

## Introduction

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### Background and acknowledgments

In the spring of 2006, I was searching for a speaker of a Salish language – any Salish language – for a field methods class I would be teaching in the fall of that year. One day I casually asked Laura Thevarge whether she knew of any Salish speakers currently living in Vancouver. She thought for about ten seconds, and then said ‘I guess I could move to town’. Thank goodness she did! The class was so much fun, and it was a pleasure for me to introduce 15 students to the world of Salish with Laura as our consultant.

We will never forget Laura’s sense of humour, her endless patience, her beautiful and varied hats, or her Indian names for some of the students who particularly impressed her with certain quirks. I am very grateful that as an elder, Laura was willing to ride on the bus from East Vancouver every Wednesday and Thursday morning, rain or shine (and it was usually rain, or even snow). Laura seemed never to tire as she was put through various strange tasks for hours on end, asking only for cups of coffee with lots of sugar, and sandwiches without cheese. Laura must have heard the phrase *tsut m̓taʔ* (‘say it again’) a thousand times, but never got impatient. In fact, she was willing and able to keep working long after the students and their instructor were exhausted.

The stories in this collection, with the exception of those by Davis and by Matthewson, were collected during the field methods class, as one of the course requirements. I would like to thank the students for their efforts in learning to transcribe and translate St’át’imcets texts. When I originally gave them the assignment of collecting a story, I could tell from their faces and comments that many of them thought it was going to be easy. It was not. Transcribing a text like this takes many, many hours of painstaking re-listening, re-checking, and research. Finding the right translation is almost as hard – and then there’s the proofreading: four rounds of it at least. I’m proud that after only one year of study, the students managed to produce these written versions of Laura’s stories. I’m especially pleased that this subset of the students were willing to come back and prepare them for publication, a year after the course had finished. It has been a lot of fun, as well as educational, for me to work on this book with the students and with Laura, and I hope all the contributors are proud of themselves for what they have achieved.

Many thanks are due to Henry Davis for helping all of us with the most difficult transcription, translation and analysis questions. We are also very grateful to Henry for spending an entire day proofreading the penultimate version of the book. I’d like to thank the UBCWPL editors, Christiana Christodolou, John Lyon and Martin Oberg, for their hard work in preparing the

manuscript for publication, and thanks in particular to John for a thorough and much-appreciated final proofread at the last minute.

We hope this book will be useful and interesting for learners of St'át'imcets, for linguists, and for people who are curious about St'át'imc culture and about what life was like for one young St'át'imc woman in the last century. We dedicate this book to Laura, of course, with our heartfelt thanks and appreciation. *Kukwstumúlhkaew, Laura! Tsut míta7!*

## Presentation of the stories

Each story is presented first in the original St'át'imcets as told by Laura Thevarge, then in an English translation, and then again in the grammatical analysis section with morpheme-by-morpheme glosses. The original version and the first line in the grammatical analysis section are presented in the practical orthography of St'át'imcets, which was created by Jan van Eijk. Some of the contributors have chosen also to include a line in the grammatical analysis section which represents the St'át'imcets in a linguistic font.

The stress-marking conventions are slightly different for the original section and for the grammatical analysis section. In the original section, we follow van Eijk's convention in that we do not mark stress on any mono-syllabic orthographic word. Since second-position clitics are written as separate words in van Eijk's orthography, a mono-syllabic root followed by a second-position clitic will be written without stress on either element. An example is given in (1), where we see that both *nilh* and *t'u7* lack stress-marking.

- (1) **Nilh t'u7** sxlítenan nskícez7a.  
'So I called my mother.'

In the grammatical analysis section, on the other hand, we have joined clitics to their phonological hosts with an equals sign (=). This means that entire prosodic words are grouped together, and within each prosodic word, we mark the primary stress. So the sentence in (1), in the grammatical analysis section, looks like (2): the root *nilh* is marked as stressed.

- (2) **Nilh=t'u7** s=xlít-en=an n-skícez7=a.  
FOC=just NOM=call-DIR=1SG.CONJ 1SG.POSS-mother=EXIS  
'So I called my mother.'

Reduplicative affixes are marked with bullets (•). English words which appear in the story are written in italics.

## Abbreviations in morpheme glosses

The stories all use the same glosses for all grammatical elements. In almost all cases, the glosses used are the same as in Matthewson (2005), which

in turn rely on material in van Eijk (1997). The abbreviations we use are as follows.

1	first person	IMPF	imperfective
2	second person	INCH	inchoative
3	third person	IND	indirective applicative
A	–a added for stress reasons	INDEP	independent pronoun
ADHORT	adhortative	INSTR	instrument initial
ANTI	antithesis	IREP	reduplication
AUT	autonomous intransitivizer	LOC	locative
CAUS	causative	MID	middle intransitivizer
CHAR	characteristic property	MOD	modal
CIRC	circumstantial modality	NEG	negative
COMP	complementizer	NOM	nominalizer
CONJ	conjunctive	OBJ	object
CONN	connective	OBL	oblique
COUNTER	counter to expectation	OOB	out of control
CRED	consonant reduplication	PASS	passive
DEIC	deictic	PL	plural
DEMON	demonstrative	POSS	possessive
DEON	deontic modal	PREP	preposition
DET	determiner	RECIP	reciprocal
DIR	directive transitivizer	RED	redirective applicative
EMPH	emphatic	REFL	reflexive
EPIS	epistemic modal	SG	singular
ERG	ergative	STAT	stative
EXCL	exclamative	SUBJ	subject
EXIS	assertion of existence	TEMP	temporal
FOC	focus	TOP	non-topical subject
FRED	final reduplication	TRED	total reduplication
FUT	future	YNQ	yes-no question

### **Works used by the contributors when preparing the stories for publication**

- Davis, Henry 2006. *A Teacher's Grammar of Upper St'át'imcets*. Ms., University of British Columbia.
- van Eijk, Jan 1987. *Dictionary of the Lillooet Language*. Ms., University of Victoria.
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- van Eijk, Jan and Lorna Williams (eds.) 1981. *Cuystwi Malh Ucwalmicwts: Lillooet Legend and Stories*. Mt Currie, BC: Ts'zil Publishing House.

Matthewson, Lisa 2005. *When I Was Small: I Wan Kwikws. A Grammatical Analysis of St'át'imc Oral Narratives*. Vancouver, BC: UBC Press.