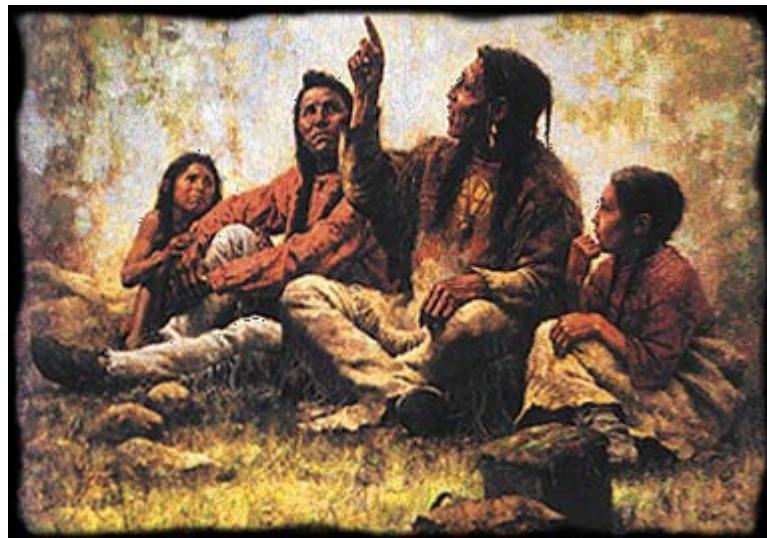


# **Grammatical Studies**

in the  
**Narragansett Language**



**Second Edition**



**Dr. Frank Waabu O'Brien  
Aquidneck Indian Council**

*Of Salvation.*

7

Tawhitch mat pe ti- | *Why come you not in?*  
ob teayean? |

*Observ.*

In this respect they are remarkably free, and courteous, to invite all Strangers in; and if any come to them upon any occasion they request them to *come in*, if they come not in of themselves.

Awáffish	<i>War me you.</i>
Mátrapla yóteg	<i>Sit by the fire.</i>
Tocketúnnavem	<i>What say you?</i>
Keén nétop?	<i>Is it you friend.</i>
Peeyáush nétop	<i>Come bither friend.</i>
Pétitees	<i>Come in.</i>
Kunnúnni	<i>Have you seen me?</i>
Kunnúnnous	<i>I have seen you,</i>
Taubot mequaun naméan	<i>I thank you for your kind remembrance.</i>
Taûbotneanawáyeán	<i>I thank you.</i>
Taûbotne aunana- méan	<i>I thank you for your love.</i>

*Observ.*

I have acknowledged amongst them an heart sensible of kindnesses, and have reaped kindnesses again from many seaven yeares after, when I my selfe had forgotten, &c. hence

B 4

the

Facsimile of page 7, Roger Williams' *A Key into the Language of America*, 1643. [Courtesy of Annenberg Rare Book and Manuscript Library, University of Pennsylvania].



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# Grammatical Studies in the Narragansett Language

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## Second Edition

August, 2009

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Massachusetts-Narragansett Revival Program  
A project for the reconstruction of the extinct American Indian Languages of  
Southeastern New England

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Wunnohteaonk



MAY PEACE BE IN YOUR HEARTS



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## TABLE OF CONTENTS

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Preface.....7
Introduction.....11
Narragansett Grammar.....14
Background.....14
Grammatical Studies.....15
Nouns.....15
Pronouns.....22
Verbs.....28
Narragansett Verb Structure.....32
Particles.....57
Appendix A, Type I (-am ending) Verbs.....60
Appendix B, Glossary of Grammatical Terms, Symbols & Abbreviations.....64
References and Sources.....82
About the author.....88

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## LIST OF ILLUSTRATIONS

Chart 1. Fundamental Parts of Speech in Algonquian Languages.....14
Chart 2. Structure of Nouns in Massachusett Language.....16
Chart 3. Definition of Terms for Noun Inflections.....16
Chart 4. Summary of Noun Inflections for All Possible Forms.....20
Chart 5. Actual and Reconstructed Example of Inflected Nouns.....21
Chart 6. Structure of Pronouns in Massachusett Language.....22
Chart 7. Definition of Terms for Pronoun Inflections.....23
Chart 8. Natick-Massachusett Pronouns.....27
Chart 9. Verb Inflections for Nominal, Pronominal, and Verbal Categories.....29
Chart 10. Classes of Particles.....57
Chart 11. Examples of Particles.....57

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Table 1.	Four Basic Verb Classes, Algonquian Languages.....	30
Table 2.	Basic Verb Structure in Narragansett.....	31
Table 3.	Summary of Narragansett Verb Forms by Type and Mode.....	33
Table 4.	Counts of Inflectional Modal/Type Forms In Narragansett .....	38
Table 5.	Frequency Distribution of Narragansett Verb Types.....	39
Table 6.	Distribution of Inflectional Morphemes of Narragansett Verb Types .....	39
Table 7.	Non-Inflectional Morphemes .....	40
Table 8.	Sample Conjugation of Narragansett Verb.....	45
Table 9.	Independent Indicative, Transitive Inanimate (Class 3).....	47
Table 10.	Independent Indicative Transitive Inanimate (Class 1a).....	49
Table 11.	Independent Indicative Intransitive Animate (Central Participant Markers).....	51
Table 12.	Imperative Mode, Transitive Inanimate.....	53
Table 13.	Independent Indicative Transitive Animate.....	54
Table 14.	Adverbs in Eliot's Grammar.....	58

## PREFACE



This report stems from the ongoing research of the Massachusett-Narragansett Revival Program, a project of the Aquidneck Indian Council, for the reconstruction of the extinct American Indian languages of southeastern New England. Our intention is to make these works available to a wide audience. Other related language works of the Aquidneck Indian Council in the series are<sup>1</sup>:

- The Word ‘Squaw’ in Historical and Modern Sources
- Spirits and Family Relations
- Animals & Insects
- Birds & Fowl
- Muhhog: the Human Body
- Fish & Aquatic Animals
- Corn & Fruits & Berries & Trees &c
- The Heavens, Weather, Winds, Time &c
- Algonquian Prayers And Other Miscellaneous Algonquian Indian Texts
- Prolegomena to Nukkône Manittówock
- Guide to Historical Spellings & Sounds in the Extinct New England American Indian Languages, Narragansett-Massachusetts
- Bringing Back our Lost Language: Geistod in That Part of America Called New-England
- At the Powwow

The above works were later captured in the Council’s book—*American Indian Studies in the Extinct Languages of Southeastern New England* (submitted for copyrighting, 2005). Newport, RI: Aquidneck Indian Council.

The Council also provides free websites relating to the Indian place names in Rhode Island, and a bibliographic compilation of regional Indian studies in the following works:

*American Indian Place Names in Rhode Island: Past & Present*  
[\[http://www.rootsweb.com/~rigenweb/IndianPlaceNames.html\]](http://www.rootsweb.com/~rigenweb/IndianPlaceNames.html)

*Bibliography for Studies of American Indians in and Around Rhode Island, 16<sup>th</sup> -21<sup>st</sup> Centuries.* [[<http://www.rootsweb.com/~rigenweb/IndianBibliography.html>]]

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<sup>1</sup> These works have been donated to various historical societies and universities in and around Rhode Island, principally the Rhode Island Historical Society Library, Providence, RI. Look for many of these articles on the Internet at <http://www.native-languages.org/> & <http://www.docstoc.com/profile/waabu>.

The fore-named Bibliography contains about 1600 related publications including other Council works under authors “Strong Woman [Julianne Jennings]”, and “Frank Waabu O’Brien [Moondancer]”.

A forthcoming volume is *Understanding Indian Place Names in Southern New England* (Bäuu Press, Colarado). In addition, recently the Council began listing all of its publications on the Internet at <http://www.docstoc.com/profile/waabu>.



The author has worked as a lone wolf for 15 years on the reconstruction and revival of the lost and sleeping American Indian languages of southeastern New England. The Aquidneck Indian Council in Newport, RI, was founded, formed, and governed by aboriginal peoples of North America.

The Council realized that no American Indian language annihilated by the harsh lessons of American History could possibly be regenerated *in toto* no matter how much IQ from the natural realm descended on this bloodless ghost. We felt the preternatural and supernatural metaphysical realms could once again speak, or that one could turn up the volume of the voices always there.

A language gives the ability of human beings to do anything within possibility. The capability to Pray, Sing, Name and Speak forms the multidimensional quartrad of all audible and inaudible human communication within and between the natural, preternatural and supernatural realms of Being and Doing. To say it another way—Praying, Singing, Naming and Speaking are the gifts of the Creator available to men, woman and children of this land.



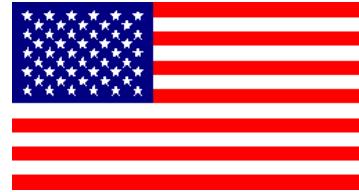
In this treatise we provide a second edition of a brief grammatical sketch of the Narragansett language as preserved by Roger Williams in his 1643 classic, *A Key into the Language of America*. The audience is not the professional Algonquian linguist scholar. That is, we do not use or intend to use the technical linguistics terminology one sees in the standard work, *Native Writings in Massachusetts* by Goddard & Bragdon. Rather we cite and define the analogous technical forms in Goddard and Bragdon for readers who wish to learn the structure of this extinct language in that format. The Aquidneck Indian Council “retranslated” *A Key* (essentially we rearranged the material and pointed out printers errors, etc.) and wrote a brief dictionary to support the retranslated text. The dictionary is keyed to page numbers in *A Key* for the vocabulary and grammatical terms cited. *Introduction to the Narragansett Language* (2001) and *Indian Grammar Dictionary* (2000) form the core of language revitalization efforts for this unique language. The present paper provides a roadmap for navigating these works. We compare the data and information in Narragansett to its sister dialect, Natick-Massachusetts. Thereby one sees vividly the paucity of nouns, verbs &c existent in Narragansett as well as the potential for partial regeneration.

I have taught elementary Narragansett from *A Key* to tribal members at the Rhode Island Indian Council in Providence. The greatest stumbling block was the unavailability of an adequate language text from which to teach. It is hoped that this small treatise may serve in assisting in the generation of an adequate text.

For my loving daughter, Miss Lily-Rae O'Brien [Little White Flower, *Wâmpâshâwése*]

And

The Narragansett Tribal Nation



# Grammatical Studies in the Narragansett Language

Second Edition

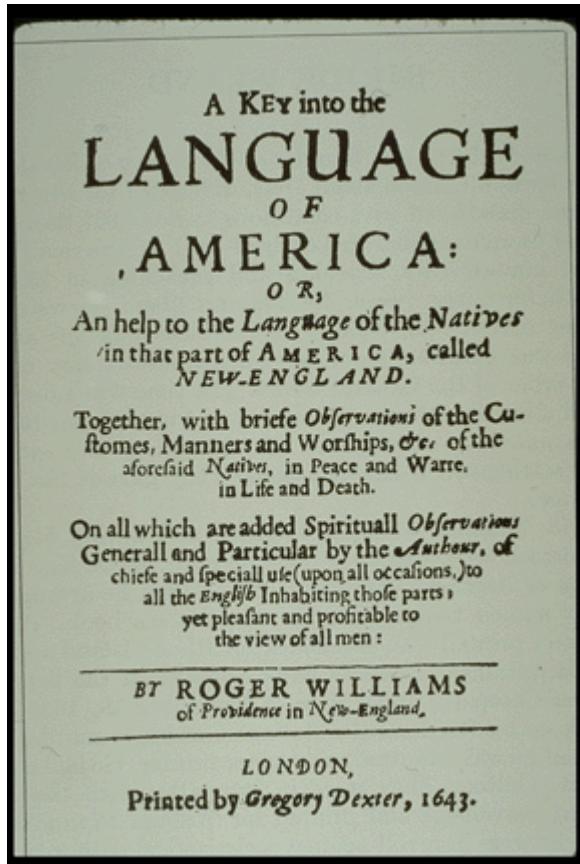


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Aquidneck Indian Council  
Newport, RI



## INTRODUCTION

The only known significant work which recorded elementary aspects of the oral language system of the Narragansett American Indians in the present-day State of Rhode Island and Providence Plantations, is the 1643 English language book written by the British missionary, Mr. Roger Williams (ca. 1603 - ca. 1683). The full title of this work is shown on facsimile of the title page, following:



Facsimile of *A Key into the Language of America*, 1643, by Roger Williams.

[Courtesy of Annenberg Rare Book and Manuscript Library, University of Pennsylvania].



This long title, so characteristic of Colonial era books, is often abbreviated *A Key* or *Key*, in reference. In Algonquian the Narragansett people are called *Nanhigganêuck* ("the people of the point", in and near the Point Judith area in Narragansett, Rhode Island originally, where a large village existed)

A capsule summary of the Narragansett Tribe is from Swanton (1952):

The Narragansett occupied the greater part of Rhode Island west of Narragansett Bay, between Providence and Pawcatuck Rivers. At one time they dominated the Coweset (see Nipmuc) north of them and the Eastern Niantic, and they drove the Wampanoag from the island [i.e., Aquidneck] which gives its name to the State of Rhode Island and the Pequot from some territory they held in the west.

This Narragansett language, once spoken by untold numbers of God's First Children on this Land for tens of thousands of years in and around the present-day State of Rhode Island and Providence Plantations, is now extinct. This ancient tongue was silenced 1-2 centuries ago by the forces of European colonialization, warfare, conquest and domination, and subsequent historical assimilation and acculturation of the First Peoples<sup>2</sup>. The author is perhaps one of the few people in the world who can approximate accurately the reconstructed sounds of this silent tongue given to *Nninnuock* by Kiehtan, the Great Creator, aeons ago when *Nanhigganêuck* burst forth from beneath the ground "like the very *trees* of the *wildernessee*". (*A Key*, 1643, *To the Reader*, n.p.).

Regrettably, *A Key* contains only about 2,100 lines of Algonquian, with 2-3 "words" per line, on average, containing about 820 verbs, based on about 320 verb roots or stems (Hagenau, 1962)<sup>3</sup>. *A Key* contains several interrelated Algonquian languages/dialects including Coweset, Nipmuck, Abenaki, Pequot, &c (see Ives Goddard, 1996).

Narragansett is quite similar to the extinct Massachusett language of its neighbors, the Wampanoag. Mainland dialects of their language were recorded by several missionaries, principally John Eliot (translator of the Bible & grammar book, Natick dialect), and Josiah Cotton (vocabulary, Plymouth-region dialect). Revitalization work on the Massachusett language is headed by the Mashpee Tribe linguist, Jessie Little doe Fermino (see Strong Woman & Moondancer, 1998). She wrote a Master's Thesis on her ancestor's language,

Little doe Fermino, Jessie (2000). *An Introduction to Wampanoag Grammar*. Cambridge, Mass.: Massachusetts Institute of Technology. (Unpublished Masters Thesis.)

In 2000 & 2001 the Council re-translated the entire *Key*, and provided a brief dictionary of verb stems, nouns &c, based on the works of Hagenau, Aubin, Goddard (1981), Goddard and Bragdon (1988), Trumbull (1866, 1876, 1903), and miscellaneous other sources (See Moondancer, et al., 2000/2001).

According to Aubin (1972), linguists and other scholars over the years have largely ignored this outstanding text as a linguistic treatise. Many have treated *A Key* as a mere historical curiosity with many printers' errors and other anomalies, such as significant

<sup>2</sup> Language loss is one defining property of the phenomenon of *Geistod* (def. as "Death of the Spirit"), from Moondancer, *Neologisms: A Compilation Of New Words Suggested For Incorporation Into The English Language*. RI: Aquidneck Indian Council, 1996. Some have suggested to add a second *t* (*Geisttod*), but I prefer only one for personal reasons.

<sup>3</sup> Contrarily, the primary usefulness of *A Key* is two-fold: actual Native speech patterns in a dialogue-based format with accented vocabulary words; hence, it is imperative to analyze it for the possible and perhaps probable rebirth of any of the lost and sleeping languages of this region.

orthographic variability<sup>4</sup>. In addition the English translations of Narragansett provided by Roger Williams are often ambiguous or lack the specificity required for a grammatical analysis. The deficiencies of the corpus as a linguistic record on the Narragansett language have been documented. Two major scholarly works, both from the Brown University linguistics department, are by Hagenau (M.A. thesis, 1962, verb morphology) and Aubin (Ph.D. dissertation, 1972, historical phonology). The works of Dr. Ives Goddard and others are also noteworthy.

The author was also assisted by comments of two anonymous Reviewers of the *International Journal of American Linguistics* for a paper submitted in 2005.



Understanding the technical intricacies of the English language is a prerequisite for understanding a foreign language. A good English-language handbook is the *Harbrace College Handbook* (Hodges, et al.)—especially “The Glossary of Grammatical Terms” at the rear of the book.



Pronunciation is not attempted in this volume for extinct Narragansett. How to do it cannot be committed to paper. Contrary to popular (and academic belief), one rarely learns native pronunciation of a foreign language from reading it on paper. For a rough idea of speech sounds and other issue, refer to O’Brien, “Guide to Historical Spellings & Sounds in the Extinct New England American Indian Languages, Narragansett-Massachusetts”. We do not address the areas of phonology or Proto-algonquian. The reader is referred to the works of Prof. Aubin.

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<sup>4</sup> As an extreme example, one Narr. word trans. as “why” enjoys 7 different spellings in *A Key* (Aubin, 1972).

# NARRAGANSETT GRAMMAR

## BACKGROUND

Scholars classify Algonquian Indian languages into four major categories of speech: Verbs, Nouns, Pronouns and Particles. These major parts of speech, in turn, are further subdivided into types, classes, and other subsets. For ex., adverbs, adjectives, prepositions, interjections and conjunctions are subsumed under the global categories as “modifiers,” each of which enjoys its own technical Algonquian linguistic term (prenoun, preverb, locative, &c).

Appendix B provides a glossary of common grammatical terms, symbols & abbreviations, some of which pertain directly to studies in Narragansett or Massachusetts.

General references are included for readers interested in historical and cultural information on the Narragansett Tribe. All technical linguistic references will be found in the Smithsonian handbooks, vols. 15 & 17, Trigger (1978) & Goddard (1996).

Chart 1 shows the four basic parts of speech for reference. Each of the four parts of speech will be taken up in turn. Verbs are the most complicated and least understood in *A Key*.

### Chart 1. Fundamental Parts of Speech in Algonquian Languages



We now turn to details of the parts of speech evident in the Narragansett language, in comparison to the parent language Massachusetts, recorded primarily by the 17<sup>th</sup> & 18<sup>th</sup> century Colonial missionaries John Eliot & Josiah Cotton, and summarized partly in the 1903 Trumbull *Natick Dictionary*. Massachusetts grammar was documented recently in the outstanding work by Dr. I. Goddard and Professor K. Bragdon (1988) who derived their “grammatical sketch” partly from analysis of writings of fluent speakers (but not always fluent writers) of that language and its regional dialects. This work, while technical, has provided researchers vocabulary and grammar not available in the Colonial missionary works. The present revitalization program for Massachusetts is based largely on the grammatical summary in *Native Writings in Massachusetts* (Part I & Part II).

# GRAMMATICAL STUDIES

## Nouns

Let us cite the best grammatical treatment, from Goddard & Bragdon (G & B), on the Algonquian languages of this region for an overview of noun structure:

Nouns in Massachusetts are of animate or inanimate gender and are inflected for several types of categories. The nominal categories in addition to gender are number (singular or plural), obviation (proximate or obviative), and the absentative. There are two locatives (locative and second locative), which are quasi-inflectional but can also be regarded as derived particles. Possession is indicated by inflecting the noun for the pronominal category of the possessor. (Goddard & Bragdon, p. 486).

Other nominal categories could be listed, as indicated below.

Chart 2 summarizes the basic inflectional<sup>5</sup> structure of nouns in southeastern New England Algonquian languages. Chart 3 provides basic definitions of the categories in the second chart, many of which are relevant to other speech parts. Examples are selected from *A Key*, reconstructed NR (Narragansett), and Massachusetts. Chart 4 provides a general and theoretical summary of the structure of noun inflections. Chart 5 provides actual and reconstructed examples of an inflected noun for the noun “tree,” from the related Massachusetts language.

---

<sup>5</sup> We define three important terms. **Inflection** means a change in the form of a word (noun, pronoun, verb) to change meaning of word; e.g., an inflection of the noun-word *mētah* (“the heart”) is *nuttah* (“my heart”) by the inflectional rule for possessive nouns. Only particles are uninflected. Roger Williams (1643, chap. VII, pp. 48-52) provides many example of inflected nouns for human body parts. Verb inflections refer to changes to the stem. **Declension** means inflected form for a noun or pronoun by animate/inanimate reference or singular/plural reference; e.g., an inanimate form (declension) for plural nouns is given by the suffix *-ash* such as: *hussan* (“stone”, singular) and *hussanash* (“stones”, plural). **Stem**, definition—the part of an inflected word that remains unchanged except by phonetic changes or variations throughout an inflection; that is, the stem is the part in a word that carries the basic meaning. Earlier grammarians—called philologists—(like J. H. Trumbull) spoke instead of “roots” or “radicals” or “etymons” to denote the irreducible essential meaning of word elements (etymology).

## Chart 2. Structure of Nouns in Massachusetts Language

Sources: Goddard and Bragdon (1988); Moondancer & Strong Woman (2000, 2001); Ministry of Education, Ontario (2003)

NOMINAL CATEGORIES (NOUNS)									
Number	Gender	Obviation	Absentative	Locative	Personal	Diminutive	Abstract	Vocative	
singular	animate	proximate	persons	primary	possessed	primary			
plural	inanimate	obviative	possessions	secondary?	dependent	secondary			

- Yellow highlighted areas are similar features present in the Narragansett Language explicitly or by secondary (reconstructive) analysis.
- Vocative is rare.

## Chart 3. Definition of Terms for Noun Inflections

Recon. = reconstructed ; NR = Narragansett

Noun Term	Definition	Narragansett Example
Absentative	“Absentative” refers to “absent” (deceased) persons (my late [deceased] father) or lost possessions [our former land].	Not seen in a key; see O’Brien (2003), “Spirits and Family Relations” e.g., from NR <ul style="list-style-type: none"> <li>• nökace = “my mother” (<i>A Key</i>, p. 28)<sup>6</sup></li> <li>○ nökaci = “my late deceased mother” (recon.); rule: add “i” to basic noun stem, nökac (“NAH-kuhs”)</li> </ul>
Abstract	Nouns ending in -unck, -onck, -onckon –onk are typically <b>abstract nouns</b> (indicating a collection or classification, state of being or action or abstract ideas <justice, love, truth,	<ul style="list-style-type: none"> <li>• Wunnaumwâuronck = Faithfulness, truthfulness</li> <li>• Wèsuonck = a name</li> <li>• Nteatámmowonck = my opinion</li> </ul>

<sup>6</sup> In the term nökace, the final e is probably silent because similar dialects don’t have an e for this type of word. Why Williams wrote words with letters not pronounced, we can only guess at, but in English a number of words have final e not said (drove, home, gone, etc.). A silent e also occurs on other words that end in -ese such as *nipèwese* (“a little water”). Words like *wuttōne* (said “wuh-DOON”) have silent e. But other words (usually adjectives and other modifiers) do say final e such as *wâme* (“WAH-mee”) & *aquie* (“ah-KWEE”). We think many (most?) words do not say the final e, except for adjectives, adverbs and one **Objective-Indicative** verb. This problem of “silent e” is one of the issues challenging us in the recovery of the language.

	strength, foods &c>.)	<ul style="list-style-type: none"> <li>• Wussaumpatámoonck = a prospect or view</li> <li>• Sachimaûonck<sup>7</sup> = A kingdom or monarchy, the system of Indian government headed by a Sachem (“Chief” or tribal leader)</li> </ul>
<b>Diminutive</b>	Indicates things small in size and a secondary diminutive means “very small”, analogous in English to diminutive suffixes –er and/or –est. Forms: -es, -s, -ese & -emes	<ul style="list-style-type: none"> <li>• otanès = small village (recon.)</li> <li>• otanèmes = very small village (recon.)</li> <li>• nipéwese = Give me some water, a little water</li> <li>• squásese = a little girl (“little squaw”)</li> </ul>
<b>Gender</b>	An important declension of a noun and other speech parts, gender does not refer to “masculine/feminine” as in European Romance languages. The distinction relates to <i>Animate</i> & <i>Inanimate</i> . Animate nouns refers usually to human beings, spirits, people (not body parts), animals & birds & fish, some trees, and others things but this is sometimes arbitrary, and you can't always be sure. <i>Inanimate</i> means not alive or moving (some exceptions) and includes things like stones, tools, plants, water, virtues & vices, some trees, body parts, etc. & some exceptions; see G & B. <ul style="list-style-type: none"> <li>• The plural form (when it exists) of a noun determines the gender <ul style="list-style-type: none"> <li>◦ Eliot's <i>Grammar</i> (1666) has more extensive classification for Massachusetts ~ NR</li> </ul> </li> </ul>	See <b>Number</b> , below, for examples.
<b>Locative</b>	<ul style="list-style-type: none"> <li>• Location words, “in, at, on, near, by, where, place of”, etc., as in—“in the village,” “by the seashore,” “place where we catch salmon” &amp;c. Constructed by stem + suffix with suffix variants -uck, -ick, -eck, -eg, -it, -ut.</li> <li>• Relationship words, Lordut = “in the Lord” (not seen</li> </ul>	<ul style="list-style-type: none"> <li>• Qunnihticut = on the long tidal river (Connecticut)</li> <li>• Kautántowit = where the Great Spirit is (or dwells)</li> <li>• Wékick = In his wetu, at his wetu</li> <li>• Wetuómuck = At home (in the wetu)</li> <li>• Aquidneck = at, on the island</li> <li>• Otânick notéshem = I came from the village</li> </ul>

<sup>7</sup> Akin to “presidency”; -onck &c is used for such **abstract nouns**. The sachemdom was an hereditary boundary controlled by the ruling families. (see Bragdon, 1996). The regions of Narragansett Country in present-day Rhode Island bore the names of local tribal subgroups such as Coweset, Narragansett, Niantic, etc., and included areas in the Washington, Kent counties, Dutch & Cananicut Islands. A number of other regions throughout present-day RI were controlled by the Narragansetts, the largest and most powerful group in this region up until the King Philip's War (1675-1676). See Simmons (1978) for overview of history, language and culture of the Narragansett Indians. Sekatau, Ella W.T. et al. tell their story from the Native perspective.

	<p>in NR?)</p> <ul style="list-style-type: none"> <li>Also directionality suffixes: -eiu, -uiu, -iu (var. spellings)</li> </ul>	<ul style="list-style-type: none"> <li>Keesuckuú = heavenward</li> <li>Sowwaníu = south, or southwest, a sacred direction where lives the Great Spirit.</li> </ul>
Number	<p>Quantity of things or persons, one item (singular) or more than one (plural); e.g., “a stone, “many stones.” Plural suffix forms of nouns (var. spellings exist):</p> <ul style="list-style-type: none"> <li>-og (animate)</li> <li>-ash (inanimate)</li> </ul>	<p>Wómpatuck = swan Wómpatuckquâuog = swans } animate</p> <p>Mihtúck = tree Mihtúckquash = trees } inanimate</p>
Obviation (proximate, obviative)	<p>❖ -oh, -ah, -uh endings on 3<sup>rd</sup> person nouns and verbs</p> <hr/> <p>An important grammatical feature—called OBLIATION—is seen in Algonquian sentences when:</p> <ul style="list-style-type: none"> <li>Two nouns (or a pronoun and an <u>animate</u> noun)</li> <li>In the 3<sup>rd</sup> person (he/him, she/her, or they/their, or a person’s name) are used in the same sentence with a verb so that,</li> <li>The <u>animate</u> noun or pronoun which is the <u>object of a verb, and the verb</u></li> <li>Take the obviative endings <i>-ah, -oh, -uh</i> <ul style="list-style-type: none"> <li>Inanimate nouns do not take the obviative ending.</li> </ul> </li> </ul> <p>Two-third-persons-obviation is only the simplest form of obviation involving two third persons. One third person is seen as the <i>proximate</i> person (the closest one of interest to the speaker), and the other third person is the secondary or <i>obviative</i> one. Another form of obviation occurs when three third-person nouns or pronouns are used in a sentence; e.g., “Basil struck Pierre’s dog” (He-Basil, he-struck his-Pierre’s dog—with obviative endings on <u>struck, Pierre &amp; dog</u>). As an example of simple two-third-persons obviation, we present a reconstructed sentence (not taught or given in <i>A Key</i>)—the obviative endings are italicized.</p>	<p>Roger Williams’ elementary phrase book does not give examples of obviation; following are hypothetical &amp; recon.</p> <ul style="list-style-type: none"> <li>&gt; Nish askug. = I kill a snake. <ul style="list-style-type: none"> <li>o NOT OBLIATIVE CASE—not in third person</li> </ul> </li> <li>&gt; Weemat nishuh askugah. = His brother kills a snake <ul style="list-style-type: none"> <li>o Obviation on verb <u>kills</u> and object <u>snake</u> (askug)</li> </ul> </li> <li>&gt; Moowanum nishuh askugah. = Black Dog kills a snake. <ul style="list-style-type: none"> <li>o Obviation on verb <u>kills</u> and object <u>snake</u> (askug)</li> </ul> </li> <li>&gt; Moowanum togkuh Peterah anum??. = Black Dog struck Peter’s dog. (Black Dog he-struck him-Peter’s dog) <ul style="list-style-type: none"> <li>o 3-third person obviation—one pronoun and 2 nouns in 3<sup>rd</sup> person but we don’t know the grammar for our dialect (see Trumbull article, 1876, for use in other dialects)</li> </ul> </li> <li>&gt; John brought Mary’s brother’s dog a bone <ul style="list-style-type: none"> <li>o A 4-third person obviation sentence (John he-brought her-Mary he-her brother him-the dog a bone) <ul style="list-style-type: none"> <li>▪ No idea how to translate into NR!</li> </ul> </li> </ul> </li> </ul> <p>A simple phrase like “the brother of him” is usually said with the obviative endings <i>-ah, -oh, -uh</i>:</p> <ul style="list-style-type: none"> <li>&gt; weematoh = the brother of him (<i>oh</i> is the obviative ending); linguists distinguish obviative by translating “the brother of him”; we don’t say “his brother” (weemat) in the obviative context</li> </ul>

	<p>Mesh nishuh attukah, “He killed a deer”</p> <ul style="list-style-type: none"> <li>We use preverb “mesh” to show past tense (“did kill”) as Roger Williams uses it. In “He killed a deer,” we have a pronoun <u>he</u> as part of the verb, an animate noun <u>deer</u> (attuk) and a verb <u>killed</u> (in 3<sup>rd</sup> person). Obviation is on verb <u>killed</u> and animate noun <u>deer</u> (<u>deer</u> is the second “third-person” in the sentence.).</li> </ul>	<ul style="list-style-type: none"> <li>➢ ooshooh = their father (the father of them);</li> <li>➢ ...papaume wutche unmisoomissoh wuttahkuh ... [concerning about his grandfather’s land (concerning/about his-grandfather his-land)]<ul style="list-style-type: none"> <li>○ Notice the obviative endings (-oh, -uh) attached to “his grandfather” (unmisoomiss) and “his land” (wuttahke). No verb is in this phrase.</li> </ul> </li> </ul>										
Personal	<ul style="list-style-type: none"> <li><i>Possessed Nouns</i> are nouns which indicate possession, either of other persons or things such as “my tooth” or “my valuables”; possessed nouns may be singular or plural</li> <li><i>Dependent Nouns</i> are typically nouns related to body parts, family relatives &amp; one’s intimate possessions</li> </ul> <p>A possessed noun has the following structure:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Personal</td> <td>NOUN</td> <td>possessive</td> <td>personal</td> <td>basic</td> </tr> <tr> <td>+ Prefix</td> <td>+ STEM</td> <td>+ suffix</td> <td>+ suffix</td> <td>+ suffix</td> </tr> </table>	Personal	NOUN	possessive	personal	basic	+ Prefix	+ STEM	+ suffix	+ suffix	+ suffix	<ul style="list-style-type: none"> <li>• wépit = his tooth;<ul style="list-style-type: none"> <li>○ wépitteash = his teeth</li> </ul> </li> <li>• nitteaûguash = my “money”<sup>9</sup> (plural)</li> <li>• nókace = my mother</li> </ul>
Personal	NOUN	possessive	personal	basic								
+ Prefix	+ STEM	+ suffix	+ suffix	+ suffix								
Vocative	Used in formal speech, addressing a person or a group, as in “my sons,” “O, my fellow countrymen”. A rare form probably not found in <i>A Key</i> .	No examples known in <i>A Key</i>										

**NOTE:** G & B (1988) have an important section titled **STEM DERIVATION** (pp. 578 ff.) which discusses other classes of nouns not evident in *A Key*.

<sup>8</sup> Selected from G & B, p. 591.

<sup>9</sup> That is, “my valuables (things)”—such as furs, skins, blankets, scalps, flintlock, wampum, tobacco, etc.

## Chart 4. Summary of Noun Inflections for All Possible Forms

Source: Ministry of Education, Ontario (2003), p. 20

TYPICAL ORDER FOR NOUN INFLECTIONS									
Personal Prefix	NOUN + STEM	diminutive suffix	possessive suffix	personal suffix	basic suffix	vocative or suffix		absentative or suffix	
a ↑	b ↑	c ↑	d ↑	e ↑	f ↑	g ↑		h ↑	

- NOTES: not all terms are used for noun constructions. The basic term is the NOUN STEM which is modified with elements a, c through h, as appropriate. See next chart for example, based on elements a & b NOUN for tree (Massachusetts Language); in NR “tree” = mihtuck, mihtuk, mihtuch (variant spellings throughout *A Key*).
- As pointed out in the Canadian tutorial on Delaware (p. 20), for a non-dependent noun, only the base noun stem is required to form a word. For a dependent noun, the personal prefix is required to be affixed to the noun stem. The other elements are required depending on the meaning intended.

## Chart 5. Actual and Reconstructed Example of Inflected Nouns

Source: *A Massachusett Language Book*, vol. 1.

ENGLISH	MASSACHUSETT $\infty = oo$ as in <u>mood</u>	GRAMMAR RULE
tree, a tree, the tree	mehtuggq	noun <sup>10</sup> = tugq
trees	mehtugquash	noun + plural
small tree	mehtugquēs	noun + es (diminutive)
very small tree	mehtugquēmēs	noun + emes (more diminutive)
large tree	massatugq	adjective <sup>11</sup> + noun
great tree	mogkunk	adjective + noun [-unk is alternative stem for “tree”; Aubin, 1972]
my tree	nummehtugkoom	personal prefix + noun + possessive ending
my small tree	nummehtugkoomquēs	personal prefix + noun + possessive ending + diminutive
my small trees	nummehtugkoomquēsquash	personal prefix + noun + possessive ending + diminutive + plural

**NOTE:** in NR stem for “tree” is spelled variously as: tuck, tuk, tuch.

<sup>10</sup> In mehtuggq , stem = tugq and prefix m' is an article “the, a”. The article m' is seen in only some nouns; e.g., it is used extensively for body parts; e.g., “tah” is the stem/root for *mētah* (“the heart”) and *nuttah* (“my heart”).

<sup>11</sup> Adjectives are called prenouns (noun modifier).

## Pronouns

Let us cite G & B on an overview of pronominal structure:

The pronouns are personal pronouns, demonstrative pronouns, and interrogative-indefinite pronouns; the word for ‘other, another’ patterns in part like a pronoun and is also listed here. There are two types of pronouns, independent and objective. (Goddard & Bragdon, p. 507).

### Chart 6. Structure of Pronouns in Massachusetts Language

Source: Goddard and Bragdon (1988), pp. 507-510

NOMINAL CATEGORIES (PRONOUNS)			
Personal ▼	Demonstrative ▼	Interrogative-indefinite ▼	Other, another ▼
independent	nearer deictic		absolute
objective	farther deictic		attributative
	deictic anaphoric		
Quantifiers ▼			
cardinal numbers			
invariant particles			

- Yellow highlighted areas are pronominal features present in the Narragansett Language explicitly or by secondary (reconstructive) analysis.
- Grey highlighted (deictic anaphoric) only found in “documents from the islands” (G & B, p. 509)

Chart 6 summarizes the basic inflectional structure of pronouns in southeastern New England Algonquian languages. Chart 7 provides definitions of the categories in the first chart. Examples are selected from *A Key*, reconstructed NR (Narragansett), and Massachusetts. Chart 8 is a summary of pronouns from John Eliot’s 1666 *Grammar* (EL).

## Chart 7. Definition of Terms for Pronoun Inflections

recon. = reconstructed; sg. = singular; pl = plural; incl. = inclusive we; excl. = exclusive we

\*\*\* means a stem

Term ▼	Definition ▼	Narragansett Example <sup>12</sup> ▼
<b>Anaphoric</b>	Anaphoric is a repetition of a word at the beginning of a successive clause; words like, “these, those, that”	These, those, that <ul style="list-style-type: none"> <li>• Ne = that <ul style="list-style-type: none"> <li>○ Taûbotne anawáyeán<sup>13</sup> = I thank you (for that)</li> </ul> </li> </ul>
<b>Deictic, (nearer, further, anaphoric)</b>	G & B’s term for demonstrative nouns; deictic means having the function of pointing out or specifying, and being determined in context. Pronouns of this class can be sg., pl., animate/inanim. The words “this, that, those, these” are <i>deictic</i> because they specify a reference. <b>Nearer deictic</b> pronouns are of form “this, these”; <b>farther deictic</b> pronouns are of form “those, that”; <b>deictic anaphoric</b> [not seen in NR] are of form “these, those (mentioned)” and “this, that (mentioned)”; see G & B, pp. 508-9.	<ul style="list-style-type: none"> <li>• Yo = these, this, that (nearer deictic) <ul style="list-style-type: none"> <li>○ Yò commíttamus = Is this your wife ?</li> <li>○ Teág yo augwháttick = What (is this thing) that hangs there ?</li> </ul> </li> <li>• Ne = that (farther deictic) <ul style="list-style-type: none"> <li>○ Taûbotne anawáyeán<sup>14</sup> = I thank you for that—your words</li> </ul> </li> </ul>

<sup>12</sup> Examples from *A Key* and the author’s *Intro. To the Narr. Lang.* (2001); the translations have been modified occasionally to highlight function of pronouns.

<sup>13</sup> We seem to see the root/stem *-anawa-* for “speak, words”, so *Taûbotne anawáyeán* might mean “Thanks for your words” in the context of the dialogue.

Mode is **Subjunctive**, of form \*\*\*ean [Table 3, below]. “I thank you” in Natick is written *kuttabotomish* (**Objective-Indicative**, k'\*\*\*ish). In Pequot, “TAW-buht-nee” is “thank you” (or “thanks for that” where *ne*=“that”). See Prince & Speck for Mohegan-Pequot glossary.

<sup>14</sup> We seem to see the root/stem *-anawa-* for “speak, words”, so *Taûbotne anawáyeán* might mean “Thanks for your words” in the context of the dialogue.

Mode is **Subjunctive**, of form \*\*\*ean. “I thank you” in Natick is written *kuttabotomish* (**Objective-Indicative**, k'\*\*\*ish). In Pequot, “TAW-buht-nee” is “thank you” (or “thanks for that” where *ne*=“that”). See Prince & Speck for Mohegan-Pequot glossary

<b>Demonstrative</b>	Demonstrative pronouns are used to specify or designate (or ask a question about) a specific thing or person, using words “this” & “that”	<ul style="list-style-type: none"> <li>• Yo= this, that           <ul style="list-style-type: none"> <li>◦ Yo comméish = This I give you</li> <li>◦ Yò aûnta<sup>15</sup> = That way—let's go!</li> </ul> </li> <li>• Anama = this ?           <ul style="list-style-type: none"> <li>◦ Anamakéesuck<sup>16</sup> sókenun = It will rain today</li> <li>◦ Anamakéesuck<sup>17, 18</sup> = This day</li> </ul> </li> </ul>
<b>Independent</b>	Independent pronouns are possessed forms of dependent nouns (ordinary pronouns of person). Pronouns are sometimes used for emphasis with verbs & nouns and in verbless predication, and as objects of prepositions.	<ul style="list-style-type: none"> <li>• I = neen (precedes a verb)</li> <li>• You (sg.) = keen (precedes a verb)</li> <li>• s/he = ewo (follows a verb)</li> <li>• he, him, himself = naûgum, naugom ?</li> <li>• we (incl.) = keenouwin ?</li> <li>• we (excl.)= neenouwin (recon.)</li> <li>• you (pl.) = keenouwin ?</li> <li>• they = naûgum ?</li> </ul>
<b>Interrogative-indefinite</b>	Interrogative pronouns are (sing. or plural) pronouns that question (interrogate) a situation or person with pronouns such as -- “who, what, someone, anyone, something, anything”	<ul style="list-style-type: none"> <li>• Awaùn = Who (sg.)           <ul style="list-style-type: none"> <li>◦ Awaùn ewò ?<sup>19</sup> = Who is that ?</li> </ul> </li> <li>• Awânick= Who (pl.)           <ul style="list-style-type: none"> <li>◦ Awânick<sup>20</sup> ûchick ? = Who are these (people)?</li> </ul> </li> <li>• Teaqun, teaguun, teaqua, teaug = what, (this) thing           <ul style="list-style-type: none"> <li>◦ Teáqua ? = What is this?”</li> <li>◦ Teág yo augwháttick = What is (this thing) that hangs there ?</li> </ul> </li> <li>• Tah, ta, taa, tou = what, where           <ul style="list-style-type: none"> <li>◦ Tahéna<sup>21</sup> = What is his name? [How is he called?, or Who is he?]</li> </ul> </li> </ul>

<sup>15</sup> Imperative (Us).

<sup>16</sup> “This day”. *Anama* may mean “this”.

<sup>17</sup> *Keesuck* is related to “gives life to”.

<sup>18</sup> *Anima* = “this”?

<b>Number</b>	Quantity of things or persons, one item (singular) or more than one (plural); e.g., “a stone, “many stones.” Plural of animate nouns is –og with variant spellings; plural of inanimate is –ash with variant spellings.	See <i>A Key</i> , Chapter IV, “Of Their Numbers,” for numbers, sg./pl., and animate/inanim. forms
<b>Other, Another</b>	Pronouns of “other, another” of something, or attribute or condition; forms exist in either gender and number	<ul style="list-style-type: none"> <li>• Wònck = More, another (animate sg.), written, “more, again” in <i>A Key</i> <ul style="list-style-type: none"> <li>◦ Teâno wonck nippeamé = I will be here again by and by (another time)</li> </ul> </li> <li>• Wónckatack = More, another (animate pl.), written, “more, again” in <i>A Key</i> <ul style="list-style-type: none"> <li>◦ Wónckatack = more and more</li> </ul> </li> <li>• Wonckataganash = more another (inanimate pl.) <ul style="list-style-type: none"> <li>◦ Wonckataganash nàus ! = more, more, you—fetch !</li> </ul> </li> </ul>
<b>Particle</b>	<p>Particles are uninflected forms consisting of several categories. “Invariant particles” refer to terms like “all” or “one” ( unique class or entity).</p> <ul style="list-style-type: none"> <li>• See Chart 10</li> <li>• Indian place names use “inseperable particles” such as –amaug = “fishing place”, terms not used as independent words but as affixes which specify a meaning when used.</li> </ul>	<ul style="list-style-type: none"> <li>• Wame = all <ul style="list-style-type: none"> <li>◦ Wame naûmakiaûog = They all go to Hell (“the deep”)</li> </ul> </li> <li>• Paúsuck = one (unique identification--a singular entity) <ul style="list-style-type: none"> <li>◦ Paúsuck naûnt manít<sup>22</sup> = There is only one God<sup>23</sup></li> <li>◦ Pâwsuck = number 1 (anim. &amp; inanim. plural)</li> </ul> </li> <li>• Qunosugamaug = the pickerel-fishing place</li> </ul>

<sup>19</sup> The pronoun *ewò* (“he, she”) usually said after the verb or noun. The pronouns *neèn* (“I”) and *keèn* (“you”) usually said before the verb or noun. *Keén nétop* = “Is it you friend?” Sometimes the pronouns are added just for emphasis or clarification.

<sup>20</sup> Plural for “who”. *Úchick* seems to mean “these men” (*yeug* in Natick).

<sup>21</sup> *Ta* means “what” with variant spellings.

<sup>22</sup> Notice how Williams is using the Narragansett word for “spirit” to explain “God”. It must have been very confusing to the Native peoples. Very few Indians converted to Christianity in this period.

<sup>23</sup> The Christian meaning.

<b>Pronoun</b>	Words that substitute for (proper or improper) nouns. They agree with the noun in gender, number, and/or person.	See Chart 8 <i>infra</i> for full listing from Eliot's <i>Grammar</i> (EL)
<b>Quantifiers</b>	<ul style="list-style-type: none"> <li>• Numbers or quantity—examples: one man, some, half a basketful, few people, all of them, anyone &amp;c.           <ul style="list-style-type: none"> <li>◦ Cardinal numbers—1, 2, 3,</li> <li>◦ Invariant particles—one, all</li> <li>◦ Words for “many,” “few,” “half” or “whole”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For numbers, see <i>A Key</i>, Chapter IV, “Of Their Numbers”</li> <li>• Wame = All, every</li> <li>• Paúsuck, pawsuck = one, a singular entity           <ul style="list-style-type: none"> <li>◦ Paúsuck naúnt manit = There is only one God</li> <li>◦ Nquitpawsuck nepaúus<sup>24</sup> = 1 month (“one moon”)</li> </ul> </li> <li>• Paúshe = (it is) half;           <ul style="list-style-type: none"> <li>◦ Poquêsu = He is half (referring to a deer)</li> </ul> </li> <li>• Missêsu = (it) is whole</li> <li>• Maunaûog = they are many (animate)</li> <li>• Máunetash = they are many (inanimate)</li> <li>• Tashe= Many, so many, how many, how much           <ul style="list-style-type: none"> <li>◦ tahsuog = how many (animate, plural)</li> <li>◦ Tashecautúmmo = How many years?</li> <li>◦ tashínash = how many (inanimate, plural)               <ul style="list-style-type: none"> <li>▪ Tashínash papónash<sup>25</sup> = How many winters?</li> </ul> </li> </ul> </li> </ul>

<sup>24</sup> Original text reads *Nqnitpawsuckenpaúus*.

<sup>25</sup> Note inflection of “How many” & “winters”; both require the inanimate plural suffix *-ash*.

## Chart 8. Natick-Massachusett Pronouns

Source: John Eliot, *Grammar* (1666)

SINGULAR	PLURAL
▼	▼
<b>Personal Pronouns</b>	
Neen I	Neenawun We (exclusive) Kenawun We (inclusive)
Ken Thou	Kenaau Ye
Noh or nagum He	Nahoh or nagoh, They
<b>Interrogative of Persons</b>	
Howan who	Howanig Who
<b>Interrogative of things</b>	
Uttiyeu, or tanyeu which	Uttiyeush which
<b>Demonstratives of persons</b>	
Yeuoh, This or that man Noh	Yeug, These men Nag or neg, They
<b>Demonstratives of things</b>	
Yeu This	Yeush These
Ne This	Nish These
<b>Distributives</b>	
Nawhutche, some	Monaog, many (animate) Tohsuog How many (animate) Tohsunash many (inanimate)
<b>Other, another</b>	
Onkatog = other, another	Onkatogash, Onkatoganash = other, another

## Verbs

Let us cite the best grammatical treatment on the Algonquian languages of this region on an overview of the very detailed and complicated verb structure:

Verbs in Massachusett are inflected for the nominal categories ... and pronominal categories (person) of the participants (subject, object, and secondary object) and the verbal categories of mode, tense and the negative. Person is always indicated for all participants, but the nominal categories of number, gender obviative and absentative are not distinguished in some forms. (Goddard & Bragdon, p. 510).

Chart 9 (below) summarizes the basic structure of verbs in southeastern New England Algonquian languages. Not all verb features in G & B are given. The verbal categories are problematic to work with for NR since so much confusion arises from the English translations and variable word-spellings available in *A Key*. Following this Chart, Table 1 shows the basic four classes that verbs are sorted into, based on the stem types in the verbs (i.e., combining verb type & gender—not discussed in Hagenau).

Chart 9 and Table 1 comprise a general summary of the structure (morphology) of verbs based on the data and information collected since the 17<sup>th</sup> century on the Massachusett language of which Narragansett is a related subset. Not all definitions or examples are provided since they do not appear in NR<sup>26</sup>, but see Chart 3 for many terms such as gender, number, obviation and absentative, as well as Appendix B (Glossary of Terms). The reader is referred to G & B (pp. 510-583) for a more extensive, well exemplified, tutorial on forms and features in Massachusett, many of which would probably pertain to NR, were they recorded. Table 2 shows the verb structure in NR (Narragansett) as documented by Hagenau from Roger Williams' *A Key*.

Compared to Massachusett and living Algonquian languages, the verb structure in NR is relatively simple as written by Roger Williams in his elementary phrase book. A typical indicative mode verb in present tense in *A Key* consists merely of a prefix, stem and suffix, examples of which are shown in Table Notes, following Table 3.

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<sup>26</sup> A more detailed analysis of NR verbs is possible using G & B's verbal categories in Chart 9. While many verbs were analyzed morphologically by Hagenau, a good many were not (i.e., his large list of U type verbs [unclassifiable]). For ex., there is some evidence of the Conjunct Order (preterite) in *A Key*; e.g., câwit = while he slept (chap. XXI , p. 134).

## Chart 9. Verb Inflections for Nominal, Pronominal, and Verbal Categories in Massachusett Language

SOURCE: Goddard & Bragdon, pp. 510 ff.

<b>NOMINAL</b>							
<b>Number</b> ▼	<b>Gender</b> ▼	<b>Obviation</b> ▼	<b>Absentative</b> ▼	<b>Participant</b> ▼			
singular	animate	proximate	persons	subject			
plural	inanimate	obviative	possessions	object			
secondary obj.							
<b>PRONOMINAL</b>							
<b>Person</b> ►	First	2 <sup>nd</sup>	3rd				
<b>VERBAL</b> <b>Mode, Tense, Negative</b>							
<b>Mode (Mood)</b> ▼							
Independent Order ►	indicative	subordinate (subjunctive <sup>27</sup> )	t- subordinate	interrogative	subordinate interrogative	optative	optative preterite
Conjunct Order ►	changed conjunct ?	changed subjunctive ?	iterative ?	participle ?	negative ?	preterite	others
Imperative Order ►	ordinary	prohibitive					
Tense ►	present	past (preterite)	future				
Negative ►							

NOTES:

- Yellow highlighted areas are verbal features that seem to be present in the Narragansett Language explicitly or by secondary (reconstructive) analysis. A question mark indicates not sure due to ambiguous English translations and variable orthography in *A Key*.
- Except for the terms highlighted, which are developed in this paper, the remaining terms are defined in G & B (1988). Appendix B defines certain Algonquian verb terms.
- Other features such as VOICE (active/passive), CASE (subject/object) & TYPE (intransitive/transitive) may be included.

<sup>27</sup> Eliot (1666) uses a third term, “suppositive.”

**Table 1. Four Basic Verb Classes, Algonquian Languages**

Source Goddard & Bragdon (1988), p. 511

ENGLISH EXAMPLE	STEM TYPE		SUBJECT FUNCTION	OBJECT FUNCTION	GENDER
He runs	animate intransitive	AI	animate	no object	of subjects
It melts	inanimate intransitive	II	inanimate	no object	of subjects
I see it	transitive inanimate	TI	animate (usu.)	inanimate objects	of objects
I see her	transitive animate	TA	animate (usu.)	animate objects	of objects

NOTES:

- Transitive/intransitive refers to the verb type. Intransitive verbs have no objects while trans. verbs do. Animate/inanimate refer to “gender” of subjects and objects as specified in table<sup>28</sup>. Thus AI verbs have animate subjects but no objects (e.g., He runs), and TA verbs have both animate subjects and objects (e.g., I see her).
- Subject /object termed the “case”.

See G & B, p. 511, for other stem types:

- TI-O = TI stems without (“minus”) objects,
- AI+O = AI stems with (“plus”) objects,
- TA+O = TA with (“plus”) objects,  
where O indicates object

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<sup>28</sup> “Animate/inanimate” have slightly different meanings when applied to nouns. Animate nouns are things that are alive and move (with exceptions). Respecting verbs, “animate” refers to a pronoun or proper name as the subject/object.

**Table 2. Basic Verb Structure in Narragansett**  
Source: Hagenau, 1962

TYPE ▼	MOOD/ MODE ▼	PERSON ▼	NUMBER ▼	VOICE ▼	TENSE ▼	NEGATIVE ▼	GENDER <sup>29</sup> ▼
I	infinitive	first	singular	active	present		animate
II	indicative	second	plural	passive	past <sup>30</sup>		inanimate
III	imperative	third				future	
IV	subjunctive						
V	interrogative						
Regular							
Mixed							
Unclass.							

NOTE: This table seems sparse in comparison to the details worked out by G & B (Chart 9 and Table 1). One must remember that *A Key* is prevalent with ambiguity in translations and contains variant spellings. In addition, Hagenau did not have available the native writings, so he relied on John Eliot's Bible & Grammar as his principal sources.

<sup>29</sup> Not explicitly documented by Hagenau.

<sup>30</sup> Past and future tenses are expressed by adverbs mainly by use of preverbs "mesh" (past tense) and "pitch" (future tense); see Table 9.

## Narragansett Verb Structure

To my knowledge, the Narragansett language has not been analyzed extensively by the basic verb classes of Table 1. In this paper we follow the paradigms from G & B (1988) and exemplify the verb forms by modal category and verb type. The formation of verbs (inflectional morphology) is based on applying appropriate syntactical and phonetic rules for *combinations* of the nominal, pronominal, and verbal categories to the basic stem types to which they belong. This is what gives Indian verbs their power.

...[T]he Indian aimed at *extreme precision*. His words were so constructed as to be thoroughly self-defining and immediately intelligible to the hearer.

—J. H. Trumbull, “On the Best Method of Studying the North American Languages,” 1869-1870, p. 78.

The remainder of this chapter is devoted to

- providing other non-inflectional data and
- exemplifying the type/modal categories existent in Narragansett, and providing examples from NR (Narragansett).

The primary source for verb morphology in Narragansett has been Hagenau’s 1962 Brown University M.A. thesis. However, he did not analyze verbs in the rich schema presented by Ives Goddard and Kathleen J. Bragdon (1988). At this point we can only try to show evidence that Hagenau’s work, which is based primarily on modal categories in the present tense, can be recast into the four classes of Table 1, thereby inviting researchers and tribal peoples to conjugate many NR verbs.

Table 3 is a summary of the structure of Narragansett verbs as provided by Hagenau. The data are presented, using his labels, by verb Type and Mode (Indicative, Imperative and Subjunctive), and combined Animate/Inanimate form. G & B use different, more precise terminology (e.g., Imperative Mode vs. Imperative Order in G & B). We have filled in some missing inflectional forms from G & B (indicated in italic font). One can see that the transitive animate verb forms are quite sparse due to the dearth of data in *A Key*. Asterisks \*\*\* indicate any appropriate stem. The apostrophe indicates the “normalized” form requiring a vowel sound to complete the verbal statement. Variant spellings of the affix are given in parentheses.

Tables 4 through 6 show certain distributional data based on Hagenau’s thesis (which are of little theoretical interest). Table 7 lists non-inflectional morphemes useful in understanding verbal structure. Tables 9 through 13 present selected NR verbs recast into AI, II, TI, TA classifications. Appendix A lists all Type I (-am) NR verbs in *A Key*. The reader may attempt to reconstruct conjugations similar to Table 8.

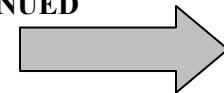
**Table 3 : Summary of Narragansett Verb Forms by Type and Mode  
(Present Tense)**

**I. INTRANSITIVE: ANIMATE & INANIMATE**

TYPE ►	I	II	III	IV	V
MODE (MOOD) ▼					
<b>INFINITIVE</b>	***am ( <i>um</i> )	***men (min, mun)	***em (un ?)	***iwin (in, iin, ouin, ouwin, owin)	***
<b>INDICATIVE</b>					
I	n'***am ( <i>um</i> )	n'***men (min, mun)	n'***em (im)	n'***iwin (in, iin, ouin, ouwin, owin)	n'***
You (sg.)	k'***am ( <i>um</i> )	k'***men (min, mun, ø)	k'***em (im)	k'***iwin (in, iin, ouin, ouwin, owin)	k'***
He, she	(w')***am ( <i>um</i> )	(w')***wi (i, o, eu, u, su, wa, ø)	(w', u')***aui (a, au, aw, aun, ayi, ø)	(w')***iwin (in, iin, ouin, ouwin, owin, es)	(w')***o (ø)
We (excl.)	<i>n'***amumun</i>	n'***men (min, mun)	<i>n'***amun</i>	<i>n'***awunan</i>	<i>n'***umun</i>
We (incl.)	<i>k'***amumun</i>	k'***men (min)	<i>k'***amun</i>	<i>k'***awunan</i>	<i>k'***umun</i>
You (pl.)	<i>k'***amumwoo</i>	<i>k'***amwoo</i>		<i>k'***awunan</i>	<i>k'***umwoo</i>
They	(w')***amwock	(w')***wock (og, uog, uck, uock)	(w')***auock (aug, ouoog, auog)	(w')***awunan	(w')***umwock (uwock, wock)
Indefinite	***am (?)	***men (min, mun)	***em(un ?)	***awun	***uwock (wock)
<b>IMPERATIVE</b>					
Me	***ti	***ti	***ti	***ti	***ti
You (sg.)	***ash (as, ass, sh)	***ish (sh, s)	***esh (ash, es, ess, ø)	***ous	***
Him, her	***atch	***itch (tch)	***atch		
Us	***amutta	***ituck (iteuck, tuck, etuck)	***auta (aunta, aunto)		

You (pl.)	***amoke	***ike (eke)	***unk	***auock (auog)	***oke
Them	***amhettich	***hettitch	***auhettitch (auhetti)		
Indefinite	***nach	***nach	***nach	***nach	***nach
It	***ch	***ch	***ch	***ch	***ch
<b>SUBJUNCTIVE</b>					
I	***amon	***ean (yean, un, n)	***auean (ayean, ouean)		
You (sg.)	***aman	***ean (ayean, an)	***auean (ayean, ouean)		***oan
He, she, it	***ock	***ont	***auean (ayean, ouean)		
We	***amock				
You (pl.)	***amóck				
They	***hettit	***hettit	***auhettit		
Indefinite		***itch (utch, etch)	***itch		

CONTINUED



## II. TRANSITIVE: ANIMATE

TYPE ►	I	II	III	IV	V	REGULAR
MODE (MOOD) ▼						
OBJECTIVE INDICATIVE						
I-You (sg.)	k'***ous (aunsh)	k'***ous (aunch, aunsh, ish, oush, itch)	k'***ous	k'***ous	k'***ous (aunsh, ish, Ø)	k'***ous (ish, oush, aunsh, aunch)
I-Him, her	n'***					n'***au
I-Them	<i>n'***ock</i>	n'***auock (auog)	n'***auock (ouoog)			n'***auock
You (sg.)-Me	k'***i (e)	k'***i (e)			k'***i (e)	k'***i (e)
You (sg.)-Them	<i>k'***ook</i>					k'***auock
He, she-Me	n'***uck (unck, eug, qun)	n'***uck (unck, uckqun)			n'***uck (uckqun)	n'***uck
He, she-You (sg.)	<i>k'***uck</i>	k'***uck (uckqun)	k'***uck (qun)		k'***uck (ickqun)	k'***uck
He, she-Us						<i>n'***uckqun (ickqun)</i>
They-You (sg.)	<i>k'***uckwock</i>				k'***uckwock (ickquock)	k'***uckwock
They-Us	<i>n'***uckwunonock</i>	n'***uckwock	n'***uckwock (uckquock)			
They-Them	***auhettuock					***auhettuock
OBJECTIVE IMPERATIVE						
You (sg.)-Me	***amiinnea	***iinnea	***iinnea (in)	***iinnea		***iinnea
You (sg.)-Him,her	***inish	***inish				
You (pl.) - Us	***iinnean	***( <i>i</i> )innean				
We-Us	***auhettemina	***itea	***auhettitea			
OBJECTIVE SUBJUNCT.						
You (sg.)-Me		k'***ean (iean)				k'***ean

NOTES:

- Yellow-highlight is used to show forms not derived or reconstructed due to lack of sufficient data (see TABLE NOTE 10, *infra*).
- Table 13 may be used to reconstruct some transitive animate verbs in NR (Independent Indicative).
- G & B describe indic. verbs as -m, -n & -w endings, which does not seem to fit NR, as clearly the NR -m ending verbs (Types I & III) and the -n ending Verbs (Types II & IV) are not identical in morphology.
- The author treats past tense verbs in “Preterite Verbs in the Narragansett Language” (unpub.)

## Table NOTES—

- 1) The Table is derived primarily from Hagenau's distributional forms. The modern classification of Transitive Animate &c of Goddard & Bragdon (1988) will be developed in the text.
  - 2) **INFINITIVE** Mode is the form "to   " (for example, "To plant corn").
  - 3) **INDICATIVE** Mode refers to simple statements or questions ("I am tired"; "When did you come?", etc.).
  - 4) **IMPERATIVE** Mode refers to simple commands or pleadings ("Sit!", "Come!", "Help me!").
  - 5) **SUBJUNCT. (SUBJUNCTIVE), (or "Suppositive")** refers to subordinate mode of conditional statements ("If you poured out"; "Being that he has come"; "When it snows").
  - 6) sg. means "singular"; pl. means "plural".
  - 7) Excl. means "exclusive" ("we, but not you"); Incl. means "inclusive" ("all of us").
  - 8) \*\*\* indicates the root or stem word in a verb. The prefixes n', k' & w' are "normalized" forms; the apostrophe representing a vowel sound such as n'\*\*\*am (first person indicative Type I verb).
  - 9) The symbol Ø is the "null symbol" meaning nothing goes there.
  - 10) Some forms are (a) conjectured, (b) reconstructed or (c) taken from different dialects of the Massachusett language (listed in italic—as in *n'\*\*\*amumun*). They may not conform to Narragansett proper.
  - 11) The forms given in parentheses are variant forms for a prefix or suffix; for example, (um) in Type I or (min, mun) in Type II or (w') in all types.
  - 12) A t is often inserted before a root/stem beginning with vowel, and after a root/stem ending in a vowel (e.g. nittauke is form n'\*\*\*, Type V, with the stem being auke). Some forms involve adding or deleting other letters—such as "glides" or "reduced vowels" — before adding the prefix or suffix (e.g., taquatchowash is **Imperative**, Type II with stem taquatchowau; the form is \*\*\*ish and the u has been dropped before adding suffix sh). See *Ind. Gram. Dict* (Appendix).
  - 13) **OBJECTIVE INDICATIVE** Mode refers to transitive verbs denoting a subject-object relation ("I love you"; "He asks me", etc.). The suffixes uckqun, ickqun for the forms He, she-Me & He, she-You (sg.) may not be grammatically correct. Those suffixes perhaps belong to the form, He, She-Us.
  - 14) **OBJECTIVE IMPERATIVE** Mode refers to transitive verb commands or pleadings ("You show me the way!", etc.).
  - 15) **OBJECTIVE SUBJUNCT. (SUBJUNCTIVE)** refers to "subordinate" mode involving a subject and object.
  - 16) **REGULAR** refers to the normal or most common Verb Type.
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### Examples:

- (1) Nowaûtam = "I understand" is a first person singular **Indicative** Type I verb. Table form is: n'\*\*\*am. The stem or root word is wau(t) (to understand, know, believe), indicated by \*\*\*. The "t" may be accommodating as wau is the stem in Massachusett.

- (2) Tokêtuck! = “Let us waken!” is an **Imperative** Type II verb (first person plural). Table form is: \*\*\*ituck (etuck). The stem word is toke (to awaken), indicated by \*\*\*.
- (3) Tawich mat mechóan? = “Why do you not eat?” is a second person singular Type V **Subjunctive** verb. Table form is: \*\*\*oan. The stem is mech (to eat), indicated by \*\*\*.
- (4) Sóchepwutch = “When it snows” is a Type II **Subjunctive** (indefinite) verb. Table form is: \*\*\*itch (utch, etch). The stem is sochep (snow), indicated by \*\*\*.
- (5) Cowâtous = “I understand you” is **Objective Indicative** of the form I - You (sg.). Table form is: k\*\*\*ous. The stem or root word is waut (to understand), indicated by \*\*\*. Note that the word is spelled with a c and the form is spelled with a k.
- (6) Kokotemíinnea méyi! = “Show me the way!” is an **Objective Imperative** Type I verb of form You (sg.)-Me. Table form is: \*\*\*amiinnea. The stem or root word is kokot (to show), indicated by \*\*\*.
- (7) Mequanamiínnean = “You (pl.) remember us” is **Objective Imperative** Type II verb. Table form is \*\*\*iinnean. The stem is mequanam (to remember), indicated by \*\*\*.
- 

## References for Grammar I, II

- Hagenau (1962)
- Goddard & Bragdon (1988)

**Table 4. Counts of Inflectional Modal/Type Forms in Narragansett**  
 Source: Hagenau, 1962

12

Table of Total Occurrences of Each Inflectional Form

Type	I	II	III	IV	V	Regular	Total
<b>Inf.</b>		18	2	3			23
<b>Indic.</b>							
1 sg.	44	49	35	6	2		136
2 sg.	12	24	9	5	3		53
3 sg.	8	27	9	21	1	2	68
1 pl.		12					12
3 pl.	8	18	4				34
<b>Imper.</b>							
2 sg.	31	36	11	14	6	8	106
3 sg.		5	2				7
1 pl.	4	13	12				29
2 pl.	8	3		1	5		17
3 pl.		2	1				3
<b>Subj.</b>							
1 sg.		2	1				3
2 sg.	1	21	1		3	2	29
3 sg.			1				1
3 pl.	1	11	1				13
<b>Obj. Indic.</b>							
1 sg - 2 sg	3	7	4	1	1	22	48
1 sg - 3 sg		1	4			1	6
1 sg - 3 pl						1	6
2 sg - 1 sg	1	4			1	9	15
2 sg - 3 pl						1	1
3 sg - 1 sg	4	2			2	6	14
3 sg - 2 sg		3	1		1	3	8
3 pl - 2 sg					1	2	3
3 pl - 1 pl		1	1			2	2
3 pl - 3 pl	1					2	3
<b>Obj. Imper.</b>							
2 sg - 1 sg	2	2	1	1		4	10
2 sg - 3 sg	1	1					2
1 pl - 1 pl	2	6	2				10
<b>Obj. Subj.</b>							
2 sg - 1 sg		1				1	2
<b>Irregular</b>	6	17	9	1	7		40
<b>Total</b>	137	286	111	52	27	85	698

+ 121 (Mixed or  
unclassified)  
819

**Table 5. Frequency Distribution of Narragansett Verb Types  
(Present tense)**

SOURCE: Hagenau (1962; pp. 12-13)

TYPE (suffix) ▼	Verb Forms		Verb Stems	
	Forms	%	Stems	%
I (-am)	137	16.7	52	16.0
II (-men)	286	34.9	111	34.5
III (-em)	111	13.6	21	11.5
IV (-iwin)	52	6.4	21	6.3
V ( $\emptyset$ )	27	3.3	7	2.2
Regular	85	10.4	48	15.0
Mixed	46	5.6	15	4.7
Unclass.	75	9.1	30	9.3
Total	819	100.00	322	100.0

Mixed: Types A through E (see *Ind. Gram. Dict.*)

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**Table 6.**

**Distribution of Inflectional Morphemes of Narragansett Verb Types**

Types I-V & Regular (Present tense)

SOURCE: NR, Hagenau (1962; pp. 10-11) and \*NR, author

TYPE (suffix) ▼	INTRANSITIVE Forms		Total Intrans.	TRANSITIVE Forms		Total Trans.	Grand Total
	NR	*NR		NR	*NR		
I (-am)	9	12	21	8	6	14	35
II (-men)	16	4	20	10	2	12	32
III (-em)	13	6	19	6	--	6	25
IV (-iwin)	6	5	11	2	--	2	13
V ( $\emptyset$ )	5	6	11	5	--	5	16
Regular	11	1	12	--	--	-	12
TOTAL	--	--	94	--	--	39	133

- ❖ Numbers are derived from the form counts in Table 3.
- ❖ NR = Narragansett <> \*NR = Reconstructed Narragansett (italicized forms in Table 3)

**Table 7. Non-inflectional Morphemes**

<b>Form</b>	<b>Narr.</b>	<b>Meaning</b>	<b>Narragansett Example</b>
<b>NEGATIVE</b>			
	aquie	A prohibitive (“do not do” indicator), used often in imperative mode	aquie kunníckatshash ! = you—do not leave me ! Ntaquie = I stop (doing something)
	machage (mateág & other spellings)	never, not, nothing, & not at all.	machage nowâutam = I do not understand [nothing I understand]
	mat	not, bad	mat nowetuómeno = I have no wetu [not—I have none, a wetu]
	matta	same as “mat,” but seems to be used to further indicate displeasure, unhappiness, annoyance, unpleasantness	matta niccattuppúmmin = I am not hungry
<b>TENSE MARKER</b>			
	mes, mesh	The usual past-tense (preterite) marker in NR for independent order (Indicative mode), a feature not seen in Massachusetts. Other past-tense markers, of which there are several (see G & B): <ul style="list-style-type: none"> <li>• –(u, a, i)p , -pan, -pah-, -ban(a) (independent indicative, subordinate preterite, conjunct preterite, &amp; others) <ul style="list-style-type: none"> <li>○ cannot always be distinguished in NR due to English trans. ambiguity and variant spellings</li> </ul> </li> </ul>	mesh nomishoonhómmin = I came by boat (canoe) [“I come by boat—did?”] peéyup = He/she was present (recon.) katitonckquêban = Many are dead and gone sachimaúpan = He that was the Prince here yo aspapan = He that was here saséquacup = When it used to be Spring mittummayaucup = The way you went before eataúbana = old traps (preterite?)

	pitch	Future-tense marker	pitch nowáuwon = I shall know the truth
<b>COMPOUND STEMS &amp; PREVERBS, PARTICLES &amp;C</b>	<b>▼ Note:</b> G & B (1988) have an important section titled <b>STEM DERIVATION</b> (pp. 578 ff.) which discusses additional stem types pertaining to verbal structure not evident in <i>A Key</i> .		
	achie	Very (used when “wunna” inappropriate)	achie nonâumwem = I speak very truly
	acouwe, ackowwe	In vain, for no purpose (verb modifier)	ntackówwepuyaùn <sup>31</sup> = I have lost my labor [“I—in vain—come”]
	as	Yet, still, before (used with verbs)	as cowequassunnúmmis <sup>32</sup> = good morrow (a greeting)
	eiú, iu, uiu	Directionality	sowwaníu = southward
	it	verb modifier for motion (movement) into an enclosure, like a wetu.	petiteaûta = let us go in !
	ma, man, mano [often coupled with suffix –uo, &c]	None of, cannot, not	mannippêno ? = have you no water ?, <i>ma</i> means “no, not, none”. When prefixed to nouns ( <i>nippe</i> ), <i>ma</i> is often accompanied by a suffix ( <i>no</i> , <i>uo</i> , &c.) to mean, “have you any ____ ?” See <i>Ind. Gram. Dict.</i> , Pt. II (alphabetical by Narragansett listing).
	moua, mau, maua, moue	Verb modifier, “completes action,” “ceases action”	nummouaquômen <sup>33</sup> = I will lodge abroad

<sup>31</sup> N + (t)(ackowwe)(peyau) + un. The “t” preceding stem ackowwe is acccommodating .

<sup>32</sup> The ending *-mis* may be the question form; perhaps meaning “Is your light (spirit) still shining?” It may also indicate the **Passive Voice** (see the *Ind. Gram. Dict.*), or possibly past tense subjunctive. In Pequot (*co*)wequassin, translated “good morning,” seems to mean “may you live happily” (from *week* = “sweet”). So, *As cowequássin* may mean “may you continue to live happily ('sweetly')”. *As* may be related to the Mass. word *asq* (“yet, not yet, still, before that”).

	panna, peno	A modifier in verbs which reverses the meaning of the primary stem	cuppannawâutous <sup>34</sup> = I do not believe you
	sh, shau	Inferior quality, less than; also, involuntary action	wequâshim <sup>35</sup> = moonlight
	tauhana	Unable (in compound verbs)	ntauhaunananatinnehòmmin <sup>36</sup> = I cannot look or search
	tinnea, tinea, tin	Sounds with no apparent meaning, used in verbs as “ornamentation” or perhaps as emphasis <sup>37</sup>	cuttineapúmmishen ? <sup>38</sup> = will you pass by?
	uo, unno, no, o, mo	Attached to nouns, these endings ask the question, “Is there ...?”, “Have you?” or state “None of”, “There is none of”	mat nowewuttámmo = I take none [i.e., no tobacco, <i>Key</i> , p. 45]
	waw, quaw	Condition, state, status	segousquaw <sup>39</sup> = widow
	wek, weque	As far as, so far	yo mesh nowékeshem <sup>40</sup> = I went thus far
	wepe	Verb modifier, word used as an accusation or demand	wèpe kunnishaûmis = you killed him [a question?]

<sup>33</sup> This verb shows the segment *moua* meaning “completes action”, “ceases action” (also spelled *mau* & *maua*). It modifies the main verb *quo* (to sleep, lodge). On pg. 19 in this Chapter [*Intro. Narr. Lang.*], we see the verb *ntunnaquômen* modified by segment *tunna* (meaning “good” from *unna* or *wunni* [with a t inserted]) modifying the verb *quo*. There we also see verb *Nummattaquômen* and the segment *matta* (meaning “bad”).

<sup>34</sup> *Panna* in the verb *Cuppannawâutous* is a modifier that reverses the meaning of the main verb. Here the verb is *wâu(t)* (to understand, believe, know).

<sup>35</sup> “light-ish”. The letters -sh- often indicate something “less than, inferior, a little,” etc. For example, the light of the moon is less bright than that of the sun; could also describe “dull, dim or scanty moonlight” on a cloudy or overcast night perhaps.

<sup>36</sup> The segment *tauhana* in *ntauhaunananatinnehòmmin* means “unable” and is compounded with the main verb *natinneha* (“search”). The following verb *ntauhaunananamiteoûwin* also has the segment used with the verb *namite* (“to find”).

<sup>37</sup> Eliot’s *Grammar* cites same feature.

<sup>38</sup> The segment -*tinnea-* has no meaning as far as we know. It's not part of the verb. *Pummish* = “pass by”. Some believe -*tinnea-* is merely for ornamentation, letters or words added without meaning or for emphasis (like we do in English when we say something like—“you know —ahh—what I mean, eh?”, etc.). This may be far-fetched and awaits further evidence.

<sup>39</sup> “Woman left behind”.

<sup>40</sup> -*wek-* (from *weque*), “as far as”.

	wet	With, accompany	wetapwâuwwas ! = you—sit and talk with us!
	wunna, wanna	Very, much, very much (for hunger, sleep, <i>etc.</i> )	wunna kukkússaquaùm <sup>41</sup> = you sleep much
	wune, wunne, unne, unna, tunna, wun	Good, pleasing, favorable	ntunnaquômen <sup>42</sup> = I had a good dream
<b>PRONOUNS</b>			
	1. neen (precedes verb) 2. keen (precedes verb) 3. ewo (follows verb) 4. naûgum 5. awan, awaun, awauo 6. awanick	1. I 2. you 3. s/he 4. himself or themselves 5. who, someone, anyone (singular) 6. who (plural)	1. neen <sup>43</sup> kuttánnûmous = I will help you 2. keen mèitch ! = you—I pray eat ! 3. uppansînea ewo <sup>44</sup> = he is innocent 4. noonapûock <sup>45</sup> naûgum = they don't have room for themselves <i>or</i> they don't have room for him 5. awaùn ewò ? <sup>46</sup> = Who is that ? 6. awânick <sup>47</sup> ûchick ? = “who are these people ?
<b>ACCOMMODATING t, /t/</b>			

<sup>41</sup> -*kusse-* = “very much.”

<sup>42</sup> Structure: *ntunnaquômen* = *n* + (*t*)*(unna)quo* + *men*, where we see “accommodating t”, compound element (*unna* = “good”), stem (*quo* = “dream, sleep”). This verb is more complicated than most in *A Key*, but not as complex as one might see in living Algonquian languages (see Pentland).

<sup>43</sup> *Neen* apparently used for emphasis for the verb proper contains the I-you (sg.) reference required in the grammar.

<sup>44</sup> *Ewo* is used for emphasis, “He is innocent—him”. The word for “innocent” has the prefix *up-*, a form which is rarely used by Williams for “He, she” verbs. Sometimes the pronouns are added just for emphasis or clarification.

<sup>45</sup> In Natick, *noone* = “scant measure” (not enough). The root *appu* (“He sits, rests, is situated”) is seen.

<sup>46</sup> The pronoun *ewò* (“he, she”) usually said after the verb or noun. The pronouns *neèn* (“I”) and *keèn* (“you”) usually said before the verb or noun.

<sup>47</sup> Plural for “who”. *Ûchick* seems to mean “these men” (*yeug* in Natick).

	t, tt	Used with some verb stems beginning or ending in a vowel. Also used with nouns and adjectives beginning with a vowel.	<ul style="list-style-type: none"> <li>• kukkanwêtous = [k' + ***(t) + ous] = I will lodge with you</li> <li>• nittake = [n' + (t)***] = my land the stem ake indicated by ***</li> </ul>
GLIDE			
	w, y	Glide consonants that are marked by a continuing resonant sound. In Narragansett, the glides are <i>w</i> & <i>y</i> . Typically, falling between a stem ending in a consonant and suffix beginning in a vowel, and used in pronunciation as most often not written	nnínnuock; “nuh <u>nin</u> nuh wahck” with the “i” as in “hit” (the stress is on the second syllable <u>nin</u> because that’s where we see the stress mark). Often the cluster <i>uock</i> seems to insert a “w” for speech (“wahck”) (called a “glide”).
REDUPLICATION, FREQUENTATIVE	--	Repetition of a letter or syllable of noun or verb to indicate something that has occurred for a long time or is done frequently	<i>npepeyup</i> = I have long been here; derived from the base stem/stem “pee” = “to be present”; <i>npépeyup</i> seems to be a frequentative past tense verb form of <i>nippeéam</i> = “I am present” in normalized form, <i>npépeyup</i> is written <i>n' + *** (pe)(y) + up</i> (*** is stem), where “(pe)(y)” seems to be an intensive form of “be present” (present for a long time) with a “y” glide.

Note: additional information in *Ind. Gram. Dict.* and G & B (1988).

## Table 8. Sample Conjugation of Narragansett Verb

### Hypothetical Narragansett Conjugation

#### Indicative Intransitive & Transitive

The stem or root (\*\*\*\*) is wau(t)— “to understand, know, believe”

Hagenau TYPE I Verb, *Key* pages 8, 9, 36, 56

(Italic forms are reconstructed or from Natick dialect with uncertain accents)

### Independent Indicative Intransitive Animate (Central Participant Markers), G & B (pp. 517 ff.)

MODE ▼	GRAMMATICAL FORM ▼	CONJUGATION ▼	ENGLISH TRANSLATION ▼
<b>INFINITIVE</b>	***am (um)	wautam	to understand
<b>INDICATIVE</b>			
I	n'***am (um)	nowaûtam	I understand
You (sg.)	k'***am (um)	cowaûtam	You (sg.) understand
He, she	(w')***am (um)	waûtam	He, she understands
We (excl.)	<i>n'***amumun</i>	<i>nowaûtamumun</i>	We (excl.) understand
We (incl.)	<i>k'***amumun</i>	<i>cowaûtamumun</i>	We (incl.) understand
You (pl.)	<i>k'***amumwoo</i>	<i>cowaûtamumwoo</i>	You (pl.) understand
They	(w')***amwock	waûtamwock	They understand
Indefinite	***am (um)	wautam	Someone understands
<b>IMPERATIVE</b>			
You (sg.)	***ash (as, ass, sh)	waûtash	You (sg.) understand!
Him, her	***atch	waûtatch	Let him/her understand!
Us	***amutta	waûtamutta	Let us understand!
You (pl.)	***amoke	waûtamoke	You (pl.) understand!
Them	***amhettich	waûtamhettich	Let them understand!
<b>SUBJUNCT.</b>			
I	***amon	waûtamon	I understanding
You (sg.)	***aman	waûtaman	You (sg.) understanding
He, she	***ock	waûtock	He, she understanding
We	***amock	waûtamock	We understanding
You (pl.)	***amóck	waûtamóck	You (pl.) understanding
They	***hettit	waûthettit	They understanding
Indefinite			

NOTE: Stem is prob. wau with “t” accommodating by rule in *Ind. Gram. Dict.* (Appendix): /t/ precedes an affix with initial vowel. Thus wautam (“s/he understands”) = \*\*\*(t)am.

## Transitive Animate, G & B (p. 518)

<b>MODE</b> ▼	<b>GRAMMATICAL FORM</b> ▼	<b>NR CONJUGATION</b> ▼	<b>ENGLISH TRANSLATION</b> ▼
<b>OBJECTIVE INDICATIVE</b>			
I -You (sg.)	k'***ous (aunsh)	cowaûtous	I understand you (sg.)
I -Him, her	n'***	nowaût	I understand him, her
I -You (pl.)	k'*** unumwoo	cowaûtunumwoo	I understand you (pl.)
I - Them	n'***oock	nowaûtoock	I understand them
You (sg.) - Me	k'***i (e)	cowaûti	You (sg.) understand me
You (sg.) - Him,her	k'***	cowaût	You (sg.) understand him,her
You (sg.) - Us	k'***imun	cowaûtimun	You (sg.) understand us
You (sg.) - Them	k'***ook	cowaûtook	You (sg.) understand them
He, she - Me	n'***uck (unck, eug, qun)	nowaûtuck	He, she understands me
He, she -You (sg.)	k'***uck	cowaûtuck	He, she understands you (sg.)
He - Him, her	oow***oh (uh)	oowaûtoh	He, she understands him, her
He, she -You (pl.)	k'*** ukkou	cowaûtukkou	He, she understands you (pl.)
He, she -Us	n'***uckqun (ickqun)	nowaûtuckqun	He, she understands us
He, she -Them	oow***oh (uh)	oowaûtoh	He, she understands them
We - You (sg.)	k'***unumun	cowaûtunumun	We understand you (sg.)
We - Him, her	n'***óun	nowaûtóun	We understand him, her
We - You (pl.)	k'***unumun	cowaûtunumun	We understand you (pl.)
We - Them	n'***óunónog	nowaûtóunónog	We understand them
You (pl.) - Me	k'***imwoo	cowautimwoo	You (pl.) understand me
You (pl.) - Him, her	k'***au	cowaûtau	You (pl.) understand him, her
You (pl.) - Us	k'***imun	cowaûtimun	You (pl.) understand us
You (pl.) - Them	k'***auoog	cowaûtauuoog	You (pl.) understand them
They - Me	n'***uckwock	nowaûtuckwock	They understand me
They -You (sg.)	k'***uckwock	cowaûtuckwock	They understand you (sg.)
They - Him, her	oow***ouh	oowaûtouh	They understand him, her
They - Us	n'***uckwunonock	nowaûtuckwunonock	They understand us
They - You (pl.)	k'***ukooodog	cowaûtukooog	They understand you (pl.)
They - Them	***auhettuock	waûtauhettuock	They understand them
<b>OBJECTIVE IMPERATIVE</b>			
You (sg.) - Me	***amiinnea	waûtamiinnea	You (sg.) understand me!
You (sg.) - Him,her	***inish	waûtinish	You (sg.) understand him, her!
You (sg.) - Us	***iinnean	waûttiinnean	You (sg.) understand us!
We - Us	***auhettemina	waûtauhettemina	We understand us! (Let us understand each other!)
It	***ch	wauach	Let it be understood!
Indefinite	***nach	waunach	Let one undetstand!
<b>OBJECTIVE SUBJUNCT.</b>			
You (sg.) - Me	?	?	?

**Table 9. Independent Indicative, Transitive Inanimate (absolute), Class 3 (TI 3), G & B (p. 525); Type V (Hagenau)**

“I \*\*\* it” ♦ “you \*\*\* it” ♦ “he, she \*\*\* it”

SINGULAR	PERSON	PRESENT FORM (*** is stem)	EXAMPLE (eat)	PAST FORM (*** is stem)	EXAMPLE (ate)
	I—(it)	n'***	nummeech I eat (it)	n'***up	<i>nummeechup</i> I ate (it)
	you—(it)	k'***	kummeech you eat (it)	k'***up	<i>kummeechup</i> you ate (it)
	he/she—(it)	(w')***	meech he/she eats (it)	(w')***up	<i>meechup</i> he/she ate (it)
PLURAL	We (excl.)—(it)	<i>n'***umun</i>	<i>nummeechumun</i> we eat (it)	<i>n'***umunup</i>	<i>nummeechumunop</i> we ate (it)
	We (incl.)—(it)	<i>k'***umun</i>	<i>kummeechumun</i> we eat (it)	<i>k'***umunup</i>	<i>kummeechumunup</i> we ate (it)
	you—(it)	<i>k'***umwoo</i>	<i>kunmeechumwoo</i> you eat (it)	<i>k'***umwooup</i>	<i>kunmeechumwooup</i> you ate (it)
	they—(it)	***umwock	meechumwock they eat (it)	***ummmuaup	<i>meechummuáop</i> they ate (it)

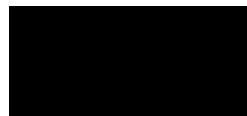
To eat ~ MIEECH Type V (Hagenau  
stem

- For simple QUESTIONS, add *-is*, *-mis* to the verb in the table, e.g., do you (1 person) eat it? → kummeechis ?  
(you eat it + *-is*)
- A more general way to ask questions (in Massachusetts) is by the prefix *sun*, as in:  
Do you eat it ? → sun kummeech ?

**NOTE:** the standard *-p* suffix for preterite is not typical in *A Key*. R. Williams tends to use a present tense indicative verbal statement and then adds a prefix *mes(h)*. This feature is not seen in Massachusetts. Was this practice a sort of nonstandard NR, a slang or a lazy way to speak NR which Roger Williams decided to put into his phrase book to make it easier for the English to learn the language?

**Table 10. Independent Indicative Transitive Inanimate**  
**Class 1a (TI 1a) G & B (p. 525); “strong” Type U, “wise” Type I (Hagenau)**  
**“I am \*\*\*” ♦ “you are \*\*\*” ♦ “he, she is \*\*\*”**

	PRESENT FORM (*** = strong) reconstructed	PAST FORM (*** = strong) reconstructed	PRESENT FORM (*** = wise) reconstructed	PAST FORM (*** = wise) reconstructed
<b>SINGULAR</b>				
	nummínakese I am strong	nummenukesup I was strong	noowauontam I am wise	noowauontamup I was wise
	cummínakese you are strong	cummenukesup you were strong	koowauontam you are wise	koowaunotumup you were wise
	minakêsu he/she is strong	minakesup he/she was strong	waunôtam he/she is wise	waunôtamup he/she was wise
	nummínakesemun we are strong (excl.)	nummínakesemunup we were strong (excl.)	wauontamesumun we are wise (excl.)	wauontamesumunup we were wise (excl.)
<b>PLURAL</b>				
	cummínakesemun we are strong (incl.)	cummínakesemunup we were strong (incl.)	noowauontamumun we are wise (incl.)	noowauontamumunnónup we were wise (incl.)
	cummínakesemwoo you are strong	kummenuhkeesimwop you were strong	koowauontamumwoo you are wise	koowauontamúmwop you were wise



minakêsemwock  
they are strong

menuhkeesimwuppanneg  
they were strong

wauontamwog  
they are wise

wauontamwuppanneg  
they were wise

to be strong ~ MINAK, MINIK  
stem

to be wise ~ WAUNT, WAUONT  
stem

- 
- ❖ In Massachusett, to say “let me be \_\_\_\_\_”, add to the correct person the prefix *pâ*:  
“Let me be wise” → Pânoowauontam (*pâ* + I am wise)
-

**Table 11. Independent Indicative Intransitive Animate (Central Participant Markers)**  
**G & B (p. 513), Type II Hagenau**

**“I come” ♦ “you come” ♦ “he, she comes” & c**

	PRESENT (*** = come)	PAST (*** = came) reconstructed
SINGULAR		
	nuppeeyaúmen I come, I am coming	nuppeeyauop I did come, I came
	kuppeeyaúmen you come, you are coming	kuppeeyauop you did come, you came
	peeyàu he/she comes, he/she is coming	peeyauop he/she has come, he/she came
PLURAL		
	nuppeeyaúmen we are coming (excl.)	nuppeeyauâmunnonup we did come, we came (excl.)
	kuppeeyaúmen we are coming (incl.)	kuppeeyauâmunnonup we did come, we came (incl.)
	kuppeeyauâmwoo you are coming	kuppeeyauwop you did come, you came
	peeyauauog they are coming	peeyauôpanneg they did come, they came

to come ~ PEYAU  
stem

- 
- NOTE: This verb is used when talking about coming from a place, or coming from where the speaker is (Trumbull, 1903).
  - A question may be asked by using the suffix *-is*, *-mis*, as in—are you coming? → kuppeeyaúmenis?

**Table 12. Imperative Mode, Transitive Inanimate  
G & B (p. 572); Type I, Hagenau, El., p. 25  
“Command, plead with someone”**

Present Tense Only (partially reconstructed)

	PERSON	PRESENT (*** is stem)	EXAMPLE
SINGULAR	me	NONE	NONE (see bottom of page)
	you	***ash	wauntash Let you be wise
	him/her	***atch	wauntatch Let him/her be wise
PLURAL	us	***amutta	wauntamutta Let us be wise
	you	***amoke	wauntamoke Let you be wise
	them	***amhettich	wauntamhettich Let them be wise
to be wise ~ <u>WAUNT, WAUONT</u> stem			

In Massachusett, to say “let me be \_\_\_\_”, add the prefix *Pâ* to the correct person,  
“Let me be wise” → Pânoowauntam (*Pâ* + I am wise). No syntactical form exists for “me” IAW Eliot’s *Gram.*

**Table 13. Independent Indicative Transitive Animate G & B (pp. 517 ff.); Hagenau Type II, El., pp. 28, 29, 64**  
 “I \*\*\* thee” ♦ “I \*\*\* him, her” ♦ “I\*\*\*them” &c.

to sleep, lodge with ~ COWE, KOWE  
 stem

		PERSON	PRESENT (*** is stem)	EXAMPLE of PRESENT (*** = sleep, lodge with)	PAST (Massachusetts paradigm) (*** is stem)
1 <b>SINGULAR</b>	1	I—thee	k' *** ous	kukkkowetous	k' *** unup
	2	I—him/her	n' ***		n' *** óp
	3	I—you	k' *** unumwoo		k'***unumwop
	4	I—they	n' *** auock (auog)		n' *** opanneg
	2 <b>SINGULAR</b>	1 you—me	k'***i (e)	kukkoweti	k' *** ip
	2	you—him/her	koo ***		koo *** op
	3	you—us	k'***' imun		koo *** imunónup
	4	you—they	k' *** auock		koo *** opanneg
	3 <b>SINGULAR</b>	1 he—me	n' *** uck		n' *** ukup
	2				

	he —thee 3 he—him/her 4 he —us 5 he —you 6 he —them	koo *** uk oow *** oh ( <i>or</i> ) uh koo *** ukqun koo *** ukkou oow *** oh ( <i>or</i> ) ah	koo *** ukup oow *** opoh koo *** qunnónup koo *** ukoowop oow *** opoh
1 <b>PLURAL</b>	1 we — thee 2 we —him/her 3 we — you 4 we — them	koo *** unumun n' *** óun koo *** unumun n' *** óunónog	koo *** unumunónup n' *** óunónup koo *** unumunónup n' *** óunónuppanneg
2 <b>PLURAL</b>	1 ye — me 2 ye — him/her 3 ye — us 4 ye — them	koo *** imwoo koo *** au koo *** imun koo *** auoog	koo *** imwop koo *** auop koo *** imunónup koo *** auopanneg
3 <b>PLURAL</b>	1 they — me 2 they — thee 3 they —him/her 4	n' *** ukquog k'*** uckwock oow *** ouh	n' ***ukupanneg kukkoweuckwock koo *** ukupanneg oow *** auopuh

	they — us	koo *** ukqunonog	k'***' ukqunónuppanneg
5	they — you	koo *** ukoooog	koo *** ukooópanneg
6	they — them	***auhettuock	oow *** auopoh nah

NOTE: yellow highlight indicates forms unavailable due to insufficient data in a *Key*. Paradigm borrowed from Natick-Massachusetts with no information on how close they match NR. Hagenau did some “close-match” verb morphology tests with mixed results (see his Appendix B, pp. 66 ff.).

## Particles

Particles are uninflected words that can be divided into several classes. The following chart summarizes the classes of particles.

**Chart 10. Classes of Particles**

NOMINAL CATEGORIES (PARTICLES)			
Quantifiers	Adverbs	Conjunctions	Other Particles
numerals	time	and	prepositions
quantity	place	or	interjections
	circumstance		diminutive
	manner		pluralization
	cause		locative
	degree		other

- Yellow highlighted areas are verbal features present in the Narragansett Language explicitly or by secondary (reconstructive) analysis
- “other” includes particles for directionality, invariant particles “one” & “all” &c, and “inseperable particles” in certain place name forms as in –amaug (fishing place).

**Chart 11: Examples of Particles in Narragansett**

PARTICLES	NR EXAMPLE
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Many exist in Massachusetts, see Table 14, below</li> <li>• See <i>Ind. Gram Dict.</i> (Part II) for more complete list in NR (sample); <ul style="list-style-type: none"> <li>○ tawwhich = why</li> <li>○ anamakeesuck = today</li> <li>○ sauop = tomorrow</li> <li>○ yo= there</li> <li>○ tou, taa, tunna, tunnock = where</li> <li>○ kitummay = just now, presently, lately</li> <li>○ negone = in front</li> <li>○ aukeeaseiu = land-ward</li> <li>○ keesuckqui, keesucquiu = heaven-ward</li> <li>○ nux = yes (in speech, also said as “ahhe”, “ahha”)</li> <li>○ mes(h) = past-tense marker</li> <li>○ pitch = future tense marker</li> <li>○ mat, matta = not, no, denying</li> <li>○ aquie = prohibitive</li> <li>○ wepe = demand, accusation</li> <li>○ yahen = almost</li> <li>○ as = of continuation, yet, still</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Shoo = of calling (cf. “chuh”, Table 14)</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• ka, kah = and</li> <li>• tappautea = or (?); cf. <i>Key</i>, p. 133)           <ul style="list-style-type: none"> <li>○ asuh = or (Massachusetts)</li> </ul> </li> <li>• where (in or at what place)</li> <li>• others</li> </ul>
<b>Quantifiers</b>	<ul style="list-style-type: none"> <li>• For numbers &amp; numerals, see <i>A Key</i>, Chapter IV, “Of Their Numbers”</li> <li>• Wame = All, every</li> <li>• Paúsuck, pawsuck = one, a singular entity           <ul style="list-style-type: none"> <li>○ “Invariant particles” [whole words, unmodifiable] refer to terms like “all” or “one” (unique class or entity).</li> </ul> </li> <li>• See others in Chart 7</li> </ul>
<b>Prepositions</b>	In on, at, for, with, near &c
<b>Locatives</b>	See Chart 3 & <i>Ind. Gram. Dict.</i>
<b>Pluralization, Diminutives</b>	See Chart 3 & <i>Ind. Gram. Dict.</i>

**Table 14. Adverbs in Eliot’s *Grammar*, 1666**

---

1. Of Time. /Yeuyeu/, {Now}. /Wunnonkou/, {Yesterday}. /Saup/, {To morrow}. /Ahquompak/, {When}. /Paswu/, {Lately}. /Nôadtuk/, {A long time}. /Teanuk/, {Presently}. /Kuttumma/, {Very lately}.
2. Of place. /Uttiyeu/, {Where}. /Naut/, {There}. /Anomut/, {Within}. /Woskeche/, {Without}. /Onkoue/, {Beyond}. /Negonnu/, {First}. /Wuttât/, {Behinde.}
3. Of Order. /Negonnu/, {First}. /Nahohteu/, {Second}. /Nishwu/, {Third}, &c.
4. Of Asking. /Sun/, /Sunnummatta/; {Is it?} or {Is it not?} /Tohwutch/, {Why}.
5. Of Calling. /Hoh/. /Chuh/.
6. Affirming. /Nux/, {Yea}. /Wunnamuhkut/, {Truely}.
7. Denying. /Matta/, /Matchaog/, {No}. Also /Mo/ sometimes signifieth {Not}. They have no Adverbs of Swearing, nor any Oath, that I can yet finde: onely we teach them to Swear before a Magistrate {By the great and dreadfull Name of the Lord}. The word we make for swearing, signifieth {to speak vehemently}.
8. Of Exhorting or Encouraging. /Ehhoh/, /Hah/.
9. Of Forbidding. /Ahque/, {Beware, Do not.}

10. Of Wishing. /Woi/, /Napehnont/, {Oh that it were}, /Toh/.
11. Of Gathering together. /Moeu/, {Together}. /Yeu nogque/, {This way-ward}. /Ne nogque/, {That way-ward}. /Kesukquieu/, {Heaven-ward}./Ohkeiyeu/, {Earth-ward}.
12. Of Choosing. /Anue/, {More rather}. /Teaogku/, {Rather, unfinished}./Nahen/, {Almost}. /Asquam/, {Not yet}.
13. Of Continuation. /Ash/, {Still}.
14. Of Shewing. /Kusseh/, {Behold}.
15. Of Doubting. /Pagwodche/, {It may be}. /Toh/, {It may be}.
16. Of Likeness. /Netatup/, {Like so}. /Nemehkuh/, {So}. /Neane/, {As}.
17. Of unexpected Hap. /Tiadche/, {Vnexpectedly}.
18. Of Quality. /Wunnenegen/, {good}. /Matchet/, {bad}. /Waantamwe/, {wise} &c.  
Of this kinde are all Virtues and Vices, &c.



# APPENDIX A

## TYPE I (-am ending), Verb Stems in *A Key*

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Reprinted from—Moondancer, et al. (2000). *Indian Grammar Dictionary for N Dialect: A Study of A Key into the Language of America by Roger Williams, 1643* Newport, RI: Aquidneck Indian Council. [pp. 1-2].

The reader may attempt to reconstruct verb conjugations for this listing of “Type I” verbs, selected from Hagenau. Some verbs may be conjugated as both intransitive and transitive, while some verbs (like “consider”) may be only intransitive verbs. Few choices are available in comparison to “verb-rich” Massachusett.

Other verb types (II, III, IV, V, Regular, Mixed, Unclass.) are contained in *Ind. Gram. Dict.* Limited conjugations for them are also possible using NR verb forms in Table 3.

Conjugational exactitude is not possible (or verifiable) using this process of reconstruction but it can be tested against attested forms in *A Key* provided by Hagenau.

## VERB TYPE I<sup>48</sup>

NARRAGANSETT STEM ***	ENGLISH MEANING	PAGES IN A KEY, RW
musquant	Angry	182, 124
pockun	Blind	197
tammaunt	Busy, take care of, heed	35, 169
missin	Captive, take	188
niaut	Carry on one's back	41, 38
wawhush	Carry on one's back	41, 38
pake	Cast away, divorce	150, 44, 183, 108
pepenash! <sup>49</sup>	Choice, take!	42
pee	Come, be present	34, 63, 6, 44, 74
tuppaunt	Consider	189, 190
aket	Count money	164
mish	Dead, name the	202
pannawaut	Disbelieve	56
quamph	Dish out, serve	15
sekine	Dislike, unwilling	166, 187
wuttat	Drink	12, 14
potauntash!	Fire, blow!	34
potawash!	Fire, make!	34
mauataun	Fire, tend	19
wannan	Forget	8
weeteant	Glad, be glad	59, 136
wecont	Glad, happy, have a	59, 71

<sup>48</sup> Verb Type corresponds to those used in Grammar Table [Table 3] and other types. For example, for the Type I stem \*\*\* = *wau(t)* (to understand, believe, know), we can say <1> nowaûtam ("I understand") <2> Cowâútam? ("Do you understand ?"); <3> waûtam ("s/he understands"); <4> waûtatch! ("let him, her understand"!), etc. Some verbs may be repeated or listed in Part II, *Dictionary of Nouns, Adjectives, etc.* The accent/stress marks must be found in *A Key*.

<sup>49</sup> Words with exclamation marks are complete words in imperative mood and the complete Williams translation (without accent/stress marks). Thus for these words, the stem/root must be hypothesized from rules of grammar.

	mind to	
nickquenum	Go, “I am returning home to my family” <sup>50</sup>	31
nowant or nowaunt	Grieve	144, 201
wachaun	Have, keep	159, 40
cussawontap	Headache	194
anoce wenawash!	Hire him!	69
paupautuckquash!	Hold water!	109
niautamwock	Laden, “They are laden”	38, 41
cuttun	Launch	108
nickat	Leave, depart	44
wekine	Like	159
mechimuash!	Load it!	185
cattite	Long for, desire, want	15, 172
cattaunt	Long for, desire, want	15
shookekinea!	Look at this!	39, 164
kekine	Look at, behold	39, 169, 37, 38, 39, 164
wauwhautowash!	Meeting, call!	142
qussut	Move residence	36, 46
aquie mishommoke	Name, “Do not name the dead”	202
chesam, chesammat	Pain, sore	194, 195
peeyaunt	Pray	20, 130
ocquash!	Put on!	119
tannot	Revenge, get revenge	141
meshannant, meyaont	Scorn, indignation	183
nnowautum or nnowauntum	Sorry, “I am sorry”	144, 201
awanagusantowosh!	Speak English!	8
eenantowash!	Speak Indian!	8
mishauntowash!	Speak out!	142
nanantowash!	Speak plain!	142
kinnequass!	Steer (canoe)!	109
aumaun	Take away	39, 144, 150
taubat, taup, taub	Thank	2, 7, 134, 14, 35, 70, 120
teant	Think	58
tunnant	Think	58, 86, 131
wau(t)	Understand, believe, know	8, 56, 36, 9
askwhiteass!	Watch!	185

<sup>50</sup> English translations enclosed in quotes are the complete verb (without accent/stress marks). The root/stem has not been derived. Occasionally, the stem/root has been abstracted from the complete verb given, but should be taken as conjectural.

paumpmaunt	Well, be well, fare well	2, 3
waunt, wauont	Wise	190, 141

<end>

## APPENDIX B<sup>51</sup>

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### Glossary of Grammatical Terms, Symbols & Abbreviations

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**&c**

Colonial era style symbol, meaning et ceterea (etc.)

**\*\*\***

Stands for a stem See **Stem** and Table 3.

,

Apostrophe stands for a vowel sound in a normalized form of a verb. See Table 3.

**Ø**

The “null symbol” meaning nothing goes there.

**~**

Stands for “similar”.

**=**

Used for translations to indicate the meaning.

**∞**

A “digraph” used to represent the letters “oh” smashed together standing for sound oo in “cool”. Seen in Massachusetts language only (sometimes written by scholars as 8).

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<sup>51</sup> Adapted [in part] from

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/natlang/natful.html#explanatory51>,

[Ministry of Education, Ontario, Canada]. Additional terminology may be found in individual charts and tables of the main text. Not all terms describe or pertain to the Narragansett language which was never recorded beyond the elementary level.

? Indicates the conventional symbol for a question, or uncertainty in interpretation/translation.

( ) Used to indicate variant forms for an affix.

### **Absentative**

See Chart 3.

### **Abstract noun**

See Chart 3.

### **Accent**

See **Stress**.

### **Accommodating /t/**

See Table 7.

### **Active voice**

A form of the verb indicating that the subject of the sentence is performing the action. *See also [passive voice](#)*.

### **Adjectival construction**

The addition of an affix that works like an adjective to modify a noun or verb.

### **Adverb**

A word expressing a relation of place, time, circumstance, manner, cause, degree, etc., e.g., *quite, gently, then, and there*.

### **Affection**

Affixing a noun with a pronoun by singular or plural reference. *See also [Affix](#), Singular, Plural*).

### **Affix**

A prefix, infix, or suffix that is added to a noun, pronoun, or verb to modify the meaning.

## **Agreement**

A grammatical relationship between different parts of speech indicating the same number, gender, case, or person.

## **AI verb**

An intransitive verb of which the subject is animate. See Table 1.

## **Algonquian languages**

A group of about three dozen Aboriginal languages spoken from Labrador to the Carolinas between the Atlantic coast and the Rocky Mountains. See Goddard (1978). For many northeastern Algonquian languages, see the green-colored region on the map at, <http://www.docstoc.com/docs/7072941/Map-AlgonquianIroquian--Languages>

## **Anaphoric**

See Chart 7.

## **Animate, anim.**

See **Gender**

## **Attested**

An attested form is one established as genuine.

## **Bound locative**

An affix attached to a noun that indicates location. *See also* [locative](#).

## **Cadence**

The rhythm or modulation in voice, pitch, etc.; the tempo of a speaker.

## **Case**

Subject, object.

## **Cluster**

Three or more consonants that usually appear together.

## **Complex sentence**

A sentence containing a main clause and one or more subordinate clauses.

## **Compound sentence**

A sentence containing two or more main clauses.

## **Connective glide**

See **Glide**.

## **Conjugation**

The inflection of a verb. The changes to the form of a verb to show person, number, and time; e.g., first, second, or third person; singular or plural; past, present, or future.

## **Conjunct order of the verb**

A form of the verb used in subordinate clauses or content questions; joined with question words such as *when*, *who*, *how*, or *where*. See also [independent order of the verb](#).

## **Contraction**

A word resulting from the fusing of two or more words by omitting letters or sounds.

## **Conventions**

Accepted practices or rules in the use of language.

## **Correspondence rules**

See Aubin, 1972 Ph.D. dissertation, for discussion of Proto-algonquian (PA) “correspondence rules” pertaining to Narragansett.

## **Cues, non-verbal/visual**

Aspects of communication that convey meaning without the use of words; e.g., facial expressions, gestures, body language; illustrations, typeface, and punctuation. These data are not known for Narragansett, except finger-counting hand actions.

## Cues, verbal

Aspects of spoken language that convey meaning, e.g., intonation or emphasis.

## Declension

Inflected form for a noun or pronoun by animate/inanimate reference or singular/plural reference; e.g., an inanimate form (declension) for plural nouns is given by the suffix *-ash* such as: *hussan* (“stone”, singular) and *hussanash* (“stones”, plural). See **Inflection & Stem**.

## Deictic

See Chart 7.

## Delayed imperative

A verb expressing commands or requests that are to be carried out at a later time.

## Dependent noun

A noun stem that requires a possessive pre-noun.

## Diacritical mark

A mark added to a symbol or character to alter its value; e.g., pronunciation, voicing, devoicing, etc. The following table shows the main ones.

Name	Symbol	Example
Breve	˘	ő ě (vowels)
Circumflex	^	â ê î û (vowels)
Macron	—	ē ī (vowels)
Tilde	˜	é (vowels)
Dieresis (or Umlaut)	••	ä ë (vowels)
Dot (or Over dot)	•	m n (consonants, nasal sounds)
Acute grave	ˊ	á é í ó ú (vowels; syllable stress)
Grave accent	ˋ	à è ì ò ù (vowels; syllable stress)
Superscript	n	pau <sup>n</sup> tuck (n only-for guttural sounds)

Apostrophe	,	m'tah (Pause, hesitation or breathing sound)
------------	---	---

**NOTE:** These symbols are found in the Colonial works of J. Eliot, J. Cotton, R. Williams, and others for southeastern New England. [Only the circumflex, acute grave, and grave accent used in Narragansett. Most of the others are seen in the vocabulary of J. Cotton (1830). Sometimes symbols are combined, as in  $\hat{a}$ ]

### Dialect

One of the various forms of a language.

### Digraph

Shorthand symbol for  $\omega$  -- two letters "oh" smashed together, and pronounced like the oo in *moody* or *book*; e.g., *ask $\omega$ g*. Sometimes  $\omega$  or number 8 used for  $\omega$  (Massachusetts language usage)

### Diminutive affix

An affix that indicates that the noun to which it is attached is small.

### EL

Abbreviation for works of Colonial grammarian John Eliot

### Excl.

See **Exclusive**

### Exclusive

The first person plural form of the verb indicating that the person being spoken to is excluded from the action of the verb. *See also [inclusive](#).*

### Extinct language

A language no longer spoken or understood by a descendent population.  
Massachusetts & Narragansett are extinct. (Goddard, 1978).

### Frequentative

See **Reduplication**

## **G & B**

Abbreviation for Goddard and Bragdon

## **Gender**

A grammatical classification of nouns and related words that display contrasts animate/inanimate. The gender of a noun often affects other parts of speech with which the noun must be in agreement.

### **Gender - animate**

A grammatical classification of a noun that refers to a living thing or to a non-living thing that is classified as living (typically for spiritual reasons either understood or not).

### **Gender - inanimate**

A grammatical classification of a noun that refers to things that are classified as non-living or to living things that are classified as non-living. *See also Animate.*

## **Glide**

See Table 7.

## **Gloss**

A translation of a word, phrase or sentence. For example, from Narragansett to English provided by Roger Williams

## **Grammar**

The study of the forms and structures of a language; the rules for changing the meaning of words and sentences in a language. *See Linguistics.*

## **Hapology**

Dropping one or two similar or successive syllables or sounds in a word.

## **Incl.**

See **Inclusive**

## **II verb**

An intransitive verb of which the subject is inanimate. See Table 1.

## **Imperative verb**

The form of the verb in which commands or pleadings are given.

## **Inanimate, inanim.**

See **Gender**

## **Inclusive**

The first person plural form of the verb indicating that the person being spoken to is included in the action of the verb. *See also [exclusive](#).*

## **Incorporation**

A grammatical structure that joins two or more parts of speech in one word.

## **Independent order of the verb**

A form of the verb that expresses a complete thought without modifying clauses.  
*See also [conjunction order of the verb](#).*

## **Indicative Mode**

Form of verbs employing simple statements (indications) or questions.

## **Infix**

An affix inserted into a noun, pronoun, or verb to modify the meaning.

## **Inflection**

A change in the form of a word (noun, pronoun, verb) to change meaning of word; e.g., an inflection of the noun-word *mětah* (“the heart”) is *nuttah* (“my heart”) by the inflectional rule for possessive nouns. Roger Williams (1643, chap. VII, pp. 48-52) provides many examples of inflected nouns for human body parts. Verb inflections refer to changes to the stem.

## **Interactive**

A prefix or an infix that refers to two or more parties involved in the action.

## **Interrogative verb**

The form of a verb that asks a question. See Table 1.

## **Intonation**

The rising and falling of the voice; the extension of the sound of a word in speech.

## **Intransitive verb**

A verb that does not take an object.

## **Irregular verb**

A verb that has no predictable pattern of conjugation. *See also [regular verb](#).*

## **Kinship term**

A word used to identify people who are related.

## **Language revival**

The bringing back of an extinct language or parts of it to some degree.

## **Locative**

An affix attached to a noun or verb that indicates location and relationship. See Chart 3.

## **Linguistics**

The scientific study of human language consisting of the four domains of (1) Morphology (2) Phonology (3) Semantics (4) Syntax, and divided up into the areas (a) descriptive, (b) historical, (c) comparative, and (d) geographical linguistics.

## **Manitou, Manit, Manitto**

A Spirit. To European understanding it signified a name given to “all that surpasses their understanding from a cause that they cannot trace” (Trumbull, 1866 ed., *A Key*).

## **Mode (Mood)**

Manner of conceiving and expressing action or being, as positive, possible, hypothetical. Often marked by special verb forms (inflections), moods include the indicative mood, the imperative mood, and the subjunctive mood. The subjunctive mood’s functions vary widely. It may express doubt, possibility,

necessity, desire or recommendation, or future time. The terms mode and mood are synonymous.

### **Modifier**

A content word that qualifies the meaning of a noun or verb. See **Prefix**, **Affix**

### **Modal**

Of or denoting the mood/mode of a verb.

### **Morpheme**

A distinctive arrangement of phonemes having no smaller meaningful parts (as the free form *pin* or the *-s* of *pins*). The smallest units of meaning in a word. The study of is called **Morphology**.

### **Morphology**

A field of linguistics focused on the study of the forms and formation of words in a language. Hagenau's Thesis is the only known major work for Narragansett.

### **NR**

Abbreviation for the Narragansett language. NR\* stands for reconstructed Narragansett.

### **Negation**

A process through which meaning is contradicted by using affixes.

### **Normalized form**

A formulaic grammatical expression summarizing a Narragansett verb form involving the affix(es) and stem. See Table 3.

### **Noun**

A person or animal or plant or Spirit, place, "thing", or idea or abstraction. See Chart 7.

### **Number**

The distinction between singular, dual, and plural elements.

## **Object**

See **Case**

## **Obviation**

Obviation is a grammatical category affecting both nouns and verbs which distinguishes among third-person participants in a sentence. See **Obviative, Proximate**

## **Obviative, obv.**

A suffix (-ah, -oh, -uh) added to a noun or verb stem that makes a clear distinction between two or more remote third persons. *See also Proximate.*

## **Open-ended situations**

Situations in which opinions are expressed and personal questions are answered, e.g., interviews, impromptu dialogues, presentations, videos, etc.

## **Oral language structure**

A verbal structure used in speaking.

## **Orthography**

An orderly system of writing in which a symbol or character is associated with each syllable.

## **PA**

See Proto-algonquian

## **Particle**

A short uninflected word or part of speech, such as an article, a preposition, an interjection, a conjunction, or an adverb. (Goddard & Bragdon, pp. 582 ff.). See Chart 10.

## **Parts of Speech**

In English there 8 parts—pronouns, nouns, adjectives (“adnouns”), adverbs, verbs, conjunctions, interjections, and prepositions. In Algonquian four global categories are studied: Nouns, Pronouns (and Quantifiers), Verbs and Particles.

### **Passive voice**

A form of the verb indicating that the subject of the sentence is receiving the action. *See also [active voice](#).*

### **Pejorative**

A suffix that indicates that the noun to which it is attached is unattractive or undesirable.

### **Person**

The form of a pronoun and verb that distinguishes the speaker, the person or thing spoken to, or the person or thing spoken of; e.g., first person, second person, third person, and third person proximate and obviative.

### **Personal Noun**

See Chart 3.

### **Phoneme**

Any of the elementary units of the speech/sound system of a language that correspond to a set of similar speech sounds. The smallest identifiable units of sound in a word.

### **Phonology**

The study of speech sounds and speech patterns; study of pronunciation. Aubin’s dissertation is only known major work on Narragansett.

### **pl.**

Abbreviation for **Plural**.

### **Plural, pl.**

Relative to category “Number,” a noun, pronoun, or verb form indicating “more than one”.

## **Polysynthetic**

Algonquian languages are described as polysynthetic (Duponceau, 1819), meaning —“The manner in which words are compounded in that particular mode of speech, the great number and variety of ideas which it has the power of expressing in one single word; particularly by means of the verbs; all these stamp its character for abundance, strength, and comprehensiveness of expression, in such a manner, that those accidents must be considered as included in the general descriptive term *polysynthetic*.<sup>1</sup>”

## **Possessed Noun**

See Chart 3.

## **Possessive**

A word, prefix, or suffix that indicates possession.

## **Prefix**

A letter or combination of letters added to a noun, pronoun, or verb to modify the meaning; also called pre-nouns and pre-verbs in the Algonquian languages.

**Prenoun, preverb;** *see Prefix* (Goddard and Bragdon, pp. 507 ff.)

## **Pre-pronominal prefix**

A prefix that precedes a pronominal prefix.

## **Preterit, preterite**

A form of a noun or verb showing action in the absolute past (past tense form).

## **Preverb, pre-verb**

*See Prenoun, preverb.*

## **Prohibitive imperative**

A verb expressing negative commands or requests.

## Pronoun

See Chart 7.

### Pronominal prefix

A prefix that occurs on most nouns and on all verbs; such prefixes carry the meaning conveyed by pronouns.

### Pronoun - demonstrative

A word that may be used instead of a noun or noun phrase to indicate “which”; e.g., this, that, these and those.

### Pronoun - indefinite

A word that may be used instead of a noun or noun phrase to indicate a vague “who” or “what”; e.g., *someone, anyone, no one, something, anything, and nothing*.

### Pronoun - interrogative

A word that may be used instead of a noun or noun phrase to introduce a question; e.g., *who, whom, which, or what*.

### Pronoun - personal

A word that may be used instead of a noun or noun phrase to indicate “who”; e.g., *I, you, he, she, we inclusive, and we exclusive*.

### Pronoun - personal - bound/dependent

A pronoun prefix that indicates person(s).

### Pronoun - personal - free/independent

A single word that may be used instead of a noun to indicate person(s).

### Pronoun - reflexive

An affix in the objective case that is identical to the subject.

### Proto-Algonquian (PA)

The posited parent language of all Algonquian languages and their dialects, divided into three subgroups: Eastern Algonquian (a genetic subgrouping

including Narragansett and Massachusetts), Central Algonquian (an areal grouping), and Plains Algonquian (an areal grouping). (Siebert, 1967). Aubin's dissertation used PA to verify the accuracy of Roger William's translations.

### **Proximate, prox.**

A prefix added to a noun or verb stem that clarifies the primary third person. *See also [obviative](#).*

### **Quantifier**

A word that describes number or quantity.

### **Question particle**

A word used in posing simple yes/no questions.

### **Recon.**

Abbreviation for “reconstructed.”

### **Reduced vowel**

The apostrophe used in a normalized verb stands for a vowel sound and may represent a “reduced vowel”. Such a vowel is a sound either like a in sofa or a short “ah” sound which would have different spellings in *A Key*—a, i, o, u, etc. See **Vowel** & Table 3.

### **Reduplication**

See Table 7.

### **Regular verb**

A verb that conforms to a predictable pattern of conjugation. *See also [irregular verb](#).*

### **Root, Radical**

See **Stem**

**sg.**

Abbreviation for **Singular**

### **Semantics**

The meaning of words, phrases, sentences (sometimes difficult philosophical issues arise on meaning derived from an alien culture)

### **Simple narrative**

Information or a story using known vocabulary and phrases.

### **Singular**

Relative to category, “Number,” a noun, pronoun, or verb form indicating “one”.

### **Stem**

The part of a word to or from which prefixes and suffixes are added or removed and denoted \*\*\*. (Goddard and Bragdon, pp. 576 ff.). Older authors (philologists) spoke of “root”, “radical or “etymon”. In English “call” is a root while “calls, called,” etc. are stems.

### **Stress, Accent**

The relative emphasis that may be given to certain syllables in a word. Stress and accent are used interchangeably. In *A Key* three diacritical mark are used to indicate stress. See **Diacritical mark**.

### **Structure**

The way in which a language is organized, such as morphological structure, syntactic structure, phonological structure, and semantic structure.

### **Subject**

See **Case**.

### **Subordinate (or Subjunctive, Suppositive Mood [Mode]) of verbs**

Subordinate mode of conditional statements. See **Mode**.

### **Suffix**

A letter or a combination of letters added to a noun, pronoun, or verb to modify the meaning.

### **Syllabic script**

A writing system in which a symbol represents a syllable (unit of human speech that is interpreted by the listener as a single sound).

### **Syncope**

The loss of letters or sounds from within a word; shortening of words. A characteristic of languages over time. Narragansett and Massachusetts are ancient languages; that may explain the longer words.

### **Syntax**

Sentence structure, the grammatical arrangement of words, phrases and sentences – more than just “the rules of grammar”. In Massachusetts-Narragansett, the rules for making new words, phrases, sentences are extremely complex and not completely understood. See “Word Order” in Goddard and Bragdon (1988).

### **TA verb**

A transitive verb of which the object is animate. See Table 1.

### **Tense**

The form of a verb that indicates time, e.g., past, present, and future.

### **TI Verb**

A transitive verb of which the object is inanimate. See Table 1.

### **Transitive/interactive pronominal prefix**

A prefix that indicates two groups of people or objects, the doers and the non-doers.

### **Transitive verb**

A verb that takes an object. See Table 1.

### **Type Verb Classification**

See **AI Verb**, **II Verb**, **TA Verb**, **TI Verb**. See Table 1.

## **Variant spelling**

Inconsistent or variable spellings of a word. In *A Key*, the same word is sometime spelled a number of different ways, making analysis difficult.

## **Verb**

A word that expresses an action, a state of being, or the relation between things. (Goddard and Bragdon, pp. 510 ff.). See Chart 9 & Tables 1, 2, 3, & 7.

## **Vocative noun**

A noun that indicates the one being addressed.

## **Voice**

See **Active voice & Passive voice**

## **Voluntative verb**

The form of the verb that expresses desire, intention, or future time; also called “intentive”.

## **Vowel**

In Algonquian there appears to be 6 vowel sounds. See “Guide to Historical Spellings & Sounds in the Extinct New England American Indian Languages, Narragansett-Massachusetts”.

## **Word pattern**

The particular arrangement of a group of words that have elements in common with respect to meaning, spelling, and/or sound. (See Goddard & Bragdon, pp. 586 ff., “Word Order”)

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<sup>52</sup> This author "Moondancer" and "O'Brien" is same person. "Strong Woman" and "Julianne Jennings" are identical.

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***pakodjteau-un***

it is finished, done, completed



About the author—



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Courtesy of the author at The Naval  
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**Frank Waabu O'Brien** (Dr. Francis Joseph O'Brien, Jr.) is an historical consultant. He has Indian Status from The Abenaki Nation (Sokoki and St. Francis Bands). Waabu is the former President, Aquidneck Indian Council, Inc. He is a member of and has served as Council Secretary, The Rhode Island Indian Council. Waabu graduated from Columbia University with a Ph.D. degree, doing a dissertation on applied linguistics. He is a member of the New York Academy of Sciences, Sigma Xi, The John Carter Brown Library at Brown University, the National Museum of the American Indian, and the American Name Society. Dr. O'Brien is a disabled veteran from The Viet Nam War Era, and makes his living as a career civil servant mathematician and Special Emphasis Program Manager for The Department of Defense.



# NOTES