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The introductory material also lists all grammatical terms used, with very clear explanations their meanings. Hess, Hilbert, and Bates believe firmly that language learners can learn IPA symbols and linguistic terminology quite readily with clear explanation and that one need not come up with simplified orthographies and terms. If the language learner absorbs the linguistic terms and symbols, he/she can potentially use any of the work done by linguists, and separate versions of linguistic analysis or texts need not be done. To judge from the success of the Lushootseed language program, this seems to be true.

The Lushootseed-to-English section forms the bulk of the book, pp. 1-279. The English-to-Lushootseed section is an easy-to-use finder list, pp. 283-376, which includes the bolded English headword, colon, then the Lushootseed form, for simple entries. Sub-entries and glosses that require more explanation than the one or two headwords are indented, and each appears on a separate line. Any Lushootseed terms that are not headwords are followed by a note giving the headwords that they occur under. For flora and fauna, scientific names in italics often follow the common names.

The book concludes with an appendix listing more than one hundred Lushootseed personal names, pp. 379-81. Since names are personal property, are often formally bestowed at special naming ceremonies, and are in much demand by younger people interested in cultural revival, this section represents an important first start to comprehensive name files and name documentation. Throughout the Northwest Coast, such name files and name documentation are more and more desired and needed.

In sum, this dictionary is one of the finest produced so far on a Salish language, and the richness of sources, examples, and accuracy of analysis make it a very welcome addition.

Brent Galloway

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Major Problems in American Indian History: Documents and Essays. By Albert L. Hurtado and Peter Iverson. Lexington, Massachusetts: D.C. Heath and Company, 1994. 570 pages.

This new addition to the Heath and Company's "Major Problems in American History" is valuable and convenient compendium of documents and scholarly essays. Consisting of fourteen chapters,

the volume is well-suited for use as a textbook for a semester-long, upper-division course in Native American history. In each chapter, there are a number of documents complementing two essays on a related topic. (In two chapters, there are three essays.) The book begins with an excellent historiographical chapter, "Interpreting the Indian Past," and then proceeds to move from past to present with chapters on religion in the colonial era (Ch. 3), the fur trade (Ch. 4), the revolutionary war era (Ch. 5), Indian removal (Ch. 6), and concludes with chapters on the Indian New Deal (Ch. 12), relocation and assimilation (Ch. 13), and sovereignty (Ch. 14). Also included is a photo essay.

For those who like to use primary documents as well as journal articles in their teaching and want an alternative to compiling a course reader, this volume provides a wide range of well-chosen materials in an affordable and attractive text. Included are seminal primary documents such as treaty texts (the treaties of Fort Stanwix and Fort Laramie), laws effecting Indians (e.g. Northwest Ordinance of 1787, the General Allotment Act, the Indian Reorganization Act), and a U.S. Supreme Court ruling (*Winters v. U.S.*). Also useful as teaching aids are documents written by whites commenting on events such as Indian removal, which reveal tellingly and with candor the prevailing conditions and attitudes that shaped policies. An excellent document is "An Indian Agent Views Conditions in the California Mines, 1854"; unfortunately, in the excerpting of this informative letter for publication, important passages have been deleted that would provide a comparative perspective on the Indian removal debate. Most valuable, however, is the wide range of documents from Native American spokespersons, which provide many rare, diverse, and insightful perspectives. Examples include a Luiseño Indian's recollection of California mission life, a Crow chief's observations on the fur trade, and a native account of the Pueblo Revolt. The volume's final chapters are fittingly dominated by commentaries by several contemporary native peoples regarding twentieth-century developments. The editors do not identify the sources for these primary documents; some are in obscure publications, and some are embedded in archival collections.

The quality and range of the scholarly essays is particularly impressive. The volume's editors, Albert Hurtado and Peter Iverson, are to be credited for this selection, in which the Native American field's most prominent authors are represented—persons such as Bruce Trigger, Robert Utley, Ray DeMallie, Sylvia

Van Kirk, and Arthur Ray, to name a few. Students are thus exposed to current historiographic debates and interpretations in different specialized areas of study. The essays by Calvin Martin and Frederick Hoxie in the first chapter provide a very good introduction to important conceptual and methodological questions. Also particularly useful are such classics as Richard Merrell's "Indian's New World," Mary Young's "Mirror of the Republic," Francis Prucha's "Andrew Jackson's Indian Policy," Richard White's "Winning of the West," and Lawrence Kelly's "Indian Reorganization Act," which have a proven track record in undergraduate teaching.

This textbook was used in a two-quarter Native American survey course at UCLA in 1994 and received positive reviews from both students and teaching assistants. While students particular enjoyed the documents, reported teaching assistant James Drake, the intellectually challenging articles in the first two chapters provided a "fine theoretical underpinning on which to base the course"; the Hoxie essay, in particular, provided a recurring theme for discussion on the possibility of incorporating Indians into the "master narrative of American history." Teaching assistant Mark Spence and his students also liked the text for its range of materials but felt that there could have been more internal coherence within the chapters. In chapter 1, for example, the creation stories chosen as documents did not really complement the historiographical essays; an article on the Bering Strait theory would have been more fittingly paired with these documents.

A minor problem with *The Major Problems in American Indian History* is that the rich and diverse array of documents and articles presented is too much for students to assimilate. The documents, while inherently interesting, do not always complement the essays or each other but rather deal with disparate issues, time periods, and cultures. Without editorial commentary explaining the interconnections, the selection seems somewhat arbitrary. Why is *Winters vs. U.S.* included, for example, and not *Worcester*? The chapters—such as the Indian removal chapter—with a narrower or more unified theme, with documents that directly complement the articles, and with articles with clearly contrasting viewpoints are the most successful in the volume.

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