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# HAGAGA

[ VOL. I. ]

No. 9. ] JUNE 1894

AIYANSH

NASS RIVER, B. C.

It is comparatively easy to *Teaching* teach children to read their *Adults.* own language if they attend school with anything like regularity; but it is not so easy to teach adults even though they attend regularly.

In the case of children you can put a spelling-sheet into their hand, and by constant repetition lead them along; but with grown-up people, especially those who have come out of heathenism, this method is not the best. In this case the great thing is to enable the class to *see through* the process from the first step; for the untutored mind can only be taken as far as the **WHY** and the **WHEREFORE** are evident: to proceed further confuses and disheartens the learner.

The following method I have found very successful in starting such adults on the Vernacular;—

After the Alphabet has been learned I write the vowels in a perpendicular row in the centre of the blackboard, and explain their power and use, calling them *gandal*, i.e., sonants. All the other letters I describe as *Tkal-shwan*, i.e., blown, or sounded with. Of these I take *B*, and write it on the board in front of the vowels, explaining the difference between its name *bay*, and its power *b°*—expressing the latter by compressing the lips and then opening them with a whispered bubble of sound.

I then show how the name is used in spelling (*mesim etetqu*), and the power in pronouncing (*shait etqu*). “Now,” I say, “put *a* in your mouths and blow it out with the power of *B*”. I then call

for *e* & *c* until I get *ba be bi bo bu*, and as I get each one I write it on the board.

This is the first step, and needs to be carefully worked, regulating the pace to suit the duller intellect in the class.

The second step is to write *b* behind the vowels, and ask the class to sound *a* and stop it with the power of *b*. Continuing we get *ab eb ib ob ub*.

The third step is to “blow *a* out of the mouth with *b*, and stop it again with *b*.” Thus we get *bab beb bib bob bub*.

I then proceed to spell *B (bay) a (ah)* and so on, while the class pronounces each syllable after me. The class is then supplied with printed sheets exhibiting the whole lesson; thus the pupils are gradually led from board to book.

Each consonant is handled on the model of *B* (the name and power given), the diphthongs being afterwards worked like the vowels. The next step is to make variations by successive changes of one of the consonants.

<i>Bab</i>	<i>Bib</i>	<i>Bob</i>
<i>Beb</i>		<i>Bub</i>
	<i>a</i>	
	<i>e</i>	
<i>B</i>	<i>i</i>	<i>b</i>
	<i>o</i>	
<i>Ba</i>	<i>u</i>	<i>ab</i>
<i>Be</i>		<i>eb</i>
<i>Bi</i>		<i>ib</i>
<i>Bo</i>		<i>ob</i>
<i>Bu</i>		<i>ub</i>

THE BLACKBOARD.

## Spelling Lesson No 3.

Ib	Ibe <sup>n</sup>	<i>aib</i>	Ob	Obe	<i>ōb</i>
ic	ice	<i>aīs</i>	oc	oce	<i>ōs</i>
id	ide	<i>aīd</i>	od	ode	<i>ōd</i>
if	ife	<i>aīf</i>	of	ofe	<i>ōf</i>
ig	ige	<i>aīdsh</i>	og	oge	<i>ōdsh</i>
ij	ije	"	oj	oje	"
ick	ike	<i>aīk</i>	ok	oke	<i>ōk</i>
il	ile	<i>aīl</i>	ol	ole	<i>ōl</i>
im	ime	<i>aīl</i>	om	ome	<i>ōm</i>
in	ine	<i>aīn</i>	on	one	<i>ōn</i>
ip	ipe	<i>aīp</i>	op	ope	<i>ōp</i>
ir	ire	<i>aīr</i>	or	ore	<i>ōr</i>
is	ise	<i>aīs</i>	os	ose	<i>ōs †</i>
it	ite	<i>aīt</i>	ot	ote	<i>ōt</i>
iv	ive	<i>aīv</i>	ov	ove	<i>ōv † uv</i>
ix	ixe	<i>aīks</i>	ox	oxe	<i>ōx</i>
iz	ize	<i>aīs</i>	oz	oze	<i>ōs *</i>
ith	ithe	<i>aīth</i>	oth	othe	<i>ōth</i>



*Hazikshim uk nēt 'l wila yē'l 'le spelsqu 'l Shim - algiuk.*



*Hazikshim uk nēt 'l wila yē'l 'le spelsqu 'l Shim - algiuk.*

† Gakba liksh-gigiat 'l wila ētqus 'l ose:— 1 (*dēldims ētqust*) DOSE, *dōs'* ;  
 2 (*alānim ētqust*) CLOSE, *'lōs* ; 3 (*dalims liksh-giat*) LOSE, *lūs*. † STOVE, *stōv* ;  
 LOVE; *luv*; MOVE, *mūv*. \* 'La gani wila alānim ētqus 'l oze:- DOZE, *dōs*.

## Spelling Lesson No. 4.

Oab	ōb	Ub		Ube	yūb	Oob	ūb
oac	ōk	uc		uce	yūs'	ooc	ūk
oad	ōd	ud		ude	yūd	ood *	ūd
oaf	ōf	uff	Ⓜ	ufe	yūf	oof	ūf
oag	ōg	ug		uge	yūdsh	oog	ūg
oaj	ōdsh	uj		uje	„	ooj	ūj
oak	ōk	uck	Ⓜ	uke	yūk	ook	ūk
oal	ōl	ull	Ⓜ	ule	yūl	ool	ūl
oam	ōm	um	Ⓜ	ume	yūm †	oom	ūm
oan	ōn	un	Ⓜ	une	yūn †	oon	ūn
oap	ōp	up	Ⓜ	upe	yūp	oop	ūp
oar	ōr	ur	Ⓜ	ure	yūr	oor †	ūr
oas	ōs	us	Ⓜ	use	yūs	oose	ūs'
oat	ōt	ut	Ⓜ	ute	yūt	oot *	ūt
oav	ōv	uv	Ⓜ	uve	uv	oov	ūv
oax	ōks	ux	Ⓜ	uxe	ūks	oox	ūks
oaz	ōs	uz	Ⓜ	uze	yūs	ooz	ūs
oath	ōth	uth	Ⓜ	uthe	yūth	ooth	ūth

Ⓜ Hazskshim uk nēi 'l wila yē'i 'le spelsqu 'l Shēm - alqūkh.

Nigi gup hauksh 'l tkañetqu 'l kūba shi-hūwēshqu dip kōna. † Gaḡba dalims  
 ūm gan'l ūn ash dip kōna,— plume *plūm*, prune *prūn*. \* Gaḡba dalims ū ash  
 dip kōna,— good food, *gūd fūd*; foot *fūt*, boot *būt*. † Gaḡba dalims ōr ash  
 kōna,— door *dōr*, floor *fōr*.

## WORDS FROM SPELLING LESSON NO 1.

Aid, *əd* n. 'limaum-esqu; v. 'limaum-.

Aim, *ēm*, n. angōsqu: v. i. gōsqu,  
v. t. gōsan; *pr.p.* gōsansqu; *pa.p.*  
gōsantqu.

Air, *ēr*, n. há; v. t. kādan; v. i. kātqu.

Ape, n. ak-gōgim piggis; giat t'an nōim  
hōgingan 'l tkanētqu' wilalau' giāt

Ass, *ās*, 'lgū liksh-giadim kiūadan.

Axe, *aks*, n. lūligiautqu.

Babe, *bēb*, n. 'lgū waurm'iqu.

Bag, *bag*, n. gwē'.

Back, *bak*, n. hagiaur.

Bale, *bēl*, n. lōqus.

Ball, *baul*, n. 'lit'.

Bar, *bār*, n. s'gafautqum galangan.

Cage, *kēdsh*, n. wilp-zōz.

Cake, *kēk*, n. akshdāim anāk.

Can, *kian*, n. im'lim klin-ous.

Cane, *kēn*, n. 'lgū gēsqum gan; gād.

Cap, *kiap*, n. tquō-yatqum gaid.

Car, *kiar*, n. zikzik.

Cat, *kiat*, n. dūs; wild- dūsimgilēlik.

Cave, *kēv*, n. lū-zigil' nau' (zim zēziks).

Dale, *dēl*, n. lakamāu'g'sim zim-den.

Dam, *dam*, n. s'a-andelgan: also v. t.

Dame, *dēm*, n. sigidim-na'im zim wilp.

Face, *fēs*, n. zūl; also the eye.

Fame, *fēm*, n. āna-hidā; an'launsqu.

Fan, *fan*, n. hadāuesqu; also broom.

Fat, *fat*, n. hik; *adj.* hiim; v. t. to-en  
shi-hik; v. i. to be -, hiksh.

Gale, *gēl*, n. tquō-zilikshqu.

Gall, *gaul*, n. mi'l'; -bladder, andi-.

Game, *gēm*, n. an-galāg,

Gate, *gēt*, n. pitor' galakan; -way, āzep

Hair, *hēr*, n. gesh (human hair only,  
and the horns of animals); all other  
hirsute growth is lak.

Hall, *haul*, n. wilp-lamzuk; wilbim kal-  
zap.

Hare, *hēr*, n. gāk; harelip, mi'gāk.

Hat, *kat*, n. gaid.

Jail, *dshēl*, n. wilp-diklē.

Jam, *dsham*, n. zam māi gan' sugar.

Jar, *ashar*, n. dōzqum haaksim nau'.

Lace, *lēs*, n. lilqus.

Lad, *lad*, n. 'lgū gai-masim giat.

Lake, *lēk*, n. dak.

Lane, *lēn*, n. 'lgū gēsqum gēmuk.

Man, *man*, n. giat.

Map, *map*, n. shāonskim zēziksh.

Mat, *mat*, n. sgana.

Mate, *mēt*, n. stigiaultqu; shilga-wel.

Nail, *nēl*, n. dābkansqu; v. t., dābkan;  
*pa.p.*, dābkantqu.

Name, *nēm*, n. wā; v. t., shi-wadi-;  
v. i., si-i-waiqu.

### POSSESSIVE PRONOUNS.

(*Lip giun 'l giat.*)


—O—

Singular—*Gigiant.*

1 My	.....;	.....i.
2 Thy	.....;	.....in.
Your	"	"
3 His	.....;	.....t. ( <i>giat</i> )
Her	"	" ( <i>hanag</i> )
Its	"	" ( <i>gian</i> )

Plural—*Galthēt.*

1 Our	.....;	.....um.
2 Your	.....;	.....shim.
3 Their	.....;	.....dit.

 *Note.* If the noun terminate in s or sh the suffix -shim becomes -ishim. e.g., geshishim The final k, uk, and k, disappear before -i and -in, as gēmuk gēni.

When -t and -dit are affixed to nouns ending in d or t, the combined consonants dd, tt, dt, and td, should be distinctly sounded. Nouns ending in k, p, or t, change these letters to g, b, and d, when followed by a vowel suffix.

### EXAMPLES.

Gaid-t, his hat. Gagaid-dit, their hats,  
āt, a net; ādi, mynet; ātt, his net;  
ātdit, their net. Wilp. a house; wilbi.

## Doctorim Ganaou.



“DUM weli, dum gup doctor nēi,” diā'l Gan-aou-im zim dak al giel shá. “Záuk'l dum ksdāi a'lwil widesl wilaigils-dī al wila wel 'le gawisi'l habesqum zim aks,” diā ge.

Ni'l gan welt, daou'l malashqut a'l tkanētq'l yazesqu a'l dum wila imautqudit a'l tkanētqu'l hashīpqu..

“Tkōna gans kōnal dum wila welshim a'il dum gi hakhikshim, gan'l dum āma imuǵsishim,” di gwī'l hiā. Lak andip-gan'l wil li-hētqut, ni'l gi gai hi-yūqu'l algiukt ge dis wil'l gānzin daou'l naǵa-gé nil gi t' lāgal'! hagiau'l docter ge a'l wi mimuǵt ge.

“Dō! amuks-ishim a'l hēs kōna se,” diā'l naǵazé ge, “dum shi hakhiit nōm, li-ai-a n'dā? gagan'! welt wil ak lip wilksh shi hiksht se; a'wil kshak anās gan'l zep ni wila giā't, ni'l gi tkāk-kshiaksh-'l hagiaut se,” diā g. Ni'l gan wil gi shait hish-gaǵs'l yazesqu ge a'l ēdit a'l Ganāou ge, “Wai, āml dum diak lip baǵinl kaldāukquin ist, ni'l gi ze da alūdāt laum wil lip mantquin, a'il dip dum gi di baǵt,” dida ge.

### GO'SANSQU.

*Christian, a ze da mi dum di-gaj'l amet-'l Mallāshqu a'l giat, a mi gwīn ā-yokqu-dit a'l Shimó gan'l Giaksh gan'l Shībansqu, āml dum gup alūdāt ni wil lip lūyokqul tkanētqust ge.*

ALWAYS PRACTISE WHAT YOU PREACH.

Adapted from PERRIN'S French Fables.

## The Frog Doctor.

“I will, I will become a doctor,” said a marsh Frog one day. “I shall prosper exceedingly, because I know a lot about the roots of sedge-grass,” he said. He therefore went about publishing to all the animals how they might be cured of every disease. “Thus and thus you should do in order to become fat and well liking,” he cried.

It was on the stump of a tree that he stood, and while thus engaged in speaking, a fox went slyly round and began to examine the doctor's back, with an amused smile.

“Heigh! just listen to what this fellow says,” cried the fox, “he says he will make us fat, does he not? pity it is that he does not make himself fat; for he is only skin and bone as I see him, and his back is all in a state of eruption,” he exclaimed.

Hereupon all the animals began to laugh, saying to the Frog, “Now, you had better first try your medicine yourself, and if it become evident to us that *you* are cured, then we will try it too,” said they.

### APPLICATION.

*Christian, if you preach the Gospel to people, calling upon them to follow Truth, Peace, and Love, let it be quite evident that you yourself follow all these things.*

EXAMPLE IS BETTER THAN PRECEPT.

—O—

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## 1 JOHN, II.



**Dip** Qunāt. 'la ni dams kōna laushim, a'l dum gan ak hada-dakqushim, Ni'l gi ze da hadak-qu'l ligi gīaul 'l giat, 'la didā t'an Laakyētqum awā'l Nagwaud ge, ni'l nēt Jesus Christ 'le āmit ge.

2 Ni'l nēt an-goua-giānit a'l 'le hada-dakqum: nigi gum kshak nēt lip 'le hadadakqum, yai uk dī welt ge a'l gwulga nēt 'le hadadakqu 'l lak halizog.

3 Ni'l gi t'kōn 'l wil wetqu'l dum gan wilaium a'l 'la dip wil wilaikt ge, a ze dip 'lōduk 'le yō'limgesqut.

4 Nēt t'an ma'lt, 'La ni wilaikt ist, dia, a'l gi nigi t' 'lōduk 'le yō'limgesqut, ni'l nēt ge 'l pīqut, ni'l gi nigi hōksqu shimō laut.

5 Di gi ligi t' nā t'an gup 'lōduk 'le Algiukt ge, ni'l nēt ge shim wil lū gaudi'l 'le shibansqu Shimoigit lakha ge: ni'l nēt t'kōna se dum gan wilaium a'l 'la gup hakhōksqum laut.

6 Nēt ge t'an ma'li'l 'la lū hōksqut laut, tkal-āmt ash nēt ge a'l dum lip yēt ge, wilt 'le dī wila yēt ge.

7 Nigi ni ligi dam'l sī yō'limgesqu laushim, yai nēt 'l wa'lin yō'limgesqu 'le gamgait shkit laushim. Wa'lin yō'limgesqu ni'l nēt 'l ma'lāshqu 'le gamgait naknaishim ge.

8 UK wauk, 'la ni dam sī yō'limgesqu laushim, 'la laak shimōt ge ash nishim gans nēt; a'lwil 'la gaudi'l sgēukqu, ni'l gi gōsqu 'l shimōm gōibuk gōn.

9 Nēt ge t'an ma'li'l lū-dāt ge a spait gōibuk, a'l gi t' libaluḡs 'le wakt, yai spait sgēukqu wil lū-dāt a'l gai gūgōn.

10 Nēt t'an shiban'l 'le wakt ge, nēt ge 'l lū-dāt a spait gōibuk, ni'l gi nigi shki'l gan-shi-gan-yazqu-dī laut.

11 Di gi gup nēt ge t'an libaluḡs 'le wakt ge, nēt ge 'l lū-dāt a'l spaḡait sgēukqu, ni'l gi spaḡait sgēukqu wil dī gwi'l yēt, ni'l gi nigi t' wilaikt 'l dum gaurt, a'l 'la t' wil sinsans sgēukqu ge,

## Límik'.

UK' WOGT 'L GIA-DELPQUI LAUT.

1 DUM gau'i awā'l Mīni,  
Amen, liksh-giat 'l dum āmt.  
Dnm haksim uk didēlis nē  
A'l ak dī wil shā-bakt.  
'La ōmziksh 'l gaudi gōn,  
A'l gai wait dō wil yēi,  
Gi weli a'l tḡanetqu sha,  
UK wōgt 'l gia-dēlpqui Laut;  
Dēlpqui Laut, dēlpqui Laut,  
UK wōgt 'l gia-dēlpqui Laut.

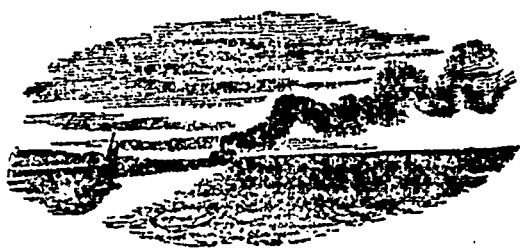
2 Gia-dēlpqui a'l Lakha,  
Wilp 'l wī Nagwaudi ge;  
'La mau ze gaḡba alū-dā'l  
'L an'laumsqum hā'lgant laui.  
'L ōmziksh 'l gaudi gōn, &c.

3 Gaumukqui a n' dum giā'l  
'La ām 'l an-mūi gōn,  
Wil wan'l amāmit spait an'laumsq'  
Zim sī Jerusalem.  
'La ōmziksh 'l gaudi gōn, &c.

4 Gan ām'l lū-yaltquin, Mīn,  
Mi gi ginētani,  
'A'l dum lū-dāi a'l wil lū-dāin,  
A'l ak-shabāim sha.  
'La ōmziksh 'l gaudi gōn, &c.

Amen.

Tune, A DAY'S MARCH NEARER HOME.



## Anspelsqu No 12.

ROOT Wisit.	VERBAL FORMS.		WILA ZAIQU'L VIBP. (CLASS 1.)	
	ACTIVE:— affix only.	PASSIVE:— -qu & affix.	CAUSATIVE:— -an & affix.	
bag' try	bag'i <i>I try</i>	bag'qui <i>I am tried</i>	bag'ani <i>I cause to try</i>	
däb strike	däbi <i>I strike</i>	däbqui <i>I am struck</i>	däbani <i>I give to strike</i>	
dam write	dami <i>I write</i>	damtqui <i>I am written</i>	damdani <i>I commission to write</i>	
giä' see	giä'i <i>I see</i>	giä'tqui <i>I am seen</i>	giä'sani <i>I cause to see</i>	
gip eat	gibi <i>I eat</i>	gipqui <i>I am eaten</i>	gibani <i>I give to eat</i>	
göz cut	gözi <i>I cut</i>	gözqui <i>I am cut</i>	gözani <i>I cause to cut</i>	
gäp scratch	gäbi <i>I scratch</i>	gäpqui <i>I am scratched</i>	gäbani <i>I give to scratch</i>	
gëg'l draw	gëg'li <i>I draw (by sled)</i>	gëg'lqui <i>I am drawn</i>	gëg'lani <i>I cause to draw</i>	
'län defend	'läni <i>I defend</i>	'läntqui <i>I am defended</i>	'länani <i>I entrust for defence</i>	
muğ catch	muği <i>I catch (with net)</i>	muğqui <i>I am caught</i>	muğani <i>I cause to catch</i>	
yë go	yëi <i>I go or walk</i>	yëtqui <i>I am taken away</i>	yëdani <i>I cause to go on</i>	
wá find	wái <i>I find</i>	wátqui <i>I am found</i>	wádani <i>I cause to find</i>	



## June.

### 'LE WA, L MINUM GE.

- 1 F Gia-lakhaim Wá a'l t'kanetqu 'l huwál giat. *Phil.* 2. 9.
- 2 S Dum shi - wátqut ge a'l Lūshanā'lashqu. *Isa.* 9. 6.
- 3 S 2nd. aft. Trin. Emmanuel, hōksqu Shimoigit lakha ge laum. *Matt.* 1. 23.  
Judges 4. John 14. E. Judges 5, ligi 6. 11 Heb. 10. 1—19.
- 4 M A'l 'le zim wá'l Nagwaud ge, ganl 'Lgō'lqu, ganl Amit l Haiqu. *Matt.* 28. 19.
- 5 T A dum t' kshi - dog'l dum Z'apt ge a'l 'le Wát ge. *Acts,* 15. 14.
- 6 W An'lōduks 'le Wáin ist. *Matt.* 6. 9.
- 7 T Mi ze shim zap'l t'kanetqu'l agō a'l 'le zim Wál Minum Jesus. *Col.* 3. 17.
- 8 F Nigi uk ginamtqu'l ligi Wá a'l 'lāuk'l lakha ge. *Acts,* 4. 12.
- 9 S Gwil 'lau'dit a'l 'le zim Wát ge. *Zech.* 10. 12. [14. 11.]
- 10 S 3rd. aft. Trin. A'l 'le zim Wáin ist dip gan gau'l gitwiltq' tkōn. 2. *Chron*  
1 Sam. 2. 1—27. John 19. 1—25. E. 1 Sam. 3. ligi 4, 1—19. James 2.
- 11 M St. Barnabas. Kshi-giā'tqum nau'l dum wil nadamtqu 'le Wái. *Acts* 9. 15  
Deut. 33. 1—12. Acts 4. 31. E. Nahum 1. Acts 14, 8.
- 12 T A'l 'le zim Wát ge dum wil akyauksqu'l Gentiles. *Matt.* 12. 21.
- 13 W N'da'l 'la wil shait-wan'l baḡadēlit ligi gwilaunit a'l 'le zim Wái se, ni'l
- 14 T A'l 'le zim Wál Shimoigitqum. *Ps.* 20. 5. [ne'l wil hōksqui. *Matt.* 18. 20.]
- 15 F 'La ḡup diauzep a'l 'le Wá's Jehovah. *Prov.* 18. 10.
- 16 S 'La an'lōdukt ganl qu'la-kausansqu 'le Wát ge. *Ps.* 111. 9.
- 17 S 4th. aft. Trin. Ligi t' nā ze dum t'an gō'l gīaul 'lgū t'gīlqu wilt t'kōna  
[a'l 'le zim Wái se t'an dī gōdi. *Matt.* 18. 5.]  
1 Sam. 12. Acts 2 1—22. E. 1 Sam. 13. ligi Ruth 1. 1 Pet. 2. 11 wait 3. 8.
- 18 M Nil dum gi wandit laut t'an shiban 'le Wát ge. *Ps.* 69. 36.
- 19 T Azeda mishim dum gwinal ligi agō a'l 'le zim Wái se, 'la ni dum weldant.
- 20 W Queen's Accn. Ze 'lānt nīn 'le Wá'l Mīn's Jacob. *Ps.* 20. 1. [*John* 14. 14.]
- 21 T Yai nēt 'le Wáin ist, gi nē laum, 'l dum an'laumsqut. *Ps.* 115. 1.
- 22 F Dum akyauksqu-dit Laun 'la t'an wilaik 'le Wáin ist. *Ps.* 9. 10.
- 23 S Aml dum dī lū-amām'l gagaud's dip nēdit t'an shiban 'le Wáin. *Ps.* 5. 11.
- 24 S 5th. aft Trin. St. John Baptist. Giā'ums tkal-āmt a'l dum hākqut lakhō  
[ 'le Wát ge. *Acts* 5. 41.]  
1 Sam. 15. 1—24. ligi Mal, 3. 1—7. *Matt.* 3. E. 1 Sam. 16 ligi 17. ligi Mal. 4. *Matt.* 14. 1—13
- 25 M Dakgiatl wila ma'lashqudit a'l 'le zim Wá's Jesus. *Acts* 9. 27.
- 26 T Mi ze shim ētqu 'le Wát ge. *Ps.* 105. 1.
- 27 W Dum shi-lakhatqui nēt, a'l wil 'la t' wilaik 'le Wái se. *Ps.* 91. 14.
- 28 T Nigi t' di-hamhōmdit 'le gandeldēlisdit lakhō 'le Wát ge. *Acts* 15. 26.
- 29 F St. Peter. Dum nā-damdi 'l sī Wái laut. *Rev.* 3. 12.  
Ezek. 3. 4—15. John 21. 15—23. E. Zech. 3. Acts 4. 8—23.
- 30 S Gumgōil hēl 'la an'lōdukshim Wát ge a'l jak dī wil shabaqt. *Ps.* 72. 19.

### MIGAUNTSQU

2nd., 3rd., 4th., & 5th. aft. Trin.:—ni'l nēt t-kona 'l wila lizaltqu 'l  
Halī-squaitqu Sha 'la kalān'l Shāim Trinity. Saint Barnabas, gans Saint  
Peter.—Shkī'l dum Churchum a'l sha dip kōma. Queen's Accn..-wil hī Queent ge.