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It is a well-balanced novel that most readers, either familiar or unfamiliar with American Indian literature, will appreciate. Readers, however, who are exclusively interested in the playfulness of words, experimental writing, or tricksterism might not find what they are looking for.

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Lushootseed Reader with Introductory Grammar. Volume 1. Four Stories from Edward Sam. By Thom Hess. University of Montana Occasional Papers in Linguistics, no. 11. Missoula: University of Montana, 1995. 202 pages. \$20 paper with accompanying cassette.

Lushootseed (dx^wləʃucid), a language of the Salishan family, is spoken in northwest Washington state in the Puget Sound area. Like many of its twenty-two sister languages, it is on the verge of extinction. Currently, sixty or fewer people speak Lushootseed; thus, research and publication on this language is urgent, and the production of materials that address educational needs is particularly important. Thom Hess, a linguist at the University of Victoria who has been studying the language since the 1960s, together with his co-researcher, Lushootseed elder Vi Hilbert, has produced a body of work on the language that is impressive for its quality as well as its quantity. This book, which comprises three units of grammar, a unit of answers, four texts, a glossary, and an appendix introducing the sound system, is a nice addition to the information available on Lushootseed.

In the three grammar units, Hess presents the verb complex from the inside out. The eight lessons in unit one focus on the identification of semantic roles. After introducing the terms *agent* and *patient*, the subject pronominal clitics, and the question particle, Hess presents the various valence-marking suffixes that commonly occur on Lushootseed verb roots. These include the transitive suffixes, the middle voice suffix, and the applicative suffixes. Hess shows the correlation of verb morphology and noun marking in various active and passive clauses. Unit two turns to the next layer of morphology, the inflectional affixes. Here Hess exemplifies personal suffixes—object markers, reflexive, and reciprocal—and affixes and clitics marking tense, aspect, and mode. A summary of the twenty-two inflectional

affixes, excluding the object suffixes, is given on page 67. Unit three deals with clause structure. First the internal structure of noun phrases, especially the demonstrative system, is discussed; then a brief lesson is given on predicate particles and adverbs having an aspectual or evidential function. Next Hess illustrates complex sentences, including negatives, focus constructions, relative clauses, and subordinate clauses. Hess presents the points of grammar very briefly in an informative and straightforward fashion with ample illustration from Lushootseed and English. Linguistic terminology, although there is much of it here, is clearly defined and exemplified. It is clear that a secondary use of this textbook could be to teach linguistic analysis to Lushootseed speakers. While most of the exercises involve translating sentences from English to Lushootseed or from Lushootseed to English, other kinds of tasks are cleverly designed to reinforce points of grammar. The exercises are challenging but rewarding. The answers are presented in unit four.

Having worked through the Lushootseed tutorial, the language learner is now ready to read the fifteen pages of Lushootseed texts. The four traditional stories from Edward Sam of Tulalip are: "Young Mink and Tutyeeka," "Bear and Ant," "Coyote and the Big Rock," and "Bear and Fish Hawk." These were recorded in 1963 under what Hess describes as less than ideal conditions. Thus, on the accompanying cassette tape, one text is somewhat distorted and there is a low hum throughout. But the audio tape makes the transcriptions come to life. Especially enjoyable are the songs sprinkled through the stories. The stories contain many interesting plots and cultural motifs and are definitely worth the work of trying to read them.

By now it should be clear that this book employs the grammar-translation method of language learning. In its simplest form, this method involves placing a text in front of language learners and handing them a dictionary. The language learner is expected to read the text by laboriously looking up each word, finding its meaning, and then figuring out how it contributes to the meaning of the sentence. In its modified form, as represented here, some instruction on grammatical features of the language accompany the translation task so that information concerning the morphology of the language, especially recurring inflectional morphology, can be internalized by the reader, thus greatly speeding up the translation process. Such methodology may be criticized by practitioners of current, in vogue approaches to language learning, such as total physical response, which

involve communicative interaction with a native speaker in an immersion context. However, the goal of these materials is not spoken competence, and, while communicative approaches have proven quite effective in teaching speaking and oral comprehension, it is not clear that these approaches efficaciously teach reading, especially in the case of a language like Lushootseed, a morphological, complex language very different from English. Furthermore, in the context of an endangered language such as Lushootseed, opportunities for studying with a native speaker with educational expertise are quite limited. Thus, if the student wants access to information on Lushootseed to have a sense of how this language is put together, there is no better approach than to work from textual materials. This way the student gets authentic language material, not some partial structures that are dumbed down for educational purposes or sentences that are composed by linguists through elicitations from English.

Perhaps it is easiest to clarify the purpose of this book by pointing out what it is not. First, it is not intended to teach how to speak the language. A two-page appendix only briefly discusses the sounds of Lushootseed. The texts are spoken at normal speed on the tape, and the listener has to try repeatedly to learn to follow the text. Even then, many words cannot be distinguished by the untrained listener. There is really no opportunity to pronounce words or phrases correctly by listening to this tape. However, other materials are available for this purpose. (See especially Thom Hess and Vi Hilbert, *Lushootseed I and II*, Daybreak Star Press, 1977.) Second, although some major points of grammar are discussed in this work, it is not intended as a thorough sketch of the language. Various research papers focus on elements of grammar, as does Hess's unpublished dissertation (*Snohomish Grammatical Structure*, University of Washington, Seattle, 1967). Third, there is a noticeable lack of references in the *Lushootseed Reader*; only a few works are mentioned in passing in the introduction and in the footnotes. However, students interested in pursuing Lushootseed will have no difficulty in finding additional information on the language by consulting the works cited here and the references therein. Fourth, this is not a book featuring Lushootseed texts in English. In fact, no translations are given for the texts so that readers will be motivated to do the work of figuring out the texts for themselves. Readers wanting English versions of Lushootseed texts should consult Hilbert's wonderful book of

Lushootseed stories (*Haboo: Native American Stories from Puget Sound*, University of Washington Press, 1985). Fifth, neither is this a demonstration of how linguists would segment and gloss a text, since no analysis is provided. I refer the readers to Hess and Hilbert's segmented text, "How Daylight was Stolen" ("Lushootseed," *International Journal of American Linguistics*, 1978) and also a recently published book of texts (Crisca Bierwert, ed., *Lushootseed Texts*, University of Nebraska Press, 1996). And last, although a Lushootseed-to-English glossary of words and affixes is given at the end of the book, it is not intended as a dictionary of Lushootseed. In fact, many words in the text cannot be straightforwardly looked up in the glossary. Instead, it is sometimes necessary to segment the word to find the root and its meaning. Furthermore, only forms used in this work are given. Fortunately, an excellent dictionary, one of the best on a Salishan language, has recently appeared (Dawn Bates, Thom Hess, and Vi Hilbert, *Lushootseed Dictionary*, University of Washington Press, 1994).

Overall this is a wonderful addition to the University of Montana series dedicated to the presentation of research on Native languages of the Northwest. The other works in this series are mostly dictionaries, word lists, and grammars. This is the first, but hopefully not the last, publication in the series that is written for educational purposes.

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Mediation in Contemporary Native American Fiction. By James Ruppert. Norman: University of Oklahoma Press, 1995. 174 pages. \$29.95 cloth.

Four of the eight chapters in this book are versions of articles Ruppert has published elsewhere during the last ten years. The first two introduce his central theoretical concepts: mediation, implied readers, and multiple narratives. The remaining six focus these concepts to illuminate "some of the best known and most widely read contemporary Native American novels" (p. ix). Ruppert's "method is to observe how such works address implied audiences and to explore how the self-representations intervene in metropolitan modes of understanding" (p. xi). The book reflects Ruppert's exceptionally thorough knowledge of the novels he