Selective, partially annotated bibliography of the Native American in American literature

Roger O. Rock

The University of Montana

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A SELECTIVE, PARTIALLY ANNOTATED BIBLIOGRAPHY
OF THE NATIVE AMERICAN IN AMERICAN LITERATURE

By
Roger O. Rock
B.A., University of Montana, 1969

Presented in partial fulfillment of the requirements
for the degree of
Master of Arts

UNIVERSITY OF MONTANA
1983

Approved by:

[Signatures and dates]
Researching the large and ever-increasing supply of literature by and about Native Americans is time-consuming and tedious. Until recently, little bibliographical control has been exercised over this diffuse body. Using the services of an outpost public library and its affiliated library networks, this body of literature was examined over a period of five years: works were collected through interlibrary loan, read, and described. This paper is the culmination of that study; it gathers many scattered references into one place where they are more accessible so that students may spend more time reading books and articles than looking for them. The focus is on North American Indians; however, some references to other Native Americans and to Mexican, Central and South American Indians are included. A general introduction provides bibliographical background for doing research in the field. Works are listed alphabetically by author's or editor's last name in each of five categories: bibliographies (261 titles), works about the Indian in literature (304 titles), examples of and works about Indian literature (468 titles), critical works about Indian literature and literature with Indian characters (87 titles), and works treating the conflicts between Indians and whites in some way (179 titles). Annotations describe the contents of 492 of the works cited. A cross-referenced subject index facilitates topic research. Each item in the bibliography is numbered serially, and the index refers to each work by item number.
Several years ago, when I undertook to write a critical paper on the role of the Indian in American fiction, my first trips to the library turned up few references to the Native American in literature and even fewer references to Native American literature. However, I soon discovered that the problem was not that there wasn't such information—indeed, there turned out to be a large and ever-increasing supply of it—but that little bibliographical control had been exercised over it (a situation which seems to be improving as a result of such collective efforts as the Newberry Library Center for the History of the American Indian Bibliographical Series, for example, and such individual efforts as Jack Marken's *The American Indian: Language and Literature*, published as a part of the Goldentree Bibliographies in Language and Literature by AHM, and Anna Lee Stensland's *Literature by and about the American Indian*, published by NCTE).
The body of scholarship on the Native American in literature is diffuse, scattered throughout the vast body of literature on the Indian—the way the Indians themselves are dispersed across the continent—all but swallowed up and forgotten in larger works, compacted into small, obscure collections, tagged onto collections in other subject areas. It would seem American scholars, in an attempt to understand the Indian, have contributed to his demise by stealing his literature and then losing it.

The purpose of this paper is not to add to the tangle of literature that already exists on the subject, but to bring some organization to it, at least to gather many scattered references into one place where they are more accessible so that students may spend more time reading books than looking for them.

To make this list I have plundered titles from collections great and small, from the Library of Congress Catalog to mimeographed sheets printed up by high school teachers for their students. I have obtained listings from universities, high schools, museums, public and private libraries, government agencies and individuals. I have used the lists of anthropologists, literature students, theology students, folklorists, psychologists, linguists, historians, and students of probably a dozen other disciplines. In short, I have ranged as far and as wide as I could in my search for materials in an effort to make
this selected bibliography as comprehensive as possible. My methodology has embraced one doctrine: if it relates to the Indian in literature, record it. I did not specifically seek out works on Eskimos or Canadian or Mexican Indians or Hawaiians, although these people might be considered Native Americans—The focus here is on North American Indians—however, references to other Native Americans (and to some extent, to other minorities) were not deliberately avoided either—if they related to the Indian in literature or to Indian literature, I included them. I went outside the criterion on occasion to include works by or about foreign authors when their work involved American Indians.

A need perhaps exists to clarify what some of the labels used in this work mean. "Indian in literature" refers generally to all literature in which the Indian appears as a character. "Indian literature" refers specifically to literature produced by Indians. The title, "Indian-white relations," is admittedly a kind of catch-all, but no better term seems to exist to cover works concerned with that conflict between dark-skinned Native Americans and light-skinned European Americans that itself spills into so many areas.

All bibliographies, all works on the Indian in literature, and some works on Indian-white relations I endeavored to acquire and read in order to better describe. I was not, for a variety of reasons—including interlibrary
loan problems, lack of money and lack of time—totally successful in either acquiring the works I requested or in getting them all read. My annotations, offered in those cases where I could get my hands on the item cited—or where, if I couldn’t, annotations in several separate references coincided on certain points of description—simply describe the contents as they pertain to the Indian in literature. While I have in a few cases used descriptions offered by other bibliographers, I have not borrowed anyone’s evaluations, nor have I made any of my own. In some cases, where the title "says it all," annotations were felt unnecessary. In any case, the need for annotations is probably obviated to some extent by the subject index. In a very few cases only incomplete bibliographical data was obtainable, but this, too, was passed on—better a slim lead than none at all, I figured. Further, not everything here will prove useful; one purpose in including some titles was merely to save students the time and trouble of finding them only to reject them. This is true primarily in cases where the title of the work, or the author’s name, might suggest appropriateness to the study of the Indian in literature, but the work itself be unrelated or extremely brief and general.

I did not set out to examine general critical works such as books on American literature or western American literature, nor works dealing with genres of literature,
even though portions of such works must inevitably deal with the Indian's role in literature as a character. However, whenever such works with significant portions were discovered, I did include them. The reader is reminded that the contents of this list certainly do not represent the sum of what has been written on the Indian in literature.

Sources of works listed in this bibliography are themselves listed, but not all bibliographies listed were used as sources. For example, I came across some bibliographies nearly all items in which are pertinent to this study. Rather than copy them, I refer the user to them. From them I have taken only a few especially relevant references.

The purpose of this work is to serve as a starting point for students of the Indian in literature or of Indian literature. Surely, it does not contain everything written on the subject; yet it does the groundwork; it gathers a good portion of the scholarship into one place and should allow for more concentrated research efforts.

A word is perhaps in order about my own research efforts: My search for materials on the Indian in literature has encompassed a period of a little over five years. Because I am a full-time high school English teacher with many extracurricular duties, my work on this project has been relegated to evenings, weekends, and what
free time exists during the summer months. Because of my location, I have had to work almost entirely through the local public library. However, I don’t think the circumstances of my work make it less thorough; if anything, the opposite is true. Library and data base searches take time. I have had time to wait on these things; moreover, I have had time to explore works I obtained. Additionally, telephones and computers have given outpost libraries virtually the same access to information that any university library has. Works obtained by my library for me have come from virtually every major university and public library in the country. I have also had access to the computer data bases of the Pacific Northwest Bibliographic Center (PNBC) and the Washington Library Network (WLN) as well as the Montana State Library and the libraries of Montana’s federations.

I owe a special debt of gratitude to the librarians who have helped me over the years, most especially to Mary Moore, Director of the Glasgow (Montana) City-County Library and Coordinator of the Great Plains Library Foundation, and to the following employees of the Glasgow Library: Kathy Ellerton, Inter-Library Loan Librarian; Betty Jo Reigel, Inter-Library Loan Librarian and morale-booster; Donna Boots, Acquisitions Librarian and Critic; Phyllis Maxson, Jane Stewart and Rose Corey.
I must also thank the Nashua (Montana) School Board of Trustees and the school administrators, Don Gilbertson, who was superintendent when I started the project, and Robert Barnes, who was superintendent when I finished it, for allowing me use of school equipment and the school library.
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I.

BIBLIOGRAPHY OF BIBLIOGRAPHIES

Introduction and General Reference

General reference works are not included in this list, nor are works on American literature that were considered to be broad in scope, unless they were discovered to have specific information on the Indian in literature or Indian literature. Likewise, literary histories are generally avoided in this section except when they list books specifically concerned with Indians. Those following should be regarded primarily as exemplifying what is available.

The Reader's Guide to Periodical Literature (Bronx, NY: H. W. Wilson, 1900--) and Books in Print (New York: R. R. Bowker, 1956--) ought to be the first two stops on any quest for information. "Indians, Bibliographies," "Indians in Literature," "Indian Literature," "Indian Legends," and "Indians, Folklore," are among relevant subject headings in both references. Not only do these books list virtually everything published for common consumption, but even the smallest of libraries is likely to have them.
Unfortunately, the earlier versions of these reference books did not cover the wide territory that those of the last several years do, which causes a kind of inverted pyramid effect when going backwards through them—the further back you go, the less you find. A predecessor of Reader's Guide was William F. Poole's Index to Periodical Literature, 1802-1906 (Rev. ed.: Boston: Houghton Mifflin, 1893-1908), which indexed more than 400 periodicals by subject, but not by author. The Cumulative Book Index (Wilson, 1928-1968) was a library standard before Books in Print took over, and some libraries have complete sets (They have an insulation value of about R45 and are often kept on the coldest wall of the basement.). The Bibliographic Index: A Cumulative Bibliography of Bibliographies (Wilson, 1934-- ) is another starting point as is Bowker's American Book Publishing Record Annual, but for these one will probably have to visit a larger public library or a university. The same is true for the Library of Congress Catalog, the Social Sciences and Humanities Index (Wilson, 1907--), Dissertation Abstracts (Ann Arbor, Michigan: University Microfilms, 1938--), and other indexes of scholarly writings.

Special mention also needs to be made of a very convenient source of information on a variety of subjects relating to education. This is the Educational Resources Information Center (ERIC), which is a federally funded
national information system, but which is accessible in most libraries. The ERIC Clearinghouse on Rural Education and Small Schools (CRESS) collects materials related to rural education and small schools, and American Indian, Mexican American, migrant and outdoor education for input into the national ERIC system. There are numerous bibliographies, as well as other types of books and articles, on the American Indian published by ERIC and/or ERIC/CRESS. Most of these are available in microfiche from depositories scattered across the country and in both microfiche and hard copy from ERIC Document Reproduction Service (EDRS) (Customer Service, P.O. Box 190, Arlington, VA 22210). Current prices of ERIC materials are available from EDRS, but ERIC depositories should have them. Items below usually available in microfiche are marked with ERIC's order number, a six digit number preceded by the letters ED. Some items have an ED number but are not available from EDRS. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from more than 500 major educational publications. Research in Education is ERIC's monthly abstract journal announcing recently completed research and research-related reports in education. The ERIC resources plus the Education Index (Wilson, 1929--), which classifies more than 150 magazines, among them College English, and English Journal, pretty well cover
research in the field of education which might relate to the Indian in literature.

Two especially useful periodicals which are indexed annually by their publishers are *American Literature* (Durham, NC: Duke University Press), and *Western American Literature* (Logan, Utah: Western American Literature Association). These two professional journals publish only critical articles and reviews pertinent to their areas of concern, and occasionally this involves the Indian as author or character.

Bibliographies of American literature abound. Some are broad, sweeping collections, others very specific; some claim to be "comprehensive," others to be "selective." An example of the big collections is Charles Evans' *American Bibliography: A Chronological Dictionary of All Books*, which consists of 12 volumes and chronologically catalogs 35,854 titles of works printed in America. It was privately printed for the author by Columbia Press from 1903-1904, was reprinted in 1941-1942 and again in 1959 by Peter Smith of New York. Other examples are *American Bibliography, 1801-1819* by Ralph R. Shaw and Richard H. Shoemaker, which was brought out in 22 volumes by Scarecrow Press in 1963, and Bradford M. Fullerton's *A Selective Bibliography of American Literature, 1775-1900* (New York: William Payson, 1932; New York: Dial Press, 1936).

The *Guide to American Literature and its Backgrounds*
since 1890 by Howard Mumford Jones and Richard M. Ludwig, Third ed., rev. (Cambridge, Massachusetts: Harvard University Press, 1964) tries to present to the reader "in understandable order" the "intellectual and sociological (political) events and literary productivity" of the period. This work exemplifies that cross between bibliography and history—called a literary history—that typifies a variety of the more specific studies. Presence of the words "guide," or "literary history" in the title are good indicators that this is what you are getting. Part II of the Jones-Ludwig book, however, is a list of American titles since 1890. But one can pore over many such compendiums without learning much about Indians in literature. Clarence Gohdes' Bibliographical Guide to the Study of Literature of the United States (Durham, North Carolina: Duke University Press, 1959) is divided into 35 sections, each cataloging a different category of literary resource material. Section 31, "Literature on or by Racial or other Minorities," lists only seven works on Indians. However, other sections, such as "Selected Studies of Regional Literature," might prove useful.

work that represents trends in American thought perhaps more accurately than most because it is the product of collaboration and because it has evolved through four editions since 1947. Unlike many such works, this one contains a chapter (by Stith Thompson) on American Indian literature, "The Indian Heritage." The article is a concise discussion of the nature of the oral literature of the Indians. It does not generalize broadly, nor does it go into much detail; however, it might serve as an introduction to Indian literature, and the bibliography at the end of the book does suggest some additional reading. More importantly, probably, Literary_History_of_the_United_States:__History does not ignore treatment of the Indian in works by authors who feature him as a character; thus, someone researching the role of the Indian in literature might gain some broad understanding from this work and perhaps even some insight into the evolution of the Indian in literature.

Two other types of reference material that can prove to be invaluable or to be total wastes of time are local lists and lists of unpublished material. In either case, if the list is out of date, there is a good chance the material it lists is unavailable; in fact, despite an out-of-date list's mention in a recent bibliography, it is likely that the list itself is unavailable. Unless pertinence of such a list is evident by its title or by its description, there
is the likelihood that the material it contains will be irrelevant. Norma Olin Ireland's *Local Indexes in American Libraries: A Union List of Unpublished Indexes* (Boston: Faxon, 1947) is a case in point. In its 221 pages of listings, it shows only one Illinois high school library and one Texas junior high as having anything on Indians. Even though out of date, such lists as Ireland's have an incidental value: if a school or library ever kept a list, it may have a current one. This is particularly true for museums and college libraries with large Native-American-related holdings.

A user of this bibliography may be puzzled by the inclusion of so much "out of date" material as this bibliography contains. First of all, a bibliography that is not of recent publication is not necessarily "out of date." If its contents have not been duplicated by a more recent work, then it is still probably the only key to the material it indexes, hence, still "current." Secondly, old does not mean worthless. In some cases age has made the collection more valuable because the works it lists have become rare, and descriptions of them are not found in many places. Purging a bibliography of "outdated" material can result in the permanent loss of valuable references. Thirdly, it is easier to reject material than it is to find it, and the purpose of this work is to save other researchers time. Many of the works contained herein were
of marginal value to some users of this bibliography even when new, but the one or two books or articles they turn a researcher on to may be just what he or she is looking for. Fourthly, the number of works cited here is making a point, too: There is a great deal of information on American Indians in literature if you look for it. Finally, there is the problem of satisfying customers: I have tried to make this bibliography useful not only to students of literature, but to teachers, anthropologists, sociologists, librarians—in short, to all of the same kinds of people from whom I got the material—so we may have the proverbial problem of one man's meat being another's poison. However, the organization of the book and the index should make it unnecessary for anyone to have to plow through much irrelevant information before he finds what he wants.

The works that follow do not represent all of what has been written, nor are they necessarily the best that has been written. They are simply all that could be found under the circumstances and in the time allotted.

A word of caution to users of works listed in this one: Annotations by the bibliographers cited here tend to fall into two categories, descriptive or evaluative, or into some blend of the two. To the student of literature, descriptive notes by an anthropologist, depending on his purposes, aren't always illuminating. However, descriptive notes—even those by anthropologists—seem to be generally
of more help than the evaluative ones. Evaluative ones, under the pretext of criticism, tend to fall into two categories: those which comment on the craftsmanship of the work and those which are essentially judgments of the writer's point of view; the former type are of some use, the latter not much. However, in the main, judgmental notes would seem to be concerned with the degree to which Indians are portrayed accurately in the listed work. Accuracy of portrayal, is, perhaps, a valid criterion for evaluation, but methods employed in ascertaining accuracy seem sometimes to be less than scientific. Simply because a list has been read and approved by Indians, for example, does not make it an accurate list. But the promoters of some collections seem to trade on this fact. Many of the booklists for children or teachers fall into this category. Teachers should be aware, I think, that cultural authenticity, while desirable, is no measure of literary merit—if it were, Faulkner and Cooper and Longfellow would have to be culled from the curriculum—and that shortcomings that novels and stories have in their portrayal of Indians do not necessarily render them useless, although awareness of such failings is essential if the work is to be used effectively. Conversely, many "recommended" books are not particularly good examples of literature. Another failing of "recommended" lists is that many of the titles omitted from them because they didn't
measure up culturally will end up in the classroom anyway but most likely without the teacher being aware that there is anything wrong with them. Happily, some critical lists use literary merit as a standard and accuracy of portrayal as a point of criticism.
Bibliographies

--A--


   Annotated. Lists material of scholarly interest on Canadian Indians and Metis. Prepared by anthropologists and lawyers, but is multi-disciplinary. All abstracts in English. Deals with only Canadian aspects of Indians on both sides of border. Some Eskimo materials. Some unpublished materials and theses. Case law digest that is a part of it tries to bring together all case law relating to Canadian Indians since July 1867.

Books, fiction and nonfiction, for use in junior and senior high schools. Annotations point up strengths and weaknesses of each book in author's estimation. Approximately 70 citations in each of the three sections.

   Tells about advent of Index to Literature on the American Indian, 1970.


   According to David Cohen, coordinator of the American Library Association Office for Library Service to the Disadvantaged's Task Force on Ethnic Materials Information Exchange Social Responsibilities Roundtable,
"all of the material" from these magazine listings "has been reexamined and items that are no longer available or have been superseded have been dropped" and the remainder included in his book (see Cohen).


This bibliography and the six supplements (numbered below) that followed it were designed "to provide cumulative coverage of American Indian education throughout currently available issues of Research in Education and Current Index to Journals in Education." Indexed. Annotated in typical ERIC fashion with descriptors (terms which aid in identifying the relevance of the work), descriptive note (which is sometimes a half-page long), and a citation of the journal from which the item was taken. Many relevant works—including bibliographies, anthologies, and critical works— from these collections are cited in this bibliography.

Supplement No. 1, ED 044 213, October 1970.

Supplement No. 2, ED 058 980, September


36 p. Prepared by Indians representing many tribes and reservations throughout California. Annotated. Purpose is to provide teachers with a recommended list of appropriate materials on Indian culture, heritage, and history. Contains 257 citations of elementary school library books
published between 1884 and 1971. Also lists films, recordings, workbooks, and teachers guides. Entries show grade level.


171 p. Compiled by participants in the Library Services Institute for Minnesota Indians, this annotated bibliography evaluates reference materials from an Indian point of view. Over 500 entries classed by educational level. Includes books, pamphlets, periodicals, films, filmstrips, slides, and records. Most published since 1960.


For educators. Titles: 10 primary (K-3), 14 intermediate (4-6), and 10 upper (7-9). Also lists films, film strips, recordings, periodicals. Directory of sources.

372 p. Editions 3-5 were published by New Glide Publications, San Francisco. The fifth edition is edited by Noah Levin and was published in 1977-78. Many citations of works published outside the mainstream, some representing "counterculture," some representing racial, ethnic or other minorities. Editions examined were indexed by name of group (publisher) and subject.


Briefly critically annotated by Will and Lee Antell, both scholars and both Chippewa Indians. Items listed "rated" as "good," "fair," "superior," "poor," "acceptable," or "unacceptable." Criteria used to arrive at these distinctions are not described. Materials are also marked "general" or "scholarly."

See Crossman, Mary.


67 p. Emporia State University Library said this was unavailable for loan. They didn’t say why.


119 p.


13 p. 79 entries. History, fiction, biography, teacher reference. Most show
grade level.


Descriptive annotations. Prepared for Minnesota elementary and high school use.


   2 p. Arizona and New Mexico authors.


Chapter One deals with "Literature (1607-1955)," Chapter Seven with "The American Indians." Chapter 7 examines general works; archaeology and prehistory; tribes and tribal groups; religion, art and folklore; the white advance; and the twentieth century. A supplement covering the period 1956-1965 was published in 1976.


28. Berry, Brewton. *Foundation of Americans, Indians: A Survey of the Literature.* Columbus: The Research Foundation of Ohio State University, 1968. It is not clear whether this item and the one immediately above refer to two works by the same author or to one work that is listed under two different titles; however, I believe the latter to be the case. George Spindler reviews the one above in *American Anthropologist* 73 (April 1971): 388-389.

Fiction and non-fiction involving many races, nationalities, in America.


32. Blanck, J. "News from the Rare Book Sellers: Catalog of Indian Captivities and Massacres: Description of almost Four Hundred Books, pamphlets and broadsides." Publisher's Weekly 143 (March 27, 1943) : 1374-1375.

Article discusses recent catalog acquired by Edward Eberstadt and Sons of New York.


This bibliographic essay might serve as an introduction to the student of American Indian literature for it mentions many significant collections of American Indian writings across a wide range of cultures and time periods. Brandon's thesis is that "it is beginning to be clear that there is emerging here, although still only partly visible, one of the world's great literatures." The "here" to which he refers is the "collections of legends, rituals, songs, tales, poems, myth-cycles, gathered from end to end of the
hemisphere by explorers, soldiers, teachers, native American scribes and chroniclers, missionaries, traders, vagabonds, ethnographers, over the past four and a half centuries."


For the K-9 social studies teacher and student of ethnic studies. Some references to fiction and poetry, several to bibliographies; both print and non-print media cited.

   Also listed as:
   Aboriginal American Authors and Their Productions, Especially Those in the Native Languages.
   In this work, Brinton discusses many samples of ancient Indian literature by Mayan, Aztec and North American Indian authors as well as recent (as of 1882) examples.

   Reprinted from 1882 edition. Not examined, so relationship to the work cited immediately above, if any, is unclear.


   Suggests nonfiction background reading
for librarians preparatory to choosing children's books on Indians. Cites works by Dee Brown, Edgar Cohn, Vine Deloria, Clair Huffaker, Stan Steiner, Dale Van Every and others.


Masters theses and Ph.D. dissertations in field of social sciences which pertain to Alaska or Northwest (Washington, Oregon, Montana, Idaho and British Columbia). Social sciences includes English, drama forestry, agriculture. Classified by subject field, author's last name. Index.


Lists books, articles together alphabetically by title. Fiction-nonfiction not distinguished. According to the author, "no attempt at selectivity has been made, but
all available reference to the Navajo people and their environment, regardless of source, have been included. These include historical, ethnographic, biographical, technical, popular, and fictional works as well as archival materials, newspaper accounts, articles from journals and magazines, books, pamphlets, manuscripts, and technical papers from both government and Navajo tribal files."


177 p. More than 500 narratives, of which more than 100 are book-length.

45. Buck, June M. "Indian Literature for Junior and Senior High Schools." Phoenix, AZ: Division of Indian Education, State Department of Public Instruction, 1968; Bethesda, MD: EDRS, ED 042 531, 1968.

25 p. 52 fiction entries from 1940-66, 8 citations of poems, plays or other creative writing from 1961-67, 23 entries of myths, legends, folktales 1947-67, 32 nonfiction entries 1959-67, 52 biographical entries
1947-63. Bibliography of sources is appended.


26 p. Author examined over 600 children's books in preparing this bibliography and rejected two out of three because of offensive contents. She reviews some of the rejects in an essay prefacing the bibliography, explains why they were offensive and explores many of the ways in which white authors have distorted the facts about the American Indian or produced misconceptions by some other means. Byler is Cherokee, is (or was) editor of *Indian Affairs Newsletter* of the Association on American Indian Affairs. Her book is available for purchase from Interbook (see Publishers).

47. Byler, Mary Gloyne. "Image of the American Indians Projected by Non-Indian Writers." Excerpt from *American Indian Authors for Young Readers: A Selected Bibliography* in *Library Journal* 99 (February 15, 1974)
Byler rakes a number of authors over the coals in this issue; one of them replies (see Monjo) in *Library Journal* 99 (May 15, 1974): 1454-1455.


Partially annotated. Lists several thousand books on topics of folklore,
mythology, and literature among others.

50. Catalog of the Library Belonging to Mr. Thomas W. Field. New York: Bangs, Merwin and Co., 1875. Supplement, New York: Shelley, 1875. Catalog 376 p.; supplement 59 p. (See Field, Thomas). Library contacted said this was non-circulating but could be photocopied or microfilmed.


Gives name, sponsoring agency, address, frequency of publication, subscription rate, description.


Copies were once available from PLS, 4 New Street, Toronto. Categories include art, biography, contemporary fiction and nonfiction, easy readers, education, Eskimos, general historical, laws, treaties,
aboriginal rights, legends. Both Canadian and American authors. Cheda is or was a librarian at the Indian-Eskimo Association in Toronto.


Lists "every known seventeenth-century book, pamphlet, and broadside published in America found to pertain to Native Americans." Covers the years 1639-1700; intended to be the first part of a work which would cover the entire period 1639-1800. Divided into three sections. In section one, all listings are arranged chronologically. Section two is an ethnological index arranged by tribe. Section three is a geographical index arranged by states.


Part one is bibliographic essays, part two bibliographies, part three sources of information. Notes for 39 of the 224 citations state they have something to do with Indians.


190 p.


15 p. Compiled and arranged by broad cultural area. 86 citations.

398 p. Approximately 5,640 references all relating to Navajo. Includes popular and fictional works, articles from magazines and journals. In alphabetical order and arranged chronologically. No notes.


The work of 32 Indian scholars and many others, including non-Indians. More than 300 books examined in study, all at the time in use in classrooms from the primary grades through high school. Evaluators were looking for stereotypes, distortions, misinformation, omissions, scope, depth and other aspects of the texts that might impair their effectiveness. According to the author and editor, "not one could be approved as a dependable source of knowledge about the
history and culture of the Indian people in America."

17 p. Classifies 22 general books; 72 on individual tribes; 15 on government regulations; 20 art, folklore and literature; 14 music, dance and games; 10 religion; 4 foods; 26 notable Indians; 10 Indian languages; 10 recordings. Only gives author's last name, book title and library call numbers. No publisher, place or date.


37 p. Includes fiction, myths, legends, poetry. Coded to show level.


For young children in day care programs and homes. Four sections: Spanish, Indian,
Black, and reference sources.

   Annotated. Selected holdings of the libraries. Annotations include call numbers. Adult and children’s selections.


   Article announces the beginning of Western American Literature, the Western American Literature Association’s quarterly journal, and the CSU libraries special collection on Western American literature. "It is anticipated," says DeWaal, "that it will ultimately become the most comprehensive collection of its kind in the country." At the time of DeWaal’s writing, the collection was at 5,000 volumes and growing. It includes imaginative literature written during the
19th and 20th centuries about the U.S. west of the Mississippi, including Alaska, Western Canada and Northern Mexico. "Every effort," DeWaal said, is being made "to acquire first editions, limited editions, and autographed editions."


1,909 novels classified into periods of American history, briefly annotated. Index references treatment of the Indian in the categories of Indian captives, captives adopted by Indians, Indian life and customs, Indian territory, Indian uprising in Minnesota, and Indian wars. Also treated specifically are Indians in California and the Northwest.


Brief discussion of contemporary Indian prose and poetry available (and accessible) to high school students.

97 p. This book, which made at least one previous appearance in 1973, would seem to be primarily aimed at the needs of Montana educators; however, it has application to any study of Indian culture. Section I lists by tribe and in alphabetical order books pertaining to Native American tribes presently residing in Montana. Section II is an annotated list of available children's literature on Native Americans which shows tribe and age level work is aimed at. Section III lists current North American Indian periodicals with a description of each. Section IV is a partial list of books dealing with the American Indian influence on American civilization. This last area is subdivided into 15 subsections, one of which is "Influence on Literature."


Part 1 is a reprint of the 1957 edition.

Part 2 contains the index for both parts.

Part 1 lists 3,659 titles from 1890-1955;
Part 2 lists 3,787 titles from 1955-1970. In their preface to the supplement, the Dockstaders state, "we do believe that the present work now covers some 90 percent of the studies which include the subject of the
American Indian."


Folklore, customs, literature, reading lists.


332 p. Many listings of Indian myths, legends, and folktales.


428 p. Lists printed library catalogs, union lists of books and periodicals, descriptions of special collections, surveys of library holdings, calendars of archives and manuscripts, and catalogs of exhibitions, as well as a few unpublished bibliographies, chiefly theses and dissertations. Classified broadly by the Dewey Decimal System.


The remnants of the Dr. Frank P. O'Brien collection of dime novels—which belong to
the Huntington Library—are listed under 17 classifications. Those grouped under the category, "Indian Tales," make up about four percent of the whole, but Indians figure in a large number of the books in a variety of categories.

82. Eberstadt and Sons. *Indian Captivities and Massacres: Being the Contemporary Record of Caucasian Contact and Conflict with the Native Americans.* Books, Pamphlets, and Broadsides Offered for Sale. New York: Eberstadt and Sons, 1943. 70 p.


   Pertinent sections feature titles relating to literature, songs, art, biography, and autobiography, captivities and the Indian in literature and thought. Indexed.


   18 8 1/2 X 11 pages. Author and title.
   UM holdings arranged according to subject.


Published as part of a joint reference project of the San Francisco Public Library and the North Bay Cooperative System. Offers 12 entries of (then) recent books by and about Native Americans. Annotated. Very brief.


17 p. Indian fiction, Indian legends.

Age levels provided.


Briefly describes a number of books published recent to date of article which give an understanding of the American Indian from a variety of perspectives. Includes, fiction and non-fiction, but mainly the latter; some anthologies of Indian writings, poetry, tales.


491 p. Primarily anthropological. Nothing on literature. Two articles on Indian-white relations, an article by Ella Deloria on Sioux education, Deloria on Sioux legends, piece on Teton forms in Riggs' Santee dictionary.


Cites material published between 1905-1969 available in the curriculum library and the young people's collection of the Sacramento State College Library. 58 fiction, 152 nonfiction, 20 textbooks, 45 curriculum guides usable K-8. Shows grade level for each.


"Items directly related to the popular or formula western through 1972."


Lists places to get information:
libraries, book publishers, record publishers, college programs, foundations.


132 p.


128 p.


This started out as Haywood's Ph.D. thesis at Columbia in 1951. It was published in 1951 by Greenberg of New York. Items in Book II are classified by region (e.g. the northern woodland area) and subdivided into three groups: folklore, music, and tribes. Items are in alphabetical order. The book is


   This bibliography was published anew for each of four years, the title remaining the same except for the date. The years are 1970 (cited above), 1971, 1972, 1973. Both the
1970 and 1971 volumes were published in 1972, the 1972 volume was published in 1974, and The 1973 volume was published in 1975.

Virtually all aspects of Indian life past and present are represented in literary treatments of all descriptions cited here in the form of books, and articles and stories from popular magazines as well as journals for the year of the title. The citations are not annotated and the volumes are not indexed. However, a list of subject headings (presented at the front of each book) is used to classify entries alphabetically. Entries so classified are merged with author entries in this alphabetical treatment.


14 p. Suggests books to be in such a library, places to look for more books, criteria to consider in book selection, and practical information on how to run the library.


Hirschfelder decries the custom of promoting books "under the names of the investigators or editors who record or revise material written or narrated by Indians rather than under the names of the . . . Indians" and lists all selections under the
names of Indian sources or under "anonymous."

Names of editors, translators, recorders, and so on, are also given however.


45 p. Approximately 160 books by Indians written between 1860-1970 annotated descriptively. Tribes entered alphabetically, authors entered under tribes. Contains section on anthologies of oral and written literature and a list of periodicals published by Indian tribes and organizations.


An annotated list of 400 then current and out of print books by Indian and Eskimo authors listed by author's name. Book was available for purchase from Interbook, Inc., 545 Eighth Ave., New York, NY 10018.


2193 p. Reaches back to 1870's. Articles deal with all aspects of Indian life and customs.


Wide-ranging list: bibliographies, history, anthropology, contemporary images, culture, social organization, population dynamics, reservations, languages, migration patterns, city living, economics, education, politics, social control, music, dance, religion, health, government documents, newspapers, arts and crafts, museums, maps. Indexed.

129. "Index to Bibliographies Held by Project Media."
Bethesda, MD: EDRS, ED 097 901, 1974.
20 p. Annotated list cites bibliographies and catalogs which deal with American Indians. Commercial film catalogs, periodicals and instructional materials lists included. All catalogs have a short descriptive sentence or paragraph. Lists films and a/v materials designed for K-12 that are (or were) available for rental.


   Partially annotated. Annotations are descriptive, some fairly extensive summaries. Books and articles chosen presumably for their accurate depictions. In the introduction, author is critical of generally poor representation of Indians and Mexicans in most books.


   Covers black Americans, Indians, Eskimos, Spanish-speaking Americans, Asian Americans, Nationality and religious groupings. Annotated.


About 14 pages on Indians. Among other types of literature, this thesis lists narratives of Indian captivities, including fictional ones; books on Indian wars and on Indian lore (mostly history and biography); and works of fiction, including novels, short stories, tall tales, poetry, and drama (some of which feature Indians) through 1841.

Bibliography is descriptively annotated. Subject index refers to books in bibliography by title; titles are listed alphabetically. Citations are also indexed by publisher. Indians in literature section lists 11 titles. Bulk of the *Reference Encyclopedia* is concerned with lists: government agencies, associations, museums, monuments and parks, libraries, reservations, tribal councils, urban Indian centers, schools, college courses, audio-visual aids, audio-visual distributors, magazines and periodicals, and government publications. First edition appeared, edited by Bernard Klein and Daniel Icolari, in 1967, published in New York by B. Klein and Co. Klein and Co. issued a second edition, revised, in 1970. Volume 2 of all editions so far has been an Indian Who's Who.


Over 600 titles, 23 headings (classifications) of specialized studies
relating to frontier history.


Chronological survey of historical novels focuses on historical events and novels based on them. Section I deals with colonial American; Section II, the American
revolution and its aftermath; Section III, the westward movement; Section IV, the civil war and reconstruction; Section V, national expansion. The last section has subsections on the midwest, far west, and southwest.


12 p. Designed as a basic list "for the reader whose knowledge of the Indian in American history is slight," this bibliography focuses on Indian-white relations. It lists general reference works and bibliographies, histories of Indian-white relations and general histories, tribal studies, and books on "the new Indian."


52 p. Annotated. Arranged by broad subject areas.

Some consideration of Indians.


205 p. Index. Not annotated, but offers nearly 3,700 listings in 16 broad categories, each of which is subclassified. Cites books and articles from more than 300 journals. Section I is a list of 103 bibliographies; Section III, General Literature, is subclassified into collections and anthologies, Indian authors, discussions of types of Indian literature and general articles, and criticism and discussion of Indian literature, including works about Indians by non-Indians. After the general language section, Section IV, broad classifications are based on geographical/cultural regions, each of these subclassified under the headings general literature and general language, and entries under each of the latter classified according to tribe. Anna Lee Stensland calls this "the most nearly complete bibliography available on the languages and literature of the American Indian." Emphasis in it is on productions by Indians, and consequently,
according to the author in his preface, omits "most of the literature by non-Indians." But he does include 184 critical discussions of that literature. Books thought by the author to be important are marked with an asterisk, and those available in paperback with a dagger.


Some 3,367 citations classified under 33 headings including "Captivity Literature," "Fiction and Other Works," "Indian Authors," "Literature--Collections and Stories," "Types of Literature and Criticism," and "Theses and Dissertations." About half of the entries are annotated. Some annotations are descriptive, some evaluative.


75 p. Primary focus is on material which the MEA felt to be "most representative of the realities that relate to the involvement and contributions of Blacks, Chicanos, and Native Americans and the climate of the times during which such involvement and contributions occurred." 294 entries, including novels. Also includes nonprint resources such as films.


Gives general references. Lists several bibliographies. Gives introductory reading list.


A bibliographical essay dealing with factual inaccuracies in books about Indians,
both fiction and non-fiction.


165. Montana Department of Public Education. The Indian in the Classroom. Helena: Montana Department of Public Education, 1972. 311 p. A guide for teachers of Indian students. Contains writings on Indian education, excerpts from literary works. Bibliography comprises about two thirds of


   Autobiographies, traditional narratives, poetry.


Essay listing reference works and bibliographies, pamphlets, periodicals, non-print materials, photos, slides, transparencies, and recordings.


1912 edition has 120 p.; 1928 supplement 49. The first list contains 1,339 titles, the supplement, 143, including different editions of some of the narratives of the first list. The supplement also contains the
narrated experiences of 78 captives who were
not named in the first list.

177. Newman, Killian, ed. "A Preliminary Bibliography of
Selected Children's Books about American Indians." New
17 p. 63 books categorized by age group.

178. New Mexico State University. "Manual for Providing
Library Services to Indians and Mexican Americans."
Las Cruces: New Mexico State University, March 1971;
60 p. Prepared by participants at the
"Institute to Train School and Public
Librarians to Work in Communities with Large
Numbers of Mexican Americans and/or Indians
June 8-July 3, 1970." Includes criteria for
selecting books, lists of bibliographies on
Indians and Mexican Americans. Each entry
coded for interest and level.

179. New York Museum of the American Indian, Heye
Museum of the American Indian, Heye Foundation,
60 p. Books from many publishers
offered for sale on a retail basis from the museum shop. This catalog may be purchased (for a nominal fee—$1.00 for the 1977 book) from the museum. Books are categorized by geographic and cultural region. Each is briefly described.


This 39 page list is probably superseded by now. Its focus is primarily archaeological and anthropological. The 1975 edition shows nothing specifically dealing with Indians in literature, Indian legends or Indian authors.


40 p. Was available from the publisher, Box 2945, Stanford, CA 94305.
   387 p.

   16 p. Biography, fictionalized biography, lore and legend, stories and novels, general information and background.

   57 p.

A Review of five cultural anthropology books including J. S. Slotkin's The Peyote Religion: A Study in Indian-White Relations.


Partial annotations make this still of some use in finding early 20th century works. Part I lists general lists; Part II gives lists in special fields; Part III is institutional lists.

82 p. Part I, "The Call of the West;" Part II, "Avenues of Transportation to the West;" Part III, "New Frontiers of the West;" Part IV, "New Homes in the West;" Part V, "The New Man of the West;" Part VI, "The Wilderness Conquered." Part III contains subcategory, "The Indians:" 50 titles wherein, according to the author, it is clear that "the policy of extermination . . . was more deliberately advocated for the man than for the (buffalo)."


Literature, music, religion. Not annotated.


Hispanic Americans, Oriental Americans. Covers fiction, poetry, drama, nonfiction including biography and autobiography, art, and folklore. Lists music, films, records, periodicals, anthologies, bibliographies, criticism, history. Little on the Indian in literature.


200. Rickards, Montana Hopkins. "Literature for the Native American (The American Indian)." Speech given at the annual convention of National Council of Teachers of


This has been reprinted at least once and apparently the title varies. One variation of the title is *Bibliotheca Americana. A Dictionary of Books Relating to America, from its Discovery to the Present Time*. Another is *Bibliotheca Americana. A Dictionary of Books Relating to America*.


28 p.


123 p. Examines the stories published during the period in 7 magazines and
classifies them into 7 categories, one of which is "Indians and Soldiers." Contains a list of authors and stories arranged by state and character or "character types." Treats Indian characters among others. The Chapter on "subject matter and treatment" also comments on attitudes about Indians prevalent during the period and evident in the literature.


Examines 160 books published between 1825 and 1967. Six content areas: literature by Indians or from their oral tradition; autobiography and biography; fiction with Indian subject; art; history; general texts on anthropology and culture.


Technically, this probably doesn't belong in this collection; however, it does
list works which are concerned with Faulkner's fictional treatment of Indians, and it is typical of a kind of bibliography that is useful in specific applications. There are also bibliographies available on J.F. Cooper, Washington Irving, Nathaniel Hawthorne, and many other American writers whose works featured American Indians.


450 p. Indexed. Part of *Clio Bibliographical Series*, "an open-ended series of special reference works published by the American Bibliographical Center. Its entries are taken from the data bank of the abstracts publication, *America: History and Life.*" It offers 1,687 annotated citations on scholarship in the historical and social sciences from 1954 through 1972. The collection is grouped chronologically, by culture area and by tribe. Tribes are subclassified, abstracts arranged by author.


Annotated listing of books by Indian authors. Not lengthy, but each item is described and critically evaluated. Contains 6 anthologies, 6 biographies, 4 collections of poetry, 6 collections of traditional narratives (myths, tales and legends).


106 p. Guide to purchasing books at elementary level. Lists approximately 600 titles with descriptive annotations. Separate lists for each ethnic group classified according to reading level: elementary, teenage, adult.

List includes folktales, history, science fiction, biography, and general fiction.


Discusses a number of books (prose and poetry, fiction and nonfiction) suitable for use in the classroom.

Books for reluctant readers.


The first edition of this work—same author, same title, same publisher—appeared in 1973 and consisted of 208 pages, of which roughly 124 were devoted to an an annotated bibliography. Brief essays in the first edition discussed the value of Indian literature, Indian stereotypes in literature, and criteria for selection of books included in the bibliography. The bibliography section was divided into several categories: "Myth, Legend, Oratory, and Poetry;" "Fiction," for junior high students, and for high school students and adults; "Drama;" "Biography and Autobiography," for junior high and high school; "History;" "Anthropology and Archaeology;" "Modern life and problems;"
"Music, Arts and Crafts;" and "Aids for the Teacher." Then followed "Study Guides for Selected Books," "Biographies of American Indian Authors," "Basic Books for a Collection," "Sources of Additional Materials," a "Directory of Publishers," an "Author Index," and a "Title Index." The new edition consists of 382 pages, and most of the additional material seems to be in the form of added titles and descriptions. The first version did not list elementary level books, for example, and the second does, selected and evaluated by Aune M. Fadum, Assistant Professor of Elementary Education at the University of Minnesota, Duluth. However, Stensland says that generally, "as many as possible of the worthwhile books published since 1973 have been added, and the number of titles published prior to that has been enlarged." The format of the new edition is also somewhat different than its predecessor. The new book consists of two sections plus a directory of publishers and author and title indexes. Section I, "Teaching the Literature of the American Indian," consists of three subsections: the "Introduction, "Aids for

Section II, "Bibliography," is organized pretty much along the lines of the first version with the exception of introductory matter. "Introduction to the Bibliography" explains the criteria for selection of items in it and offers and explanation of how to use the bibliography. Each of the book lists--"Myth, Legend, Oratory, and Poetry;" "Fiction;" "Biography and Autobiography;" "History;" "Traditional Life and Culture;" "Modern Life and Problems;" and "Music, Arts, and Crafts"--lists materials progressively under the appropriate headings: "Elementary,"
"Junior High," and "Senior High and Adult."


A proposal on how to cope with the proliferation of materials on the American Indian. Describes some bibliographies useful in acquiring Indian materials.


70 p. Literature on Blacks, North American Indians, Mexicans, Asians, organized
according to literary type: novels, short stories, poetry, drama, folktales, legends, biographies, autobiographies, essays, letters, speeches, anthologies. Gives detailed information and evaluations on theme, literary quality, and emotional level of materials. Separate bibliography for teachers.


71 p.


A condensed translation of reviews from Dutch magazines appearing in 1919 and 1920 which were reprinted in the Smithsonian Report in 1921.


Discusses how the study of Indian poetry might inspire creative writing projects in the classroom. Mentions a number of sources of poems and other types of literature.


Primarily historical. Includes bibliographies and guides.


15 p. Primarily general historical and anthropological writings, although it includes a few books of legends, a few novels, a few critical works.

Groups myths, legends, and stories by culture areas and lists children's editions separately in each area. Annotations describe collector and tales in volume.


4 p. 29 titles of books.
   48 p. 200 references. Includes myths.

   13 p.

   2 p.

   299 p. University of Idaho Library said this was noncirculating and would not share it.

169 p. Lists doctoral dissertations written between 1904 and 1976 concerning all American Indian groups within the North American continent. Divided into two parts, a keyword index (an arrangement of titles in alphabetical sequence by a significant word in the title) and an author index. Information for ordering microfilm and paper copies is included; most titles are available. While this volume makes no mention of the fact, it apparently replaces a previous volume, *North American Indians: A Catalog of Over One Thousand Items: Books, Reprints, Microfilm and Microfiche*, which was published by University Microfilms in 1971. A copy of the latter volume was not obtained, so a comparison could not be made.


Annotations present place, time, content and/or theme of the work. Novels written during period that don’t have to do with frontier or colonial history are not included unless their authors have previously written such books.


It is annotated and gives WSU call numbers. It includes children's books, arts, crafts, language and literature, and Indian-white relations and encounters.


Designed to assist counselors. Refers to works on Mexicans, Puerto Ricans; 18 references to Native Americans.

Article is part of a column, "In the Balance." Author Whiteford is director of the Logan Museum of Anthropology at Beloit College. The article describes some basic types of interest in the Indian and classifies some books which may respond to them. An extensive list despite the few pages, primarily historical and anthropological, but with selections on Indian literature, crafts, pictures, biography and personal narratives. Some descriptive notes.


126 p.

626 p. Lists 9,244 items, classified by subject, primarily concerned with history. Includes all items in *The Trans-Mississippi West: A Guide to its Periodical Literature* (Indiana University Press, 1942) and adds pertinent items 1938-1957 as well as citations from regional journals appearing since 1938.


Add 4,500 items to the collection.


II.

THE INDIAN IN LITERATURE

This section lists works which comment upon the treatment of the Indian as a character in American literature. The focus is on prose fiction; however, some works which discuss the Indian in poetry and drama have been included, as well as some which comment on the Indian's role in the movies and on television. A number of the works listed are concerned with the Indian's portrayal in nonfiction. In some cases it was difficult to decide whether the work should be listed here or in the "Indian-White Relations" category. Since the emphasis here is on works essentially concerned with literary matters, in cases where the majority of the work in question was concerned with sociology or history, for example, the work was listed in the "Indian-White Relations" section.

Analysis of children's books about tribal life, published since 1960, for reading levels 1 through 3. Emphasis on factual books about Indians and Indian life, but some discussion of fiction and Indian legends. Includes bibliography.


About Long's fictional account of Dona Marina (as the Spaniards called her), the Oluta Indian who served as interpreter to Cortes and became his mistress. According to Almon, the commentary that "relates the interpreter's story to the archetypes of religion and literature... offers valuable insights into a contemporary issue, the proper relationship between man and woman."
Almon says, "Long suggests that the heroine of his tale represents a key archetype...woman as interpreter and guide...a 'third type of heroine.'"


On the making of Little Big Man.
Interview with Dustin Hoffman, Richard Mulligan (who played Custer) and Arthur Penn.

272. Atkeson, Mary Meek. "A Study of the Local Literature of the Upper Ohio Valley, with Especial Reference to the Early Pioneer and Indian Tales, 1820-1840." Ph. D. Diss. Columbus: Ohio State University, 1919; Ohio
State University, Bulletin, Contributions English No. 2, Columbus: Ohio State University, 1921.


A review of five books about Indian-white relations.


220 p. Author examines frontier romances; describes three stereotypes: bad Indian, noble savage and good Indian; argues Hawthorne's and Melville's novels are paradigms for racism.

   A discussion of the western ethic, manifest destiny, Aryan supremacy, and violence as portrayed in nineteenth century fiction.


Collection of essays. Discusses myths, stereotypes about Indians from earliest movies to contemporary ones; traces development of image of Indian in both literature and media and gives reasons for various aspects of it.


Discusses attitudes of several early writers, including John Smith, Alexander Whitaker, William Bradford, Thomas Morton, Edward Johnson, William Hubbard, Mary Rowlandson, Increase Mather, Cotton Mather, William Fleming, Samuel Penhallow, and Robert Beverley. Also gives references.

284. Behlen, Dorothy M. F. "The Captivity Story in American Literature, 1577-1826: An Examination of Written Reports in English, Authentic and Fictitious, of the Experiences of White Men Captured by the Indians North


48 p. Survey of books, nursery rhymes, coloring books, clothing, TV programs, and toys which tend to stereotype American Indians.


He explores the white image and idea of the Indian through five centuries of contact in science, art, and government policy. The third part is entitled: "Imagery in Literature, Art, and Philosophy: the Indian in White Imagination and Ideology."


Author examines two images frequent
during period: Indian as savage and Indian as noble; focuses on treatment by five writers.


Biographical and critical account of Campbell's writing life with particular attention to his treatment of Indians in his writing. Professor Berthrong was a member of the history faculty at the University of Oklahoma at the time this article was written.


The espoused purpose of this work is "to draw together literary treatment of the North American Indian, written by whites in the
course of a three-hundred year period, roughly from the settlement of Virginia in 1607 to the Battle of Wounded Knee in 1890.

Second section deals with selections of drama, poetry and fiction from the nineteenth century.


Discusses controversy over Sioux portrayal in Ruth B. Hill's novel, Hanta_Yo.


574 p.

A critical backward look at how historians have portrayed the American
Indian: "The traditional view of Indians in American history sees them as natural features of the land, rather like mountains or rivers or buffalo or troublesome, if colorful, wild varmints, affecting American history only by occasionally impeding the civilizing progress of advancing settlers."


309. Buntin, Arthur Roy. "The Indian in American Literature, 1680-1760." Ph. D. Diss. Seattle: University of Washington, 1961. 698 p. With the idea that, "the Indian's presence was more of a living issue in the lives of a greater percentage of the
people in the years prior to 1760 than in any other period of American history," this work sets out to "describe the emotions and patterns of experience communicated in literature born of this great Indian Adventure." Additionally, its purpose "is to demonstrate what works were available at a given point in time and to suggest that captivity narratives, historical and travel narratives, sermons and essays, verse, and printed Indian treaties may have helped shape or confirm the thoughts of literate colonials about their Indian neighbors."


See note under Byler in bibliographies section.

   Examines films of the last 25 years. Author looks at literary sources from which many movie westerns came as well as at the films.


Explores the idea that, "the Western, as we know it today in novels, movies, and television, is essentially the elaboration of the image of the West created by the Wild West Show of Buffalo Bill and the dime novels of the later nineteenth century."


Critical essay on books about Indians; some fiction, poetry, collections of legends, tales.


"Discusses Cooper's presentation of Indian-White relationships and his arguments against racial equality."


Examines history of gothic story type in New Jersey and in so doing treats Indian legends.


Stanford said they had archival copy only and that it was non-circulating.


"Influence of the Indian 'Earth Mother' on Mary Austin."


80 p. Examines the writings of Philip Freneau, Washington Irving, James Fenimore Cooper, William Gilmore Simms, Mark Twain, Helen Hunt Jackson, and Hamlin Garland. Concludes: "The early idealization of the Indian in American romantic fiction was an outgrowth. . . of the exaltation of the primitive state of man. . . in contrast with the ills and assorted vices that civilization is prone to develop. . . (and that) running parallel to this ennobling concept. . . are devastating descriptions of the bloodthirsty, cruel savage. . . (which) can actually be considered a romantacizing of horror, and. . . is found in the same works that are
criticized for being unnaturally romantic in the treatment of the Indian." Points out varying knowledge and experience of authors with Indians and cites these as factors in treatment.


"John Lawson's book. . . published in 1709, was remarkable for its careful and observant description of the Carolina frontier. It was also a milestone among an extensive number of descriptive and historical works concerning the southern portion of the British Empire in North America which assisted in an outstanding manner the development in literature of an ideal that engraved its image deep in Western thinking, the concept of the Noble Savage."


"An assessment of Black Elk's poetry reveals that Indian attitudes toward words differ from ours. . . . "

Examines some "poetic celebrations of Custer, his Last Stand, and the legends that surround both." Among the poets are John G. Neihardt, Henry Wadsworth Longfellow, Frederick Whittaker, John Greenleaf Whittier, Francis Brooks. (See also Austin and Alta Fife, "Ballads of the Little Big Horn."


Encourages the study of Native American Literature by graduate students and as a part of college curricula.


472 p. Literary descriptions; much on Indians.


85 p.


Discusses John Seger as source of information for Stanley Vestal (Walter Stanley Campbell), Hamlin Garland; discusses Edwin Corle, Owen Wister, Oliver La Farge, Kenneth Roberts, Walter Edmunds.

82 p.


Reviews a number of non-fiction books on Indians.

Author examines how French and British writers of romantic naturalism from 1730-1830 used the idea—or regarded the idea—of the noble savage.


Summarizes a study which concentrated on determining the generalizations and concepts concerning Native Americans in trade books available to high school equivalency program students at the College of Education at Washington State University.
What do teachers judge to be stereotypical of Native Americans in trade books for children? How do teachers' perceptions of stereotypes compare with findings of current research on the topic? What guidelines are today’s teachers prepared to apply to the selection of fictionalized juvenile literature about Native Americans? To what extent is there a need for explicit criteria for book selection in this area?


Contains a section on the treatment of the Indian in films.


Fiedler defines the West by the presence in it of the Indian, whether literally or abstracted into some non-Indian "other," and the western novel as focusing on the conflict between "Indian" (in whatever sense) and "white-European" (however represented). The "ultimate West," he suggests, may be psychic, where psychotics meet sanes.


Songs about the Custer battle. (See also Brian Dippie, "Bards of the Little Big Horn.")

Summarizes how Indians are stereotyped and false impressions and misconceptions are created. Discusses a few books that treat Indians positively. Includes bibliography of children's books about Indians.


Contains bibliography and index. Deals with the treatment of the Indian as character.


Discusses roles of Indian in movies.
since 1950. This issue of magazine devoted to the Indian.


Describes treatment of Indians in western movies during 1950's and 1960's.


Explores the role of the Indian in the movies. Evaluates many films, but authors also investigate misrepresentation of Indians in other media.


Shows how the adolescent novel written by the author, Walk_the_Red_Road, gives an accurate representation of the Indian of the Upper Plains during the last years of the Upper Plains culture. The author says, "The handling of the Indian character and his
culture, not the literary quality of Walk the Red Road, is the concern here."


   Discusses treatment of minorities in literature, including Indians. Classifies some approaches to treatment.


   Describes an analysis of
characterizations of minority group Americans as presented in contemporary children's literature. Problem, population and method are described along with findings, conclusions and recommendations given.

295 p.

According to Elwood Jones in his dissertation (Ph. D. NYU, 1958), this thesis discusses novels in which Indians are heroes.

Criticism of films for not portraying Indian culture and for not portraying it accurately. Discusses A Man Called Horse, Soldier Blue, Little Big Man, and Tell Them Willie Boy Is Here.


Critical of guilt-ridden intellectuals apologizing to the Indians: "history as practiced by these writers is... a pastime, like leaning against a wall and spitting. They write about the Indian because the Indian in the American mind is as imaginary as Sandburg's Lincoln, a creation of fantasy, guilt and ignorance, on which everyone is his own authority." He takes to task ten "popular, non-scholarly" books on the Indian. Titles include The Long Death: The Last Days of the Plains Indians by Ralph K. Andrist, The Nez Perce Indians and the Opening of the Northwest by Alvin M. Josephy, Jr., Disinherited: The Lost Birthright of the American Indian by Dale Van Every, and The Indian and the White Man by Wilcomb Washburn.


   Considers the Indian as an element of terror in novels.


Twain portrayed as "hostile" toward American Indian, insistent on Indian's inferiority as a young writer, somewhat sympathetic in later life but unexpressive of sympathy in his writings.


Indians throughout, especially as examples in certain historical novels.


Author discusses stereotypes and inaccuracies of Indians in movies; lists 11 complaints of AIM.
   398 p. About 77 pages on the American Indian.

   A chronological discussion of the literary treatment of America's succeeding frontiers. Hazard examines three successive types of pioneer: the regional pioneer, whose conflict was with nature; the industrial pioneer, whose conflict was primarily with the labor of other men; and the spiritual pioneer, whose conflict was/is with himself. She analyzes a number of writings typical of each category in treatment of the frontier.


Discusses three objectionable treatments of Indians and Indian culture in books.


464 p.


Examines journals, narratives of captivity and diaries, histories, essays and letters, poetry, drama, and novels. Novelists include Charles Brockden Brown, Hugh Henry Breckenridge, Charlotte Ramsay Lennox, and Susannah Rawson. Conclusions
about each type of literature are summarized at the end.


Critical of Faulkner's Indians--accuses him of indifference to historical accuracy, but says his Indian stories are artistically valid.


Assails the ideas that there is such a person as a "Native American," that there ever was a uniform Indian society in America, that the Indian had a perfect democracy, or that the Indian lived in especially healthy harmony with nature, among others.
Nine novels from 1930 compared with 13 from 1960 to see what stereotypes, if any, existed in 1930 and if they persist in 1960.


Attempts to correct "false historical impressions" about Indian-white relations. Focuses on the confrontations between eastern woodland Indians and Anglo-American pioneers of the 18th century. Essentially an historical study rather than a literary one.


Part 3 lists various series of novels published by House of Beadle and Adams with brief synopses of most from 1860's to 1900's.


Decrees the inaccurate portrayal of Indians in history and literature and the omission of Indians from American history. Discusses a number of works that are inadequate and a number that both attempt to be complete and are realistic. Concludes the
situation seems to be improving, as schools, Indian groups, television, work to correct deficiencies, and to keep the record straight from here on, but that "there is plenty of work to do, by Indians and non-Indians laboring together, to set straight the chapters already written."

Author traces image of Native American from early American writers to television. This has been reprinted in The Pretend Indians: Images of Native Americans in the Movies, edited by Gretchen M. Bataille and Charles Silet (Ames, Iowa: Iowa State University Press, 1980).


Washington Library Network shows a reference number for this of 74-010584, which could be a Library of Congress number.

This seems to be about the first really comprehensive look at the treatment of the American Indian in fiction. It analyzes treatment of Indians in fiction from 1600's to early 20th century. Chapters devoted to the Pocahontas legend, Puritan attitudes and Indian captivities, Philip Freneau's treatment of the Indian, Charles Brockden Brown's Indians, Lydia Maria Frances (Child) and the idea of Indian-white marriage, James Kirk Paulding and the humorous treatment of Indians, Washington Irving's optimistic point of view of Indians, Indian drama, James Fenimore Cooper and his critics, realism and Dr. Robert Montgomery Bird's *Nick of the Woods,* William Gilmore Simms' romantic naturalism, poets John Greenleaf Whittier and William Cullen Bryant, poet Alfred B. Street's view of the Iroquois as "Romans," Henry Longfellow's *Hiawatha* and Heckewelder's influence on Longfellow, Henry Thoreau's notebooks on Indians (There are 11 of them; sources include Heckewelder and
Schoolcraft.), Joaquin Miller's romantic ideas, Helen Hunt Jackson's \textit{Ramona}, Adolph Bandelier's \textit{The Delight Makers}, John G. Neihardt (whose theories Keiser criticizes), Hamlin Garland, and comments on the influence of Rousseau, Chateaubriand and others.


According to Keiser, "Thoreau had intended to write an elaborate work on the American Indians, and for more than ten years he busied himself collecting the material from all available sources. There are in the Pierpont Morgan Library in New York city eleven autograph manuscript notebooks of his, containing about 2800 pages and approximately 540,000 words, mainly extracts relating to the aborigines of America." Keiser describes the contents of the manuscripts and comments on them.

424. Kennedy, Mrs. Ella Bryce (Morris). "The Indian in Southwestern Fiction." MA Thesis. Albuquerque: University of New Mexico, 1938; published University of


Sees the west as "America's mythic land," fertile, and rich with resources for the imagination—if the stereotype of it can be gotten around, the formula outdistanced.


437 p. Section on Indians: pages 367-368


Types a number of literary Indians.
Author explores 8 stages in the growth of the modern popular conception of North American Indians.


Analyzes the literary history of Indian captivity narratives in the light of the relationship between their cultural uses and their forms and explores some of the theoretical questions the narratives pose, such as "the general relationship in America between literary forms and cultural needs, and the effect of popular literature on the development of more sophisticated forms of American expression."


   Some on Iroquois, Delaware, Mandan and Dakota.


Critical review of several children's books, fiction and nonfiction, which counter stereotypes.


The first part refers to efforts to conquer hostile Indians.


Explores some of the possible reasons why Indians speak pidgin English when they speak in works written by English-speaking writers.


An abstract of the article at the beginning of it says, "this study presents an analysis of the changes in the attitude of the American settler toward the Indian over a period of 120 years. Based on a comparison of the narratives of the white captives of the Indians three significant periods are delineated: the colonial; transition; and, expansion."


Chronological examination of the treatment of the Indian in English-Candadian literature. Concludes: "We learn relatively little about the red man and his culture in the literature written by whites. Instead, the Indian and his culture serve in each historical period as vehicles for the definition of the white man's understanding of his physical environment and for his establishment of a sense of national, social or personal identity."


Briefly traces the making of white myths about Indians in an analysis of the short story, "Azakia."


According to the author, "the purpose of
this study. . . is to determine the various reasons for which Indian primitivism was revived, during the war and postwar years, as a subject of popular interest among the writers on New Mexico and Arizona since 1915." Examines many types of literature.


The purpose of this article is "to categorize the treatment of Indian people in the mass media and to show what Indian people themselves are doing to combat the after-effects of this assault."


   "Considers Hamlin Garland's treatment of the Indian; his consideration of the social problems arising from the assimilation of the Indian."


Following the popular portrayal of the Indian in romance as "noble savage," it became popular to portray him as vanishing: "It was quickly discovered that the most romantic feature of the Indians was their decline."


    Republished in 1965 as *Savagism vs. Civilization*. See below.

This work and the one noted above which preceded it are both based on Pearce's 1945 Ph. D. Dissertation, "The Indian and the American Mind, 1775-1800: A Study in the History and Impact of Primitivistic Ideas."

The idea of the title is explored in political pamphlets, reports of missionaries, drama, poetry, novels and accounts of anthropologists.


Traces stage history of the Indians from 1766 to 1905. Discusses 24 dramas.

483. Pettit, Paul B. "The Important American Dramatic Types to 1900, a Study of the Yankee, Negro, Indian and Frontiersman." Ph. D. Diss. Ithaca, New York: Cornell
   An analysis of 49 children's books.


   Includes Indians in fiction, mainly Iroquois.


   Author discusses works of J. F. Cooper, Washington Irving, Nathaniel West, William Faulkner, Thomas Berger, and Ken Kesey.

Author discusses how Indians in 19th century American literature help to define white civilization.

492. Reed, Perley I. Realistic Presentation of American Characters in Native American Plays Prior to 1870. Columbus: Ohio State University, 1918.


46 p. Indian tribes in general.


511. Sanders, Ronald. "Red Power at the Bookstore." 

512. Sando, Joe S. "White-Created Myths about the Native Americans." 

    *American Quarterly* 15 (Winter 1963) : 554-571.

514. Sayre, Robert F. *Thoreau and the American Indians.* 

515. Sayre, Robert F. "Vision and Experience in Black Elk Speaks." 
    *College English*, 32 (February 1971) : 509-535.


An analysis of articles on American Indians found through Reader's_Guide_to_Periodical_Literature which finds few of merit on Indians.


Irving's semi-fictional treatment of the Indians in his 'Knickerbocker's History of New York' is critiqued.


Evolution of the frontier myth and its influence on literature between 1620 and 1850's.

532. Sommler, Henry Charles. "Washington Irving's A_Tour_on
the__Prairie." MA Thesis. Chapel Hill: University of

533. Stallman, R. W. "Stephen Crane and Cooper's Uncas." 

534. Stark, Bernice Sutherland. "The Presence and
Significance of the Indian in Modernism." Ph. D. Diss.

535. Stensland, Anna Lee. "American Indian Culture:
Promises, Problems, and Possibilities." English 
Journal, 60 (December 1971) : 1195-1200.

536. Stensland, Anna Lee. "The Indian Presence in American

537. Stensland, Anna Lee. "Indian Writers and Indian
Lives." Integrated Education, 12 (November-December
1974) : 3-7.

A discussion of popular Indian
stereotypes and counter-stereotypes in
literature, based on the thesis that the
introduction of the literature of the
American Indian, traditional and modern, will
help to increase an Indian child's pride in his culture and add to the understanding of the non-Indian child.

538. Stensland, Anna Lee. *Literature by and about the American Indian*.

See the bibliographies section.


Author reviews principal literary works in which Indians figure as heroes by 37 writers between 1799 and 1916 from an ethnologist’s and geographer’s point of view.


She discusses what a stereotype is and how stereotypes of American Indian may have evolved. One of her hypotheses is that novels of the past as well as history books made use of erroneous stereotypes. Shows range of treatment.


Two chapters on Indian warfare.

557. Vogel, Virgil J. "The Indian in American History."
Bethesda, MD: EDRS, ED 033 783, 1968.

Treatment of Indian discussed with reference to four methods of perpetuating false impressions: obliteraton, defamation, disembodiment, and disparagement.


Paulding (1778-1860) was one of the earliest American authors to use Indians in fiction. This dissertation suggests he anticipated others in use of Indian folklore.


Cooper's ideas and reactions as he saw Indians.


Discusses this New Mexican author's Indian characterizations.

Traces development of Indian images over course of American literature and literature in general.
III.

INDIAN LITERATURE

The purpose of this section is to list works by Indian authors and works about Indian authors and their literary products. It includes many Native American works edited, translated, or retold by non-Indians. This list includes novels, story collections, single stories, myths, legends, tales, some poetry and some drama, as well as critical works about the literature, both oral and written, of Native Americans.

As far as this work goes, Native American can be taken to mean American Indian; however, some works by or about other Native Americans, particularly Eskimos, and Indians of Canada and Mexico have been cited.

Works can be found that are appropriate for readers of all ages. Where it has been determined that a work is aimed at a particular age level or type of reader this distinction has been noted. If the work is about or is aimed at a particular tribe, cultural group or geographical region, this, too, has been noted, usually, unless the
This section might have been much larger, but other books are available which list Native American works much more comprehensively and/or specifically than this one could. To avoid needless duplication of material commonly available, I have only included titles in this collection that are not, in most cases, to be found in what I believe to be the most thorough bibliographies—at least not to be found exactly as I have listed them. In some cases I have added a brief description; in other cases all I have added is a bit of bibliographic information such as the name of an additional publisher or a title variation. Of course, I have endeavored to list all works published since the publication of the major bibliographies I am about to mention. There is some overlap between this work and these others, but consider this section as a supplement to them, to be used in conjunction with them, and not as an alternative.

Perhaps the most comprehensive gathering of Indian literary materials ever to have been done is Jack W. Marken’s *The American Indian: Language and Literature* (Goldentree Bibliographies in Language and Literature, Arlington Heights, IL: AHM Publishing Corp., 1978). Little written, narrated or dictated by American Indians up to 1978 has been left out of Marken’s collection, except by design. Because of his focus on Indian authors, he does...
omit, he says, "most of the literature by non-Indians." Marken's bibliography is not annotated, but it is logically organized by culture area and indexed by author and tribal group. I have added a few titles not in Marken's list—most because they have appeared since its publication—but I have scrupulously tried to edit out all those that he also lists unless I could add something to them.

Marken's book includes a section entitled, "General Literature," which lists collections and anthologies, works on Indian authors, discussions of types of Indian literature and criticism of Indian literature. His "General Language" section offers works on general characteristics, handbooks, analyses of language, classification of language, the history of the development of languages, language and culture, sign language and more. "General Language" and "General Literature" subsections precede each cultural group listing by tribes.

Judith Ullom's *Folklore of the North American Indians: An Annotated Bibliography* (Washington, D. C.: Library of Congress, 1969) provides an extensively annotated listing of 152 works collecting or retelling myths, tales and legends. Criteria for selecting the titles included in Ullom's list were "(1) statement of sources and faithfulness to them, (2) a true reflection of Indian cosmology, and (3) a written style that retains the spirit
and poetry of the Indian's native manner of telling," according to Virginia Haviland in the book's "Foreword." A "General Background" section includes subsections on "The Primitive Folktale," "Studies," "Anthologies," "Children's Anthologies," and "Bibliographies and Indexes." The rest of the collection is grouped according to North American culture area and the books in each section are listed either under the heading, "Source Books," or under "Children's Editions." The volume is indexed according to subject, title, and author's or editor's name.

Perhaps the most useful bibliography for teachers, but an invaluable aid to any student, is Anna Lee Stensland's *Literature by and about the American Indian* (Urbana, IL: National Council of Teachers of English, 1979). The first 63 pages of this book are devoted to materials, methods and problems related to teaching the literature of the American Indian. Included in the introduction are discussions of themes, stereotypes, and recent developments. Guides to curriculum planning are listed along with items for a basic library of Indian Literature. Sources of additional materials are cited. The bibliography section touches virtually all areas of Indian literature: myth, legend, oratory, poetry, fiction, biography, history, traditional life and culture, modern life, music, arts and crafts. Because of the broad scope and thorough annotation each entry is given, the bibliography must be considered very
selective.

A book which should prove a valuable resource to educators and parents, is Hap Gilliland's *Indian Children's Books* (Billings: Montana Council for Indian Education, 1980). An annotated list of children's books of all types is presented arranged alphabetically by title on pages of one color followed by a tribe, region and subject listing of the same books, also alphabetical, on pages of a different color. Books listed were evaluated for suitability for children and each was assigned a rating.


*American Indian Fiction* by Charles R. Larson (Albuquerque: University of New Mexico Press, 1978) is among the few—perhaps it is the only one—critical books
dealing exclusively with fiction by American Indian writers. Larson provides an historical overview of the development of American Indian fiction and detailed criticism of the major Indian writers. Footnotes, bibliography and index make the work an excellent starting place for the student of Indian fiction.

Some other bibliographies of note are an earlier one by Jack Marken entitled The Indians and Eskimos of North America: A Bibliography of Books in Print through 1972 (Vermillion, SD: Dakota Press, 1973); several by Arlene B. Hirschfelder, including: American Indian Authors: A Bibliography of Contemporary and Historical Literature Written or Narrated by Native Americans (New York: Association on American Indian Affairs, 1969), American Indian and Eskimo Authors: A Comprehensive Bibliography (New York: Association on American Indian Affairs, 1973), and American Indian Stereotypes in the World of Children: A Reader and Bibliography (Metuchen, NJ: The Scarecrow Press, Inc., 1982); and the four volumes (1970-1973) of the Index to Literature on The American Indian (San Francisco: The Indian Historian Press, 1972-1975), edited by Jeanette Henry, each volume of which indexes a year’s worth of writings on or by Indians.

Each of the books just cited applies a unique strength to the task of compiling bibliographical materials on Indian Literature. Together they provide a solid foundation which might serve as a point of departure for the
exploration and classification a large and complex body of literature—a literature which it seems we have only recently begun to realize deserves a full-sized niche in American arts and letters.


Hopi storytellers told, in Hopi, 20 stories for this supplementary reading
series. Each was translated into English, graded 1.1 to 3.8 and illustrated. Stories normally serve to entertain and instruct children during winter nights. RC 005 039 has same stories in Hopi.


A second collection of contemporary Indian writing—10 authors.


For children.


Contains 10 legends, 24 item bibliography.


Indian oratories 17th century to 20th century. Chronological.

Songs, prayers, and stories of U. S. Mexico, Central America and Peru. Includes some Eskimo songs and dances.


Originally published as *The Winged Serpent*. New York: G. P. Putnam’s Sons, 1946. Also listed under the title *American Indian Prose and Poetry*. Translations of North, Central and South American Indian songs, speeches, prayers, myths and narratives organized according to geographical regions. North and South America includes Mexico and Central America; in all, 10 culture areas. Index. Bibliography.


  Discusses older tradition of Native American literature in terms of the systems of values which we bring to it, as well as
those embedded in it. The analysis leads to a statement of some of the strengths of recent Native American literature, which carries from the past some of the value judgments that have always kept the group or the tribe intact.


Tlingit and Haida literatures; totemic
figures; stories of Killer Whale, Frog, Grizzly and Raven; culture heroes.


   Historical novel. Grade 8-up.

   Myths, legends.

   One of the attractions of a strange culture is its strangeness. Free translations which familiarize the language and plant meanings which weren’t in the originals give an incorrect impression of Indian poetry and the Indian culture it is from and may be culturally dangerous to a society hungry for Indian literature. Urges readers to adopt standard: "how well do they allow us to enter the imaginative world of the Indian’s art?" The best translations may be the earliest ones by anthropologists and
ethnologists. Bevis points out the weaknesses of a couple of free translations. For a contrasting point of view, see Peter Dillingham's article "The Literature of the American Indian."


Atlantic Monthly, 234 (September 1974) :
103.

One source rated readability at primary level. Reviewed by Ernestine Fox in The Indian Historian, 5 (Spring 1972) : 45-46.

Grade 4--up.

Author is Cherokee, Shawnee and Commanche. He is a freelance photographer; however, there are no photos in book. The stories are those he remembers his grandfather and others telling.


Indian legend of the Alaska Cedar Killer. Whate and Thlinget.


Legends from Kiowa-Apache and Apache by
J. G. McAlister, J. Frank Dobie, and others.


Argues the greatness of Indian literature; cites several collections of Indian literature as examples.


A new collection taken from old collections.

This set of books includes translations from Delaware, Iroquois, Creek, Nahuatl and Maya. Each volume in the series is cited separately below, alphabetically by title, as a regular part of this list.


Listings of this work vary and are a bit confusing. Apparently it first appeared under this title in 1868. Another version then was published in 1876. Since then a number of reprint editions have been published. Greenwood reprinted the 1876 edition in 1969, Haskell in 1969, and Scholarly in 1972. Longwood Press reprinted the 1868 version in 1979. Steinerbooks issued one in 1976 called *Myths of the New World Indians*. The 1876 version was part of The Americana Series, No. 37.


   Grades 6 up.


One source recommends use grades K-8, another grades 4-6.


Uses examples from works of several Native American Writers including Momaday, Silko, and Deloria to discuss five unique elements in American Indian literature: reverence for words, dependence on a sense of place, sense of ritual, affirmation of the need for community, and a significantly different world view.

These include collections of American Indian tales, songs, myths, legends, and poems.


Describes pre-historic beliefs of natives from Arctic Eskimos to Navahos.

647. Burlin, Natalie (Curtis). See Curtis, Natalie Burlin in this section.


649. Byler, Mary Gloyne. *American Indian Authors for Young Readers.* See Bibliographies section.

Examples of stories grandfathers told to children.


A psychological approach to mythology.


653. Carpenter, ------. *Amerca* n.p.: n.d.

Eskimo poetry.


Indians interviewed in 1960's from many tribes on "things that guide the people."


Ancient Eskimo folk tales.


Three stories from mythology of American Indian.


This essay asserts that the oral literature of the American Indian best exemplifies a national literature in America.

   Grade 2 up.


   Novel set against the Indian relocation attempts of the 1870's and 1880's that resulted in Wounded Knee.


   Karuk. Grade level 4-6.


   Grades 5-12.

About 90 example, arranged by theme, of myths, personal narratives, and historical lore, from 30 tribes.


Over 100 tribal traditions and legends obtained directly from Indians as well as from printed and manuscript sources arranged by language families. Tribes represented: Nez Perce, Coeur d'Alene, Flathead, Kalispell, Kutenai, Shoshone, Bannock, Arapahoe, Gros Ventre, Blackfeet, Assiniboine, Crow, Sioux.


About 100 tales collected from Indians, govt. documents, old periodicals, old histories, and reports of anthropologists and folklorists. No index. Legends arranged by theme; originating tribe identified in table.
of contents.


   Twelve stories for grades 5-8. Tales by elders of Nootka tribe retold for children.


   A cultural study using traditional stories which reflect Ojibwa beliefs.

   Primary-grade 7

   Citing numerous examples, this article argues that Native American literature cannot be taught from a "western" perspective.


   Myths and legends of the Seneca.


Grades 8-12.


   Hopi legends, history.

   For grades 4-6.

   Originally published in 1918, this also appears as *The Path on the Rainbow: An Anthology of Songs and Chants from the Indians of North America*. Lincoln, University of Nebraska Press, 1970.


Issued in 1898 under slightly different title, Myths of Windus of California. Reprinted in 1903, possibly under present title.


From 18 tribes. Some sources list under Burlin, Natalie (Curtis) as The Indians Book: an Offering by the American Indians of Indian Lore, Musical and Narrative, to Form a Record of the Songs and Legends of Their Race. New York: Harper and Row, 1935.


    Prose and poetry of American Indians.


    Over 200 poems and lyrics from some 40 tribes. "Primarily a book to be read for pleasure. . . first consideration has been to select those translations which were literary rather than literal." Poems classified by geographical culture areas. First 35 pages are a discussion of types of Indian poetry,
composition, sources, alien intrusion, translation, study of Indian poetry. Includes 211 item bibliography on North American Indian poetry.


Probably the most recent edition of this is an edited version put out by Dakota Press (See below). Teton Sioux tales from Standing Rock, Pine Ridge, and Rosebud Reservations transcribed in Sioux direct from storytellers. Each tale is accompanied by author's translation with notes on grammar and customs.


704. De Pillis, Mario S. "Folklore and the American West." 

Presented at the Conference on Multi-ethnic 
Literature, Chicago State University, May 10, 1974. 
Bethesda, MD: EDRS, ED 095 528, 1974. 
"An assessment of Black Elk's poetry 
reveals that Indians' attitudes toward words 
differ from ours."

706. Dillingham, Peter. "The literature of the American 

A brief critical survey designed for 
high school teachers. Says, although 
"standard anthologies of traditional American 
Indian literature, Margaret Astrov's *American 
Indian Prose and Poetry* (Capricorn) and G. W. 
Cronyn's *American Indian Poetry* (Ballantine 
Walden Editions), remain excellent sources 
from which to draw supplementary material, 
the translations are somewhat dated for use 
in high school classes. William Brandon's 
recently published anthology, *The Magic 
World: American Indian Songs and Poems* 
(Morrow), however, is a perfect text for 
introducing high school students to the
lyricism and myth of traditional Indian poetry. Brandon has a fine ear for the translation as poem rather than ethnological data, and a deep understanding of Indian poetry as song. . . ." Briefly describes a number of other books of different types--biography, poetry, fiction. For a different point of view, contrast this article with William Bevis's "American Indian Verse Translations."


A Shawnee legend.


Grades 1-6.
710. Dolch, Edward W. and Dolch, M. P. *Navaho Stories.*
   Grades 1-6. Tales of how and what different birds and animals mean.

711. Dolch, Edward W. and Dolch, M. P. *Pueblo Stories.*
   Grades 1-6.

712. Dolch, Edward W. and Dolph, M. P. *Teepee Stories.*
   Grades 1-6.

713. Dolch, Edward W. and Dolch, M. P. *Wigwam Stories.*
   Grades 1-6.

Pawnee tales about tribal origins, rituals, medicine men and encounters with animals.


Contains brief section on Indian legends.


Short tales focusing on animals each of which ends with a moral (in Italics).


Some examples of Indian humor from history and literature.


197 p. Oglala Sioux stories for ninth graders. ERIC source indicated this was not available from EDRS, but was available for
   "Compares life of Crow as reflected in myths with that reported in ethnographies."

   "Compares east, west and central Eskimo with Indians of interior Canada, Northwest Coast tribes and northeast Asiatic peoples."


   According to Evers, Leslie Marmon Silko "demonstrates that writing American_Indian and being American_Indian is a matter of process rather than ethnographic and
historical fact." Claims members of Indian communities are shaped by the telling of stories and shape others by telling stories.


240 p. Includes translations from Hopi, Navajo, Papago and Yaqui languages as well as first language texts in each.


Groups 52 tales by type in three categories: In the Days of creation; trickster; tales heroes, supernatural journeys and other folktales. Each tale identified by tribe; 29 tribes represented.

Sac-Fox, Iowa.


Grades 4-6.


   Anthology of Indian works reflecting attitudes of Nevada Indians, commencing 1820.


   Excerpts from speeches and statements by American Indians from 1609-1963 on various subjects.


   Coos mythology narrated by Coos Indian Jim Buchanan presented in Coos and English texts.

   Grades 5-8. Legends and folktales of Blackfoot.


   Southern Miwok.


   Indian joke book.


   Includes terms and phrases relating to American Indian folklore and mythology.


Expounds the idea that folk literature "sometimes expresses a profound sensitivity to the powers, subtleties, and varieties of language itself." Author says his aim "is to illustrate this principle through a detailed analysis of some folktales of the Kiowa Indians."
754. Gatschet, A. S. "A Migration Legend of the Creeks." 

The title of the AMS Press edition is slightly different: A Migration Legend of the Creek Indians. Kraus Reprint offers a 2 vol. reprint of an 1888 edition called Migration Legend of the Creek Indians with a Linguistic Historical and Ethnographic Introduction (n.d.), possibly the same work.


Grades 3-9.


Yaqui of Potam [Sonora], Pasqua and
Barrio Libre [Arizona]. 64 tales; alien influence examined.


Intermediate grades.


Grades 2-6.


Grades 1-3. Yuma, Mandan, Sioux, Pawnee, Papago; songs, games, legends.


Collection of Canadian Indian writings--fiction, poetry, biography.


Stories heard by author (Osage) as he was growing up—Kiowa, Cherokee, Choctaw, Malecite.


Also published as Blackfoot Lodge Tales: The Story of a Native People. Lincoln, University of Nebraska Press, 1962. Piegan, Siksika, Kainah.


66 tales arranged in the major classes of "War Stories," "Stories of Mystery," "Hero Myths," and "Stories about Wihio, the Cheyenne trickster."


Grades 4-6.

Grade 5. Stories told by Navajos, including folktales and myths.


   Since Rev. Haile's works appear to have been initially published by the Museum of Northern Arizona, perhaps the description of this item refers to some method of cataloging their holdings of his works.


   Novel. Protagonist is 14 year-old boy in cultural conflict.

   One to four-page excerpts from about 100 speeches and writings of about 50 American Indians. The bibliography includes sections entitled, "Books and Pamphlets Written or Dictated by American Indians," and "American Indian Periodicals."


Largely concerned with place names, sources, poetry of Indian names. Section on Indian legends.


Collection of Pueblo and Navajo stories.


Grade 6. Five legends of Indians of the Northwest.


Haidas.


Literature of Indians, Asians, Chicanos and Blacks.

Grades 4-6. Pima, Papago stories.
Explains when stories were gotten and why changes were made in some.


From the abstract: "The cardinal problem in Native American literature is contextual understanding of oral narrative. . . . The method chosen herein supports each event with relevant cultural data, illuminating as much as possible its contextual meaning.

"Focusing upon the creation narratives of the Iviatim, the basic plot was divided into fifty events. . . . From the sequence of events and commentary, the distinctive themes of the Iviatim world view emerge."


Samplings of ancient and modern poets, old stories, contemporary writing, native columnists. Includes "The Walum Olum." Includes a condensed translation of Herman Ten Kate's, "The Indian in Literature," and other essays on treatment of Indian in literature and Indian literature.


Grades 5-9.


   Pueblo folktales and myths.


810. Houston, James. Songs_of_the_Dream_People:__Chants_and
Images__from__the__Indians_of_North_America. New York:
Atheneum, 1972.

811. Howard, Helen A. American__Indian__Poetry. United
States Authors Series, No. 334. Boston: Twayne

812. Howard, Robert West, ed. This_is_the_West. New York:

A collection of short articles on
western gunmen, cooks, lawmakers, soldiers,
guns, Indians, horses, recipes, etc.

813. Huffman, Bert. "Legend of Wallowa Lake." in Echoes_of
the__Grand__Ronde. La Grande, OR: Eldridge Huffman,
1934, pp. 71-73.

(1930) : 21.

815. "Indian Legends of Oregon." Oregon_Teacher’s_Monthly
(October 1903-April 1912).

Indian orations 1622-1971. American Indian political thought and literature.


While Jacobsen, who is reference librarian at Luther College in Decorah, Iowa, has subtitled this work, *A Selected & Partially Annotated Bibliography*, it is still, perhaps, the most comprehensive listing of contemporary Native American authors, particularly poets, available. It mainly gathers works written and published between 1960 and 1976, but reaches back for earlier works by contemporary writers and relaxes the time limits to include myths and legends. The list includes writings by
Eskimos, and Canadian and Mexican as well as American Indians. It lists over 2,000 works, 1,649 of them poems. Other sections include "Native American Spiritual Heritage, including a Selection of Traditional Narratives;" "Autobiography, Biography and Letters & Personal Narratives;" "Fiction;" "Present Day Realities Which Recall Memories of an Earlier and Better time: Interviews, Letters, Stories and other Prose Selections;" "Humor and Satire;" "Collections Analyzed;" "Sources: Bibliographies, Indexes;" and "Periodicals Analyzed." There is a title and first line index to single poems and an author index. Entries are arranged alphabetically by author's last name.


Offers the idea that the Mythic (stated in poetic form) and Contemporary (stated in prose) narrative shapes the events of L. M. Silko's novel.


Author is Lakota. Stories are those told to him 60 years ago put into modern context.


Larned retells stories adapted from the legends of Henry R. Schoolcraft.


A critical classification, comparison and evaluation of novels by American Indians, according to the publisher, "the first critical and historical account of novels by American Indians." In the opening section,
"The Emergence of American Indian Fiction," Larson discusses the problems of developing criteria for his study such as determining Indian identity, defining "Indian fiction," evaluating the relationship between art and culture. Beginning with Chief Simon Pokagon's *Queen_of_the_Woods* (1889), Larson discusses each of several works in detail. Larson examines the works of Pokagon, John Milton Oskison, John Joseph Mathews, D'Arcy McNickle, N. Scott Momaday, Dallas Chief Eagle, Hyemeyohsts Storm, Denton R. Bedford, George Pierre, James Welch, Leslie Marmon Silko, Nasnaga. Includes footnotes, bibliography, index.


A review of the book claimed to be the first novel written by an American Indian, later discredited by the Indian newspaper, *Wassaja*. See H.S. McAllistor's article on "Our Indian Heritage" (*English Journal* 64
[October 1975] : 80-82) for more on Seven Arrows.


Grades 1-4. Salish folk stories about Coyote.


Anthology of songs and prose, representative samples from prehistory to present. Many tribes.

Primary.

Stories told by the Zuni people and translated by Alvina Quam.


   Tales of Micmas retold.

   Novel. Protagonist is 16 years old, male.

   Novel set on Western Montana reservation. Focuses on the conflict between a boy's desire for a wider life and the traditions of his tribe.

   Novel.

The study of Indian literature can lead us to a better understanding of American literature and of ourselves.


Historical sketches (personal narratives) gathered from Kiowas, translated, and organized in such a way as to give an historical account of the Kiowa from 1847–1944, but reflecting Kiowa story-telling
traditions and legends, and readable as much as literature as history.


Northwest Indian tales told to author.


Legends of Nez Perce.


Also listed as *A Bag of Bones: Legends of the Wintu Indians of Northern California.* Winter myths told by Grant Towendolly, a
Trinity River Wintu.


   Novel. Fictional life of a mixed blood Indian set during Great Depression.


   Analysis of several accounts of White Buffalo Calf Woman's appearance among the Lakota and of her teachings illustrates how aboriginal Indian government rests upon myths of the god(s) which symbolically insert the people into the larger cosmic order.


   Anthology of contemporary poetry, fiction, art by 36 American Indians.

   Prose and poetry by 10 American Indian contributors.

   9 Indian folktales. Includes bibliography.

   Argues that myth and ritual, the basis of the ceremony, are crucial to Tayo's
reidentification with nature.


Pulitzer Prize-winning novel of American Indian veteran of World War II who finds himself in cultural conflict.


Tales of the author's ancestors and of his early years.


Personal narrative: reminiscences of his childhood lived with his grandmother.
Relates legends of his people (Kiowa), reviews Kiowa history. Retells story of migration of the Kiowas from headwaters of Yellowstone River to Rainy Mountain in three voices: legendary, historical, and contemporary.


Created as a classroom text for secondary schools. Samples various types of literature: 26 selections by 15 contemporary American Indian authors include legends, ceremonial chants, prayers, poems and stories. Also included are topics for discussion. Pictures of and brief biographical notes on contributors.


   Novel.

   Grades 2-5; 14 tales.

   11 narratives.


   Maya, Olmec, Zapotec, Mixtec, Totonac, Toltec, Aztec.


Teaching stories for children. Lessons on cheating, stealing, meanness, etc. For early childhood–fourth grade.


Novel with romantic focus set in frontier town in Cherokee Indian (Oklahoma) Territory. Author is Cherokee.


This novel is story of 1873 Oklahoma farm family.


Novel with romantic focus set in Cherokee Indian Territory.


Traditional stories, myths, tales of the supernatural, and folk history narrated by James Herman, Essie Parrish and others. Both Kashaya and English texts.


   Stories of plains and forest Indians.


   Grades 5-8.


   Tales narrated by author’s mother (Nez Perce) in Nez Perce and English.


   Novel. An old Indian leader opposes reservation termination and loss of a way of life.


   Grades 4–6.


Stereotypes of whites by Indians; Indian jokes about whites.


Makes a case for the existence of two types of myth: the folklore variety and the literary variety. Contends folklore myths, similar to fairy tales, pass on more or less unchanged while other myths, which originated sometime in the past, are subject to literary modification by their tellers. He demonstrates his belief with several North American Indian myths of both varieties. He also suggests this might be an explanation of why some myths have unaccountable elements in them.

Philosophies of Winnebago, Oglala Sioux, Zuni, and others.


Discusses the fusion of culture and imagination in Indian writings and urges scholars not to consider such works solely from an ethnographic viewpoint.


   Grade 6. Chippewa.


   Indian tales for pre-teens.


Contains origin myths of Navajos.


Grades 5-9.


Designed as a textbook, this anthology includes summary of historical development; religious literature, folklore, hero myths, poetry (including pre-Columbian and Eskimo).

Reviews:

*Natural History* 82 (October 1973) : 88.


*Booklist* 70 (September 1, 1973) : 24.

Discussion of life and work of Refugio Savala. Includes analyses of selected poems and tales.


Introduces issue devoted to discussion of Leslie Marmon Silko's *Ceremony*.


Seminar participants discuss novel, *Ceremony*, as a curing ceremony, the function of memory in the novel, and the distinctly American Indian aspects of the novel.


Tayo's recollection of old stories is instrumental in effecting his healing.


    Grades 4-6.


    Grades 2-10.


    Novel. A World War II veteran has difficulty readjusting to life on the reservation, but the problems are deeper than a culture conflict or a social dilemma: they involve his basic perception of the world.


   Novel. Cheyenne.

Novel. Set in what is now New York before French and Indian War. Protagonist is Irish.


982. Thompson, Stith. *Tales of the North American Indians.* Cambridge: Harvard University Press, 1929; reprint edition, Bloomington: Indiana University Press, 1966. Comparative notes identify themes occurring in each myth and cite sources discussing these themes. Notes give the distribution of each myth and discuss additional examples. Arrangement of tales is by story content following the idea that there are many recurrent patterns or types of tales which transcend geographical and linguistic boundaries.


Primary.


World-wide anthology includes Indian and Eskimo expression.


A joke book by Indians for Indians.


Angeles: University of Southern California, 1975.


A collection of contemporary writings, some professional, some not.


Reviews:


*Choice* 17 (April 1980) : 216.

*Library___Journal* 104 (September 1, 1979) : 1700.

*Booklist* 76 (October 1, 1979) : 209.

998. Wah-Be-Gwo-Nese [Pseud.]. *Ojibwa Indian Legends.*


1001. Washburne, Marion (Foster) *Indian Legends.* Chicago:
n.p., 1915.


   Grades 5-8. Tales which the totem poles of British Columbia represent.


   Author relates Pima history and traditions in form of short stories—designed to teach young Pimas and whites.


Novel. Nameless reservation Indian caught in a spiral of losing that can end only in death, ignorant of the old ways and tormented rather than relieved by memories from his own past.


Collection of poems.


Considers similarities between Indian legends and Christianity.


After describing the poem's cultural context, the article addresses its shape,
structure, language and style. Includes English language text of poem.


Williams has selected the principal legends from Schoolcraft's major works. He provides a short critical history of Schoolcraft's life and writings and supplies a few footnotes to the tales.


Novel.


Grade 4 up.


    BIP 82-83 lists only the Gordon Press edition, n.d.


    Legends portraying history and customs.


    Grades 5-9.


    Grades 4-7.

Grades 2-6. BIP 81-82 incorrectly lists name as "Robe, Rosebud Y."

IV.

CRITICAL WORKS

While previous sections have been concerned with the Indian's treatment as a character in literature or with the nature and quality of the products of Indian authors, this section is concerned with other aspects of works by and about Indians and about writers some or all of whose works feature Indian characters. Generally, the focus in this section is literary, but the section is not limited to works of literary criticism. The relationship between works cited here and the study of the Indian in literature is sometimes tangential, occasionally marginal.

1036. Bradley, Viola McKee. "The Contrast of Cooper’s *The Last of the Mohicans* and Simms’ *The Yemassee*." Auburn, AL: Alabama Polytechnic Institute


First effort of the Indian Historian Press, an independent Indian publishing house, which hoped to provide accurate materials to classrooms. Textbook evaluations by Indian scholars, historians, other experts.

1042. Craig, Sarah Helen. "Comparative Study of the Novels, Dealing with the Southwest, of Gertrude Atherton and Mary Austin." MA Thesis. Columbus: Ohio State University, 1933.


1111. Taylor, Archer and Hand, Wayland D. "Twenty-five Years of Folklore Study in the West." Western Folklore 25 (1966) : 229-245.


344

1114. Ulph, Owen. "Literature and the American West."


V.

INDIAN-WHITE RELATIONS

The focus in this section is on the conflict between Indians and whites—in whatever form it might take—and the concepts members of either race have had of the others, and of themselves, which this conflict has produced (or which have produced the conflict). Works cited here are concerned with the development of myth, with the portrayal of Indians and whites in history, with the social and physical conflicts of whites and Indians, and with the differences between Indian and white philosophies, religions, cultures and lifestyles at various times.


   Literary description of the west.

An anthology of 17th century American writings by major and minor writers. Chapters 4-7 are concerned with Indians.


    Describes how the total way of life for Indian people comes from religion.


Explores many aspects of the conflict between Indians and Americans of European descent from colonial period to the present.


Compares, contrasts white and Indian views of nature and of each other in their respective literatures. Focus is on eco-consciousness.


Life among the northern plains tribes from the viewpoint of the early settlers.


1229. McDermott, John Francis. "The Indian as Human Being."

1230. McKenzie, Joanna V. "Come Walk in My Moccasins--Building Understanding through Books."


Impressions of British fur traders among northwestern Indians from 1794 to 1854.


Indians have proved to be the most attractive kind of material the region has afforded.


   Articles and stories of Indian and white relations in the old west.


1267. Schoolcraft, Henry R. *Historical and Statistical Information Respecting the History, Condition and Prospects of the Indian Tribes of the United States: Collected and Prepared under the Direction of the


INDEX

The purpose of this index is to facilitate topic research. The general headings of the bibliography are not repeated here for each work--only for those useful outside the general classification or for works which comment on the subject in a unique or especially useful way. Nearly every work listed is represented in the index, although nothing was known about a few beyond the general category to which they belonged, and these were left out of the index. Most items were given several cross references; however, a few are represented by only a single label. The user is advised to cast about a bit as it is likely that any given topic heading may not refer to all pertinent works on that subject, and that reference to related headings will turn up additional resources. The idea was to speed up research, not eliminate the need for it.

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