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the problems involved, the primary and secondary actors, their motivation, and the ensuing confrontation over the direction of Indian affairs.

Finally, Daily describes the conflict over the Wheeler-Howard Act (1934), which proposed to restore tribal government and recognize Native rights to the land; consequently, the act fostered tribal sovereignty. In Daily's words, this was heresy to Lindquist and the missionaries. The author gives vivid insight into the inimical debate over eliminating federal Native wardship so Indian people could melt into mainstream US society as equals, without racial or Native rights. Daily skillfully explains the Wheeler-Howard Act, Lindquist's political machinations to prevent the act from being passed in its final form, and the process of delaying Collier's plans for Indian tribes.

After detailing Lindquist's partial victory, which prevented Collier's wholesale adoption of the Wheeler-Howard Act, Daily describes Lindquist's efforts to revive the BIA and maintain essential missionary services to Native people. Daily outlines Lindquist's personal and philosophical challenges in his quest to achieve Native assimilation. In many ways Lindquist is cast as an enterprising leader, an ardent reformer, and at times a religious zealot in the battle for the BIA.

On the whole, Daily gives an insightful, historical account of several men who created Native American policy in the early- to mid-nineteenth century—notably, Lindquist and Collier. His work illuminates historical fact while connecting religion, missionary zeal, ideological divergence, and political struggle. At times the book reads like a political novel, which I found appealing. Daily offers a glimpse into the intrigue and political conflict involved in the development of Indian policy, as well as of the little-mentioned impact G.E.E. Lindquist had on that development. Those interested in early- to mid-nineteenth-century Native American policy development should find this book particularly useful for its complex background in helping readers understand current social and political relationships between tribal nations and governments.

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Beginning Creek. By Pamela Joan Innes, Linda Alexander, and Bertha Tilkens. Norman: University of Oklahoma Press, 2004. 256 pages. \$29.95 paper.

Beginning Creek is a welcome addition to the texts for students of American Indian languages. This review will consider the contributors and what they bring to the book, followed by specific points that make this book a welcome and useful addition to the field of Native American language study and linguistics.

The three people who contributed to *Beginning Creek* worked collaboratively, each bringing a particular perspective to the book's overall layout. The book consists of, among others things, Mvskoke vocabulary, example sentences, dialogues, grammatical information and explanations, historical and cultural essays on the Mvskoke people, suggested readings, and a two-CD

sound recording. Although it is a beginning text—that is, a text one would use to get basic information about Mvskoke sounds, structure, and usage—it is a fairly substantial work.

The lessons presented in the book have been tested through years of classroom teaching. Linda Alexander's experience in the Mvskoke-language classroom, for instance, is apparent in the design of the lessons on each grammatical topic. Although it is never clear how much information to present in a beginning language lesson, the lessons are presented well. The essays by Bertha Tilkens are invaluable, as they are derived from her expertise as a Native speaker and experienced language consultant. Pamela Innes also offers teaching strategies based on her experience of working closely and collaboratively with Native people. Her careful explanation of the linguistic and grammatical information is thoughtful and is cognizant of the beginning student of Mvskoke.

The content of *Beginning Creek* offers a balanced view of Mvskoke language and culture, albeit a brief one. I continually reflected on my own contribution to language texts, *A Papago Grammar* (1981), and how in contrast to *Beginning Creek* my textbook was fairly rigid and did not stray from basic Tohono O'odham grammatical topics. I have often attributed this to my status as a linguistics graduate student when I organized the book, and I was somewhat restricted in regard to content. *Beginning Creek* is much more encompassing than my own work, although its main focus is the language.

As is standard, the lessons begin with an introduction to the sounds of Mvskoke and an explanation of the writing system used in the book. Phonemic values are presented, along with the practical orthography. The basic descriptions of the quality of the sounds of Mvskoke are clear enough to be grasped immediately by a beginning student. The sounds that are not found in English or equivalents are described in more detail. The regular vowels and vowel lengths are also described, and the question that arises is why the vowel "o" has no marking indicating length. The writers simply state that the student must pay attention to the instructor's pronunciation to determine the length of this vowel.

Immediately following the introduction to the sounds of Mvskoke, students are directed to the sound recording that contains the sounds of Mvskoke, a very helpful addition. In this lesson the first vocabulary words are introduced for the purposes of pronunciation and recognition of the symbols of written Mvskoke. The vocabulary consists of a set of nouns and a set of infinitive verbs. These vocabulary words are presented in the sound recording, and students are able to hear their first simple sentences of Mvskoke. The main drawback of the recording and corresponding text is that no instruction is given on the recording as to which written exercise is being presented. The corresponding list of the content of the audio recording appears on the last page of the book. It might be more useful to the reader if the sound recording mentioned the page and exercise number the student should prepare to hear. Once I found the exercise for the sound-recorded version, however, the activity was effective.

Mvskoke has tone. For me, there is no simple way to describe the occurrence of tone in a language. While the descriptions and examples provided in

this book are brief and carefully presented, a beginning student could experience some trepidation in fully comprehending the discussion if tackling this section alone. This section definitely requires an instructor's guidance if the student is to grasp fully the role of tone in Mvskoke.

The first lesson on Mvskoke addresses verbs, nouns, declarative sentences, and the notion of "stem." It is noted that students must pay attention to the stem or base form with which the rest of Mvskoke morphosyntactic processes must work. The introduction of basic nouns, the subject marker, verbs, and declarative suffixes immediately orients the student to the basic elements of the morphology of Mvskoke. Affixes are introduced next, including the notion of the two classes of affixes, I and II. Thus nouns and verbs are always followed with either I or II in brackets to give the student information as to which affixes are used to conjugate these words. This information initially appears daunting; however, each lesson carefully takes the student through the morphological processes that must occur to produce a grammatical Mvskoke sentence. *Beginning Creek* introduces students to such grammatical topics as adjectives and adjectival phrases; adverbs; recent, middle, distant, and remote past; negation; interrogatives; and possession.

All sentences are presented only in the singular form. The plural is not introduced at all, as the forms likely change considerably from the singular. In addition, the book offers short dialogues on a range of topics including greetings and inquiring about social activities. At the end of the book is a very helpful English-to-Mvskoke/Mvskoke-to-English glossary. Here each word is presented with a phonemic representation and the appropriate number, I or II, to signify the affixation for which it is ready.

Each lesson concludes with exercises to reinforce the topic. In addition, each lesson includes a bibliography with readings ranging from additional articles on the grammatical topic at hand to readings on Mvskoke history and culture. Finally, there are short essays on a range of topics including "Clans in Mvskoke Life," "Mvskoke Kinship," "Food in Mvskoke Life," and "Christianity in the Mvskoke Community." The sound recording has the single drawback mentioned earlier regarding better indicators for the corresponding written lesson; nonetheless, the speeches and traditional songs are wonderful. The CD also includes samples of classic church hymns in Mvskoke.

Overall, *Beginning Creek* is an excellent specimen of a beginning language-teaching textbook. Students are carefully guided through some basic aspects of Mvskoke morphosyntax that are essential for this language. The essays and sound recording are clear assets for the language learner who is not familiar with Mvskoke Creek culture and history. The book will be useful to students and researchers for a long time to come.

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