

Lushootseed reader with introductory grammar: Volume I: Four stories by Edward Sam. By THOM HESS. (University of Montana occasional papers in linguistics, 11.) 1995. Pp. ix, 202 (with accompanying cassette tape). Paper \$20.00.

In 1963 Edward Sam recited four Lushootseed stories to Thom Hess. H has recently developed these stories into a chrestomathy. It is designed so that the student can 'read a few of the old stories in the medium in which they were created' as quickly as possible. This book contains 22 lessons, 4 stories, and a glossary. An accompanying cassette contains the original recordings, capturing the rhythm of these ancient stories.

The lessons are arranged in three units, each focusing on a key feature of Lushootseed grammar. Unit I ('Identifying semantic roles in the main clause', 1-37), with eight lessons, starts off with simple sentences. The student learns first about the position of the verb, the difference between agent- and patient-oriented verbs, the pronominal system, yes/no questions, and a number of suffixes which identify grammatical relations such as goals and experiencers. The

six lessons in Unit II ('Inflection and clitics', 39-73) teach the student alternate ways to phrase sentences, using pronominal clitics. The different aspectual markers are also presented. Finally, Unit III ('Clauses and their structures', 75-122), with eight lessons, introduces the demonstrative system, negation, and focus. By building on previous lessons, the student gradually becomes familiar with the fairly complex way that the morphology encodes the argument structure in Lushootseed. At various stages H is careful to point out the differences between Lushootseed and English syntax, also noting which constructions are considered good Lushootseed style.

The lessons are designed to let the student discover the grammatical regularities of Lushootseed. As the intricacies of Lushootseed grammar unfold, the student is frequently required to answer questions about the material presented (by filling in blanks) and is often instructed to review a previous lesson or subsection. A variety of exercises reinforce the salient points, ranging from translating Lushootseed to English (and vice versa), choral repetition, and locating a particular affix under review. A fourth unit ('Answers', 123-35) provides the answers to all questions.

By the end of the lessons, one is able to read the four stories (four being the culturally significant number) told with a fairly simple narrative style ('Texts', 137-55): 'Young Mink and Tutyeeka', 'Bear and Ant', 'Coyote and the Big Rock', and 'Bear and the Fish Hawk'. A glossary (157-98) supplements information not encountered in the lessons, including translations of some idiomatic phrases and complex constructions. Not only does this book capture a substantial fragment of the language (now in a moribund state) but also a sense of the life that went before. [SUZANNE URBANCZYK, *University of British Columbia.*]