

INTRODUCTION TO ARCTIC CO-OPERATIVES

ADULT EDUCATION
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INSTRUCTOR'S MANUAL

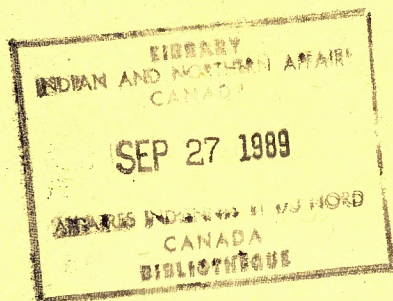
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FOR USE WITH THE TEXT

" INTRODUCTION TO ARCTIC CO-OPERATIVES "



D.I.A. & N.D.

ADULT EDUCATION

ARCTIC DISTRICT

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'INTRODUCTION TO ARCTIC CO-OPERATIVES' INSTRUCTOR'S HANDBOOK

PART I – Guidelines

The basic information to be presented in this course is contained in the text, which is printed in Eskimo and in English, the English being on the reverse side of each page.

The information contained in the text is divided into twenty-two separate but related topics, each of which can be presented in one hour or less. In this way the program can be adapted to those times when the people of a settlement can attend classes.

The first half of the course is an introduction to industrial society and its economy, while the second half deals more specifically with the nature and workings of Arctic co-operatives. The estimated total time of the course is fourteen hours.

Each topic is shown with the visual aids to be used, the approximate time of presentation, and the general method to follow. No written guide, however, can include the personality of the instructor, or foresee the kind of group – how many of them have been to school? Have they just come from seeing a movie? and so on. Only the instructor can really decide the best way to teach, but here are some suggestions:

1) Make the students help you and each other by using their ideas and experience – for example, in Topic No. 2, you could ask the ages of the youngest and oldest people there, and show them on a time-scale. In Topic No. 3, before you read the text, you could ask the audience what differences they see between hunting life and modern life. In Topic No. 4, ask who works for the government and who does not in the settlement. In Topic 15, who has visited Canadian Arctic Producers, and so on.

Another way to involve the group is to act out one of the topics. In Topic 6 for instance, four people could be asked to pretend to be the men in the picture, and could pass the 'money' between them. In Topic No. 9, you could divide the audience up into voters, parties, ministers and civil servants.

2) At the beginning of each meeting, review the main points of the topic discussed last. You should know these, but ask the people what they think were the main points. Make sure that nobody is puzzled about the last topic before you begin the next.

3) If one topic takes a long time, let everyone stand up and move around – you might have everybody look at the photographs on the wall, while you talk about them, as long as the discussion is about the topic for that day.

4) If a topic takes a short time, and you are sure that it is understood, you can discuss another at the same meeting – the last four topics might be covered in two meetings.

5) From the experience of the experimental course at Frobisher Bay, about three hours in one day is enough for people to absorb and even this should be in two parts, with a break of several hours between.

6) The material for the course includes the Director's Advisory Service pamphlets and other background notes. Learn as much as you can about the subjects discussed, so that you can answer questions and give interesting information. Do not be afraid to draw your own pictures, tell your own jokes, and explain things your own way.

The text is made so that it can be given to the students, topic by topic, at the end of each meeting. With the aid of the printed material, the students can think over each lesson, and so bring questions to the next one.

PART II – List of Visual Aids and Background Materials.

Films 1) "Co-op Store", a 16-millimetre film, black and white, about the functioning of a co-op store in England. About 20 minutes.

2) "Arctic Char", a 16-millimetre film, black and white, about the Payne Bay Co-operative Fishery. About 12 minutes.

Filmstrips 1) "It Pays to Co-operate" black and white, about co-operatives in rural Africa and Malaya. Script with it.

2) "The Story of Money", colour, about the origin of money, and different kinds of money.

3) "Federal Government" colour, the explanation of Federal Government, Commons and Senate.

4) "Steel and the Automobile".

Slides 30 slides on the Fort Chimo Co-operative showing the 'mass-production' of Ookpinguat.

Maps 1) World Wall-map, physical, political, 68 in. x 45 in.

2) Canada Wall-map, physical, political, 72 in. x 48 in.

Flannel Board

1) One folding board, 36 in. x 72 in. open, weight 18 pounds.

2) Figures illustrating Government

3) Figures illustrating how a co-operative works

Wall

Charts

1) Charts 1, 2 and 3 of evolution of industrial society.

2) Picture-chart of two scales of the economy.

Flip-

Charts

Stone-Age Kadlunat Hunters

Stone-Age Kadlunat Herders

Stone-Age Kadlunat Farmers

Pre-Industrial Great Buildings

Origin of Money

Evolution of Transportation

Five main changes in Eskimo Life

Economic 'Pie-Graph'

Money for Starting a Co-operative

How the Price of Goods Grows

Photo-

Graphs

Set 1 – Previous conferences

Set 2 – Adult Education

Set 3 – Job Specialization

Set 4 – Manufacturing

Set 5 – Miscellaneous

References

C.U.C. Pamphlets; Director's Advisory Service; Co-operative Booklet – English/Eskimo, 1961; 'What is a Co-op?', C.U.C. 'Comic Book'; Credit – Figures written in Books, W.H. McEwen; Co-operatives by Alexander Sprudz.

List of Topics

Topic No. 1

Introduction

Visual Aids

Map of Canada

Wall Display of photographs from previous courses and conferences.

Method follow text, mentioning and pointing out on the map the Frobisher Bay Co-operative Conference 1963; the Churchill Co-operative Course 1966; the Povungnituk Conference 1966; the Quebec Co-operative Course 1966; and the courses at Saskatoon 1967 and 1968. The present course is the first one intended mainly for members.

Time talk, about 15 minutes, questions 10 - 25

Topic No. 2

Measurement of Time

Visual Aids Time Chart No. 1

Method Explain that just as one foot on a ruler can represent the length of a classroom, or the number of miles between two settlements, so one foot or the width of your hand, can represent 1 year of time, or 100 years, or 1,000, whatever you choose. Show on the chart the very long time that all the ancestors of modern peoples were primitive hunters.

Time Talk, 20 minutes, questions 15 - 35

Topic No. 3

The First Human Way of Life – Hunting

Visual Aids Time Chart No. 1

World Map

Flip-chart Picture of Stone-age Kadlunat

Method	Review previous topic and the idea of long slow changes all people have gone through.
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Follow text, and explain that some people still hunt to live in Central Africa, Northern Australia and Brazil, (South America)... but this way of life is ending, as it has done recently in the Canadian Arctic the hunting peoples who change to modern life now have to do it quickly for Kadlunat, Japanese and other people, the change from hunting to machine work took thousands of years.

Time **Talk, 20 minutes, questions 10 - 30**

Topic No. 4 The Second Way of Life – Herding Animals

Visual Aids Time Chart No. 2
 World Map
 Flip-chart Pictures of Herders

Method Review previous topic.
 Explain how Time Chart No. 2 shows in more detail a part of Chart No. 1.
 Show where, about 8,000 years ago, people probably tamed animals for the first time.
 Follow the text
 Show on the map the parts of the world where people still live just by herding cattle, (East Africa), sheep, (Middle East), and reindeer, (Northern Norway across to Alaska). This way of life is also changing, and people do not move around the country with their animals as they used to.

Time Talk, 20 minutes, questions 10 - 30

Topic No. 5 Pre-Industrial Agriculture

Visual Aids Time Chart No. 2
 Flip-chart Picture of early farmers
 Flip-chart Picture of Pre-industrial building

Method Review previous topic
 Show on chart the approximate beginning of farming about 6,000 years ago.
 Follow text, and show the parts of the world where big cities were built long before machines – Egypt, Italy, China, Mexico.
 Mention that in some parts of the world farming has not changed, and is still done without machines, but this is changing.

Time Talk, 30 minutes, questions 15 - 45

Topic No. 6 Surplus, Trade and Money

Visual Aids Filmstrip – “The Story of Money”
 Flip-chart Picture-Story of “Tusk Money”

Method Review previous topic
 Follow the text, using the picture on the flip-chart. You might ask four people from the group to play the parts of the four men in the picture, using some object as the tusk.
 Show the filmstrip, with commentary.
 Emphasize that no society now can operate without money.

Time Talk, 15 minutes, questions 10 - 35
 Filmstrip 10 minutes.

Topic No. 7 **Evolution of Industrial Society**

Visual Aids Time Chart No. 3
 World Map
 Flip-chart Picture of Transportation
 Wall display of photos on manufacturing, adult-education and kinds of work.

Method Review previous topics, emphasizing the long long times involved in changes from hunting to farming – use time charts.
 Show how Chart No. 3 gives detail of a period of time hardly visible on Chart No. 1 and very short on Chart No. 2.
 Follow the text, pointing out on the chart the times when each event happened.
 Ask the audience which came first; steam, gasoline engines, electricity?, etc.
 Explain probable beginning of steam engine idea after someone saw steam pushing from a kettle.
 Point out England, Germany, France, U.S.A. as countries where most of the first machines were made.
 It is important to know that each main invention such as steam, radio or atomic power, makes other inventions possible, and for the last two hundred years life has changed faster and faster.

Time Talk, 30 minutes, questions 20 minutes - 50

Topic No. 8 **Elements of the Economic Cycle**

Visual Aids Map of Canada
 Filmstrip on Manufacturing
 Photo display as in Topic No. 7
 Picture-Chart of Economy

Method Review the previous topic.
 Follow the text, using your own examples if you wish.
 Explain how the ideas in the text fit on the illustrated chart.
 Get everyone to gather round the wall-photographs of manufacturing and discuss them.
 Show the filmstrip on manufacturing.
 Emphasize that buying and selling are very important in modern industrial life.

Time Talk, 30 minutes, questions 10 - 50
 Filmstrip 10 minutes.

Topic No. 9

**Public and Private Work
(Government and Other Work)**

- Visual Aids** Map of Canada
 Filmstrip on Government
 Flannel-board picture of Government
 Illustrated Guide to Parliament Buildings
- Method** Review the previous topic
 Follow the text, page 14, and then use the flannel-board cutouts, with the text shown on Page 17 – show
- 1) the people who vote
 - 2) the four parties
 - 3) the leader chosen by the winning party
 - 4) the ministers chosen by him from among his party, to head each department.
 - 5) the Branches of our Department
 - 6) the Divisions of our Branch
- If the conditions of space, numbers and time are good, you could let the audience imagine themselves to be voters in a federal election. You then just ask about 20 people to be the Government Party, 12 to be the next party, then about 6 and 2, making the four parties, (or three.)
- Stand the Government Party opposite the other parties. Pick a Prime Minister, who then picks a few Ministers – say of Indian Affairs, Health and Transport. Each of them gets one or two 'civil servants' from among the voters who are left, and so you would have a miniature view of how it works.
- Show and explain the filmstrip on Federal Government.
- Time** Talk, 30-40 minutes, questions 10 = 60
 Filmstrip 10 minutes.

Topic No. 10

Changes in Eskimo Living

- Visual Aids** Map of Canada
 Flip-chart – 5 changes
- Method** Review the previous topic
 Follow the text, show the 5 main changes on the flip-chart. Use map to point out whaling stations, airports, etc. Repeat the idea of quick change from bone tools to modern life.
- Time** Talk, 15 minutes, questions 10 = 25

Topic No. 11

The Way Eskimos Get Money Now

Visual Aids "Pie-graph" Flip-chart

Map of Canada

Payne Bay Fishery Film

Method Review the previous topic

Follow text, using "pie-graph"

Show and comment on film of Payne Bay Co-operative Fishery. Explain cleaning, sewing, dipping, glazing and packing.

Time Talk, 15 minutes, questions 10 - 37

Film 12 minutes.

Topic No. 12

The Way Co-ops Can Help to Earn Money

Visual Aids Map of Canada

Filmstrip - 'It Pays to Co-operate'

Method Review the previous topic.

Follow the text - mention the Dorset Prints, Chimo Ookpinguat and other co-ops' products, using map.

Show filmstrip, using script to explain each picture. Co-ops like the ones in the North are found all over the world, especially where people are changing to the new machine-using life.

Time Talk 10 minutes, filmstrip 10, questions 10 - 30

Topic No. 13

Money for Starting a Co-operative

Visual Aids Flip-chart Drawings

Method Review previous topic.

Follow text, and pictures .. emphasize that this is only an outline, and that more detail will be given later.

Ask the members questions about their co-operative.

Time Talk, 15 minutes, questions 10 - 25

Topic No. 14

How a Co-operative Works

Visual Aids Flannel-board and cut-outs

Method	Review previous topic.
--------	------------------------

Follow the text, putting up figures of members on flannel-board, then their share-capital money, then the runners they buy, and so on. The money in the gross income can be taken off the board as the loan is repaid, expenses deducted, etc. Build up the 'Inukshuk', using the nine co-op 'parts'.

Mention that not all co-ops produce. Some make money from their store only.

Mention also that if a co-op has money saved, it can pay off the loan any time, not just from the year's earnings – our example is simplified.

Time Talk, 25 minutes, questions 10 - 35

Topic No. 15 How the Price of Goods Grows

Visual Aids Flip-chart pictures, ten in all
Map of Canada

Method	Review previous topic.
--------	------------------------

Follow text, using flip-chart pictures

Mention that usually a co-op owns its wholesale outlet – a Federation may arrange one outlet for several co-ops, but in the meantime Canadian Arctic Producers does the wholesale work.

Time Talk, 20 minutes, questions 15 - 35

Topic No. 16 Members

Visual Aids Slides on the Fort Chimo Co-operative

Method	Review previous topic.
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Follow text (local person can read the statements, as an alternative, with pauses for discussion on each) – explain the election of directors for terms of 1, 2 and 3 years.

Show slides and discuss.

N.B. This topic is long and should include a break.

Time Talk, 40 minutes, questions 20 - 75

Slides 15 minutes.

Topic No. 17 Directors

Visual Aids Flip-chart Drawings used in Topic 13.

Time Talk, 40 minutes, questions 20 - 60

Visual Aids Flip-chart Drawings used in Topic 13.

Time Talk, 30 minutes, questions 15 - 45

Visual Aids Flip-chart Drawings as for Topic 13.
Film, "Co-op Store".

Time Talk 15 minutes, questions 20 - 50
 Film 15 minutes.

Visual Aids Flip-chart from Topic 13

Time Talk, 10 minutes, questions 10 - 20

Visual Aids None

Time Talk, 10 minutes, questions 10 - 20

Topic No. 22

Manager

Visual Aids Flip-chart from Topic 13.

Method Review previous topic

Follow text, and if possible, involve discussion of the role of the local manager.

Time Talk, 15 minutes, questions 15 - 30

Total estimated time of course-meetings - 14 hours.

Topic No. 23

Review and Evaluation

Explain that the standard Co-op Bylaws are included at the end of the text, for the information of members.

The review can follow the last topic.

Ask the students to staple together the pages of the text, and then briefly mention each topic from first to last, with remarks showing the connection between each, and the way the whole course applies to the co-operative in the settlement.

Ask for comments and criticisms of the course - you may not get them immediately, but if you stay in the settlement a day or so you may hear comments. It may not be possible to re-write the text, but important changes can always be made in your later presentations of the course.

Thank the co-operative, and individuals who have assisted you during the course. Although long speeches should be avoided, it is good to end the course with the review and acknowledgements, leaving an impression of a good job completed.

K.J. Crowe.

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MAR 17 1978

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PREFACE

This text is part of a "package" course prepared at the request of the co-operative development group. The program was tested during a conference of Arctic co-operatives at Frobisher Bay in March 1968, and it now includes the revisions suggested by staff, delegates and observers of the experiment.

The package course is designed for presentation to co-operative members in Arctic settlements, and contains the following components:

Text, in English and Eskimo

Instructor's Manual

Visual Aids: Film, Filmstrips, Slides, Maps, Charts, Flannel-board, Flip-chart, etc.

Details of the visual aids are given in the Manual.

The information contained in the text was augmented from a variety of sources, but for data and technique, the major debt is owed to:

- A.D. Simpson, District Superintendent of Adult Education, originator of the program.
- A. Sprudz, Head of Co-operative Development, and author of Co-operatives – Notes for a Basic Information Course.
- The publications of the Co-operative Union of Canada.
- J. Veitch, P. Vallillee and C. Batten of the Industrial Section of the Arctic District, who convened the March conference.

K.J. Crowe

INTRODUCTION

We are teaching this course about co-operatives because you have invited us to do so. When the first course of this kind was tried at Frobisher Bay in March 1968, the co-operative delegates said that they liked to learn by means of the Eskimo language, and from Eskimo teachers. We have tried to make the course in the way the delegates suggested.

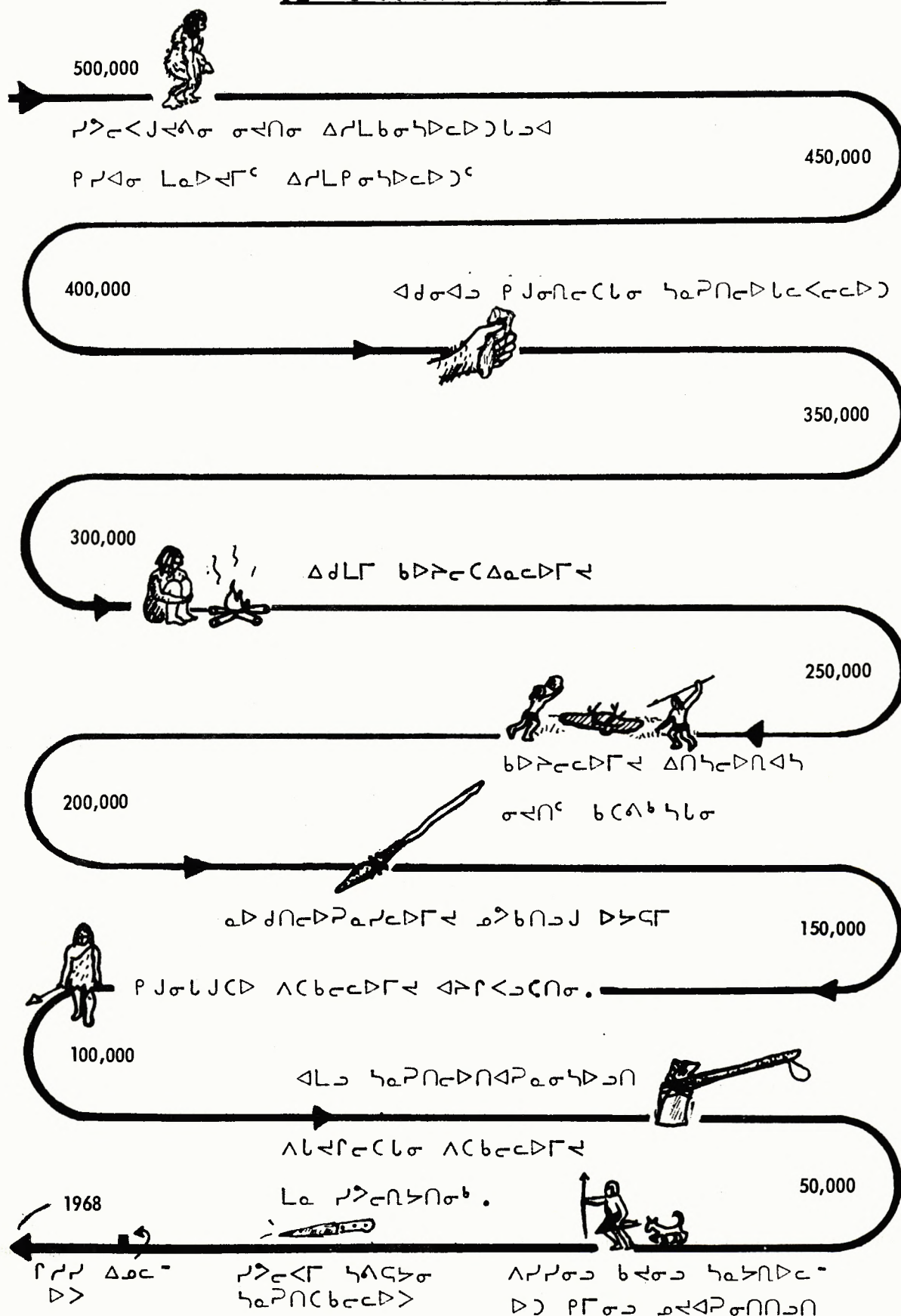
There are over 30 Co-operatives in the Northwest Territories and in Arctic Quebec. Most of the carvings and other things produced by these Co-operatives are sold in southern Canada, and most of the goods that are sold in the Co-operative Stores are made in southern Canada or in other countries of the world.

The northern Co-operatives cannot work all by themselves, but only as a part of what happens in southern Canada. It is important for Co-operative members to know as much as they can about the place of their Co-operative in their own lives and in the life of Canada. Because the ordinary members of a Co-operative are also the owners, and must have the knowledge to vote wisely, this course has been made to help each member to understand.

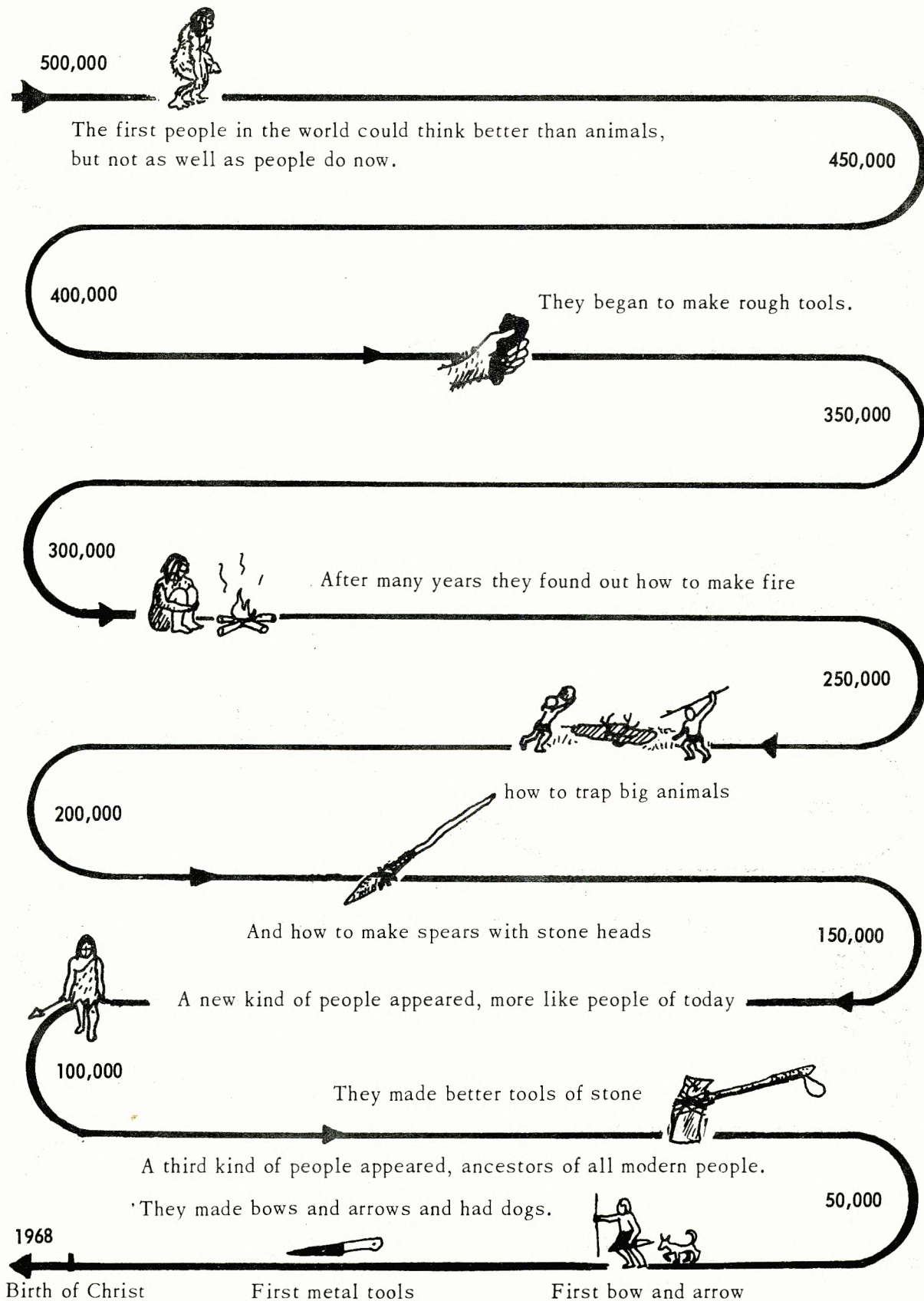
The main ideas of the course are:

1. To show how people in many parts of the world changed slowly from hunting to using machines.
2. To show how Arctic Co-operatives fit into the business of the world.
3. To show how a Co-operative works.

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TIME CHART #1



THE FIRST HUMAN WAY OF LIFE – HUNTING

Hunting is the oldest way of living for people – all peoples in the world hunted for many generations before they learned to keep tame animals, or to grow things. They learned how to make tools of stone and bone, and how to make fire – See Time Chart.

Some peoples in the world still hunt to live, but they are being forced to change as other people and machines move into their lands.

Hunting makes people live in a certain way – for instance:

- (1) Hunting people cannot be sure of big supplies of food – they must hunt most months of the year, travelling, and do not have time to build buildings.
- (2) Each place only has a certain number of animals, and people cannot gather in great numbers, otherwise, the animals in that area would soon be all killed or driven away. A small number of people can live in one area for many years, but even they must move about, changing their camping places.
- (3) In small groups of people, always hunting, it is not possible for anyone to be just a storyteller, a leader, or tool-maker; each man has to hunt, and to make his own tools, though one man may be a better storyteller, tool-maker, or hunter than his neighbours.
- (4) Because hunting people must move a lot, they do not make or carry many possessions. Things are not important. For the same reason, hunting people find it difficult to care for people who are physically or mentally ill, blind or crippled.
- (5) People who live in cities are used to seeing square shapes, like boxes, around them. In the lands where hunting people live, the sea and the hills do not have corners and straight lines. People who follow the animals do not need to measure and add everything up, so numbers are not important.
- (6) The hunting way of life is the same for one man as it was for his father and for his ancestors. There are no books and machines to change things, and because men without machines have to live the way the weather and animals dictate, people do not try to change things – it becomes bad manners to ask too many questions and to try to change people.

THE SECOND WAY OF LIVING – HERDING ANIMALS

Some hunting people found out how to tame animals and began to keep them in herds, killing enough of them to give meat, protecting them from wolves and other animals, and using their hides and wool for clothing.

Herding or pastoral life makes people live in this way:

- (1) The herd animals such as cows, reindeer and sheep need open country with grass and other herbs to eat. Because of the large number of animals in the herd, the herd and the people have to move often over great areas in order to find new grazing.

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LONG AGO KADLUNAT MADE TOOLS OF STONE



PEOPLE BEGAN TO EXCHANGE THINGS



- (2) Although the need to move stops the herders from building big houses, the men do not have to hunt every day, and there is more time to think and invent – people learned how to spin the wool of sheep to make cloth, and this became a woman's work among some herding people.
- (3) The herd animals were used to buy wives, or to trade for other food from hunters, fishermen or farmers. It became necessary to know exactly how many animals each man had, and ways of counting were invented.
- (4) With the animals supplying food, it was possible for more people to live together than when hunting only. With large groups of people, it was necessary to have chiefs and laws. When two large groups wanted the same land, sometimes there were fights, and the herders learned to organize as soldiers.

PRE-INDUSTRIAL AGRICULTURE – THE THIRD WAY OF LIVING

People who hunted and herded animals sometimes ate plants for a change of diet. They found out how to make the plants grow well, and which plants gave seeds that could be stored for a long time. In all parts of the world where there was enough sunshine and water, people learned to grow plants and fruit. They could eat these themselves, or give them to herd animals so that they did not need to find new pastures. The change from hunting to farming was the most important thing that happened to the peoples of the world, because:

- (1) Farming, especially in warm rich land, means that one man can grow enough food to feed several others. Many people can live together, growing food and keeping animals in the land around them.
- (2) With many people living together, not all busy farming, there could be men and women who just made tools, baskets and pots, who told stories or tanned skins. Government became more complicated, with different kinds of bosses, policemen and soldiers. Different kinds of religions were thought of, and some men and women became priests, doing no other work. Many of the names used now by Kadlunat mean a kind of work like smith, baker, wheelwright, and clerk.
- (3) Because people had time to think and try new things, many new inventions were made by the farming people. They learned how to build big houses and churches, to make metal tools, how to make wheels and glass.
- (4) Even though they had no steam or gasoline engines, the people long ago had metal tools with which to build, and wheeled carts for moving heavy loads. They built big cities, and in order to do this, they learned to measure and count and how to write down the numbers and ideas.
- (5) As cities grew bigger, trading became more and more important. Some people only worked as store-keepers or as traders bringing goods from one place to another.


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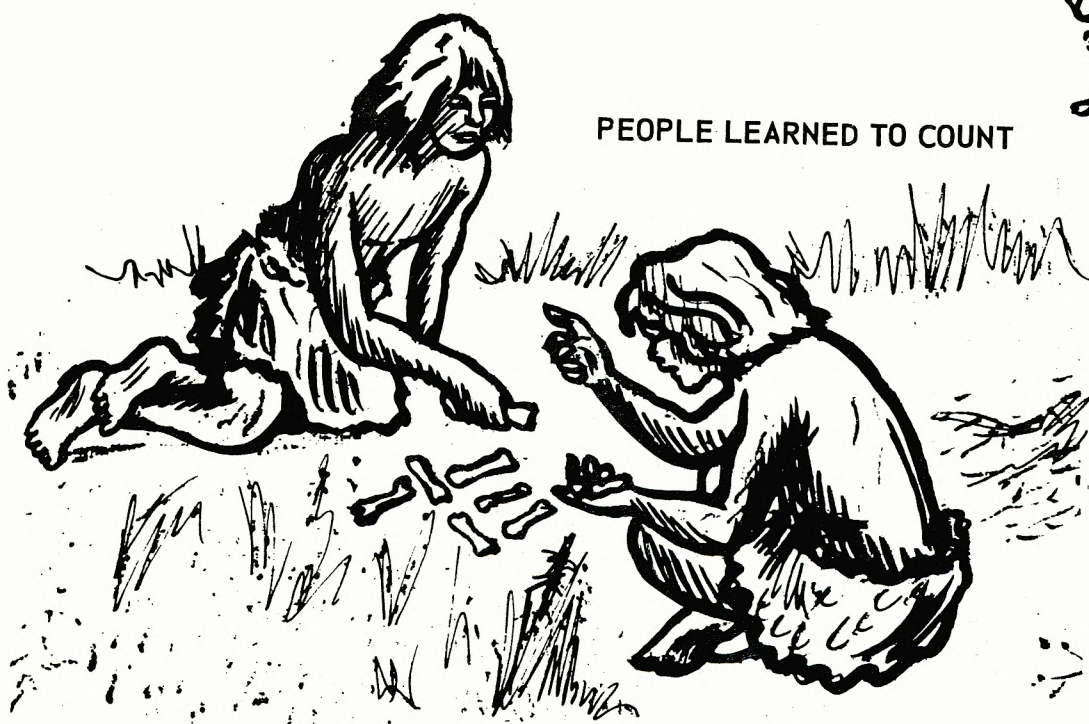

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THE FIRST KADLUNAT FARMERS LOOKED LIKE THIS



PEOPLE LEARNED TO COUNT

THE FIRST CHINESE FARMERS LOOKED LIKE THIS



SURPLUS, TRADE AND MONEY

All over the world, long ago and now, people in different places have had too much of some things, and not enough of others. They have exchanged things with people from other places. The Eskimos of Aivilig used to exchange soapstone pots for copper from the west, or perhaps Ujuk skin line from the North.

When several groups of people traded among each other, and many different kinds of goods were traded, money was invented, in this way.

See the picture – an example of how money began

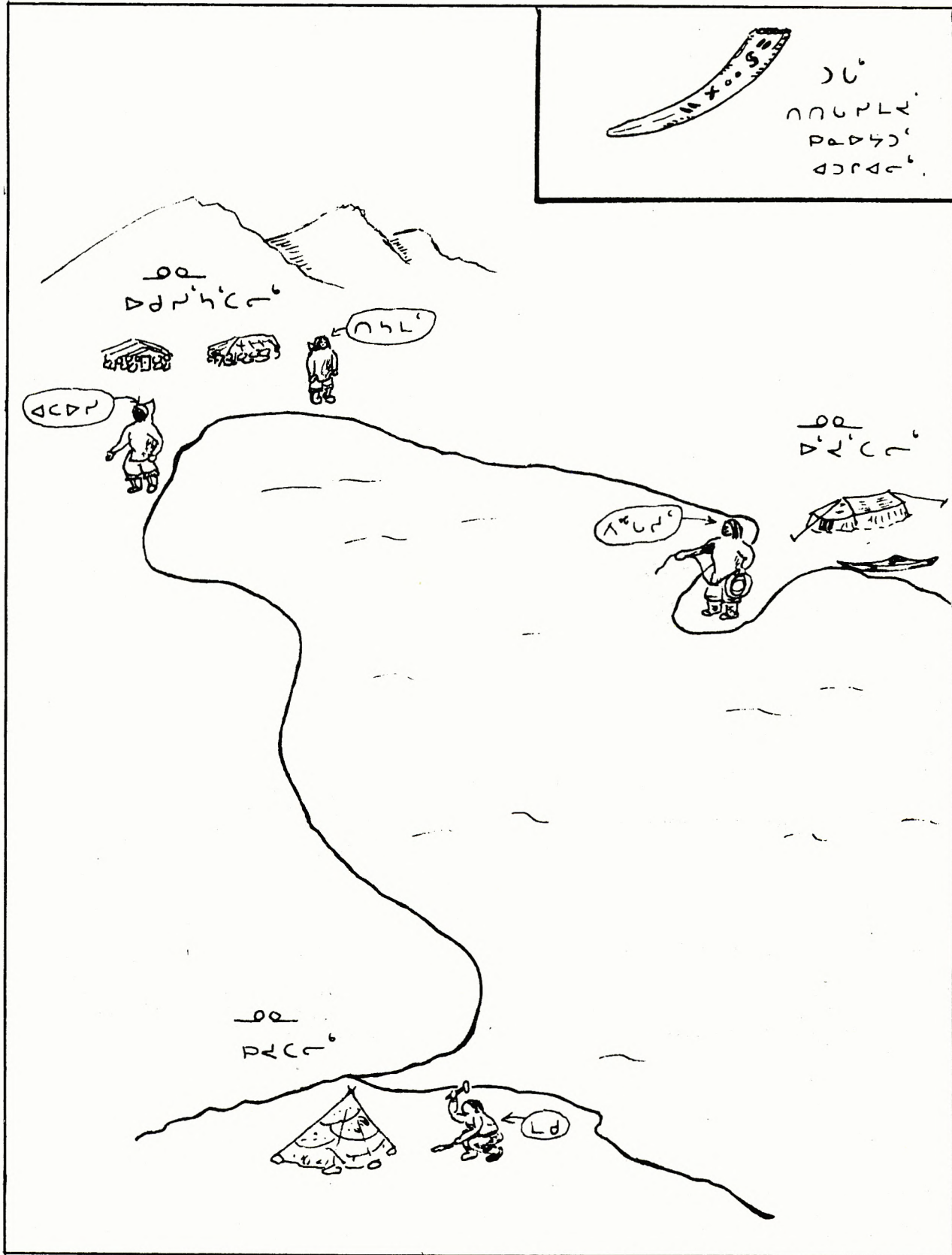
- (1) Imagine that two men, called ONE and FOUR live at one place where there is soapstone. Another man called TWO lives where there is wood, and other man called THREE, lives where there are Ujuk. The three places are far apart.
- (2) ONE visits TWO, and asks him for some wood. He gets the wood but because he has nothing with him to exchange, he gives TWO a piece of carved walrus tusk. He tells TWO that when TWO sends or brings the tusk to the soapstone place TWO can get soapstone for it. The tusk is now like money.
- (3) TWO visits THREE and takes the tusk. He gets Ujuk skin from THREE but THREE does not want wood in exchange. Instead he takes the tusk.
- (4) THREE visits ONE, and gives him back the tusk. He gets the soapstone that ONE first promised TWO.
- (5) FOUR makes a harpoon for ONE. He does not want to be paid in soapstone, he has enough himself. Instead ONE gives him the tusk, which all four men now know as a kind of money.
- (6) FOUR takes the tusk to THREE and gets Ujuk skin. THREE gets the tusk in exchange, and whenever he wants he can take it back to FOUR or ONE for soapstone, or to TWO for wood. As long as everybody agrees to use one kind of thing as money, and they keep passing it around, it works as money. In some countries people use a certain kind of shell or tokens like the Hudson's Bay Company used to use.

As people made more and more things to sell to each other, money became more important. Nowadays we could not live as we do without money – it enables everything to move and to be done, like oil in a machine.

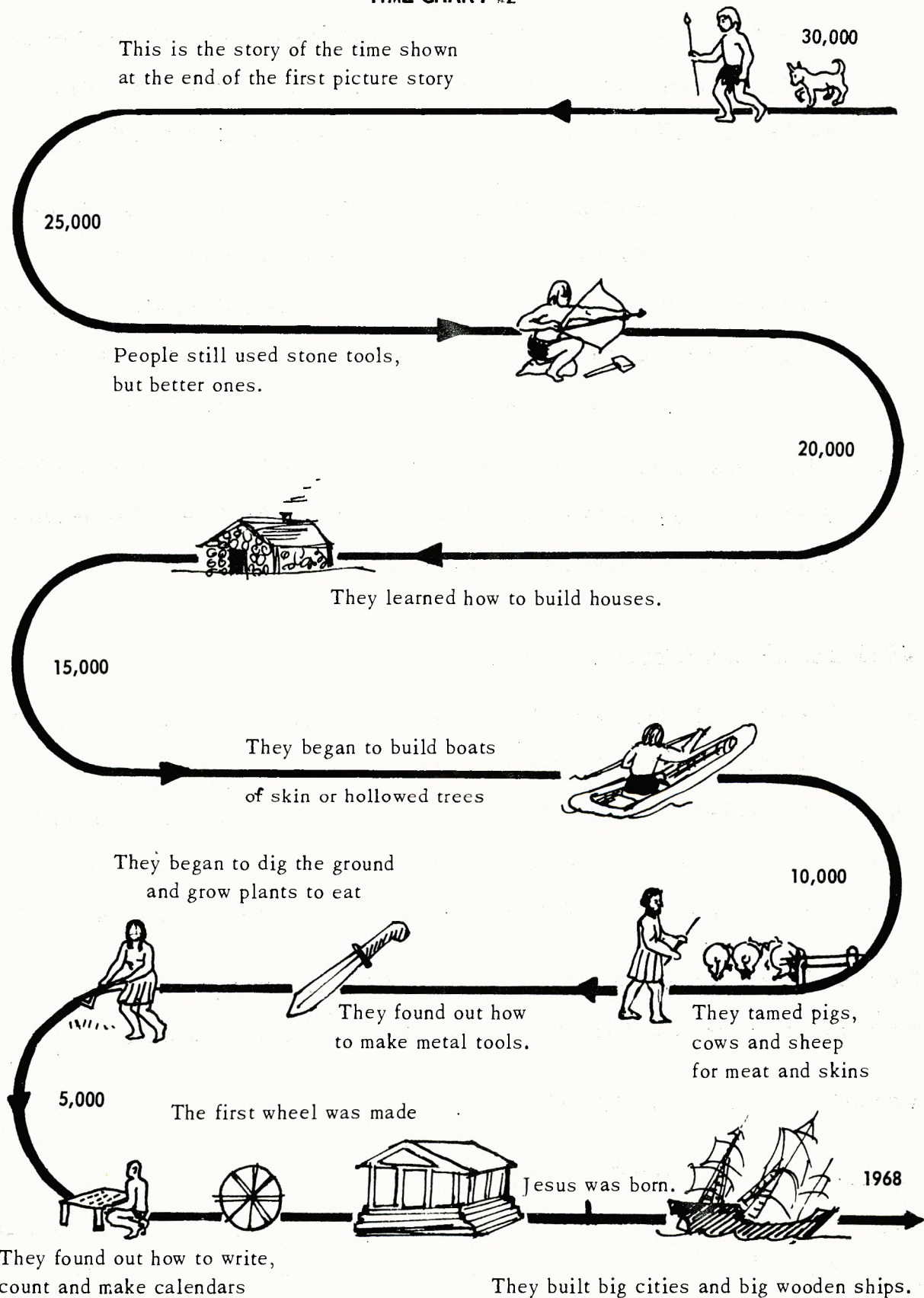
EVOLUTION OF INDUSTRIAL SOCIETY

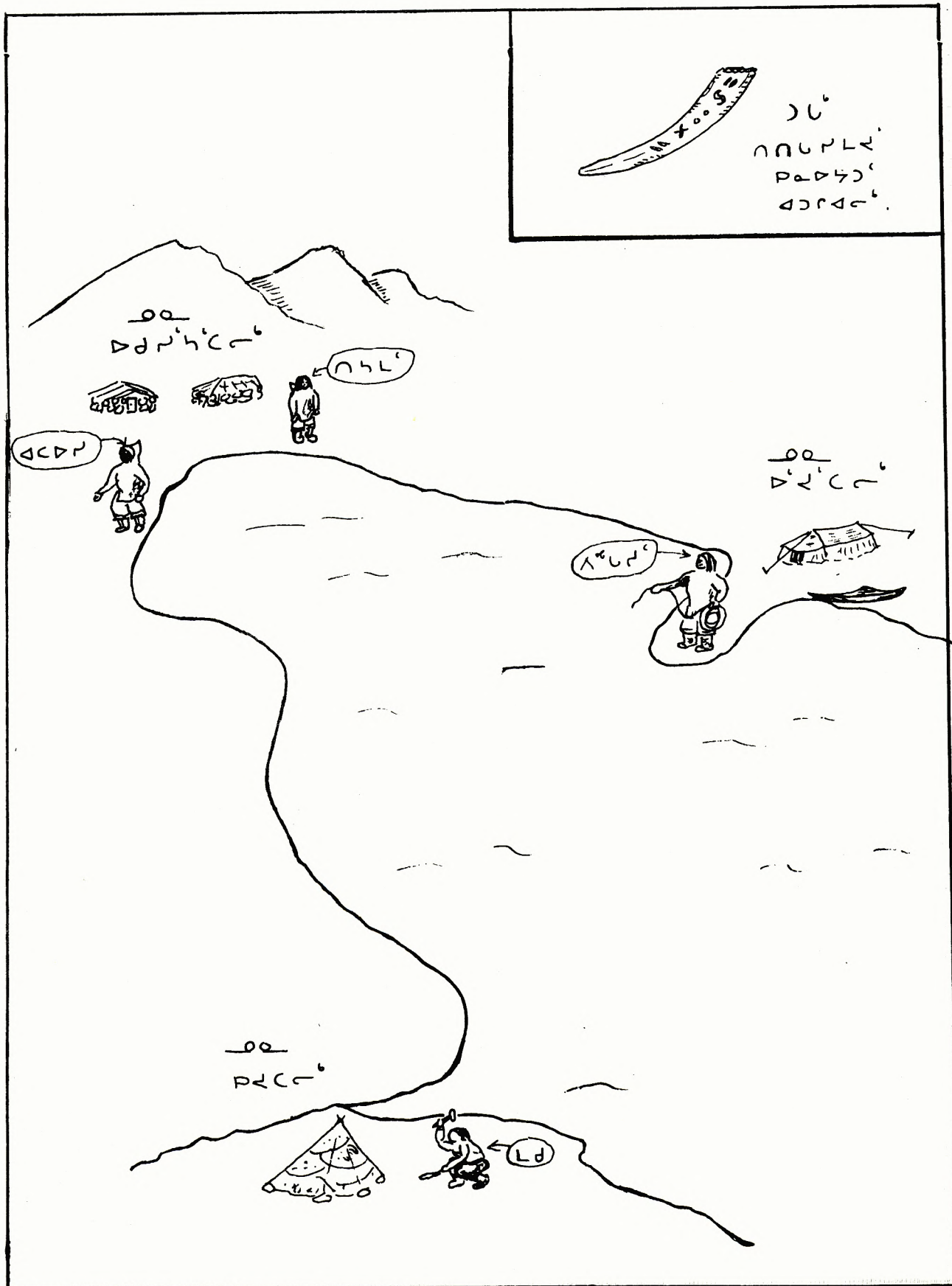
Before steam or gasoline engines were invented, people used man or animal haulage, sails, windmills and water-power.

Water-power was the first way of making machines work together, and fast-flowing water turned the wheels for machines making cloth or flour during the 18th Century.



TIME CHART #2





About 1770, a man in England invented the steam engine, and steam engines were built to drive machines that cut wood, made iron or sewed clothes much faster than people could do. Steam engines were also put into boats and in 1840 the first steam railway engine was built.

With the steam engines to make things and to carry people or goods quickly over long distances, new ideas spread all over the world. The steam engines made it possible to print many books and people learned from them. Doctors found out about germs, and how to inoculate people for sickness.

The first co-operative was formed in 1844, and we will talk about the reason later.

About 1880 a few men discussed how to make electricity and use it for lights, or to drive machines. A few years later the gasoline engine was invented, and it could drive machines or vehicles. Radios, moving pictures and aeroplanes were all invented about 1900, and about 1945 the most powerful engine of all, powered by nuclear explosion, was invented.

There are many old people alive today who were born before there were electric lights, gasoline engines, radios, cars and aeroplanes. The way people in the world live has changed more in the last 100 years than in all the many years people have lived on the earth.

See the chart, page 12, for the dates of these discoveries.

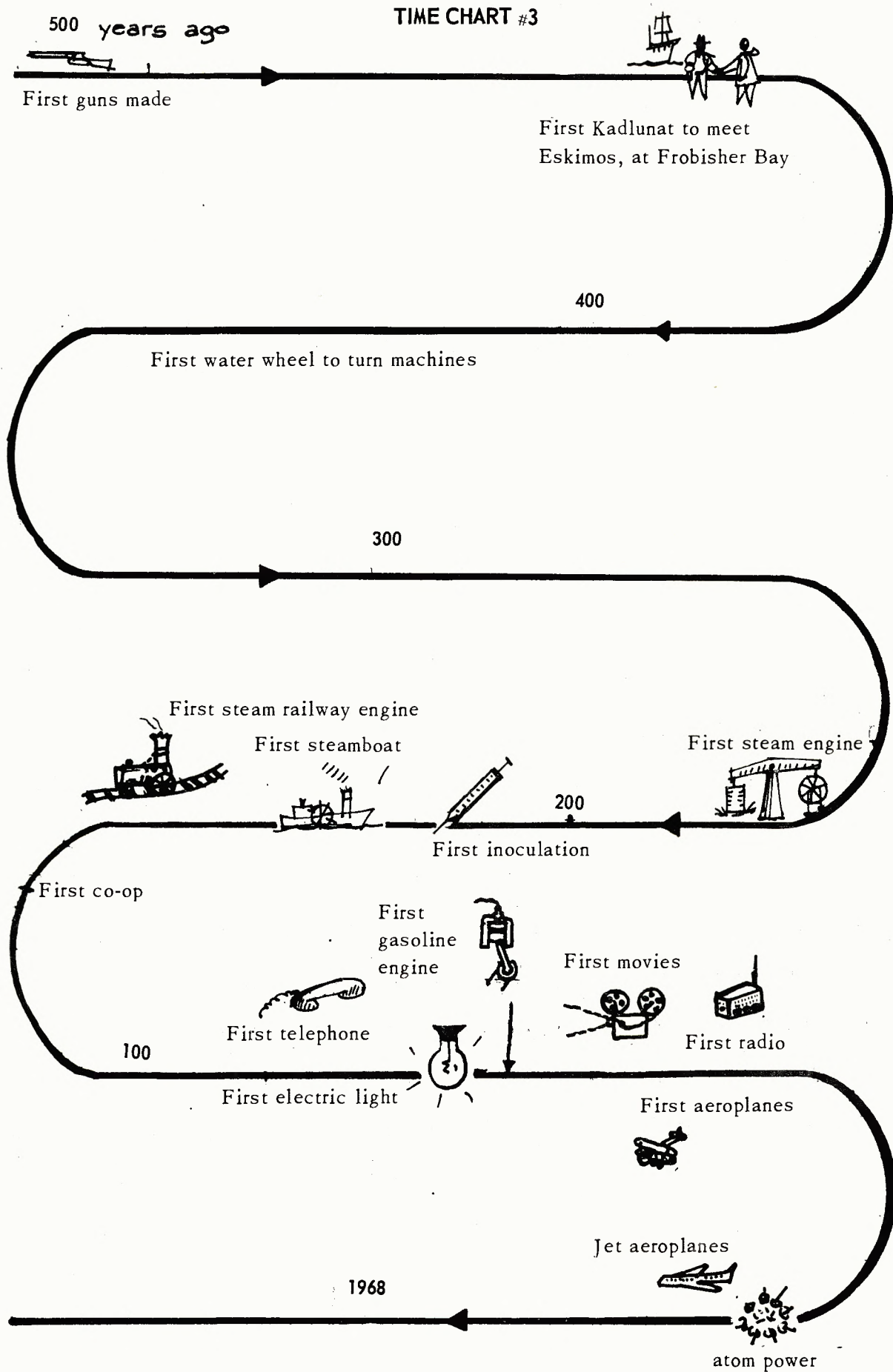
THE ELEMENTS OF THE ECONOMIC CYCLE

Not many people in the world get all their food from hunting or farming, and not many people make their own clothes. Most people buy and sell things in some way.

If we want to describe the way a person lives, we can talk about many things: how he walks, or how well he shoots a rifle, or how much his children love him. These are not the main things that keep him alive though. The main things are that he eats, sleeps and defecates.

The way people of the world live by working, buying and selling is also complicated, but there are some main things to know about it. They are these:

- (1) Different sizes of organizations: one person, a small group, a big group, a whole nation, can be said to work, make, sell or buy.
- (2) There are three main kinds of work: a) the first is getting things that are needed from the land or the sea, such as trapping animals, catching fish or digging up coal and iron ore. b) The second is turning the things from the land and sea into better things, or using them to make other things. This might mean making a coat from fox fur, putting fish in cans, or making Ski-doo's from the iron. c) The third kind of work is not really making things. It is work like being a doctor, a barber or store-keeper, or making catalogues that show things to buy.



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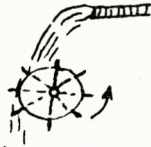
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რეც ბაე დამ^ბ

ბიტიტიტიტი ბაბა.



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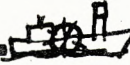
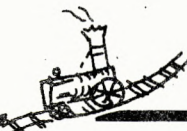
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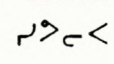
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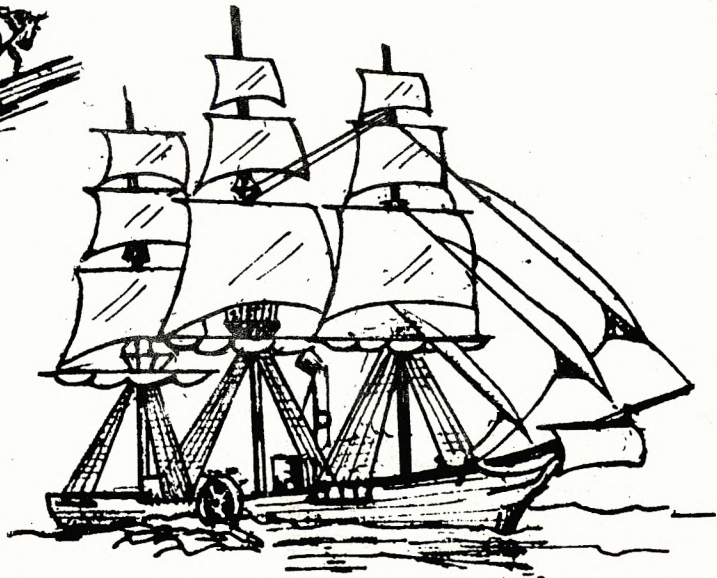
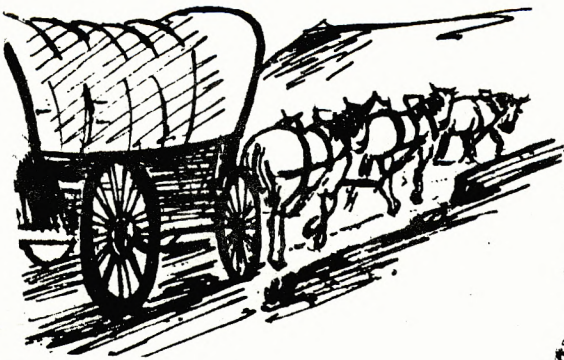
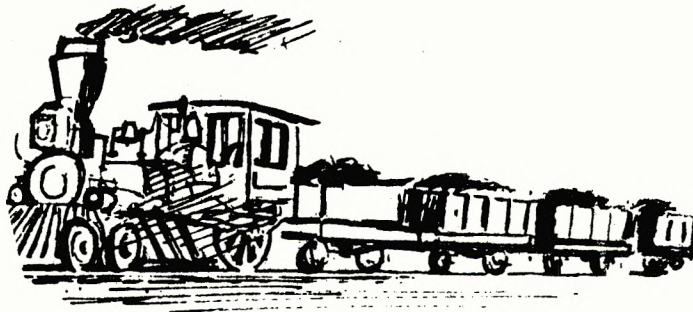
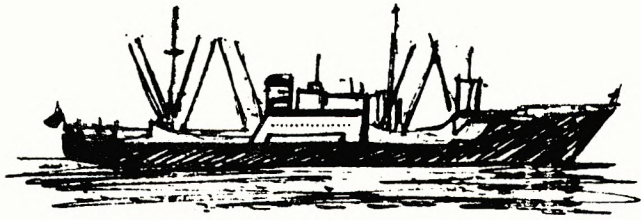
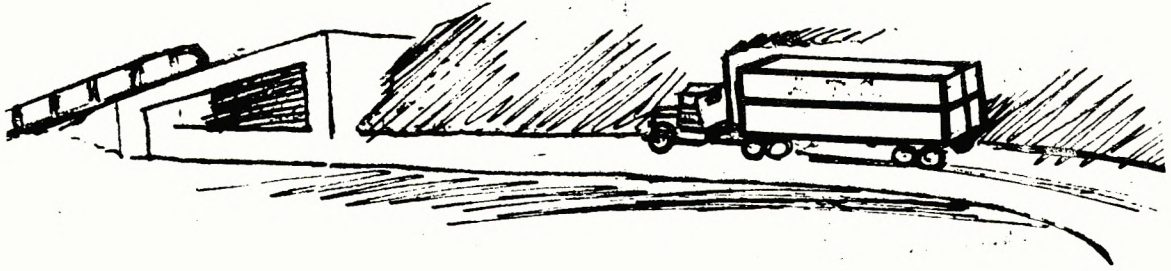
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MORE WAYS WERE FOUND TO TRAVEL



(3) The third idea is that many of the things people, groups or nations do can be described as selling or buying.

– If a man agrees to move oil barrels for pay he is selling his strength, and the person who pays him is buying some of that strength.

– If an accountant agrees to help with the accounts of a co-operative, he agrees to sell his knowledge, and the co-operative is buying some of that knowledge.

– If a singer makes a record, he is selling his song, and people who buy the record are buying the song.

(4) The fourth idea is that many of the things people, groups or nations do can be described as making and using.

– For example, if the man mentioned above moves the barrels, he makes a new pile ready for loading, or he makes a space that can be used for something else. The man who pays him can use the new pile for loading or the space for something else.

– The accountant who works for the co-operative makes better accounts for the co-operative to use in keeping track of their expenses.

– The singer makes a record, and the people use it every time they listen.

The following chart may help to show the four main ideas in the way people work.

PUBLIC AND PRIVATE WORK

Government work and work that is not Government.

In the Arctic, the Government employs most of the Eskimos and Kadlunat. Policemen, radio operators, nurses, teachers, administrators and mechanics in the settlements, all work for the Government. The Hudson's Bay Company, the Anglican Church, the Roman Catholic Church and co-operatives are not Government. The co-operatives get some help from the Government, just to help them begin, because such work is new to Eskimos. Mining companies and most airlines also are not government.

In the rest of Canada it is different from the North, and most people do not work for a Government. The farmers, fishermen, shopkeepers, people who make outboard motors and trucks, many aeroplane pilots and house builders do not work for a government. They are the people who really keep Canada going and they pay the Government to look after things like airports, post offices, schools, and police, that help everybody. People who work for the government also have to help pay for these things.

The people of Canada could live without the governments, although it would be very difficult, but the big and small governments could not exist on their own. It is like a co-operative; the members could live without directors and a manager, but they would not have a co-operative. Directors could not be directors without members who make carvings or sew, catch fish, or buy from the co-operative store.

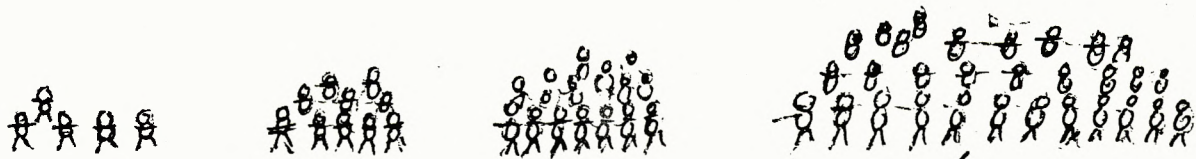
Size of Group	First, Second & Third Kinds of Work	Selling & Buying	Making & Using
A Fisherman	Catches fish	Fisherman sells the Co-op Co-op buys from fisherman.	He makes something the Co-op can use. The Co-op uses the fish to work with.
An Arctic Co-op	Cleans and packages the fish.	Co-op sells packaged fish to whole- saler. Wholesaler buys from Co-op.	Co-op makes fish ready to send South. Wholesale uses fish to store for restaurants.
A Wholesale Store	Keeps the fish in a freezer to sell to restaurants.	Wholesale sells fish to restaurant owner. Restaurant owner buys fish from wholesale.	Wholesale makes fish ready for restaurant to get whenever they need it. Restaurant owner uses fish to cook, and people eat it.

Size of Group	First, Second & Third Kinds of Work	Selling & Buying	Making & Using
A Mining Company	Digs iron ore from the ground.	The mining company sells the ore. The steel-makers buy it.	The mining company makes the ore ready for the steel-makers. The steel-makers use it to make steel.
A Steel Company	Makes steel parts for a hospital.	The steel-makers sell the finished parts to the hospital builders. The hospital builders buy the steel parts.	The steel-makers make the hospital parts. The hospital builders use the parts.
A Hospital	Helps sick people.	The hospital sells its services to sick people. The people buy the help that the hospital gives.	The hospital makes many ways of helping sick people. The people use the things at the hospital.

THE MAIN IDEAS OF HOW GOVERNMENT WORKS



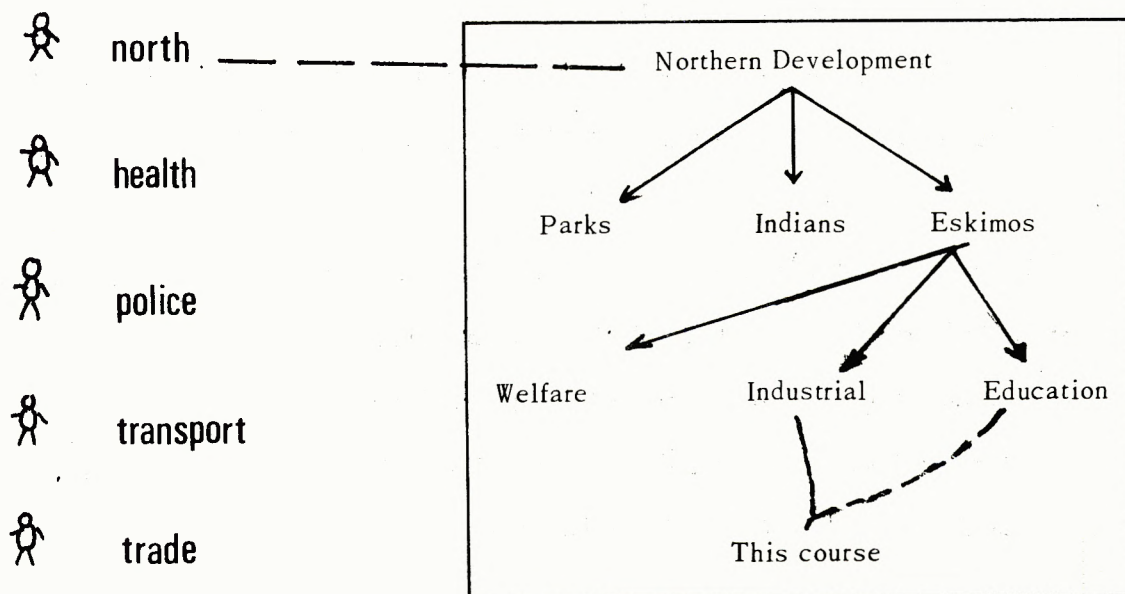
Most of the people of Canada do not work for the Government, but they elect people to small and big Parliaments. The Parliaments look after things that everybody needs, such as mail, hospitals and laws.



The people elected to Parliament are in several groups, each with different ideas about how to do things. The smallest groups make sure that the Government does not make mistakes, and the biggest group is called the Government.



The Government group chooses a leader, and he asks the best people in the group to help him. Each of the helpers is boss of a different kind of work. The people who work for these bosses are not elected.



It is important to understand that the Government is paid for by the work of people who are not government people. In the Arctic it is not easy to understand because there the Government seems to do almost everything.

CHANGES IN THE WAY ESKIMOS TRADED UP TO ABOUT 1960

Before the Kadlunat came to Eskimo country, Eskimos traded between themselves a little. People who had wood used to exchange it with people who had other things, such as ivory or Ukjuk skin.

The first white men to come, from about 1560 to 1850, (see the picture-story), did not stay long, but they exchanged knives and other tools for furs. These tools made life easier for the Eskimos, being better than stone or bone tools.

Beginning about 1850 Kadlunat came every year to hunt whales. Some of them stayed all winter, and some Eskimo families worked for the whalers making clothes or hunting for them. At Nauyan, (Repulse Bay), Kikertan (Cumberland Sound), and Tununerk (Pond Inlet), the Eskimos were paid with biscuits, rifles or boats. They learned to like tea and tobacco, but many Eskimos died from diseases caught from the whalers. Once someone gets used to having tea and tobacco, or to hunting with a rifle and boat, it is very difficult to do without these things. Eskimos began to hunt and trap part of each year for furs to trade for tea, tobacco and ammunition.

After 1900 the whalers gradually stopped coming. The Hudson's Bay Company began to build stores in many places, and the Eskimos bought canvas, Kadlunat clothing, canoes, primus stoves, flour, accordions and other new things. Until about 1950 most Eskimos sold sealskins and fox fur to pay for the things they had become used to from the stores.

After about 1950 the Government began to send more and more Kadlunat to Eskimo country. Some Eskimos moved to new towns like Frobisher Bay, and there these important things happened:

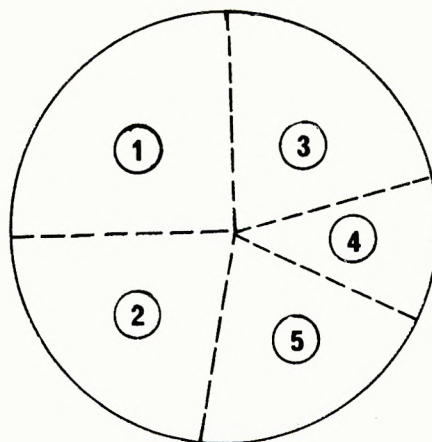
- (1) More Eskimos began to work regularly for wages, and more Eskimos worked part of the year on construction or unloading ships.
- (2) Family Allowances, Welfare payments and Pensions enabled Eskimos to buy things without trapping for fur.
- (3) More Eskimos began to carve or sew handicrafts and sell them.
- (4) Children learned new ways in school, and older Eskimos began to use expensive things like outboard motors and Ski-doo's.
- (5) Because of better medicine, not so many Eskimo babies died, and each place had more and more Eskimos every year.

With all these changes it became very difficult for Eskimos to live just from hunting and trapping. By 1966 when the new rental houses began to be built, most Eskimos got money to live from work, handicrafts and welfare. Hunting and trapping were not so important as they used to be.

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THE WAY ESKIMOS GET MONEY NOW

- 1 WAGES**
- 2 WELFARE**
- 3 FURS**
- 4 CRAFTS**
- 5 ALLOWANCES**



It is difficult to say exactly how much of the money Eskimos get each year coming from wages, furs or welfare payments. In one year there may not be many foxes, or prices may change for fox and sealskin. In one place Eskimo men may get a lot of work in one year when schools or houses are being built, but not so much another year. Very roughly, however, for all Eskimos in Canada, the different ways of getting money can be divided the way the picture shows.

If a similar picture were drawn representing the way people in most of Canada get money, the part shown for furs and welfare would be very small. People in the rest of Canada are able to make and sell enough things to other countries to get money.

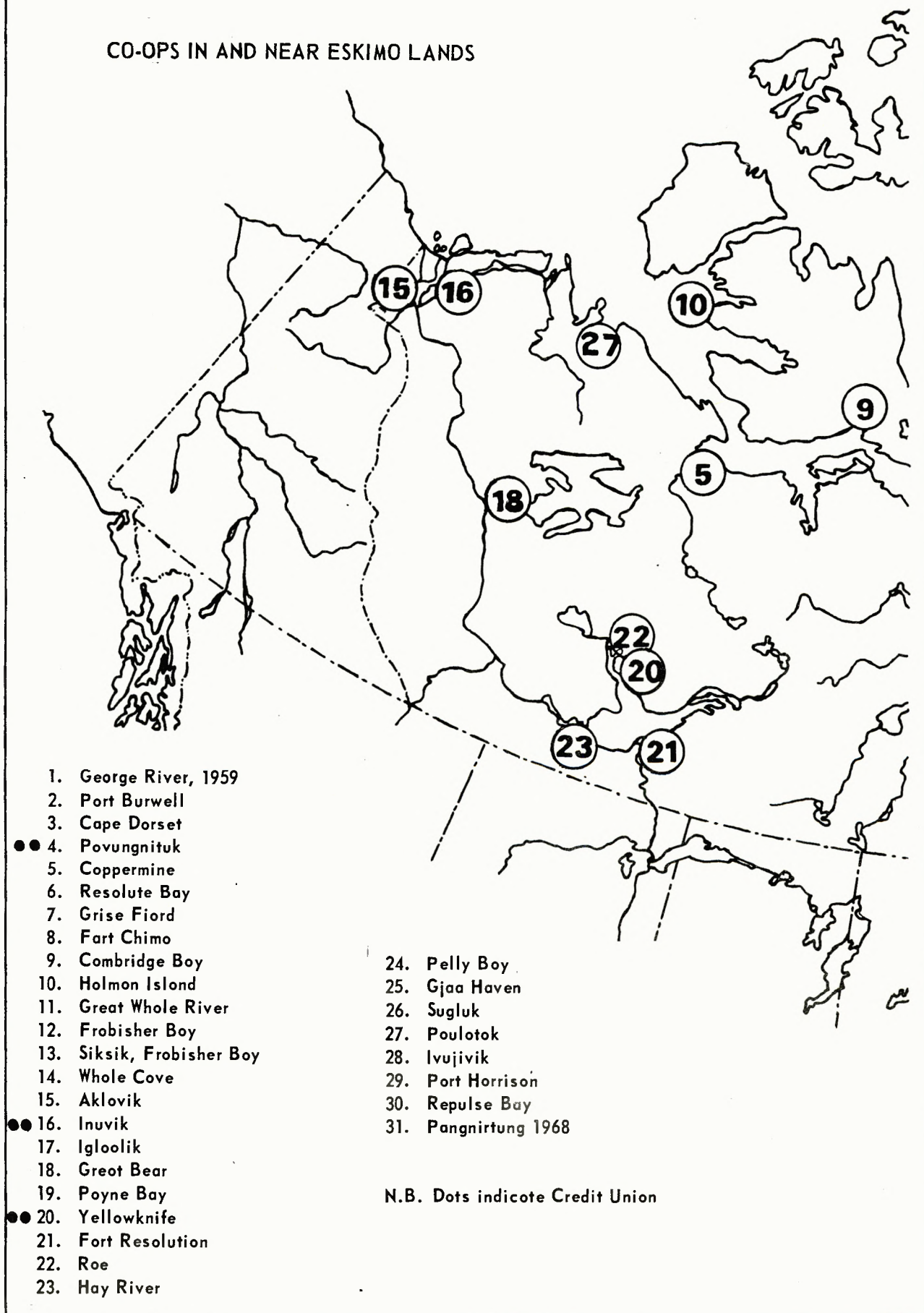
If people in the Eskimo country were able to make and sell enough things to the rest of Canada, there would be no need for so much Welfare and other government help. Because the Eskimo country is too cold for farms and trees and it is a long way from most of the people in Canada, it is very difficult to make things to sell. Perhaps iron ore or oil can be taken from the ground and sold to the rest of Canada or to other countries, but we do not know yet.

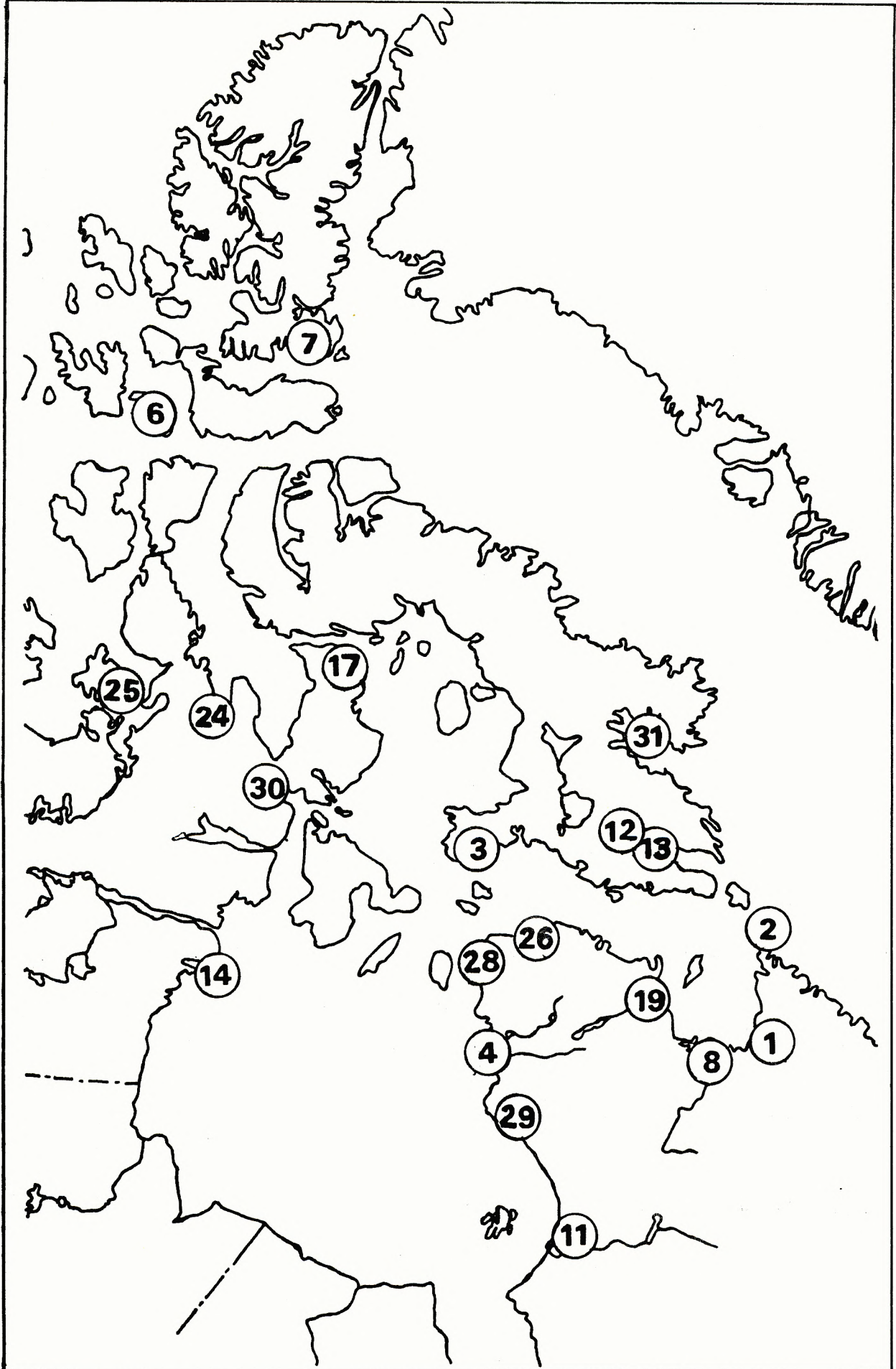
THE WAY CO-OPERATIVES CAN HELP TO EARN MONEY FOR ESKIMOS

On page **11** we read about the first co-op being formed in England. Most stores and factories get a lot of money for one person, or for a few, but the people who work in the store or the factory do not get much money. One of the main ideas of a Co-op is to share the money more equally. The first co-op was begun by poor people, but it worked well, and the idea spread.

At this time the co-operatives can help to make things to sell to the rest of Canada and to other countries. Co-operatives are already selling fish and handicrafts. Also some of them are doing building instead of Kadlunat coming to do it. Other Co-operatives are doing the delivery of ice or water to the new houses, and this makes more work for Eskimos.

CO-OPS IN AND NEAR ESKIMO LANDS





All stores work in this way. Let us pretend that a storekeeper buys a lot of things for his store, and he pays \$1,000 for them. Later he sells all these things for \$1,500, that is \$500 more than he paid at first. This way he gets an extra \$500. Out of that \$500 he may have to pay \$200 for his helper's wages and for new paint for the store, but when that is done he will have \$300 left for himself, and that is the way storekeepers get money.

If a co-operative has its own store and sold the same things as the storekeeper we have just talked about, the co-operative would get \$300 too, but it could be shared among the Eskimos who are in the co-operative, instead of all going to one storekeeper. Of course, the co-operative store would have to be well managed, just as other stores usually are.

A co-operative that is working well can produce fish, carvings, prints or other things that are good to see or to use, and are not too expensive. People will buy the things the co-operative will get money. A well managed co-operative store can sell good and inexpensive merchandise to the members or to other buyers.

In southern Canada there are some stores that sell only gas and oil for cars. Sometimes there are four or five together, and each storekeeper tries to persuade people to buy gas from his store. The ones who are lazy or bad tempered may not be able to sell gas at all, and many have to close. Co-operatives that have too many lazy or wasteful people may also have to close, so everyone should try to help the co-operative to earn more money and spend only what is really necessary.

MONEY FOR STARTING A CO-OPERATIVE

A co-operative needs money to begin just as an engine needs gasoline. If a co-operative is going to sell handicrafts, money is needed to pay the carvers and sewers. It is needed to pay for buildings where the handicrafts are stored, and for sending the crafts to stores in Kadlunat country by ship or aeroplane.

If a co-operative wants to have its own shop, it has to have money to buy the first year's supply of things to sell. Money is also needed to pay for fuel oil for the store, for the building and the wages of the people who work in the store. Whatever the co-operative is going to do, money is needed to begin with. Here are some ways the co-operative can get money to begin with:

- (1) Members can each put in money. This is very much like the way men used to put money together to buy a whaleboat. The way it is done for co-operatives is divide the money that is needed into many equal parts, called shares. A member can pay for one share, like owning the rudder of a whaleboat, or he can pay for many shares, like owning the engine of a whaleboat. Even if a member pays for only one share he must still be listened to as much as the man who pays for many.
- (2) The co-operative can borrow money. If the members of the co-operative do not have enough money to begin with, they can ask other people to lend them money. Usually they ask the Government, and if the Government thinks the co-operative ideas are good, the co-operative will get money, as much as \$50,000. The money must be paid back to the Government in ten years, and some more money must be paid to the

Government as a payment. It is like using someone's Ski-doo for a long time. You give the Ski-doo back, and you give the owner something else because you have used his Ski-doo.

- (3) Even when the co-operative is working, it may need more money to build a new warehouse, to buy a new boat, or something else.

- If the members are not too poor, maybe they will buy more shares.
 - If the co-operative has got money from selling things or has been paid for work done by the members, this money may be used to build or buy new equipment, instead of being distributed to the members.
 - If the co-operative is working well, Government may lend more money to help the co-operative grow.
-

STARTING A CO-OPERATIVE

Some people hear about co-ops, and decide to find out more about them.



They talk to someone in the community who knows about co-ops, or who can write for the information.



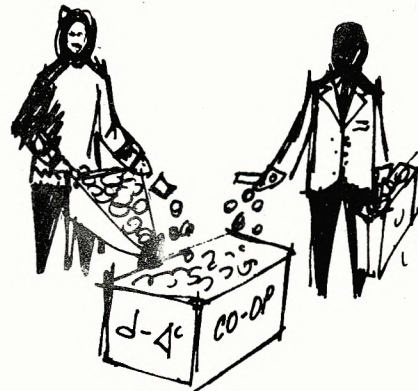
When they have found out more about co-ops, and they want one, they all sign papers agreeing to obey certain rules for the co-op. They send the agreement with \$10 to the government, and receive a paper saying that they now have a real co-op.

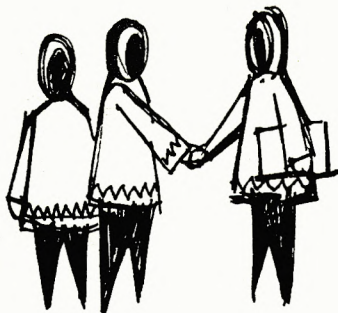


All the people who signed the papers are members of the co-op. They choose from among themselves 3 or more directors to look after the work of the co-op.



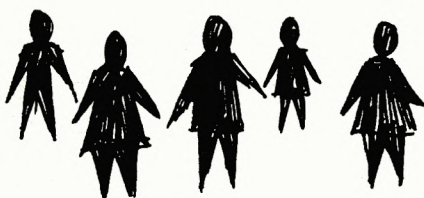
To get the co-op going, members may lend their money to the co-op, or the government may lend money.





If the co-op is doing a lot of things, such as operating a store, or making things to sell, the directors may hire a manager who knows how to do these things. He is paid by the co-op, but he does not have to be a member.

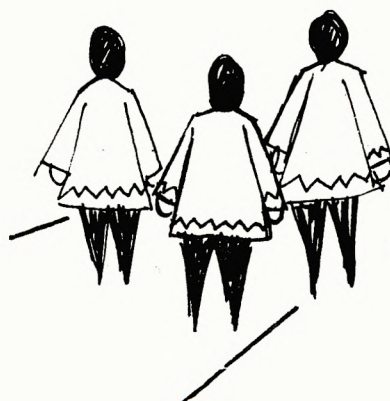
The different people who make up a co-op can be shown in this way:



The members who have each loaned some money to the co-op to get it started.

The directors, elected from among the members. They are the leaders chosen by the members.

The directors decide which of them will be the boss. He is the President.



Another director is chosen to be next to the boss. He is the Vice-president.

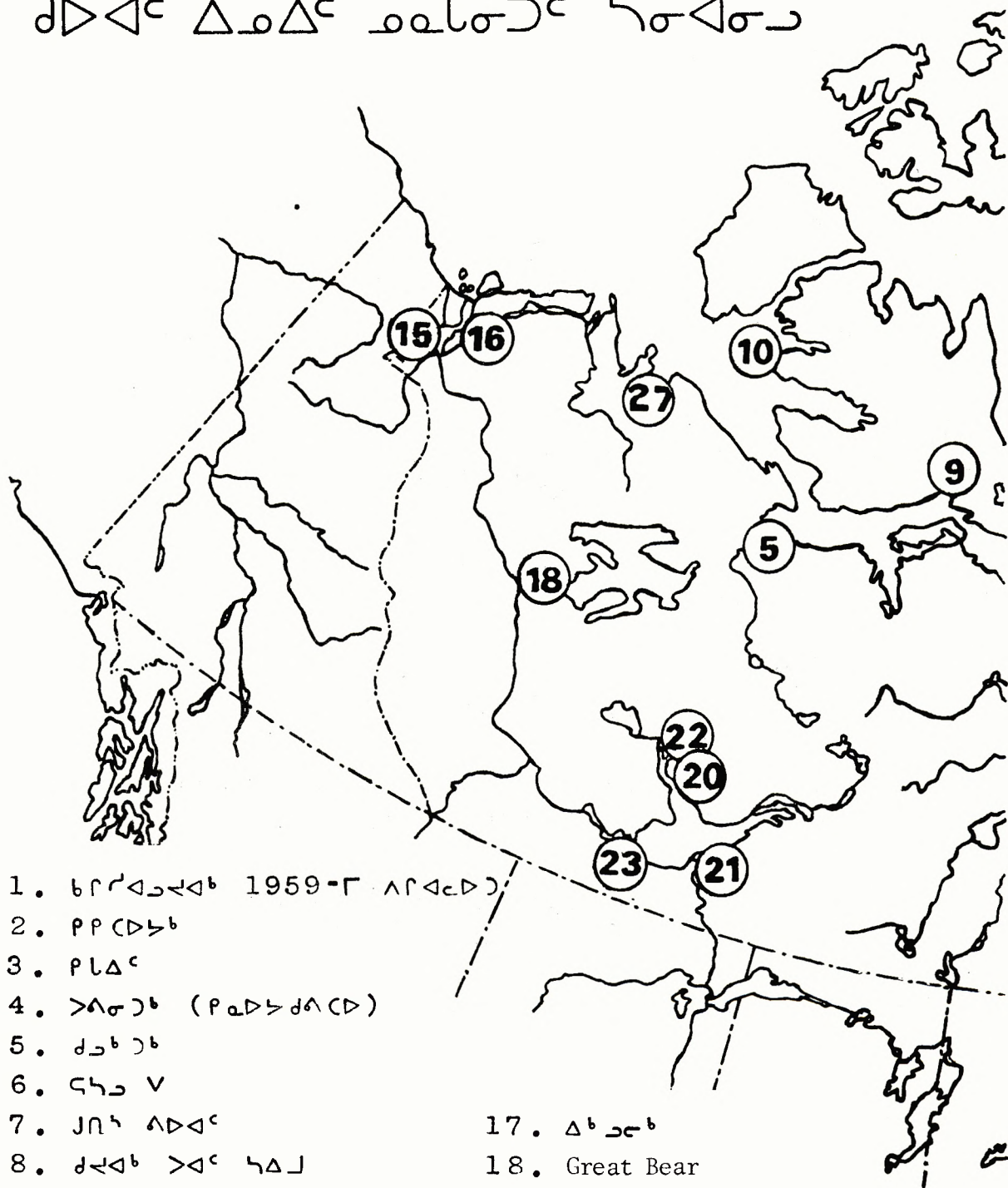


The directors ask someone to do the writing. He does not have to be a director. He is called a secretary and should be a member of the co-op, but does not have to be.

Someone must be chosen to look after the money of the Co-op. He is called a treasurer and does not have to be a member. In most cases the work of secretary and treasurer are done by the same person.



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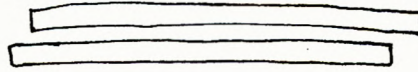


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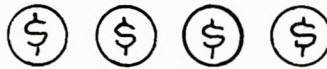
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18. Great Bear
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21. Fort Resolution
22. Rae
23. Hay River
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HOW A CO-OPERATIVE WORKS

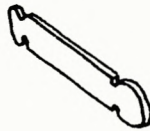
All co-operatives are different from each other in the things they do, but one way to describe the way a co-op works is to pretend that a group of people want to get money by using a Kamotik. They form a co-operative, put their money together and buy the wood for two runners.



Each member now owns a big or small piece of the runners. The money they have paid is called SHARE CAPITAL. It is this much.....



They still do not have enough money for the cross-pieces. The Government lends money to them, and the money used to buy the cross-pieces is called a LOAN. It is this much



The co-op hauls ice for houses all winter using the Kamotik. The money they are paid is called GROSS INCOME, and it is this much.....

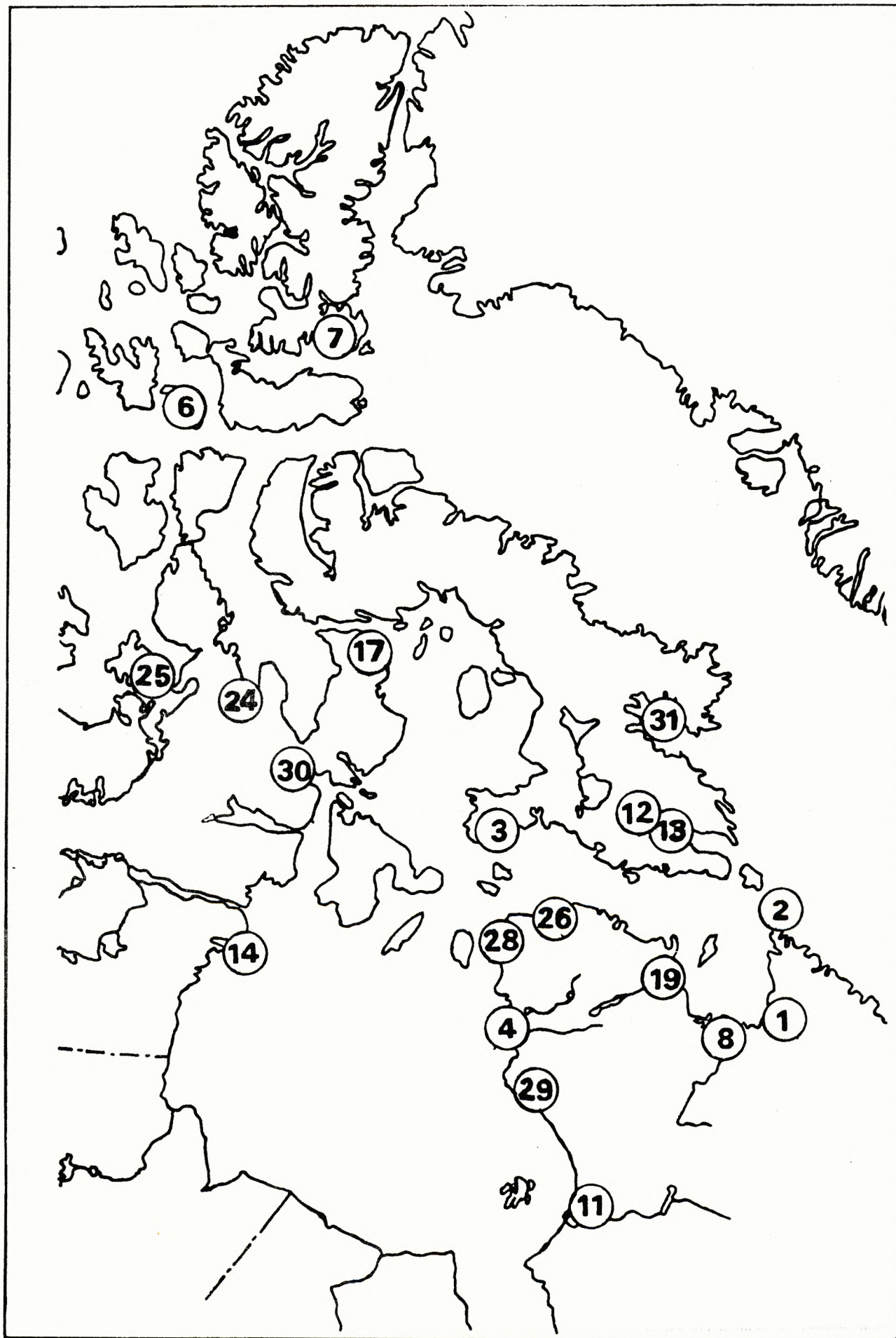


Some of it is used to pay the workers, and to repair the Kamotik. These are OPERATING EXPENSES, and are this much.....



This much now is left of what the co-op got for hauling ice. It is the NET INCOME.

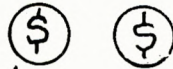




Some of it has to be left in the bank, to be used only if the co-op has great difficulty. This is the RESERVE FUND, and is this much.....




Some of the net income is used to PAY BACK part of the government loan. It is this much...



Another part is used to make the Kamotik longer so that it will carry more and earn more money. It is this much and is called GROWTH.



One part  is now left of the money the co-op earned. The people could divide it between them as a DIVIDEND, and each one spend his share, but because the co-op is just beginning, they leave it in the bank, added to the share capital of each member.

This example shows us some but, not all, of the main things about money in a co-operative, like some of the parts of an engine. They are:

1. Share Capital
2. Loan
3. Gross Income
4. Operating expenses
5. Net Income
6. Reserve Fund
7. Repayment of loan
8. Growth
9. Dividend

At the Frobisher Bay course one delegate suggested another important thing about money in a co-operative. A co-operative may have to pay back a loan, as in no. (7), and they may also owe money for all the goods that came in that year on the shop to be sold in the co-operative store. Until all the goods are sold, and everybody has paid their debt in the store, it is not possible to have dividends on growth unless the co-operative is very rich. It is, therefore, important that co-operative members buy at their store, and pay their debts to it.

HOW THE PRICE OF GOODS GROWS – (an imaginary example)



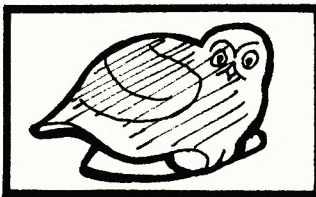
A co-op gives stone to a man to carve. It is worth 50¢.

.50



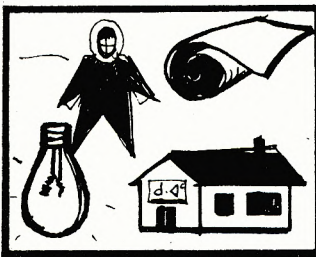
The man is paid \$3 by the co-op for his carving.

3.00



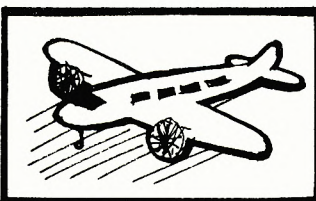
So far the carving has cost \$3.50

3.50



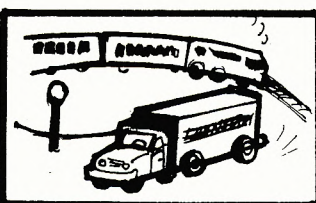
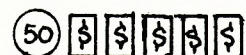
The co-op has to pay for lights, paper, boxes, fuel, buildings and workers. The co-op needs money also to grow with. For all these things the co-op adds \$1.00 to the price of the carving

4.50



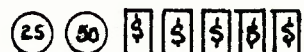
The co-op sends the carving on the plane to Montreal. This costs \$1.00 which is added to the price of the carving.

5.50



The carving goes from Montreal to Ottawa by train and truck. This costs 25¢ which is added to the price of the carving

5.75





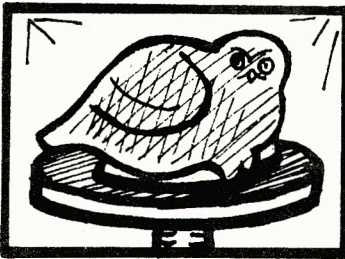
The carving goes to a wholesale store in Ottawa. It is unpacked there and put on a shelf where storekeepers can come to see it. The wholesale people telephone storekeepers and send pictures of the handicrafts they have.

6.25 ⁽²⁵⁾
 \$ \$ \$
 \$ \$ \$



A storekeeper buys the carving and other things from the wholesaler. He has the things sent to his store by rail or truck. This costs 25¢, which is added to the price of the carving.

6.50 ⁽²⁵⁾ ⁽²⁵⁾
 \$ \$ \$
 \$ \$ \$



He unpacks it and puts it on special shelves of glass with red cloth, good to look at. He has to pay for this, for workers, fuel, lights, police protection and street cleaning. He also needs money for his own family. He adds \$1.50 to the price of the carving.

8.00 \$ \$
 \$ \$ \$
 \$ \$ \$



A customer buys the carving from the handicraft store. He pays \$8.00 for it.

If a co-operative buys a tin of dried milk from the south to sell in its store to Eskimos, the same kind of things happen as happened to the carving made by an Eskimo to sell in the south. The things that happen to the milk are more complicated, but in the same way every time the milk is altered or moves from place to place, someone has to be paid and the price keeps getting greater.

MEMORANDUM OF ASSOCIATION

1. NAME	DISC NUMBER	OCCUPATION	ADDRESS
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WE

[illegible]

desire to form an association under the Northwest Territories Ordinance for co-operative associations.

2. The corporate name of the association is to be:

.....

3. The registered office of the association is to be situated at

Northwest Territories.

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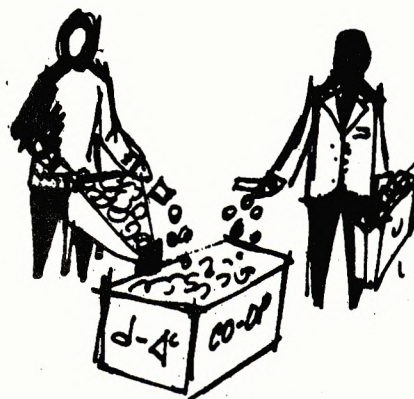
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- 2 -

4. The objects of the association are:

5. The capital stock of the association is to consist of _____ shares of a par value of _____ each.

6. Each of the subscribers
have signed below:

WITNESS

[illegible][illegible]

Բաժնեգիր Երվանդ Բեկուրյանը ժողովը Բաժնեգիր
 Երվանդյանը. Սեփյան ձև Բաժնեգիր ձև ժողով
 ձևերի մասին Երվանդյանը. ժողովը Երվանդյան
 Երվանդյանի մասին ձևերի մասին ձևերի մասին
 ձև.



MEMBERS

The first people to begin a co-op are members of it. When it gets a licence and directors have to agree before any new member can join the co-op. These are some of the things a member can do.

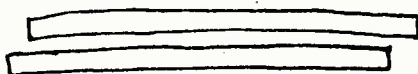
- 1 He or she owns part of the co-operative – a part of every boat, building and bag of flour.
- 2 The member can vote for the directors every year and can re-elect the good ones. Every member over 21 years old can be voted for by other members.
- 3 At the general meeting, a member can vote for the co-op to do new things – perhaps to build a new store, or not to do it.
- 4 At the general meeting a member can ask questions and suggest better ways of doing things.
- 5 At the general meeting a member can vote to change the rules of the co-op.
- 6 If the extra money earned by the co-op is shared out, each member gets a share according to the amount of things he has bought from the co-op, or the amount of things he has sold to the co-op.
- 7 If four members or one in every ten members are worried about something the co-op is doing, they can ask for a special meeting so that everybody can talk about it.
- 8 The members can ask the directors to explain how the co-op is working, several times a year.
- 9 The members can elect junior directors, young people who can go to some director's meetings to listen and talk, but not to vote. This helps young people to understand the co-op, and to work well if they become real directors later.

Because every member owns a part of the co-op, he or she must act carefully. These are some of the things to do.

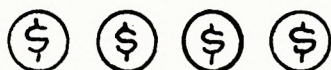
- 10 The member should go to all meetings – if only a few people go and vote, they may make mistakes. It is better if all members go so that nothing is missed.
- 11 A member must obey the rules of the co-op. He may not like some of the rules, but if most of the members have voted for them, he should respect them. If a member does not obey, he can be asked to leave the co-op if 2 out of every 3 members agree to do that.
- 12 A member should sell to the co-op and buy from it – in this way he makes it work properly.
- 13 It is very important to have good directors. When the member is voting he should choose someone who is honest, thinks well, and works hard, even if that person is not a relative or a friend.

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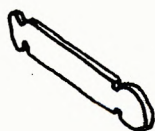
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- 14 Each member should try hard to learn about the co-op and understand each thing the co-op does. A boat full of walrus-hunters is better if all the hunters understand what to do, and it is the same for a co-op. It is not enough to vote once and then stop asking questions.
- 15 Because people have not understood, there have been troubles in some co-ops. In one co-op a young manager gave too much credit to his relatives. In another one some people were called members who had not bought shares. These things can happen when everybody does not learn how the co-op should work.

DIRECTORS

Since it is difficult for many people to reach decisions quickly, the members of each co-operative elect a few directors to see that the big decisions made by the members are to succeed. There are about 27,000 co-operative directors in all of Canada.

Every Co-operative Must Have at Least 3 Directors, and Some of the Big Arctic Co-operatives Have 7 or More. Here are Some of the Things a Director Can Do.

1. The directors, two weeks after they have been elected in a new co-operative, can and must choose a President. They must also choose a Vice-President to share the work of leadership, and to be boss if the President is sick or away. The President and the Vice-President are chosen by voting, and a vote must be taken every year, even if the same people are elected again.
2. The Directors decide who can join the co-operative and who can not. The Directors usually decide this by a vote.
3. The Directors can hire a manager to run the business of the co-operative. The manager can be a member but does not have to be. The manager and other people who are paid to work for the co-op should not be Directors. For instance, the Directors might want to talk about the way a store was being managed, and it would be difficult if the Manager was also a Director.
4. The Directors must choose a secretary, usually a member, but not always. A treasurer must also be chosen to look after the co-op money. The two jobs can be done by the same person.
5. If one Director dies or leaves, the others can choose someone to take his or her place until the next general meeting, when the members can elect a new one.
6. Members should write down in a book the person who should get their shares if they die. If a member dies, the Directors can pay his shares to the person named, either in cash or left as shares in the co-op.

ከታችኛው የሥራ ምዕራፍ አካል አንዱን የሥራ ምዕራፍ ይጠቅሙ፡

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7. If a member wants to take back all or part of his shares from the co-op because he needs money, or is moving away, the Directors can decide whether to give the money all at once, or little by little. The member should ask, if possible, two months before he actually needs the money, so that the Directors have time to arrange things. Not more than 1/10 of the total shares can be given back in one year.

The Co-operative Will Do Well if it has Good Directors. These are some of the things a Director must be careful about.

1. The Directors should meet often – regular times are best, perhaps the first Monday in each month, or something like that. In some places this is difficult, because the Directors may be members of councils and other groups that also meet often.
2. The Directors must do what the members have decided at general meetings.
3. Directors should tell the ordinary members what has happened at each meeting, what has been decided. One way of doing this is for the Secretary to write the decisions down, and put them on a notice board.
4. A vote taken by the Directors about any co-operative business is only good if more than half of the Directors are there.
5. The Directors should make sure that the co-operative does not lend money to members. The best way for people to borrow money is through a special kind of co-operative called a Credit Union.
6. The Directors should find out all they can about the co-operative, and do what they can to teach the other members.
7. Even though a Director is important, he is also a member and must obey the rules like everyone else. He should not expect cheaper goods or special favours because he is a Director. In between meetings a Director should not try to interfere with any work for the co-operative done by members or by the manager.
8. Directors should make sure that the president or the manager do not do anything in secret, or make big decisions without telling the Directors about it.
9. The Directors should decide how much their co-operative pays the manager and any other staff. They should ask the manager to report every month exactly how the co-operative is doing.
10. The Directors can send young people out for training in co-op work. Some co-ops have sent out two people together, so that the best one can work for the co-op, or so that there will be one trained person if the other moves away.

THE PRESIDENT AND VICE-PRESIDENT

Because there are only a few directors, it is easier for them to decide things quickly than for the whole group of members. Every day, however, there are things to be decided and the directors cannot meet continually. It is necessary to have a President, who can decide the every-day things and lead the co-operative.

The Directors elect the President from among themselves, and a Vice-President to share the work with him or to act as leader if the President is sick or is away.

1. Because the President is also a director, he can and should do all the things a director has to do.
2. The President is chairman at meetings of the directors, and is chairman at general meetings when the members are there.
3. He should make sure that everybody knows when a meeting is to be held, what building it is to be in, and at what time.
4. For each meeting he should write down all the things that have to be talked about, his own ideas, the ideas of the directors, and things that members want to talk about. The Secretary should help him do this.
5. At meetings he can and should try to have everything talked about, and not let people talk about things that do not matter. He should try to find answers for each question at a meeting and get the people to vote to do definite things.
6. When the directors meet and vote about something, the President should always vote too.
7. A new President can be appointed every year if the directors want to. If everybody is satisfied with him, the same president can be chosen year after year.
8. At the annual general meeting the President must explain to everybody what the co-operative has done that year, what was good and what was badly done, and what they should do during the year ahead. He should make sure that the Directors know what he will say at the meeting.
9. If the co-operative has a manager, the President should make sure that the manager is working well. Only the president should tell the manager what the co-operative wants – if members and directors interfere with the manager's work he will not be helped.
10. The President can invite people to co-operative meetings who are not members, if he thinks that they can help the co-operative. For instance, if the co-operative is selling fish, he might ask a freezer mechanic to explain how much a big freezer would cost, and how much fish could be put in it. Visitors like this, however, cannot vote.
11. The President usually signs the cheques to buy things for the co-operative or to pay people who work for the co-operative. The Vice-President or the Secretary also sign the cheques in most co-operatives.

Աղբ (համար 1) - Դառնականություններ



ժողովրդական ծառայություն (ԴՀԿ)
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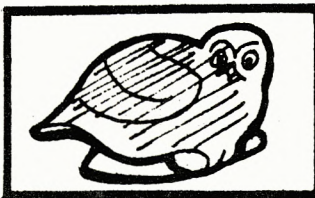
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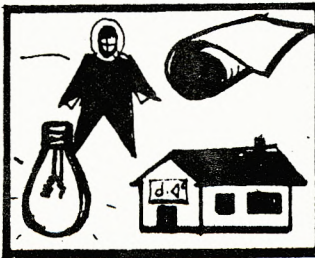
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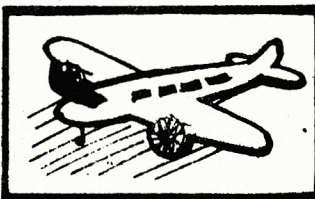
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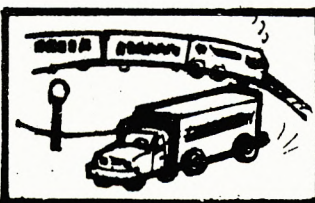
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SECRETARY

Because there are many decisions at meetings which have to be written down, and letters have to be written for the co-operative, the Directors must choose a secretary to do the writing and to look after money. The Secretary is usually a member of the co-operative, and can be a Director.

The Secretary is important, because she or he looks after the money, and helps the President and Directors to get ideas ready for each meeting.

The Secretary should be at each meeting of Directors, to write down what is decided. He is not the boss of the Directors, however, and should not vote at a Directors meeting unless he is one of the Directors.

Because the Secretary gets to know many things about the co-operative, he should if possible be a member.

TREASURER

The care of co-operative money is important, and a Treasurer must be chosen by the Directors to do this.

The Treasurer must know how much each member has in shares, how much money is in the bank, how much is owed for loans and for things bought, and so on.

In most co-operatives the same person is both Secretary and Treasurer.

AUDITOR

An auditor is someone who helps the co-operative, usually once each year, to add up and write down exactly how much money the co-operative has, how much its buildings and machines are worth, how much debt the co-operative has, and who still has not paid the co-operative money owed.

All companies and co-operatives should have this done by somebody who is not a member. In this way everyone can be shown that no-one in the co-operative has stolen or made big mistakes. People trained to be auditors may be hard to get, but someone in the settlement can be asked to do it if the members vote for this at a general meeting. The auditor's report should be read out at each annual general meeting.

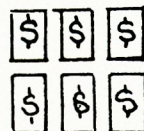
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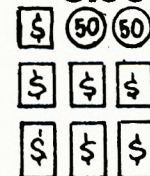
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MANAGER

If a co-operative is doing something difficult such as operating a big store, they may want to hire a manager. In some co-operatives the manager is a member of the co-operative, and may also be the secretary. In bigger co-operatives the manager may be someone from outside the community. He is paid every month by the co-operative.

It is the manager's job to order the things the co-operative needs for the coming year, to make sure the store or workshop is well looked after, and that people working in a store or workshop have the things they need to work with.

Every month the manager should tell the directors exactly what the co-operative has done the month before — how much money has been spent, how much money has come to the co-operative, and what will be done in the coming month.

He should teach his assistants as much as he can so that they can carry on the work if he goes away or is sick.

When ordering the store supplies, the manager should consult the Directors, to make sure he orders what the people will buy.

Glossary Of Terms.

The Eskimo version of the text here contains a brief glossary of Eskimo names for various co-operative offices, as used in different areas. Mr. Erkloo prepared this on the basis of the difficulties encountered at the March 1968 conference.

COOPERATIVE ASSOCIATIONS ORDINANCE

STANDARD BY-LAWS

NAME OF THE ASSOCIATION

Organs of the Association

The organs of the Association are:

- (a) members meetings, that is to say,
 - (i) The first general meeting,
 - (ii) the annual general meetings, and
 - (iii) special general meetings;
- (b) the board of directors;
- (c) the management, consisting of the officers holding one or more of the following appointments, that is to say,
 - (i) the president,
 - (ii) the vice-president or vice-presidents, and
 - (iii) the executive committee

MEMBERS MEETINGS

- 2. (1) A members meeting is constituted, if
 - (a) at least one month in advance a notice was mailed or delivered to each member to the address last given by him to the secretary stating the time and place of the meeting;
 - (b) a quorum is present in this place within two hours
 - (i) from the time, or
 - (ii) one week after the time for which the meeting has been called; and
 - (c) the meeting has been called to order by the chairman.
- (2) A quorum consists of four members or one tenth of the membership, whichever is the greater.
- (3) At the request of a quorum of the membership or the board of directors, the chairman shall convene a special general meeting.
- (4) A request to convene a special general meeting and the notice convening it shall state the purpose of the meeting.

- 2 -

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3. An annual general meeting shall and a special general meeting may deal with the following:

- (a) the call to order;
- (b) the reading and approval of the minutes of the preceding annual general meeting or, if there was none, of the first general meeting;
- (c) any business arising out of the minutes;
- (d) any report of the board of directors;
- (e) any report of a special committee;

Name of the Association _____

- (f) the auditor's report;
- (g) the election of directors;
- (h) the election of an auditor;
- (i) the allocation of the amount available for distribution to members; and
- (j) any other matter referred to the meeting by it or the board of directors.

4. (1) A decision of a members meeting requires the affirmative vote of the majority of all members present, the chairman included.
- (2) Subject to subsection (3) unless three or more members present demand a secret ballot, a vote may be taken by a show of hands.
- (3) An election or the vacating of an elective office is by secret ballot of all members present, the chairman included.
- (4) A person may not be elected, if he has not been nominated by a member prior to the chairman declaring nominations closed.
- (5) If because of a tie a vacancy is not filled, a further election shall take place immediately.
- (6) If a further election fails to fill the vacancy the meeting may decide
- (a) to hold one or more further elections,
 - (b) notwithstanding subsection (3) to fill the vacancy by the secret ballot of only those already elected,
 - (c) to confine eligibility to the persons receiving the highest number of votes in a tie, or
 - (d) to fill the vacancy by an election as provided in paragraphs (b) and (c).
- (7) A director holds office until his resignation, loss of membership, vacation of office, death or until he is replaced by the election of another director.
- (8) Subject to subsection (9) an election for the replacement of a director shall be held as soon as possible after the third anniversary of his election.

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- (9) One director elected at the first general meeting shall be replaced after one year and,
- (a) if the Association has three directors, one after two years, and
 - (b) if the Association has five or more directors, two after two years
- in office and the order of replacement shall be decided at the first general meeting.

Name of the Association - _____

5. (1) Within fourteen days of the first general meeting or an annual general meeting the board of directors shall meet and elect from among their number a president and a vice-president or vice-presidents, and if they elect more than one vice-president designate their seniority.
- (2) The board of directors may appoint an executive committee consisting of the president, one vice-president and one other director, for the purpose of making inquiries into the activities of the Association and reports thereon as the board of directors may order.
- (3) A member of the management may be replaced by an election held in accordance with this section at a special meeting of the board of directors to be convened at the request of a directors quorum.
- (4) The provisions relating to members meetings apply, mutatis mutandis, to meetings of the board of directors, but one half of its number is a quorum and no director may vote on a question concerning his membership, the membership of his child parent, grandchild, grandparent, brother, sister, his spouse or the spouse of any of them, or a question in which he or one of these persons has a financial interest.
- (5) The board of directors shall perform all functions of the Associations not specifically assigned to any other organ, and, without limiting the generality of the foregoing, it may
- (a) appoint and dismiss the secretary, treasurer, and other officers, servants or agents of the Association, determine their remuneration and supervise their activities;
 - (b) cause proper books of account to be kept;
 - (c) determine, either in a particular case or generally, the value of each member's contribution for the purpose of the allocation of the amount available for distribution;
 - (d) cause the property of the Association to be dealt with in the interest of all members and in particular, supervise the granting of credit and the collection of debts;
 - (e) cause papers evidencing rights and titles of the Association to be kept;
 - (f) cause statements, reports and inventories to be made as it may require and conduct such inquiries as it may seem fit;

(g) report all transactions of the Association to members' meetings and comply with requests made by the meetings; and

(h) ensure that the Association and its organs perform the duties imposed by law.

Name of the Association _____

6. The president shall convene the organs of the Association, preside at meetings and execute all papers in accordance with by-laws.
7. If the president is absent or incapacitated, the vice-president or, if there is more than one, the vice-president most senior in rank shall act on behalf of the president.

THE SECRETARY

8. The secretary shall prepare minutes of all meetings, conduct the correspondence of the Association, have the custody of the corporate seal, a register of all members and permit any member to inspect it during office hours.

THE TREASURER

9. (1) The treasurer shall deposit all moneys paid to the Association in its account in a chartered bank, post office savings bank or trust company or, with the consent of the board of directors, in a co-operative association or credit union.
- (2) A receipt for moneys paid to the Association requires the signature of the treasurer given on behalf of the Association.
- (3) The treasurer shall keep proper books of account and submit to the auditor and board of directors the books and financial statements as directed by either.
- (4) The treasurer shall without charge supply any member upon application with a summary of the latest auditor's annual statement of the Association.
- (5) The treasurer shall keep a book of persons nominated by members as persons to whom their shares are to be transferred upon death.

CONTRACTS, CONVEYANCES AND SHARE CERTIFICATES

10. (1) Contracts in writing, conveyances, and share certificates require the signature of the president and another member of the board of directors designated by it, and shall be sealed with the corporate seal, if the board of directors so orders.

(2) Contracts by word of mouth may be made on behalf of the Association by the
Each of the subscribers to the Memorandum of Association have signed below:

Witness

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15. DΛαCσ PδJΔαΔ 3P7N4144LC 7α Δα1 δD4<δ A44Pσ6CLC ΔP7L4PσαN. Δα1CD ΔCDP δD4<D< 6L7156 D66D4 Δα15Γα 3σ7446CαDL σD6D4N14αC1σ δD4<δ (ΔL σD6CDN4DαN P7JΔαΓ δD4<Γα P Jσ6Jα) σD66Γσ σD6α6LΓ ΔP7σ4D45αPαLC). ΔLα ΔP4σCD δD4<ΓCD δD4<Γα Δα15Dσ6Δ6CαDL Δα15D4N4Γσ PαD5σ δD4<J Δα7αD4α1. U7Jσ CLJ PαL CLΓ Δα7L144C 6α δD4< A146L4Nσ6σ.

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բաժնեցւորներն է.

ժողովարար Դեմետրի - Հա ժողովարարն է ինչպէս Վերականգնողական ՍԴՆ ԲԻՐՈՒԹՅԱՆ
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Բաժնեցւորներն - Հա Հա Բաժնեցւորներն, ժողովարար Բաժնեցւորներն Վերականգնողական
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R.G. Robertson,
Commissioner

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(3) ԲԻճԹ ԵՈԼԿՅՈՐԼԷԼՅՃ ԸՇՅԹ ՎԼԷԵԵԼԷ ԿԷԼՀՀ, ԵՈԼԹ ՎԼԷԵԼԸԼ ՎԲԻճԷՅՅ ԵՈԼԹԿԻԵ.

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3. ՎԳԵԼ ԵՈԼԷ ՎԲՎԵԵԹ ԸԺԹԼ ՎՅՅԱԸԸՎԵՀ:

(a) ԵՈԼԹ ԸԺՎՀԸԹԼ;

(b) ԵՈԼԹԸԸՅՀՀ ՈՈԵԻՀ ՎԼՅ ՎՅԹՎԹԿԸԸԷ ՎԲՀԸԹԻ ԸԵԵԼՅԻ, ԸԵԸԴ ՈՈԿԴԼԻՀՀ ԴՅԹԵԼ ԵՈԼԹԸԸՅՀՀ, ԴՅԸԸՀ ՎԳԵԼ ԵՈԼԹԸԸՅՀՀ ՈՈԵԻՀ ԸԵԵԼՅԻՀ.

(c) ԿԵԸՎ ՀՇԹ ՈՈԿԴԼԷ ԸԵԸԴԸԼԻՀ;

(d) ԸԵԸԴԸԼԻՀ ԵՈԼԹՀ ԸԵԸԴԿԻՀ;

(e) ԸԵԸԴԸԼԻՀ ԵՈԼԹՀ ՎԴԻՀ ԸԵԸԴԻՀ;

- 2 -

ՎՈԻՀ ԱԵԻՀ _____

(f) ԷԿԸՈԹԵ ԹԸՂԹԺԹ ԵԼՅՃ ԿԵԸՎԻՀ ԸԵԸԴԸԼԻՀ;

(g) ԵՈԼԹԿԵԵ ԺՎՀԼ ԹԺՎԴԹԵԵ;

(h) ԷԿԸՈԹ ԵԼՅԴԵ ԹԺՎԵԹԵԵ;

(i) ԸՈԹԺԿԸԹՎՅՅ ԺՎՀՀՀ ԵԴԸԼԼՀ ԵԴԸԹՎԼԼՀ ԸԵԸԻՅԻՀ; ՎԼՅ

(j) ԴԷՅԱԷՅՅ ԸԵԸԴԸԷԼՀՀ ԵՈԼԷՀՀ ՎԼՅ ԵՈԼԹՀՀ.

4. (1) ԴԷԴՎ ՎՅՈՎԵ ՎՅՀԸԼԸՎԵՀՀ ՀԺՎ ԿԺԴԷՀ ՎԴԴԹԵԿԸԼԸՎԵ ՀՇԹ ԵՈԼԷԹ, ԵՈԼԹՀ ՎԼԷԵԼՅ ԱԸԸՅԹ.

(2) ՎԼԼ (ԺՈՈՅԱԷՅԹ ԹԺՎԴԷ) ԲԻճԹ ԿԷԷԿԼԻՅՅ ԺՎՀԴԸՀԸԷԵ ԿԼԴ ԸԼՀԹՅԹՀ ՎԵԵԷԺ ԹԺՎԴԼՀՀ, ՍԼԵ (ԱԼԷ ԹԺՎԵԿԼՅՅ).

(3) ԹԺՎԵԴՀՀ ԵՈԼԹԿԻ ՎԵԵԷԺ ԹԺՎԿԼՅՅ ԴԵՂ ՎԼԷԵԼ ԹԺՎԵՀԸՅԹ.

(4) ԱՀԵ ԹԺՎՀԸԻՅԱԸԸՎԵ, ԹԺՎԼԿԸԵՀԸԻՀՀ ԹԺՎԼԿԷՀ ԹԺՎԼ ԷԵԵՈԷԼ ԱԸԸԺԼԸԻԺԹ.

(5) ՀԷ ԹԺՎԵԴՀՀ ՎԴԻՀ ԹԺՎԹԻ ԴԵ ԲԵԴ ԹԺՎՅԱԸԸՎԵՀ.

ԱԵԼԼ ՎԼՅ ԵԾՆՈՒՔՆՈՆ ՇԺՎ ԵՈՒԼՊԻՔԻ ՆԿՐԼԵՏԼԸ.

(3) ԴՐԼ(ԸԵ(ԸԵԼԵ ԴԱՐ(ԸՆԴԱՆՎԵԼԻ ՇՐՎԵՆՈՆ ԸՔՑ ԾԵՐ-
ԼԵՆՆ ԿՆՈ, ԵՈՒԼՆՈ ՇԼԾԱԴՎԵ ԵՈՒԼՊԻՔԻ ԱՅՆՎՐ ԿԺՊԿԸ.

(4) ԺՎԿԴԾ(Ը ԵՈՒԼՈՆՐԻՔ (ԸԼԱԸԾ ԵՈՒԼՊ ԵՈՒԼՈՆՐ ԿՐՐՐԻՔ
ՐՐՎՑԵ ԵՈՒԼՊԻՔ ԵՈՒԼՑՎՈՆՐԻՔ ԿՐԴՑԿԸՔ ԵՈՒԼՑՑՆՎԵՐՔ ՎԼՅ
ԵՈՒԼՊԻՔ ԱԵՎՆԴԱ ՇՐՎՆԿԻՐԸ ԺՎԿԴԾ(ԸԵ(ԸՑԴՑ ԴՐԼՆՑ ԸՔՆՑԻ
ՐՆԼՑ ՎԼԵԵՑ, ԴՅ(Ց, ՎՑՑՈՎՑ ԿԱԱՈՎՑ, ԱԵՑ, ՃԵՑ, ՎԼԵՑ
ՃԵՎՑ, ԾԴՑ, ԸՔՆՑ (ԺՎ ՎՅ)(ԸԵՎ ԸԵՐՑ ԺՎԿԴԾ(ԸԵ(ԸՑՐՑԻ
ԴՐԼՆՑ, ԸՔՆՑ ՇՐՎՆԿԻՐԸ ԴՐԼՆՑ ՔԱԾԵ(ՐԼՑԱԴՃ ԸԵՑՆՑ
ՔԱԾԵ(ՐՈԿՑԻ ԴՐԼՆՑ.

(5) ԺՎԿԴ ԵՈՒԼՊ ԿԵՆՎԵՆՇԵԼ ԵԼՑՎՈՐ ՐՐՎՑ ՑԾՆՈՐՔՔ ՎՐ-
ՎՑՆՑ ԱԵՆՎԼՑ ԿԼԵՐՆՆԻ, ԾԺՎ ՎՑՑ ՈՈՏՐԼԵ ԴՐԵՈՒՎՎԵՐ, ԵՈՒԼՊ ԸԼԱ ԿԵՆՆԻ.

(a) ԵՆՈՈՎԱՆ, ՃԵՈՈՎԱՆՈՆ, ՈՈՏՈՐԻ, ՔԱԾԵՐՆՊԻ, ԸՔՆՑԻ ԵՈՒԼՊ ԸԵԼՑԻ, ԿԵՆՆՆԱԴ (ՔՑ ԺՎԿԴ, ԵՃ ՔԱԾԵՐՑՎԼԼԸ ԿԵՆՎՐՑՆ ԿՐՐՆՈ;

(b) ՑԾՆՑԺՑ ՎԵՇՎՑ ՐԺԿԵՑ ՐՆԴԱՑ ԵԼՈՈՐՎՆՈՆ;

(c) ԵԾՊԱՐՔԱՆՔ ԸԵԺ ԺՎԿԴԾ(Ը ԸՔՆՑԻ ՎՑԾՐԺՔ
ԵՃ ՎՈՐԵՐԴ ՆՑՐԸԾԼԼԸ ԵԾՊԱՐՈԿԴՑ ԵՃ ՎՐՈՐԵՐԴ
ԾՈՑԺՑ ԿԵՆՆՆՈՆ;

(d) ՇՐԼ ԺՎԿԾ ԿԺՈՐ ՐԱՆԴԱԸՎ ՎՈՆԵՏՐՎՆՐԻՔ ԺՎԿԴ-
ԵԼՃ ԱԼՆՐՎՆՅ, ԸՔՆՑԻ, ՎԼՅ ՎՐՆԸԾՈՈՎԴ ԵԼՈ-
ՎՆՈՆ, ՎՐԵԿՆՆ ՎՐԵՑԾՈԱՐՎՆՐԻՔ.

(e) ՇՐԼ ԺՎԿԾՔ ԱՆՑԺՐԻՔ ՃԱԼՃՔ ԱՆՑԺՐԻՔ ՀՀՑԾ-
ՈՆՐԻՔ;

(f) ՎԵՇՎՎ ԵՃՆՆՆԱԸՔ, ԿԺՈՑՆ ԱԿՆՈՈՔՆՈՆ ԿԵՆՎԵՐՔ

(g) ՐԱՆԴԱԸՎ ԺՎԿԾՔ ԿԵՆՐԻՔ ՇԼԱՑ ԾԵԾՐՈՔՆՐ
ԺՎԿԴԾ(ՃՔ ՎԼՅ ՐԱՆԴԱԸՎ ՆԿՑԵԼԵԼ ԵՈՒԼՈ-
ՆՐԻՔ ՎՐԿՆՐԻՔ;

(h) ՎԼՅ ԵԾՊԿՈՎՆՅ ԺՎԿ ԿԼՊՐՆ ԿԺԵՐ ՎՐԿԾ-
ՐԼԵՐԴ ՎՆՑԾԼԼԸ.

- 4 -

30-9-65

$$\nabla \cap \Gamma^c \quad \Delta \subset \Gamma^c$$

6. ՎԼԷԵԼՈՒ ԵՈՒՈՈՒԵ(ՏՎ)Ի ԾԵՈՒԴՔՅՑ ԵՈՒԵԿԼԸ ՎԼՅՈՈՒԵ՝ ՎՐԻՎԵ՝ ՎՐՀՅՐ՝ ԱԺԿ՝ ԼԵՅՐ՝.

[illegible]

በጥቅም

[illegible]

$P \supset Q \supset R \supset S$

9. (1) የጋራው ስም የሚለክርበት የደንብ አይደለም፣ በስም ይጠየቃል። የደንብ አይደለም፣ በስም ይጠየቃል። የደንብ አይደለም፣ በስም ይጠየቃል። የደንብ አይደለም፣ በስም ይጠየቃል።

(2) $p \supset \Delta^c$ $d \triangleleft \neg^c$ $\triangleleft p \neg (\triangleleft \neg^c$ $a \supset \neg d (\neg^c$ $p \supset \neg \neg \neg \neg^c$
 $\triangleleft \neg \neg \neg \neg \triangleleft \neg (\neg^c$ $d \triangleleft \neg \wedge \neg \neg \neg \neg$.

(3) $P_{a \triangleright b \cap c} \sigma \triangleright \Delta \sigma d$ $P_{a \triangleright \Delta a \Delta a}$ $\Delta P P L \cap \Delta \cap \Delta b \cap c$
 $a \triangleright b \leq c \triangleright a$ $\Delta c c \leq \sigma$ $\Delta P P \Delta \triangleright \perp$ $\Delta L \triangleright$ $b \cap L \triangleright c$ $P_{a \triangleright b \Delta c}$ $\Gamma \Delta c$
 $\triangleright b \cap \sigma$ $a c \Delta \triangleright \Delta a$ $\wedge \Delta L \leq c$.

[illegible]

(5) $P_{a \triangleright b \sqsubset c} \vdash a \supset b \wedge (b \sqsubset c) \rightarrow P^c \wedge P^b \supset a \sqsubset b \wedge b \sqsubset c \wedge$
 $b \sqsubset c \wedge d \sqsubset c \rightarrow d \sqsubset a$

ᐅᕈᕈᑦ, ᐱᓂᐅᓂᕋᐃᔭ, ᕈᐅᔭ ᐁᓂᐅᕋᕋ

10. (1) ብረታ፣ ለመፍፈላ፣ ሥላሳ ዳኤታር ብረታርታሥራራ፣
 ብረታርታሥራ ለራሳ ብረታርታሥራ ዳኤታር ብረታርታሥራ ለራሳ
 ሥራ ለብረታርታሥራ ዳኤታር ብረታርታሥራ ለራሳ፡፡

(2) ՎՐԻՈ ԾԵՃՄԸ) Ազոն ԾԵՂ ՎՐ(ՎՀԳԿԴՀ (ԺԷԼ
ԵՆԼՀԷ՝ ՄՇԵԼՅ (1)ԲԵ ԾԵՃՄԸԼՀԷ՝.

$$\delta \triangleleft \nabla \cap (G^r)^c \quad \triangleleft \nabla \cap \triangleleft \nabla L \triangleleft \quad \triangleleft (\sigma :$$

(▷))

[illegible]