



Chapter 10

COOPERATIVE EFFORTS WITH RESEARCHERS

Cooperative efforts can enrich a project by adding and complementing resources. While the academic researcher may have extensive experience in designing questionnaires and analyzing data, the community researcher may have the cultural insight needed to define an in-depth project. Both of these skills are equally important in conducting an effective research project. Presented in this section are suggestions for getting people together and working cooperatively. The coordination necessary for such efforts involves teamwork, yet the rewards possible through combining skills can be great for the community.

Carrying out the research plan can be the most exciting part of the research project, for the well designed plan serves as a guide to follow and frees staff time for creative thinking and improvement of the project. The previous chapters outlined methods for designing the research plan, including collecting the data, analyzing the data, and applying the data for community use. In the first chapter, THE NATURE OF RESEARCH, some of the basic elements of research design were discussed. The following chapters on NEEDS ASSESSMENTS, SURVEY RESEARCH, PROGRAM EVALUATION, and CULTURAL ARTS presented methods for specific research techniques. Then, the remaining chapters on STATISTICS, COMPUTERS, LIBRARY AND INFORMATION SERVICES, and RESEARCH PROPOSALS AND REPORTS were intended to present information on the different skills needed to carry out a research project, such as: conducting library research, writing a research plan and a report, as well as analyzing research data. An overview of these skills is needed before the researcher and community members can design the research plan.

Once the plan is constructed, effective cooperative relationships are an essential ingredient to carrying out the research. For without cooperation and reciprocation, the best of research designs can fail in the process. Or with cooperation, the adequate research design can be continually improved. Commonly, a research project will involve community persons and persons outside of the community. The following diagram shows the stages where reciprocal exchange often occurs. This chapter focuses on techniques for cooperation and emphasizes some positive ways of approaching the common problems that research efforts have in cooperation.

Figure 10.1 PLANNING AND DEVELOPMENT FOR COMMUNITY-BASED RESEARCH

<u>Phase</u>	<u>Community</u>	<u>Outside</u>
Forming the Idea	X	X
Survey of Need	X	X
Survey of Resources	X	X
Plan Outline	X	X
Action Plan Schedule	X	X
Funding and Other Support	X	X

GETTING PEOPLE TOGETHER

There may be several levels of getting people together for a project. Community leaders or planners may bring community members together

for participation in defining a project that would meet a certain need. Then, communities may locate consultants or researchers to work on a research project, and outside researchers may provide training to community members for participation in the project. In other situations, the idea for the research project might begin outside the community with the researcher approaching a community group for cooperation. In both of these situations, cooperative efforts can be formed if care is taken to structure the project for maximum participation by communities and researchers (outside and inside) and a minimum of misunderstandings.

If a community member feels a need and wants to get a group together to address that need, several techniques may be useful. Existing advisory committees for education, health care, or employment programs may be interested in conducting a research and demonstration project for the purpose of increasing the resources available to their programs or increasing the effectiveness of the program. Some communities have success in improving committee attendance and participation through the calling of a "gripe meeting," where concerns and complaints are expressed. By recording the concerns, the leader of a research effort can gain valuable information from the start for a needs assessment, an evaluation, or a survey to expand resources. When an idea has already been discussed by a small group and a larger participation is necessary to develop the project, then the small group may find that developing and sharing a short summary of the proposed idea can be useful in a meeting. This gives a starting point to the project and a place for agreement, disagreement, or expansion of the project plan.

Where, then, can the community group find resources? The most important resource, people, can be located through the encouragement of community participation. An inventory of local resources can be done to assess the need for outside expertise. If outside resources are needed, they can often be located at colleges, universities, and consulting organizations. Although this last resource tends to be the most expensive in cost, there are advantages in hiring consulting firms. Some of these advantages include the possibility of increased control over the development of the research design and more flexibility in altering the plan to fit the needs of the project. Academic researchers at colleges and universities are generally available on a part-time basis at reasonable rates and have access to such resources on campus as computer services, statisticians, graduate students, and other researchers with additional skills. Once a research contract is negotiated with the academic researcher, there may be more difficulty in modifying the original plan due to less flexibility in the academic environment. This can be accommodated for in the original research contract by leaving some areas of the project open for further development. Rather than defining the problem and methodology in great detail, the contract might describe alternative approaches that will be explored by the community group and researcher. Or, if the community group participates

in the research proposal from the beginning, then the contract can reflect the cooperative planning for the project.

The academic researcher who has an idea for a research project might take one or several approaches to gaining cooperation. Tribal planning offices or councils may already have similar ideas for projects and provide practical guidance for implementation of a project within the community. Planning offices may also have information on research and demonstration funding for cooperative efforts where a new approach to educational, treatment, or other social service is tested and evaluated. Existing programs and/or community advisory committees may also be a good place to locate support for an idea. Tribal museums are a meeting place where the interest in culture and fine arts projects (such as music, dance, tribal arts, oral history) and language projects is high. Again, a clear description of the idea or an outline on paper can be invaluable. Community programs generally operate at an overload and have little time to discuss vague ideas at length. A clear description is a starting place for agreement, disagreement, or reaction to the idea. Rather than approaching the community group with a rigid research idea and lengthy delivery on previously conducted research or research methods, a great deal can be gained from listening to community level reactions. Experience at this level can be a valuable contribution to an indepth problem definition. In talking with a community group about a cooperative effort, the main question to keep in mind is "What can I leave the community?" The project that can be applied to community development, or that can bring together resources to meet a community need (tested methods, documentation of needs, increased funds for service delivery, staff training) is more likely to be well accepted.

Cooperative efforts bring resources together for the benefit of everyone participating. A balance of skills and experiences in the most valuable resource, people, increases the chances of a successful research project.

FORMING THE ADVISORY COMMITTEE

Balance, then, is the critical element to consider in putting together the advisory committee for a project. The advisory committee serves a valuable function in guiding the development of the project, reviewing progress, providing contacts for collecting data, and finally for providing continuity in applying the project results within the community. In an earlier chapter on culture and fine arts research, we discussed some of the characteristics of a balanced community committee. Here, these characteristics are reviewed in addition to those qualifications of researchers that complement the community research effort.

The balanced committee includes both community representatives and researchers. The community representation may be guided by the following characteristics of participants:

- * age
- * geographical location in community or reservation
- * sex
- * religion
- * speaker of native language
- * clan differences

The research representation is usually guided by a combination of skills, particularly persons with a balance of:

- * specialization in the topic being researched (e.g. history, psychology, linguistics, music, art, economics, public health)
- * cultural sensitivity (e.g. Indian Studies personnel, Indian faculty or students, other Indian researchers)
- * other specializations needed by the project (e.g. statistics, computer methods, evaluation)

Balance is also maintained through the meeting place. When the committee meets within the community as well as at the workplace of outside researchers (if distance allows), then both groups gain an understanding of resources and limitations of the project. Also, each of these groups may be more hesitant to voice an opinion in an unfamiliar environment. Scheduling a balance of meeting places helps participants to overcome shy or hesitant reactions. If the advisory committee is to take a major role in developing the project, funding may include compensation for travel and time spent by committee members. This is a courtesy often overlooked by outside researchers.

Although a research project may not necessarily have an advisory committee, the suggestion is made as a step toward gaining full participation in the development of the research project.

ETHICS OF WORKING COOPERATIVELY

Once people are brought together for a cooperative effort, they may ask themselves "How can the project be structured to maintain a cooperative balance?" Models for cooperation are being developed, such as UNESCO's concept of collective and participatory research. Collective research is described¹ as a method which is less concerned with objectivity or exactness and dominant culture view, and more concerned with the actual experience and world view of large population groups.

More specifically, these are some of the conditions described in recent codes² for collective or cooperative research.

- * The research must be designed in such a way that its final stage is of immediate importance for the peoples of the community concerned, and that this community stands to benefit directly from research findings
- * Such research requires that the people in question should be involved in the complete research process--in both the formulation of problems needing to be solved and the discovery of solutions to them
- * The project should guide the community in identifying the types of needs it has for research and then encourage the community to decide what type of research will best meet those needs. This may involve conducting an inventory of existing concepts and plans, such as an economic development plan that indicates directions or areas where further study is needed in education, social impacts of economic development, etc. By studying already existing plans which contain valuable information or define the lack of such data, the community can begin to establish collaboration or cooperation in research.
- * Such research requires the collaboration of as many as possible of those working locally for the development of the community (to insure continuity of the project and prevent a vacuum after outsiders leave). Research methods involving such commitment have an extremely educational and motivating effect.
- * The researcher must not try to be "one of the people", but rather himself (authentic). He must let the community he is working with be itself.
- * When research involves the acquisition of material (such as objects and documents) the rights and concerns of the native community originating the material must be safeguarded.
- * The researcher should not project on the community an ideology of any kind, even if a doctrine is believed to be best for the people.
- * Research participants or consultants have the right to remain anonymous or to be specifically named and given credit, depending on the desires of those participating. Community consultants should be fairly compensated (either through monetary payment or reciprocal exchange) for their time.

- * The research information should be expressed in a manner that is understandable to all levels of social groups of the community.
- * The researcher or principal investigator has an obligation to anticipate possible consequences of research and publication on the community, and to inform community members of such possible impact. Research results should be reviewed by the community or tribe's political body or elders prior to publication.
- * There must be a process of feed-back from the community to outside researchers, so that information and suggestions for improvement of research methods are not lost. This creates a balance between researchers and those researched and increases the chances of true reciprocation. Developing participatory techniques is an important role of the researcher.

The policy checklist in Figure 10.2 outlines some important pointers to consider upon entering the research relationship. Not necessarily all of these would apply to a particular project, but most would apply in applied research situations. A discussion of these items when the project idea begins to develop can communicate needs, desires, and limitations. If such communication channels are opened, they can help prevent later misunderstandings.

Figure 10.2 RESEARCH POLICY CHECKLIST

- 1. Are already existing concepts and plans inventoried to obtain the guidance of previous community efforts and statements of need?
- 2. Is the research plan understood and endorsed by the highest level of community organization (for example--tribe, council, executive director)?
- 3. Is the research effort supported by organizational administrators?
- 4. Does the purpose of the research project serve the highest priority community needs?
- 5. Does the research plan directly benefit the community participating and the cooperating staff members?
- 6. Are organization staff who deal with the topic or service involved in defining the research problem?

- ___ 7. Does the research plan call for the involvement of persons inside the community, to avoid the creation of a vacuum after outsiders leave?
- ___ 8. Is the outside researcher promoting a particular ideology or point-of view?
- ___ 9. Does the research plan provide for training in research skills, for those inside the community?
- ___ 10. Is there provision, in the research plan, for two way feed-back between the community and outside researchers?
- ___ 11. Is there a policy for expressing the rights and concerns of the community regarding materials and documents acquired during the research project?
- ___ 12. Have the possible consequences of the research, for community members, been anticipated?
- ___ 13. Have community members been informed of anticipated consequences of research or publications?
- ___ 14. Will the identity be protected of those community participants or consultants wishing to remain anonymous?
- ___ 15. Will those community participants or consultants desiring to receive credit for their work be recognized?
- ___ 16. Will the research results be expressed in a manner that is understandable to all levels of social groups within the community?

The next two sections cover the aspects of the research design where cooperative efforts are the most critical to community acceptance of the project and to the usefulness of the end product.

PARTICIPATION IN THE PROBLEM DEFINITION

One of the steps in the research process, in which community groups often feel shortchanged, is in the definition of the problem. The topic of the study, or the depth to which the study will address the topic, is often decided upon by a researcher or by a planner before the community is approached. An example of such a topic is the alcoholism study. There have been dozens of alcoholism studies conducted with Indian communities. Many of these studies survey the extent of alcohol use and may attempt to define causes of use. When a researcher approaches a community to form an advisory group for such a project, the common re-

action is, "We don't need another alcoholism study." Such a statement can mean that the depth of the problem as defined by the study is not meeting a community need, rather than a general negative reaction to research. If the study is carried further, perhaps as a two year project, and addresses treatment issues as well, then it may be seen as a project that will have a long-term benefit to the community.

The time to begin the cooperative effort is with the problem definition, if the viewpoints of all participants are to be incorporated into the research plan. Academic researchers who are open to community views and listen well often gain a great deal of depth to their research ideas. And community members should not feel locked into a research idea as it is first presented to them by an outsider. Often an initial idea can be expanded, or used as a first step in a series of research projects that meet everyone's needs. To take our example of research on alcohol use, an epidemiological study documenting the extent of alcohol use may be a necessary first step for a later project that tests treatment approaches. In the same light of openness to new ideas, the community group with an initial idea may approach a researcher and find that person to be a resource for plans on how the idea can be developed and implemented. Listening is a key research technique for the definition of a valuable research topic.

DEFINING THE METHODOLOGY

Once the topic of the project is agreed upon, another area of cooperation rests with the decisions on the methods that will be used to accomplish the project. What kinds of data will be needed? How will the data be collected? Will the data be kept confidential or made available to the public? How will the data be analyzed? What is the timetable for finishing the project? How will the results be applied? When these questions are resolved cooperatively, the research effort becomes a team effort. Frustrations are kept to a minimum and there is less likelihood of misunderstandings.

Today research projects are often seeking the assistance of community advisory committees for help with these questions. For example, the community advisors may have valuable insight on the wording of questions in a culturally sensitive way. Decisions such as whether a questionnaire approach could work in the community, or whether an interview conducted by a community member would be more effective, are wisely made with community advice. A broader range of data may be collected, if there is an understanding that certain types of data may remain protected. Provisions for keeping the identity of participants confidential can help gain acceptance of the data collection procedures. The benefits for a fully cooperative effort have no limits.

An additional advantage that a fully cooperative effort can bring to the project is community acceptance. If a community advisory committee

participates in the development of all stages of the project, then this group is likely to be a valuable liaison to the community. When asked questions, the committee members would carry not only full knowledge of the project, but also the communication that the project was developed with cultural sensitivity and representation.

AGREEMENTS AND CONTRACTS

Agreements can be friendly. It is common to look upon a contract or agreement as an indication of a lack of trust. Even with the best of intentions, differences in world view can cause misunderstandings during a project. Whether formal or informal, an agreement provides a plan for services and responsibilities, so that all participants in the cooperative effort share expectations. A contract or agreement can be as formal as the community and researcher need. For example, some tribes implement the policy of a legal contract with academic researchers proposing to conduct research on their reservation.

The major purpose of having an agreement is to prevent misunderstandings during the research process, furthering a smooth cooperative effort. Cooperation and understanding are the keys to an effort that reciprocates or benefits everyone involved. Contracts are sometimes based upon a research proposal. Although this tends to be a complete description of the research work at hand, the proposal is often too lengthy or detailed for staff to follow on a daily basis. A short contract might follow the outline suggested below.

The **Introduction** to a contract may include the date of agreement, the title of the project, the funding source, the dates of the project, and the participants. For example:¹

This agreement, made on _____, 19____ describes a tentative outline of the formative evaluation of the _____ project, funded by _____, contract# _____. The evaluator for this project is _____, assisted by _____ and _____.

A **Brief Description** of the study could follow the introductory information. This section can include as much information as needed by the staff to follow the research plan, with reference to the original research plan as more details are needed. Examples of the information that might be useful in a research contract are:

- * Type of study
- * Methodology or steps to the project
- * Expected outcomes

One of the more important areas for agreement is the **Data Collection Plan**, for this aspect of a research project can have a sensitive impact upon

the community. A few details of the data collection process that may assist the researchers and the community to reach a common understanding are:

- * Locations where the data will be collected (programs, communities)
- * Dates when data collection will occur
- * Instruments for collecting data (type, who will develop, expected participation from community)
- * Data processing
- * Data storage
- * Protection of data (if requested)

Reports are useful in assessing progress of the research effort and informing participants, administrators, and funding agencies about the progress. Often reports are a part of the funding requirement and misunderstandings can be prevented by making clear who has the responsibility for writing the reports. Few people like writing reports, yet the report can be seen as a useful tool for the intermediate organizing of results and for assessing progress. A few useful items concerning reports are:

- * Types of reports (intermediate, quarterly, final)
- * Dates reports are due
- * Person responsible for preparing reports
- * Length or amount of detail needed

Agreements concerning overall **Supervision and Staff Training** often help create a cooperative and beneficial effort. For example, researchers may become more sensitive to different cultural ways through community training and community groups may receive long range benefits from the sharing of skills brought by the researcher. Provisions for training can help avoid the unpleasant post-research feelings of "we didn't realize so much time would be taken from our work for training," or the opposite reaction "the data were taken and we were left with little in return." Planning and communication for training and supervision can include the following:

- * Responsibilities of all participants for coordination of activities
- * Supervision of staff
- * Training of staff and researchers (type, who conducts, dates)
- * Expected benefits
- * Meetings planned for coordination (number, dates)
- * A short summary of the expected costs of the project is useful to include in the agreement. Items might include:

Summaries of the major budget categories
 Estimates of price increases if deadlines are not met
 (This last item is not always necessary, but may be helpful in emphasizing the importance of meeting the time schedule.)

An understanding of the expected Results is helpful in improving communication. Many research efforts of the past have been disappointing to communities due to the lack of a result that could be useful for community development. Often the researcher can prepare two reports, one for academic purposes and one for community use, if these needs are known. This section of the contract might include the following details:

- * Description of the expected results
- * Who prepares the final product
- * Who receives copies of the final report(s)
- * Agreements for publication

An optional item is the **Variance Clause**, explaining that the contract is an estimate of the work to be done. Such a clause may be used for legal purposes. For example:

The staff and Board of Directors of the program, and the researchers agree that the study outlined here represents an approximation of the research project to be conducted during the period _____, 19____, to _____, 19____. Since both the program and the research design may be modified at the time the project begins, all participants agree that future changes can be negotiated.

In summary, a shortened version of the research plan set down in an agreement outline, gives the participants a guide for the major steps in the project. Since the full research proposal is likely to contain a certain amount of academic jargon, the agreement outline may be more useful for staff training purposes. Also, the contract may have legal value if problems develop with the project. If problems are anticipated, it may be wise to consult a legal professional for assistance with the wording of a contract. Good communication is the best effort, though, in avoiding such problems.

COMMON COMMUNICATION PROBLEMS

Failure or disappointment in research efforts is often the result of poor communication during the project. Some of the major shortcomings that are experienced by Native American research efforts are outlined below, in the hope that future efforts may avoid trouble spots.

From the community viewpoint, some of the more common community disappointment in research efforts include:

- * Community not included in the topic or problem definition
- * Topic shallow, not contributing to community knowledge of the problem
- * Topic does not include an applied component to benefit the community
- * Program goals misunderstood
- * Advisory committee advice not heeded
- * Community not included in designing the project methodology
- * Data collection instruments not understood by program staff
- * Data collection disruptive to flow of program activities
- * Staff not adequately trained to collect data
- * Time needed to collect data a burden on staff
- * Progress reports not written clearly, filled with research jargon
- * Confidentiality of culturally sensitive data not kept
- * Participants not paid adequately for their time
- * Final report not given to community
- * Results not applied to community needs
- * Community excluded from review of information to be published

From the researcher viewpoint, some of the more common disappointments of researchers in working with communities include:

- * Topic desired by community too broad to define a measurable problem
- * Topic too broad for time and funding limitations
- * Lack of program staff interest in assisting with design of methodology
- * Staff turnover so great that training efforts difficult if not impossible
- * Program Director not cooperative or suspicious
- * Data collection incomplete for some participants included
- * Data collection not on schedule
- * Not all participants included, affecting sample
- * Funds not available to adequately pay participants
- * Community group impatient with lengthy timetable needed for research
- * Research not taken seriously, but rather as a way to secure extra funds

These are a few of the more common problems seen during cooperative research efforts. With knowledge of these possible problem areas in advance, the research staff and community participants may discuss their

expectations and structure the project to avoid problems. Use of a research applications checklist⁴ during the project, similar to the one given in Figure 10.3, can help reduce communication problems or misunderstandings.

Figure 10.3 RESEARCH APPLICATION CHECKLIST

- ___ 1. Is there a direct communication line between researchers and program administrators?
- ___ 2. Are researchers attentive to the concerns and opinions of community or organizational people?
- ___ 3. Do researchers actively seek out cooperating staff member's opinions?
- ___ 4. Do researchers convey respect for community interests?
- ___ 5. Do administrators value and support the general goals of the research?
- ___ 6. Do administrators serve as advocates of the research in the organization and in the community?
- ___ 7. Are there trained personnel within the community organization to support research activities such as data collection and implementation of research results?
- ___ 8. Does the research staff represent a balance between academic and community-based viewpoints?
- ___ 9. Has a pilot project been conducted to test the appropriateness of the research plan, cooperative abilities of staff and researchers, etc.?
- ___ 10. Have handbooks been produced to guide staff during the project and to document procedures for future projects?
- ___ 11. Is there continuity of organizational staff to insure consistency of data collection?
- ___ 12. Is there continuity of research staff to insure follow through with practical applications of research findings?
- ___ 13. Does the research effort provide training for cooperating service staff and administrators?

- ___ 14. Are priorities set for research goals, to insure completion of those meeting immediate community needs, should project time fall short?
- ___ 15. Is there time allotted in the research plan to reflect and act on research findings?
- ___ 16. Is there a means of communicating research information to the community-at-large?
- ___ 17. Is there a means of gaining feedback from the community regarding usefulness of research results?
- ___ 18. Are there resources available to implement research recommendations?
- ___ 19. Are already existing resources for distributing information within the organization or community (for example--newspapers, newsletters, routing sheets) being used to gain feedback and to distribute research results?
- ___ 20. Is there post-research funding support to continue research and demonstration efforts?

SHARING THE RESEARCH RESULTS

If the research conducted is to benefit those who participated, it usually must be made available. Exceptions to the idea of sharing results occur usually when an agreement has been made to keep the results confidential. In general, though, the research report that sits on a shelf is not going to be available for community development efforts. In the past, communities have often had a negative view toward publishing, since outside researchers sometimes published culturally sensitive material without consent from the tribe or the community. Today the views are changing, as community groups realize the power that documentation can have in developing new resources for the community. Some tribes publish their own work and the work of others conducted with their tribe, thus maintaining control of the material published and also benefiting from the profits on materials sold.

Data banks and bibliographic systems are alternative ways of sharing results. When references to written reports are contributed to a bibliographic system, then other communities can write for copies. Another way of sharing is through contributing references to other studies, as these are discovered during the review of the previously conducted research. In other situations, actual data might be contributed to a data bank. Such data can be useful in regional studies or comparisons of different com-

munities. Through such sharing of information, networks are being developed for national and regional use. Addresses of specific data bases and bibliographic systems, including several Indian controlled systems, are given earlier in the chapter on LIBRARY AND INFORMATION SERVICES.

RECOMMENDATIONS FOR SUCCESSFUL RESEARCH EFFORTS

Once the cooperative effort produces a study, the cooperation is often continued to apply the results for community development. Researchers are now realizing that the small community is usually highly integrated and complex, with the different elements of community structure (such as: kinship, economics, religion, ecology, education) very interrelated. This view is quite a contrast to some of the earlier views after the turn of the century that regarded small communities as simple. Or, in other words, the traditional view of the holistic culture is now being recognized by the dominant society.

In applying research results, then, it is important to realize how the parts of a community are interrelated. For in applying results, development or change in one area can have an effect on other areas of the community. A technique in successfully applying results is predicting where change will affect, either positively or negatively, other areas of the culture. Again, the community advisory group may provide very valuable insight for planning efforts.

This book presents some of the basic methods for community-based descriptive research. Through cooperative efforts the resources needed to accomplish community-based research can be greatly increased, leaving the community with results for development and preservation purposes. Although research is at times an intensive and time-consuming undertaking, it is a valuable tool for the direction of community self-determination.

NOTES

1. UNESCO, "Exchange of Knowledge for an Endogenous Development", p. 8 (complete reference is under additional sources).
2. Adapted from UNESCO comments (same reference as above) p. 8-10, and the "Code of Ethics" developed by the National Endowment for the Humanities for research projects.
3. Adapted from Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, *Evaluator's Handbook* (Beverly Hills: Sage Publications, Inc.) 1978, p. 47.
4. Many of these items are covered in detail by Jack Rothman in *Using Research in Organizations* (complete reference is under additional sources).

ADDITIONAL SOURCES

Argyris, Chris, "Creating Effective Research Relationships in Organizations", in *Readings in Evaluation Research*, edited by Francis Caro (Beverly Hills: Russel Sage Foundation, 1971), pp. 100-111.

Since evaluation is an applied field, evaluators have provided many contributions to the problem of research relationships. This article provides some insightful ideas on: 1) why researchers usually show little interest in the effective use of their findings, 2) valuable contributions of applied research, and 3) problems of feedback.

Basso, Keith, *Portraits of "the Whiteman"* (New York: Cambridge University Press, 1979).

Researchers (non-Indian) working in Indian communities may miss many subtleties of Indian communication. This text is an excellent guide for learning about Indian models of the "the Whiteman." Through Basso's examples of humorous situations, the researcher can learn of important differences between Indian and non-Indian humor, linguistic play and cultural symbols. A valuable text for the researcher about to enter a community setting.

Rothman, Jack, *Using Research in Organizations* (Beverly Hills: Sage Publications, 1980).

This guide to research and staff relationships covers such topics as: 1) structural factors conducive to research utilization, 2) the research process and research utilization, 3) organizational climate--attitudes and relationships, and 4) reports and products of research. The emphasis is on practical research applications and reciprocating relationships. The author is guided by experience and a perception for exchange and human needs. A very valuable text.

UNESCO, "Exchange of Knowledge for an Endogenous Development" (Paris: UNESCO, 1981).

This UNESCO newsletter describes an international effort to establish a method of improving the conditions pertaining to the transfer of knowledge. Guidelines for endogenous participation view development as a process that embodies expression of social creativity and involves the active participation of every stratum of the population. The paper develops a concept of collective and participatory research that is useful for reciprocating efforts and those encouraging an active community role. Copies are available free of charge from UNESCO, Division for the Study of Development, 7, Place de Fontanoy, Paris 75700, France.



APPENDIX A

RESOURCES FOR RESEARCH
AND DEVELOPMENT

Selected for Particular Interest to Native American
Communities for Social and Economic Development