

first appendix is a list of Indians who enlisted in the war. Though the list is not complete, the information is significant. The list, by agency, contains names of Indians who enlisted, where and when they enlisted, their rank, their unit, where they served, whether they were deserters, wounded or killed, and when they were discharged. The other appendices include tables detailing the land acquired from reserves utilized by the Soldier Settlement Board; the amount of Indian contributions to the Patriotic Fund by band and agency; and the amount of payments made by Indian soldiers. The latter table is somewhat confusing because it does not indicate what exactly these soldiers were paying for. Nevertheless, the appendices add to the overall information presented in the book.

Dempsey's book opens the door to twentieth-century Canadian aboriginal military history. Dempsey's argument, however, is unconvincing, his referencing questionable, and his treatment of the topic superficial. As a result, the door to this field of study is left wide open and ready for serious academic treatment.

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*Cree: Language of the Plains/nēhiyawēwin: paskwāwi-pikiskwēwin*, Jean Okimāsis and Solomon Ratt. Regina: Canadian Plains Research Center, 1999. Pp. 136.

*Cree: Language of the Plains* is a useful Cree language resource, ideal for student and reference use. The book is a reprint of previous editions which were published by the Saskatchewan Indian Federated College. The book has been useful for hundreds of students of the Cree language, and undoubtedly will continue to be in its new, attractive format. The text is structured in a clear and cohesive manner. Throughout the book there are useful charts which will help the readers seeking to improve their fluency in Cree. Furthermore, the book is written in an accessible style which allows many people to read it and use it.

This book is the culmination of years of classroom use and represents an important milestone in the development of Cree as a written language. A great deal of time has been put into the collection of the words and examples, involving help from Darren Okemaysim and Doreen Oakes. Given the dialectal diversity of the Cree language and the challenge of putting the language in print, the book is indeed impressive in its results. The movement from spoken language to written language is indeed difficult given the reticence of some. However, the book provides a template for instructors working in other dialects to develop materials.

Nouns and verbs of the Cree language are treated thoroughly. The book includes useful chapters on nouns (chapter 4) and verbs (chapters 9, 12, 13, 19, 23, 24, 25, 26). However, a chart listing all of the inflections for transitive verbs would have been extremely useful for easy reference. Such sections are essential for students learning to speak Cree and those who wish to develop their fluency. Also, more stems could have been provided to help acquaint students to compounding, a pervasive phenomenon in Cree: in conversations the construction of sentences is often realized through the imaginative compounding of stems.

Context is important in language acquisition. The accompanying workbook is useful in that it helps students to learn in a contextual manner. However, there could have been more words in the vocabulary list in the text (p. 118-136), such as "internet"

and "daycare," to help students describe the contemporary world of their experiences. Context is also important in terms of students having aids and guides for the accurate duplication of the sounds of Cree. Unfortunately, there is no mention of the stress patterns in Cree: this would be helpful both for beginning students and for speakers who may have to articulate rules. Also, to aid in its effectiveness as a reference tool, a table with Cree syllabics would have been helpful. As a final suggestion, perhaps short stories in Cree should have been included to give the students more context in which to develop knowledge of the words and grammatical features of the language.

*Cree: Language of the Plains* is a useful contribution to Cree language studies. The book has emerged out of years of hard work by the authors and is an excellent textbook for Cree language study. The orthography throughout the book is accurate and thus maintains and expands the standard of written Cree set by Ida McLeod and Freda Ahenakew. The workbook adds to the effectiveness of the text by providing students material for drill work. The six accompanying tapes, sold separately, provide the indispensable complement to individual language learning. For anyone wishing to learn or improve their Cree, and for those who wish to have both a handy reference book and working materials, *Cree: Language of the Plains* is an indispensable tool.

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*A Female Economy: Women's Work in a Prairie Province 1870-1970*, by Mary Kinnear. Montreal/Kingston: McGill-Queens University Press, 1998.

Mary Kinnear sets out to document women's labour in Manitoba in a hundred-year span between Manitoba's entrance into Confederation and the Report of the Royal Commission on the Status of Women, noting that women's unpaid work was largely invisible, and following internationally prominent feminist development consultant Marilyn Waring's definition of work: "any activity culminating in a service or product, regardless of whether that activity is paid." Kinnear describes her project thusly: "I take women who had historical lives and see how they experienced the past through their work. The women themselves are the centre of my analysis. ... Whenever possible, I let them tell their own story in their own words." (8)

She does this by way of documenting narrative, which problematically means those whose lives were considered worth recording, are now worth quoting. This eliminates whole categories of women who were marginalized then by race, class and ethnicity, and by gender. Here, a feminist analysis would have raised these intersecting exclusions as indicative of something important in the historical record, an absence to be explained.

Promisingly, Kinnear notes that women are not heterogenous and that class, ethnicity, and race create differences beyond the commonality of sex. Still, virtually all women's status was "derivative": class was determined by one's husband's class. (Little has changed in this regard.) Yet, there is not much examination within the data categories of precisely how these differences shaped different experiences. There is little analysis of the kinds of structures and processes (patriarchy, colonialism, capitalism) that were instrumental in configuring women's experiences, in all their diversity. This is the book's great weakness. Perhaps this was a decision to let the