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Let's Speak Chickasaw: Chikashshanompa' Kilanompoli'. By Pamela Munro and Catherine Willmond.

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American policies toward Great Lakes Indians, perhaps additional research will illuminate direct, or even inferred, connections between the specific federal policies of both countries, similar to the research of Hamar Foster and William Grove in *The Power of Promises* (227). Second, Danziger's scholarship provides a template for cross-border research in other important environmental regions, areas such as the Northern Rockies or the Northern Great Plains.

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Let's Speak Chickasaw: Chikashshanompa' Kilanompoli'. By Pamela Munro and Catherine Willmond. Norman: University of Oklahoma Press, 2008. 432 pages. \$29.95 paper.

This beginning course in the fundamentals of Chickasaw represents the fruit of years of linguistic research by the linguist Pamela Munro and her longtime Chickasaw collaborator, Catherine Willmond. Munro is uniquely qualified to write this book because she is the preeminent investigator of this Muskogean language. The book and accompanying CD are a pedagogical course aimed toward the student of Chickasaw who has a Native speaker teacher, and presumably toward that teacher and those who lack a teacher but would like to gain a working knowledge of the language.

The book contains twenty units, each comprising illustrations of several points of grammar, vocabulary words, analytical exercises, comprehension and production exercises, and cultural material. There are ten additional advanced grammar sections tucked inside the last ten regular units as a way of providing more linguistic information for those who choose to take a more intensive course. There are sixteen short Chickasaw text selections. The book contains four appendices, a list of prefixes and endings, a glossary of grammatical terms, two vocabulary lists (Chickasaw-English and English-Chickasaw), a bibliography, and an index.

Let's Speak Chickasaw is replete with information about the Chickasaw language organized in a somewhat organic way: in the first five units, the student is introduced to an in-depth description of both the phonetic and prosodic features of the language, including the Muskogean feature of rhythmic lengthening, basic verb forms, command forms, a verbal plural marker, active and stative subject markers, yes-no questions, subject and object markers, and reflexive verbs. The range of topics is quite large, certainly much larger than we would expect from a basic course in most languages, but the authors understand that this book will serve as the primary reference for Chickasaw language learners and have packed just as much into the book as is feasible. Because there is thus no time and room for in-depth examination of the more abstract grammatical features, these topics are sometimes oversimplified and given over to algorithms. For example, the important Muskogean set of morphological aspect markers, called *grades* in Muskogean linguistics,

is explained: “The grade system is a series of processes by which Chickasaw verbs change in regular ways in order to express differences in meaning” (112). Instructions for forming one of the grades follow. The expectation is that language learners will apprehend the meaning changes that the aspect markers signal through use rather than through analysis, which would force the author to write a tutorial on a semantic category that has only weak exponence in English. Where would one then draw the line? It must be said, however, that the linguist member of the team is devoted to the explanation of how surface pronunciations arise from underlying structure, as in the cases of rhythmic lengthening and attachment of affixes.

Munro and Willmond employ an informal, almost chatty register when introducing and discussing very technical material. A typical example is “Can you see the difference? It’s a little tricky. A final **li** syllable of a verb will drop before **+tok** if it is preceded by a heavy syllable ending in a vowel, **h**, or **’**” (117). Units are often ways to divide up the material physically, which is frequently presented as a collection of short, unrelated topics. For example, the unit “Building Longer Sentences” introduces several functions of the instrument prefix, the remote past-tense marker, the important notion of switch-reference, and idiomatic uses of particular complex verbs. The table of contents gives complete information about each unit’s contents for the student’s reference.

The authors employ the orthography they developed in their dictionary *Chickasaw: An Analytical Dictionary* (1994). They make a point of encouraging Chickasaws to use a system developed for their own language and that is linguistically accurate, taking account of long vowels, geminate consonants, and rhythmic lengthening. This makes the words visually much longer than what most literate Chickasaws are used to, having depended on Choctaw texts in their choppy orthography as the best substitute for the great lack of Chickasaw written materials. It is to be hoped that this will change as language revitalization takes hold.

Munro and Willmond take on the familiar challenge of trying to provide language information that is accessible and accurate for an endangered language that, for the most part, lacks a vibrant speech community. A number of other linguist-written practical-language courses—to be distinguished from reference grammars—for American Indian languages exist. More and more, these programs have become Web-based rather than book-based. In comparing them, one is struck by how completely different they are from one another in their organization as they tackle the same problem of delivering language information that is generally unintuitive to the learner because of the Indian language’s vastly different structure. This makes direct comparison among programs nigh impossible and points up the tendency for Indian languages to have been somehow “assigned” a linguist, there being so many languages and so few descriptive linguists. Hence, programs and materials grow from the vision and even the personality of a single scholar rather than from an evolving pedagogical tradition.

In truth, although we know a great deal about how people acquire languages (as children in a natural speech community) and how to teach

foreign languages where extensive classroom instruction, practice, and immersion in a speech community are part of a years-long educative experience, we know little about what pedagogical techniques, if any, will serve a population where most learners are adults, most teachers lack linguistic or even language training, immersion is improbable, and supportive materials such as texts are sparse. Those who accept the challenge are aware that pedagogical materials must also be authoritative linguistic references, because these materials are likely to be the only ones that will ever be produced. This charge is in clear evidence in *Let's Speak Chickasaw*, as the authors provide meticulous, though sometimes abbreviated, linguistic information in anticipation of questions about details of the Chickasaw language that in the future will be answered by consulting this book.

The accompanying CD contains precious examples of spoken Chickasaw. It is mysteriously underproduced, however, given that audio recording is an old technology. The CD is unnavigable because it was made without tracks. The learner must start at the beginning and make his or her way through with random jumps. The standard way to organize taped oral exercises is to tell listeners what the contents of any section are and what they are to focus on, but the authors do not introduce any of the nineteen sections, nor is there any expectation that students will imitate the Chickasaw pronunciation. Generally the recordings are clean and the Chickasaw speaker (I assume Mrs. Willmond) easy to understand, but in some of them her voice fades completely. Unfortunately the final story, "Rabbit and Buzzard" (by speaker Lizzie Frazier), is seriously compromised because of background noise. Nevertheless, certain phonological features are nicely brought out. Contrasts in vowel length and nasality, the glottal stop, rhythmic lengthening, and sentence prosody are quite clear, and one only wishes that the CD were much longer, much denser, and produced by technicians.

Because of its reliable scholarship, this book will be without a doubt the primary reference for Chickasaw language learners, and even linguists, who will have easy access to the work. Even the emerging preeminence of electronic materials is unlikely to diminish the importance of the authoritative reference book.

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Manifest Destinies and Indigenous Peoples. Edited by David Maybury-Lewis, Theodore Macdonald, and Biorn Maybury-Lewis. Cambridge, MA: The David Rockefeller Center Series on Latin American Studies, Harvard University, 2009. 300 pages. \$29.95 paper.

Throughout the past several decades of teaching Native American history, I have given a flash test to students, asking them to draw a rough outline of the United States at the time of independence. Invariably, nearly all come up with a version of the outline of the present continental United States, while others