

1. Record Nr.	UNINA9910816975103321
Autore	Wyss Hilary E
Titolo	English letters and Indian literacies [[electronic resource] ] : reading, writing, and New England missionary schools, 1750-1830 // Hilary E. Wyss
Pubbl/distr/stampa	Philadelphia, : University of Pennsylvania Press, c2012
ISBN	1-283-89875-6 0-8122-0603-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (264 p.)
Collana	Haney Foundation Series
Disciplina	371.829/97
Soggetti	Indians of North America - Education - New England Indians of North America - New England - Intellectual life Indians of North America - Missions - New England Written communication - New England - History Literacy - New England - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [231]-241) and index.
Nota di contenuto	Front matter -- Contents -- Preface -- Introduction. Technologies of Literacy -- Chapter 1. Narratives and Counternarratives: Producing Readerly Indians in Eighteenth- Century New England -- Chapter 2. The Writerly Worlds of Joseph Johnson -- Chapter 3. Brainerd's Missionary Legacy: Death and the Writing of Cherokee Salvation -- Chapter 4. The Foreign Mission School and the Writerly Indian -- After Words: Native Literacy and Autonomy -- Notes -- Works Cited -- Index -- Acknowledgments
Sommario/riassunto	As rigid and unforgiving as the boarding schools established for the education of Native Americans could be, the intellectuals who engaged with these schools-including Mohegans Samson Occom and Joseph Johnson, and Montauketts David and Jacob Fowler in the eighteenth century, and Cherokees Catharine and David Brown in the nineteenth-became passionate advocates for Native community as a political and cultural force. From handwriting exercises to Cherokee Syllabary texts, Native students negotiated a variety of pedagogical practices and technologies, using their hard-won literacy skills for their own

purposes. By examining the materials of literacy-primers, spellers, ink, paper, and instructional manuals-as well as the products of literacy-letters, journals, confessions, reports, and translations-English Letters and Indian Literacies explores the ways boarding schools were, for better or worse, a radical experiment in cross-cultural communication. Focusing on schools established by New England missionaries, first in southern New England and later among the Cherokees, Hilary E. Wyss explores both the ways this missionary culture attempted to shape and define Native literacy and the Native response to their efforts. She examines the tropes of "readerly" Indians-passive and grateful recipients of an English cultural model-and "writerly" Indians-those fluent in the colonial culture but also committed to Native community as a political and cultural concern-to develop a theory of literacy and literate practice that complicates and enriches the study of Native self-expression. Wyss's literary readings of archival sources, published works, and correspondence incorporate methods from gender studies, the history of the book, indigenous intellectual history, and transatlantic American studies.

---