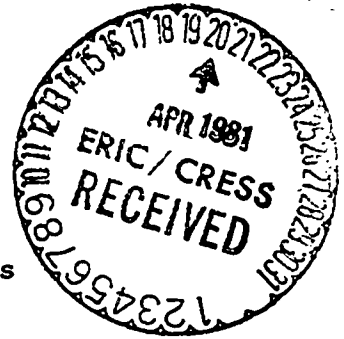ABSTRACT
        American Indian participation in educational research
suffers from minimal involvement of tribal people in the research
effort, the obtrusive role of researchers, controversies over the
content of published research, and inadequate preparation of
researchers sensitive to American Indian community needs. Existing
supplementary training methods to overcome research barriers include
regional research centers, institutions for educational research, and
workshops. A method of curriculum integration in the mainstream of
graduate education, utilizing non-traditional content and research
methodologies relevant to researchers of Indian communities is
needed. Implementation of a two-dimensional grid for curriculum
integration, using the American Indian family subject area, verifies
the efficacy of regional research centers which house data bases
designed by ethnic researchers. The White Cloud Institute data base
provides the greatest amount of pertinent information about the
subject, followed by ERIC (Educational Resources Information Center).
Annotated bibliographies for selected topics can be easily prepared
after the material has been systematically categorized. A
state-of-the-art assessment can be conducted by evaluating existing
research from the standpoint of research methodology,
generalizability, and authenticity. The grid also exposes areas which
need further research. Three resulting bibliographies on the American
Indian family are appended. (CM)

Culturally Relevant Training of

American Indian Educational Researchers

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Culturally Relevant Training of

American Indian Educational Researchers

The American Indian heritage of diverse tribalism and adaptability
among oppression has intrigued scientists of social behavior for quit
some time. Researchers from many disciplines have attempted to measu
tribal social phenomenon, discover cultural regularities, justify current
conditions and practices, and create social theories about Indian behavior.
Despite the energy invested in numerous theses, dissertations, and tech-
nical publications, the Indian problem has not been solved, for American
Indians are in the most impoverished minority group in this country
U.S. Government Printing, 197 .

Many significant barriers stand in the way of producing successful
recommendations for improvement of the quality of life of American Indians.
In the past researchers frequently involved Indian people minimally in
designing research questions. American Indians were treated as objects
of study and were solicited primarily for assistance in data collection
rather than contribution in the selection of purposes and procedures of
investigation (Trimble, 1977). The overall respect for research objectives
has also been impeded by a great deal of controversy and discontent over
the c trusive role of the non-Indian social scientist in tribal communities
which frequently view outsiders with suspicion.

Indian people not only question the presence of researchers, they
also question the career-oriented motives of researchers who often con-
centrate on problems and issues of interest to themselves rather than
those of concern to the community under study. Conflicts of goals among

academic researchers and community advocates concerning cultural
information has caused careful scrutiny of research prospectives,
context, and conclusions by American Indian groups. In some cases,
the tribe has required the researcher to obtain a license to conduct
research within their community (Trimble, 1977).

A major barrier to Indian involvement in educational research
appears to be the small number of Indians with doctorates. The forty
Indian doctorates, who overcame the stigma associated with the past
role of researchers in Indian communities and sought advanced degree
training in the social sciences, are but a few of the number of active
Indian researchers needed in the field of education to obtain parity
(Chavers, 1980). As American Indians engage in research activities,
they become aware of the extreme competition in the grant writing and
policy decision-making process. They find fewer investigative modes
of pure research compatible with the political structure and tribal
ways of their people.

Indian students of research rarely find graduate research cur-
riculum sensitive to their needs. They rarely encounter American
Indian professors or training courses conducted by professors truly
attune to cultural variables, or willing to encourage the conceptu-
alization of research ideas and designs in keeping with Indian world
views. Those American Indians who attain doctorates, especially those

newly employed, quickly become overextended and unable to create
adequate time to carry out quality research (National Institute
of Education, Note 1).

Three methods of overcoming research barriers which are
currently implemented represent positive and encouraging steps in
the process of increasing American Indian involvement in research.
One method frequently endorsed by Indian researchers is the establishment
of regional research and development centers by federal agencies
(Trimble & Ryan, 1978). The White Cloud Center for American Indian/
Alaskan Native Mental Health is an example of a single existing
research center that contributes to American Indian psychological
research as a clearinghouse for research information and as a setting
conducive to the American Indian researchers needs. White Cloud
works cooperatively in sharing and disseminating information, co-
ordinating research projects, chapter program development, reviewing
and making available research data, and providing technical assistance
to tribal communities (Ryan & Spence, 1978). The American Indian
Studies Center at UCLA is one example of several research institutes
housed at major universities. The Native American Research Institute
with centers in Oklahoma, Washington, D.C., Denver, Seattle, and
Temple, Arizona, is an example of a federally funded research institute
with regional research centers in cities where "Indian business" is
frequently conducted.

A second method of overcoming research barriers is the research
institute which provides further training to Indian researchers in the

theoretical and methodological skills necessary for extensive research plans. These institutes are often arranged during the summer on campuses of major universities for sessions of approximately four to eight weeks. Model research institutes currently employ lectures and seminars on research from the perspectives of visiting professors (Tsang, S., Chow, M., Macedo, D., Note 2), internship programs for on-the-job research experience (Indian Health Service, 1970, Note 3), mentor/fellow investigative relationships (Baker & Artis, Note 4; Gordan, Note 5) and faculty/student research teams for interpersonal support and maintenance of research efforts (Morrison, Jagacenski, McKeachie, & Kaczala, Note 6).

Another method of overcoming minority barriers to research supported by the federal government is the convening of short term workshops to assess the problems of minority participation in research, recommend strategies, and provide training in proposal writing skills and capacity building (Ortiz, Note 7). The research needs of Blacks, Asians, Hispanics, and women have been addressed through advanced workshops for the refinement of their research skills, post-doctoral activities, external adjunct faculty participation, and curriculum development emphasizing social science methodolcgy of interest to community researchers. American Indian researchers have yet to experience similar extensive support. Their federal support for increasing American Indian participation in research consists of a seminal conference and rountable discussion in which the research barriers were identified and recommendations offered (Note 7;

National Institute of Education, Note 8.)

Each of these existing methods of overcoming barriers to Indian participation in educational research suffers from a distinct drawback. Basically, these methods remove the responsibility for culturally relevant educational research instruction from educational institutions and places it in control of the granting network of the federal government. This policy not only isolates American Indian research methodology from the mainstream of graduate education, but also denies American Indian students the right to an education responsive to their academic needs (Indian Education Act, P.L. 92-318 (1972)). For this reason research institutes, regional research centers, and workshops should be viewed as supplementary to programmatic education provided in institutions of higher education.

Curriculum Integration

A suggested method for teaching and training education research methods for American Indians is the incorporation of research information into the curriculum of universities with substantial Indian student enrollment or universities located near substantial Indian populations. The procedure recommended here could serve as a guide for the development and use of research material for or about American Indians. By using a systematic approach to curriculum integration with a clear understanding of what has been researched, the foundation for critical and purposeful research approaches with American Indians in the future can be provided.

The American Indian researcher must be competent to critically evaluate research methodology and results as well as be capable of adapting current

methodology for Indian uses. Conventional methodology, which serves purposes of control and manipulation (Argyris, 1980) may have inherent problems when applied to American Indian research due to the issue of Indian self-determination. Included in the training should be specific material addressing research concerns relevant to American Indians, such as the role of American Indian research communities, the sovereignity _ of Indian people, distinction between race and ethnicity as independent variables, considering culture as a dependent variable, and the necessity of gathering community input in all stages of the research product.

One important part of training for American Indian research is to document what research and investigations have been done on topics relevant to American Indians. The process of collecting such research on or about American Indians could be strengthened by the use of a grid. The grid selected for presentation here is one that would be generalizable to most behavioral sciences, e.g., psychology, educational psychology, counseling. The grid has two dimensions: Analysis Levels (Psychological, Sociological, and Ethnological) and Analysis Subject Areas (Biological, Cognitive-Affective, Social, Individual Differences, and Research Methodology). Each Analysis Level was defined as follows:

1. Psychological - the emotional and behavioral characteristics of an individual.

2. Sociological - the study of groups or human social structures and relationships.

3. Ethnological - the anthropological study of socio-

economic systems and cultural or tribal heritage.

The framework for the Analysis Subject Areas, consistent with the

American Psychological Association guidelines for graduate training

in psychology, are described as follows:

1. Biological bases of behavior (e.g., physiological psych-

ology, comparative psychology, neuropsychology, sensation,

psychopharmacology).

2. Cognitive-affective bases of behavior (e.g., language,

learning, memory, perception, cognition, thinking, values,

motivation, emotion, acculturation, race, identity).

3. Social bases of behavior (e.g., social psychology; cultural,

ethnic, and group processes; sex roles; systems theory;

legal processes; curriculum; language communication).

4. Individual behavior (e.g., personality theory, human develop-

ment, individual differences, abnormal psychology).

5. Research methodologies (e.g., psychological testing, program e-

valuations, literature reviews, bibliographies, trend

analysis, comparative analysis, conference reports, demon-

graphic collections).

Considered in combination, the Analysis Levels and Analysis Subject Areas

provide 15 categories in which to seek research material. The model is

shown pictorially in Figure 1.

<div style="text-align:center">Insert Figure 1 here</div>

The preliminary step in the application of this grid is, of course, the election of subject (or competency for those doing applied research) about American Indians to be considered. This subject should be relevant to the interests of the researcher and/or Indian community. Goddard (Note 9) reports a number of research questions involving issues related to the American Indian family that were recently generated by participants attending the White Cloud Center annual research workshops. Sample concerns in need of further research proposed by researchers and practitioners include: 1) the effect of cognitive styles on childrearing practices and education, 2) the location of social support systems for Indian children attending boarding schools, and 3) the appropriateness of role models for Indian adolesence. In keeping with research relevancy, the American Indian family was selected by these authors as a timely and global topic for illustration of the two-dimensional curriculum grid. American Indian refers to all North American Native peoples including Indians, Aleuts, Eskimos, and Metis. The "American Indian family" topic is an all inclusive term referring to subtopics of the Indian family entitled: extended family, traditional childrearing, family functioning, marriage, child abuse, and adoption.

The search procedure was used to obtain references to research, dissertations, theses, and technical reports available through several commercial and private data base systems which are relevant to the American

Indian family. ERIC (Educational Resources Information Center), Psych-
ological Abstracts, Sociological Abstracts, Language and Language Develop-
ment, Exceptional Child, Abuse and Neglect, and History and American Life
were the commercial computer data cases accessed. In addition, reference
materials on the American Indian family were obtained from the reference
data base at the White Cloud Institute. The White Cloud data base is
searchable by tribe, culture area (plains, Northwest Coast, etc.), state,
reservation, author, title, date of publication, and name of instrument used
in the research study (Kelso, Note 10).

A classification procedure was used to identify the cell category
in the two-way grid for each reference. Duplicate references were id-
entified and rectified so that only one reference to each article was
considered (duplications were rare). Once a reference was retrieved,
its content was analyzed and a decision made by two independent raters
as to its relevance to the American Indian family. A primary, or most
salient, classification of Analysis Level and Analysis Subject Area was
given to each reference on the basis of reference title, content of the
reference abstract, and descriptors accompanying each retrieved reference.
A secondary classification procedure identified other cell categories
which were also relevant for the reference. This was done because,
although most references have a general theme which determined its primary
classification, many articles had subthemes which were relevant to other
cells in the models. Differences in rater classifications were resolved
by discussion, yet many of the final choices of borderline documents were
arbitrary. Therefore, two classification products were generated: One

for the primary classification and one for the secondary classification
of all other relevant cell categories.

In total 317 unique references on the American Indian family
were found. The results of the primary and secondary classifications
of these articles into the grid are shown in Figure 2 and 3. A listing
of the articles identified through the computer search, classified by
cell divisions and identified by their data base source, can be found
in the Tables of Appendix 1.

Insert Figure 2 and 3 here

The grid concept applied to the retrieval classification of research
materials can serve several purposes. Obviously, the totality of the
grid establishes a "State of the Art" condition of research coverage of
the grid categories. Through such a classification system it is possible
to evaluate the coverage of research efforts to the cell areas of the grid.
Areas needing research will be obvious through low tallies in the cells of
the grid. Final determination of future research needs in the American
Indian family also involves areas suggested by Indian Community members
to be a priority topic for investigation. In addition, by keeping track of
the data source for the references, it is possibly to identify the most pro-
ductive data source which could be useful for future searchers for research
in similar areas. Thus, one broad search can be used to narrow the data
base sources needed for consideration for other projects. Computer based
searches are very expensive. If a data source is identified as being unlikely

to have pertinent materials, it may possibly be excluded from searches
for similar competency areas in the future. Of course, it is prudent to
exercise caution in eliminating a potential data source and should
only be done if the researcher feels confident that the competency areas
are extremely similar.

In regards to the American Indian family research, retrieval, and
classification product presented in this paper, it is possible to make
several conclusions and recommendations by merely glancing at the coverage
of the cells in the grid. With reference to the "State of the Art" of
research about the American Indian family, most of the work found was in
the analysis level of Sociology, the least in Psychology. No research
materials were found whose primary focus was on the biological subject
area of the analysis levels of Psychology and Ethnology. The most popular
subject area was the social basis of behavior which is consistent with the
emphasis of research on the Sociological Level of Analysis. Least research
materials were found in the biological subject area. Further work is
obviously needed in the biological subject area across all three levels of
analysis.

The most productive source for all three analysis levels was the
White Cloud data base, followed closely by ERIC. The large volume of
sociological subject area references from the White Cloud data base revealed
the negative bias of previous non-Indian research efforts that focused on
the social and behavioral problems of Indian populations. Alcoholism
and educational problems related to Indian families have received attention

from researchers primarily because of the difficulty they pose in ad-
ministering education, social, medical and legal programs for American
Indians. (Dinges, Trimble, & Hollenbeck, 1979; Note 10). Indian
researchers at the White Cloud institute are trying to combat racism
and sterotypes by studying the positive elements of Indian culture and
critically evaluating existing research studies from bias.

Using the materials gathered and classified from the multi-data-base
search, the logical next step would be the generation of a critical annotated
bibliography. The annotation could, in fact, contain a critique of the
research material, evaluating it on grounds which include: (1) status
of the involvement of Indian community members in all phases of research,
(2) authenticity of the results, (3) correctness of the research design
and methodology, and (4) soundness of the generalizations in terms of
internal and external validity. This concrete product, from the process of
obtaining and classifying research materials for the American Indian family
subject or competency area, is not yet available. An annotated biblio-
graphy on American Indian and Alaska Native Mental Health has been updated
and is in the second publication stage by researchers at White Cloud
(Attneave & Kelso, 1977; Note 10).

It would seem that this national research center for Indian mental
health has already made great strides in overcoming some of the barriers
to American Indian mental health research. White Cloud's strength lies in
its networking with Indian cultural groups and its knowledge of informational
sources relevant to Indian needs. However, even though the White Cloud

data base provided a productive source of research on or about the
American Indian family which was found to concentrate on the sociological
aspects of the American Indian family, it would be a mistake to omit
other non-ethnic data bases, such as ERIC, which also provide several
research references for the subject area of the American Indian family.
In order to fill in the cells of the model totally and objectively,
ethnic and non-ethnic sponsored data bases should be referenced. It
would only be justifiable to omit a data base source if, on logical
or empirical grounds, the source was deemed unlikely to be effective in
providing relevant references.

It is important to note that accessing multiple data bases to
retrieve research materials and then to continue the process by classifying
them into a grid followed by an evaluation and annotation of what was
obtained is an ambitious, costly, time consuming, and tedious task.
However, as stressed earlier, the benefits of applying a grid to research
review and retrieval outway the inconvenience of the process.

Conclusion

American Indian participation in educational research suffers from
a number of potentially identifiable barriers. The minimal involvement
of tribal people in the research effort, obtrusive role of researchers,
and controversies over the content of published research are but a few
of the historical impediments to American Indian interest in educational

research. The preparation of researchers insensitive to American Indian
community needs can be rectified by providing additional training for
Indian researchers.

Existing supplementary training methods to overcome research barriers
include regional research centers, institutions for educational research,
and workshops. Although they appear promising, they relinquish the
university of its charge to meet the multi-cultural needs of its con-
stituencies, particularly those in educational training programs (American
Commission of Teacher Educators, 1979). A method of curriculum integration
such as the one proposed within the mainstream of graduate education utilizing
non-traditional content and research methodologies relevant to researchers
of Indian communities is greatly needed.

The implementation of the grid for curriculum integration with the
American Indian family subject area revealed several issues of interest to
minority researchers. The efficacy of regional research centers which house
data bases designed by ethnic researchers was verified. The White Cloud
data base not only provided the greatest amount of information, but also
provided the most pertinent information to the American Indian family subject
area. Reliance exclusively on ethnic data bases is discouraged nevertheless
because of the detriment of omitting existing information and sources, the
tentative nature of funds for special interest research institutes, and the
potential for relinquishing the responsibility of non-ethnic data systems
for the retrieval of ethnic minority-related research material.

Use of the proposed grid for systematic research review provides several outcomes. Annotated bibliographies for selected topics can be easily prepared once the material has been categorized using a systematic approach. A state-of-the-art assessment can be conducted by evaluating existing research from the standpoint of research methodology, generalizability, and authenticity. Areas in need of further research are also apparent from the cells of the grid found lacking or the content of articles within the cells found in need of rectification concerning methodology employed.

This preliminary proposal is presented for purposes of sharing the curricular adaptational process to the needs of special interest groups and is not intended for purposes of recommending specific procedures. The application of traditional research methods is again discouraged. The heritage of American Indian distrust of the research process and the resultant barriers to American Indian participation in research have evolved from traditional research paridigms. Respect for tribal sovereignity in which Indian people decide programs and policies for themselves relies on Indian researchers and input from the Indian communities under study. Research innovations are encouraged wherein American Indian graduate students and Indian community members begin to recognize research as relevant to the process of preserving their preferred way of life.

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Analysis Levels

	Psychological	Sociological	Ethnological
Biological			
Cognitive-Affective			
Social			
Individual Differences			
Research Methodology			

Analysis Topic areas

Figure 1. Framework of the Grid.

Analysis Levels

	Psychological	Sociological	Ethnological
Biological	0	5	0
Cognitive-Affective	8	31	11
Sociological	16	107	33
Individual	13	16	17
Research Methodology	5	32	7

Analysis
Topic
areas

Figure 2. American Indian family research articles, with primary classifications

by grid.

Analysis Levels

	Psychological	Sociological	Ethnological
Biological	2	20	5
Cognitive-Affective	15	77	31
Sociological	23	194	67
Individual Differences	31	83	32
Research Methodology	12	80	18

Analysis
Topic
areas

Figure 3. American Indian family research articles, all classification into

two-way grid.

Appendix I

Primary Classifications of References on the American Indian Family

Listed by Cell Category and Reference Source*

Table A.   Psychological Analysis Level Categorized by Subject Area and

Reference Source.

Table B.   Sociological Analysis Level Categorized by Subject Area and

Reference Source..

Table C.   Ethnological Analysis Level Categorized by Subject Area and

Reference Source

*Reference Sources

ERIC

Psychological Abstracts

Sociological Abstracts

White Cloud

Other

Table A

Psychological Analysis Level Categorized by Subject Area

and Reference Source

I. BIOLOGICAL SUBJECT AREA

    (No reference source entries)

II. COGNITIVE-AFFECTIVE SUBJECT AREA

ERIC Reference Source

Briley, M.H. A study of the interpersonal value orientations of exten-

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    North Carolina University, 1968.

Larson, L. Pygmalion in Native-Indian education. Paper presented at the

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Psychological Abstracts Reference Source

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    cross-cultural study. Psychoanalytic Study of Society, 1976, 7, 95-106.

Chadwick, B.A., Bahr, H.M., & Strauss, J. Indian education in the city:

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Sociological Abstracts Reference Source

Simon, R.J. An assessment of racial awareness, preference, and self

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Neglect, Exceptional Children Reference Source.

White Cloud Reference Source

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Simon, R. J. An assessment of the racial awareness, preference and
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III. SOCIAL SUBJECT AREA

ERIC Reference Source

Brochin, B. An acculturation problem check list study of the Band of
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IV. INDIVIDUAL SUBJECT AREA

ERIC Reference Source

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Table C

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