ می ۱۵ می Δċ°σ.

145--- %DP5' ND-N - NNS' ND-عام عام المحالات المحالات المحالات .

146. 1) もりとうやくいっつい ひもりともコー 85 05 LP D6630 96 D80470600 LCLP CL 142 0050 7L4 6025 746 -כי שני טטפסאטשני.

147. ii) 46 6025 600 PDC 153 --- 605 CG 2 COF6 - ۲۵ مه ۵ مه کا ۱۵ مه ۵ مه ۱۵ م من ۱۵۲ ک ما م ۱۵۲ کا ۱۵۲ م D%7° a' Nd")', da7L20°, da7-لىلا عال غوف .

و که ۵ کهداند ۲۷۴ ۲۷۴ کا ۱۵۱ که D'6-L-45-6 447 6 6 CO 6 C' L'1C. 60° 2 0607500° P4 607L° 0of Lij CLb dolls ΔcLcDGdb Job %>>√%0>¬0°, <>~~°° >.

عوام ک دارد ۱48. iji) חחקי Δمام - ۱۵ کهوه د کن مور موکو ۱۹۵۰ Υ° σ , Ο 60 / σ , 2 60 2 5 0 0 σ 6 Ͻዮ៸ጵ⁶ ϲ*ʔ*⋂⁶ ∖σ⁶ , σ⁶ ≺⋂σ⁶ , ۵۲۴۵ و د ع.

149. iv) هکک ۱۵۰ ۵۰۵ Δ۵۲ ¿ CALª a Acrodos Lils To. OLL DONG POSSES OF FLORE CARGE Ace oden notec dere of a.

150. v) 40256 C' 201 2 CL da DC + of ode A& CPULLUDIO-۵ Lic. Δ- + σορη - σ) η -בתי ששל בילל אפי - אכל ב- ברסב של -Liċ.

Dob 6'10 of Life. PD' > Dob 6' N-

المه معمد طردمر ک که که در ده مه " • ∪ • 5 4 495 ·

Γσ'CD' ΔD' Dcol

154. CLa asa " YC D" For CD' A" Dachde IGFIGO DCD-FUI, a-4°0)L34° 4°L3 Δ~LC66°3σ PYGCON AYLWYWNCDY ZTYN-Δρας. Δρος το βαςς σας -Δρας Δρος το βαςς σας -۲۵% ۵۵ ده ۱۵ من من من الن فه م Γσ'C▷'δ° C▷)° ρJ, P√⟨σς C▷'° ף אף איני ער דעי אים - רעי איר איר איר דעי אי a' od' LC.

"Δ" αρσι ካህበ፣ በ" σε Abd CDJ a' >J'. רבי של מנד מבי של -71- 40 P34 4UF B440 DALCAGE CALS مرد ۱۵ مرد ۱ 8- 20, 4, 2. 200 γ. DEDUCOS SE PSO مح° حطاح ش ماع مهاح» -בורי>" שר שב על ער ער -ر ۵۵۰ ار کاد ۲۰۰۰ ۵۵۰ ا (گەدخ

Million and the Control of the Contr



4-40 4-4776 acdh

کابات جرکی کہ کہ ار میں کہ کہ کہ

1) D&DYD > DP4

32. Prade Asies arees Cairianes refectors of the refix officets.

36. "P%P+" +A
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Indaario Acea

Indaario Ace

ededii ze eghalazeda de Done Yati sii Kwet'i eylts'o Mota Yati zét'e isani t's done zé eghâlahda gogedi ha.

Byits'o done to sii, nihtt'ell syits'o nihtł'e naeda eksani k'e done yati t'a aget'i ha giwo gogedi. Byit's C.B.C. evits'o done t'ala sii ekaani ze eghalaede sil, done vati t'a done t'asi ikw'o ze gighaeda ha sil, gehtel ha hot'e.

Done wehda whatso edegha eghálasde sii, done yati t'à saet'i bot'e, haaniko, dezo edi laani done yati t'a eghalogeda ha sii. hagogedi hot'e.

Edzeni Wezeholwi He.

Language Task Force: Yeti Hagehta Do sii sawa gots'o waxehogihwhi ha sli gogha gogioo hot'e. T'asi wehda sho soside sii. di 2019'ot'i wezehogihwhi ha hot'e gedi. Kộts wehda sli, done yati k'e ets'ereti'e sii nezi nihti'e k'e dek'ehti'é agele gots'ó nagehol ha tahko. Hasniko di t'asi hazo gho gogide sii hono zo gots'o ekasni wek'e eghālageda ha hot'e.

Hasniko, Languago Task Force: Yati Hagehta Do sii, di kagedi, náwo ładi egila le ko, kota gots'o done wehda sli di gots'ot'i t'asi wehda devati k'e dek'ehti'e agele ha asanile gedi

South Slavey Translation.

Executive Summary

Dúnde Northwest Territories gogha Ndéh Ts'e K'aodhe geell sie. dene efenanch'a kadasa gozhatio ghoh t'ahsii azho k'eanutá gha sáanáht'é dene shete'e eniegedéniti'éh, dáondih met'áh ats'ut'i, dáondih ezhi gonuzheh, dáondih devéh sot'é gha to é meto uhtaih gha ghoh t'às gha gondahnagedundi t'éh Ezhi ghoh kotah agogila. e tets udástih ó. depe dagots'edihkeh, nazhaati, gots'eh efezéh meghoh eghalats'inda gháddé a, ezhi dene goniedeti eh. dene azho etek éé kaenigavah loh kecelh-o. Di goghaginda k'éé t'ahsii keogihoo tah, duhde ndeh gotah gogha k'éső dene gozhatie. enake gozhatie t'ah ats'ut'i. gots'eh odi moola gots'eh moola zohłi zhaule t'ah agot'i nide, ezhi gózo ét'i chu dene gots'eh enáke gozhatie megháádé mezedutáb. Dene zhatle, enake zhatle zhoh k'egenata dene, danagots'eleh gha t'ah kagunt'e gha dule ghoh. Ndeh ts'e k'sodhe ghe ediht! ehgehtsi.

LAKE AWRY NT

Gozhatie K'éoduzháh Gha T'ahali Dezhi Ot'e Le.

Gozhatie k'eoduzhah t'ahali dezhi ore le. T'ahsi gha veva zháhróli gha nide, dádi adi ełęht'e ile. Ezhi gozhatie ghoh k'egenata got'ie dagedindi ti'a, dùnde ndeh gogha nide, kôtah zhágóla gote'ch ndeh zhágóla gogha, dene gots'eh Enike gozhatie a alah the-o laondih t'ah met'áhodésá ot'e k'éé, gozhatle k'éogeduzháh, Móóla gots'eb Moola zohłi gozhatle oots'e kagoguuhthi. Duh gogha, 2024 ôzhli gha mèht'e ét'i dene k'ôé anats'édedi sha, ki mets'é zih ets'enidhe le, kaondih zó, kötah zhágóla, ndéh sázhaecho kágóla gogha sie, Dene gotseh Enake zhatie t'áh hotie agut'i, ezhi à see dező met'ahodézá gha.

Ezhi t'ah dene gozhatle gha k'egenata gha agest'i sic, dùhde ndeh (N.W.T.) gots'eh dene gogha ek'éte sets'eniht'ah geeli kagogedi. ezhi zhatie k'eodezho gha zeza guli, senařeh t'ah odoo dene gots'eh Enake gosenizhaetih ts'ehk'eh got'ahogeduhthi egenidhe nide, dule dezhatie ét'i t'ah agut'i gots'eh gogha ek'ete set's t'ab ełżgedób godahk'é nizhih chu dene gots'eh Enáke gozhatie t'ah agut'i. Ezhi i'ahsii azhoo gha gogha shtth'i their ot's sie dene azho ts'eh zhášij, ki megha sesa naotsi t'áh guilh anagudich le. Dule hono xays gozhih di Dene gots'eh Enake gozhatle, megha ehtth'i nigoit'ah t'ah dùhde ndeh gok'eh

met'ah eghalats'onda, 2011'ah ndeh zhazola nane sie, ezhi dheh arche kezondeh ehe chu dule.

T'ehell Ghèlate'ende Ghe Mek'ôoni Negoodie.

Yundah ta'é gogha Dene gots'eh Enake gozhatie gots'eh edek'ee gogendin, ezhi goghëte'enda ghaide, ezhi dene altah kidaya. alah ét'i ehtth'i gok'éé gots'eh eli a ot'e gots'eh ezhi ghoù gok'eh dahgóla. Ezhi t'ah Dene gots'eh Enake gozhatie ghoh k'egenata dené kegedi, t'ahsii saanéht'é goghálats'undá gha goguhtsi, dùh dene azho gogha Ndéh ts'é k'sodhe geell, goseghålsede t'ah act'é, gots'é gogehtsi gha gok'eh daheoola.

Rzhi Task Porce, Dene gots'ek Enike gorhatie gha, dene goghásdé agot'i gha k'nodhe ndee goeli dahk's goguhtai egedindi. Dene zhatie sha k'aodhe ndee tie goole, gots'eb Enake goehe chu tie goole sedi. Dene cocha ek'eteset'a, amil dene gots'eh Enake sejt'e sie, gotah k'sodhe kéleh ke kagógadi ghásdá éhzá ezhi gozhatie gha k'aodhe ndee goeli gha sii, sulai raye gogha nigogedihteh gha. Dene zhatie gota'ch Enake zhatie gha k'aodhe ndes goell gha sie, Ndeh te'e k'aodhe gozeh et'i eghalagenda gha lie, kaondih zo, dubde ndeh k'eh nate'edeb, shdadhe ts'e et'i met'ah ate'ut' ehe te'è goghálagenda gha. Dùbde ndéh Northwest Territories gotab. Mools gots'eh Mools zohti gozhatie gots'eh Dene zhatie, Enake zhaue zeh eshalate enda. mek'éoduzháh sha chu nisénila. zéh ahdadhé agodandih ta'ehk'eh. dene zoeha ek'éteset'a geell sli. ezhi zhoh zondanazededi zha.

Ezhi dene, enake gozhatie ghoh k'erenata sie. Ndeh ts'é k'aodhe ts'eh k'aodhe k'éleh zhih agoot'é t'ah Dene gote'ah Rnake gozhatie zéh seut'i sosha medahk'é sóolé gadi. Gots'eh azhii et'i ta'ehk'eh Dene gots'eh Enake gozhatie gochaedėtsi gha się, ezhi gots'ė LC 44404. 140LC45 00840 1983-5.



115. 4) Leth de le le le (* 1860) billion als de del blevie militais (* ordenia) de la de (* ordenia) che les besons billion (* ordenia)

110. 5) blocki sommisk 646 fratisk 646 fra

11) Tabelle At Aude Wilds

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122. pack b'c Ace a 400chec
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123. 1) ΔυΔ⁶ ω Φ' αΔ⁶ ω Lete-L⁶ Π⁶ | (Φ) ⁶ ω ⁶ ω ⁶ ω ⁶ ² (D)²| (Δ⁶ | Te⁶ + (Δ⁶ | Δ⁶ | Δ⁶ | D)⁶| (Δ⁶ | Δ⁶ | Δ⁶ | E⁶ + (Δ⁶ | Δ⁶ | Δ⁶ | D)⁶| (Δ⁶ | Δ⁶ |

125, A) Muss Nicolation (CAC) A distribution (CAC)

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103. C' a NNG' A' A' A' A'
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D'DA' a' \LIC " J' "NCD' NA' G' A'

4' L'L', baCT.



109. 4) Þ%NÞÞNÞ 5 % «'Tσέ βαργερρησο Þ%Þγσο
ΔΟ ΠϤϚ϶Ϥ LiC Ϥ La Δ64%)ΔΡΡ϶Νο ασΓϤ Þ%Þγ Cdo \Ρο 6 σίζ 31.

110. A) % DAC' L'IC J L CLO
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98. Lalib da Dacuba da Chara da Caraba da Cara

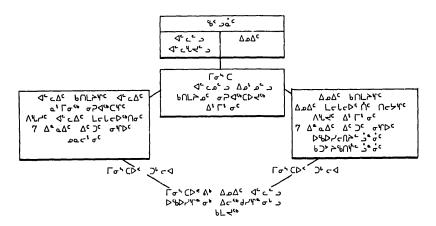
LCIQ, 70-14, 4,06, Ch. 70-1-FOCO, 4,2,6,00-10, 7,1UCO, 4-FOCO, 70-14, 12,00, 7,1UCO, 4-FOCO, 70-14, 12,00, 1

99. CHID SET DIDE DIGHT'S DOCHO CATP 920 C DCD, UP 9072 L-LDONGARA LLC OND DUNL-c%<>>0 LclnJ' > AcCN>Och -JO. C6 94 ACC D60 4000-שרי שישרי בתאי בר אילי-CYLI'SI' ACCUPD&D@P&D. LCLO de La POUL ALOS > 100 Cite. OFF Delic Debe of CC Lalous Dacontono de La Dare You DPDO NOOP CO COL ac CD6 LclnJ' AcCN+Dc'sn. C'd-¿°Ġʿ LclNJʿ ∆cCN>>cʻ"N°. خه ۱۵ خه خود که که د مه د *با*ر LCL do a accupoase is a LCL& JC LCLCDS>CLC DPDC C'cL' الحث عام محاله والعرب . CAL ac DAis DIDYN Dasydir JOPO YLILC.

101. bጋን ትዬበሶናጋ ኔ ያ ለራቢ**ላህ**-مره ک ۵م۵ ح د ۵ می کاله کالا baCD' Leli dollo DeCN>D-"βαβ "> «"> " Δ β Ζ" Ο " C > ₽₽₽~~U>₽. ₽₽ V. FC Ç₽94 0,495, do, Co4, συαρ, Γυρ P-عم د ۱۵۲ مک ۱۹۲ عمد ۱۹۲ chan's' or, or La Lelnur TIPLY PE LUCIN P144 backs ALLnº 150ncbabile. סאסאיטי פירס, דירני אסורס. ۵۵، ۵ کدال ۲۰۰۶ کو ۱۵ کام CL°ac Acnd'J' L' Prooc Lale AdilodioCDate re Lite ٩٥٦٢ مدح محرح مداد 402L29.

"C9L484.C 75. 445C" שפינאסאנ סמסאתני CdYLL'C DOYAPO, שלעי שלער יחשף المدعو ١٥٩٥ و١٩٥٠ عود 8-79/1. L. D. D80-11-حه . ځه ۵۵ عمد ۲۵۲ ולף פער שרש ולר-JA. 16 DA. 41 JEST - יכל יף של דף של היים ታፍ^ና ረበ**ነ** የረፈቀ*⇒* ⊳ቈረ-L&082° 450° PC 0° 60 וירר געף הלעיל כעל בעל (8 - 20 1/2 Ne De 46 0 Ve לאלאני שיניאלינן)

שפי אסיד דירים, ענ פי אסיב דירים, ענ



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72.(4) LCL® 4° LCLCP° $_{2}$ D° $_{3}$ D° $_{4}$ D $_{2}$ D° $_{4}$ D° $_{4}$ D° $_{5}$ D° $_{5}$ D° $_{6}$ D° $_{7}$ C° $_{6}$ D° $_{6}$ D° $_{7}$ C° $_{7}$ D° $_{8}$ D° $_{7}$ C° $_{8}$ D° $_{8}$ D

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62. D&DZ-NP 25 65 CcD 55 CLJJU 4776 47257 Dob. Dclc ۵۵۵ ۵۵۰ ۵۶۰ ۲۲ ۲۱ ۵۰ ۵۵۰ ۵۵۵ Dos 66 300 ACL86 CcD8>6. $\Delta c^{*} c^{-} \Delta \Delta c^{*} \Delta c^{*} \Delta c^{*} \Delta c^{-} \Delta c^$ عنه من الحداله من المحدد عالم براد عالم براد عالم براد عالم المحدد من المحدد عالم المحدد blrabill Dibook and.

63. Δi° σ > D%DY-N>° D%DN>D-Δ= σ σ (CD C b D σ < C Δ D Δ C D b D -~V° d∆~L>∩° d>°σd°Y°< d>~. 4^LL₂ Δc¹γ D'66< 20 Δc²σ4 δ-'Γ')" Δ="-d"C>"Y<<C, Λάι ίδι -

۸۶۲، ۵۴ لاله ۵ م م ۱ ۱ م ۱ م ۵۲۶ ۵۲۳ ۵۸۰ .

65. D&DY-CAP(AYLD(23 16) CLea acojeas or Pripose an -

66. ΔοΔ° ΦΟ ΦΟΝΥ Γ' σ ΦΟΝ -CN466> agra. Ac gar &c $\Delta c^{\circ} \sigma d^{\circ} \Gamma^{\circ} \Gamma h \Gamma d^{\circ} h^{\circ} \rangle^{\circ} = \Delta_{0} \Delta^{\circ} \Phi^{\circ} h^{\circ} \Gamma^{\circ} h \Phi^{\circ} \Phi^$ Lerebudge >c

D6D2 No 00 00LD 00 00LD 000-C3° σ' D2° α' σ' Π° σ ΔcCN>D> -LUP LIPE. JUBLES - JU الاله عد ومحاكمه محرد لدباكله 200 40 30 50 50 DC 27 20 50 CD Δ6457165 LC Δ2Δ° D86716 σ6 47° 6' 5' 5' 5" . CAL CL'C PT>UQAPA>10 DADYS0 VrTUDA1-

67. D&DY-NP' > BD>L'L' -10 - ۱۵-۵۵ م.۵۲ م.۵۲ م.۵۲ م.۵۲ ۹۲۹ ۹۲۹ ¿ישי סישראי אסבי בייכר אושי אי . % > o c > 0 PD > U c L o a L > d o D c o d > U c o d > Your' de son de son describe CΔĹ⁶ Δ₀Δ⁶ ω σ⁶ c Δ⁶ ω Γσσ⁶ν PD ⁶ ω -ላ"> ° ▷%▷ሥ Γነ ₽ ፟ .

ii) ۲۲۵ مذد

68. 1749> 400 060-1-0>c

69.(1) DDD 4 CC 5 DWD 74 D6D76 QC GQ CDC YQ G6 ۵۲۲ LUP > ده ۲ ده ۱۲ مره ۲ مره ۲ مره ۱۲ مره ۲ %U, ¬1. ५.٩٧ ∇<, ₽.٩٩. ₽.٩٩. ₽. ٥٠ LUL جهر ٢١.

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56. CL 644 PY40 4N-D5 N5
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58. Δċ゚σ ᡩ᠈϶៎Ͻπσ⁶ ΔΔΔ⁶ Δ٢-LΥ[°]σ⁶ ϤϤ⁶ գ⁶ C⁶ L⁶ CΔL⁶α⁶ CD⁶ ΔΔ⁶ ΠϽϲΠσ⁶ ᡩ᠈϶៎Ͻ⁶νϽσ⁶ ϤϤ⁶α-6 CN⁵⁶. Δ٢-L⁵⁶ Δϲ⁶ Ⅎϒ⁵⁶

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43. ΔΔ^L LND^a Y^c D^c Δλ^L%^c C^c LC ΔΔ^C «CDλ^c Γ^b D%Dλ%Gλ^c C^c C. CL^a a acD^c cDΔ^a a^b>^c.

44. ΔΔΔς α' Γσς ΠΠΠΡΥς Γίσς ἀιβΓαςρώσισΔς 1975-Γ α' Lσ 100-Ίαγς C ΔΔΔς 80-ΊΨς ΣΡΥΑΊ ΚΠς ΥΑΠΥΡ΄ ΔΠΟ ΙΚΕΙ Ι΄ Δ CL'T' "6' JCD" "6' JG D4DYG"

baCT 9T9-6' JCND' 9P9-79"

baCT 9T9-6' JCND' 9P9-79"

baCT 9T9-6' JCND' 48. Ac" -

Market Street St



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-C ישראי אחר אחר ישרוד יאר" 8 CACL+1146 64 06 0 0 93 CE ארי קלי שי , הערשה ל משפאף ל ۱٬ ۲٬۰۵۲ کی ۱۹۵۲ کی ۵۶۲٬۰۵۲ کی ۱۸ در ۱۲ کی ۱۸ در ۱۲ کی ۱۹۵۲ کی חי ראיר של שביותר שב ספטא-Y. . "

270. SP>4 0 464 DA>6 CL 401 DC40040 , 400000-בי כיף בחי בנכף בשלערי ישיארלשי של ישי ירלשי DET NOOFASSA LILL. CLa Δ64° Φραρ " " Δε85> ">" L<-סמטאבתאי שפים מואי בשר פישלי בישי בורי לטייכסיתלשי טרי טףכסי פי די .

II. bacos Lel dec nendues -CAc

د علاد مراه كريار هو و معروج الد طداح كوالمه ملاي عرب الموه مهدي وعد Da8Da9" 5 55 50 400 .

272. baco sacros laledre

Dot, sachde Lett dre DAD" > "--480 >6 86 76 16 JC D80 -רירים אסיילארם חי שטבים חמשי -כף בשישוי ארתשעלי של בש כאי אשיויו ואי ביה שירי שי רי פי אבחסחלי כדי חשי .

273. par 104 LCL dye dp-40/4-CHULTLE VEULVIE ADV. FOUCH-ه ۱۳۹ مو بود ع حجابه مه موه ، هد عویا-۵ د د م م د م د م د م ده ده ده ده ده ده ک د שפכי ם פאר גב הפפטנ וף אכספף שנ אלישלים יל של של אלי אלי אלי אלי < " " " " " " OCDY" ON D"" LODY"

ווו. לד פישי שבתפי של אבתי אב

274. 8- 36'5" 4" DE DEDATE 40"-באו. שפי אשי נפני שדי חבף שיהו י ה אשמיים לי שלים ברי בי אבתי ארו מרוי ארי בי אשרי באוני שבי אשרי بارطه محد مورك درار المرام من كه- عد عذيه برد كه . <و مهر كمر محد م- مد סייכיים ארתפשיילי שר שלישליי היים אירי מייטי ווי לי במישרתי אי ב שורי ال عاد اله عاما عن من معد اله المحلم عاما عن الم المع عن المد عام عن المد عام عن المد عام عن المد عام المد ع בי חייכססמי סירים בפריטל נכבי -שכסירוי שי הרתשילינדי הרתשופי - שיים ה הרתשילבי שחי שבכסי נפר L 646 65 26 6 200 .



in i'na A'eea ALT - CON M.

126. D) ALLS 7-UNG CO JON "A" IF APPO".

127. 4) Lelebinoir De LC-الحرام المراجع ورح الحراجي العرام المراجع الم ALLE LIP DPD' AGE GLC.

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128, For CD4" Lelebended">" Chi da Dave de Cors DADLLE ٠ ، ۱٠ ، ۸

2. Ac - 60 00 DC - 60 NCD 00 3 שבי סעי חי אף יעי פי די Ac- 00 0 0 00

129. CL _ TO CD 1 A DE GO &C LA, CD4 VINC PITOLA, Ser Gob -180 C4 041 >0 DE0 04000 Upo 114 -סי של שכי של הים בכי של ר. C"-LE DPDE Adr' CC CLa דפי כסי מי בר פל פי של הי בר במי בסי ב מבי של כסי ב בבי שור . 11 To habits so depode>" אינתישי חישרים שי בבייחישוי مح مراد المعلم من اد مح مرد ود . تُل\$ اد⊳∩هم

בשל בשל בשל בשל בשל בשל בשל - 130. בשל בשל בשל ב 26 4 62 > DABUBC UARP 36 PL14, 445 , 40 60 44 . .

۸٬۶۲۰٬ CL، ۱۹۶۰ ۵۵٬ ۵۵٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰٬ ۱۲۰ ۵۰ COCO ACTO AL DAAC חחשי בתי יושי פי רשחי

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131. Chas Ford AsA 4 cars הוושתבשי הטורצעפיף יש לבר משמתשם ברי במצחי שבי שם م مرحد عرك د مرك م عمره DODE OF CA+ > DEDON DEMOSINE של ב יכח יעם שכשה של הכים אל חשל בי ים

132. Chas For 6 bloon>+ DC+ od of Je For CD A ۵۲Lep4013 هم هم عذا Ac oducoou Achdurd Lic CAL AC - JPN' ADA PADATE OLLS DOG SE DE GOL OF DEDE -LALL " .

عنا من المناس ال عدد المهم موهم م در المهم الم Act - APAC dept - decre.

134. Act of Dot = 10-ob בר המףחרי הי 12-15 להף /-4Π< -- Π' . ΔΔ' ΠΟς Δε" σ4" σ4" C-

eyits o Hotenda ze eghalaeda sii done giyati ta eghaladeda gha. Eyi t'a ida hono zo ekagojwha gots o ekagoht'e ha sonihogiza ha. Ndets'o k'aowoh cheke kota eghalagide gili sii, ekatlo zo kwets ot i done yati ta done ze eghalageda de, gigha dile ha soni gedi:

Done Soli Behålaede ko Gehisi Ha.

Done Sofi eyits o Hotenda ta'o done kaba gili sii zo done sofiyati eyits o done nawo edawot'e gedi gha dile ha. Eyit a Language Task Force. Yati Hagehta Do, ekagedi ta yati gehtsi. Ndets'o K'awoh sii, Done Sofi eyits'o Hotenda Yati, eyits'o Done nawo k'e eghalageda gha ko nake hohfe ha. Ekaaniko Done Sofi eyits'o Hotenda zo sii, edagowot'e gedi k'e eghalageda ha.

Byi re sii, done nake eyi ko nake eghalageda gha negets'iti'e gedi t'a yati gehtsi. Byi done nake sii, Done Soli ayas Holenda gots o done agit'e ha gedi. Eyit'a Done evita'o Hotenda Yati gha Commissioner gogedi ha. Edaani eyi done eghålageda ha sii yati gehtsi. Ndets o K'sowoh eyits o wegha ek'étehge do sii, evi uha Done Soli eyits'o Hotenda gots'o done zo, silae zo gots o gineti e ha gedi t'a yati gehtsi. Byit'a wegha ek étehge do sii gots o k'aosanh gili ha. Nezi done yati eyits'o done nawo k'e eghalageda gha gonogihdi ha. Wek'e eghalageda le nonde sii, ekagogedi ha hot'e. Ekaani nonde, Done Sołi, Hotenda, Kweti Mola Soli hazo done atsite sli done yati nake ta gots'ede ze done ts'jlj ha, ekagowol'e gedi t'a yati gehtsi.

Done Sori eyits o Hotenda Yati weze sii Done Nawo k'e eghalageda gha ko nake holi de, Minister of Aboriginal Languages and Culture giye ha. Wegha ek'etehge do, Done Soli eyits o Hotenda gots o done zo sii, eyi gha K'aowoh de; Minister gili ha, edeta done nake hagehte ha

Eyi gha K'aowoh de, Minister sii done yati eyits'o done nawo chekoa hoghagehto, done chekato gili, etahti eyits'o yati k'e eghalagide do ekaani hazo ts'o k'aowoh ha hot'e. Eyits'o done nawo, done k'e dagowo, done sonade t'asi ekaani sii ts'o k'aowoh eli ha.

Done Yatı Dek ehti e Ta Wek ehodzo Agele Ha

Done eyits o Hotenda Yati sii done wek'e k'ayageti xe edagowet'e gogedi ha, done council k'e dehkw'e ha hot'e. Eyi council sii, Done eyits o Hotenda Yati edaani niht? ek'e dek'eht? e' de nezi wet'a ats'et'i ha sii wegho t'asi hazo hagehta ha sii gits'o holi ha. Di gots'ot'i kota got'o done eyits'o ohda ekaani hazo wek'e eghalageda t'a edaani ets'eret?'e ha sii hoghagets'ehto ha.

Nihtł'eko

Language Task Force: Yati Hagehta Do sii, kota gots'o done ło done yati edaani wek'ets'edi xe sii wet's ats'et'i ha gots'ò gogide. Eyit'a Yati Hagehta Do sii wegho dii kaani yati gehtsi hot'e. Chekoa nihtł'e łoto gots'o Done Yati hoghageto de yati t'à nezi gogede ageda ha, eyits'o Kwet'i eyits'o Mola yati zè sii. Ekaani Done Yati eyits'o Done nawo edaani nde k'e edegeda xê, ekaani hoghageto de, ida hono xo laani de nezi wet'a chekoa nihtł'eko gohyi hoghageto ha hoso agode ha. Eyit'a Yati Hagehta Do; Language Task Force sii kota goichalea sii chekoa ekaani hoghageto de wet'a t'asi wegho haniyeza ha tahko, eyit'a di nihtřeko gha náwo atře ghá eghalageda sii done siniyaeti nawo k'e k'achi nagiti'e gedi t'a yati gehtsi. Ekaani nonde kota sii nihtł'eko k'e gehkw'e do hazo ełexe eghalageda t'a hazo edegha

niht i ekogha niht i egehtsi ha.

Eyits'o kota necha yagola sii, Kwet'i chekoa zo laani ne t'a, Kwet'i yati hoghageto ha, haaniko Done eyits'o Hotenda chekoa to de, giyati t'a sii hoghageto ha dile agele ha.

Byits'o chekoa nihti'e hono eyits'o ido; high school, aget'i sii gigha nihti'e nake laani gofi t'a hoghageto ha. Ekaani nonde chekoa ame deyati eyits'o done nawo hoghawito niwo sii deyati t'a hoghawoto ha. Eyi xe sii, dihde gots'o gowhaehdo eyits'o done nawo zo deoo haghageto ha.

Eyits'o ohda nihtt'eko hoghageto sii edaani Done Yati k'e ets'ett'e sii deo hoghageto ha gedi t'a Language Task Force; Yati Hagehta Do yati gehtsi.

Edza Nek'e Gots'o Ndets'o K'aowoh Gota.

Dinde Edza nek'e gots'o Ndets'o K'aowoh gha eghalaede do sii, Done eyits'o Hotenda Yati sii, Kwet'i eyits'o Mola Yati xet'e laani k'e eghalageda t'a done hazo ts'agedi ha hot'e gedi t'a Language Task Force; Yati Hagehta Do ekaani yati gehtsi. Ekaani nonde, Ndets'o K'aowoh sii decheke done yati hoghadegeto ha siis'o K'aowoh sii, decheke done yati hoghadegeto ha gits'o gehoa ha.

Kota, nintł'e k'e yats'ehti ko, whaedo ts'o t'asi k'ehodi ko, nihtł'ekota dawhela, ekaani hazo sii Done eyits'o Hotenda Yati k'e atł'eha gedi t'a yati gehtsj.

Edza Nèk'e Nděts'o K'aowoh Wezo Gots'ó.

Dinde gots'o done ededii nintit'et'a t'a kota k'egede de sii, nintit'et'a do, done gha done yati goti agele ha hot'e gedi. Eyits'o Edza Nek'e gots'o Ndets'o K'aowoh sii Ndets'o K'aowoh De; Federal Government, kota gots'o done ውያን ተርሆኑ ነገር ነው የነገር ነው የነገር

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0604-U\$ CCD > ALYG CD, To DODO DODYLODO DC OCOPIN-۳°ء کی. دل°ء ۵۲۲۲ کا ۵۰ ۱۸۸۲ -2√2 ><4∀P) γ<4βγ</p> odole 9-16 NP 31 CLA of Δρ) - γρη ρο - σος - σος - σος -Jσ6 Δc6 σ46) 6Dc5>6 L6. CL6 a.s. $\Delta c^* \sigma Q' \sigma D \sigma Q'^D D'^b \Lambda^c L \Pi^* U G D'^c L^c$ 45. D60. d0, U. ⊃u. D404-CLo Vr FU JAhac 11. AGE CDU FUNDING AGE TO FILM of JC Lalido Dable alc. sacios ΔcoodoDcn>c, PULY STAND THE PROPERTY OF STANDS Γσ' CD « Δ' Γ' . Δρ' σ' > 4 cσ' > ۵۰ ۵۵۵ نام ۵۵۵ ، ۵۵۱ موسط د انم ۵- ۵۰ ۱۵۵ اعط عاله ۱۹۲۹ $\Delta c^* \sigma d^* n C D d^* a^s in N h n d b h t L c.$

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مأث درالاله المحاددة

AL a A L^c

- ひかとっている 「ハートンと」と、この 「からっしています」」といっています。
 ない くしん 」 ひかといい くつらい はいで くっちょしい くいのと しゅっこ しゃらしょい しゃらっしゃ しゃらしょく しいこう しゅうしょく しいしょ
- 2. Dac'd (CLI Dac'd) 66
 The state of the s
- 3. pa' / 4' TD' 4673 A/L344%/L-%6' Ta' Y' 5134' D&D/*

 1 407' 31, L-1-D%n' ac' / 4'

 1 41' a' 601' 30 %' 104' b' 6
 4' CA' ac D' 5134' A A A' 4' CA
 1 3 D&D/Y' A-" A70' A'CD' 0
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- 6. ▷%▷√୯,Πጵ Δ~L>ς %▷>L>ς
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- 7. baCD' Leli dara a DBD2' a AcDad' blade blade AcCNDD6' I Adobbe lade a ac' da leli de Aac' d'ca' a BDD2' a ac' d'ca' a ac' d'ca' a ac' d'ca' a d'ca' a d'ca' a d'ca' a d'ca' a ac' a ac' d'ca' a ac' a ac' d'ca' a ac' a ac' d'ca' a ac' d'ca' a ac' a ac' d'ca' a ac' a ac'
- 44° Yr LC.

)\$1.54° CL.66° Ac.64° 6° 15° 15° 15° 15° 15° 15° 15° 15° 15° 15	174-F¢	179-J ^c
VA♭, ≺Uc	180-F¢	182-J ^c
طه۴٬۰۴۰ کو محه م ماکار کو م مرد خو	183-F°	187-J ^c
Δ - -\Δ - - Δ Δ Δ Δ Δ Δ Δ	188-Cc	198-J ^c
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Δε [*] σ σ σ τ C C C C C C C C C C C C C C C C	203-Lc	206-J¢
ዘባል ረፅ୮ ዕሮ ቀባናነ ነና	207-┌€	210-7c
$\Delta^{\bullet} \alpha^{\varsigma} \alpha^{\varsigma} \Delta c^{\bullet} \sigma \alpha^{\varsigma} \sigma^{\varsigma}$	211-F¢	215-J°
$\Delta_{a^c} \cap D^c / d^c \in \cap D^c $ $\Delta_{a^c} = \Delta_{a^c} = \Delta_{$	216-F°	219-J ^c
د 'ځ۸ - ۵ (۱۱ م ۵ / ۴۰ ک ۱۱۷	220-F¢	225-J ^c
$\Delta c^* \sigma d P C D L d^* Y^c D^c \Delta c^* \sigma d P C D L d^* c d^c$	226-F¢	233-J ^c
שפביו פ של אכרוי גלי	234-F¢	238-J ^c
<u> </u>	239-F¢	240-Jc
ንያል ያለው ተቀር ጋር ላጋምርቀት በ ላ ዩና ልዮር	241-F¢	242-J ^c
L' 2' 2' 6' 0'00/2' 6' 0'00 0'00 0'00 0'00 0'00 0'00 0'00	243-F¢	248-J ^c
۵%۵ ۳ و ۱ م۵۶ د د ۱ ۱ م	249-F¢	255-J ^c
د کالا م م ۱۹۸۰ که م	256-F¢	257-J°
۵۴-۲۶، ۴ د ۱۹۶۲، ۴ د	258-F¢	261-J ^c
معد، م اردای، /ط ، کرم، احر، مه ۱۹۵۹ ب	262-F¢	263-Jc
عمر ۱۵۲ مرح ۱۹۸۰ مرد کرد	264-୮	
በነ Γ ለታ Β ታሀ ላሚ ነ ጋ% ι CΔcLσ ነ ച ነ ጋ ነ ኒ የ ነ ላΔ የ	265-F¢	266-7
۵۱۱-۲۵۰ ۵۰ ماه	267-F¢	270-1
PECD CATA PACC VEUGACAC	271-F¢	273-J ^c
לי סלי שרותי שי ארוני מי	274-F¢	277-J ^c
J-10L% C0U0.	278-F¢	ىل-082
«¹ Γσ ^ι Λεበላ% ^μ ጋ ^ι	281-F¢	۶۴

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\ر ط>ر	9-5 15-1
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۵۹۵۶، کالدر ۲۰۰۳ کی کایدرک مدر	30-5 39-1
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Δ _Φ Δ¢ Þ%Þ¿Ψ¢ % _Φ Δε¢ L∜Ċ Ľ*α	43-C° 48-J°
d'cΔ'c Þ\$Þ/ሢ ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟	50-F° 53-J°
دهاره مه مده	54-C° 61-J°
LclD4 34 DHD45	62-C° 76-J°
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LclnJ' DP%' o'l	77-F° 80-J°
لحناء المهميم، حددله مدر عي ١٥٠١ مي	81-F° 87-J°
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ריר א>>>> אסקרים גנ אאטעסא, פאירנ	98-F° 101-J°
Δ _Φ Δ ^c	102-F° 103-J°
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ንግር እይማት አር እንግር እዓ <i>ባ</i> ብንር	104-F° 116-J°
Γσ°CD° Δ° ΔοΔ° « « « « Δ° » » D%D~ν « » «	117-F° 122-J°
Fo'CD' AD' 44P' YLod	123-Г 127-Ј
Γσ ⁴ CD ⁴	128-Cc 130-Jc
Δc* σ < P ∩ σ 6	131-C° 135-J°
$\Delta^{\bullet} \circ \Delta^{c} \Delta c^{\bullet} \circ d^{c} \wedge V^{c}$	136-F
ንሩስ-ርስ የ۵۵/ ንሩትር	137-F° 138-J°
۵۵ مر ۱۹ مر ۱۹ مر ۱۹ کاره ۱۹ مر ۱۹ م	139-Г
۵۵، ۱۹ م و ۱۹ م	140-F° 141-J°
C°as Fo'C 60L%0%%'C'so 60L>Fo'	
Ddo% 6Lod%>%	144-C° 153-J°
لع، ده، مه، مهدما <i>د</i>	154-F
i) Δc*σ√5° - ΛΓ√5°Ł	155-F° 159-J°
11) ۵۵۵° ۴-۵° > ۵%>۲۲° C ۸C%° ۲۵۰ «۴°	160-Г' 165-Ј'
111) D&DYDY Acrodioids de 4, 4, 4CDalc	166-r° 170-J°
ϭ • <ሥ σና ካ∆ና Δσ• σ ⊲ ና Åና	171-F° 172-J°
۵۶° ۵۵۰ ۵۵۵۵ ما	173-F

۵۶۹۲ مهر ۲۵۲۵

 $^{\circ}$ $^{\circ}$

∆></n 28, 1986

YADALO >10 Derac U. e. POFOLAL eUCDOCUL e. VAF AUCAUCDOCU. -ورا ۱۳۵۵ د ۱۳۹۵ د ۱

FULULUS COLUMNA CARUARS COLUMNAS COLUMN Φρίωνισον ρυ 300 αι συ 60%0666 (Cc0691) σα (04ΓΦCσυ; ΔοΔ· σ·cΔ· > D·6D r· Λ· > r· , σ· L > Λισ· CD Πισ· σ· σ·

عراه عرد ، ١٥٠ الرحال اله ١٥٥ عام ١٥٥ عن ١١٥ عاب ١٥ عاب ١٥ عال ١٥ عاب ١٥ عال ١٥ عال ١٥ عال ١٥ عال ١٥ عال ١٥ عال کاد خور ۱۳۵۵ مرکا ایک از خار که ۱۱۵ کی کرد ۱۳۵۸ کی ایک کا سال خور ۱۳۵۸ کی کا کا کی کا کا کا کا کا کا کا کا کا ک ام الا ١٦٥٥ اله مراهاة مراهال عن المراه المال ١٥٥ كالرك المراه المال ١٥١ المراه المال المراه المال المراه المراع المراه المراع المراه المراع المراه المراه المراه المراه المراه المراه المراه المراه المراع ۵۰ ماد ۸۲۲ کاردمېد مامو۵۰۰م، کادحلا۲۲۸ کارده هه .

۵۵ ۲ م عه ۵۵ ۲ کو ۲ م ۳۰ ۸۰ م۵۰۰

Vichec or Jehon,

Sithe Later <u>አለ ሮበ. ለጎ / «Þርበ৮</u>%

۲۲۰ ۵۰, Δε ۲۶

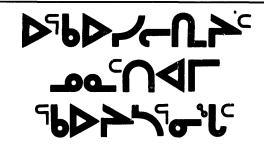
Edra Elin Ighivalak

Lana E. Smerl: خد علاله علام

<u>خو ۵۵۰ کا۵۰ ، ۵د۲۶۵</u>

Luglle VIDSO

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