

ANNOTATED BIBLIOGRAPHY
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SOCIAL CHANGE THEORY AND STRATEGY

Alinsky, Saul. Reveille for Radicals 1945, 2nd edition Vintage Books, Random House Group London 1969, Rules for Radicals: A Pragmatic Primer for Realistic Radicals. Random House, 1971

These two books are the classical backbone for the radical movement of the 20th century and an absolute must in any library or serious discussion on Social Change. Based upon labor organizing experiences in the Back-of-the-Yards neighborhood of Chicago and honed to an excellent degree in the Civil Rights movement, Alinsky understood America in ways that no one else has with the possible exception of his mentor, John Lewis.

Alinsky devised and proved thirteen tactical rules for use against opponents vastly superior in power and wealth:

1. Power is not only what you have but what the enemy thinks you have.
2. Never go outside the experience of your people.
3. Wherever possible go outside of the experience of the enemy.
4. Make the enemy live up to their own book of rules.
5. Ridicule is man's most potent weapon.
6. A good tactic is one that your people enjoy.
7. A tactic that drags on too long becomes a drag.
8. Keep the pressure on.
9. The threat is usually more terrifying than the thing itself.
10. Major premise for tactics is development of operations that will maintain constant pressure upon the opposition.
11. If you push a negative hard and deep enough it will break through into its counter-side.
12. The price of a successful attack is a constructive alternative.
13. Pick the target, freeze it, personalize it, and polarize it.

Alinsky believed that the real action is in the enemy's reaction. The enemy properly goaded and guided in his reaction will be your major strength. Tactics, like life, require that you move with the action. He reduced it to a simple formula: "Agitate + Aggravate + Educate + Organize."

Horton, Myles and Freire, Paulo. We Make the Road by Walking, Conversations on Education and Social Change. Edited by Brenda Bell, John Gaventa and John Peters. Temple University Press, Philadelphia, 1990.

An excellent book that allows the reader to sit in on a fascinating discussion between two successful educator activists from two different cultures: America and Brazil. The value of such a book is that it allows you to watch as two experts contrast and compare their experiences. Both men were pioneers within their own societies and risked everything in order to restructure the existing society into a more humane one. Horton tackled segregation in the South while Freire used a non-orthodox form of what could be considered liberation theology to tackle illiteracy among the poor in Brazil so that they would be allowed to vote.

Smith, Linda Tuhiwai. Decolonizing Methodologies: Research and Indigenous Peoples. Zed Books Ltd. London, University of Otago Press Dunedin New Zealand, Palgrave, a division of St. Martin's Press, LLC, New York City, 1999.

Linda Tuhiwai Smith is Associate Professor of Maori Education and Director of the International Research Institute for Maori and Indigenous Studies at the University of Auckland in New Zealand. This is a very exciting book as it is written by a Maori about the Maori. So much material about aboriginal peoples has been written by people from other cultures examining a culture they don't understand that it is refreshing to find someone examining their own culture. Her analytical abilities are very keen and insightful. Her conclusions are devastatingly accurate for those who hold the Western European approach to knowledge as the epitome of learning. The only problem with the book is that her writing style is very dense in the classical Western European academic style that makes it difficult to read. This book is worth working through this barrier for the ideas contained within it.

HIGHER EDUCATION, ADULT EDUCATION AND COMMUNITY EDUCATION

Butterfield, Robin A. and Coburn, Joseph. Effective Practices in Indian Education: Curriculum Monograph. Northwest Regional Educational Laboratory. Portland, OR. 1985.

This is a practical hands-on description of integrating culture into an on-going it is one of three monographs created by this Research and Development Program for Indian Education. It is a sincere effort to integrate Indian education into the dominate culture curriculum while at the same time trying to avoid the stereotypes on both sides of the equation.

It is an in depth look at the subject and raised good questions at every point of the way. It is not light reading and is aimed at educators already in the field. While it tries to be authentic in every way, it does make some mistakes such as crediting the Otoe for the word "Nebraska" when it was actually based upon an Omaha word. Such problems creep into manuscripts when they try to cover too broad a subject.

Gilliland, Hap with Reyhner, Jon. Teaching the Native American. Kendall/Hunt Publishing Company, Dubuque, IA. 1988

This is a book of practical information and suggestions for educators working with Native American students. The book's central focus is on how the cultural differences between white and Native American societies affect the educational progress and development of Native American students. This is an important book for those who are working in the field of Native education.

While based in Montana, the researchers made use of writings and input from a variety of Native Americans working in the field from a dozen different tribes. Each chapter suggests references for further reading and other types of resource materials. It promotes the relevance of Indian cultures in a wide variety of academic areas: the language arts, social studies, mathematics, science, computers, art and physical education.

Reyhner, Jon. Teaching American Indian Students. University of Oklahoma Press, Norman, OK. 1992.

This is a follow-up book to Teaching the Native American using some of the same authors as it did. Whereas the earlier book focused upon the practical application of its ideas, this book looks deeply into the issues that arise out of such considerations.

Using a multicultural approach to the making of the book itself seems to be a hallmark of educator Jon Reyhner who is experienced in his own right with years of teaching a variety of Native American students from several reservation schools. This book fills out the ideas the earlier collaboration with Gilliland raised.

Swisher, Karen Cayton and Tippeconnic, John W, III, Editors. Next Steps: Research and Practice to Advance Indian Education. ERIC Clearinghouse on Rural Education and Small Schools, AEL, Inc., Chapman Printing Co., Huntington WV. 1999.

The editors are Native American. This book is a compilation of essays on the subject solicited from Native American scholars and practitioners. It explores two important themes: 1) education for tribal self-determination and 2) the need to turn away from discredited deficit theories of education, and turn instead to an approach that builds on the strengths of Native Languages and culture and the basic resilience of Indigenous peoples. It examines facets of K-12 and post-secondary Native American education programs, including their history, legal aspects, curriculum, access and achievement.

This is a vitally important book for anyone who is exploring education in Indian Schools. It is applicable to those who are working with native students in public schools.

MULTICULTURALITY

Bennett, Lerone, Jr. The Shaping of Black History. Johnson Publishing Company Inc., Chicago. 1975.

One of the best analyses of the imposition of slavery onto the American populace that has been written. Bennett traces the roots of slavery and how it was imposed upon a basically egalitarian population. Once the pattern is set within American economics it is then repeated down through history.

Bennett follows the pattern from the beginning down through history into the modern era. It is a no frills critical examination and a refreshing approach through the myths of white America. A must reading for those who are interested in the real history of the United States.

Duran, Eduardo and Duran, Bonnie. Native American Postcolonial Psychology. State University of New York, Albany, NY. 1995.

An excellent work by a cross-cultural husband and wife team written on the subject of the psychology of Native Americans as it exists today. The beauty of this book is that it takes from both Western and Native American knowledge to span a gap that has not been successfully spanned by either scholars or practitioners before.

It is an interweaving of knowledge that bears down upon the social problems of today: abuse, alcohol, suicide as well as family and community problems. This book is essential for those who would desire to study Native American social issues either urban or reservation.

Laudin, Harvey. Victims of Culture. Charles E. Merrill publishing Company, Bell & Howell Company, Columbus, Ohio. 1973.

Laudin takes a classical Euro-American stance to look at the role that culture plays in our life. Since we are born into a culture and have no choice in the matter, it is important to look

at other cultures in order to contrast and compare our own. Laudin fails when he is unable to rise above his own culture or does not seek sources from those cultures that lie outside his own. For instance when he talks of the stereotype of the Afro-American purchasing Cadillacs or fancy clothes in order to show status, he overlooks the fact that at the time he was writing the book that Afro-American's did not have the option of purchasing real estate nor of renting high scale apartments due to racism. Therefore he is overlooking one of the major outside influences upon their culture and instead tries to put the answer he is seeking on the influence of the pimp/prostitute portion of urban ghetto life. This is a twist of reality.

Lee, Dorothy. Freedom and Culture, A unique view of the individual in his society. Spectrum Book, Prentice-Hall, Inc. Englewood Cliffs, NJ. 1959.

Lee brings Wintu, Hopi, Tikopia and many other cultures into focus, often contrasting them with our social structures delineating the differences in language patterns, responsibilities as citizens of a community and the appreciation of individual expression.

Lee successfully fuses the anthropologist's contact with many cultures and a personal concern with the immediate responsibilities of citizenship, home-life, and motherhood. It is an interesting study that was published at the beginning of what was to become a great social upheaval for the U.S.

Loewen, James W. Sundown Towns: A Hidden Dimension of American Racism. The New Press, New York. 2005.

This book works very well in tandem with Bennett's book. Loewen takes a close look at the pattern and history of both establishing and enforcing white only communities in the northern and western sector of the United States. He focuses on the city of Detroit and the fast spread of Sundown Towns around the center of the automobile industry. Created solely for a white community, some of these all white suburbs remain all white by enforcement today.

Once he establishes the pattern, Loewen continues his search of Sundown Towns across the U.S. With vivid descriptions of how he came to find them as well as vignettes as to how they were established within existing towns and enforced. Especially telling was the patterns of allowing domestic servants the right to work in such town and live in the shadow of the ban in quasi immunity from it.

Prucha, Francis Paul, Editor. Documents of United States Indian Policy, Second Edition, University of Nebraska Press, Lincoln, NE. 1975, 1990.

The 197 documents of this edition span from George Washington's letter to James Duane in 1783 to the Indian Gaming Regulatory Act of 1988. It includes treaties, legislative enactments, judicial decisions, executive statements, and extracts from official commissions and committees which illustrate the history of the relations between the United States Government and the American Indian from the founding of the nation to the present time.

Each entry is prefaced with an introductory paragraph explaining the document and is included in a very detailed index. An excellent resource book.

Silverberg, Robert. The Mound Builders. Greenwich, NYGS. 1970.

A well written account of the history of the discovery of the Mounds built by the Native Americans in prehistoric days. The absolute misinformation that abounded as early self-

styled and self-serving amateur and professional anthropologists totally misunderstood what they were seeing in front of them is a testimony to the myth making that white academia was prone to in the early days of this country and unfortunately is still being expounded by some today.

The biggest problem with this book is that it stops at the 1970 point and the reader would like to know what happened between 1970 and now. While many Mounds were destroyed, the remaining ones reveal a wealth of information about the life-style of those who were here before Columbus came and forever changed the face of this section of the world.

Weatherford, Jack. Indian Givers, How the Indians of the Americas Transformed the World. Fawcett Columbine Book, Ballantine Books, New York. 1986.

This is a gem of a book. Weatherford tells the utterly compelling story of how the cultural, social and political practices of the Indians have transformed the way life is lived throughout the world. In fact, some 60 percent of the foods eaten in the world today were first harvested by the Indians of the Americas.

Weatherford traces the crucial contributions made by the Indians to our federal system of government, our democratic institutions, modern medicine, agriculture, architecture, and ecology. It should be required reading in our schools.

METHODS OF INQUIRY AND RESEARCH

Barzun, Jacques and Graff, Henry F. The Modern Researcher, An instructive and urbane manual on how to gather and organize facts, check their accuracy, and report the findings simply, clearly, and gracefully. Harbinger Book, Harcourt, Brace & World, Inc., New York. 1957, 1962.

This book is designed for those who are or intend to become engaged in research and report writing no matter what the field of interest. This is a primer for creating the report down to which symbols to use when editing a manuscript for the printers. It is divided into three parts. The first, is entitled "First Principles" which covers the concepts one should consider before embarking on the task. The second, is "Research" which covers everything from finding facts to verification of same. The third, "Writing" deals with the actual process of organizing and creating the manuscript from beginning to printing.

For someone who is first starting the process of writing for publication, this is not a bad book for a start. There are many style books available on the market of various influences. Most of them are geared for the experienced writer. While the experienced writer will find this book entertaining and perhaps informative, it is more directly aimed at the beginner.

Gudschinsky, Sarah C. How to Learn an Unwritten Language, Holt, Rinehart and Winston, NY, 1967.

This is not a book for the faint-hearted. It is a primer in classical style for learning how to render an unwritten language into a recording system for documentation purposes. It is simplified beginning linguistics in a slim volume so that it can be included in a backpack of necessary items for those who are exploring uncharted cultures for the first time.

A rudimentary knowledge of phonetics and basic linguistics is needed and it would be helpful if the reader had already mastered a second language before trying to understand these skills.

Guyette, Susan. Community-Based Research, A handbook for Native Americans. American Indian Studies Center, University of California, Los Angeles. 1983.

This book takes research out of the library and into the community, Native American specific. It focuses upon research delving into the actual problems and possible solutions for gathering data in the field then takes one through the process of organizing the data. It includes a chapter on computers which is obviously outdated. The chapters on libraries also are outdated since this is pre-Internet availability. Likewise the sources for research and development funding will also be of little use. Its main value at this date is in its skills and styles of working within a Native American community.

TOPICS AND THEMES TO BE DETERMINED BY US GIVEN THE EMPHASIS OF OUR STUDIES

ART

Adams, Laurie Schneider Adams. Art Across Time, Volume II, The Fourteenth Century to the Present. McGraw-Hill College. 1999.

This is a basic Art History 101 textbook. It is well done, full color with vignettes of interesting material to augment the basic text. It works very well as a reference book giving a sense of timeline and makes an effort to include other countries besides Europe and America. For the style of book, it covers the subject as well as can be expected for this genre.

Audubon, John James. The Watercolors for The Birds of America. Villard Books, Random House, The New York Historical Society, New York & Toronto. 1993.

A beautiful book of Audubon's best known works in full color and a large size. Gives a full breadth and depth of his works for which he became famous.

Audubon was one of the early explorers that came up the Missouri as well as wandering other trails in his search for flora and fauna as well as bird life in America. His illustrations are excellent and very detailed.

Coutancier, Benoît, editor. Peaux-Rouges, Autour de la collection anthropologique du prince Roland Bonaparte, Société Présence du Livre, Thonon-les-Bains, Haute-Savoie, Groupe N.P.E. Photothèque du Musée de l'Homme. 1992.

This book is in French. However, one does not have to be able to read French to gain enjoyment from it. It is an enhanced catalog of the collection of the photographs of the Omaha by prince Roland Bonaparte who traveled to Paris, France in 1883. The photographs – front and side views – of 17 individuals were used as passport photographs with the two small children photographed with adults. There is also a group shot of the entourage in front of the faux-village that was created in a pseudo Omaha style in the Jardin d'Acclimatation (Acclimation Garden) in Paris.

By this time photography was being used fairly widely and Bonaparte had a real eye for his subject matter. The photographs give vivid detail of the Native American dress styles of the day. The catalog also includes woodcuts published in the scientific press of the times publicizing the original event. Designed as a souvenir of the exhibit of Bonaparte's work, it is a treasure trove for the Omaha in viewing those tribal members of the late 1800s.

Hassrick, Royal B. The George Catlin Book of American Indians. Promontory Press. 1981.

This is a cheap printing of Catlin's works on American Indians. Catlin deserved better. It gives a lovely overlook at Catlin's skills but did not last over time very well. The reds "bloomed" and distorts the color rendered. Catlin's work is artistically very well done but his authenticity is questionable. He changed details for artistic purposes and mixed styles of Indian Tribes. This makes him historically inaccurate unfortunately.

Miller, Alfred J. Braves and Buffalo, Plains Indian Life in 1837. The Public Archives of Canada Series, University of Toronto Press, Toronto, Canada. 1973.

A nice book giving a retrospective of Miller's works. Miller is one of the later artists to come to the frontier and gives a romantic version of reality which was in vogue during his time. He paints the West as he would like it to be rather than for what it actually was. His work makes pretty pictures but not reality. Catlin mixed up reality, Miller created his own. Neither of them are good for historical purposes. About the only artist that was accurate was Karl Bodmer. While he took artistic liberties with the play of light on his subjects he didn't change reality nor mixed up the styles of Tribes.

OMAHA

Boas, Franz. Notes on the Ponka Grammar, Dussault & Proulx, Printers, Quebec. 1907.

A clearly written book on the subject. Since Ponca and Omaha are virtually the same language, this book can be used with either. Unfortunately Boas uses a phonetic scheme that no one else does so one has to be fairly familiar with other ways of rendering Omaha/Ponca in order to pick up his method easily. This is one of the earliest books on the subject of grammar and Boas does a masterful job with it. It was originally a paper presented at a conference in Quebec so it is a small volume in paperback. It would have been nice if Boas had returned to the subject and drawn it out further. Still, it is a very useful book for the first steps of learning Indian grammar.

Chase, Hiram. O MU HU WE GRa Za, The Chase System of Reading and Recording the Omaha and Other Indian Languages, The Republic Press, Pender, Neb. [1897].

A small but powerful book. This is the first recording in writing of the Omaha language by an Omaha. It has historic value in the passages that were chosen for translation. Reflecting the Euro-American education given to Native Americans in those times, the fragments of folk tales are all European and the longest passage translated is from the Bible. Still it is of interest in examining the list of words that were used in the General Store, considerably different from a list of today.

The real value of this book lies within the recording system. It is a simple rendition that allows the user to be able to take notes quickly in the language. Unlike other more elaborate systems, this one works easily and is workable on a keyboard with no fancy symbols to import.

Barry, Louise. The Beginning of the West, Annals of the Kansas Gateway to the American West, 1540—1854. Kansas State Historical Society, Topeka, KS. 1972.

A major resource book for the central High Plains Indians. Thoroughly indexed and fully annotated, it tracks events in an area bordered on the Platte River in Nebraska to the north and the Arkansas River in Oklahoma on the south. The eastern border runs from the Missouri River down the eastern borders of Kansas and Oklahoma while the western reaches from southeastern Wyoming through eastern Colorado down to Santa Fe New Mexico. It follows the Oregon and California trails through this vast area.

This is a concise record of explorations, treaties and the growing encroachment of the American government and population during a tumultuous time starting from first encounters and ending with the establishment of reservations. It is a must for anyone seriously exploring the Native Americans of this region.

Fletcher, Alice Cunningham and Francis La Flesche. Omaha Nation. Volumes 1 & 2. Bison Press, University of Nebraska, Lincoln, NE, 27TH Annual Report of the Bureau of American Ethnology to the Secretary of the Smithsonian Institution, 1905-1906, Washington DC. 1911, 1972.

This work is a landmark achievement for anthropology. A first in which a member of the Tribe studied is a part of the team writing the report, Omaha Nation set the standard for all the following reports of the Bureau of American Ethnology and thereby the industry. Both Fletcher and La Flesche wrote many other works on the Omaha and related tribes, but this was their best collaboration.

Omaha Nation has become the number one resource for anyone studying the Omaha be they tribal members or non-tribal members. It is as inclusive as a research work could possibly be for its day. Its greatest flaw is that the role of the women in the tribe is not as well described as that of the men. Its greatest success is that it has stood the mark of time and one hundred years later it is still being used on a regular basis by scholars as well as the general public.

Gilmore, Melvin R. Uses of Plants by the Indians of the Missouri River Region. [Annual Report of the Bureau of American Ethnology to the Secretary of the Smithsonian Institution, Washington 1919], University of Nebraska Press, Lincoln NE. 1977.

Gilmore's book is the best botany book written about the prairie plants in the Missouri River Region and is still being used today as a text book in college botany classes. It not only provides pictures of the plants but also the Indian names of many of the plants in more than one Native American language. It is antidotal with stories of how children used plants in their playtime as well as tinctures for love potions by the adults.

The biggest flaw of this book is that it is based upon an antiquated system of plant identification that is no longer in use. The reprints of this book have provided charts to cross reference most of them but some remain obscure and unidentified in this century. Its greatest success is not only the listing of the plants and their uses as both food and medicines among the different tribes but also the recording of the Indian names as well. This book is a partial listing of Gilmore's original collection of plants whose dried remains are still kept at the Smithsonian, a gold mine for the prairie botanists.

Green, Norma Kidd. Iron Eye's Family: The Children of Joseph La Flesche, Johnsen Publishing Company, Lincoln NE, 1969.

This biography of one of the famous Omaha families is written by a Nebraskan author.

Joseph La Flesche was a pivotal half-breed at an opportune time. He rose to prominence in his day promoting Euro-American education and lifestyle for the Omaha. He went so far as to create a "Make-Believe Village" on the reservation in the European style of the day and imported the Presbyterian preacher/educators to create a mission school.

Like many Omahas of his day, Joseph had two wives and between them sired eight children. Susette, the eldest daughter, became the first Native American writer to be published in a commercial press. She was an outstanding public speaker traveling on behalf of Standing Bear. Her youngest sister Susan became the first Native American woman doctor. Their half-brother Francis became the first Native American anthropologist. This book covers the family in full detail and with pictures when available.

Hertzberg, Hazel W. The Search for an American Indian Identity: Modern Pan-Indian Movements. Syracuse University Press, Syracuse, NY. 1971.

This is a very special book focusing upon a unique period of American history where newly Euro-American educated American Indians rose above the Tribal level to try to forge a Pan-Indian movement to deal with common problems. Coming out of the government boarding schools of Hampton, VA and Carlisle, PA, these men and women worked hard to create a more equitable system. Deeply concerned with the questions of race, ethnicity and nationality the beginning of this movement created by Santee Sioux Dr. Charles Eastman, among others and was driven by two Omaha lawyers, Hiram Chase and Thomas Sloan along with their Omaha secretary who became the secretary of the Society of American Indians, Leta Von Felden Meyers.

This book follows the movement from its beginnings deep within the Ghost Dance cult to the writing of the Meriam Report and the rise of the Native American Church. One of the flaws in the book is the picture from Hampton that was identified as being Thomas Sloan. It is not. Sloan was actually in the original picture that this cropped photo was taken from and the actual picture of him is in the Hampton files. Another flaw in the book is the author's avoidance of Thomas Sloan. She seems almost afraid of his viewpoints and instead relies very heavily on the institutionally backed representatives. This gives a rather skewed portrait of Indian controversies of the period.

Hyde, George E. Indians of the Woodlands from Prehistoric Times to 1725. University of Oklahoma Press, Norman, OK. 1962, 1969, 1973.

Covering the Mound Builders and later Indians of the woodlands between the Ohio and the Great Lakes, from the Hudson and Mississippi Rivers, this book looks at a period of history that is not often examined. Basically the Indians that occupied the area were from Algonquian, Iroquoian and Siouan stock. It is a classical work based upon archaeological evidence, Indian migration legends and accounts of early European explorers—some of whom were acquainted with the woodland Indians as early as 1500.

This book documents as best as is able the early life of the Omaha before their migration westward to their present location in Nebraska and Iowa. It is a classical scholastic work for the period it covers. It is complete with both maps and photographs of the mounds.

La Flesche, Francis. The Middle Five, Indian Schoolboys of the Omaha Tribe. The University of Wisconsin Press, Madison, WI. 1963.

This is an account of La Flesche's life as a student in the Presbyterian Mission School on the Omaha Indian Reservation at about the time of the Civil War. The Mission School was a Boarding School located on the Missouri River. It is told as a series of vignettes as seen through the eyes of the young Francis. It poignantly portrays the wrenching experience as the young boys are torn from the ways of their ancestors and forced into a Euro-American mold. Isolated from their families, shorn of hair, language and culture the friendships between the boys often make endurance possible.

This is one of those incredibly beautiful books that transcends time with its simple rendition of experience. It will never grow old or outdated and is one of many masterpieces La Flesche was to produce in his lifetime. Unfortunately the paperback edition does not have the exquisite illustrations that Angel De Cora (Winnebago) drew for the original publication.

O'Shea, John M. and Ludwickson, John. Archaeology and Ethnohistory of the Omaha Indians The Big Village Site, Studies in the Anthropology of North American Indians, University of Nebraska Press, Lincoln and London. 1992.

This is an in depth study of the excavation of the Big Village Site from 1939 to 1941. Like many digs of this kind, it was done without the Omahas permission and their expertise. As a result the work is tragically flawed. What O'Shea and Ludwickson show as to the details of the actual site are fascinating and worth reviewing but their conclusions about the life of the Omaha that they draw from it is filled with the rehash of poor white scholarship from the past reiterated once again as if it were new.

The rewriting of history to fit their preconceived notions is substantiated by selective choosing of works upon which they base their opinions. Other works such as George E. Hyde's Indians of the Woodlands from Prehistoric Times to 1725 certainly was available to them at the time they were producing this work. Unfortunately they ignored his classical work and instead dreamed up a mythical interpretation based upon their own prejudices. Readers should view this work carefully knowing that the descriptions of Omaha life and history are not authenticated by the Omaha or other scholars.

Ridington, Robin, and Hastings, Dennis. Blessing for a Long Time: The Sacred Pole of the Omaha Tribe. University of Nebraska Press, Lincoln, NE. 1997.

This collaborative work is unlike any other anthropological book published. Written in the Omaha voice, it tells the story four times, each from a different point of view so gradually the reader becomes aware of the whole story building around them. It is an Indian story told in the Indian way and as such is an exquisite experience.

The work covers the difficulties of walking a spiritual journey to recover the sacred artifacts of the Omaha that were taken over a hundred years ago from the Tribe without consent. Some were simply given over for safe keeping while others were simply stolen. This is the story of the return of Umoⁿhoⁿ-ti (the Sacred Pole) to Nebraska and back into the ownership of the Omaha where it lies in storage awaiting its final journey home.

Tate, Michael L. The Upstream People: An Annotated Research Bibliography of the Omaha Tribe, The Scarecrow Press, Inc. Metuchen, New Jersey & London, 1991.

This is the most comprehensive annotated bibliography that exists about the Omaha Tribe. It is a must for any serious student of the Tribe's history. The 1,836 entries are broken into 32 categories of interest both culturally and historically. All entries are indexed in the back of the book as an additional guide. Books, articles, video tapes are all carefully recorded with an accompanying description.

The Omaha are one of the most studied tribes in spite of their small size. This book gives a depth and breadth to such documentation rendering it all at the fingertips of the researcher.