

UCLA

American Indian Culture and Research Journal

Title

Psychological Research on American Indian and Alaska Native Youth. By Spero M. Manson, Norman G. Dinges, Linda M. Grounds, and Carl A. Kallgren.

Permalink

<https://escholarship.org/uc/item/0nd7v5dn>

Journal

American Indian Culture and Research Journal , 9(4)

ISSN

0161-6463

Authors

LaFromboise, Teresa
BigFoot, Dolores Subia

Publication Date

1985-09-01

DOI

10.17953

Copyright Information

This work is made available under the terms of a Creative Commons Attribution-NonCommercial License, available at <https://creativecommons.org/licenses/by-nc/4.0/>

libraries and will want to make certain that their institutional libraries have it as well.

Dennis R. Hoilman
Ball State University

Psychological Research on American Indian and Alaska Native Youth. By Spero M. Manson, Norman G. Dinges, Linda M. Grounds, and Carl A. Kallgren. Westport, CT: Greenwood Press, 1984. 228 pp. \$35.00 Cloth.

This volume is a compilation of dissertations from 1960 to 1985 on various psychosocial research topics with American Indian and Alaska Native youth. It is intended to be a companion volume for *The Handbook of Psychosocial Research with American Indian Youth* (Dinges, Manson, and Trimble), which at the time of publication was forthcoming. The introduction provides the user with the rationale for collecting the information and the procedure employed for the cross-indexing of the dissertations. It also presents a brief commentary on research coverage and political trends in psychosocial research with American Indian and Alaskan Native youth during the period of time covered. The guide presents in a systematic fashion the title, author, abstract, and necessary retrieval data for 345 dissertations. The summary given for each dissertation, published originally in part or verbatim in *Dissertation Abstracts International*, includes standard information such as subject population sample size, sampling techniques, research questions, data collection procedures, results, and conclusions.

The material is organized into thirteen chapters under general topic heading as follows: 1) childrearing and socialization; 2) values and personality development; 3) mental health and adjustment; 4) language, bilingualism, and communication behavior; 5) intelligence; 6) learning abilities and cognition; 7) perceptual processes; 8) social perceptions and attitudes; 9) self-imagery; 10) achievement; 11) school environment; 12) educational policy; and 13) intervention. Within each chapter the dissertations are listed alphabetically by author, and each of the 345 dissertations is numbered sequentially throughout the text.

The technical means of accessing dissertations was patterned after a list of descriptive index terms taken from Dianne Kelso

and Carolyn Attneave's second *Bibliography of North American Indian Mental Health* (1981). The access numbers of all dissertations that relate, directly or indirectly, to each description are listed under each term.

The cross-referencing of the index terms permits more coverage for related areas. The authors, however, have cross listed some dissertations under index terms that are only slightly related to the main concern of the research. The problem for a guide being so inclusive is that some categories will be cross-referenced but not seemingly related. The benefit of being over-inclusive, rather than underinclusive, is that it allows the user more information on each topic, but this means that the user has the task of sifting through the excess material.

A nice feature of the guide is that the index terms are defined with a built in glossary. Even though there is some inconsistency in the definitions provided, the overall effect is certainly positive. While the guide is very useful, perhaps it would have been helpful if it also included an alphabetic index of all authors and tribes under study.

The discussion of research trends found in the introduction of this volume sets a unique opportunity for commentary aside. Researchers looking for candid and "state of the art" assessments of emerging research from American Indian perspectives may recall annotations in the style of its predecessor, *The Annotated Bibliography of American Indian Mental Health* (Attneave and Kelso, 1978) or its contemporary counterpart in American Indian literature, *Native American Women: A Contextual Bibliography* (Rayna Green, 1983). A figure graphically depicting the frequency of dissertation topics in this area for the time covered is presented. The figure clearly shows a dramatic increase in research activity from 1968 to 1970 and the maintenance of this interest generally throughout the 1970's. Although the number of dissertations recorded for 1982 was the lowest since 1968, the data do not continue to the point that a comparison of the 70's and 80's could be made. A table is also presented which lists the twenty-five most frequently used index descriptors and gives the number of dissertations for each topic that were completed in each five year period during the time surveyed. This illustration very clearly underscores the trend toward increased emphasis on topics such as age comparisons, attitudes, cognitive processes, and environmental factors. Although the authors provide only cursory com-

mentary on the increasing empirical sophistication and frequency of the research, they quite correctly caution that these trends do "not necessarily suggest a commensurate increase in the knowledge base." Inclusion of comments assessing psychosocial research methodologies and results, the role of American Indian research committees in various aspects of each research study, the distinction between race and ethnicity as independent variables, how culture was or was not treated as a dependent variable, the effects of varied levels of assimilation upon subjects, the appropriateness of research strategies to American Indian worldviews, or the provision of direct services in conjunction with research activities would have been helpful to researchers concerned about designing studies more responsive to American Indian self-determination.

This book would be most helpful for people in remote areas who do not have access to *Dissertation Abstracts International* and computer searches or who lack experience in initiating a hierarchy of locator terms for a computer search. Individuals associated with universities or research centers who have less difficulty in obtaining dissertation information or requesting a computer search may prefer the ease of a single collection of 345 dissertations on a special segment of the population. Any researcher interested in American Indians would find this book convenient as a reference tool, and *Psychosocial Research on American Indian and Alaska Native Youth* represents a needed contribution to the field.

Teresa LaFromboise
Stanford University

Dolores Subia BigFoot
University of Oklahoma

Love Medicine. By Louise Erdrich. New York: Holt, Rinehart and Winston, 1984. xi and 276 pp. \$13.95 Cloth. \$6.95 Paper.

So many reviews of this book have already appeared that I assume a considerable familiarity with the ambience surrounding it, even if review-readers have not yet read it. Thus, I do not propose to add to the initial response to *Love Medicine* so much as to consider it in the context of this preceding response and the