

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires: Some text in shorthand.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	11X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓						

N16p
970.8
K15p

The KAMLOOPS
Phonographer.

Introductory
Number.

June 1892

Price : 25 cts.

St Louis' Mission
KAMLOOPS
B. C.

Other Publications:

Chinook vocabulary . . . 25 cts.

Elements of Shorthand. 10 -

Chinook Hymns . . . 10. "

Chinook Primer . . . 10. "

Prayers in Stalo . . . 10. "

Prayers in Skwamish . . . 20 -

Prayers in Thompson . . . 20. "

Prayers in Shushwap . . . 20. "

Specimen numbers of
the Kamloops News.

Six numbers, each . . . 5. "

Send for the first number of
The Kamloops Phonographer, all
English, now ready, 16 pages. 12 "

Price: 25 cts.

The KAMLOOPS

PHONOGRAPHER.

Introductory Number.

How to teach Shorthand
to the Natives.

I

It is very simple.

First write on the black or blue board, whatever it may be, the following seven Signs:

o o o o o c L
ah oh oo ow wa e u.

Have them repeated over a few times, so that they become familiar to the ears of the pupils. They may be divided into groups, as follows:

o o o o o c L

The following exercise may be found useful at the beginning:

The Mule's Song.

o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o
o	o	o	o	o	o

Another exercise more useful yet, is to put the above vowels into words full of meaning:

o	o	o	o	o	o	o	o	o	o	o	o
a-u	wa	wa	wa	wa	wa	oh	a-u	wa	wa	wa	wa
much talking						ch. much talking.					
u	o	o	o	o	o	o	o	o	o	o	o
ai	a-u	wa	wa	wa	wa	iw	ow	ow	a-u	wa	wa
yes. much talking						I wonder, much talking					

After these vowels have been explained comes the aspirate "h" which in Chinook and Indian, corresponds ~~with~~ by "gh", the German "ch" or the "J" Spanish. It is written thus.

After endeavoring, by a guttural articulation, to express what is represented by the sign "s" it will be good to connect it successively with each of the different vowels, so as to bring out its articulative value.

as os osh owh wah eh uh

The exercise may be reversed as follows:

so ho hoo how hwa he hu

to the guttural often represented in English

- 4 -

III

We now come to the four consonants:

p t k l

The first is a perpendicular, the second is an horizontal; the third, an oblique descending, and the fourth, an oblique ascending.

These are all straight lines, about an eighth of an inch long.

Instead of losing time in giving them names, which would have to be forgotten afterwards, and replaced by their articulative value, it is better to endeavor at once to make the pupils understand the articulative value of each of these letters.

The same is made tangible at once by connecting these four con-

sonants successively with the vowel
"o" or with any of the vowels
learned already:

g z q a ✓
ap at ak al

Here you see the vowel "o"
as you learned to know it at the
beginning of this lesson. Then it is
followed successively by each of
the four consonants.

The pupil cannot fail to see at
once the exact value of each of these
consonants.

The exercise is repeated a few
times, so as to make the pupils
familiar with the above.

The exercise may also be reversed,
and you have:

b o q a ✓
pa ta ka la

But it is better not to multiply
these exercises at the beginning.

IV



These other four consonants

sh s n m

are expressed by semi-circles in different positions:

sh	s	n	m

Here again, the best is to endeavor to impress on the mind of the pupils the value of these articulations which is made very tangible by connecting the same with the vowel "o" as you see here:

ash	os	on	om

The exercise may be reversed and you have:

sho	so	no	mo

You may wonder at it, but that is all the preparatory exercise that is necessary. If you were to bring the pupils through endless tables of syllables, from the very beginning, you would soon be at the end of their patience, and they would throw up the study, and go their way, like those who "came, looked, listened, and went their way," no better than before.

Unless you have something to place before the intelligence of your pupils at the same time as you train their memory, they will, as a rule, progress very slowly.

Another remark. As far as Chinook is concerned, every thing is in the above sixteen letters, and as soon as they are well understood, the pupils are able to spell and read.

Endeavor then; first of all, to teach them the value of those letters, no matter how you come to it.

You will find that it is the shortest way to begin at once with significant words:

As the following hymn to St Joseph is a favorite piece with the Natives all over British Columbia, you will find it to advantage to begin with that hymn.

First, write down the first letter on the first word "O". After a proper explanation of the Alphabet as above, it needs only asking the question "What is this?" The answer comes readily: "Oh."

Then proceed to the second word. Hoos: t. l. oo: s. First write down the first letter t: — After recognising the same in the Alphabet, and making sure that its value is well understood by the

- 9 -

pupils, write apart the second letter "l" /, dealing with it in the same manner. Then connect the two together: tl : ✓, and endeavor to bring the pupils to understand the value of the combined consonant. They may repeat a few times the sound of t, l, separate and tl, combined :

Next, write the vowel oo "o" and see that it is recognised in the Alphabet. Then bring it in presence of tl, ✓, and have tl, oo ✓ o. At last, connect it, and you have tloo : 9. Deal in the same way with the fourth letter s "s" and you have at last : tloos : 9 which you may consider, successively in its separate elements, - / o s and in its whole, forming a single monogram : 9

Proceed in the same manner with the following words:

o	a	e	i	o	hoos
u	u	u	u	u	Sain Josep
e	o	e	o	o	maika ...

Thus far, we have used the eight consonants as above, both the four straight lines

and the four curves or semi-circles

⌒	⌒)	(
---	---	---	---

After this, continue with the other words of the first verse of the above hymn.

If necessary, this exercise may be repeated once or twice, so as to be well remembered by every one of the pupils.

o - 10	O hoos
100 10	Sain Josep
100 10	Maika dlet
100 10	Hoos nanich
100 10	Jesu pi Mali.
100 10	nsaika dlet
100 10	Hoos taie:
o / - o 100 10	alta nsaika
o o 100 10	wawa maika hoos
o / 10	mersi. etc.

o 100 10 100 10 100 10
 100 10 100 10 100 10
 100 10 100 10 100 10
 o 100 10 100 10

Thus far the first lesson. As a rule, at the end of the lesson the pupils are able to read the above tolerably well. They delight in reading it over and over again, wondering how they came to know them. They often go on repeating them with unrelenting satisfaction.

The more agreeable the exercise, the more profitable it proves to be.

The second lesson consists of a review of the first, to which is added the study of the two other verses of the hymn to St Joseph.

O Hoos St Joseph.

O Hoos St Joseph.
Hoos St Joseph
Hoos St Joseph
O Hoos St Joseph.

O Hoos St Joseph
Hoos St Joseph
Hoos St Joseph
O Hoos St Joseph

O Hoos St Joseph
Hoos St Joseph
Hoos St Joseph
O Hoos St Joseph.

In the third lesson, after repeating what has been learned in the first and second lessons, proceed to explain in the same manner the Chinook hymn "Naike choko wawa i'laas mersy," which, with the above hymn to St. Joseph, includes most of the usual words in Chinook.

After that any thing written in Chinook may be given as an exercise to the pupils. They will read it very readily and will require being taught only the new words that did not occur in the preceding lessons.

After thus having learned to read the Chinook in shorthand, they will be glad to show it to their friends, thus becoming teachers in their turn.

A certain number of mostly of those who learn the Shorthand from their friends, become acquainted with the words, and not with the letters. They learn to read without Spelling. They may be allowed to continue that way till they are able to read the Chinook without difficulty. Then they will learn the letters by themselves by comparing the words with each other.

As the above sixteen letters are sufficient to write the Chinook, let the pupils learn no other at the beginning. It will save time. The other letters will be learned afterwards, one by one, as they occur in the English and foreign words with which the pupils will have to become acquainted.

The next number of this paper will give a plain and clear explanation of the Phonographic Alphabet Complete for the English language.

Naika. Chako Wawa.

26 26 00 26

26 26 2 7

26 26 00 26 2

26 26 26 26

26 26 26 26

26 26 26 26

26 26 26 26 26

26 26 26 26 26

Duployan Phonographic Alphabet

a h o oo ow wa e u
 ā ai e u[s] u[se] an in on un
 h p t k l sh s n m
 f v b d g r ng ln th
 wa wo woo wow we wey wy weea

1 2 3 4 5 6 7 8 9 0

The KAMLOOPS PHONOGRAPHER.

One year \$ 1.50

Six months 1.00

Single numbers. 25

Numbers, 16 pages each, 12^{mo}
monthly

The KAMLOOPS WAWA.

entirely in shorthand, 8 pages 12^{mo}
weekly:

One year. \$ 1.50

Six months. 1.00

Single numbers. 25

Address:

Rev. Father J. M. R. LeJenne.

O. M. T.

Kamloops.

British Columbia.