

CROSS-CULTURAL NOTES

Under this heading appear summaries of studies which, in 500 words or less, provide comparable data from two or more societies through the use of a standard measuring instrument; additional details concerning the results can be obtained by communicating directly with the investigator or, when indicated, by requesting supplementary material from Microfiche Publications.

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CHANGES IN NAVAJO RESPONSES TO THE DRAW-A-MAN TEST*

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In 1936, Steggerda reported a significant 24-point disparity between the mean scores of Navajo boys and girls on the Goodenough Draw-A-Man Test (DAM).¹ The boys averaged one standard deviation above the national mean with a score of 115. This superior performance of Navajo boys (later replicated by Havighurst *et al.*)² was attributed to the greater and varied experiences in representational art granted them in a subculture noted for its artistic achievements. That is, only males are allowed to engage in visually stimulating Navajo rituals and ceremonies. Further, males alone are permitted to work artistically with leather and silver. Dennis posited that incidental to the increasing acculturation of the Navajo people, a parity of exposure to the artistic elements of the dominant culture would occur. This was expected to increase the DAM scores of girls and hence reduce male-female differences.¹

The present study investigated the hypothesis of Dennis with 44 Navajo children (23 boys, 21 girls) from a kindergarten class and the first, second, and third grades in a small Southwestern community. The Navajo group from which the Ss were selected appeared to be rapidly losing its separateness from the dominant white culture.³ This is shown by an increasing

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¹ See Dennis, W. Goodenough scores, art experience, and modernization. *J. Soc. Psychol.*, 1966, 68, 211-228.

² Havighurst, R. J., Gunther, M. K., & Pratt, I. E. Environment and the Draw-a-Man Test: The performance of Indian children. *J. Abn. & Soc. Psychol.*, 1946, 41, 50-63.

³ Cundick, B. P. Measures of intelligence on Southwest Indian students. *J. Soc. Psychol.*, 1970, 81, 151-156.

geographic proximity, and the enrollment of Navajo children in English-speaking public schools. Since the DAM covaries with other measures of verbal and performance intelligence (i.e., it is not independent of other assessments of intelligence),⁴ scores on the DAM were analyzed separately and in conjunction with data on the Peabody Picture Vocabulary Test (PPVT) and the verbal and performance sections of the Wechsler Intelligence Scale for Children (WISC).

Navajo boys obtained a mean DAM IQ of 91.4 in contrast to a mean of 79.7 for girls. This difference was not significant ($t = 1.47, p > .10$). Boys also had higher mean scores on the PPVT (61.6 vs 51.6) WISC Verbal (66.3 vs 62.6) and WISC Performance Scales (97.5 vs 88.2). Only the latter mean difference was significant ($t = 2.14, p < .05$). A multivariate analysis (Wilkes Lambda) did not indicate overall mean differences on the four intelligence variables, suggesting that the finding with regard to WISC Performance may have been a chance occurrence.

Although the mean discrepancy between boys and girls on the DAM was not significant, both groups unexpectedly showed a marked decline in DAM scores in comparison to their counterparts in the previous studies. Observations of the comparatively impoverished living conditions of the children in the present study suggest that they may have had limited exposure to sources through which the representational art of the dominant culture are presented (i.e. television, the visual media). The ostensive detachment of these children from traditional Navajo values may have lessened the disparate artistic stimulation for boys and girls posited by Dennis, leading to greater equality in their mean DAM scores. The possible lack of supplementary enriching experiences from the dominant culture may have resulted in the lowered performance of both groups on the DAM test.

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⁴ Manaster, G. J., & Havighurst, R. J. Cross-National Research: Social-Psychological Methods and Problems. Boston: Houghton Mifflin, 1972. P. 136.