No. 136. SPECIMEN COPY. Five Cents.

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Vol. V. No. 1. KAMLOOPS WAWA. January, 1896.

THE WAWA SHORTHAND!

The simplest system of Shorthand in the world. The easiest to learn. A hundred times easier than the old writing.

Two million people (2,000,000) throughout the world already practising this system of phonography. It is adapted to over twenty different languages.

Can be learned without teacher in one to three hours.

If you are a stranger to Shorthand, take this paper and become acquainted with this useful art.

If you have failed to learn Shorthand owing to the complication of the system you adopted, or from want of time, do not give up, but try this system, and wonder at its simplicity.

Time is precious. You will save time as soon as you are acquainted with this phonography.

THE KAMLOOPS WAWA!

SHORTHAND AMONG INDIANS.

A Newspaper in Shorthand Circulating among the Natives.

Two Thousand Indians reading and writing Phonography . . . . . .

The Plainest Proof of the Simplicity of the System. . . . . .

A NOVEL IDEA TO TEACH THE INDIANS SHORTHAND.

HOW CAN INDIANS LEARN SHORTHAND?

Because Shorthand is a hundred, nay a thousand times simpler than the old writing. Any one can learn it in a few hours, and become expert in it in a few days. Many of our Indians learned it in two or three days.

If you are a lover of curious specimens, you must have this paper, it is

"The Queerest Newspaper in the World."

Subscribe for this paper, and help to civilize our Indians, to enlighten those who were sitting "in darkness and the shadow of death."

Your Subscription Solicited. ***Only One Dollar per Annum.***

ADDRESS: "EDITOR WAWA, KAMLOOPS, B.C."

"This style of Phonography is the easiest learned of all that I have seen, and I think I have seen nearly all of them." — *From Yreka, California, May, 1895.*

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"Four days ago I began to examine the elements of shorthand you sent me, and in three hours I learned every sign it included. The next day I went to work and began to decipher the meaning of the 'Kamloops Wawa,' and went through in one day. Now I can read it pretty readily, and write it faster than I can read it. I am proud of my success, because I thought that I was too old to have the patience and memory to master it. And I must thank you for having been the means of my learning it. I am proud of enlisting myself as one of your pupils. Though my hair is white as snow, I see one is never too old to learn." — *From Troy, N.Y., May, 1st, 1892.*

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"One of the most curious and interesting of all the curious attempts which have been made to instruct and benefit the Indians by means of written characters, is that known as the 'Kamloops Wawa.' . . Written in an international language, 'set up' in stenographic characters, and printed on a mimeograph by its inventor, editor, reporter, printer and publisher, all in one, this little paper seems to leave nothing in the way of novelty to be desired."—*From the Smithsonian Institute, Bibliography of the Chinookan Languages by Jas. C. Pilling.*

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"The Salish Indians in British Columbia are the first nation which has adopted a truly short method of writing, which is at the same time quite philosophical, as the national means of representing spoken language. By this system the Chinook tongue is spelled exactly as it is pronounced, and thus all the great difficulties of learning to read which exist in most modern languages, and especially in English and French, are avoided, and the British Columbia Indians educated in this manner are enabled to read and write their own language in an incredibly short time. It is admitted by all scholars that the phonetic representation of any language removes the difficulties of learning to read and spell; and it is just this that the B. C. Indians are taught to use. And not only are they able, when instructed by this method, to read and spell in a few days, but they are able in a short time to write as quickly as they think, and to keep pace with the fastest speaker."—*Catholic Record.*

Do not think that, because this phonography is so readily learned by the Indians, that it is only a savage shorthand. This system of shorthand has already sold over 300,000 methods in England; it is now taught in 500 schools and colleges in the United States; and it is becoming general throughout France.

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This system in Phonography has now adaptations in French, English, German, Armenian, Chinook and Salish languages in British Columbia. Danish, Flemish, Italian, Latin, Spanish, Portuguese and Turkish. The German Method has already reached its fourth edition and the Flemish its second. The French Method Complete has already exhausted sixteen editions, and the Abridged Method seventeen.

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"It was in July, 1890, that the following remark was made: 'Why not teach the Indians to read in shorthand?—it is so simple!' The first trial was a success. At the end of September, 1890, a poor Indian cripple, named Chalie Alexis Mayous, from the Lower Nicola, saw the writing for the first time, and got the intuition of the system at first sight. He set to work to decipher a few Indian prayers, and in less than two months had learned the whole method thoroughly, and he soon began to communicate his learning to his friends and relatives. From this time the Indians took up the system, and were anxious to learn on all sides. When once a few Indians know the system in one camp, their ambition is to teach it to others. During the summer the progress is slow, but when winter comes they spend whole nights at it. One young Indian, especially bright, took interest in the writing as soon as he saw it. He spent the whole night in repeating the lesson over and over again with two or three companions, and in two or three days more completed his studies. In less than a month he could read the Indian language as well as the Chinook, and soon was able to read and write English in shorthand. Not only do little children learn to read and write readily, but even old people study with success.

"After 600 or 800 Indians had learned the system, it became necessary that their interests should be kept up by placing instructive matter before them. Then came the idea of editing the 'Kamloops Wawa,' the strangest little newspaper in America.

"The 'Wawa' is really a full-fledged newspaper, and it first saw the light of day in the month of May, 1891. 'Wawa' is a Chinook word, meaning 'talk, speak or echo.' Hence the title signifies 'Kamloops Echoes.' Kamloops, the name of the town in which it was inaugurated, is a Shushwap word, meaning 'the forking together of rivers'—in this instance, the north and south forks of the Thompson River.

"The 'Kamloops Wawa' was first printed on the mimeograph, at 100 copies, from May, 1891, till March, 1892. From that date, till December of the same year, 200 copies were issued, four pages weekly. From January, 1893, it was issued at sixteen pages monthly, with covers, instead of four pages weekly. In March following the number of copies issued had to be increased to 500, in June to 1,000, and later on to 1,200. Since January, 1895, it has issued 2,000 monthly, and the number will soon be increased to 3,000, and more.

"The printing of the paper is marvellous. At first the news was autographed, then duplicated on the mimeograph by Indian women. The first volumes of this wonderful little paper have been bound, and copies sent to the Smithsonian Institution, to the British Museum, to the Astor Library, to the Library of the University of the State of New York, etc.

"There still remain in stock a few copies of the original volumes. These, in a few years, as well as in the present, may be considered valuable curiosities.

"Now the whole process of mimeographing has been abandoned, and the paper is produced by photo-engraving, at 2,000 copies per month. It costs fifty dollars a month to issue the paper as it now is, which sum it is rather difficult to find readily among the Indians alone. The object in issuing these sample copies is to obtain from the outside resources enough to let subscribers have their paper at a nominal figure."

[Most of the above items were published in the "Chicago Sunday Herald," of November 25th, 1894, from the pen of Miss Maibelle Justice.]

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Besides Chinook and Indian phonography, this paper contains, every month, three or four pages of English reading on topics connected with the Chinook,—its origin, etc.; concerning the system of shorthand employed; its progress among the natives, as well as in the world abroad, etc.;—so as to be of continual interest to all its readers.

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No. 122 of the "Wawa" gives the rudiments of the "Wawa" shorthand as used for the Chinook alone. The explanation is given in English, as well as in French and Chinook. Price, Ten cents.

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No. 129 gives in Typography the first Chinook lesson, with grammatical notes, in two pages. In fact these two pages contain the Chinook method in English complete enough to allow a person to learn to read very readily from it the Chinook in shorthand, and to understand mostly everything in Chinook. Ten cents.

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No. 134 has the Chinook and English vocabulary, condensed, all in one page. That vocabulary is sufficient for the learning of the Chinook. Ten cents.

IMPORTANT NOTICE.

With the regular January number, 1896, of which this is only an abbreviated sample copy, a new exposition of the "Wawa" shorthand is given almost complete, the first lessons of which are to be found in the three next pages. Read and see how simple and easy. And if it can be demonstrated, that the fullest style of this shorthand is at least five times shorter than common writing, so that you can write 100, 150, and 175 words a minute, instead of 20, 30, and 35, in long hand, and that without a single abbreviation, is not that a sufficient enticement to make sure and master such a useful system of phonography? The trial will only cost ten cents after all.

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On page 7 of this issue you will see one of the "Wawa" illustrations. There are a few engravings, half-tone and others, in every number, to make the paper more desirable to our Indian readers, and to amateurs as well.

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On page 8 you have a reproduction of the first number of the "Wawa," in the same words as the first issue, May 2nd, 1891.

DUPLOYAN PHONOGRAPHY—ENGLISH METHOD.

ELEMENTS OF PHONOGRAPHY.

FIRST LESSON.

The first lesson comprises five phonographic elements and exercises.

1. Write a small circle, the smallest you can: that is the sound "ah," or "a" as in "fat."

2. Write now a circle much larger than the first: that will answer for "oh," and will figure "o" as in "not."

3. The same size circle, "radiated," will stand for "oo," as in "foot."

4. The fourth sign is a short perpendicular, about one-eighth of an inch long, drawn "straight downwards"; it is the consonant "p."

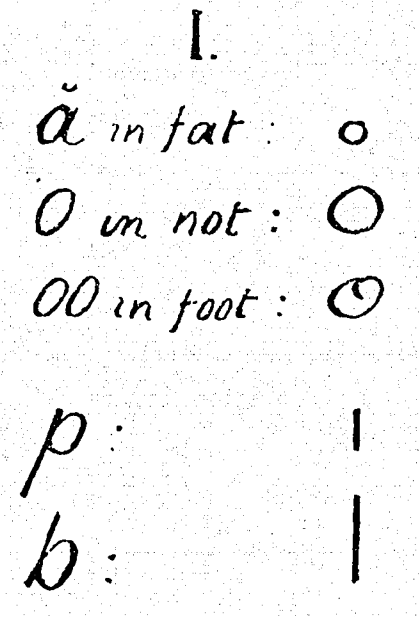
5. A perpendicular two or three times longer is the sign used for the consonant "b."

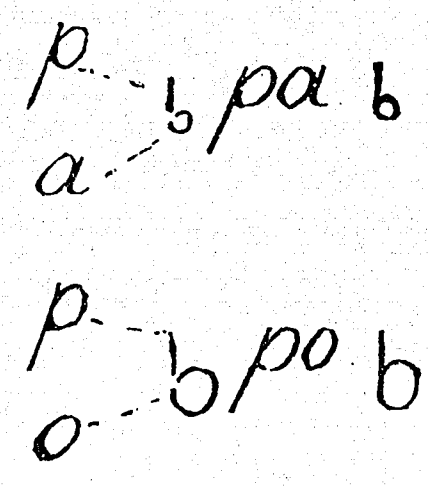
With these five elements we can figure a number of words.

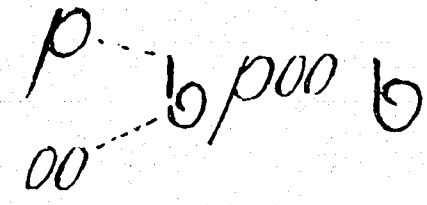
Draw the sign used for "p," ending it in a small circle as used for "ah": you have the word "pa."

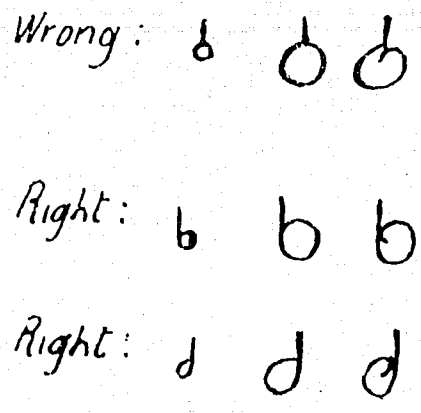
NOTA.—It would be wrong to make an angle between the "p" and the "a," by placing the circle straight under the perpendicular, thus making an angle: that would make two strokes of the pen instead of one. The angle is avoided by turning the circle either side of the perpendicular.

Our great rule is to "AVOID ANGLES," whenever it is possible.









Now, draw the "p" as before, and terminate by a large circle, as for "o": you have "po."

Draw again the same as for "po," radiating the circle, as in the accompanying figures, you have "poo."

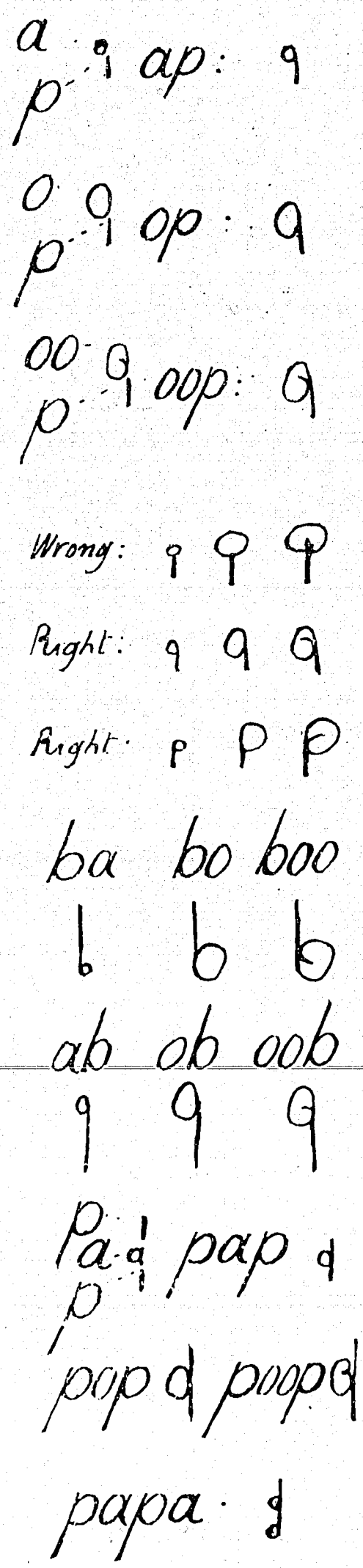
Write now, first the letter "ah," commencing at the bottom, so as to connect it without making an angle, with the following letter "p." You have "ap." In the same manner you can write "op," "oop."

Write now the long perpendicular "b," terminating it into a small circle: you have "ba." In the same manner "bo," "boo." Write also: "ab," "ob," "oob."

Write again the monogram "pa," but, before lifting the pen from the paper, draw another p short perpendicular "straight downwards": that makes "pap." In the same manner "pop," "poop."

If to the monogram "pap," you add another "ah," you will have "papa."

NOTA.—It will be very useful to study this lesson two or three times over, carefully writing down all the signs and monograms, before passing to the next lesson. See that you take not the habit of making the "a" too large, or the "o" too small. Beginners are also liable to make the "p" too long, or the "b" too short, so as to confound the one letter with the other.



SECOND LESSON.

The second lesson adds only two more elements to the ones already given. Like "p" and "b," the sounds "t" and "d" are similar, the one being sharp and short, and the other, soft and long. The letter "t" will be represented by an horizontal line, very short, always written "from left to right." The letter "d" in the same manner, but much longer.

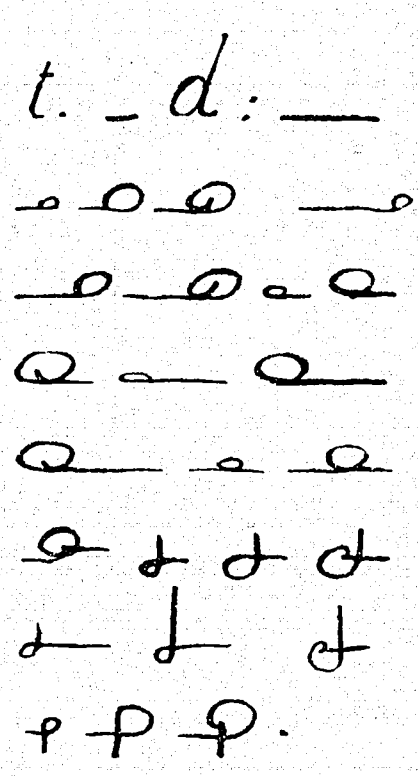
Now write an horizontal line, very short, terminating without angle, into a very small circle turned above or below the line: that makes "ta." In the same manner, "to," "too."

Then, write first the vowel, followed by the consonant, without making an angle: "at," "ot," "oot."

Write again "ta," and before lifting the pen, draw another "t": "tat"; also, "tot," "toot."

A number of other words can be written with the help of the two consonants learned in the first lesson: "tap," "top," "toop." Here the circle is turned above the line, so as to connect without angle with the following consonant without the pen running the same course twice.

II.



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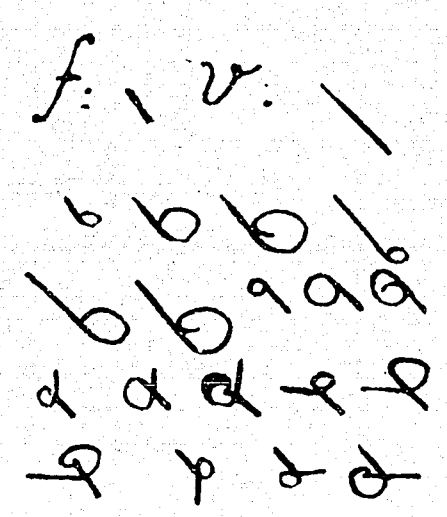
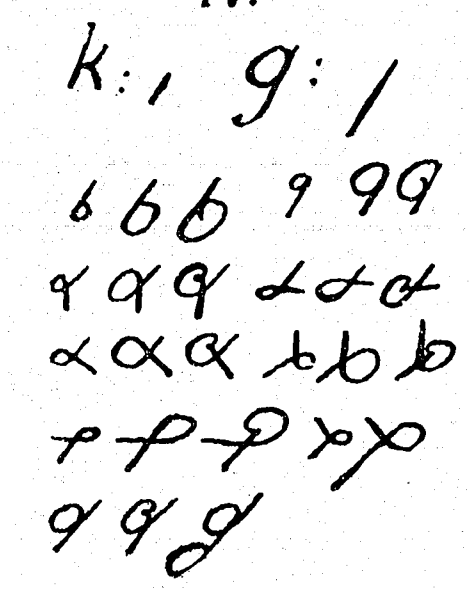


THIRD LESSON.

Two more signs are added to the one already known: the similar sounds "f" and "v," are represented by slanting lines, or lines drawn "obliquely from left to right," the "v" being much longer than the "f."

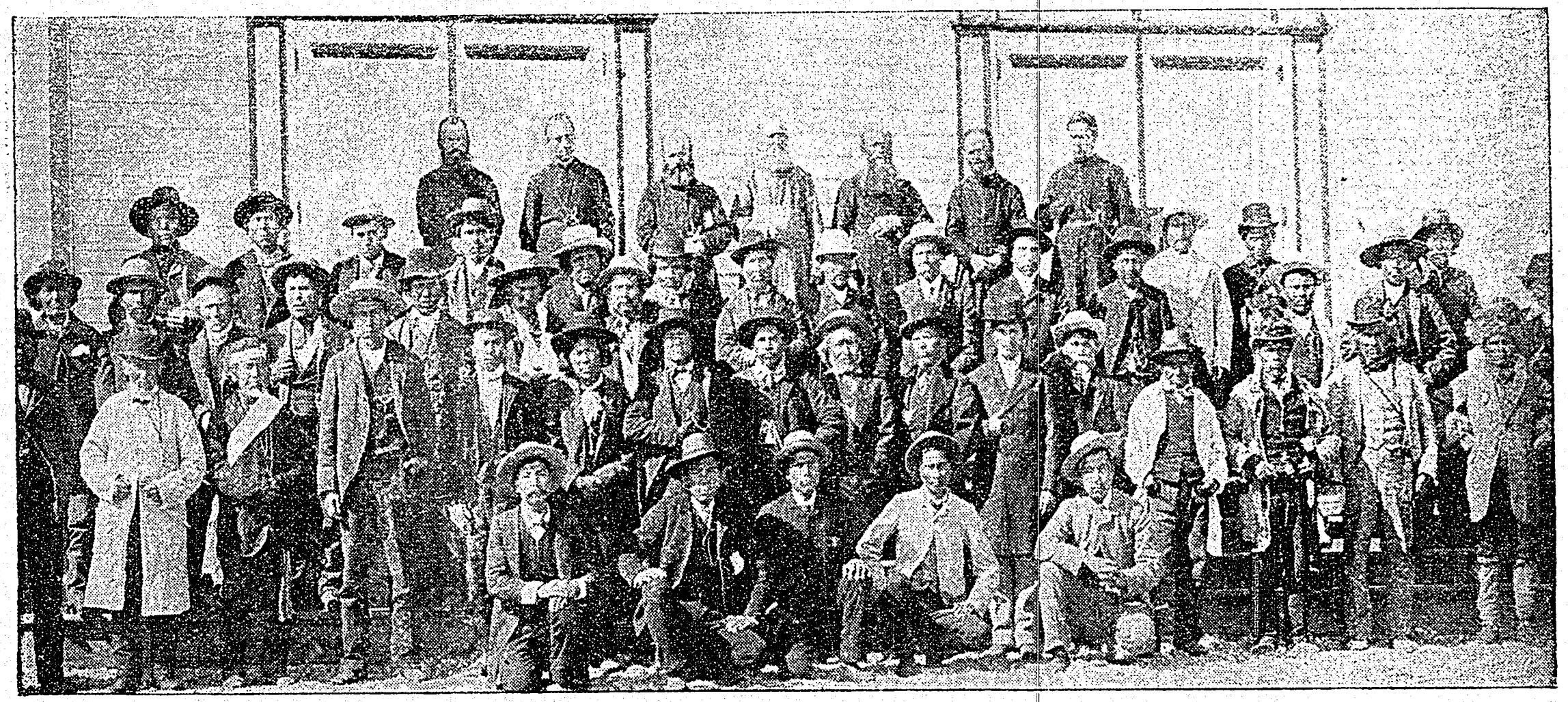
IV.



FOURTH LESSON.

Two more signs. "K" is short and sharp, and "G" is soft and long. An oblique line, very short, written downwards, "from right to left," will represent "k"; the same, much longer, "g."

NOTA.—When "g" sounds like "j," as in age, it is written like "j," in phonography.



THE INDIAN CHIEFS OF BRITISH COLUMBIA.