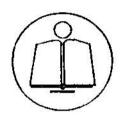


NEWSLETTER



National Library, Male', Republic of Maldives

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VOL: 3 NO: 2 August 1997

EDITORIAL

Due to the inconvenience caused by the sudden transfer of the library building we could not continue producing the Newsletter for 1997. Nevertheless knowing that now the Newsletter has reached you we are bringing the second Newsletter in to the light and circulating as usual.

We respect your continue criticism and comments and with the help of your highly esteemed ideas and recommendations we hope to improve our services to you. Criticism is no doubt the foundation of progress.

We hope that the Newsletters if 1997 will bring same of our professional achievements to the notice of our readers.

ROLE OF LIBRARIES

HABEEBA HUSSAIN HABEEB

Maldives is a fast progressing country. Therefore Maldivians depend heavily on learning capacity. We Maldivians need to learn and apply the knowledge we gain in better ways each day. People of Maldives must expand their knowledge in many different areas to achieve their cherished goals. Thus there is a need for continuous acquisition in order to maintain our progressive minds.

The role of libraries in Maldives, as a fast learning country can be categorised as a supportive one. Libraries play a major role in creating and supporting knowledge. Also, the library is at the centre of the dissemination of information encouraging learning. Libraries of all nations including our own occupy a central part of the nation's learning system, especially in this time of emerging knowledge economies.

To summarize the role of the library in modern times is to say that the library plays a major role in imparting knowledge through dissemination and promoting awareness. Libraries, though they may not be highly equipped and modernized as one sees in the countries of Europe, do provide people with information and knowledge that will help them advance intellectually, professionally and achieve fulfillment.

Libraries are not only the gateways of knowledge and information, Libraries also can function as the nuclei of culture and heritage, contributing towards the tangible and objectives of a cultural population. Our Maldivian libraries will no doubt play such important roles in the near future. By Grace of Allah our libraries will help deepen our roots, enrich our culture and our creative talents. There by Maldivian capacity to create competitive products and resources with economic benefits will increase.

NEWS FROM THE STAFF

WELCOME

The National Library welcomes the new staff who joined the Library in various positions in 1997.

Abdull Ali

Senior Administrative Officer

Melanie Weeks

VSO Teacher Librarian.

Aminath Moonisa

Library Trainee,

Aminath Guraishia

Secretary.

Aminath Rauna

Secretary.

Aminath Shazina Asima Adam

Library Trainee.

Duty Officer.

Aishath Inaya

Assistant Secretary.

WELCOME BACK

Our Assistant Secretary Gulaifa Mohamed is back after 2 years leave, abroad. She did a Diploma course in computer science in India.

CONGRATULATIONS

All the members of staff who completed the DEPLIS course and got through the examination have received the certificates for the first year they completed. Congratulations to you all Hawwa Nasiha, Aminath Jameel, Fathimath Nashath, Thifla Umar, Aminath Shehenaz.

As well as the National library staff, staff from other libraries received the DEPLIS course certificates. We congratulate them all.

Just after receiving the DEPLIS course certificate our librarian Thifla Umar went to hospital to deliver her third baby. She has already had two sons and this time it was her first daughter. Congratulations to Thifla. We all hope that she will come back soon to her work in the library.

ADEPLIS VISIT TO THE EDUCATIONAL DEVELOPMENT CENTRE LIBRARY

All the ADEPLIS students and the teacher librarian Ms.Melanie visited the Educational Development Centre to take a look at their audiovisual library, with regard to one of our ADEPLIS course assignments.

In their audiovisual library they had a huge collection of videotapes. As a method of preservation they kept these videos in an air-conditioned room with locked shelves. The tapes are classified and were divided into three sets:

- 1. Master tapes: are original copies of the tape and are kept in a locked shelf. The person in charge told us that the tapes were rewound once a week to prevent moss and fungal growth.
- 2. The second sets of tapes are used for making copies and are provided for the other libraries mainly in schools.
- 3. The third sets of tapes are for lending. Sometimes schools, government offices and institutes borrow videos for one of their sessions or workshops or seminars.

Other than videotapes there was a magnetic board which could be used as a notice board or to teach small children. They also provide tape decks (audio cassette players with headphones) for each individual user. We were not able to see how they work because an exam was in progress. Overhead projector facilities and recording facilities are also available.

In the computer room, we were shown the scanner and how it works. As the computers were mainly used for book publishing, we were shown CDs with clipart and how they are used. The computer room also provides the photocopier service.

In conclusion, we can say that all these audiovisual materials would be very useful and when used under expert guidance the output will be very fruitful. However, we noticed that the different facilities were in scattered positions. For instance, the main library was situated on the ground floor. The computer room and the room where the audiotapes were shelved were on two different side of the building with no connection at all. If all these facilities and equipment can be brought less than one library, a clientele's work would be easier.

Aishath Shabana I.H.S

INAUGURATION OF THE ADVANCED DISTANCE EDUCATION PROGRAMME IN LIBRARY AND INFORMATION SCIENCE

The Library Association of Maldives hosted the inauguration ceremony of the Advanced Distance Education Programme in Library and Information Science (ADEPLIS) on Sunday 19th October 1997. The Programme is the second year of a three-year course, leading to a professional qualification in librarianship. The inauguration ceremony took place at the Social Education Centre, Male'. The Chief Guest was Mr. Ibrahim Ismael, Director-General, Ministry of Education. Mr. Upali Yapa and Mrs. Daya Ratnayaka represented the Sri Lanka Library Association. Mr. Harrison Perera represented the British Council (Sri Lanka) who have generously agreed to fund the Programme. Other guests included Habeeba Hussain Habeeb, Director-General of the National Library and Zulfa Mohamad, Librarian of the National Library. During the ceremony, certificates were awarded to candidates who had successfully completed the first year of the course.

Fourteen students have enrolled for the course. They are:

Adeela Mubarak Thajudeen School Library

Aishath Shabana Institute of Health Science Library

Aminath Jameel National Library

Aminath Riyaz Institute of Health Science Library

Aminath Shehenaz National Library

Aminath Shiuna Science Education Centre Library

Aminath Suveyda National Library
Fathmath Nashath National Library
Hawwa Abdul Razzak Audit Office
Hawwa Nasiha National Library

Isabel Arasaratnam English Preparatory School Library

Mahaasin Ahmed Didi Maldivian Institute of Technical Education Library

Sarojan Kulendran English Preparatory School Library

Thifla Umar National Library

In Maldives, professional support is being provided by Zulfa Mohammad, Librarian at the National Library and Melanie Weeks, VSO Teacher-Librarian, also based at the National Library.

The ADEPLIS course being run in Maldives is an amended version of one provided by the Sri Lanka Library Association (SLLA) for Sri Lankan library personnel. The course is made up of three programmes, each taking a year to complete. Each programme is split into 40 lessons. Each lesson consists of written notes, practical exercises and a written assignment. The students also attend one lesson a week at the National Library, taken by the Librarian or the VSO Teacher-Librarian. At the end of the course a series of workshops will be conducted by members of the SLLA. These will be followed by written examinations. The written assignments make up 50% of the final marks and the examinations the other 50%.

The lessons are split into four subject areas:

<u>Librarianship</u>: covers history, philosophy and the role of libraries in society, aims and objectives of library services, library co-operation and communication, planning of libraries and the use of computers.

Cataloguing: history, the elements of a catalogue entry, different types and forms of catalogue.

<u>Classification</u>: purpose, detailed analysis of Dewey Decimal Classification, subject indexing.

<u>Library Resources and Services</u>: collection development, book conservation, reference work, reader's advisory services.

The ADEPLIS course represents a major development in the training of library personnel in Maldives. For the first time students are able to gain a professional qualification whilst continuing to work in their libraries.

Melanie Weeks December 1997

JOURNAL SNIPPETS

This column aims to report on interesting events happening in the international world of Librarianship, drawn from library science journals at the National Library. Titles currently received are Library Association Record (UK), Public Library Journal (UK), The National Library of Australia News, SAARC Documentation Centre Newsletter, National Diet Library Newsletter, and the IFLA Newsletter.

An exhibition was recently held in Britain entitled 'Azadi: a celebration of 50 years of independence of India and Pakistan', put together by the Asian Librarians and Advisers Group. (LAR, 99(10) 526)

International Federation of Library Associations (IFLA) has appointed a new President, Christine Deschamps; Director of the University Paris, France.

The British library community celebrated National Libraries Week at the beginning of November 1997. This is an annual event to promote libraries. Hundreds of events were held throughout the country including competitions, readings by famous authors, librarians making parachute jumps, parties for regular users, libraries staying open all night and treasure hunts! (LAR, 99 (12) 655-66)

Melanie Weeks December 1997

WHAT NEXT? LOOKING TO THE FUTURE WITH THE LIBRARY ASSOCIATION OF MALDIVES

As many of you will know, the Library Association of Maldives has re-formed itself after an absence of two years. Shortly afterwards, as part of their studies, the students on the ADEPLIS course discussed the role the Association should play in the Maldives. They came up with following:

- Promote all libraries in Maldives
- Promote training courses in library skills throughout Maldives
- Disseminate (send out) information from Male' to island libraries
- Compile a Union Catalogue
- Develop the use of information technology in libraries
- Actively pursue scholarships and training opportunities abroad for all Association members
- Provide a forum (meeting place) for the discussion of librarianship
- Develop ways of maintaining the Association and promoting it as the leading information body in the country
- Set up the Association as a professional body with its own premises, budget and staff
- Co-ordinate discussions on national guidelines and standards (e.g. legal deposit)
- Develop links with publishers, booksellers and other interested bodies
- Provide a consultancy service to those organisations wishing to set up their own libraries
- Initiate annual awards for Dhivehi publishing
- Open memebership to all libraries in all sectors throughout the country
- Develop a code of ethics for librarians
- Run library awareness programmes in the media
- Promote literacy to all age groups
- Find ways of raising funds through outreach activities
- Charge an Association membership fee as a way to raise funds to carry out the abovementioned activities

As you can see, it's quite a list! Running a library association requires enthusiasm and commitment! If you have any ideas or views on the above points, or would like to add to them, please contact Melanie Weeks or Aminath Jameel at the National Library. Together we can make the Library Association of Maldives a dynamic force, promoting excellence in libraries and librarianship.

Melanie Weeks December 1997

VISIT TO MAJEEDHIYYA SCHOOL LIBRARY

The Majeediyya school library is quite interesting. It has impressive books and the stock seems to be quite upto date, especially the reference section.

The library has started using the computer for issuing and the accession register is also being filed in the computer.

Staffs are co-operative and helpful, and are keen to have more training.

On the whole, the library is quite open and airy. The walls have educational posters and maps, which might be quite useful, especially for children.

Having visited some other libraries, I would say this is the best one I've seen so far!.

Aminath Shehenaz National Library

شوع بردنز

1997 وَمَرْ دَرُدُو وَدُو نَاهُ وَرَّمُ وَوَكُمْ وَ وَكُوْنَهُوَ وَالْكُوْمُ وَلَا مِوْمِ وَسَادُمُو وَوَهِ وَمُو وَقُومُ وَوَهِ وَمُ وَالْمُورُومُ وَوَمِ وَمَا وَمَرْ دَرَثَرُو مِنْ وَمُوا وَمَرْ دَرُمُو مِنْ مُومُ وَهُ مِنْ وَمُومُ وَهُ مِنْ وَمُومُ مِنْ مُومُ وَهُ مِنْ مَرْمُو وَهُ مِنْ مَرْمُو وَهُ مِنْ مُرَامُو وَمَرْ مُرَامُو وَمَرْ مُرَامُو وَمُرْمُ وَمُومُ مِنْ مُرَامُو وَمُرْمُو وَمُومُ مِنْ مُرَامُو وَمُرْمُ وَمُومُ مِنْ مُرْمُو وَمُرْمُ وَمُومُ وَمُرْمُ وَمُرْمُ وَمُرْمُ وَمُرْمُ وَمُرْمُ وَمُرْمُ وَمُرْمُ وَمُومُ وَمُومُ وَمُومُ وَمُرْمُ وَمُومُ وَمُرْمُ وَمُومُ ومُومُ ومُومُ ومُومُ ومُومُومُ ومُومُومُ ومُومُ ومُومُ

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1997 وَمَرْ دُرَيْرُو مِرِيْرِ مَعْ وَجُهُمْ مَرْشَهُمْ مِا مِرْوَكُمْ مُوكَامَّرُ مَا مُرْدُوفُ مِ وَمُرْتَمَّرُونَ وَجُدُوْدُدُ مَا وَمَرْ دُرُدُوِ فَرَاعُمُ وَفَى

دِ شَرَوْ وَاستُوسُ مِنْ عَالَيْ يُرْمَدُ مَرْعُ مِنْ مِنْ مِنْ وَمِنْ مِنْ مِنْ عَالَمُ مِنْ مِنْ مَنْ عَلَى

عكو تحروس كالمفتواة

وِمَارُهِ وَرَحْمُ مِمَانُونَ وَمَسَامُونَامُ وِرَثُومُونَ فَاتُونُ فَارُكُو فَارُكُو مِرَادُونِ مِرَادُونِ مِ دَرِدُوْ عَارِمَانُوْمُ مُرَّادُهُ وَمَانُونَامُ وَرَثُومُونَ فَامَرُ فَامُرُ فَارْمُونِ فَارْمُونِ مِرْفَادِو

- ١. دِيْرُوْ وَالْمَدُيْرُ. تَدْرِدُسِ سَامَهُمْ دُيْرُ الْمُحْسِمِينِ
 - 2. رِيْرُرُوْسَوْرُ كُوسَوْرُ
- 3 . رِيْرُوْرُوْسُورُ مِ مِنْ يُوْدُ رُسُدُ مُدُرِدُ مُدُرِدُ مُرَدِدُ مُرْدُ مُدُرِدُ مُرْدُدُ مُرْدُدُ مُرْدُدُ
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- 5. دُوْمِ سُمْ رُسُو دِرُو رِسُرُو وَسَمِيرُ فَاسْرُونِي
- 6. وَيُرْجُورُونُ مِرْدُ مِرْدُورُونُونُورُ سُورُونُ مُرب

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- ١٠ برسوم و المعامر في المروم المراس
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 - 3 . سُوعَةٍ وِسِوعُتُ
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قَدُونَهُ وَنَوْهُ وَمُرْهُ وَمُرْهُ وَمِرْمَ عَجَدِ هَدِوْمِ وِ دَوْهُ سِوْمِرَمَ دُسِوسُوهُ وَدِهْ عَمِدُسُ رَدُقُ سُرُسِورَدُوْ.

ئَدُونَ وَفَوْدُونُونَ وَمُوْمُ دُدُودُ نَهُمَ مَهِ مُهِ مُهِ يَكُدِ وَدُوْدُوْ دُورُ دُدِ رُمِرٌ وَمُومُ مُرَمُ وَمُومُ وَمُورُومُ وَمُورُومُ وَمُورُومُ وَمُورُومُ وَمُورُومُ وَمُورُومُ وَمُورُومُ وَمُرَامُونُ وَمُورُومُ وَمُرْمُومُ وَمُومُومُ وَمُومُومُ وَمُرْمُومُ وَمُومُ وَمُرْمُومُ وَمُومُ وَمُومُ وَمُومُومُ وَمُومُومُ وَمُرْمُومُ وَمُرْمُومُ وَمُومُ وَمُومُومُ وَمُومُ ومُومُ ومُومُ ومُ

يرفرة خوخترج

وِوَرِهْمَ رُوَوَرِوَرٍ 29 وَمَرَهُ 1997 وَوَرَدُوَ. وَرِهْمَ مِ رُوَوَرِوَرُوَ وِمِرْ سُوَعَ رَدُوُ شَرِعُهُمْ وَمَرَ وَتَرَهُ وَمَرْهُ دُمُوهُ دُمُوهُ دُمُوهُ وَمِرْسُوهُ وَمَرْعُوهُ وَمُرْمَوُ دُوَوَّسَوِوْ دِهُوَ دُسُورُوْدُ بِسَسَرُوْ.

* مُرِوضَةُ وَمُرْعُمُدُ:

وسر من عَهِم بَرُوْرِ مَنْ مِن مَنْ بَرُدُهُ بَرُهُ مِن وَ مَنْ بَرُهُ وَ مَنْ وَبَرُوْدُ وِيَرْسَوُو بِرَسْ وَوَدُرُورُ تَرْمُنْ وَ مَدُرُووْقُ وَمُرْمَعُ مَرْ بِهِ مِنْ سَمْسَ مِنْ وَكُورُ دُودُ دُودُ دُورُدُورُ وَ مَرْمَرُ وَدُرُورُ تَرْمَعُ وَ الْمَرْدُودُ مِنْ مَنْ فَيْ مَرْمَا مِنْ مِنْ وَقَدْ الْاَسْتَمَوْعُ مَا مُؤْمِرُونُ مِنْ وَقَدْ وَوَمَرُّهُ وَكُودُ وَرُمُودُ وَمُرْدُورُ مِنْ مُؤْمِرُونُ مَا مِنْ مَرْدُورُ وَمُنْ وَمُرْدُورُ مِنْ مُرْوَدُ مِنْ وَقَدْ وَوَمَرُومُ وَمُؤْمِرُونُ مَا مِنْ مُرْدُورُ مِنْ مُؤْمِدُونُ مِنْ مُرْدُورُ مِنْ مُؤْمِرُونُ مِنْ مُرْدُورُ مِنْ مُؤْمِدُونُ مِنْ مُؤْمِدُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِدُونُ مُنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مُؤْمِرُونُ مِنْ مُؤمِرُونُ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مِنْ مُؤْمِرُونُ مُؤْمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مِنْ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ وَمُومُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مِنْ مُؤمِرُونُ وَمُرَامُونُ مِنْ مُؤمِرُونُ وَمُونُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ مُؤمِرُونُ مُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ مُؤمِرُونُ مِنْ مُؤمِرُونُ ومُؤمِرُونُ ومُؤمِرُونُ مُؤمِرُونُ مِنْ مُؤمِرُونُ مِنْ مُؤمِرُونُ مُؤمِرُونُ مِنْ مُؤمِرُونُ مُؤمِدُونُ مُؤمِدُونُ مُونُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مُؤمِدُونُ مِنْ مُؤمِدُونُ مُونُونُ مُؤمِدُونُ ومُونُونُ ومُونُونُ ومُونُونُ مُؤمِنُ ومُونُونُ ومُؤمِنُونُ مُونُونُ مُونُونُ مُونُونُ مُونُونُ مُونُونُ مُونُونُ مُؤمِنُونُ ومُونُونُ مُونُ ومُونُونُ ومُونُونُ ومُونُونُ مُونُونُ مُونُونُونُ ومُونُونُ ومُونُونُ ومُونُونُونُ ومُؤمُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُ مُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُونُونُ ومُ

* روزم مَشْرَهُ دُهُدُ:

﴿ ﴿ رَمَّ مُرَّهُ مِنْ الْحَوْدُ وَوَ مُرَّدُونَ وَ وَوَ مُرَّدُونَ مُرَّدُونَ وَ مُرَّدُونَ الْحَوْدُ مُرَّدُو وَوَمُرَثِرُ مُمَّامِدُهُ فَرَدِ وِدِهِ 900 مُرَدُّ وِرَثِرَى رُبَّعُ مُنَّا مُؤْرِثُرُ وَقُرُ وَمُرَدُى يُوْرُمُونَ

وِ وَدِهْ مَرْدٍهُ مِهِ 40 وَوْهُ ثَرْدُهُ وَرْ دٍهُ كَنْهُ وَدُرَثَرُ وِهِ وَدِهَ مِهِ 950 (شَرَهُ سَرَتُنَ وَشَرْسُوسُ) تروِ مُرَدُةُ.

ٷڔۿ؆ؠٷٷ؆ڟٷڰ ۅڎڒؿ 1500 (وَسَرَعَتَ عَنْوَنَ الْمَوْمَدُ تَاوُنْ تَاوُنْ عُرُوْدِ وَدُوْ وَوَ عُرَّدِهِ 550 عَرْدِ غريرًا دَبِ رِعْرَةً وَعَرْدُ وَمَرْدُ وَمُدْتُو ذَرْبُونَوْ

בתפילת פות

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دُهُوْهُ مَا يَهُ وَهُ وَهُ مُرْهُ وَهُ وَهُ وَهُ وَهُ مُرَهُ مُرَّهُ مُرَّهُ مُرْهُ وَوَدُرُ سُومِ وَمُرَوَكُمْ وَ وَرُحْمُ مِرْمُونُ وَ وُسَادُمَاهُ وَدُمُووُمُ مُعَادُ عُدُمُدُدُ صَدُوْمُ وَ

دُمُوْمُوْمُوْمُ وَخَوْدُدِ عُوِرْدُوْمُ مُثَاثِرُ خَدِهُمُ مِ هُدَمِرَةِ صَدِوْمِهِ 15 عَرَمِوَهُ مُرْوَدُ. وق دِمُ ثَرَيْرُ عُدَسَوَدٍ حَدِوْمِهِ دُمُرَمِوَمُ مُوْدُورُ دُوْدُورُ وَخُوْرُمُو 2 عِلَمُ مُرْدُرُّدُ وِوْرِ مُرْدُجُةُ دُوْدُ وَثَرَيْدِدُنَ وَثَرْدُو دُمُونُ وَوَدِي وَدُعَوَرُو مُؤَوِّسِوِدٌ دَدِسْمُ هُ دُهُوْالْ دُوْ.

خَدِ صَمَعِ فَ قُرَّدُ مَنَّمَ صَمَّرَهُ مُرَّدُ مُرَّدُ رَسَوَّمَ وَهُمَّ مَ مُنَّمَ وَمُرَّوَ وَهُمُ وَهُمُ وَ رَوَّهُ مُنَارَةُ فَيْهِ وَمَدَّ مَرْمَا مُرَّدُ مُنَ مُرْقِ مُرْقَهُ وَمُرَّدُ مِنْ الْمَرْمُ عَلَيْهُ وَهُمُ وِمَّارَةُ وَسُوسُوَا هُ وَدُوْمَ مِرْمَا مُرُومِهُ مُعْوَمَدُ فَعُودُ وَمُؤَدِّ وَمُؤَدِّ وَمُرَّوَمُ مَا مُر فَيْ قَالَهُ وَدُوْمِ وَسُو مُنْزَدُوْ.

ئرۇنۇرى ئۇرۇرى دۇرۇمۇر ئونامۇرۇ كاسكونۇ كاسكونۇ گەندۇ ھەرى كارۇرۇرۇرى كارۇرۇرى كارۇرۇرى كارۇرۇرى كارۇرۇرىيى كا ئەنۇرۇرۇرى ئۇر كارۇرۇرۇ ئىلۇرۇرۇرى ئۇڭ بويرۇسۇ دۇنۇسۇدۇرۇرۇرى

ئَرْهُمُدُدُ وَخُرِمُ وَمُوْمَدُ مُو مُوْمِدُ مُعَالِمُونُو مُدِرِ وَمَامُونُو مُدَرِدُو عَالَمُونُ وَمِرْ وَم مُحْرُدٌ وَرَدُودُونُ فَامِدُ عَهِ وَمِرْ مُعَالَدُهُ وَمِرْ مُدَرِقً مُنْ مُدَدُ الْمُؤَدِّدُ وَوَرْ جَوْلُ وَمِرْوَاتُهُ وَمُرْدُونُ

ئَوْدِ دُهُ مَ رُدُ وَنْ سُوْدِ وَهُ وَيَ وَنَهُ وَمِنْ وَهُودُو وَهُوَدُ وَهُنَامٍ ظَالُونُو نَهُ وَدُهُ مِنْ دُسِوسُونُ فَرُدُ فَكَرِدُمُ دُوزُسُورُ رُدُو بُرُسِورٌ يُرُونُ وِوَدُدِوْدُودُو

غَدُم سِرْ وَوْشَ غَدُم وَ مُرْفِر سُرْسُ وَهُوَ وَ مُرْفَعِم فَكُونُ وَ دُدُسُوهِ اللهِ اللهِ اللهِ اللهِ الله