

# Introduction: Compiling the Kanza Texts

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## **Background** [TOP](#)

The texts collected and analyzed here represent a portion of the work done for the Kaw Nation's 2008-2010 ANA (Administration for Native Americans) grant project to develop educational materials to teach Kanza literacy. The project goals include the following:

- Archive all historical texts
- Select a smaller set of texts for use in a graded reader document
- Record a companion audio CD for the graded reader document

The project team consists of the full-time Language Director Justin T. McBride, part-time Language Coordinator Dr. Linda A. Cumberland, contractual Language Consultant Dr. Robert L. Rankin, and a small Community Advisory Group composed of Kaw tribal members Rima Bellmard-Mathews, Jim Benbrook, Paul Hardy, Curtis Kekahbah, and Kira Mathews.

## **Texts** [TOP](#)

The thirty-one texts in this collection represent the entire known corpus of extended Kanza monologues with the exception of sacred speech. They come from several sources, but most were collected in extensive linguistic surveys done by Rev. James O. Dorsey and our Language Consultant Dr. Rankin. Here is the breakdown of the contents:

- Rev. Dorsey contributed twenty-four texts from nine Kanza speakers in the 1880s: Alí<sup>n</sup>k'awaho, Gazá<sup>n</sup> Na<sup>n</sup>ge, Charles McCassey, Nighúje Yí<sup>n</sup>ge, Óshe Gó<sup>n</sup>ya, Pahá<sup>n</sup>le Gáxli, Stephen Stubbs, Waxóbe K'í<sup>n</sup>, and Zhóhi<sup>n</sup> Má<sup>n</sup>yi<sup>n</sup>. The texts fall into three categories:
  - Myths--eight traditional stories to be told in the wintertime
  - Historical papers--thirteen texts including everything from migration accounts and depictions of tribal customs to battle stories
  - Personal letters--correspondences from three Kaw tribal members
- Rev. Joab Spencer contributed a lullaby from an unknown speaker in the early 20th century
- George P. Morehouse contributed a speech delivered by Pete Taylor at the 1925 dedication of the Monument to the Unknown Indian in Council Grove, KS.
- Dr. Rankin provides a 1970s-era collection of five myths from Maude Rowe, one of the last fluent speakers of Kanza

Apart from two Kanza prayers of significant length, no other texts in the language have been located. If you are aware of any--including not-yet-transcribed recordings of Kanza speech--please contact us at the email address below. We are always on the lookout for new sources of Kanza language material.

## **Analysis** [TOP](#)

For the purpose of selecting texts for use in the graded reader document, we needed a cursory grammatical analysis of the texts. We chose an interlinear treatment that divides each sentence of each text into several horizontal sections. The top and bottom lines of this treatment represent the sentence as it was recorded in Kanza and how it translates into English, respectively. Between these lines are five additional analytical lines broken into a series of mixed word-level and phrase-level units we call D-units, after Dorsey, whose divisions they represent. Each D-unit begins with a Kanza word or phrase, and ends

with its English translation. The middle three lines consist of the individual components making up the Kanza word or phrase, their grammatical classes, and English equivalents, respectively. This makes for a seven-line interlinear parse:

1. Kanza sentence
2. D-unit 1: Kanza word or phrase, D-unit 2, D-unit 3 ...
3. D-unit 1: component part(s)
4. D-unit 1: grammatical class(es)
5. D-unit 1: English gloss(es)
6. D-unit 1: English word or phrase
7. English sentence

For some readers, this format can take some getting used to, especially if their goal is not to follow the analysis but simply to read the texts in English. If this is your goal, you can just read the last line for each sentence.

## **Abbreviations** [TOP](#)

There are many abbreviations used in this analysis. For a short description of each, please refer to the following table.

<b>&lt;A&gt;</b>	active verb of the following inflection pattern: a- (A1s), ya- (A2c), - (A3c), and a <sup>n</sup> (g)- (A1d)
<b>&lt;B&gt;</b>	active b-stem verb of the following inflection pattern: p- (A1s), shp- (A2c), b- (A3c), and a <sup>n</sup> (g)- + b- (A1d)
<b>&lt;D&gt;</b>	active d-stem verb of the following inflection pattern: t- (A1s), sht- (A2c), d- (A3c), and a <sup>n</sup> (g)- + d- (A1d)
<b>&lt;G&gt;</b>	active g-stem verb of the following inflection pattern: p-/k- (A1s), shk- (A2c), g- (A3c), and a <sup>n</sup> (g)- + g- (A1d)
<b>&lt;H&gt;</b>	active h-stem verb of the following inflection pattern: ph- (A1s), sh- (A2c), g- (A3c), and a <sup>n</sup> (g)- + h- (A1d)
<b>&lt;IMP&gt;</b>	impersonal stative verb, i.e. one that only permits A3c inflection: - (A3c)
<b>&lt;IRR&gt;</b>	active verb of an irregular inflection pattern
<b>&lt;NONE&gt;</b>	uninflected active or stative verb
<b>&lt;NV&gt;</b>	active glottal- or nasal vowel-stem verb of the following inflection pattern: m- (A1s), zh- (A2c), '- (A3c), and a <sup>n</sup> (g)- (A1d)
<b>&lt;S&gt;</b>	stative verb of the following inflection pattern: a <sup>n</sup> - (A1s), yi- (A2c), - (A3c), and wa- (A1d)
<b>&lt;Y&gt;</b>	active y-stem verb of the following inflection pattern: bl- (A1s), hn- (A2c), y- (A3c), and a <sup>n</sup> (g)- + y- (A1d)
<b>1s</b>	first person singular; "I, me, my, mine" forms
<b>2c</b>	second person common; "you, y'all, your, yours" forms
<b>3c</b>	third person common; "he, she, it, they, he, her, them, his, her, hers, its, their, theirs" forms
<b>A1d</b>	first person dual/plural agent, "you & I, we" forms
<b>A1s</b>	first person singular agent; "I" form
<b>A2c</b>	second person common agent; "you, y'all" forms
<b>A3c</b>	third person common agent; "he, she, it, they" forms
<b>abs</b>	absolute; "one who is/does ___"
<b>adv</b>	adverb; "catch-all" grammatical class used to modify verbs, establish time and place, etc.
<b>Affirm</b>	affirmative particle; yes
<b>asp</b>	aspect particle; used to show whether or not the action or state of being is potentially in progress, in progress, or not in progress
<b>aug</b>	augmentative suffix; used to express greater size, degree, or reality
<b>Benefctv</b>	benefactive prefix; used to show that an action is performed for the benefit (or bane) of another person
<b>Caus</b>	causative verb; used to express causation of an action or state of being
<b>conj</b>	conjunction; used to join multiple items, including items in a list or whole clauses
<b>Cont</b>	continuative aspect particle; used to express action or state of being in progress

<b>Datv</b>	dative prefix; used to express other agent(s) to whom action is directed
<b>decl</b>	declarative particle; used to make declaration and express speaker's commitment to statement; can be either masculine or feminine
<b>det</b>	determiner; used to refer to nouns; English determiners include 'a,' 'an,' 'the,' 'this,' 'that,' etc.
<b>dim</b>	diminutive suffix; used to express extreme age (very old or very young) or smaller size or degree
<b>Dubtv</b>	dubitive particle; used to express doubt
<b>epent</b>	epenthesis; additional sound added to a word for the ease of pronunciation, e.g., in Kanza w or y often arise between certain vowels
<b>evid</b>	evidential particle; used in the depiction of events the speaker did not directly witness
<b>Exhort</b>	exhortative particle; used to persuade hearers to participate, e.g., English 'let's'
<b>Fem</b>	feminine form
<b>GI</b>	class of verb prefixes expressing benefactive, dative, reciprocal/reflexive, suus, and veritive relationships and resembling the form gi-
<b>Habit</b>	habitual particle; used to express ongoing or repeated action or state of being
<b>hypcrstc</b>	hypocoristic particle; used to express intimacy or familiarity; term of endearment; nickname
<b>Imp</b>	imperative particle; used with commands
<b>In</b>	inanimate form
<b>inst</b>	instrumental prefix; used to show manner by which an action or state of being occurs or is caused
<b>intens</b>	intensifier particle; used to express greater intensity
<b>Lie</b>	lying orientation, i.e., involving a subject or object oriented horizontally
<b>loc</b>	locative prefix; used to express orientation or motion of an action or state of being in, on, or toward a location, or its causation by means of an item
<b>Loctn</b>	locative postposition; used to express orientation or motion in, on, to, or at a location
<b>Masc</b>	masuline form
<b>Motn</b>	motion prefix; used only with certain person and number categories when inflecting verbs of motion
<b>Mov</b>	moving orientation; i.e., involving a subject or object in motion
<b>n</b>	alienable noun; a class of nouns including that which can be lost or not possessed
<b>n,nInal</b>	noun, either alienable or inalienable; a class of nouns that by speaker choice can either be lost or not lost, possessed or not possessed
<b>Narr</b>	narrative particle; an evidential particle associated with the relation of narratives
<b>neg</b>	negative particle or suffix; no
<b>nInal</b>	inalienable noun; a class of nouns including that which cannot be lost or not possessed
<b>Obj</b>	grammatical object; patient; that which receives the action, or experiences the state of being
<b>P1d</b>	first person dual/plural patient; "you & me, us" forms for all transitive verbs and "you & I, we" forms for intransitive stative verbs
<b>P1s</b>	first person singular patient; "me" form for all transitive verbs and "I" form for intransitive stative verbs
<b>P2c</b>	second person common patient; "you, y'all" forms
<b>P3c</b>	third person common patient; "him, her, it, them" for all transitive verbs and "he, she, it, they" forms for intransitive stative verbs
<b>part</b>	particle; "catch-all" grammatical class including many small word or word-like units serving grammatical functions but not easily categorized in other grammatical classes
<b>pers</b>	independent personal pronoun
<b>PI</b>	plural number
<b>pn</b>	proper noun
<b>Pnct</b>	punctual aspect; used to express action or state of being not in progress
<b>Port</b>	portative prefix; used to express possession while in motion
<b>poss</b>	possessive pronoun
<b>postp</b>	postposition;
<b>Pot</b>	potential aspect; used to express action or state of being potentially in progress
<b>prev</b>	preverb; used to show any verbal material occurring before the locus of inflection
<b>pro</b>	pronoun
<b>Prohbtv</b>	prohibitive particle; used to express prohibitions; English 'don't'
<b>quant</b>	quantifier; used to show number, degree, or amount

<b>Quotv</b>	quotative particle; used to express direct quotations
<b>Rcprcl</b>	reciprocal/reflexive prefix; used to show either that subject and object participate equally in action as agent and patient or that subject and object are one and the same; English 'each other' or 'oneself'
<b>redup</b>	reduplication; used to express continuous or iterative action or state of being
<b>root</b>	verb root
<b>Rst</b>	resting orientation; i.e., involving a subject or object sitting or standing at rest
<b>Scttrd</b>	scattered plural object or singular object draped or otherwise arranged like cloth
<b>self</b>	untranslated noun or calque borrowing
<b>Sing</b>	singular number
<b>Sit</b>	sitting orientation; i.e., involving a subject or object sitting down
<b>Stn</b>	standing orientation; i.e., involving a subject or object standing up
<b>Subj</b>	grammatical subject; agent; that which performs the action
<b>Subord</b>	subordinating particle
<b>Suus</b>	reflexive-possessive prefix; used to express that the subject possesses the object
<b>unk</b>	unknown grammatical class
<b>Varnt</b>	variant form
<b>Vertv</b>	vertative prefix; used to express return or resumption of previous state
<b>Voctv</b>	vocative particle; used as direct address

Because our analysis of these texts will continue for the duration of this project, abbreviations may be added or subtracted from this list over time. Please be sure to check back here if you are not sure of what an abbreviation stands for or what a technical term means in plain English.

## **Issues** [TOP](#)

We are aware of several unresolved issues involving the texts and their subsequent analysis. Here is a list of some of the major ones:

- **General**
  - **Incomplete analysis:** This is essentially a "first-pass" interlinear parse worthy of posting online but hardly comprehensive. In many cases, we are content to have left large passages unanalyzed. This is especially apparent in the "Monument Dedication Speech" text.
  - **Orthography:** For the educational purposes of this project, we have opted for the practical writing system rather than in the Siouan technical system.
  - **Mixed target audience:** While the texts themselves are intended for the benefit of Kaw tribal members wanting to preserve and revitalize their cultural heritage, the analysis is mostly for the sake of Kanza and Siouan linguistic scholarship for the advancement of our understanding of the language. Sometimes, in our attempt to appeal to both audiences, we may fail to connect with either. Again, bear in mind that this is an organic process--we are far from done with this.
  - **Age-appropriate content:** Some of the texts involve subject matter that many parents today would find objectionable. It is important to remember modern US mainstream culture is radically different from traditional Kaw culture. What might be considered inappropriate in one context is fine in the other, and vice versa.
- **Phonology**
  - **Phonemic vowel length:** Vowel length was not recorded in Dorsey, Spencer, or Morehouse, the vast majority of our texts. To maximize congruence between texts, it is recorded in Rankin only where very obvious.

- **Stress marking:** All stress is marked as primary in Dorsey, sometimes yielding multiple primary stresses in a single word. There is no stress marking in Spencer and Morehouse. To maximize congruence between texts, secondary stress is recorded in Rankin only where very obvious.
- **Morphophonology**
  - **Inflection:** With respect to verb conjugation, all syncopating inflectional morphemes are shown combining surface form plus reflex of stem-initial consonant, not with underlying forms. For example, Proto-Siouan \*WA- + \*R- is shown as bl-, the A1s form associated with the modern Kanza <Y> pattern. While not technically accurate, it serves our general educational goals.
  - **Ablaut:** Regular inflectional shift from vowel-final e to a is accounted for by V<sub>1</sub> + V<sub>2</sub> interaction involving suffixation of underlyingly a-initial forms.
  - **Reduplication:** This process is treated inconsistently throughout the analysis. While the process tends to select bases consisting of the first full syllable of a Kanza root (Kanza syllables are of vowel, consonant + vowel, or consonant + consonant + vowel forms), and the reduplication occurs left-to-right, our analysis system forced us to show reduplication differently in the analysis for mono- and poly-syllabic roots. Thus, the reduplicant is shown (correctly) to the right of bases in monosyllables, and to the left (incorrectly) of bases in polysyllables.
- **Morphology**
  - **Morpheme list:** Our tendency to select morphemes with clear boundaries, semantic transparency, and synchronic productivity led us to add entries to the morpheme list inconsistently. In some cases, list entries are whole words with identifyably distinct morphemes whose meanings no longer contribute to the overall semantic quality of the word. In other cases, bi- or even tri-morphemic words can only be explained diachronically. In still other cases, a single root is divided for the purpose of analysis. In any event, it is best to call the "morpheme list" a combination word/word-part list.
  - **Grammatical classification:** As in the rest of the Siouan languages, it is often difficult to pin down a single grammatical class for a word or morpheme in Kanza. This has led to the classification of about forty classes, about half of which are associated solely with verbs!
  - **Zero-pronouns:** We posit two separate zero-pronouns, one for A3c and one for P3c, giving rise to a case of null homophony! Some transitive verbs will of course get both zero-pronouns. This practice is frustrated somewhat by impersonal verbs and stative transitives. Which do we use? Does it even matter?
  - **Valence reducer wa-:** We have treated this prefix as a P3c pronoun, well aware of the repercussions for our doing so. We seem to be unable to come to a conclusion as to whether it obviates the need for a patient slot or simply occupies a patient slot.

## **Upcoming** [TOP](#)

Our project continues through September of 2010. Future activities include:

- Complete archival deposit of texts to preserve for future generations of Kaws
- Selection of texts for use in graded reader
- Annotation of texts to facilitate education in Kanza literacy
- Selection of a culturally appropriate and attractive layout for the graded reader
- Audio recording for the companion CD

Check back here for developments in this project.

