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Females in the Midwest and Great Plains, 1815-1890: An Annotated Bibliography

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Abstract

Historians have traditionally viewed the Westward Movement in terms of the male experience and ignored the role of women completely. Because the woman's role in the settlement of the West was often a domestic role, it has been assigned little importance. Women were, however, instrumental in the pioneering of the West, especially in the Midwest and Great Plains. History textbooks often provide little information on women. The use of supplemental materials will, therefore, greatly add to a student's understanding of women and their contributions to American history. In addition, the inclusion of literature in the study of history can make the past more than just dates and places.

In order to provide a listing of supplemental information which accurately portrays the lives of females in the Midwest and Great Plains during a period from 1815-1890, an annotated bibliography of historical novels, biographies, and diaries has been compiled for use by students, media specialists, and teachers. Titles are arranged by literature type; each entry includes a complete bibliographic citation.

FEMALES IN THE MIDWEST AND GREAT PLAINS, 1815-1890:
AN ANNOTATED BIBLIOGRAPHY

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

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ABSTRACT

Historians have traditionally viewed the Westward Movement in terms of the male experience and ignored the role of women completely. Because the woman's role in the settlement of the West was often a domestic role, it has been assigned little importance. Women were, however, instrumental in the pioneering of the West, especially in the Midwest and Great Plains. History textbooks often provide little information on women. The use of supplemental materials will, therefore, greatly add to a student's understanding of women and their contributions to American history. In addition, the inclusion of literature in the study of history can make the past more than just dates and places.

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CHAPTER ONE

Introduction

The westward movement of settlers in the United States is an important period in American history.

In character, volume, and rate of progress the westward movement in America is not fully paralleled elsewhere in world history. Invading armies have swept over many lands. There have been numerous colonial projects, fostered by governments and rulers. But nowhere else has an area of equal size been settled in so short a time almost entirely as a result of the initiative of individuals and small groups (Clark, 1976, p. 282).

The first to move west were the trappers and traders. They moved seeking the wealth the wilderness could offer. Soon to follow were the prospectors and the cattlemen. Billington (1985) notes that "these shock troops of civilization made little impression on the wilderness; instead they succumbed so completely to the forces of nature that they reverted to a primitive way of life resembling that of the Indians" (p. 671).

The settlement of the West progressed steadily until after the War of 1812. After the signing of the treaty ending the war late in 1814, the migration of the "pioneer farmers" (Billington, 1985, p.671) began in earnest. "The typical migrating unit was the family, moving to a new home in the West with their belongings in a single covered wagon and with perhaps a

cow or two" (Clark, 1976, p. 283). There were some well-equipped farmers who made the journey but there were also those who travelled in a two-wheeled cart pulled by a horse or an ox, on horseback, or on foot (Clark, 1976).

While the diversity of heritages, European influences, and the Industrial Revolution all changed the character of America, historians such as Frederick Jackson Turner have tried to assess the impact of the movement westward on the American way of life. In summarizing this impact Billington (1985) states:

The Americans are a mobile people, loosely bound to any one place and ready to move when opportunity beckons; the typical frontiersman drifted westward so often that his allegiance to any locality could not be deeply rooted. They are an inventive people who accept innovation unquestioningly and prefer change to adaptation; their pioneer ancestors acquired this frame of mind by constantly facing new situations where past precedents did not apply. They are a materialistic people, with less time for culture than most people of the Western World; Westerners could pay little attention to the arts in a primitive land where the battle against nature absorbed all of their energies. They are an individualistic people, resenting any attempt by government to interfere with their economic activities; frontiersmen lived amidst such abundance that each man could care for his own needs without the aid or intrusion of society (p.674).

The female contribution to this period of history is significant. Women were the backbone of pioneer family life. While her role was not highly visible

(Riley, 1977), the female bore and raised the children, processed and prepared the food, and converted the raw materials into usable items (Riley, 1980). This history and its importance have been too often neglected.

In recent years experts have suggested integrating the study of the women's role in history in existing history courses (Jeffrey and Cirksena, 1977). Unfortunately history textbooks have been slow to follow this trend. When women are depicted in history texts or studied in traditional history courses, often the focus is on "women's contributions to a male past" (Filene, 1980, p. 485). An integrationist approach suggests that the "central task is not to document the lives of 'women worthies'" but "to examine the lives of 'average' or non-notable women normally lost to history" (Jeffrey and Cirksena, 1977, p.41).

Purpose and Problem Statement

The purpose of this research study was to compile an annotated bibliography of literature for use with secondary school students. This bibliography identifies historical novels, biographies, journals, and diaries which accurately portrayed the lives of females in the Midwest and Great Plains regions during a period from 1815-1890.

The specific problem investigated in this study was: Are there historical novels, biographies, journals, and diaries which portray females in the Midwest and Great Plains regions during a period from 1815-1890 which can be used with students in grades 9-12?

Hypotheses

In the investigation of this problem the following results were predicted:

1. Works can be found which meet the researcher's criteria for inclusion in an annotated bibliography.
2. More than eighty-five percent of the books listed on the bibliography are historical novels or biographies.
3. Less than fifty percent of the books listed have women characters whose description matches one of the four stereotypical types of frontier women.

Significance of the Study

The use of supplemental materials will greatly add to a student's understanding of all women and their contribution to American history. Because textbooks do not generally include an abundance of information

dealing with women, the researcher felt that the compilation of an annotated bibliography on this topic might fill this void.

The period of 1815-1890 in American history is studied in a variety of courses by students at Columbus High School in Waterloo, Iowa. In order to increase the scope of their study, this list of materials dealing with the role of the female during this time period was assembled.

In addition to being used by students, this annotated bibliography may be used by the media specialist for reading guidance and/or collection development. All books on the list have been professionally selected and, therefore, are appropriate for students in grades 9-12.

The students and staff of Columbus High School are not the only groups which might find this study useful. Media specialists, teachers, and others interested in this topic may find this listing helpful when searching for materials on females in the Midwest and Great Plains from 1815-1890.

Definitions

Several types of literature were used in the compilation of this annotated bibliography. For the

purposes of this study the following definitions were used:

1. Historical novels are narratives which use history to imaginatively reconstruct events using either fictional or historical characters or both (Beckson 1975).
2. Biographies are works which, based on research, give an account of a person's life, and "attempt to set forth character, temperament, and milieu, as well as the facts of experiences and activities" (Abrams, 1981, p. 15).
3. Diaries and journals are those works which are "a day-to-day record of the events of a person's life written for his own use and pleasure, with little or no thought of publication" (Abrams, 1981, p.15).

This study also considered the stereotyping of female characters in works written about women on the frontier. According to Jensen and Miller (1980), historians have traditionally cast frontier women in four ways:

1. The gentle tamer - a refined lady, pure and submissive, the upholder of morals. Often she had trouble adjusting thus suffering physically and mentally (p.181).

2. The sunbonneted helpmate - "carried out routine chores in addition to doing men's work when emergencies arose or their men were away. Virtuous and strong both emotionally and physically, they endured pain and hardship with little complaint" (p. 181).
3. The hell-raisers - the Calamity Janes, women who acted more like men than women (p. 181).
4. The bad women - much like the "hell-raisers" but associated more with "sex and raw nature" (Stoeltje, 1975, p. 38), the prostitutes.

Assumptions

The importance of the study of the female's role in history is discussed often in the literature. It was assumed that more emphasis will be placed on the study of this topic in secondary school history classes. The researcher also assumed that the study of the settling of the frontier will include an examination of the everyday lives of the settlers.

Three existing collections formed the basis of this annotated bibliography. In using these collections, the researcher assumed that professional librarians have selected materials included in the collections and, therefore, the books are suitable for use by students in grades 9 through 12.

The introduction of historical novels, biographies, journals, and diaries will enliven this period of history for secondary school students. Since historical novels dramatize and give feeling to events and biographies and personal writings give the reader a greater insight to the characters of history, students will be more motivated in their examination of the settlement of the Midwest and Great Plains.

Limitations

The books included in this research study were limited to historical novels, biographies, journals, and diaries in which the female was a main or central character. This annotated bibliography was also limited to books in which the events took place between 1815 and 1890. The main portion of the action was set in the states of Wisconsin, Minnesota, Illinois, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas, or the eastern halves of Montana, Wyoming, and Colorado.

The collections of the Columbus High School Library, the Waterloo Public Library, and the Cedar Falls Public Library were the sources used for this bibliography.

CHAPTER TWO

Literature Review

Three topics were are to the compilation of this annotated bibliography: (a) the historical stereotypes of females on the frontier vs. reality, (b) the integration of women's history in existing history classes, and (c) the selection and use of literature in history classes.

Historians have traditionally viewed the Westward Movement in terms of the male experience and ignored the role of women completely. Faragher (1981) maintains that "Historians have not heard rural women because they have listened to the powerful, not the powerless" (p. 538). T.A. Larson quoted by Riley (1977) indicates that "Standard textbooks used in college and university courses in Western history come close to ignoring women entirely" (p. 190). According to Jensen and Miller (1980) "As recently as 1976, a textbook on the West listed only three women in the index" (p. 176).

When women were included in historical accounts of the settlement of the West, the result, all too often, was a stereotypical portrayal. Jensen and Miller (1980) note that in traditional studies women of the West were "invisible, few in number, and not important in the

process of taming a wilderness. Or conversely, their role has been sentimentalized and given a rhetorical mystical importance approaching sainthood" (p. 176). Females on the frontier were often cast in "'masculine terms' (tough, sexual, political)" (Riley, 1977, p. 191) or in "'feminine' terms (domestic, submissive yet sturdy, moral)" (p. 191). Myres (1982), Stoeltje (1975), and Jensen and Miller (1980) agree that these dichotomous images have been prevalent in written histories.

Four basic stereotypes of Western women exist in literature and historical accounts. Bush (1984) also finds these images in Western art. Jensen and Miller (1980) use the following categories: (a) gentle tamers, (b) sunbonneted helpmates, (c) hell-raisers, and (d) bad women. Riley (1977) labels the four categories as: (a) female suffragist, (b) the saint in the sunbonnet, (c) Calamity Jane, and (d) the sex object. The first category, the gentle tamers/female suffragist, is female in nature. These women were "pious, pure, and submissive" (Jensen and Miller, 1980, p. 180). The first two categories in both definitions are the "feminine" visions of frontier women, the last two the "masculine."

The gentle tamer/female suffragist woman was gentle but insistent that morals be upheld. She was

the "civilizing force on an otherwise rough-and-tumble male frontier" (Faragher, 1981, p. 539). She was weak and refined and often had difficulty adjusting to frontier life.

The second type of woman was the sunbonneted helpmate/saint in the sunbonnet. This image was the most popular of all (Jensen and Miller, 1980). In 1921, Emerson Hough wrote this description of the frontier woman (Jensen and Miller, 1980):

The chief figure of the American West, the figure of the ages, is not the long-haired, fringed-legging man riding a rawboned pony, but the gaunt and sad-faced woman sitting on the front seat of the wagon, following her lord where he might lead, her face hidden in the same ragged sunbonnet which had crossed the Appalachians and the Missouri long before... There was the seed of America's wealth. There was the great romance of all America - the woman in the sunbonnet; and not after all, the hero with the rifle across his saddle horn (p. 180).

According to Myres (1982):

The sturdy helpmate could fight Indians, kill the bear in the barn, make two pots of lye soap, and do a week's wash before dinnertime and still have the cabin neat, the children clean, and a good meal on the table when her husband came in from the fields - all without a word of complaint or even a hint of an ache or a pain. She was the Madonna of the Prairies, the Brave Pioneer Mother (p. 3).

The third stereotype of frontier women is the hell-raiser/Calamity Jane. These women were based on stories of "famous women who acted more like men than women" (Riley, 1977, p. 191). Although they did not

always act in accordance with society, "They were often depicted as good-looking and well-educated women who could outride, outshoot, and outcuss the best cowboys in the West" (Jensen and Miller, 1980, p. 181).

The bad woman/sex object is the last type. She was the prostitute, "the soiled doves of all nationalities" (Jensen and Miller, 1980, p.181). Also included in this group is the "harlot with the heart of gold - honest, loyal, generous, compassionate, and revered by admirers who accorded her status as a great lady" (p. 182).

Stoeltje (1975) also recognizes the stereotyping of females on the frontier. She suggests that upon examination of the literature there are three kinds of women who emerge and also three stereotypes of men. In order to fully understand these roles, she feels that it is necessary to consider the males as well as the females. The common female stereotypes are: (a) the refined lady, (b) the helpmate, and (c) the bad woman. Men are categorized as (a) the cowboy, (b) the settler, and (c) the bad man (p. 27). Stoeltje's types are much like those of Riley (1977) and Jensen and Miller (1980).

In reality, women who fit these stereotypes did exist to some extent. On the other hand, females on the frontier were much more complex than the

representations reveal. Women on the frontier did work hard. Women were the "economic producers who manufactured all manner of domestic goods, gave birth to and trained future laborers, helped with 'men's' work, and generated small amounts of cash income" (Riley, 1980). Because doctors were scarce, women often cared for the sick and created their own home remedies (Hargreaves, 1976; Riley, 1980).

Women often had to cope with the problem of loneliness (Hargreaves, 1976). Men were often away from home, and women were left to tend the children and the farm (Fairbanks, 1983). Women often wrote that they were homesick, but Christian Eager-Young wrote, "As time went on... we gradually lost that awful homesick feeling - did not pine for a sight of the home mountains, and learned to drink the surface water without longing for a draught from the old home well" (Riley, 1985, p. 80). In most cases women soon became comfortable with their surroundings and could cope with this problem.

As pointed out by the frequent stereotyping of females of the frontier, there is a clear need to include the history of these women in existing history classes. In a study analyzing the treatment of leading individual women and major topics pertaining to women

in United States history textbooks, Kirby and Julian (1981) found that:

When a textbook passage focused directly on an individual woman or topic, coverage was frequently objective and balanced. However, when a passage focused directly on another issue and only indirectly (sometimes only by implication) on women, the passage frequently omitted any mention of women or was misleading about women and their concerns (p. 205).

They also found that women's concerns were not always placed in the mainstream of history and that in some cases, women did not appear as "full-fledged adults" (p. 206) with passages referring to women and children in one category and adult males in another.

Tetreault (1984) also points out the shortcomings of textbook treatment of women. She suggests that United States history textbooks have included "acceptable women" (p. 550), thereby encouraging the belief "that women's contributions are acceptable when they either support male activities or are an extension of women's nurturing roles" (p. 550).

Tetreault is not alone in her criticism of what is included in history courses and textbooks. Filene (1980), Jeffrey and Cirksena (1977), and Riley (1979) support the idea of integrating women's history into regular history courses. Gerda Lerner asserted that women "were not passive victims; they always involved

themselves actively in the world in their own way" (Jeffrey and Cirksena, 1977, p. 41).

Traditional history courses often focus on wars, politics, and politicians, the traditional male role. The history of women often is a domestic history (Filene, 1980). In the case of frontier women, most did not "fill dramatic, highly visible roles but worked quietly behind the scenes within the confines of their own cabins or sod huts in customary and often unnoticed female roles" (Riley, 1977, p. 190). History is the integration of "regular history" (Filene, 1980, 483) with the history of the average woman (Jeffrey and Cirksena, 1977). As Riley (1977) points out, "It is only when knowledge about frontierswomen is added to that about frontiersmen that an understanding of frontierspeople will emerge" (p. 202).

The textbook information on females in history can be supplemented with the use of literature. Historical novels and biographies may examine and enliven the history of the United States (Gallo and Barksdale, 1983). Brown and Abel (1982) note four reasons for including literature in a history course: (a) to present a broad context for an historical period, not just facts, (b) to provide students with information on foods, clothing, habits, and attitudes of the period, (c) to put students in the situations of the character

through the empathetic response to the literature being read, and (d) to allow students to compare themselves and their society to the historical period presented in the literature.

Often students in grades 9 through 12 are not motivated to study American history. Students are reluctant to read history textbooks. On the other hand, many will read novels. If the novels contain "elements of historical significance, young readers can gain - painlessly - insights that can be valuable to them" (Gallo and Barksdale, 1983, p. 286).

Incorporation of historical fiction and biography into the course helps to make the past more than just dates and places. "The past now includes people struggling to survive, to become heroes, villains, statesmen, etc." (Novik, 1985, p. 76).

Some care must be taken in the selection of historical novels for use in history courses. Nilson and Donelson (1985) suggest the following criteria for recognizing a good historical novel: (a) a setting that is an important part of the story, (b) authenticity of time, place, and people, (c) the author has a complete understanding of the period and anachronisms are not present, (d) the characters are believable, (e) people share similar emotions even over great time spans, (f) the work contains references

to events or people so the happenings can be placed in the correct historical framework, and (g) readers have a better understanding after reading the book. Brown (1984) agrees that historical details are important but adds that of primary importance are the characters and the story. Carefully selected literature can supplement history textbooks and will add to a student's understanding of a period in history.

The literature shows that in order to gain a true picture of females during the period of the Westward Movement there must be a move away from the stereotypical portrayals of the past. An integrated approach to the teaching of history would allow students to appreciate the importance of the woman's contribution, thereby strengthening the importance of the domestic role in history. Because textbooks have been slow to include the history of the common woman, the introduction of literature may compensate for this omission.

CHAPTER THREE

Methodology

Students at Columbus High School investigate the history of the settlement of the Midwest and Great Plains in a variety of classes. Students studying American history examine the Westward Movement and its impact. Students are asked to develop a project which can include an analysis of the role of females in the settlement of the West. Included in the freshman English curriculum is the study of the novel How the West Was Won by Louis L'Amour. Students are asked to trace the path of the Westward Movement and are encouraged to develop an understanding of the challenges faced by the early settlers. The study of the ecosystems of the grasslands, grassy prairies, and deciduous forests is included in ecology courses. Students read historical accounts of settlers to get a true picture of what these systems were like before the intrusion of man. This annotated bibliography should be of practical value to students in these classes.

Because this bibliography was compiled for the use of Columbus High School students in various courses, the researcher selected the collections of three area libraries as the basic sources for obtaining items to list on this bibliography. The majority of students at

Columbus live in the Waterloo/Cedar Falls area and have access to both the Waterloo and Cedar Falls public libraries. All Columbus students have access to materials in the Columbus High School Library. The historical nature of this subject suggests that these collections may already include books covering this topic. In order to allow equal access, only titles that were available in two of the three libraries were included. The exceptions to this criteria were those books which were exclusive to the Columbus High School collection. These titles were included with the assumption that all students would have access to these materials.

To select materials for this bibliography, the researcher searched the catalog of each of the three libraries to determine appropriate subject headings. Subject headings considered were: (a) Frontier and pioneer life, (b) Women--Biography, (c) state name--History, Local, (d) state name--History, (e) state name--Biography, (f) U.S.--History--1815-1861, (g) U.S.--History--Civil War, 1861-1865, (h) U.S. --History--1865-1898. Each subject heading was searched additionally by using the subdivisions of biography and fiction. Six existing bibliographies were used to aid the researcher in the identification of appropriate titles and authors. They were: American Historical

Fiction (Dickinson, 1963), The Midwest (Hinman, 1979), The Great Plains (Laughlin, 1979), The Rocky Mountains (Laughlin, 1980), Fiction for Youth (Shapiro, 1980), and Farm Women on the Prairie Frontier (Fairbanks, 1983). Materials were then located, and the researcher determined if the book met the criteria for inclusion in the bibliography. Only those titles which could be obtained and read by the researcher were included in the bibliography.

A data gathering card was used to record information about each of the books included in the bibliography. After locating a title, the bibliographic information was recorded as was a notation indicating the source libraries. When a book had been read, the card was then used to jot down notes that would later be used in writing the annotations. Information recorded on the card also included: plot summary, time period, setting, readability level, stereotypes, and areas of major emphasis.

Included in the bibliography are historical novels, biographies, and diaries and journals. Collective biographies often consist of biographies covering diverse periods of time, so only those collective biographies in which all selections met the researcher's criteria of time and place were included. Collections of short stories were treated in the same

manner as biographies. No examples of collective biographies or short story collections which met the researcher's criteria were found. It should be noted that no mention has been made about including autobiographies in this bibliography. Females who settled in the Midwest and Great Plains did not commonly write their autobiographies for publication. Materials written by female settlers about their lives usually appear in the form of journals and diaries. No examples of diaries which met the researcher's criteria could be found. However, the researcher has included On the Way Home, a diary kept by Laura Ingalls Wilder in 1894. The date of the work does not meet the criteria established for the bibliography by a mere four years, but the work is a fine example of a pioneer woman's diary.

Works which chronicle the lives of Native American women do not appear in this bibliography. Stoeltje (1975) refers to the American frontier as "the occupation and settlement by Euro-Americans of territories in the United States that were previously unoccupied by such groups" (p. 25). This study focuses on females who fit this description. However, stories and biographies of women of other minorities, including Blacks and Asians, were covered if they met the researcher's criteria.

The researcher considered the Midwest and Great Plains as an area consisting of the states of Wisconsin, Minnesota, Illinois, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas, and the eastern halves of Montana, Wyoming, and Colorado. Because this area includes grassy prairies, grasslands, and deciduous forests (Guinness, 1977), ecological features contributed to a commonality of experiences for the early settlers in this part of the country.

It could be said that the Westward Movement in the United States began with the landing of the first pilgrims. In the 1600 and 1700's there was limited movement westward from the original colonies. The signing of the Treaty of Ghent to end the War of 1812, December 24, 1814, (Clark, 1976) marked the beginning of the decade of the "Great Migration" (p. 284). Migration to the West continued, but it was not until the 1870's and 1880's that the Great Plains witnessed settlement while North Dakota and South Dakota were not admitted to the Union until November 2, 1889 (Havinghurst, 1967). For the purposes of this study, only those works in which the major portion of the action takes place between 1815 and 1890 were examined.

The annotated bibliography is arranged by the categories: (a) historical novels, (b) biographies, and (c) diaries and journals. Within each category, titles

are listed alphabetically by author. Included in each entry is a complete citation and an indication of the state(s) and time period in which the major portion of the work takes place. The annotations may include: a summary of the plot; the scope of the work; major historical events depicted; character descriptions; and characteristics of the time period such as dress, recreation, education, etc. Keeping in mind the variety of reading abilities found in the secondary school, a reading level is also indicated for each title. The researcher employed the Random House Readability Analysis software program to compute the Fog Index for each title. Three passages from each book were entered, and the average of the three was used as the final index figure.

The researcher analyzed each book included in the bibliography to determine whether the main or central female characters fit Jensen and Miller's definitions (Jensen and Miller, 1980) of stereotypical frontier women. If a book presented a stereotypical portrayal, this was indicated in the annotation.

CHAPTER FOUR

ANNOTATED BIBLIOGRAPHY

Historical Novels

Aldrich, Bess Streeter. A Lantern in her Hand. New York: Grosset and Dunlap, 1928.
 Time period: 1854-1910's Fog: 14.8
 Setting: Nebraska

Abbie had a talent for music. Ed Matthews had proposed to her, promising her a life in New York and the opportunity of developing her already fine voice. But she did not marry Ed; she married Will Deal, a man who could give her nothing but a hard life on the Nebraska prairie and his love.

The story begins in Cedar Falls, Iowa, but soon is set on the raw Nebraska prairie. Together Abbie and Will work to carve out a farm and raise a family. Their priorities are focused on their children, and as parents, they must give up some of their dreams to make a better future for their sons and daughters. The life of the prairie woman is detailed in this story.

----- . Song of Years. New York: Appleton, Century, Crofts, 1930.
 Time period: 1854-1865 Fog: 14.98
 Setting: Iowa

Wayne Lockwood had found it. This was why he had left his family and friends in the East. This was the perfect spot on which to build his home. Here in the Red Cedar Valley was all anyone needed: rich loam, water, timber, and it was located between the two villages of Prairie Rapids and Sturgis Falls. He would make his home here in Black Hawk County in the new state of Iowa.

Life on the prairie was lonely and difficult, but fortunately, Wayne's nearest neighbors were the Martins. It was Suzanne, the youngest Martin, who rode out with her father to welcome Wayne that first day. Suzanne had seen Wayne first, and that was important among the Martin girls.

The home life of the early pioneers and the history of Waterloo and Cedar Falls, Iowa, come alive in this book. Wayne and the Martins struggle to survive, to tame the prairie, and build a strong state. But this is not a history book, nor is it just a tale

of survival. Song of Years is a love story, the love story of Suzanne and Wayne.

Brink, Carol Ryrie. Caddie Woodlawn. New York: Macmillan, 1935.
 Time period: 1860's Fog: 7.9
 Setting: Wisconsin

Caddie Woodlawn is a tomboy, and she and her brothers find adventure in the Wisconsin woods. Although her mother disapproves of her boyish behavior, Caddie is her father's pride, a strong, healthy female who can endure the difficulties of pioneering. Caddie's childhood experiences in the woods of western Wisconsin are recounted in this story based on the life of the author's grandmother.

Stereotypes: Caddie - hell-raisers

Brown, Irene Bennett. Before the Lark. New York: Atheneum, 1982.
 Time period: 1888 Fog: 8.0
 Setting: Missouri/ Kansas

Jocey had always lived in Kansas City with her grandmother. Jocey's father had purchased a farm in Kansas and was preparing it for Jocey and her mother, but her mother had died suddenly, and her father, overcome with grief, began to wander. In addition to being left without parents, Jocey had another handicap to overcome: she had been born with a harelip. Jocey hated Kansas City and the teasing she had to take from the other children, so when her grandmother became ill and could no longer do the washings upon which they made their living, Jocey decided it was time that she and her grandmother leave the city for the farm in Kansas. The two women reach their farm and work hard to become successful. The neighbors in the country are much more tolerant of Jocey's handicap, and she realizes that people like her for more than just her looks. Then she learns that there is an operation that can be done to correct her harelip. Kansas City of the late 1880's is described in this story as are some of the medical advances of that time period.

Stereotypes: Jocey - sunbonneted helpmate

Brown, Irene Bennett. Skitterbrain. Nashville:
 Thomas Nelson, 1978.
 Time period: 1875 Fog: 8.5
 Setting: Kansas

Larnie is a "skitterbrain," anyway that's what her father calls her. Things never seem to go right for Larnie, so when she goes to the pasture to bring in the milk cow and discovers she had not secured the stake upon which the cow was tethered, she starts out in pursuit on the family's mule, Sunflower. Not far from her farm, Larnie discovers that the cow has joined a herd of cattle being driven to Wichita. The hunt for the lost cow is filled with adventure as Larnie and her new-found friend, Buzzard, try to recover the lost animal. Descriptions of early Wichita and cattle drives are included in this novel.

Stereotypes: Larnie - sunbonneted helpmate

Butler, Beverly. My Sister's Keeper. New York:
 Dodd, Mead, 1980.
 Time period: 1871 Fog: 10.7
 Setting: Wisconsin

Mary James has been sent from her home near Madison to the lumber area of Peshtigo to help her elder sister Clara who is about to have another baby. Mary is beautiful, and her beauty is of great importance to her. Clara, on the other hand, is plain and in Mary's eyes, serious, demanding, and stubborn. Mary and Clara have never been friends, and Mary resents having to do as her sister commands. Mary longs to return home. The situation explodes when Mary and Clara have a confrontation over Clara's husband with whom Mary has become enamored. Nature, however, quickly changes the lives of Mary, Clara, and the citizens of Peshtigo. A forest fire breaks out in the drought-stricken area, and the town burns. My Sister's Keeper provides an interesting view of a Wisconsin saw mill town of the 1870's.

Calvert, Patricia. The Snowbird. New York: Charles
 Scribner's, 1980.
 Time period: 1883 Fog: 9.85
 Setting: Dakota Territory

Orphans Willie Bannerman and her brother, TJ, are sent from Tennessee to the Dakota Territory to live

with their father's brother, Randall, and his unconventional wife, Belle, who are attempting to homestead. On the day of the children's arrival, Snowbird, a pure white colt is born. Belle is convinced that the horse's birth is a sign that their luck has changed for the better. The beauty of the prairie is described as is the isolation it creates and the loneliness experienced by the young, sensitive Willie. More than an account of the pioneers, The Snowbird relates the story of a young girl's discovery of herself.

Cather, Willa. My Antonia. Boston: Houghton Mifflin, 1918.
 Time period: 1880's/1890's Fog: 13.0
 Setting: Nebraska

My Antonia is the story of the friendship between Antonia Shimerda and Jim Burden and the lasting bond that formed between the two. The story begins with the arrival of Jim in Nebraska after his parents' deaths in Virginia. He has come to live with his paternal grandparents. The Shimerdas have arrived from Eastern Europe to farm the Nebraska prairie. The story traces the childhood and youth of both Jim and Antonia. Jim lives comfortably and enjoys a successful adulthood. Antonia's life is filled with hardship, especially after her father's suicide. The enduring beauty of the prairie and the painful hardships of the immigrant farmers are powerfully portrayed.

Clark, Ann Nolan. All This Wild Land. New York: Viking, 1976.
 Time period: 1876 Fog: 9.4
 Setting: Minnesota

Northern Minnesota becomes home for Maiju and her parents who have immigrated from Finland. The family selects a site on the edge of a lake in the thick forest for their homestead. The task of building a home and farm in the wilderness is not an easy one, but keeping with Finnish tradition, the family first builds a sauna, and soon after they construct a house. Maiju loves her new home in the forest and is reminded of her home in Finland. Neighbors play an important role in aiding the new settlers. They share their expertise and show compassion for the homesickness Maiju and her mother experience. Misfortune strikes when hail destroys the family's crop, and Maiju's father is

forced to go to town for work while Maiju and her mother remain on the farm. He comes home to celebrate Christmas with his family, but upon returning to town he is caught in a blizzard and dies. Maiju and her mother are forced to cope with the tragedy and begin again. Detailed in this tale are the customs of the Finnish immigrants and a description of the towns and landscape of Northern Minnesota in the 1870's.

Cockrell, Marian. The Revolt of Sarah Perkins. New York: McKay, 1965.
 Time period: 1869 Fog: 9.7
 Setting: Colorado

Once again, Belle City, Colorado, needs a school teacher. A shortage of eligible women has made it difficult to retain attractive, female school teachers. The school board concludes that the only way to avoid the problem is to hire a "plain" woman to fill the post, so in their advertisement, a photo is requested. In Massachusetts, Sarah Perkins, desiring a change in her situation, responds to the advertisement. The school board quickly hires Miss Perkins, certain this woman will be easy to control and permanent in her post, as marriage is not likely. The town gets more than it has bargained for; Sarah opposes the established order and in the process captures the hearts of several of the town's eligible bachelors. A vivid picture of a pioneer schoolteacher's life is developed in this humorous story of Sarah Perkins.

Conrad, Pam. Prairie Songs. New York: Harper and Row, 1985.
 Time period: 1880 Fog: 7.3
 Setting: Nebraska

Young Louisa was born in Nebraska; it was the only place she and her brother, Lester, had ever known. She loved the beauty of the prairie and the life she and her family lived. A doctor and his beautiful wife from the east have only recently moved to Nebraska. The wife who is pregnant has a difficult time adjusting to the solitude of the prairie. In an effort to adapt, she becomes a teacher to Lester and Louisa. However, the birth and subsequent death of her child is more

than she can take. The loneliness of the prairie and its toll on the pioneers are related in this story.

Stereotypes: Emmeline - gentle tamer

Dereleth, August. The House on the Mound. New York: Duell, Sloan and Pearce, 1958.
Time period: 1848-1857 Fog: 13.2
Setting: Wisconsin

Prairie du Chien, Wisconsin, is the setting for this fictional account of the lives of Hercules Dousman, a rich fur trader, and his beautiful wife, Jane. Villa Louis, the house on the mound, was built by Dousman for his wife, and it represented a style of life much different from the circumstances of the pioneer farmers of the time. Dousman was an extremely successful businessman and was considered one of the richest men in the Midwest at the time. The story begins in 1848, the year Wisconsin achieved statehood, and many famous figures from the early history of Wisconsin are mentioned in this novel.

Faralla, Dana. A Circle of Trees. Philadelphia: J.B. Lippincott, 1955.
Time period: 1880 Fog: 15.1
Setting: Minnesota

Having recently immigrated with their family to the Minnesota Territory, young Kersti and Gustav Nielson are sometimes homesick for their home in Denmark. To their great fortune, Reilly-O comes into their lives and the children learn to see their lives differently. In their effort to farm their land, the Nielsons must brave the violence of nature in the form of blizzards, tornados, and drought. The Danish perspective of the pioneer experience is presented in this novel.

Franchere, Ruth. Hannah Herself. New York: Thomas Crowell, 1964.
Time period: 1830's Fog: 8.4
Setting: Illinois

Hannah's sister, Ellen, had moved west to Illinois with her husband to establish a school three years earlier. Ellen had written saying all was well, but Hannah and her mother were suspicious. It was decided

that Hannah would visit her sister. Upon arrival Hannah discovers that the school that has been organized is not thriving. The townspeople are, in her opinion, uncivilized, and this is no place for her sister to be living. Hannah tries to convince Ellen to return to Connecticut, but Ellen is devoted to her husband and his endeavor. Hannah learns a great deal about herself in this uncivilized place. The question of slavery and its effect on a northern town are dealt with in this novel.

Stereotypes: Ellen - sunbonneted helpmate

Hall, Lynn. Gently Touch the Milkweed. Chicago: Follett, 1970.
 Time period: 1870's Fog: 11.2
 Setting: Iowa

Adams County, Iowa, is the setting for the story of Janet Borofen, her growth into womanhood, and her acceptance of herself. With the help of Willard Makinich, the editor of the town's newspaper, Janet learns that there is more to her than the big-boned, manly person that she had believed herself to be. She discovers a softer, more feminine side to her personality. The discovery of herself is not made without difficulty; in the process she falls in love with Willard who is married. Gently Touch the Milkweed is a sensitive account of a young woman's discovery of herself. In addition, the author relates the story of the boom and bust of a prairie town.

Heath, May A. Iowa Hannah. New York: Hastings House, 1961.
 Time period: 1853-1865 Fog: 9.5
 Setting: Iowa

The year is 1853, and Hannah Baker and her family are moving west from Illinois to settle in the developing town of Prairie Rapids, which will soon become Waterloo, Iowa. The novel recounts the everyday experiences of the Baker family from their journey to Iowa by covered wagon to the marriage of Hannah twelve years later. The building of a log cabin, the making of maple sugar, Christmas customs, and the social activities of the period are realistically depicted by the author. The book is based on the experiences of the author's grandmother.

Lane, Rose Wilder. Let the Hurricane Roar. New York: Longmans, Green and Co., 1933.
 Time period: 1870's Fog: 8.5
 Setting: Dakota Territory

Homesteading was difficult, but Charles and Caroline looked forward to what might one day be theirs, a home and a farm on the Dakota prairie. Like so many settlers they endured nearly impossible odds fighting grasshoppers, the unyielding prairie, fires, and blizzards. Having recently delivered her first child in this uncivilized area, Caroline stays on the homestead to protect the land from claimjumpers while her husband returns to the east for the winter to try to make enough money to survive another year in Dakota. Caroline and Charles experience the harsh realities of homesteading but also enjoy the companionship of other settlers and the satisfaction of improving their destiny.

Stereotypes: Caroline - sunbonneted helpmate

Longley, Ralph L. Cabin on the Second Ridge. New York: Vantage Press, 1976.
 Time period: 1855-64 Fog: 7.9
 Setting: Iowa

Ann Barrett had recently arrived in Iowa with her family. They had come to settle in the newly established town of Goddell. Gentle and refined, Ann was well-liked, and Henry Laurie had fallen in love with her. But it was not Henry who would become Ann's husband. Instead she marries Ben Howe, a rough, uneducated farmer, whose wife has recently died leaving him to care for a young son. She tries to be a good mother and wife, but her life in the sod hut is difficult and her husband is unloving. Even Charlie, her step-son, does not appreciate her love and sacrifice. Finally, Ann becomes pregnant and delivers a daughter, Alice, but a difficult life has taken its toll on Ann and her health fails. The mental and physical suffering of the pioneer woman is described in this story which is based on the diaries of the author's grandmother.

Stereotypes: Ann - gentle tamer

MacLachlan, Patricia. Sarah, Plain and Tall. New York: Harper and Row, 1985.
 Time period: 1870's Fog: 4.7
 Setting: Minnesota

Momma had died in childbirth leaving Poppa to care for Anna and Caleb. The family needed a woman, so Poppa placed an advertisement for a wife. Anna and Caleb are excited when Sarah, a woman from Maine, responds. They correspond, and Sarah decides to come for a visit. When she arrives with her cat named Seal, the children fall in love with her. Sarah must make a choice between the children she has come to love and the home she left in Maine. The prairie of central Minnesota is the setting for this story.

Moberg, Vilhelm. Unto a Good Land. New York: Fawcett Popular Library, 1954.
 Time period: 1850's Fog: 12.1
 Setting: Minnesota

The long crossing from Sweden had come to an end, and the Nilssons were in America, their new home. Kristina, Karl Oskar and their family endure the trip west and arrive in Minnesota with a small group of fellow Swedes in the early autumn. There is much to do before winter sets in. Karl Oskar searched for the perfect location for the family's new home, and after selecting a site on the banks of Lake Ki-Chi-Saga, he and his brother Robert build a house. Already the mother of three, Kristina who was pregnant during the Journey across the ocean and overland must deal with her homesickness and her fear of having her baby in her new home so far away from others. The long Journey from the east coast to northern Minnesota is described in this chronicle of Swedish immigration to the United States.

----- The Settlers. New York: Fawcett Popular Library, 1961.
 Time period: 1853-1860 Fog: 12.5
 Setting: Minnesota

In this sequel to the novel Unto a Good Land, the story of the Nilsson family is continued. The family fights to succeed against the forces of nature and their own weaknesses. Kristina, Karl Oskar, and their family find themselves changing; they have discarded some of their Swedish ways and attitudes and

are becoming a part of the country they are helping to settle. Details on the rapid change and settlement of northern Minnesota are included in this account of pioneer life.

Murray, Janette Stevenson and Janet Murray Fiske.
Bonnie Iowa Farm Folk. Lake Mills, Iowa:
 Graphic Publishing, 1966.
 Time period: 1880's Fog: 15.3
 Setting: Iowa

The history of the settlement of the area around Reinbeck, Iowa, is related in this autobiographical story of Janette Stevenson, her family, and their neighbors. The area was settled by Scottish immigrants. Social and family life, customs, and descriptions of daily routines are covered in this story.

Rolvaag, Ole Edvart. Giants in the Earth. New York:
 Harper and Row, 1927.
 Time period: 1880's Fog: 15.2
 Setting: Dakota Territory

The Dakota Territory is the setting for this story of Per Hansa and his family as they and their fellow pioneers attempt to establish a farming community on the prairie. The effort is especially difficult for Beret, Per Hansa's wife, who hates the open, treeless, flat land and the subsequent lack of privacy it offers. Beret's struggle to accept this new land and overcome her homesickness for Norway are central to this fictional account of the pioneer experience. The prairie in its solitude and splendor is vividly described.

Stereotypes: Beret - gentle tamer

Ross, Dana Fuller. Missouri! New York: Bantam
 Books, 1984.
 Time period: 1880's Fog: 12.5
 Setting: Missouri River

A riverboat voyage down the Missouri River from Fort Benton, Montana, to St. Louis, Missouri, provides the setting for volume 14 in the Wagons West series. This novel of adventure and intrigue traces the lives

of the descendents of the men and women who were the first to settle the Oregon Territory.

Stereotypes: Cindy Holt - hell-raiser
Tommie - hell-raiser

----- . Nebraska! New York: Bantam Books,
1979.
Time period: 1837 Fog: 12.6
Setting: Nebraska

It was their dream to settle in Oregon, a place that held great promise for a better life. But first they must survive the long and often dangerous journey through the Nebraska Territory. Whip Holt is the leader of a group of over five hundred making their way across the wilderness. Included in the group is a variety of pioneers each with his or her own reason for leaving their stable circumstances for the unknown. Among these are Cathy Van Ayl, a young widow in search of her independence; Cindy, a former prostitute looking to escape her past; and Tonie Mell, a Russian immigrant who can ride and shoot like a man. Romance, battles with the Indians, kidnappings, and attempts by the British and Russians to sabotage the endeavor can all be found in Nebraska! which is the second volume in the Wagons West series.

Stereotypes: Cathy - sunbonneted helpmate
Tonie - hell-raiser

Sandoz, Marl. Miss Morissa, Doctor of the Gold Trail. New York: McGraw - Hill, 1955.
Time period: 1870's Fog: 12.5
Setting: Nebraska

Morissa has travelled west to find her step-father and to forget the hurt she has so recently suffered. She is a doctor, and she has come ready to share her talent in an area where basic medical care for the settlers and those travelling through to the west is lacking. Being a woman Morissa must endure the prejudices of some, but many discover that regardless of gender Morissa is an important asset to the region. Morissa also realizes that her profession can not give her the contentment she desires. In order to find happiness, she must confront the past that she had tried to forget. The difficulties of being a female

physician in the late 1800's are thoroughly discussed in this story.

Talbot, Charlene Joy. The Sodbuster Venture. New York: Atheneum, 1982.
 Time period: 1870 Fog: 7.0
 Setting: Kansas

His fiance, Belle, was on her way to his Kansas farm, when Mr. Nelson died. Maude, a teenaged neighbor, had stayed with Mr. Nelson until he died, and his dying request was that she encourage Belle to homestead the farm for at least a year. When Belle arrives, she decides to honor Mr. Nelson's request. Maude stays on to help Belle, and the two women struggle to beat the odds and succeed in farming the wild prairie. The women battle against grasshoppers, prairie fires, drought. Help comes to the women when a young cowboy, Quint, is injured while on a cattle drive, and he is forced to stay at the farm until the other cowboys return. The Sodbuster Venture describes the life of the single woman on the prairie.

Stereotypes: Belle - sunbonneted helpmate
 Maude - sunbonneted helpmate

Williams, Jeanne. Winter Wheat. New York: Putnam, 1975.
 Time period: 1874 Fog: 8.1
 Setting: Kansas

The Kansas prairie becomes home for the Landers, a Mennonite family, after they leave Russia searching for a place where they can be free to practice their religion. The family members speak no English and associate only with the Mennonite community. Soon after arriving in Kansas, a prairie fire threatens the farm. Cobie, the second oldest Lander child, has been left to tend the farm and younger children while her parents and sister are in town. The farm is saved from destruction by an "English" neighbor, Stede, who also speaks German. Stede and his friend, Bedad, become friends with the Landers. Mrs. Lander's pregnancy, the death of a daughter on the journey across the sea, and the difficulties encountered in farming the prairie help to strengthen the Landers. Cobie, having fallen in love with Stede, must decide to remain in her religion or marry an outsider. Details of the Mennonite religion and its establishment in Kansas are presented.

Biographies

Custer, Elizabeth Bacon. Boots and Saddles. Norman: University of Oklahoma Press, 1961.
 Time period: 1863-1876 Fog: 16.9
 Setting: Dakota Territory

Elizabeth Custer recounts her life with General George Custer from the time of their marriage until General Custer's tragic death in 1876. Wishing to stay with her husband, she accompanied him on many of his military duties and choose to live with him on the frontier. Her experiences in the Dakota Territory are unique. Included in her autobiography are letters from her husband and official reports of Indian battles.

Diaries and Journals

Wilder, Laura Ingalls. On the Way Home. New York: Harper and Row, 1962.
 Time period: 1894 Fog: 8.2
 Setting: South Dakota, Missouri

In 1894, due to a severe and prolonged drought, Laura Ingalls Wilder, her husband, and her seven year old daughter were forced to leave their home in South Dakota in search of a better life in Missouri. This is the diary in which each day Wilder recorded her experiences on the journey and her reactions to the people and places she encountered. She describes the effect on crops in a farming area hard hit by drought and presents a picture of people displaced by this natural disaster. She also describes the cities and towns through which the family passed. An introduction and conclusion are written by Rose Wilder Lane, Wilder's daughter.

CHAPTER FIVE

Summary

Thirty books are included in this annotated bibliography. Fiction which met the researcher's criteria was often difficult to locate through the library catalogs. Much of the fiction in the three source libraries has not been cataloged with subject headings. Therefore, the researcher had to identify many of the titles through the use of previously published bibliographies. These bibliographies were also used to identify authors who wrote about this period of history. Using this information, the researcher again searched the source library catalogs.

While an attempt was made to include a variety of types of materials, the vast majority of the titles included are historical fiction. The researcher hypothesized that more than eighty-five percent of the books listed on the bibliography would be historical novels or biographies. This hypothesis was accepted. Twenty-eight of the thirty titles in the bibliography are historical fiction. This represents over ninety-four percent of the total titles. Only one biography that met the researcher's criteria could be found. One example of a diary was included. While it did not strictly meet the criteria for inclusion, it

was written in 1894, it was placed in the listing. Biographies and diaries and Journals which the researcher did find dealt with the lives of the women who settled farther west or those who only passed through the Midwest on the Oregon Trail.

Many of the novels included in this bibliography tell a very similiar story. Natural disasters such as droughts, blizzards, and loss of crops to grasshoppers are common to many of the plots. However, it should be noted that while the more recently published titles do include such information, the purpose for writing the work seems to differ from works published earlier. Books included in this bibliography which were published before 1970 emphasize the story of the settlement of the Midwest and Great Plains, and the setting is pertinent to the action. Many of the books published after 1970 are stories of young women discovering themselves and the setting is of little importance.

Additionally there were two other classes of fiction works which were found. The first type could be classified as the family history or autobiographical novel. These novels were often written by family members to explain their family's experiences in settling the prairie. The other type of novel is basically a listing of facts and information on how

things were done in the days of the pioneers.

Characters are of little importance in these works.

Included in this study is an indication of female character stereotyping using the four types suggested by Jensen and Miller (1980). The researcher hypothesized that less than fifty percent of the books on this list would present a stereotyped main or central female character. This hypothesis was accepted. Of the thirty titles included in the list, stereotyped female characters are portrayed in eleven titles, or thirty-seven percent of the books. Three books included more than one stereotyped character. A total of fourteen stereotyped characters were recorded. The most common image was the "sunbonneted helpmate". Of the fourteen stereotyped characters, seven could be classified in this category.

Table 1

Number and Percentage of Occurrences of Stereotyped
Female Main Characters by Type

Stereotype	Number	% of Total
Gentle Tamer	3	21.4
Sunbonneted Helpmate	7	50.0
Hell Raiser	4	28.6
Bad Woman	0	0.0

While compiling the bibliography, it seemed to the researcher that stereotyped women characters appeared more often in books written by men. In a comparison of the titles in the bibliography, stereotyped women characters are found nearly twice as often when the author is male. Using the examples included in this bibliography, female authors are more likely to present an image of the sunbonneted helpmate whereas male authors more often depict women as the gentle tamer or the hell raiser.

Table 2

Comparison of Stereotyping in Books Written by
Male and Female Authors

	Total	Stereotyped	% of Total
Male Authors	7	4	57.0
Female Authors	23	7	30.4

The purpose of this bibliography was to provide a listing of books for students at Columbus to use when researching the role of women in the settlement of the Midwest and Great Plains. A variety of works which met the researcher's criteria were found. The information in this listing will be used at Columbus to aid students in finding books which meet their needs.

The researcher urges that further research on supplemental works that deal with the role of women in history be undertaken. As mentioned earlier, there is an abundance of books tracing the history of the women who settled in the West and those who travelled the Oregon Trail. However, research need not be limited to American women who settled the West. Many historical novels feature women as main or central characters. For example, women are well represented in historical novels set in England from as early as 1500 to as recent as the late 1800's. Providing supplemental books on the subject of women's contributions to history will increase students' understanding of the importance of women in our history.

APPENDIX A

Data Gathering Instrument

Bibliographic citation:

Time period:

Waterloo:

Setting:

Cedar Falls:

Columbus:

Plot Summary:

Major emphasis:

Stereotypes:

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