

THE UNIVERSITY OF MANITOBA

FRENCH-CANADIAN, ENGLISH-CANADIAN, AND NATIVE INDIAN  
SCHOOLCHILDRENS' PERCEPTION OF SELF AND PEOPLE IN  
THEIR SOCIAL ENVIRONMENT

BY

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Doris J. Simpson

A dissertation submitted to the Faculty of Graduate Studies of  
the University of Manitoba in partial fulfillment of the requirements  
of the degree of

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## ABSTRACT

THIS STUDY INVESTIGATED HOW INDIAN, FRENCH-CANADIAN, AND ENGLISH-CANADIAN SCHOOLCHILDREN SEE THEMSELVES AND PEOPLE IN THEIR ENVIRONMENT. FIFTY-SIX FRENCH-CANADIANS, FORTY-FOUR ENGLISH, AND FIFTY-ONE INDIANS ACTED AS SUBJECTS. SUBJECTS WERE EITHER IN THE 6TH, 7TH, 8TH, OR 9TH GRADES. THEIR AGES RANGED FROM TEN TO SIXTEEN YEARS. THE INDIAN SUBJECTS WERE FROM THE FORT ALEXANDER INDIAN RESERVE AND THE WHITES WERE FROM POWERVUEW, MANITOBA. BOTH COMMUNITIES ARE LOCATED ABOUT 80 MILES NORTH OF WINNIPEG.

A PRE-TEST WAS ADMINISTERED IN WHICH THE SUBJECTS WERE ASKED TO LIST AND DEFINE ALL OF THE GOOD AND BAD WORDS USED TO DESCRIBE PEOPLE THEY KNOW. THEN THE SUBJECTS WERE REQUESTED TO LIST THE FIVE MOST SIGNIFICANT PEOPLE IN THEIR LIVES. FROM THE PRE-TEST RESULTS TWELVE WORDS WERE SELECTED. THESE TWELVE WORDS WERE USED AS SCALES IN THE SEMANTIC DIFFERENTIAL WHICH WAS THE ASSESSMENT INSTRUMENT. THEN THE ROLE TITLES OF TWELVE PEOPLE IN THE SOCIAL ENVIRONMENT WHOM ALL SUBJECTS WOULD HAVE FORMED AN OPINION TOWARD WERE USED AS CONCEPTS. A QUESTIONNAIRE BOOKLET OF TWELVE PAGES WAS FORMED. ON EACH PAGE IN THE BOOKLET WAS A CONCEPT OF THE ROLE TITLE OF A PERSON AND TWELVE SCALE WORDS AND THEIR BIPOLAR OPPOSITES.

THE RESULTS WERE ANALYZED BY SUMMING AND CALCULATING THE MEAN OF EACH OF THE TWELVE CONCEPTS PER SUBJECT. THEN THE DATA WERE CATAGORIZED ACCORDING TO: ETHNIC GROUP MEMBERSHIP; AGE GROUPS;

SEX GROUPS; AND THE IDEAL MINUS SELF DISCREPANCY MEAN SCORES.

THE FINDINGS SHOWED THAT INDIAN SUBJECTS DID NOT DIFFER SIGNIFICANTLY IN SELF-PERCEPTION FROM THE FRENCH-CANADIAN OR ENGLISH-CANADIAN SCHOOL-CHILDREN.

THE INDIAN SUBJECTS RATED THE CONCEPTS "TOWN MAYORS" AND "RCMP (OFFICERS)" SIGNIFICANTLY LESS FAVORABLE THAN THE RATINGS OF THESE CONCEPTS BY WHITE SUBJECTS.

INDIAN MALES RATED THEIR IDEAL SELVES AS BEING SIGNIFICANTLY LESS FAVORABLE THAN THE INDIAN FEMALES OR THE WHITE SUBJECTS. THE INDIAN MALES ALSO SAW THEIR BEST FRIEND (OF THE SAME SEX) AS BEING LESS FAVORABLE THAN THE BEST FRIEND RATING OF THE OTHER GROUPS OF SUBJECTS.

THE ROLE TITLE, "INDIAN CHIEFS" WAS RATED VERY FAVORABLE BY THE INDIAN SUBJECTS, PARTICULARLY THE FEMALES. HOWEVER, THE ENGLISH SUBJECTS SAW "INDIAN CHIEFS" AS BEING SIGNIFICANTLY LOWER THAN THE OTHER SUBJECTS.

FEMALE SUBJECTS SAW "DOCTORS" SIGNIFICANTLY MORE FAVORABLE THAN THE MALE SUBJECTS.

BOTH OF THE VARIABLES OF AGE AND SEX GROUPS REVEALED NO SIGNIFICANT DIFFERENCES ON THE SELF-PERCEPTION CONCEPT WHEN ANALYZED BY THE ANALYSIS OF VARIANCE DESIGN.

THERE WERE FIVE CONCEPTS OF ROLE TITLES OF PEOPLE ON WHICH THE ANALYSIS OF VARIANCE FOR ETHNIC GROUPS MEMBERSHIP AND SEX GROUPS WERE NON-SIGNIFICANT. THESE CONCEPTS WERE: 1) "ME, AS I AM NOW"; 2) "RELIGIOUS LEADERS"; 3) "FEMALE STOREKEEPERS"; 4) "FEMALE TEACHERS"; AND 5) "MOTHERS".

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## CHAPTER 1

### INTRODUCTION

THIS RESEARCH INVESTIGATED HOW DIFFERENT CULTURAL GROUPS OF SCHOOLCHILDREN VIEW THEMSELVES AND PEOPLE. SPECIFICALLY, THIS STUDY ATTEMPTED TO FIND OUT WHAT DIFFERENCES EXIST BETWEEN FRENCH-CANADIAN, ENGLISH-CANADIAN, AND INDIAN SCHOOLCHILDREN IN THE WAYS THEY SEE THEMSELVES AND PEOPLE. THE BACKGROUND OF THIS RESEARCH IS PRESENTED IN THE FOLLOWING SIX SECTIONS (ALL OF CHAPTER 1):

1) CONCEPT OF SELF AND RELEVANT VARIABLES; 2) IDEAL SELF-DISCREPANCY; 3) STATEMENT OF THE PROBLEM; 4) THEORIES OF SOCIAL ENVIRONMENT INFLUENCES ON SELF-PERCEPTION; 5) CANADIAN INDIANS; AND 6) DETAILED STATEMENT OF THE PROBLEM.

#### CONCEPT OF SELF

A PERSON'S AWARENESS OF HIS OWN EXISTENCE IS DEVELOPED FROM THE IDEAS AND ATTITUDES WHICH TAKE SHAPE AS A CHILD. IN EARLY LIFE, (PROBABLY DURING THE FIRST YEAR) THE CHILD RECOGNIZES THAT HE IS A PARTICIPANT IN, AND YET SOMEONE APART FROM, EVENTS IN THE PHYSICAL AND SOCIAL WORLD IN WHICH HE LIVES. "HIS SENSATIONS ARE EXPERIENCED FROM WITHIN HIS OWN BODY AND HE BECOMES AWARE OF THE PROPERTIES AND BOUNDARIES OF HIS BODY. AS TIME PASSES, HE COMES TO KNOW HIMSELF AS ONE WHO HARBORS FEELINGS AND DESIRES AND AS ONE WHO CAN WEIGH ALTERNATIVES AND MAKE DECISIONS." (JERSILD, 1968, P. 163)

TOWARD THE END OF CHILDHOOD, THE COGNITIVE COMPONENT OF THE SELF INCLUDES A CAPACITY FOR REFLECTION WHICH ENABLES A PERSON TO MAKE HIS IDEAS, FEELINGS, IMPULSES, AND CHOICES, THE OBJECT OF HIS OWN THOUGHT. ACCORDING TO JERSILD (1968) THE MOST SUPREME ATTRIBUTE OF THE HUMAN MIND AND THE MOST SOPHISTICATED PRE-OCCUPATION WITHIN THE FUNCTIONING OF THE SELF IS THE CAPACITY FOR REFLECTION. "WHEN THIS CAPACITY IS CULTIVATED A PERSON BECOMES ABLE TO DISENGAGE HIMSELF, SO TO SPEAK, FROM THE UNPREMEDITATED FLOW OF HIS FEELING AND THOUGHT AND TO EXAMINE THIS FLOW, TO QUESTION HIS IDEAS, TO INQUIRE INTO HIS MOTIVES, TO SCRUTINIZE THE VERY PERCEPTUAL AND CONCEPTUAL FABRIC OF HIS SELF." (P. 164)

AN IMPORTANT PHASE IN THE DEVELOPMENT OF A CHILD'S VIEW OF HIMSELF APPEAR WHEN HE IS ABLE TO COMPARE HIMSELF WITH HIS PEERS AND TO TEST HIS POWERS IN CONJUNCTION WITH THEM. LATER DURING CHILDHOOD, A CHILD COMPARES HIMSELF AND HIS FAMILY TO OTHER PEOPLE AND FAMILIES. AND, AT THE SAME TIME, DURING CHILDHOOD A CHILD IS LIKELY TO FORM A CLEAR CONCEPTION OF HIS FAMILY'S SOCIO-ECONOMIC STATUS. (JERSILD, 1968, P. 170)

#### RELEVANT VARIABLES

AGE AND SEX DIFFERENCES BETWEEN SUBJECTS HAVE BEEN CONSIDERED RELEVANT VARIABLES WHICH ARE THOUGHT TO HAVE AN EFFECT ON HOW THE CHILD SEES HIMSELF.

#### AGE DIFFERENCES

RESEARCH ON AGE DIFFERENCES AND SELF-PERCEPTION HAS BEEN VERY SPARSE IN THE LITERATURE. ACCORDING TO JERSILD (1968, P. 184),

"UNFORTUNATELY, NO THOROUGH LONGITUDINAL STUDIES HAVE BEEN MADE OF STABLE AND CHANGING FEATURES OF THE VIEW INDIVIDUALS HAVE OF THEMSELVES (AS JUDGED AGAINST OTHER CRITERIA) AS THEY GROW OLDER." RECENTLY, THERE HAS BEEN REPORTED A STUDY WHICH INVESTIGATED THE EFFECT OF AGE DIFFERENCES ON SELF-PERCEPTION. (ROSENBERG, 1972) ROSENBERG'S FINDINGS WERE PART OF AN EXTENSIVE STUDY CONDUCTED BY THE AMERICAN NATIONAL INSTITUTE OF MENTAL HEALTH. ITS PURPOSE WAS TO INVESTIGATE THE CONCEPT OF SELF IN CHILDREN AND ADOLESCENTS. TWO THOUSAND REPRESENTATIVE CHILDREN WERE INVOLVED FROM THE SCHOOL POPULATION OF BALTIMORE. WHILE NO DETAILED INFORMATION WAS REPORTED ABOUT THE RESULTS, ROSENBERG DID STATE THAT:

THE ANALYSIS OF THESE DATA HAS ENABLED US TO MAKE CERTAIN GENERALIZATIONS REGARDING THE DEVELOPMENT OF THE SELF-CONCEPT. PRIMARILY, WE FIND THAT ADOLESCENCE (AGES 12 TO 13) REPRESENTS A PERIOD OF TURMOIL AND STRESS IN THE STABILITY OF THE SELF-CONCEPT. AT THE TIME, THE INDIVIDUAL TENDS TO EXPERIENCE FEELINGS OF INSTABILITY IN HIS CONCEPT OF SELF, AND AT THE SAME TIME, HE FEELS MORE UNHAPPY. LATER ADOLESCENCE IS CHARACTERIZED TO SOME DEGREE BY THE DEVELOPMENT OF A SOUNDER AND MORE STABLE SELF-CONCEPT.

SO, ROSENBERG (1972) FOUND THAT TWELVE AND THIRTEEN YEAR OLD ADOLESCENTS EXPERIENCE A PERIOD OF INSTABILITY AND A LOW OPINION OF ONE'S PERSONAL ATTRIBUTES OF THE SELF. ROSENBERG ALSO STATED THAT AFTER THIRTEEN YEARS OF AGE, THE SELF-PERCEPTION WAS HIGHER BECAUSE THE DEVELOPMENT OF THE SELF WAS MORE STABLE. THE AGE LEVELS OF ROSENBERG'S SUBJECTS WERE NOT REPORTED BUT SHE DID STATE ALL SUBJECTS WERE IN GRADES THREE TO TWELVE.

ENGEL (1959) STUDIED STUDENTS WHO WERE IN THE SAME GRADE LEVELS AS SOME OF ROSENBERG'S SUBJECTS. AND, ENGEL'S (1959) RESULTS WERE SIMILAR. IN ENGEL'S (1959) STUDY, THE SUBJECTS WERE RESEARCHED OVER A TWO YEAR PERIOD, BETWEEN GRADES EIGHT AND TEN, AND TEN AND TWELVE. SHE FOUND THAT OVER A TWO YEAR PERIOD, THE SUBJECTS SHOWED A MORE STABLE AND FAVORABLE ATTITUDE TOWARD THEMSELVES. THESE RESULTS ARE CONSIDERED SIMILAR TO ROSENBERG'S FINDINGS BECAUSE BETWEEN AGES THIRTEEN AND FOURTEEN THE SELF-PERCEPTION BECAME MORE FAVORABLE AND MORE STABLE WHICH IS WHAT BOTH RESEARCHERS REPORTED.

IN ANOTHER STUDY, SCHOOLCHILDREN IN THE FIRST AND FIFTH GRADES WERE RESEARCHED. (WITHYCOMBE, 1970) THE SUBJECTS WERE WHITE AND PAIUTE, INDIAN CHILDREN FROM NEVADA. ONE HUNDRED EIGHTY STUDENTS ACTED AS SUBJECTS BUT NO INFORMATION WAS REPORTED ABOUT THEIR AGE LEVELS. THE RESULTS SHOWED THAT WHITE MALE FIFTH GRADERS SCORED SIGNIFICANTLY HIGHER THAN THE FIRST GRADERS WHEREAS THE WHITE FEMALE FIFTH GRADERS SCORED SIGNIFICANTLY LOWER IN THE FIFTH GRADE THAN IN THE FIRST GRADE. THE PAIUTE INDIAN CHILDREN SCORED SIGNIFICANTLY LOWER FOR THE FIFTH GRADERS THAN FOR THE FIRST GRADERS.

SIMILAR FINDINGS WERE REPORTED FOR BLACK AND WHITE CHILDREN ON WELFARE. (CARPENTER AND BUSSE, 1969) THE SUBJECTS WERE FORTY, FIRST GRADE AND FORTY, FIFTH GRADE CHILDREN. ONE HALF OF EACH GRADE WAS WHITE. THE RESULTS REVEALED THAT THE FIFTH GRADE CHILDREN SHOWED SIGNIFICANTLY LESS FAVORABLE SELF-PERCEPTION SCORES THAN

THE FIRST GRADE CHILDREN. SPECIFICALLY, FIRST GRADE BLACK BOYS HAD SIGNIFICANTLY MORE POSITIVE SELF-PERCEPTIONS THAN FIFTH GRADE BLACK BOYS. FIRST GRADE WHITE BOYS HAD SIGNIFICANTLY MORE POSITIVE SELF-PERCEPTION SCORES THAN FIFTH GRADE BOYS WHO WERE WHITE. FIRST GRADE WHITE GIRLS HAD SIGNIFICANTLY MORE POSITIVE SELF-PERCEPTION SCORES THAN FIFTH GRADE WHITE GIRLS. FIRST GRADE BLACK GIRLS HAD HIGHER SELF-PERCEPTION SCORES THAN THE FIFTH GRADE BLACK GIRLS BUT THIS RELATIONSHIP WAS NOT SIGNIFICANT. IN TERMS OF ETHNIC GROUP MEMBERSHIP, THERE WERE NO DIFFERENCES REPORTED.

IT IS DIFFICULT TO PINPOINT THE SIMILARITIES BETWEEN THESE STUDIES BECAUSE THE SUBJECTS USUALLY WERE NOT OF THE SAME AGE OR GRADE LEVEL AND THE RESULTS MAY CONTRADICT EACH OTHER. PLUS, DIFFERENT SELF-PERCEPTION INSTRUMENTS HAVE BEEN USED IN ONE STUDY OR BETWEEN STUDIES. HOWEVER, ONE OBSERVATION IS THAT AGE OR GRADE DIFFERENCES APPEARED TO HAVE AN EFFECT IN THE WAYS THE INDIVIDUAL VIEWS HIMSELF.

#### SEX DIFFERENCES

SEX DIFFERENCES HAVE BEEN CONSIDERED TO PLAY AN IMPORTANT ROLE IN THE KINDS OF WORDS AN INDIVIDUAL USES TO THINK ABOUT HIMSELF AND OTHER PEOPLE. ACCORDING TO JERSILD (1968, p. 187):

WOMEN, IN GENERAL, ARE QUITE COMMONLY THOUGHT OF AS MORE EMOTIONAL, WARMER, SOFTER, MORE TENDER AND DELICATE THAN MEN. MEN ARE VIEWED AS STRONGER THAN WOMEN, LESS EMOTIONAL, MORE DOMINANT, BRAVER, AND MORE RUGGED. SUCH DIFFERENCES, ALONG WITH MANY OTHERS CONSTITUTE THE STEREOTYPED VIEW IN OUR



CULTURE OF WHAT IS MASCULINE AND  
FEMININE.

RESEARCH HAS REPORTED CONTRADICTORY DATA ON SEX DIFFERENCES. BEIER AND RATZEBURG (1953) STUDIED PARENTAL IDENTITY IN FORTY-ONE UNDERGRADUATES: SEVENTEEN FEMALES AND TWENTY-FOUR MALES. THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI) WAS ADMINISTERED TO THE SUBJECTS. SIGNIFICANT SEX DIFFERENCES WERE REPORTED. MALE SUBJECTS RATED THEIR FATHERS AND THEMSELVES HIGHER ON THE MASCULINE TEST ITEMS. FEMALE SUBJECTS RATED THEIR MOTHERS AND THEMSELVES HIGHER ON THE FEMININITY SCALES. IN ANOTHER STUDY, NO SIGNIFICANT DIFFERENCES WERE REPORTED BETWEEN FEMALE AND MALE SUBJECTS WHEN THEY WERE ASKED TO RATE THEMSELVES AND THEIR MOTHER AND FATHER ON FORTY PERSONALITY TRAITS. (JOURARD, 1957) FIFTY-SIX MALE AND FIFTY-SIX FEMALE UNDERGRADUATE SUBJECTS EVALUATED THEMSELVES. UNLIKE THE RESULTS REPORTED BY BEIER AND RATZEBURG (1953) MALE SUBJECTS' RESPONSES SHOWED NO SIMILARITY TO EACH OTHER. NOR DID THE MALE OR FEMALE SUBJECTS RESPOND DIFFERENTLY TO THE FORTY PERSONALITY TRAITS. IN ENGEL'S (1959) STUDY, ONE GROUP OF BOYS AND GIRLS WERE TESTED IN THE EIGHTH GRADE AND AGAIN IN THE TENTH GRADE. THE SECOND GROUP OF SUBJECTS WERE TESTED IN THE TENTH GRADE AND AGAIN IN THE TWELFTH GRADE. THE ONE HUNDRED AND SEVENTY-TWO SUBJECTS, Q-SORTED ITEMS WHICH HAD BEEN PREJUDGED FOR POSITIVE OR NEGATIVE TONE, AND SELF-SORTS WERE SCORED FOR "POSITIVENESS" ACCORDING TO THE PREJUDGED FAVORABILITY VALUES OF THE ITEMS. NEITHER MALES NOR FEMALES HAD

SIGNIFICANT DIFFERENCES IN SELF-PERCEPTION. IN THE STUDY BY CARPENTER AND BUSSE (1969), THE RESULTS SHOWED SIGNIFICANT DIFFERENCES BETWEEN THE SEXES. THE SUBJECTS WERE DIVIDED EQUALLY ACCORDING TO THEIR SEX. THERE WERE FORTY, FIFTH GRADE AND FORTY, FIRST GRADE CHILDREN. ONE-HALF OF THE SUBJECTS WERE BLACK AND THE OTHER HALF WERE WHITE. SEVEN BIPOLAR SCALES WERE COMPOSED INTO A QUESTIONNAIRE. THE SUBJECT WAS ASKED TO RATE HIMSELF ON A FIVE-POINT SCALE ACCORDING TO WHERE ON THE SCALE THE SUBJECT PERCEIVED HE BELONGED. THE SCALES WERE SMART, HAPPY, WELL-LIKED, BRAVE, ATTRACTIVE, STRONG AND OBEDIENT. GIRLS OBTAINED SIGNIFICANTLY LOWER RATINGS THAN THE RATINGS OF THE BOYS. UNFORTUNATELY, NO SCORES WERE REPORTED FOR THE SCALE VALUES. IT WAS EVIDENT THAT STUDIES OF THE SELF-CONCEPT RATINGS OF MALES AND FEMALES WERE VERY CONTRADICTORY. THE BIPOLAR SCALES USED IN THE QUESTIONNAIRE OF THESE LAST FEW STUDIES WERE NOT PREVIOUSLY EVALUATED FOR SEX DESIRABILITY. THAT IS, HOW DESIRABLE IS THE BIPOLAR TRAIT TO THE MALE OR FEMALE WAS NOT CONSIDERED AND INSTEAD THE SUM TOTAL OF ALL THE TRAITS IN THE QUESTIONNAIRE WAS SUMMED AND ONLY THE TOTAL SCORE WAS REPORTED.

IDEAL SELF MINUS REAL SELF DISCREPANCY

THE IDEAL SELF MINUS THE REAL SELF DISCREPANCY SCORE HAS BEEN A TYPICAL MEASURE OF PERSONAL ADJUSTMENT. THE GREATER THE DISCREPANCY SCORE THE LOWER THE PERSONAL ADJUSTMENT IS CONSIDERED TO BE. WHEREAS, THE SMALLER THE DISCREPANCY SCORE, THE HIGHER THE PERSONAL ADJUSTMENT IS CONSIDERED TO BE. SUBSCALE SCORES OF THE CALIFORNIA

TEST OF PERSONALITY WERE CORRELATED. (McCANDLESS, 1967) THE DATA WAS OBTAINED FROM ONE HUNDRED, Q-SORTED, SELF-EVALUATED ITEMS WHICH WERE RATED FOR SELF AND THEN AGAIN FOR IDEAL SELF. THE SUBJECTS WERE SEVENTY-EIGHT, PAROCHIAL SCHOOL BOYS. THEIR AVERAGE AGE WAS 16.3 YEARS AND THEY WERE IN THE ELEVENTH GRADE. A RELATIVELY HIGH CORRELATION WAS FOUND BETWEEN THE IDEAL MINUS SELF DISCREPANCY AND PERSONALITY ADJUSTMENTS (A SUBSCALE OF THE CALIFORNIA PERSONALITY INVENTORY).

MCDONALD AND GYNTHYER (1965) USED AN IDEAL-SELF DISCREPANCY SCORE AND CORRELATED IT WITH THE SCORES OF LOVE AND AND DOMINANCE ON A PREJUDGED INTERPERSONAL CHECKLIST. THEIR SUBJECTS WERE TWO-HUNDRED, SIXTY-ONE AFRO-AMERICAN AND TWO-HUNDRED ELEVEN, WHITE HIGH SCHOOL SENIORS FROM URBAN, SEGREGATED SCHOOLS IN THE SOUTHERN, U. S. A. THE RESULTS SHOWED LESS DISCREPANCY BETWEEN IDEAL AND SELF-RATINGS OF:

- A) BLACKS AS COMPARED WITH WHITES,
- B) MALES AS COMPARED WITH FEMALES ON DOMINANCE, AND
- C) FEMALES COMPARED WITH MALES ON LOVE.

HOWEVER, LOVE AND DOMINANCE IS NOT CONSIDERED TO BE A SOLE INDICATOR OF ADJUSTMENT. IN THE WESTERN CULTURE A FEMALE IS PERCEIVED AS LOW ON DOMINANCE AND HIGH ON LOVE. AND, MALES ARE EXPECTED TO BE HIGH ON DOMINANCE AND LOW ON LOVE. THESE CHARACTERISTICS OF A NORMAL PERSONALITY WERE EVIDENT IN THE SIGNIFICANT DISCREPANCY SCORES.

ACCORDING TO McCANDLESS (1967, P. 273), THE IDEAL-SELF

DISCREPANCY SCORE RESULTS "INDICATE THAT WHEN REALLY SHARP DIFFERENCES EXIST BETWEEN ONE'S PERCEIVED AND IDEAL SELF, THIS IS RELATED TO UNHAPPINESS; BUT EXCESSIVE SELF-SATISFACTION HAS ITS DISADVANTAGES AND THAT A CERTAIN AMOUNT OF RESTLESS DISCONTENT MAY ACT AS CONSTRUCTIVE MOTIVATION."

#### STATEMENT OF THE PROBLEM

PROMINENT SOCIAL SCIENCE THEORIES HAVE CLAIMED THAT A PERSON'S ETHNIC GROUP MEMBERSHIP AND/OR SOCIO-ECONOMIC STATUS HAS A SIGNIFICANT EFFECT ON HOW THE PERSON VIEWS HIMSELF. GENERALLY, THESE THEORIES STATE THAT THE SELF IS PERCEIVED BY THE WAY PEOPLE IN THE SOCIAL ENVIRONMENT OR SOCIETY SEE HIM. SO, A NON-WHITE GROUP WHO IS DISADVANTAGED ECONOMICALLY AND WHO IS SEEN WITH A LOW STATUS BY SOCIETY IS THEORIZED TO HAVE LESS FAVORABLE SELF-PERCEPTIONS THAN THOSE PERSONS WITH A BETTER SOCIAL STATUS.

RESEARCH HAS BEEN REPORTED IN THE LITERATURE WHICH SUPPORTS THE ASSUMPTION THAT ONE VIEWS HIMSELF BY THE WAY PEOPLE IN SOCIETY VIEW HIM. BUT, RECENTLY THERE HAS BEEN SOME STUDIES REPORTED IN THE LITERATURE WHICH CONTRADICTS THIS ASSUMPTION. THE SELF-PERCEPTION RATINGS OF LOWER-CLASS, BLACK CHILDREN HAVE BEEN COMPARED WITH MIDDLE-CLASS, WHITE CHILDREN. THE RESULTS SHOWED THAT ON OBJECTIVE MEASURES OF SELF-PERCEPTION, BLACK AND WHITE SCHOOLCHILDREN SEE THEMSELVES IN SIMILAR WAYS OR ELSE BLACK CHILDREN SEE THEMSELVES MORE FAVORABLY THAN WHITE CHILDREN.

TO ATTEMPT TO RESOLVE THE ISSUE OF WHETHER PERSONS OF DIFFERENT ETHNIC GROUPS OR/AND SOCIO-ECONOMIC STATUS VIEW THEM-

SELVES DIFFERENTLY THAN PERSONS FROM THE DOMINANT SOCIETY, A STUDY WAS PROPOSED USING CANADIAN NATIVE INDIANS, FRENCH-CANADIANS, AND ENGLISH SCHOOLCHILDREN. A DETAILED ACCOUNT OF THE PROBLEM AND HYPOTHESES IS PRESENTED IN THE LAST SECTION OF THIS CHAPTER.

#### THEORIES OF SELF CONCEPT AND SUPPORTIVE RESEARCH

THE EFFECT OF INTERPERSONAL RELATIONSHIPS IN ONE'S ENVIRONMENT HAS BEEN LONG KNOWN BY SOCIAL SCIENTIST TO PLAY A LARGE ROLE IN EFFECTING THE SELF-CONCEPT. SOCIAL SCIENTIST WHO HAVE BEEN PROMINENT IN DISCUSSIONS OF THE ROLE OF THE SELF AND THE EFFECT OF THE SOCIAL ENVIRONMENT ARE JAMES (1890); COOLEY (1902); AND MEAD (1934).

#### WILLIAM JAMES

JAMES (1890) WAS ONE OF THE EARLIEST SOCIAL SCIENTISTS TO THEORIZE ABOUT THE SOURCES OF SELF-CONCEPT. TO HIM, SELF-ESTEEM WAS INFLUENCED BY THREE POSSIBLE SOURCES. FOR THE FIRST SOURCE, JAMES FELT THAT HUMAN ASPIRATIONS AND ACHIEVEMENTS HAVE AN ESSENTIAL ROLE IN DETERMINING WHETHER ONE REGARDS HIMSELF FAVORABLY. ACHIEVEMENT WAS MEASURED AGAINST ASPIRATIONS IN A VALUED AREA, THE RESULT IS HIGH SELF-ESTEEM; IF ACHIEVEMENT WAS GREATLY BELOW ASPIRATIONS THEN THE SELF-ESTEEM IS POOR. ONE'S OWN VALUES ARE DETERMINED BY WHICH AREAS OF COMMUNAL STANDARDS OF SUCCESS AND FAILURE ARE USED TO DETERMINE ONE'S SELF-ESTEEM. HERE, JAMES CLAIMED THAT PEOPLE MEASURE THEIR OWN WORTH BY THE OUTWARD STANDARDS THEY APPLY TO OTHER PEOPLE. JAMES' THIRD SOURCE OF SELF-ESTEEM WAS THE VALUE PLACED UPON EXTENSIONS OF THE SELF. THE SELF WAS VIEWED AS "THE SUM TOTAL OF ALL THAT HE CAN CALL HIS, NOT ONLY HIS WIFE AND HIS

CHILDREN, BUT HIS ANCESTORS AND HIS FRIENDS, HIS REPUTATIONS AND WORKS, HIS LANDS AND HORSES, AND BANK ACCOUNT. ALL THESE THINGS ARE CONSIDERED TO GIVE HIM THE SAME EMOTIONS... 'IF THEY WAX AND PROSPER, HE FEELS TRIUMPHANT; IF THEY DWINDLE AND DIE AWAY, HE FEELS CAST DOWN...' " IN ADDITION TO THE MATERIAL CONSTITUENTS OF THE SELF, JAMES PROPOSED A " 'SOCIAL' SELF WHICH IS THE RECOGNITION HE GETS FROM HIS PEERS. A MAN HAS MANY SOCIAL SELVES AS THERE ARE PEOPLE WHO RECOGNIZE HIM AND CARRY AN IMAGE OF HIM IN THEIR MIND. TO WOUND ANYONE OF THESE, HIS IMAGES, IS TO WOUND HIM. THE ENHANCEMENT OF A MAN'S EXTENDED SELF, BE IT HIS BODY, FATHER, OR REPUTATION, WOULD BE EXPECTED TO RAISE SELF-ESTEEM AND DEROGATION WOULD BE EXPECTED TO HAVE THE OPPOSITE EFFECT."

#### CHARLES COOLEY

COOLEY (1902) TOOK THE IDEAS OF THE SELF WHICH JAMES DISCUSSED AND CONCENTRATED ON THE LARGE ROLE THAT THE SOCIAL ENVIRONMENT PLAYS. FOR COOLEY, THE PERSON'S FEELINGS ABOUT HIMSELF WERE SEEN LARGELY AS PRODUCTS OF HIS RELATIONS WITH OTHERS, RELATIONS THAT AFFECTED HIM FROM THE EARLY YEARS OF LIFE. ONE'S IDEAS OF SELF HAVE BEEN SIGNIFICANTLY EFFECTED BY WHAT HE IMAGINES OTHERS TO THINK OF HIM. THE RESULTS WERE A "LOOKING-GLASS" SELF, ONE THAT REFLECTED THE IMAGINED APPRAISAL OF OTHERS. COOLEY HINTED AROUND THAT THE "CHARACTER AND WEIGHT" (THE IMPORTANCE) OF THAT PERSON IN WHOSE MIND ONE SEES HIMSELF, MAKES ALL THE DIFFERENCE WITH ONE'S FEELINGS TOWARD HIMSELF.

WE ARE ASHAMED TO SEEM EVASIVE IN THE  
PRESENCE OF A STRAIGHTFORWARD MAN,  
COWARDLY IN THE PRESENCE OF A BRAVE ONE,

GROSS IN THE EYES OF A REFINE ONE,  
 AND SO ON. WE ALWAYS IMAGINE, AND IN  
 IMAGINING SHARE, THE JUDGEMENTS OF THE  
 OTHER MIND. A MAN WILL BOAST TO ONE  
 PERSON OF AN ACTION - SAY SOME SHARP  
 TRANSACTION IN TRADE - WHICH HE WOULD  
 BE ASHAMED TO OWN TO ANOTHER. (P. 152)

### GEORGE MEAD

WHILE THE THEORIES OF JAMES (1890) AND COOLEY (1902) ATTEMPTED TO COVER BROAD AREAS DEALING WITH THE "SELF", MEAD NARROWED HIS DISCUSSION DOWN TO THE EFFECTS THAT SIGNIFICANT PEOPLE HAVE ON ONE'S SELF-CONCEPT. ACCORDING TO MEAD, THE INDIVIDUAL INTERNALIZES THE IDEAS AND ATTITUDES EXPRESSED BY THE KEY PEOPLE IN HIS LIFE. THAT IS, THE INDIVIDUAL RESPONDS TO HIMSELF AND DEVELOPS SELF-ATTITUDES CONSISTENT WITH THOSE EXPRESSED BY THE SIGNIFICANT OTHERS IN HIS WORLD. INTERNALIZING THEIR ATTITUDES AND BEHAVIOR TOWARD HIM, HE VALUES HIMSELF AS THEY REGARD AND VALUE HIM AND DEMEAN HIMSELF TO THE EXTENT THAT THEY REJECT, IGNORE, OR DEMEAN HIM.

THE END RESULT OF RESPONDING TO HIMSELF AS SIGNIFICANT OTHERS HAVE RESPONDED TO HIM, IS THAT HE ASSUMES THE PROPERTIES OF A SOCIAL OBJECT. WHEN THIS OCCURRED HE TENDS TO CONCEIVE OF HIMSELF AS HAVING THE CHARACTERISTICS AND VALUES THAT OTHERS ATTRIBUTE TO HIM.

### SUPPORTIVE RESEARCH

JAMES (1890), MEAD (1934), AND COOLEY (1902) THEORIZED THAT THE INDIVIDUAL'S SELF ATTITUDES WERE TO AN IMPORTANT EXTENT THE PRODUCT OF REFLECTED APPRAISALS OF PERSONS IN ONE'S SOCIAL

ENVIRONMENT. FROM THEIR THEORIES, MUCH HAS BEEN WRITTEN ABOUT THE ATTITUDES AND BEHAVIOR OF THE AFRO-AMERICAN CITIZEN. THESE DISCUSSIONS SPEAK OF THE LOW SELF-PERCEPTION OF THE AFRO-AMERICAN COMMUNITY. THE LOGIC UNDERLYING THESE THEORIES WAS THAT THE LOW SOCIETAL RANKING OF BLACKS IN TERMS OF THEIR: RACIAL STATUS; OCCUPATIONAL POSITION; PHYSICAL TYPE; FAMILY BACKGROUND; SOCIAL PERFORMANCE MARKEDLY REDUCED THEIR ABILITY TO PERCEIVE THEMSELVES AND THEIR ETHNIC GROUP MEMBERS AS WORTHY.

AUSUBEL (1963) BELIEVED THAT LOW SELF-PERCEPTION WAS COMMUNICATED THROUGH EXTERNAL INFLUENCES OF THE AMERICAN CULTURE.  
(P. 35)

THE NEGRO CHILD INHERITS AN INFERIOR CASTE STATUS... THROUGH UNPLEASANT CONTACTS WITH WHITE PERSONS AND WITH INSTITUTIONALIZED SYMBOLS OF CASTE INFERIORITY (E.G., SEGREGATED SCHOOLS, NEIGHBORHOODS, AMUSEMENT PLACES) AND MORE INDIRECTLY THROUGH MASS-MEDIA AND THE REACTIONS OF HIS OWN FAMILY... HE PERCEIVES HIMSELF AS AN OBJECT OF DERISION AND DISPARAGEMENT, AS SOCIALLY REJECTED BY THE PRESTIGEFUL ELEMENTS OF SOCIETY.

MUCH OF THE EVIDENCE BEHIND THE ASSUMPTION OF A LOW BLACK SELF-PERCEPTION CAME FROM STUDIES SHOWING THAT BLACK CHILDREN PREFER LIGHTSKINNED DOLLS, PICTURES, OR PUPPETS TO THOSE WITH BROWN SKIN. (CLARK AND CLARK, 1939; STEVENSON AND STEWARD, 1958; CROOKS, 1970)

#### CANADIAN INDIANS

THE NUMBER OF PERSONS WITH NATIVE INDIAN ANCESTRY IN CANADA IN 1970 HAS BEEN ESTIMATED TO BE BETWEEN 480,000 TO 1,110,000.



(FRIDERES, 1974, p. 12) NATIVE INDIAN PEOPLES HAVE A STANDARD OF LIVING MUCH LOWER WHEN COMPARED TO THE REST OF THE CANADIAN SOCIETY. ACCORDING TO HAWTHORN, CAIRNS, JAMIESON, AND LYSYK (1966, p. 21), "THE MAJORITY OF THE INDIAN POPULATION CONSTITUTES A GROUP ECONOMICALLY DEPRESSED IN TERMS OF THE STANDARDS THAT HAVE BECOME WIDELY ACCEPTED IN CANADA."

THE NATIVE INDIAN PEOPLES OF CANADA CAN BE ADMINISTRATIVELY DIVIDED INTO FOUR CATEGORIES: (FRIDERES, 1974, PP. 2-3)

1) REGISTERED TREATY ON AND OFF RESERVE INDIAN.

THIS GROUP IS CONSIDERED TO CONSIST OF THE NATIVES WHOSE ANCESTORS MADE AGREEMENTS (OR "TREATIES") WITH THE CROWN. THESE INDIANS SURRENDERED THEIR LAND IN RETURN FOR A RESERVE, A SMALL ANNUITY AND AN INITIAL COST OUTLAY. THEY ARE CONSIDERED TO BE UNDER THE REGULATIONS AS SPECIFIED BY THE BRITISH NORTH AMERICAN ACT (BNA) OF 1867 AND LATER THE INDIAN ACT OF 1951. OF THE JUST OVER 250,000 REGISTERED INDIANS IN CANADA IN 1971, ABOUT HALF WERE IN THIS CATEGORY. TO MAINTAIN THEIR "TREATY" OR REGISTERED STATUS, THEY MUST LIVE ON THE RESERVE, MAINTAIN A RESIDENCE ON THE RESERVE, AND/OR RETURN TO LIVE ON THE RESERVE FOR A SPECIFIED PERIOD EVERY THREE YEARS.

2) REGISTERED NON-TREATY INDIANS. INDIANS IN QUEBEC, THE MARITIMES, PARTS OF THE NWT AND IN MOST OF B. C. DID NOT CARRY ON NEGOTIATIONS WITH THE FEDERAL GOVERNMENT AND THEREFORE ARE NOT CONSIDERED "TREATY" INDIANS, ALTHOUGH IN SOME CASES THEY WERE GIVEN CROWN LAND.

LIKE THOSE IN GROUP 1, THEY ARE DEFINED AS INDIANS IN THE LEGAL SENSE OF THE WORD. THE IMPORTANT POINT HERE IS THAT A PERSON CAN BE A "REGISTERED" (LEGAL) INDIAN AND SUBJECT TO ALL THE PROVISIONS OF THE INDIAN ACT, EVEN THOUGH HIS BAND OR TRIBE HAS NOT SIGNED A TREATY WITH THE GOVERNMENT.

- 3) NON-REGISTERED INDIAN. PEOPLE IN THIS GROUP MAY EXHIBIT ALL THE CULTURAL AND/OR RACIAL ATTRIBUTES OF 'INDIANNESS,' BUT THEY ARE NOT DEFINED AS INDIANS IN THE LEGAL SENSE. ALTHOUGH THEY ARE NOT CONSIDERED "REGISTERED" INDIANS (BECAUSE THEY REFUSED--OR WERE NOT ALLOWED--TO MAKE AGREEMENTS WITH THE CROWN) THEY SHARE MOST OF THE SOCIAL AND PHYSICAL CHARACTERISTICS OF TREATY INDIANS.
- 4) METIS. MEMBERS OF THIS GROUP ARE DEFINED AS HAVING "MIXED" ANCESTRY. INITIALLY THE TITLE MEANT A HALF "MIXTURE" OF FRENCH AND INDIAN, ALTHOUGH IT HAS NOW BEEN BROADENED TO INCLUDE ALL PEOPLE WITH AT LEAST SOME INDIAN ANCESTRY. THESE PEOPLE, AS WELL AS THOSE IN GROUP 3, ARE NOT SUBJECT TO THE REGULATIONS OF THE INDIAN ACT.

FRIDERES (1974, PP. 24-54) OUTLINED FIVE BASIC CONDITIONS OF THE CANADIAN NATIVE CITIZEN TODAY. THESE WERE: 1) LOW INCOME; 2) POOR OCCUPATIONS; 3) POOR HEALTH; 4) LACK OF FORMAL CANADIAN EDUCATION; AND 5) POOR LIVING CONDITIONS.

LOW INCOME. HAWTHORN ET AL. SHOW THAT THE PER CAPITA INCOME PER YEAR FOR NATIVES IS ABOUT \$300, AND ABOUT \$1400 FOR EURO-CANADIANS. THERE IS A SIMILAR DISCREPANCY BETWEEN THE TWO GROUPS IN A YEARLY EARNINGS PER WORKER. FOR INDIANS THE FIGURE IS \$1,361; FOR EURO-CANADIANS IT IS \$4,000.

USING THE STANDARD KEY BY THE FEDERAL GOVERNMENT AS A MEASURE OF POVERTY (\$3,500), ...OVER 80 PER CENT OF THE NATIVE PEOPLE COULD BE CONSIDERED LIVING IN POVERTY.

POOR OCCUPATIONS. THE SPECIFIC COMPOSITION OF INDIANS IN THE LABOR FORCE SHOW THAT 20 PER CENT ARE CLASSIFIED AS FARMERS OR FARM WORKERS. AN ADDITIONAL 36 PER CENT ARE EVENLY SPLIT BETWEEN TRADITIONAL ACTIVITIES (E.G. HUNTING AND TRAPPING) AND PRODUCTION WORK. FIFTEEN PER CENT ARE LOGGERS. THE REMAINING 27 PER CENT HAVE LOW STATUS JOBS EXCEPT FOR THE 3 PER CENT IN MANAGERIAL AND PROFESSIONAL ACTIVITIES. THEIR REPRESENTATION IN

THIS LAST CATEGORY CAN BE BETTER VIEWED IN RELATION TO THE BRITISH (12 PER CENT), JEWS (40 PER CENT) AND FRENCH (8 PER CENT).

POOR HEALTH. UNTIL THE AGE OF 35, INDIANS GENERALLY HAD A MUCH HIGHER DEATH RATE THAN THE NATIONAL LEVEL, BUT AFTER 35 THE RATE BECOMES VERY SIMILAR TO THE REST OF THE POPULATION. ...THE CANADIAN INDIANS HAD THE EFFECT OF INCREASING DEATHS IN INFANCY BY 5.4 PER CENT, THE NATIONAL INFANT MORTALITY RATE BY 3.1 PER CENT, THE ILLEGITIMATE BIRTH RATE BY 10.9 PER CENT AND DEATH FROM ALL CAUSES BY 1.3 PER CENT.

LACK OF FORMAL CANADIAN EDUCATION. ... THE NATIVE IS BECOMING INCREASINGLY UNDER-REPRESENTED IN THE EDUCATIONAL SYSTEM WHILE THE REVERSE APPLIES TO THE BRITISH (COMPARATIVE GROUP). INDIAN CHILDREN IN THE 5-24 AGE GROUPS WERE UNDER-REPRESENTED BY 12.5 PER CENT IN 1951. BY 1961 THEY HAD INCREASED TO 13.5 PER CENT. IF WE COMPARED THIS DATA TO THE BRITISH ETHNIC GROUP, WE FIND A REVERSAL. IN 1951, THE OVER-REPRESENTATIVENESS WAS ONLY 3 PER CENT, BY 1961. THE DATA THEN SUGGEST THAT INSTEAD OF THE "EDUCATIONAL GAP" CLOSING, IT IS IN FACT WIDENING.

POOR LIVING CONDITIONS. THE INTERNAL STRUCTURE OF INDIAN HOUSING GENERALLY IS REPRESENTATIVE OF LOWER CLASS. FOR EXAMPLE, ..., IN 1968-1969 NEARLY 20 PER CENT OF THE HOUSES IN MANITOBA HAD ONE ROOM.

RESERVE HOUSING IS GENERALLY OF LOW QUALITY (IN REGARD TO FACILITIES SUCH AS ELECTRICITY, HEATING, ETC.) THE HOUSES ARE MOSTLY OLD AND OVERCROWDED. ACCORDING TO STATISTICS CANADA, OVERCROWDING OCCURS WHEN THE NUMBER OF PEOPLE PER HOUSE EXCEEDS THE NUMBER OF ROOMS. USING THIS STANDARD, OVER 80 PER CENT OF INDIAN HOMES CAN BE DEFINED AS OVERCROWDED. (FRIDERES, 1974, 1974, PP.24-54)

WITH THE BLEAK CONDITIONS UNDER WHICH THE INDIANS LIVE IN CANADA, VERY LITTLE RESEARCH HAS BEEN REPORTED CONCERNING THEIR PSYCHOLOGICAL REACTIONS TO THEIR SITUATIONS. HOWEVER, ONE STUDY DID INVESTIGATE SPATIAL PERCEPTION OF BRITISH COLUMBIA INDIAN

AND WHITE SCHOOLCHILDREN. GADDES, MCKENZIE, AND BARNESLEY (1972, P. 243) STUDIED SPATIAL IMAGERY IN INDIAN AND WHITE SCHOOLCHILDREN. SIXTY-EIGHT WHITE CHILDREN AND FIFTY-SIX INDIAN SCHOOLCHILDREN WERE THE SUBJECTS. THE TEST MEASURES WERE THE: BLOCK DESIGN TEST; PORTEUS MAZE TEST; GOODENOUGH DRAW-A-MAN TEST; AND THE CLASSIFICATION SUBTEST OF THE CATTELL CULTURE FAIR TEST. THE ANALYSIS OF VARIANCE PERFORMED ON THE DATA YIELDED SIGNIFICANT  $F$  VALUES FOR THE CATTELL CULTURE FAIR INTELLIGENCE QUOTIENTS ( $F = 6.84$ ,  $df = 3,120$ ,  $p < .01$ ), PORTEUS MAZE TEST QUOTIENTS ( $F = 3.02$ ,  $df = 3,120$ ,  $p < .05$ ), AND WISC BLOCK DESIGN SCALE SCORES ( $F = 2.78$ ,  $df = 3,120$ ,  $p < .05$ ). NO DIFFERENCES WERE FOUND BETWEEN THE GROUPS ON THE GOODENOUGH DRAW-A-MAN INTELLIGENCE QUOTIENTS ( $F = 0.64$ ,  $df = 3,120$ , n.s.)

THE COMPARISON OF GROUP MEANS BY THE SCHEFFE PROCEDURE YIELDED NO SIGNIFICANT RESULTS FOR THE SCORES OF EITHER THE WISC BLOCK DESIGN SCALE SCORES OR THE PORTEUS MAZE TEST QUOTIENT. HOWEVER, ON THE CATTELL CULTURE FAIR INTELLIGENCE QUOTIENTS, DIFFERENCES WERE OBSERVED BETWEEN RURAL WHITE AND SEMI-ACCULTURATED INDIAN CHILDREN ( $F = 10.45$ ,  $df = 1,120$ ,  $p < .05$ ), RURAL WHITE AND ISOLATED INDIAN CHILDREN ( $F = 13.00$ ,  $df = 1,120$ ,  $p < .01$ ), AND URBAN WHITES AND ISOLATED INDIAN CHILDREN ( $F = 10.29$ ,  $df = 1,120$ ,  $p < .05$ ). THE COMPARISON BETWEEN URBAN WHITES AND SEMI-ACCULTURATED INDIANS WAS NOT SIGNIFICANT AT THE .05 LEVEL ( $F = 7.92$ ,  $df = 1,120$ ,  $p < .10$ ). THESE FINDINGS PROVIDED SUPPORT THAT THE INDIAN CHILDREN HAD NO SIGNIFICANT DIFFERENCES IN THEIR SPATIAL IMAGERY FROM THE WHITE CHILDREN.

IN THE AREA OF MOTIVATION, ANN CAMERON AND THOMAS STORM (1972) ALSO STUDIED BRITISH COLUMBIA, INDIAN CHILDREN. THE SUBJECTS WERE THIRTY-THREE INDIAN SCHOOL CHILDREN AND FORTY-FOUR WHITE WORKING CLASS AND MIDDLE-CLASS SCHOOLCHILDREN. ALL SUBJECTS WERE MALES AND RANGED FROM SEVEN TO THIRTEEN YEARS OF AGE. THE WHITE SUBJECTS WERE DIVIDED INTO WORKING CLASS OR MIDDLE-CLASS (BLUE AND WHITE COLLAR) DEPENDING ON THEIR FATHERS' OCCUPATIONS. ONE SUBJECT FROM EACH SOCIO-ECONOMIC GROUP WAS MATCHED TO EACH OF THE INDIAN SUBJECTS. FIFTY TRIALS OF A CONCEPT LEARNING TASK WERE PRESENTED UNDER CONDITIONS OF MATERIAL (CANDY) OR NON-MATERIAL (LIGHT FLASH) REWARD. THE BOYS WERE RANDOMLY ASSIGNED TO EITHER A MATERIAL REWARD GROUP OR A NON-MATERIAL REWARD GROUP. FOR EACH CORRECT GUESS IN THE MATERIAL REWARD GROUP, CANDY WOULD APPEAR. THE NON-MATERIAL REWARD GROUP RECEIVED A LIGHT FLASH FROM A BULB AT A CORRECT GUESS. THERE WERE NO SIGNIFICANT DIFFERENCES AMONG INDIAN, MIDDLE-CLASS AND WORKING-CLASS, WHITE CHILDREN WHEN A MATERIAL REWARD WAS PRESENT. MIDDLE-CLASS CHILDREN PERFORMED BETTER THAN INDIAN CHILDREN ( $t = 4.18$ ;  $p < .01$ ) AND WORKING-CLASS WHITES ( $t = 3.06$ ;  $p < .01$ ) WHEN NO MATERIAL REWARDS WERE GIVEN. INDIANS AND WORKING-CLASS WHITES DID NOT DIFFER SIGNIFICANTLY UNDER EITHER CONDITIONS. EVEN IF NO SIGNIFICANT DIFFERENCE WAS FOUND IN SOME CASES MIDDLE-CLASS, WHITE CHILDREN DID BETTER THAN INDIANS OR WORKING-CLASS WHITES UNDER BOTH CONDITIONS OF REWARD.

MOTIVATION AND ATTITUDINAL CHARACTERISTICS OF WHITE AND

INDIAN STUDENTS HAS ALSO BEEN REPORTED IN ANOTHER STUDY. (SYDIAHA AND REMPEL, 1972) THEY USED THE THEMATIC APPERCEPTION TEST (TAT), A PROJECTIVE TEST, TO ASSESS DIFFERENCES IN ATTITUDINAL AND MOTIVATIONAL CATEGORIES FOR WHITES AND INDIANS. TWO HUNDRED FORTY-EIGHT SUBJECTS FROM NORTHERN SASKATCHEWAN WERE USED. ONE HUNDRED THIRTEEN SUBJECTS WERE INDIANS AND ONE HUNDRED THIRTY-FIVE SUBJECTS WERE WHITE. THE AGE RANGE WAS ELEVEN TO EIGHTEEN YEARS. THE EXPERIMENTERS WERE INTERESTED IN INVESTIGATING WHETHER OR NOT METIS CHILDREN HAVE A GREATER AWARENESS OF POVERTY THAN NON-INDIAN CHILDREN. ALSO, THE EXPERIMENTERS WANTED TO KNOW IF INDIAN CHILDREN ASPIRE TO ACHIEVEMENTS AND SATISFACTIONS OTHER THAN THOSE EXPERIENCED BY THEIR PARENTS. FOUR CATEGORIES ON THE TAT WERE DESIGNATED AS SHOWING AN AWARENESS OF POVERTY. THE SPECIFIC CRITERIA FOR EACH OF THE CATEGORIES WAS NOT MENTIONED. THE CATEGORIES WERE: THEMES OF POVERTY AND NURTURANCE; SECURITY; MONEY; EMPLOYMENT. THE EXPERIMENTERS INVESTIGATED ASPIRATIONS BY USING EIGHT CATEGORIES WHICH ALSO HAD NO CRITERIA MENTIONED. THESE CATEGORIES WERE: THEMES OF SCHOOLWORK AND EXAMINATION; ASPIRATIONS INVOLVING HIGH MARKS AND EDUCATION; SERVICE ORIENTATIONS; SPENDING; POSSESSING MATERIAL GOODS; INCOME; MONEY; STATUS AND PRESTIGE; SECURITY; HAVING BETTER HOME; MORE FOOD. THE  $t$ -TEST STATISTICS WERE NOT REPORTED. THE DATA SHOWED GREATER AWARENESS OF POVERTY AMONG INDIAN SCHOOLCHILDREN THAN WHITE CHILDREN AS FOUND FROM THE SIGNIFICANTLY HIGH SCORES OF SECURITY AND POVERTY NURTURANCE. IN TERMS OF ASPIRATIONS THE RESULTS SHOWED INDIAN SUBJECTS TO BE SIGNIFICANTLY HIGHER ON THREE OF THE

EIGHT ASPIRATION CATEGORIES. THE SIGNIFICANTLY HIGHER CATEGORIES WERE: GOOD MARKS AND EDUCATION; SERVICE; SPENDING MONEY FOR MATERIAL GOODS. IT WAS FOUND THAT URBAN GIRLS SHOWED HIGHER SCORES FOR "GOOD MARKS, EDUCATION" THAN BOYS, BUT THERE WERE NO SEX DIFFERENCES FOR INDIAN OR NORTHERN WHITE CHILDREN. IN GENERAL, THIS STUDY SHOWED THE INDIAN SCHOOLCHILDREN TO BE AWARE OF POVERTY BUT TO HAVE THE AMBITION TO ESCAPE IT THROUGH THE ATTAINMENT OF A HIGH EDUCATION. UNFORTUNATELY, IT WAS NOT REPORTED HOW REPRESENTATIVE THE INDIAN SUBJECTS WERE TO ALL THE INDIAN CHILDREN IN THE COMMUNITY.

VERY LITTLE RESEARCH HAS INVESTIGATED HOW INDIAN STUDENTS FEEL ABOUT THEMSELVES. ABU-LABAN (1972) STUDIED THE IN-GROUP ORIENTATIONS AND SELF-CONCEPTIONS OF INDIAN AND NON-INDIAN STUDENTS. ABOUT SEVEN PER CENT OF SEVEN HUNDRED HIGH SCHOOL STUDENTS WERE INDIANS. THE SUBJECTS WERE NINETY-SIX HIGH SCHOOL STUDENTS. ONE-HALF WERE INDIANS AND ONE-HALF WERE WHITE. AN INTERVIEW TECHNIQUE WAS USED WHICH WAS DESIGNED TO YIELD INFORMATION ON THE SUBJECTS' FRIENDSHIP RELATIONSHIP AND SUBJECTIVE DEFINITIONS OF IDENTITY. THE QUESTIONS WERE:

- 1) WHO ARE YOUR BEST SCHOOL FRIENDS?
- 2) IF YOU HAD THE OPPORTUNITY, WITH WHOM ELSE WOULD YOU LIKE TO BE FRIENDS, AND
- 3) NAME THREE STUDENTS WHOM YOU LIKE LEAST IN SCHOOL.

THE SELF-ATTITUDES OF STUDENTS WERE DETERMINED BY RESPONSES TO THE QUESTION "WHO AM I"? WHERE EACH SUBJECT WAS REQUESTED TO LIST TEN STATEMENTS WHICH BEST DESCRIBED HIMSELF.

THE RESULTS SHOWED FRIENDSHIP PATTERNS AMONG THE INDIAN AND WHITE STUDENTS TO BE IN-GROUP ORIENTED. WHEN ASKED ABOUT FRIENDSHIP CHOICES, THE LIKES AND DISLIKES OF THE WHITE CHILDREN WERE ORIENTED TOWARD THE WHITE CHILDREN, WHEREAS THE LIKES OF THE INDIAN CHILDREN WERE ORIENTED TOWARD THE INDIAN CHILDREN AND THEIR DISLIKES WERE ORIENTED TOWARD THE WHITE GROUP. WHEN ASKED "WHO AM I"? SIXTY PER CENT OF THE INDIANS IDENTIFIED THEMSELVES BY THEIR ETHNIC GROUP MEMBERSHIP. WHEREAS, ONLY SEVEN PER CENT OF THE WHITE SUBJECTS IDENTIFIED THEMSELVES AS WHITE. NO COMMENTS WERE MADE AS TO WHETHER OR NOT THE INDIANS SAW THEMSELVES IN GOOD OR BAD WAYS. HOWEVER, THE RESEARCHERS DID STATE THAT FORCED OR VOLUNTARY SEGREGATION OF MINORITY GROUP MEMBERS WAS LIKELY TO RESTRICT OR FORMALIZE INTER-ETHNIC RELATIONS AND CORRESPONDINGLY ENHANCE THE SELF-AWARENESS OF MINORITY GROUP MEMBERS.

IN ANOTHER ATTITUDE STUDY, ZUK (1971) STUDIED THE DRAWINGS OF NATIVE CHILDREN IN POPLAR RIVER, MANITOBA (300 MILES NORTH OF WINNIPEG) IN ORDER TO ASSESS THEIR ATTITUDES TOWARD WHITE PEOPLE. THE SUBJECTS NUMBERED FORTY-THREE AND THE AGE RANGE WAS NINE TO FIFTEEN YEARS OF AGE. ABOUT HALF OF THE SUBJECTS HAD TRAVELLED OUTSIDE OF THEIR COMMUNITY INTO THE WHITE, URBAN CENTERS. THE RESULTS SHOWED THAT EIGHTY-NINE PER CENT OF THE SUBJECTS DREW WHITES AS NOT BEING SUPERIOR TO THEM IN EVERYDAY LIFE.

THESE FEW STUDIES HAVE INDICATED THAT INDIAN SCHOOLCHILDREN SEEM VERY MUCH AWARE OF THEIR POVERTY CONDITIONS AND THEY HAVE HIGH ASPIRATIONS FOR A HIGH EDUCATIONAL ATTAINMENT. AND, THAT



THE MOTIVATION OF INDIAN CHILDREN ON CONCEPT LEARNING TASKS WAS NOT SIGNIFICANTLY DIFFERENT FROM WHITE CHILDREN UNDER MATERIAL REWARD CONDITIONS. INDIAN SCHOOLCHILDREN WERE ALSO FOUND TO NOT SEE WHITE PEOPLE AS SUPERIOR TO THEM. THESE FINDINGS ARE GENERALLY IN CONFLICT WITH THE THEORIES OF PROMINENT SOCIAL SCIENTIST ABOUT THE ATTITUDES OF POOR, NON-WHITE, MINORITY GROUPS IN NORTH AMERICA.

#### DETAILED STATEMENT OF THE PROBLEM

JAMES (1890), MEAD (1934), AND COOLEY (1902) THEORIZED THAT AN INDIVIDUAL'S SELF-PERCEPTIONS AND PERCEPTIONS OF OTHER PEOPLE WERE TO AN IMPORTANT EXTENT THE RESULT OF REFLECTED APPRAISALS OF PERSONS IN THEIR ENVIRONMENT. THEIR THEORIES HAVE GENERATED MANY RACIAL PREFERENCES STUDIES ALL OVER NORTH AMERICA TO DETERMINE IF NON-WHITE ETHNIC GROUPS REALLY PERCEIVE THEMSELVES IN DIFFERENT WAYS THAN THE DOMINANT WHITE SOCIETY. RECENTLY, SEVERAL RESEARCHERS HAVE STRONGLY DISAGREED WITH THE ASSUMPTION THAT NON-WHITE ETHNIC GROUPS SEE THEMSELVES IN DIFFERENT WAYS WHICH CAN BE SHOWN IN THE PREFERENCE OF WHITE OR BLACK COLORED TOYS (DOLLS, PUPPETS, ETC.). STEVENSON AND STEWART (1958, PP.407-8) EXPLAINED THE RACIAL PREFERENCES OF CAUCASOID FEATURED TOYS AMONG BLACK CHILDREN AS THE FOLLOWING:

NEGRO CHILDREN LIVE IN A PREDOMINATELY WHITE SOCIETY. DOLLS, BOOKS, MAGAZINES, AND TELEVISION MORE FREQUENTLY DEPICT THE WHITE THAN NEGRO INDIVIDUAL. WHITE CHILDREN LIVING IN A SEGREGATED COMMUNITY HAVE LESS EXPERIENCE WITH NEGROES AND REPRESENTATIONS OF NEGROES. IF IT IS HYPOTHESIZED THAT YOUNG CHILDREN PERCEIVE OBJECTS AS BEING "DIFFERENT" TO THE DEGREE THAT THE

CHARACTERISTICS OF THE OBJECTS DEVIATE FROM THOSE ENCOUNTERED IN THEIR EVERY-DAY EXPERIENCES, IT MAY BE PREDICTED THAT YOUNG WHITE CHILDREN WOULD PERCEIVE THE CHARACTERISTICS OF WHITES AS BEING RELEVANT.

LEVIN AND WARDWELL (1962, p. 48) SURVEYED THE RESEARCH USES OF DOLL PLAY IN THE LITERATURE. THEY FOUND THAT WHEN BLACK AND WHITE CHILDREN WERE OBSERVED IN AN UNSTRUCTURED DOLL PLAY SITUATION, THEY SHOWED NO DIFFERENCE FOR A DOLL. THE POINT HERE WAS THAT THE THEORIES OF MEAD, JAMES, AND COOLEY WERE IN DOUBT WHEN THEY ARE USED TO EXPLAIN THE SELF-PERCEPTION OF NORTH AMERICA'S POOR, NON-WHITE, ETHNIC GROUPS.

THE PROBLEM IS CONSIDERED TO BE THE CONTRADICTIONS BETWEEN THE THEORIES OF THE SELF-PERCEPTION AND RECENT EMPIRICAL RESEARCH. THE THEORIES OF JAMES (1890), COOLEY (1902), AND MEAD (1934) PROPOSED THAT ONE'S SELF-PERCEPTION IS RAISED OR LOWERED FROM THE PERSON'S INTERACTIONS WITH HIS ENVIRONMENT. RECENT RESEARCH HAS SHOWN THAT IN CANADA THE POOR, LOW STATUS, INDIANS DO NOT SIGNIFICANTLY DIFFER FROM WHITES IN COGNITIVE SKILLS NOR DO THEY HAVE A LACK OF MOTIVATION. BUT, NO RESEARCH HAS BEEN REPORTED WHICH EXAMINED HOW INDIANS FELT ABOUT THEMSELVES AND PEOPLE IN THEIR SOCIAL ENVIRONMENT.

IN ORDER TO RESOLVE THE CONFLICT BETWEEN THE THEORIES OF MEAD (1934), JAMES (1890), AND COOLEY (1902) AND SELF-PERCEPTION STUDIES, A STUDY WAS PROPOSED. THIS STUDY WOULD MEASURE HOW SCHOOLCHILDREN FROM DIFFERENT STATUS CULTURAL GROUPS SAW THEMSELVES AND HOW THEY VIEWED PEOPLE IN THEIR ENVIRONMENT.

SINCE INDIANS ARE CONSIDERED RELATIVELY DISADVANTAGED IN THE CANADIAN SOCIETY AND BECAUSE THEY ARE LOOKED DOWN UPON BY SOCIETY IT WAS HYPOTHESIZED THAT:

- 1) FRENCH-CANADIAN AND ENGLISH-CANADIAN SUBJECTS WILL RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THE SELF-PERCEPTION RATINGS OF THE INDIAN SUBJECTS.

IN ADDITION TO THE EFFECTS THAT ETHNIC GROUP MEMBERSHIP HAS ON SELF-PERCEPTION, IT WAS THOUGHT THAT AGE AND SEX DIFFERENCES MAY AFFECT ONE'S PERCEPTION. AGE DIFFERENCES AS WAS DISCUSSED EARLIER SEEMED TO HAVE AN INFLUENCE ON HOW SCHOOL-CHILDREN VIEWED THEMSELVES. THE RESEARCH FINDINGS OF ROSENBERG (1970) AND ENGEL (1959) INDICATED THAT IN THE TEN TO SIXTEEN YEAR OLD ADOLESCENT AGE RANGE, THERE WERE SIGNIFICANT AGE DIFFERENCES. SPECIFICALLY, THE TWELVE AND THIRTEEN YEAR OLD SCHOOLCHILDREN SAW THEMSELVES AS LESS FAVORABLE THAN THE 10, 11, 14, 15 OR 16 YEAR OLD ADOLESCENTS. SINCE THE AGES OF THE SCHOOL-CHILDREN IN THIS STUDY RANGE FROM 10 TO 16 YEARS OF AGE, IT WAS HYPOTHESIZED:

- 2) SUBJECTS WHO WERE 10-11, 14, 15-16 YEARS OF AGE WILL RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THOSE SUBJECTS WHO ARE 12 AND 13 YEARS OF AGE.

SOME OF THE STUDIES DISCUSSED IN AN EARLIER SECTION OF THIS CHAPTER SHOWED THAT SEX DIFFERENCES SIGNIFICANTLY INFLUENCED HOW SCHOOLCHILDREN SEE THEMSELVES. IT IS THOUGHT THAT THE MALE WAS MORE FAVORED IN SOCIETY AND PERCEIVED HIMSELF BETTER THAN THE LEVEL AT WHICH THE FEMALE PERCEIVES HIMSELF. SO, IT WAS HYPOTHESIZED THAT:

- 3) MALE SUBJECTS WILL RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THE SELF-PERCEPTION RATINGS OF THE FEMALE SUBJECTS.

THE IDEAL MINUS SELF DISCREPANCY SCORE HAS BEEN TYPICALLY A MEASURE OF PERSONAL ADJUSTMENT. THE GREATER THE DISCREPANCY BETWEEN THE IDEAL SELF AND THE ACTUAL SELF, THE LOWER THE LEVEL OF PERSONAL ADJUSTMENT COMPARED TO THE REST OF THE POPULATION. ACCORDING TO HAWTHORN ET AL. (1966, P. 127), "A WIDELY ACCEPTED POPULAR EXPLANATION AND PERHAPS ONE THAT IS VALID, FOR THE FAILURE OF INDIVIDUAL INDIANS AND BANDS TO DEVELOP ECONOMICALLY, COULD BE LUMPED UNDER THE GENERAL HEADING OF PERSONAL DIS-ORGANIZATION. BEHAVIOR PATTERNS WIDELY ATTRIBUTED TO INDIANS AS PROOF OF PERSONAL DISORGANIZATION ARE THOSE OF DRUNKENNESS, SEXUAL PROMISCUITY, SHIFTLESSNESS OR LAZINESS, IRRESPONSIBILITY, NEGLECT OF FAMILY, AND THE LIKE." CONSEQUENTLY, IT WAS HYPOTHESIZED THAT:

- 4) INDIAN SUBJECTS WILL HAVE A SIGNIFICANTLY HIGHER DISCREPANCY SCORE BETWEEN "IDEAL SELF" MINUS "SELF", THAN FRENCH-CANADIAN OR ENGLISH-CANADIAN SUBJECTS.

## CHAPTER II

### METHOD

#### SUBJECTS

THE SUBJECTS WERE: 51 (30 MALES AND 21 FEMALES) INDIANS; 44 (25 MALES AND 19 FEMALES) ENGLISH-CANADIAN; AND 56 (24 MALES AND 32 FEMALES) FRENCH-CANADIAN SCHOOLCHILDREN. THE INDIAN SUBJECTS WERE SCHOOLCHILDREN IN THE 6TH, 7TH, AND 8TH GRADES WHO ATTENDED SCHOOL ON THE FORT ALEXANDER RESERVE. THE WHITE SUBJECTS WERE FRENCH-CANADIAN AND ENGLISH-CANADIAN SCHOOLCHILDREN IN THE 6TH, 7TH, 8TH, AND 9TH GRADES AT THE POWERVUEW SCHOOL. SINCE THE FORT ALEXANDER RESERVE ONLY PROVIDED A FORMAL CANADIAN EDUCATION UP TO AND INCLUDING THE 8TH GRADE, THE 9TH GRADE STUDENTS USUALLY CONTINUED THEIR EDUCATION AT THE POWERVUEW SCHOOL. SO, THE POWERVUEW SCHOOL 9TH GRADE STUDENTS FROM FORT ALEXANDER RESERVE WERE ALSO USED AS SUBJECTS AND CLASSIFIED AS "INDIAN". THE MANITOBAN COMMUNITIES OF FORT ALEXANDER AND POWERVUEW ARE LOCATED ABOUT 80 MILES NORTH OF WINNIPEG. THE TOWN OF PINEFALLS, MANITOBA, IS LOCATED BETWEEN FORT ALEXANDER AND POWERVUEW.

THE FORT ALEXANDER RESERVE RESIDENTS LIVED MOSTLY IN NEWLY BUILT, RANCH-TYPE HOUSES. THESE HOUSES WERE FUNDED BY THE

FEDERAL GOVERNMENT. ABOUT SIXTY PER CENT OF THE INDIAN FAMILIES HAVE CARS. HOWEVER, TAXI-CAB SERVICE IS PROVIDED FROM PINEFALLS. THE FORT ALEXANDER RESERVE HAD A POPULATION OF 1909 RESIDENTS IN 1972. THE RESIDENTS ARE CONSIDERED TO BE "TREATY STATUS" INDIANS (SEE PAGE 14). MOST INDIAN SUBJECTS HAVE FATHERS WHO ARE EMPLOYED AS: BAND COUNCIL MEMBERS; PAPERMILL WORKERS; HUNTERS; AND SOME ARE TEACHERS-IN-TRAINING. THE INDIAN SUBJECTS HAD FIVE TO SEVEN CHILDREN IN THE HOUSEHOLD.

POWerview, MANITOBA WAS OFFICIALLY RECOGNIZED AS A VILLAGE IN 1953. IN 1972, IT HAD A POPULATION OF 950 RESIDENTS. ONE-THIRD OF THE POPULATION WERE ENGLISH-CANADIAN PEOPLE AND THE REST WERE MOSTLY FRENCH-CANADIAN PEOPLE. ALL OF THE FRENCH-CANADIAN SUBJECTS WERE MOSTLY PROTESTANTS. THE FRENCH-CANADIAN SUBJECTS HAVE AN AVERAGE OF FOUR TO FIVE CHILDREN IN THEIR HOUSEHOLDS. THE ENGLISH-CANADIAN SUBJECTS HAVE AN AVERAGE OF THREE TO FOUR CHILDREN IN THEIR HOUSEHOLDS. MOST OF THE WHITE FATHERS WORKED AT THE PAPERMILL COMPANY. THEIR EARNINGS ARE ESTIMATED AS BEING BETWEEN \$800 AND \$1000 PER MONTH.

#### INSTRUMENTS

##### PRE-TEST

A PRE-TEST WAS GIVEN TO DETERMINE WORDS THAT THE SUBJECTS USED TO DESCRIBE PEOPLE IN GOOD AND BAD WAYS. IN THIS PRE-TEST, THE SUBJECTS WERE REQUIRED TO LIST AND DEFINE AS MANY GOOD AND BAD WORDS AS THEY COULD THINK OF. THEN THE SUBJECTS WERE

ASKED TO LIST THE FIVE MOST IMPORTANT PEOPLE IN THEIR LIFE.

(SEE THE APPENDIX FOR THE PRE-TEST)

#### QUESTIONNAIRE

THE TYPE OF QUESTIONNAIRE USED TO COLLECT THE ACTUAL DATA WAS THE SEMANTIC DIFFERENTIAL (SD). THE SD WAS USED BECAUSE IT WAS A METHOD OF OBSERVING AND MEASURING HOW PEOPLE FELT ABOUT CONCEPTS (IN THIS CASE THE CONCEPTS WERE NAMES OF THE ROLE TITLES OF PEOPLE. (E.G. MOTHERS, FATHERS)).

THE SD CONSISTED OF TWELVE PRE-SELECTED SCALES, EACH OF WHICH WAS A BIPOLAR ADJECTIVE PAIR. THE CRITERIA FOR CHOOSING WORDS WERE DIVIDED UP INTO THREE CATEGORIES:

- 1) ALL WORDS WITH DIFFERENT MEANINGS MENTIONED AT LEAST 20 TIMES OR MORE BY EACH ETHNIC GROUP.
- 2) ALL WORDS WITH DIFFERENT MEANINGS WITH A FREQUENCY OF 10 TO 19 TIMES OCCURRENCE BY EACH ETHNIC GROUP.
- 3) ALL WORDS WITH DIFFERENT MEANINGS WITH A FREQUENCY OF 5 TO 9 TIMES OCCURRENCE IN EACH ETHNIC GROUP.

A LIST OF ALL WORDS THAT SATISFIED ANY OF THE ABOVE THREE CRITERIA WAS COMPILED FROM THE PRE-TEST RESULTS. THE LIST TOTALLED FORTY WORDS FROM WHICH TWELVE WERE RANDOMLY SELECTED FOR THE QUESTIONNAIRE. THEN THE RESEARCHER ASSIGNED EACH OF THE TWELVE WORDS ITS LOGICAL BIPOLAR OPPOSITE. THE TWELVE BIPOLAR SCALES WERE: FRIENDLY-UNFRIENDLY; SMART-STUPID; FAST-SLOW; POLITE-IMPOLITE; KIND-CRUEL; STRONG-WEAK; NICE-AWFUL;

ACTIVE-PASSIVE; HELPFUL-UNHELPFUL; GENEROUS-SELFISH;  
CLEAN-DIRTY; AND BRAVE-COWARD. NEXT, IT WAS DECIDED THAT  
TWELVE CONCEPTS WOULD BE USED. THESE CONCEPTS WOULD BE RE-  
PRESENTATIVE OF THE DIFFERENT TYPES OF PEOPLE THAT SCHOOL-  
CHILDREN OF DIFFERENT CULTURAL BACKGROUNDS WOULD HAVE COME  
INTO CONTACT WITH AND FORMED AN OPINION OF IN THEIR ENVIRON-  
MENT. FROM THE PRE-TEST DATA, OVER 97% OF THE SUBJECTS FELT  
THAT THEIR MOTHERS AND FATHERS WERE THE MOST IMMEDIATE  
SIGNIFICANT PEOPLE IN THEIR LIVES. SO, THE ROLE TITLES OF  
"MOTHERS" AND "FATHERS" WERE INCLUDED IN THE QUESTIONNAIRE.  
THE RESEARCHER CHOSE THE REMAINING ROLE TITLES WHICH WERE:  
"ME, AS I AM NOW"; "ME, AS I WOULD LIKE TO BE";  
"FEMALE TEACHERS"; "FEMALE STOREKEEPERS"; "DOCTORS";  
"RELIGIOUS LEADERS"; "RCMP (OFFICERS"; "BEST FRIEND (OF THE  
SAME SEX AS YOU)"; "INDIAN CHIEFS"; AND "TOWN MAYORS".

THE SUBJECTS WERE REQUESTED TO CHECK WHAT THEY FELT WAS  
THE APPROPRIATE SCALES SPACE FOR EACH BIPOLAR ADJECTIVE IN  
ORDER TO RATE THE CONCEPT. (SEE APPENDIX FOR QUESTIONNAIRE  
BOOKLET) THE SCALE SPACE REPRESENTED NUMBERS ONE THROUGH FIVE.  
FOR EXAMPLE, IF AN INDIVIDUAL CHECKED THE ADJECTIVE PAIR "GOOD-  
BAD" BELOW THE WORD "VERY" AND NEAR THE SOCIALLY DESIRABLE END  
OF THE BIPOLAR SCALE (GOOD), THEN A FIVE WAS ASSIGNED. (SEE  
FIGURE 1) A FOUR IS ASSIGNED IF THE SUBJECT CHECKED THE SPACE  
UNDER THE WORD "SOMEWHAT" NEAR THE SOCIALLY DESIRABLE END OF  
THE SCALE. IF A SUBJECT CHECKED THE SPACE BELOW THE WORD



"EQUALLY BOTH", THAN A THREE WAS ASSIGNED. A TWO WAS ASSIGNED IF THE SUBJECT CHECKED THE SPACE BELOW THE WORD "SOMEWHAT" BUT NEAR

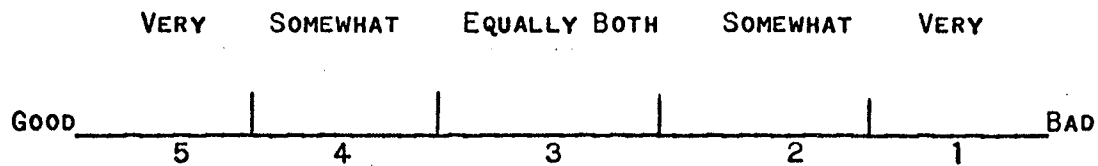


FIGURE 1.

THE SOCIALLY UNDESIRABLE END OF THE SCALE (BAD). AND, ONLY ONE POINT WAS GIVEN IF THE SUBJECT CHECKED THE SPACE UNDER THE WORD "VERY" AT THE SOCIALLY UNDESIRABLE END OF THE CONTINUUM. ONLY ONE RESPONSE IS ALLOWED PER SCALE IN EACH CONCEPT. THE HIGHEST NUMBER WAS A FIVE AND IT SYMBOLIZED A VERY POSITIVE, SOCIALLY DESIRABLE RATING WHILE THE LOWEST NUMBER WAS A ONE. OF THE TWELVE SCALES USED FOR EACH CONCEPT, FIVE OF THEM WERE RANDOMLY REVERSED TO COUNTERACT RESPONSE BIAS TENDENCIES. THAT IS, INSTEAD OF LISTING THE TWELVE SCALES WITH THE SOCIALLY DESIRABLE END ON THE LEFT AND THE SOCIALLY UNDESIRABLE END ON THE RIGHT, THE SCALES WERE RANDOMLY REVERSED SO THAT THE SUBJECT COULD NOT GO DOWN THE LIST AND CHECK ALL SCALES AT THE SAME SCALE SPACE. EACH CONCEPT APPEARED ON A SEPARATE SHEET OF PAPER BUT WITH THE SAME SET OF SCALES.

## RESEARCH DESIGN

THERE WERE FOUR FACTORS INVOLVED:

- 1) ETHNIC GROUP MEMBERSHIP (FRENCH-CANADIAN, ENGLISH-CANADIAN, AND INDIAN);
- 2) SEX (MALE OR FEMALE);
- 3) AGE GROUPS (10-11, 12, 13, 14, 15-16); AND
- 4) IDEAL MINUS SELF DISCREPANCY SCORE.

THE AVERAGE SCORE OF THE SUM OF THE TWELVE SCALE VALUES FOR EACH CONCEPT WAS CALCULATED FOR ALL OF THE SUBJECTS. THEN THE SUBJECTS WERE GROUPED INTO THEIR ETHNIC GROUPS. NEXT, AN ANALYSIS OF VARIANCE DESIGN OF CONCEPT MEAN SCORES WAS USED TO INDICATE ANY SIGNIFICANT DIFFERENCES BETWEEN:

ETHNIC GROUPS; AGE GROUPS; AND SEX GROUPS  
IN HOW THE CONCEPTS WERE RATED. IF ANY SIGNIFICANT DIFFERENCES WERE FOUND, THEN A SIMPLE  $t$ -TEST WAS USED TO LOCATE THE SIGNIFICANCE.

## PROCEDURE

ALL OF THE STUDENTS IN THE 6TH, 7TH, 8TH AND 9TH GRADES AT THE POWERVIEW SCHOOL AND AT THE 6TH, 7TH AND 8TH GRADES AT THE FORT ALEXANDER RESERVE SCHOOL WERE GIVEN THE PRE-TEST IF THEY CAME TO SCHOOL ON THE DAY OF THE TEST. (MARCH, 1974)  
THE PRE-TEST WAS ADMINISTERED BY THE LANGUAGE ARTS TEACHERS TO THEIR ENGLISH CLASSES. EACH SUBJECT HAD 40 MINUTES TO LIST

AND DEFINE THE WORDS HE WOULD USE TO DESCRIBE PEOPLE IN GOOD OR BAD WAYS. THEN THE SUBJECTS WERE ASKED TO LIST THE FIVE MOST IMPORTANT PEOPLE IN THEIR LIVES.

ABOUT EIGHT WEEKS LATER, ONLY THE EXPERIMENTER ADMINISTERED THE QUESTIONNAIRE (SEE APPENDIX) TO THE SAME SUBJECTS IN THEIR LANGUAGE ARTS CLASSES. (THE TEACHER WAS NOT PRESENT) ON TUESDAY, MORNING, THE CHILDREN AT THE FORT ALEXANDER SCHOOL WERE ASKED TO ANSWER THE QUESTIONNAIRE. THE FOLLOWING DAY, WEDNESDAY MORNING AND AFTERNOON, THE POWERVUEW SCHOOL STUDENTS TOOK THE TEST. THE LENGTH OF THE TEST SESSION WAS 45 MINUTES. EACH SUBJECT WAS GIVEN ONE MINUTE PER CONCEPT. THERE WERE TWELVE CONCEPTS. BEFORE THE TEST, THE EXPERIMENTER INTRODUCED HERSELF AND SAID THAT SHE WAS INTERESTED IN HOW THEY SEE THEMSELVES AND PEOPLE IN THEIR ENVIRONMENT. AFTER THE TEST, THE EXPERIMENTER THANKED THE STUDENTS FOR THEIR CO-OPERATION AND PROMISED TO LET THEM KNOW OF THE RESULTS. (THROUGH THEIR TEACHER).

## CHAPTER III

### RESULTS

THE DEPENDENT VARIABLE IN THIS STUDY WAS HOW THE SUBJECT RATED HIMSELF AND THE PEOPLE IN HIS ENVIRONMENT. THIS DEPENDENT VARIABLE WAS GROUPED UNDER FOUR FACTORS:

ETHNIC GROUP SELF-PERCEPTION; AGE GROUPS; SEX GROUPS AND IDEAL MINUS SELF DISCREPANCY SCORES.

THE DATA WERE EXAMINED BY A TWO-WAY ANALYSIS OF VARIANCE DESIGN FOR UNEQUAL CELL SIZE. AS A RESULT OF THE UNEQUAL CELL SIZE IN THE ANALYSIS OF VARIANCE DESIGN, AN ADJUSTED ERROR MEAN SQUARE WAS CALCULATED. THIS WAS DONE IN ORDER TO GET A MORE ACCURATE ERROR MEAN SQUARE MEASURE.

#### ETHNIC GROUP SELF-PERCEPTION

THE CONCEPT "ME, AS I AM NOW" WAS CONSIDERED TO BE AN INDICATION OF THE SELF-PERCEPTION. A 3 x 2 FACTORIAL, ANALYSIS OF VARIANCE DESIGN WAS COMPUTED ON THE MEAN SELF-PERCEPTION, CONCEPT SCORES ACCORDING TO THE ETHNIC GROUPS OF FRENCH-CANADIAN, ENGLISH-CANADIAN, AND INDIAN SUBJECTS. THE RESULTS SHOWED THAT THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE ETHNIC GROUPS ( $F = 1.77$ ;  $df = 2, 145$ ;  $p > .05$ ) (TABLE 1).

TABLE 1

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "ME, AS I AM NOW"(or the self-perception concept).

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.034	0.017	1.77ns
B(sex)	1	0.000	0.000	0.00ns
AB(interaction)	2	0.052	0.026	2.72ns
<u>ERROR(ad.j.)</u>	<u>145</u>	<u>33.897</u>	<u>0.010</u>	
Total	150	36.042		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

ALSO, WHEN THE DATA WERE ANALYZED FOR SIGNIFICANT SEX ( $F = 0.00$ ;  $df = 1,145$ ;  $p > .05$ ) OR INTERACTION ( $F = 2.72$ ;  $df = 2,145$ ;  $p > .05$ ) DIFFERENCES, NONE WAS FOUND. CONSEQUENTLY, THESE RESULTS FAILED TO SUPPORT THE HYPOTHESIS THAT FRENCH-CANADIAN AND ENGLISH-CANADIAN SUBJECTS WOULD RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THE SELF-RATINGS OF THE INDIAN SUBJECTS. INSTEAD, THE RESULTS SHOWED THAT THERE WERE NO SIGNIFICANT DIFFERENCES IN THE SELF-PERCEPTIONS OF THE SUBJECTS BASED ON ETHNIC GROUPS AND SEX. AND, THAT INDIAN FEMALES HAD THE SECOND HIGHEST FAVORABLE RATING (MEAN = 3.87) OF THE CONCEPT "ME, AS I AM NOW" WHILE INDIAN MALES HAD THE FIFTH HIGHEST MEAN SCORE (MEAN = 3.72) OUT OF SIX GROUPS. (FIGURE 2)

#### AGE DIFFERENCES

IT WAS PREDICTED THAT THE TWELVE ( $n = 18$ ) AND THIRTEEN ( $n = 39$ ) YEAR OLD SUBJECTS WOULD RATE THEMSELVES SIGNIFICANTLY LESS FAVORABLE THAN THE TEN TO ELEVEN ( $n = 12$ ), FOURTEEN ( $n = 46$ ), FIFTEEN TO SIXTEEN ( $n = 34$ ) YEAR OLD SUBJECTS. HARLEY'S  $F_{MAX}$  (KIRK, 1969) WAS FIRST COMPUTED ON THE DATA TO DETERMINE IF ALL OF THE VARIANCES WERE HOMOGENEOUS. THE RESULTS WERE NOT SIGNIFICANT ( $F_{MAX} = 0.30$ ;  $df = 19,15$ ;  $p > .05$ ) AND THE VARIANCES WERE HOMOGENEOUS.

A 3 x 5 ANALYSIS OF VARIANCE DESIGN WAS USED TO ANALYZE THE DATA. (TABLE 2). THE FACTORS WERE:

ETHNIC GROUPS AND AGE GROUPS.

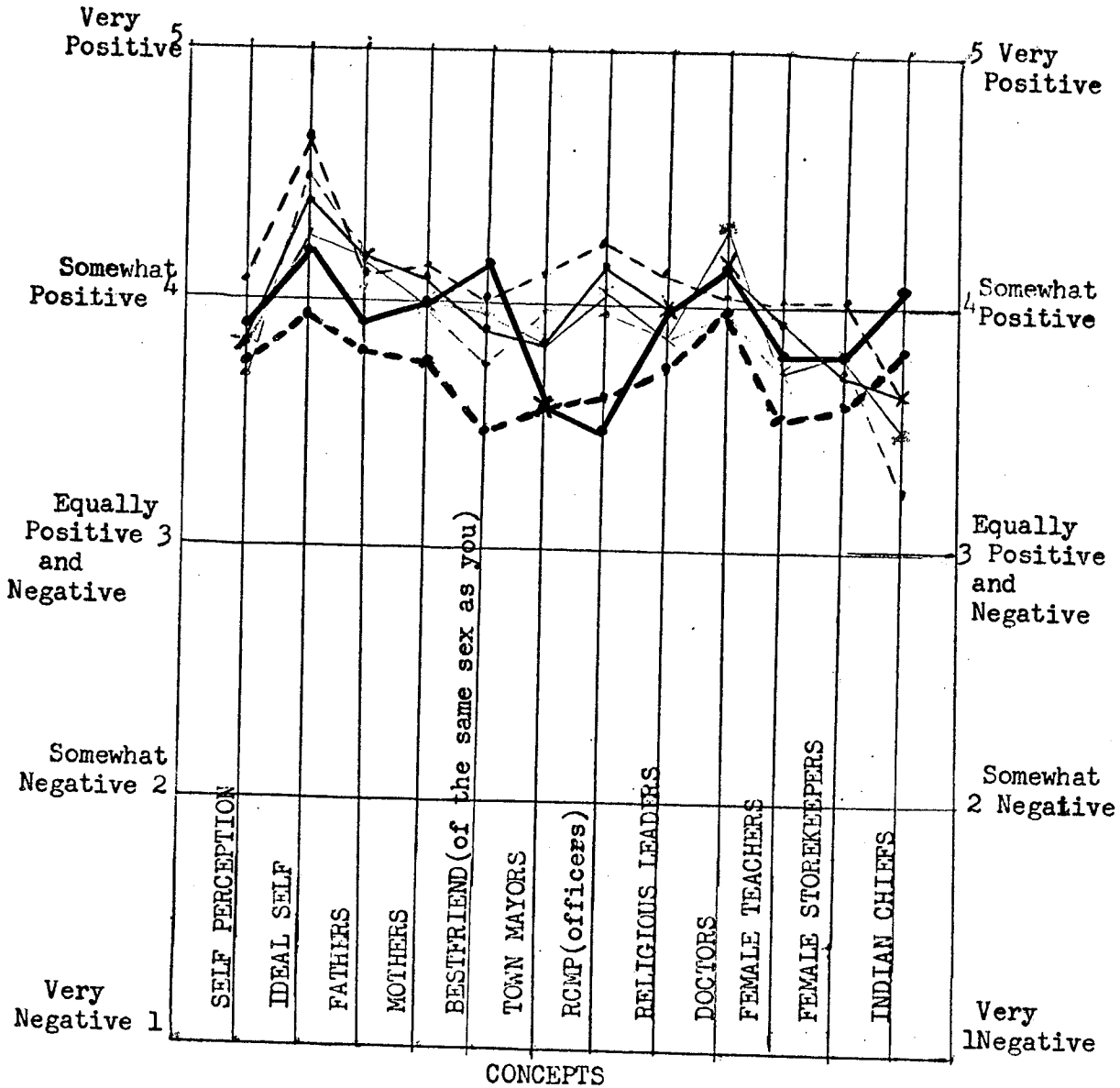


Figure 2. Mean scale scores for each of the concepts. The mean scale scores are grouped according to ethnic groups and sex (as shown at the bottom of this page).

- French-Canadian females
- French-Canadian males
- ..... English females
- . - . - . English males
- Indian females
- Indian males

TABLE 2

SUMMARY TABLE OF A 5 X 3 ANALYSIS OF VARIANCE DESIGN.  
 THE FACTORS ARE AGE LEVELS(10-11,12,13,14,15-16)<sup>1</sup> AND  
 ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>2</sup>.  
 THE CONCEPT IS "ME, AS I AM NOW"(or self-perception).

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(age groups)	4	0.217	0.054	1.65ns
B(ethnic groups)	2	0.034	0.017	0.54ns
AB(interaction)	8	0.410	0.051	1.56ns
<u>ERROR(adj.)</u>	<u>135</u>	<u>31.976</u>	<u>0.033</u>	
Total	149	35.838		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>AGE LEVELS 10-11(n=12),12(n=18),13(n=39),14(n=47),15-16(n=34)

<sup>2</sup>ETHNIC GROUPS(FRENCH-CANADIAN=56;ENGLISH=43;INDIAN=51)



THE VARIABLES OF SEX AND ETHNIC GROUPS WERE ANALYZED BY AN ANALYSIS OF VARIANCE DESIGN. THEN, AGE AND ETHNIC GROUPS WERE ANALYZED BY ANOTHER ANALYSIS OF VARIANCE DESIGN. THE REASON THAT TWO DIFFERENT ANALYSIS OF VARIANCE DESIGNS WERE USED WITH A VARIABLE OF ETHNIC GROUPS WAS THAT IF A 3 x 2 x 5 DESIGN OF THE VARIABLES:

AGE, SEX, AND ETHNIC GROUPS

WAS DONE, MANY OF THE 30 CELLS WOULD HAVE 0, 1, 2, OR 3 SUBJECTS IN A CELL. SO, TWO DESIGNS WERE USED WHICH INCREASED THE ERROR RATE BUT ENABLED THE CELLS TO HAVE AN ADEQUATE SAMPLE OF SUBJECTS TO GET AN ACCURATE ANALYSIS OF VARIANCE MEASURE.

NO SIGNIFICANT DIFFERENCES WERE FOUND FOR THE VARIABLE OF AGE GROUPS. ( $F = 1.65$ ;  $df = 4,135$ ;  $p > .05$ ) ALSO, THERE WERE NO SIGNIFICANT INTERACTION EFFECTS BETWEEN ETHNIC GROUPS AND AGE GROUPS. ( $F = 1.56$ ;  $df = 8,135$ ;  $p > .05$ ) THE MEANS OF THE FIVE AGE GROUPS (10-11, 12, 13, 14, 15-16) INDICATED THAT AS THE SUBJECTS BECAME OLDER THEY DESCRIBED THEMSELVES IN STILL FAVORABLE BUT LESS EXTREME WAYS. (FIGURE 3)

SEX DIFFERENCES

IT WAS PREDICTED THAT THE 79 MALE SUBJECTS WOULD RATE THE CONCEPT "ME, AS I AM NOW" (SELF-PERCEPTION) SIGNIFICANTLY MORE FAVORABLE THAN THE RATINGS OF THE 72 FEMALE SUBJECTS ON THIS CONCEPT. THE RESULTS (TABLE 1) SHOWED NO SIGNIFICANT SEX EFFECTS. ( $F = 0.00$ ;  $df = 1,145$ ;  $p > .05$ ) BETWEEN THE MALES AND FEMALES.

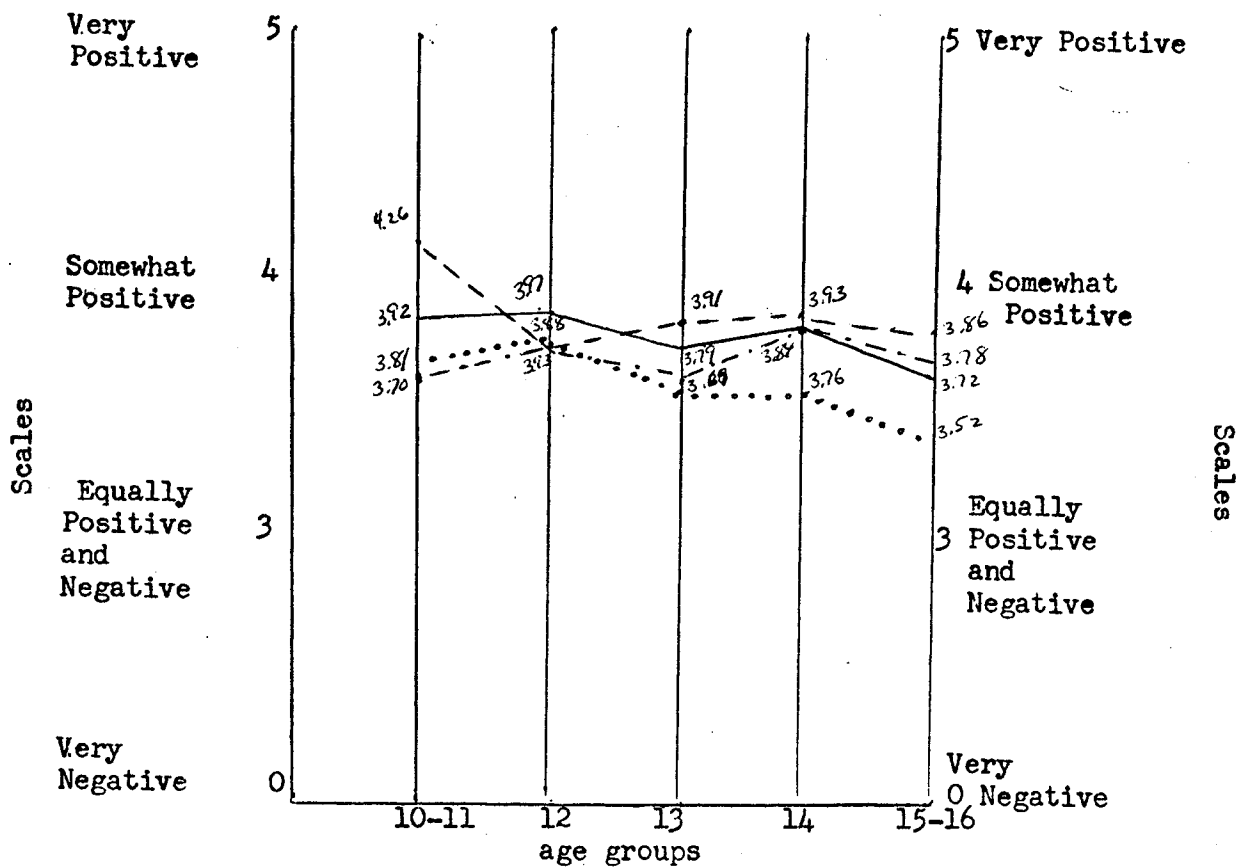


Fig. 3 Mean scores of Self-Perception concept for all subjects classified according to age groups

- \_\_\_\_\_ total subject sample
- French-Canadian subjects
- ..... English-Canadian subjects
- . . . Indian subjects

SO, THE RESULTS FAILED TO SUPPORT THE HYPOTHESIS.

#### IDEAL MINUS SELF DISCREPANCY SCORES

A DISCREPANCY SCORE WAS OBTAINED BY SUBTRACTING THE CONCEPT, "ME, AS I AM NOW" FROM THE CONCEPT "ME, AS I WOULD LIKE TO BE". THIS DISCREPANCY SCORE WAS COMPUTED ON EACH SUBJECT. A 3 x 2 ANALYSIS OF VARIANCE OF THESE DISCREPANCY SCORES WERE CALCULATED. (TABLE 3) THE FACTORS WERE: ETHNIC GROUPS AND SEX. NO SIGNIFICANT DIFFERENCES BETWEEN THE FRENCH-CANADIAN, ENGLISH, AND INDIAN SUBJECTS WERE FOUND. ( $F = 2.92$ ;  $df = 2,145$ ;  $p > .05$ ) AND, NO SIGNIFICANT SEX DIFFERENCES WERE REVEALED ( $F = 0.12$ ;  $df = 1,145$ ;  $p > .05$ ) NOR WERE THERE SIGNIFICANT INTERACTION EFFECTS ( $F = 2.32$ ;  $df = 2,145$ ;  $p > .05$ ). THE STATISTICAL ANALYSIS OF THE DISCREPANCY SCORES DID NOT SUPPORT THE PREDICTION THAT INDIAN SUBJECTS WOULD HAVE A SIGNIFICANTLY HIGHER DISCREPANCY SCORE THAN THAT OF THE FRENCH-CANADIAN OR ENGLISH SUBJECTS. INSTEAD, THE RESULTS INDICATED THE OPPOSITE: INDIAN SUBJECTS OBTAINED THE SMALLEST DISCREPANCY SCORE (MEAN = 0.56) BETWEEN THEIR SELF AND IDEAL SELVES THAN THE FRENCH-CANADIAN SUBJECTS (MEAN = 0.746) OR ENGLISH (MEAN = 0.860) (FIGURE 4).

#### RATINGS OF PEOPLE IN THE ENVIRONMENT

THE SUBJECTS WERE GROUPED ACCORDING TO THEIR ETHNIC GROUP MEMBERSHIP AND SEX GROUP. SO THAT THERE WERE SIX GROUPS OF SUBJECTS: FRENCH-CANADIAN FEMALES; FRENCH-CANADIAN MALES; ENGLISH MALES; ENGLISH FEMALES; INDIAN FEMALES; AND INDIAN MALES. THE MEAN SCORES OF ALL THE CONCEPTS WERE ANALYZED IN THE ABOVE-MENTIONED SIX GROUPS

TABLE 3

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND

INDIANS)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THIS TABLE IS AN

ANALYSIS OF THE IDEAL SELF MINUS ACTUAL SELF DISCREPANCY SCORES

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<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.087	0.043	2.92ns
B(sex)	1	0.002	0.002	0.12ns
AB(interaction)	2	0.069	0.034	2.32ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>52.340</u>	<u>0.015</u>	<u>      </u>
Total	150	56.629		

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ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

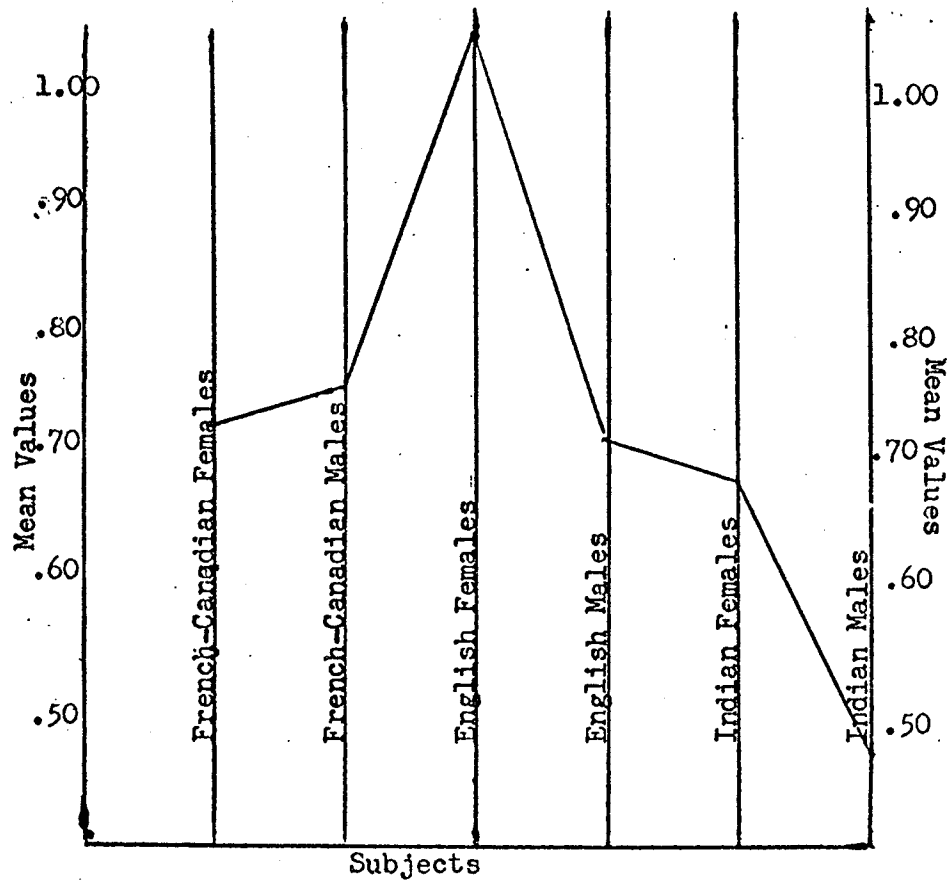


Fig 4 Discrepancy scores of the ideal self minus the self.

OF SUBJECTS. GENERALLY, THERE WERE ONLY A FEW CONCEPTS WHICH SHOWED SIGNIFICANT DIFFERENCES IN THE ANALYSIS OF VARIANCE CALCULATIONS.

#### ETHNIC GROUP DIFFERENCES

THE CONCEPT RATINGS BETWEEN THE WHITE GROUPS WERE MOSTLY NON-SIGNIFICANT. HOWEVER, THE WHITES DID HAVE CONCEPT RATINGS WHICH WERE SIGNIFICANTLY DIFFERENT FROM THE INDIAN SUBJECTS. THE WHITE SUBJECTS RATED THE CONCEPT "FATHERS" SIGNIFICANTLY MORE FAVORABLE THAN THE INDIAN SUBJECTS. ( $F = 3.66$ ;  $df = 2,145$ ;  $p < .05$ ) (TABLE 4) SIMPLE  $t$ -TESTS WERE CALCULATED BETWEEN THE ETHNIC GROUPS AND THE RESULTS SHOWED THE INDIANS TO HAVE RATED THE CONCEPT "FATHERS" SIGNIFICANTLY LOWER THAN THE FRENCH-CANADIAN SUBJECTS ( $t = 2.293$ ;  $df = 105$ ;  $p < .05$ ) AND ENGLISH SUBJECTS ( $t = 2.545$ ;  $df = 93$ ;  $p < .05$ ).

ALSO, THERE WERE SIGNIFICANT DIFFERENCES REVEALED FOR THE CONCEPT "TOWN MAYORS" BETWEEN THE ETHNIC GROUPS. ( $F = 7.99$ ;  $df = 2,145$ ;  $p < .05$ ) (TABLE 5) MULTIPLE  $t$ -TEST SHOWED THE WHITE SUBJECTS TO HAVE RATED THIS CONCEPT SIGNIFICANTLY MORE FAVORABLE THAN THE RATINGS OF THE INDIAN SUBJECTS. ( $t = 3.656$ ;  $df = 105$ ;  $p < .05$  - FRENCH-CANADIAN) ( $t = 3.748$ ;  $df = 93$ ;  $p < .05$  - ENGLISH)

SIGNIFICANT ETHNIC GROUP DIFFERENCES WERE FOUND FOR THE CONCEPT "RCMP (OFFICERS)" ( $F = 9.01$ ;  $df = 2,145$ ;  $p < .05$ ) (TABLE 6). A MULTIPLE  $t$ -TEST SHOWED THE WHITE SUBJECTS TO HAVE RATED "RCMP (OFFICERS)" SIGNIFICANTLY MORE FAVORABLE THAN THE RATING OF THE INDIAN SUBJECTS. ( $t = 4.355$ ;  $df = 105$ ;  $p < .05$  - FRENCH-CANADIAN) ( $t = 2.566$ ;  $df = 93$ ;  $p < .05$  - ENGLISH).

TABLE 4

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.  
 THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND  
 INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS  
 "FATHERS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.112	0.056	3.66*
B(sex)	1	0.011	0.011	0.74ns
AB(interaction)	2	0.004	0.002	0.13ns
<u>ERROR (adj.)</u>	<u>145</u>	<u>53.775</u>	<u>0.015</u>	<u>      </u>
Total	150	57.281		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and male=25) and Indian=51(females =21 and males=30)

<sup>2</sup>Females=72 Males=79

TABLE 5

SUMMARY TABLE OF THE ANALYSIS OF VARIANCE FOR A 3 X 2 DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALE AND MALE)<sup>2</sup>. THE CONCEPT RATED IS "TOWN MAYORS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OR SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.302	0.151	7.99*
B(sex)	1	0.009	0.009	0.45ns
AB(interaction)	2	0.006	0.003	0.16ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>66.662</u>	<u>0.019</u>	
Total	150	66.662		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and male=25), and Indian=51(female=21 and male=30)

<sup>2</sup>Female=72 Male=79



TABLE 6

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS (FRENCH-CANADIAN, ENGLISH, AND INDIANS)<sup>1</sup> AND SEX (FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "RCMP(officers)".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.611	0.306	9.01*
B(sex)	1	0.001	0.001	0.04ns
AB(interaction)	2	0.019	0.009	0.28ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>119.689</u>	<u>0.034</u>	
Total	150	135.355		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and male=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

FOR THE CONCEPT "INDIAN CHIEFS" THE ANALYSIS OF VARIANCE SHOWED SIGNIFICANT ETHNIC GROUP ( $F = 11.02$ ;  $df = 2,145$ ;  $p < .05$ ) AND SEX DIFFERENCES ( $F = 3.08$ ;  $df = 1,145$ ;  $p < .05$ ) (TABLE 7) A MULTIPLE  $t$ -TEST BETWEEN THE ETHNIC GROUPS WAS CALCULATED. THE RESULTS SHOWED THE INDIAN SUBJECTS TO HAVE A SIGNIFICANTLY MORE FAVORABLE RATING OF THE CONCEPT "INDIAN CHIEFS" THAN THE WHITE SUBJECTS. ( $t = -2.708$ ;  $df = 105$ ;  $p < .05$  - FRENCH-CANADIAN) ( $t = -4.588$ ;  $df = 93$ ;  $p < .05$  - ENGLISH) HOWEVER, WHEN THE WHITE GROUPS WERE COMPARED TO EACH OTHER, IT WAS FOUND THAT THE FRENCH-CANADIANS RATED THIS CONCEPT SIGNIFICANTLY MORE FAVORABLE THAN THE ENGLISH. ( $t = 2.104$ ;  $df = 98$ ;  $p < .05$ )

#### SEX DIFFERENCES

THE CONCEPT "DOCTORS" SHOWED SIGNIFICANT SEX DIFFERENCES. ( $F = 4.06$ ;  $df = 1,145$ ;  $p < .05$ ) (TABLE 8) A  $t$ -TEST WAS COMPUTED BETWEEN FEMALES AND MALES FOR EACH ETHNIC GROUP. ( $t = 0.478$ ;  $df = 54$ ;  $p > .05$  - FRENCH-CANADIAN) THE FEMALE AND MALE DIFFERENCES FOR EACH ETHNIC GROUP WERE NON-SIGNIFICANT. ( $t = 1.711$ ;  $df = 42$ ;  $p > .05$  - ENGLISH) ( $t = 1.254$ ;  $df = 49$ ;  $p > .05$ ) THEREFORE, IT SEEMED EVIDENT THAT THE FEMALE SUBJECTS AS A GROUP RATED THE CONCEPT "DOCTORS" TO BE SIGNIFICANTLY MORE FAVORABLE THAN THE MALE SUBJECTS.

#### INDIAN MALES

THE ANALYSIS OF VARIANCE REVEALED THE CONCEPT "ME, AS I WOULD LIKE TO BE" (IDEAL SELF PERCEPTION) TO HAVE SIGNIFICANT ETHNIC GROUP DIFFERENCES. ( $F = 10.73$ ;  $df = 2,145$ ;  $p < .05$ ) (TABLE 9)

TABLE 7

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "INDIAN CHIEFS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.424	0.212	11.02*
B(sex)	1	0.059	0.059	3.08*
AB(interaction)	2	0.023	0.011	0.59ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>67.949</u>	<u>0.019</u>	—
Total	150	79.495		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

TABLE 8

SUMMARY OF THE ANALYSIS OF VARIANCE FOR A 3 X 2 DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND  
<sup>1</sup>INDIAN) AND SEX(FEMALE AND MALE)<sup>2</sup>. THE CONCEPT RATED IS  
 "DOCTORS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.018	0.009	0.63 ns
B(sex)	1	0.057	0.057	4.06 *
AB(interaction)	2	0.012	0.006	0.43 ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>49.113</u>	<u>0.014</u>	
Total	150	51.242		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and male=25), and Indian=51(female=21 and males=30)

<sup>2</sup>Female=72 Male=79

TABLE 9

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES).<sup>2</sup> THE CONCEPT RATED IS "ME, AS I WOULD LIKE TO BE"(or the "Ideal Self" concept).

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.275	0.137	10.730*
B(sex)	1	0.002	0.002	0.19ns
AB(interaction)	2	0.090	0.045	3.56*
<u>ERROR(adj.)</u>	<u>145</u>	<u>45.226</u>	<u>0.013</u>	<u>    </u>
Total	150	55.294		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

A SIMPLE  $t$ -TEST SHOWED THE DIFFERENCES TO BE BETWEEN THE INDIAN MALES AND THE OTHER GROUPS OF SUBJECTS. (FEMALES-FRENCH-CANADIAN AND INDIAN ( $t = 1.501$ ;  $df = 51$ ;  $p > .05$ ); ENGLISH AND INDIAN ( $t = 0.784$ ;  $df = 38$ ;  $p > .05$ ); (MALES - FRENCH-CANADIAN AND ENGLISH ( $t = 0.390$ ;  $df = 47$ ;  $p > .05$ ); FRENCH-CANADIAN AND INDIAN ( $t = 4.778$ ;  $df = 52$ ;  $p < .05$ ); ENGLISH AND INDIAN ( $t = 4.094$ ;  $df = 53$ ;  $p < .05$ )). THE INDIAN MALES HAD SIGNIFICANTLY LESS FAVORABLE IDEAL SELVES THAN THE OTHER GROUPS OF SUBJECTS. ALSO, THE ANALYSIS OF VARIANCE SHOWED SIGNIFICANT INTERACTION EFFECTS. ( $F = 3.50$ ;  $df = 2,145$ ;  $p < .05$ )

FIGURE 5 SHOWED THE INTERACTION EFFECTS TO OCCUR WHEN THE INDIAN MALES RATED THEIR "IDEAL SELVES" LESS FAVORABLE THAN THE INDIAN FEMALES. THE FRENCH-CANADIAN AND ENGLISH MALES HAD IDEAL SELF CONCEPT MEAN SCORES WHICH WERE HIGHER THAN THE IDEAL SELF RATINGS OF THE FRENCH-CANADIAN AND ENGLISH FEMALES. BUT, THE REVERSED OCCURRED WITH THE INDIANS.

SIGNIFICANT SEX DIFFERENCES WERE REVEALED FOR THE CONCEPT "BEST FRIEND (OF THE SAME SEX AS YOU)". ( $F = 6.58$ ;  $df = 1,145$ ;  $p < .05$ ) (TABLE 10) THE SIMPLE  $t$ -TESTS SHOWED THE INDIAN MALES TO HAVE RATED THIS CONCEPT SIGNIFICANTLY LESS FAVORABLE THAN THE OTHER GROUPS OF SUBJECTS. ( $t = 0.844$ ;  $df = 42$ ;  $p > .05$  - ENGLISH MALES AND FEMALES) ( $t = -0.223$ ;  $df = 54$ ;  $p > .05$  - FRENCH-CANADIAN MALES AND FEMALES) ( $t = 3.390$ ;  $df = 49$ ;  $p < .05$  - INDIAN FEMALES AND MALES)

#### PROFILE CHARTS OF CONCEPTS WITH SIGNIFICANT DIFFERENCES

FRENCH-CANADIAN AND ENGLISH SUBJECTS RATED MOST CONCEPTS IN SIMILAR WAYS. HOWEVER, WHEN THE RATINGS OF THESE WHITES WERE COM-

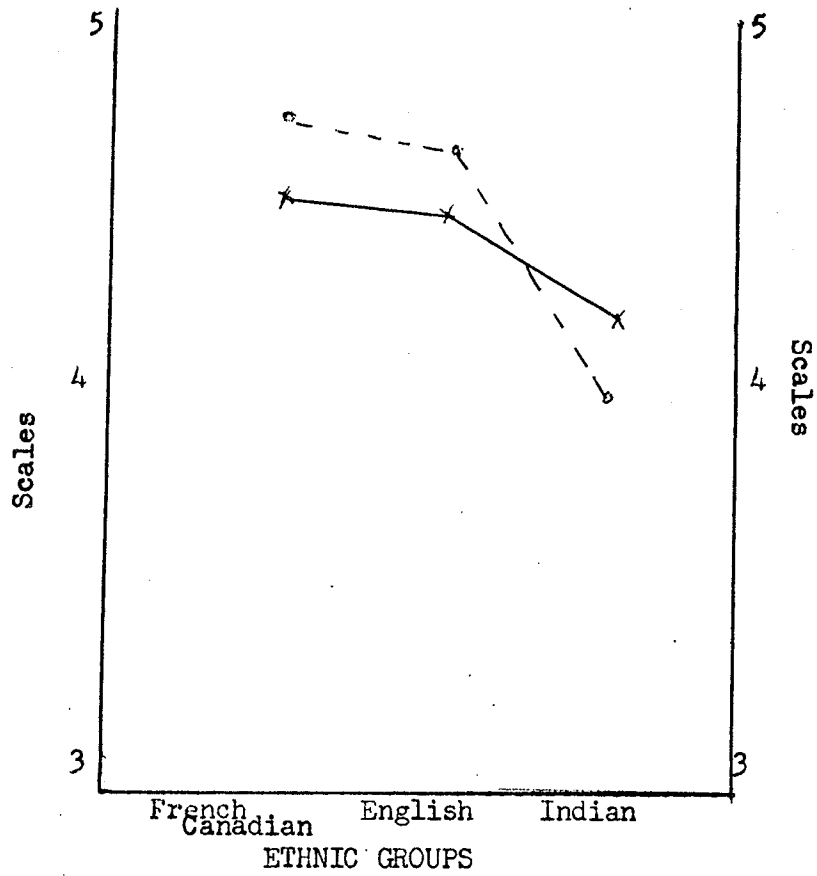


Fig. 5 Ideal-Self concept mean scores for each ethnic group in order to see the interaction effects

TABLE 10

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "BESTFRIEND".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.041	0.021	1.51ns
B(sex)	1	0.090	0.090	6.58*
AB(interaction)	2	0.125	0.062	4.56*
<u>ERROR(adi.)</u>	<u>145</u>	<u>48.324</u>	<u>0.014</u>	<u>      </u>
Total	150	55.403		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79



PARED TO THE INDIAN SUBJECTS, SIGNIFICANT DIFFERENCES WERE FOUND.

#### ETHNIC GROUPS

THE INDIAN SUBJECTS RATED THE ROLE TITLE "FATHERS" SIGNIFICANTLY LESS FAVORABLE THAN THE RATINGS OF THE WHITES. A PROFILE CHART OF "FATHERS" SHOWS MAJOR DIFFERENCES TO BE ON THE SCALES; POLITE-IMPOLITE; KIND-CRUEL; STRONG-WEAK; AND NICE-AWFUL. (FIGURE 6) THE WHITE SUBJECTS RATED THIS CONCEPT AS MORE POLITE, KIND, STRONG, AND NICE THAN THE INDIANS. PLUS, THE INDIANS RATED THE CONCEPT "FATHERS" AS BEING NOT VERY BRAVE. THE INDIANS ALSO RATED "RCMP (OFFICERS)" AND "TOWN MAYORS" LESS FAVORABLE THAN THE RATINGS OF THE WHITES. THESE FINDINGS WERE EXPECTED. THE PROFILE CHARTS REVEALED (FIGURES 7 AND 8), THAT INDIANS WHEN COMPARED TO WHITES CONSIDERED "RCMP (OFFICERS)" TO BE: NOT VERY FRIENDLY; NOT TOO SMART; AND NOT VERY BRAVE. THE INDIANS ALSO RATED THE "TOWN MAYORS" AS NOT BEING VERY FRIENDLY NOR VERY BRAVE. BUT THEY ALSO RATED "TOWN MAYORS" AS SLOW, NOT TOO POLITE, NOT VERY HELPFUL, AND NOT TOO KIND. THE INDIAN SUBJECTS, PARTICULARLY THE INDIAN FEMALES, RATED "INDIAN CHIEFS" SIGNIFICANTLY MORE FAVORABLE THAN THE WHITE SUBJECTS. THE FRENCH-CANADIAN SUBJECTS RATED "INDIAN CHIEFS" SIGNIFICANTLY MORE FAVORABLE THAN THE ENGLISH SUBJECTS. ACCORDING TO THE PROFILE CHART (FIGURE 9) INDIAN FEMALES FELT THAT "INDIAN CHIEFS" WERE VERY HELPFUL AND CLEAN. AND, THE INDIAN MALES SAW THEM AS BEING VERY FRIENDLY. THE FRENCH-CANADIAN SUBJECTS SAW "INDIAN CHIEFS" AS BEING STRONG AND BRAVE BUT NOT TOO NICE OR HELPFUL. WHILE, THE ENGLISH SUBJECTS FELT THAT "INDIAN

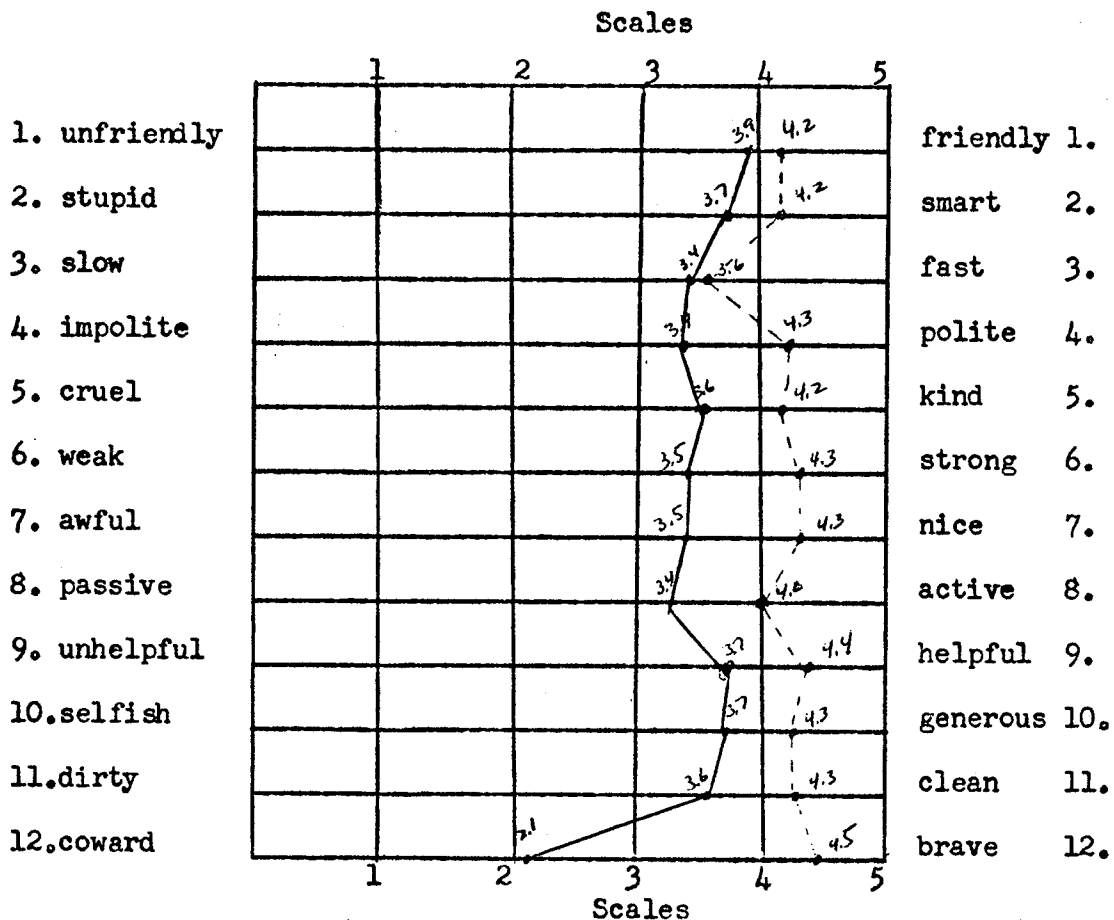


Fig. 6 Profile chart of scale mean values for the concept "FATHERS" rated by Indians and White subjects

— Indians  
 - - Whites

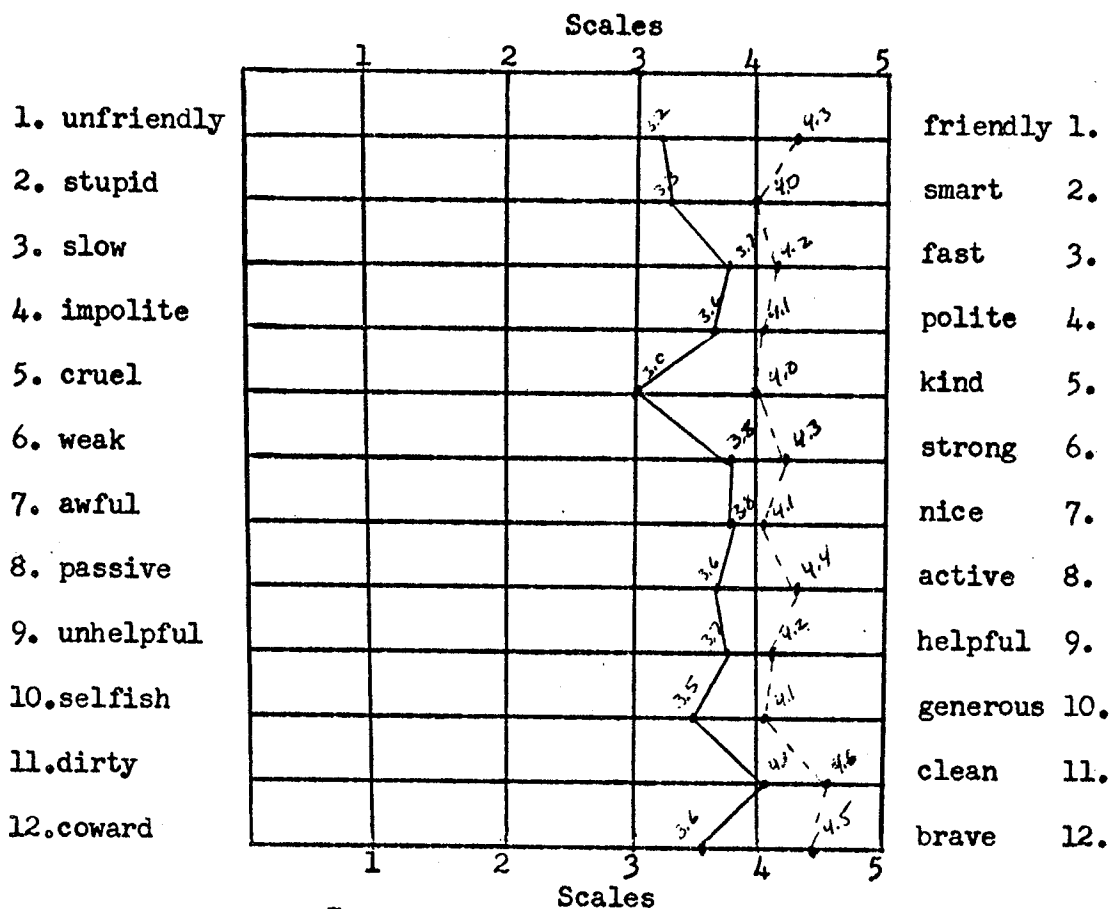


Fig. 7 Profile chart of scale mean values for the concept "RCMP(officers)" rated by Indians and White subjects

\_\_\_\_\_ Indians  
 - - - Whites

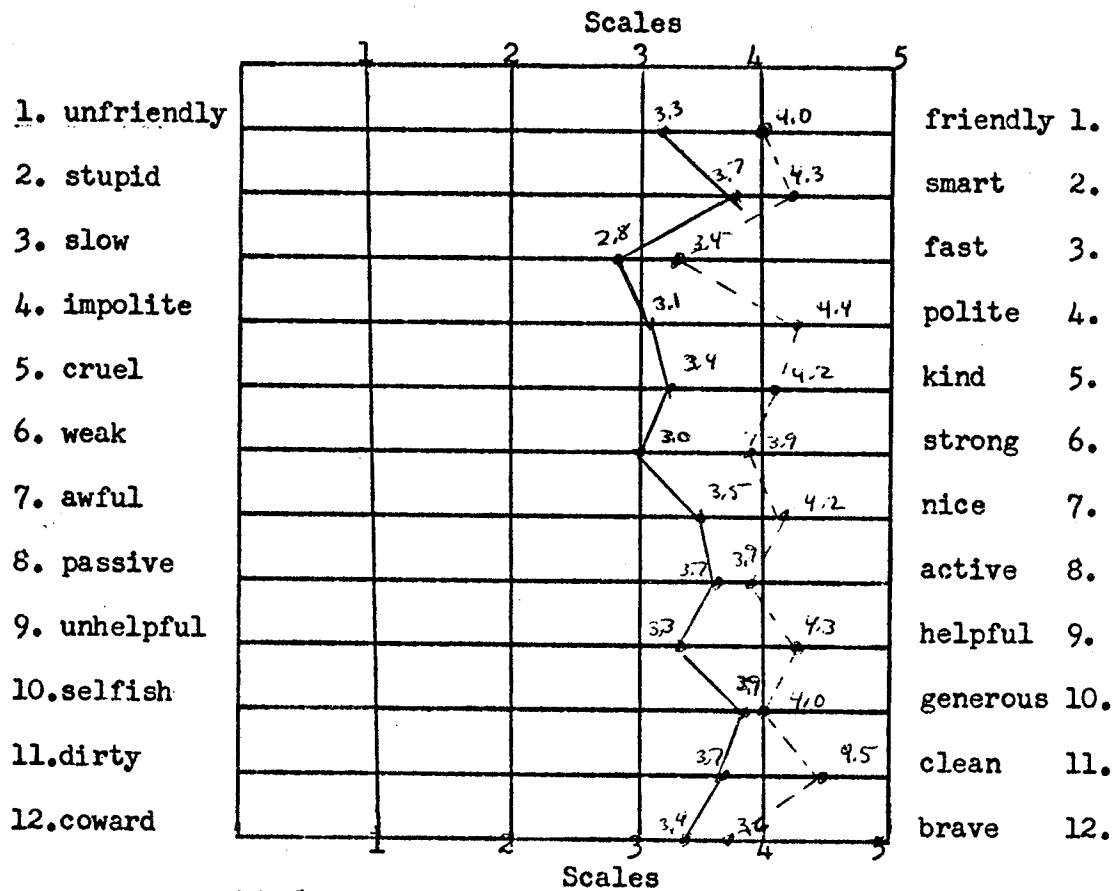


Fig8 Profile chart of scale mean values for the concept "TOWN MAYORS" rated by Indian and White subjects

\_\_\_\_\_Indians

- - - -Whites

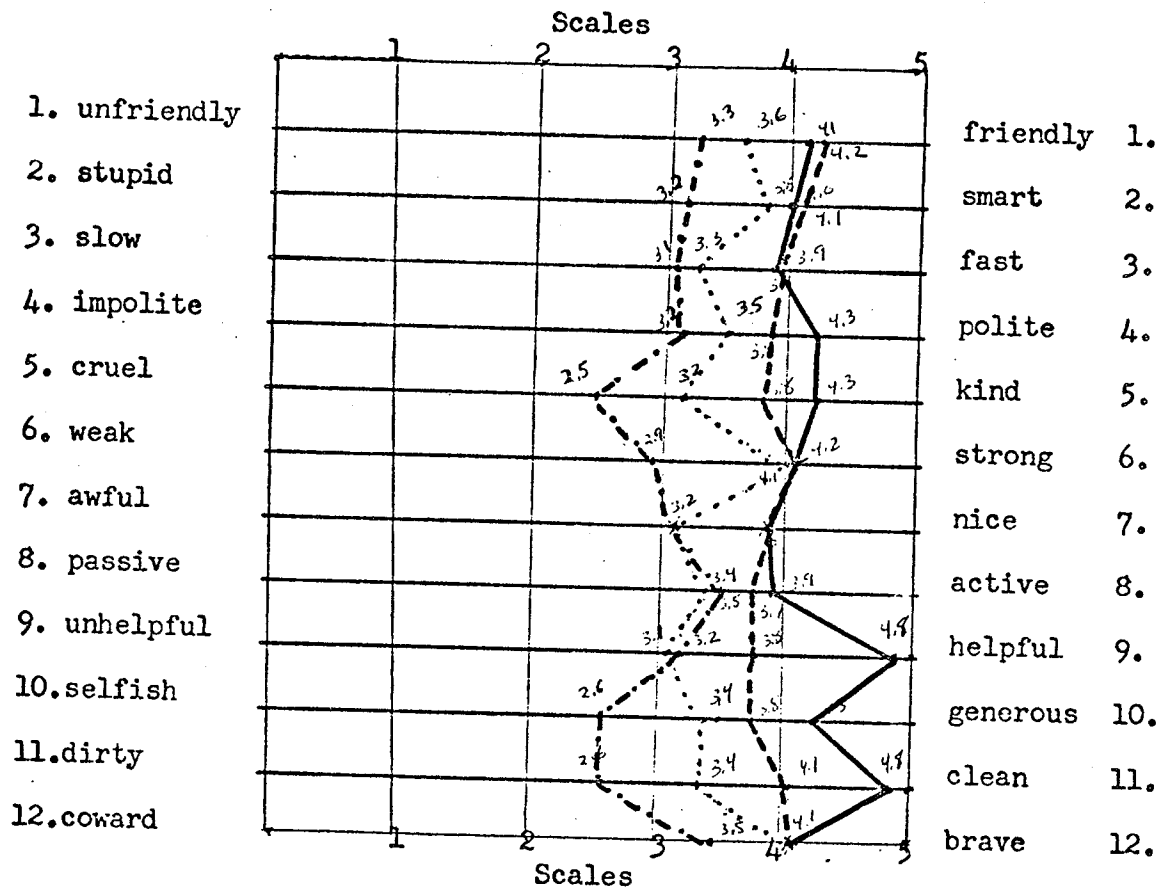


Fig.9 Profile chart of scale mean values for the concept "Indian Chiefs" rated by the Indian females, Indian males, French-Canadian, and English subjects.

- Indian females
- Indian males
- ..... French-Canadian subjects
- .-.-.- English-Canadian subjects

CHIEFS" WERE SLIGHTLY CRUEL, SELFISH AND DIRTY.

#### SEX DIFFERENCES FOR "DOCTORS"

THE FEMALE SUBJECTS RATED "DOCTORS" MORE FAVORABLE THAN THE RATINGS OF THE MALE SUBJECTS. THE PROFILE CHART (FIGURE 10) SHOWED THE FEMALES TO HAVE RATED "DOCTORS" AS VERY SMART, NICE, AND HELPFUL. WHEREAS, THE MALES RATED "DOCTORS" AS NOT VERY KIND, STRONG, NICE, OR GENEROUS.

#### INDIAN MALES

THE IDEAL SELF OF INDIAN MALES WAS RATED LESS FAVORABLE WHEN COMPARED TO THE IDEAL SELF RATINGS OF THE OTHER SUBJECTS. THE PROFILE CHART (FIGURE 11) INDICATED THAT INDIAN MALES RATED THEIR IDEAL SELVES NOT AS: FAST; POLITE; NICE; ACTIVE; HELPFUL; OR GENEROUS AS THE RATINGS OF IDEAL SELF BY THE OTHER GROUPS OF SUBJECTS. THE INDIAN MALES ALSO RATED THEIR "BEST FRIEND (OF THE SAME SEX)" AS LESS POLITE, NOT VERY NICE AND NOT TOO HELPFUL COMPARED TO THE RATINGS OF THE OTHER GROUPS OF SUBJECTS. (FIGURE 12).

#### PROFILE CHARTS OF CONCEPTS WITH NON-SIGNIFICANT DIFFERENCES

FIVE CONCEPTS SHOWED NO SIGNIFICANT DIFFERENCES FOR ETHNIC GROUPS OR SEX DIFFERENCES WHEN ANALYZED BY AN ANALYSIS OF VARIANCE.

THESE FIVE CONCEPTS WERE:

- 1) "ME, AS I AM NOW";
- 2) "RELIGIOUS LEADERS";
- 3) "FEMALE STOREKEEPERS";
- 4) "FEMALE TEACHERS"; AND
- 5) "MOTHERS".

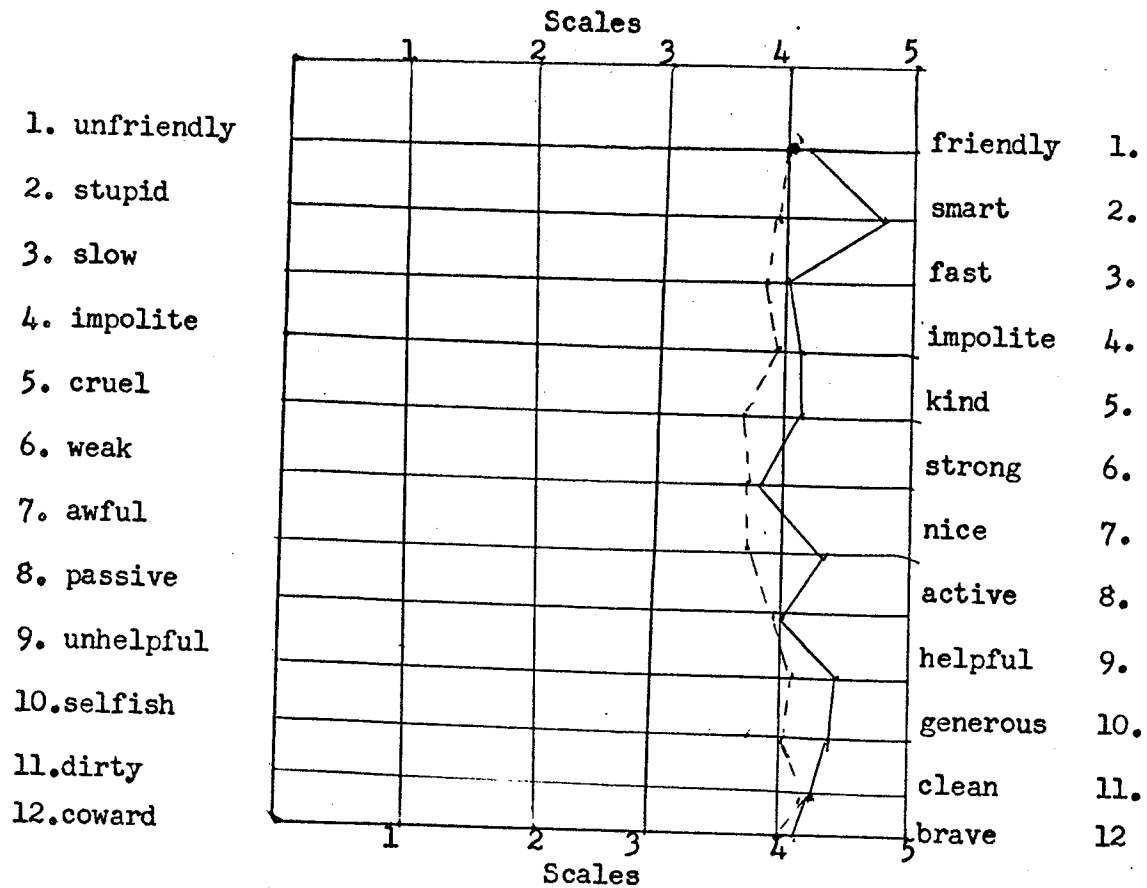


Fig. 10 Profile chart for mean scale values of the concept "Doctors" rated by Females and Males

— Females  
 - - - Males

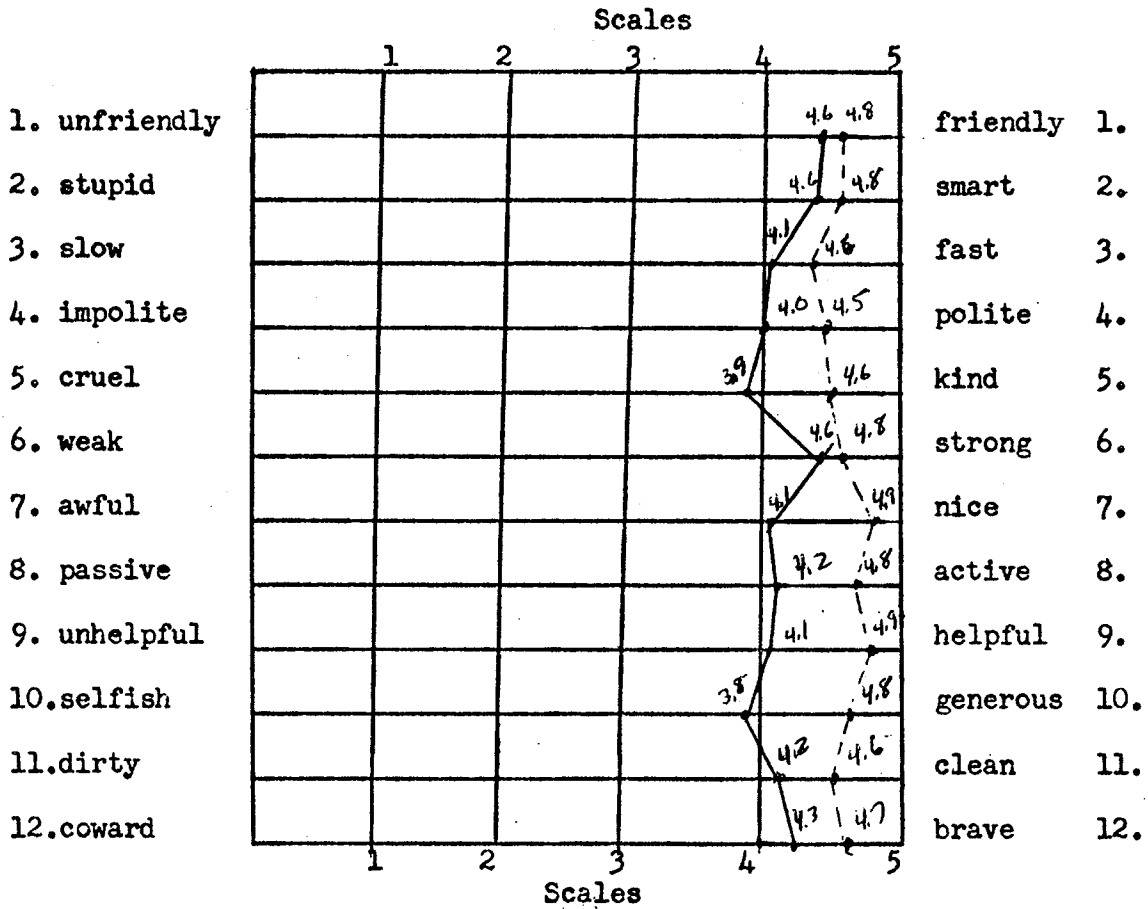


Fig.11 Profile chart of scale mean values for the concept "ideal self" rated by Indian males and the other groups of subjects

— Indian males  
 - - - Mean scale score of all groups of subjects except Indian males



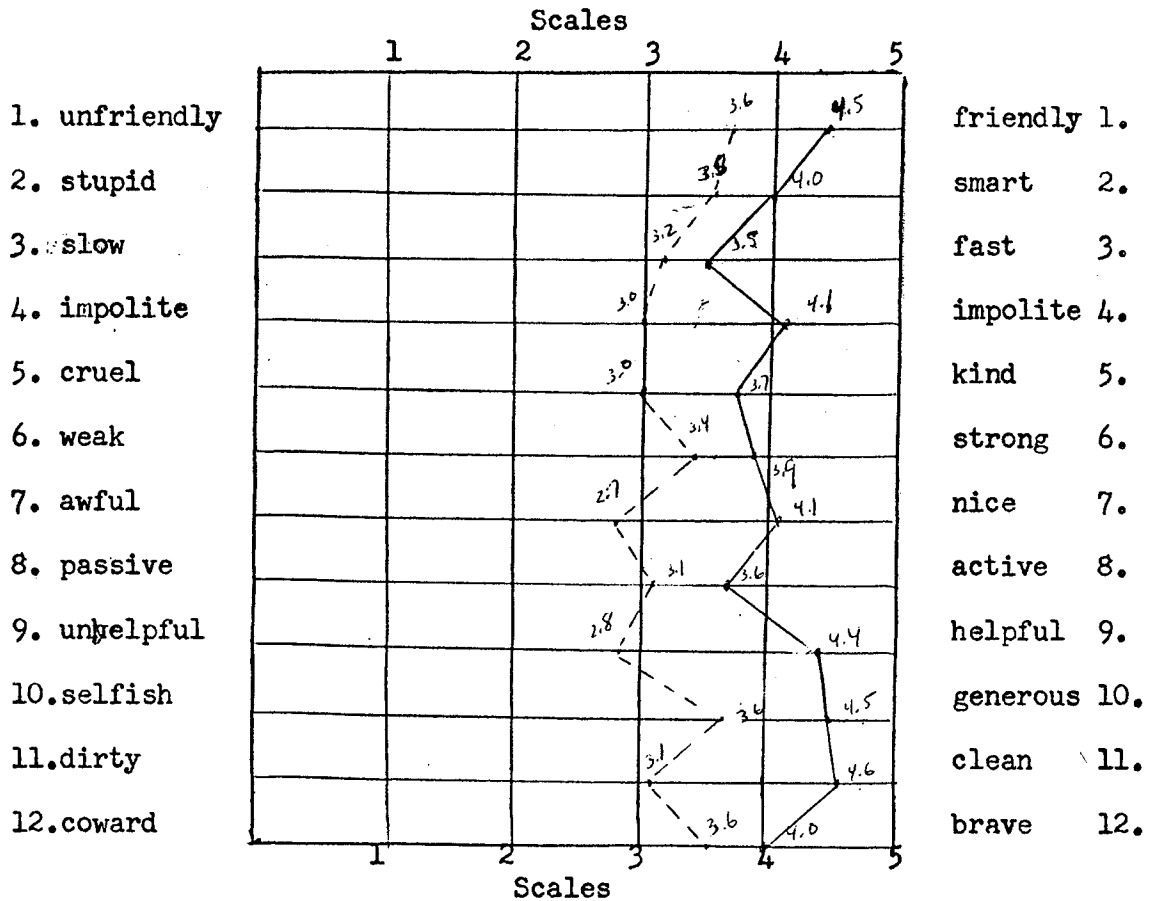


Fig. 12 Profile chart of "Bestfriend(of the same sex as you" with Indian males and the other groups of subjects  
 - - - - Indian males  
 \_\_\_\_\_ Other subjects

### "ME, AS I AM NOW" (SELF-PERCEPTION)

FOR THE SELF-PERCEPTION CONCEPT, THERE WAS NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC GROUPS AND SEX. ( $F = 1.77$ ;  $df = 2,145$ ;  $p > .05$ ) (TABLE 1) GENERALLY, THE PROFILE CHART (FIGURE 13) SHOWED THE SUBJECTS TO RATE THEMSELVES AS BEING VERY FRIENDLY AND CLEAN. BUT, THE SUBJECTS ALSO RATED THEMSELVES AS NOT VERY BRAVE OR STRONG.

### "RELIGIOUS LEADERS"

THE ANALYSIS OF VARIANCE DESIGN SHOWED THAT THERE WERE NO SIGNIFICANT DIFFERENCES FOR THE CONCEPT "RELIGIOUS LEADERS" IN TERMS OF ETHNIC GROUPS ( $F = 0.094$ ;  $df = 2,145$ ;  $p > .05$ ) AND SEX ( $F = 0.51$ ;  $df = 1,145$ ;  $p > .05$ ) (TABLE 11). THE PROFILE CHART MEAN SCALE SCORES WERE VERY SIMILAR FOR INDIANS AND WHITES. (FIGURE 14) IN GENERAL, THE SUBJECTS RATED "RELIGIOUS LEADERS" AS NOT TOO FAST OR STRONG BUT VERY POLITE.

### "FEMALE STOREKEEPERS"

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC GROUPS ( $F = 1.68$ ;  $df = 2,145$ ;  $p > .05$ ) AND SEX ( $F = 0.01$ ;  $df = 1,145$ ;  $p > .05$ ) FOR "FEMALE STOREKEEPERS". (TABLE 12) THE SUBJECTS RATED THIS CONCEPT AS FRIENDLY, POLITE GENEROUS, AND CLEAN. (FIGURE 15)

### "FEMALE TEACHERS"

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC GROUPS ( $F = 2.79$ ;  $df = 2,145$ ;  $p > .05$ ) (TABLE 13) GENERALLY, THE SUBJECTS RATED THIS CONCEPT AS SMART BUT NOT TOO FAST. THEY WERE RATED AS VERY KIND BUT NOT VERY POLITE AND NOT TOO BRAVE. (FIGURE 16)

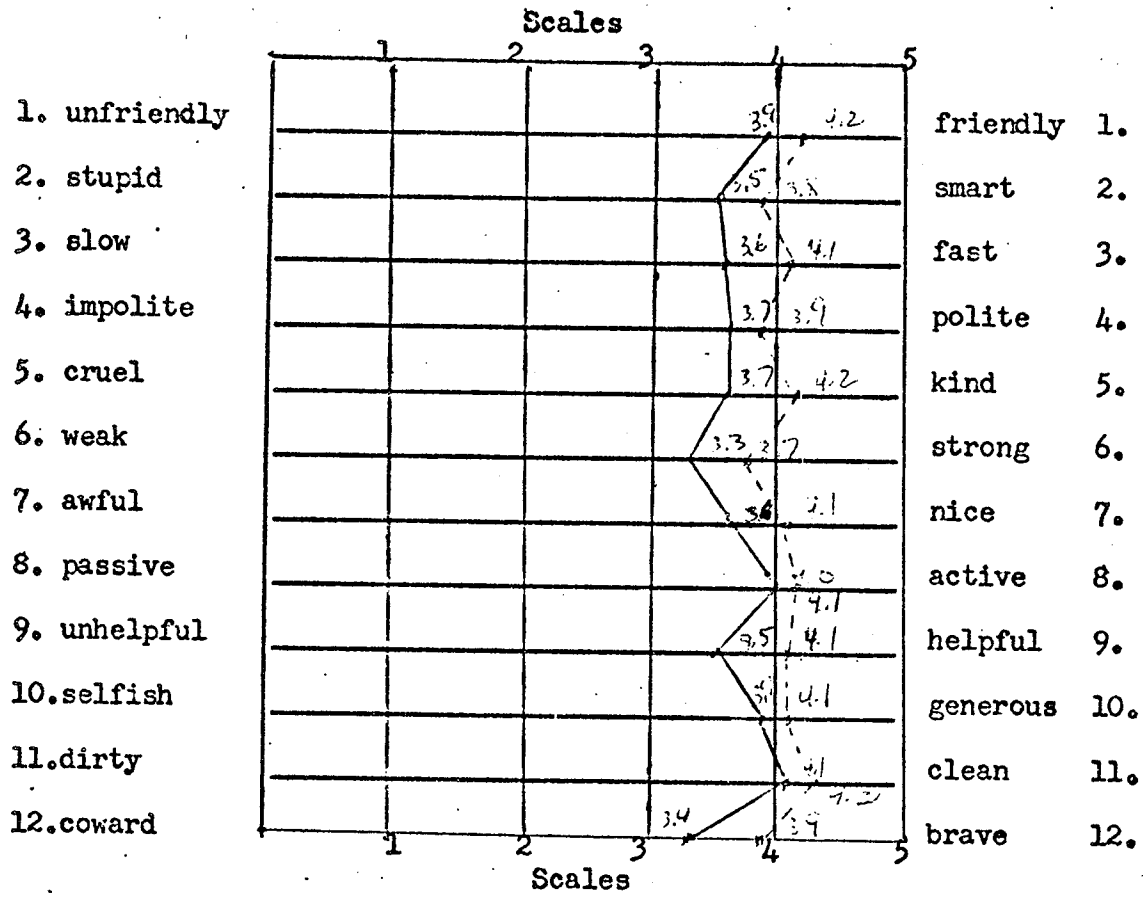


Fig. 13 Profile chart for mean scale values of the concept "Me, As I Am Now" rated by Indians and White subjects

— Indians  
 - - - Whites

TABLE 11

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "RELIGIOUS LEADERS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.026	0.013	0.94ns
B(sex)	1	0.007	0.007	0.51ns
AB(interaction)	2	0.053	0.027	1.90ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>49.561</u>	<u>0.014</u>	
Total	150	51.941		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

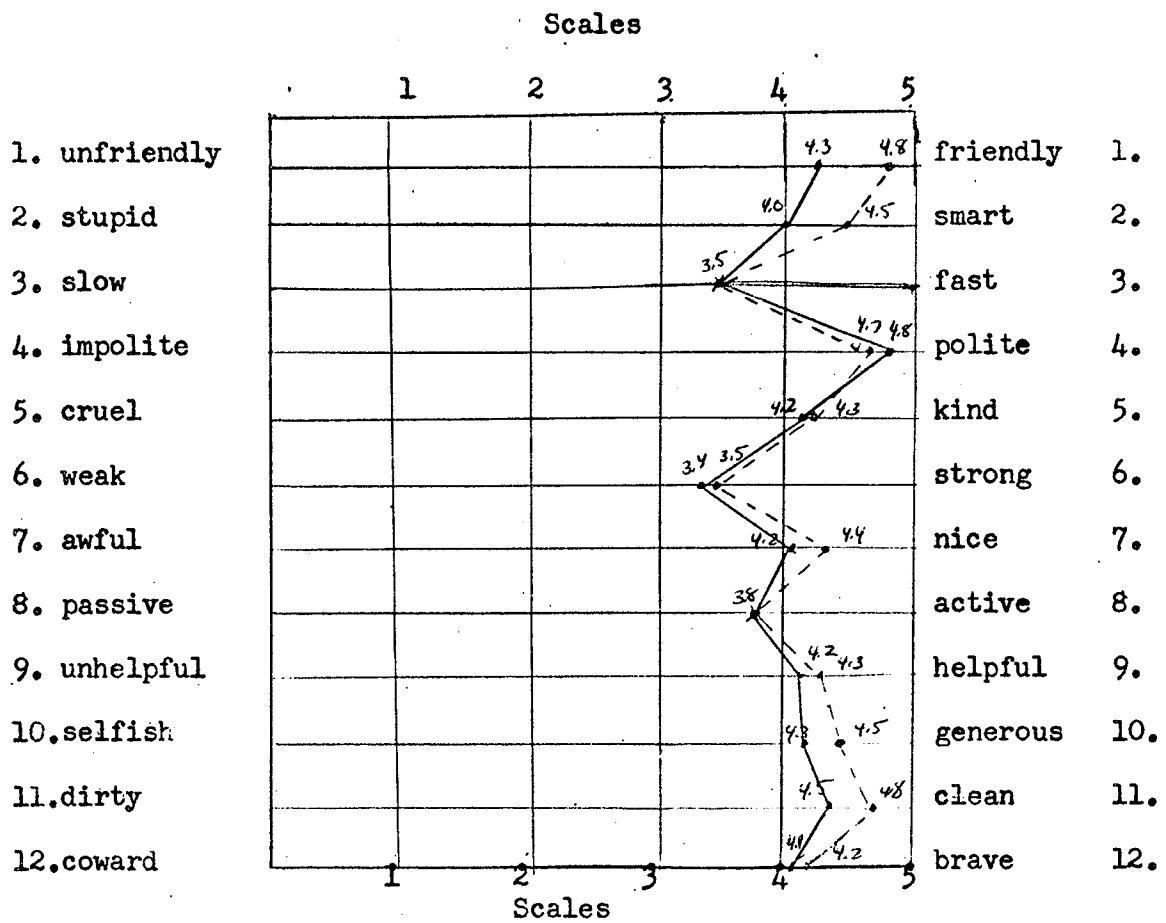


Fig. 14 Profile chart for the mean scale values of the concept "Religious Leaders" rated by Indians and White subjects

————— Indians  
 - - - - - Whites

TABLE 12

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "FEMALE STOREKEEPERS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.038	0.019	1.68ns
B(sex)	1	0.000	0.000	0.01ns
AB(interaction)	2	0.022	0.011	0.97ns
<u>ERROR</u> (adj.)	<u>145</u>	<u>39.664</u>	<u>0.011</u>	<u>      </u>
Total	150	41.256		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(females=32 and males=24), English=44(females=19 and males=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

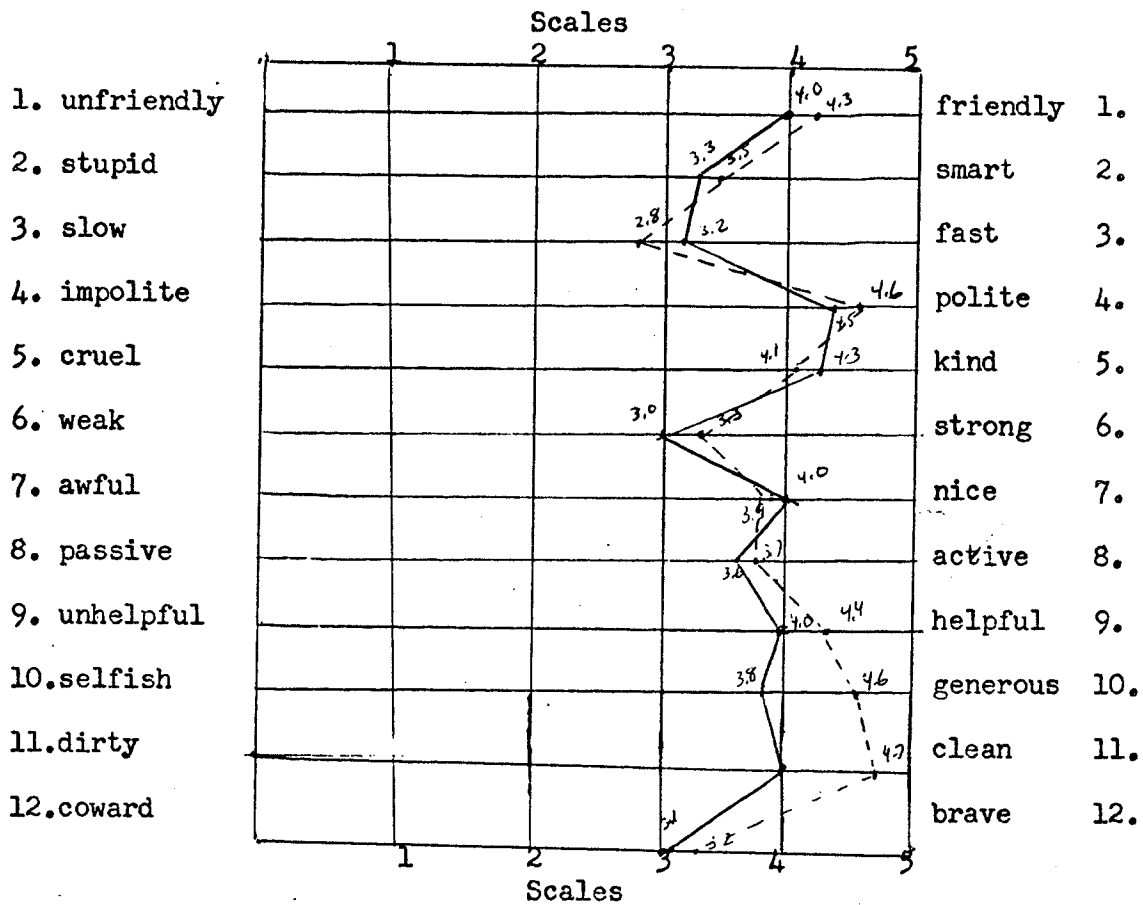


Fig. 15 Profile chart for the mean scale values of the concept "Female Storekeepers" rated by Indians and White subjects

—— Indians  
 - - - Whites

TABLE 13

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "FEMALE TEACHERS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.095	0.047	2.79ns
B(sex)	1	0.000	0.000	0.03ns
AB(interaction)	2	0.051	0.026	1.50ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>59.818</u>	<u>0.017</u>	<u>    </u>
Total	150	63.928		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and male=25) and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79



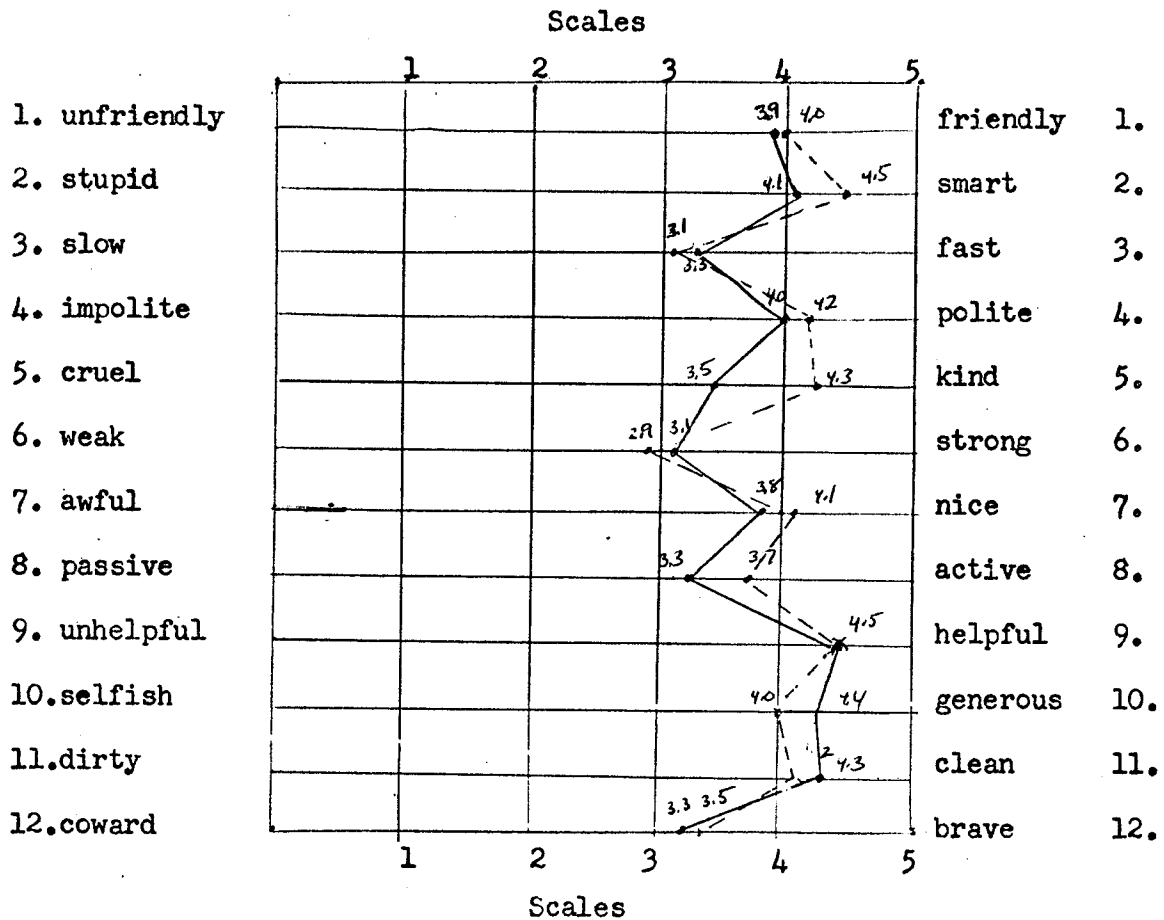


Fig. 16 Profile chart for mean scale values of the concept "Female Teachers" rated by Indians and Whites

\_\_\_\_\_ Indians  
 - - - - - Whites

**"MOTHERS"**

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC GROUPS. ( $F = 2.25$ ;  $df = 2,145$ ;  $p > .05$ ) AND SEX ( $F = 0.42$ ;  $df = 1,145$ ;  $p > .05$ ) FOR "MOTHERS". (TABLE 14) THE SUBJECTS RATED THIS CONCEPT AS BEING NOT TOO FAST OR BRAVE. BUT, THEY RATED HER AS BEING VERY FRIENDLY, POLITE, KIND, HELPFUL, AND CLEAN. (FIGURE 17)

TABLE 14

SUMMARY TABLE OF A 3 X 2 ANALYSIS OF VARIANCE DESIGN.

THE FACTORS ARE ETHNIC GROUPS(FRENCH-CANADIAN, ENGLISH, AND INDIAN)<sup>1</sup> AND SEX(FEMALES AND MALES)<sup>2</sup>. THE CONCEPT RATED IS "MOTHERS".

<u>SOURCE</u>	<u>DF</u>	<u>SUM OF SQUARES</u>	<u>MEAN SQUARES</u>	<u>F</u>
A(ethnic groups)	2	0.053	0.027	2.25ns
B(sex)	1	0.005	0.005	0.42ns
AB(interaction)	2	0.028	0.014	1.19ns
<u>ERROR(adj.)</u>	<u>145</u>	<u>41.732</u>	<u>0.012</u>	<u>      </u>
Total	150	44.247		

ns=not significant

\*This value is significant at the .05 level of significance

<sup>1</sup>French-Canadian=56(female=32 and male=24), English=44(female=19 and males=25)and Indian=51(females=21 and males=30)

<sup>2</sup>Females=72 Males=79

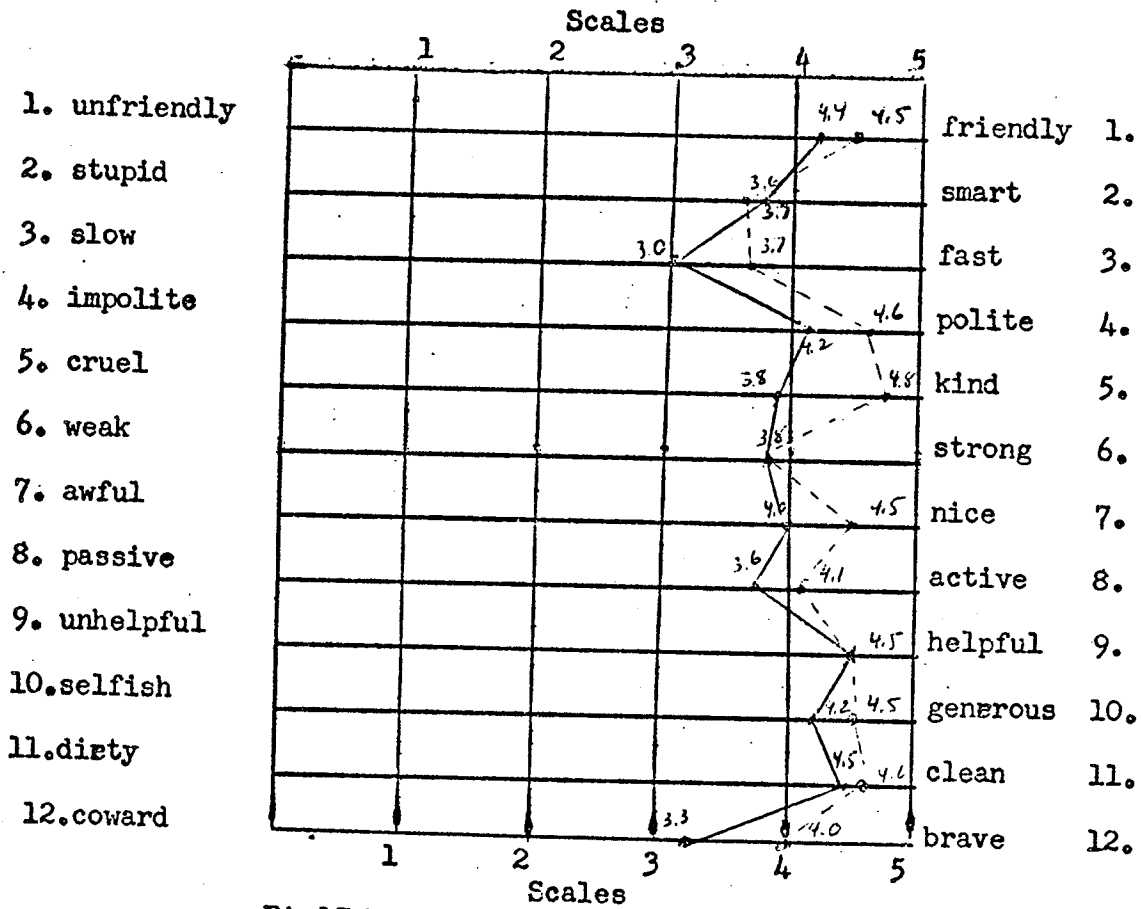


Fig 17 Profile chart for mean scale values of the concept "Mothers" rated by Indians and Whites

— Indians  
 - - - Whites

## CHAPTER IV

### DISCUSSION

THIS STUDY WAS DESIGNED TO INVESTIGATE HOW SUBJECTS SEE THEMSELVES AND PEOPLE IN THEIR SOCIAL ENVIRONMENT. THE DATA FROM THE SUBJECTS WERE ANALYZED ACCORDING TO THE VARIABLES OF: ETHNIC GROUP MEMBERSHIP; AGE GROUPS; IDEAL-SELF DISCREPANCY. A DISCUSSION OF THE RESULTS IS PRESENTED IN THE FOLLOWING SECTIONS.

#### ETHNIC GROUP MEMBERSHIP

IT WAS PREDICTED THAT FRENCH-CANADIAN AND ENGLISH SUBJECTS WOULD RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THE INDIAN SUBJECTS. THIS PREDICTION WAS BASED ON THE THEORIES OF MEAD (1934) AND COOLEY (1902), WHO REASONED THAT AN INDIVIDUAL'S SELF-ATTITUDES AND ATTITUDES ABOUT PEOPLE IN HIS ETHNIC GROUP WERE TO AN IMPORTANT EXTENT THE PRODUCT OF "REFLECTED APPRAISALS". THAT IS, HOW ONE PERCEIVES HIMSELF IS AFFECTED BY HOW PEOPLE IN SOCIETY PERCEIVES HIM.

CONTRARY TO PREDICTION, A STATISTICAL ANALYSIS OF THE DATA REVEALED NO SIGNIFICANT DIFFERENCES IN SELF-PERCEPTION RATINGS OF THE INDIAN, FRENCH-CANADIAN, AND ENGLISH SUBJECTS. INSTEAD, THE RESULTS SUPPORTED THE ASSUMPTION THAT INDIAN STUDENTS AND WHITE SEE THEMSELVES IN VERY SIMILAR WAYS. THE RESULTS SUGGEST THAT THE INDIAN SUBJECTS COME FROM A SOCIAL ENVIRONMENT WHICH DOES NOT

LOWER THEIR SELF-PERCEPTION IN COMPARISON TO THE PERCEIVED SELF-RATINGS OF FRENCH-CANADIAN AND ENGLISH SCHOOLCHILDREN. THESE SELF-PERCEPTION RESULTS WERE CONSISTENT WITH RECENT STUDIES OF NON-WHITE, MINORITY ETHNIC GROUPS AND WHITE GROUPS IN AMERICA. HEALEY (1969) INVESTIGATED SELF-PERCEPTION IN A NEW MEXICO PUBLIC SCHOOL SYSTEM. HIS SUBJECTS WERE BLACK, WHITE, AND MEXICAN SCHOOLCHILDREN. THE RESULTS SHOWED NO SIGNIFICANT DIFFERENCES FOR THE THREE ETHNIC GROUPS. SISENWEIN (1970) INVESTIGATED THE SELF-PERCEPTIONS OF BLACK AND WHITE SCHOOLCHILDREN. HIS SUBJECTS WERE IN THE FIFTH AND SIXTH GRADES. NO SIGNIFICANT DIFFERENCES WERE REPORTED. WITHYCOMBE (1970) INVESTIGATED THE SELF-CONCEPT OF THE PAIUTE INDIAN AND WHITE SCHOOLCHILDREN IN NEVADA. HER RESULTS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE ETHNIC GROUPS. THESE PROMINENT SOCIAL SCIENCE THEORIES HAVE PREDICTED THAT POOR ETHNIC GROUPS, NON-WHITE PEOPLES IN NORTH AMERICA HAVE LESS FAVORABLE SELF-PERCEPTIONS OF THEMSELVES AS COMPARED TO WHITE, MIDDLE-CLASS DOMINANT GROUPS IN SOCIETY HOWEVER EMPIRICAL FINDINGS FROM THIS RESEARCH DID NOT SUPPORT THAT ASSUMPTION.

IT CAN BE ARGUED THAT A HOMOGENEOUS INDIAN GROUP SUCH AS THE SCHOOLCHILDREN FROM FORT ALEXANDER RESERVE WERE ONLY EXPOSED TO SIGNIFICANT OTHERS WHO HAVE FAVORABLE IMAGES OF THEM. AND, SINCE THE INDIAN SCHOOLCHILDREN SAW THEMSELVES IN SIMILAR WAYS TO THE WHITE SCHOOLCHILDREN, IT WAS BECAUSE OF FAVORABLE IMAGES THAT PEOPLE IN THEIR ENVIRONMENT HAVE OF THEM. HOWEVER, IT APPEARED UNLIKELY THAT THESE INDIAN SCHOOLCHILDREN WERE ONLY

EXPOSED TO PEOPLE ON THEIR RESERVE WHO HAVE POSITIVE IMAGES OF THEM. ALL OF THE TEACHERS IN THE FORT ALEXANDER RESERVE SAGKEEN SCHOOL WERE WHITE. MANY OF THESE TEACHERS TAUGHT ON THE RESERVE BECAUSE THEY COULD NOT FIND TEACHING JOBS IN THE WHITE COMMUNITIES. AND, THE TEACHERS' ATTITUDES TOWARD INDIAN SCHOOLCHILDREN WERE IN MANY CASES LESS THAN FAVORABLE. ALSO, THESE INDIAN SCHOOLCHILDREN HAVE TV SETS IN THEIR HOMES AND THEY FREQUENTLY GO TO THE MOVIES AND SHOPPING IN THE ADJACENT WHITE TOWN.

ALSO, IT CAN BE URGED THAT THE RECENT ACQUISITION OF MORE RESPONSIBILITIES THAT THE BAND COUNCIL HAS OBTAINED, INFLUENCED THE SELF-PERCEPTION OF THE INDIAN STUDENTS. AND, BECAUSE THE INDIAN COMMUNITY HAS MORE POWER OVER THE CONTROL OF ITS OWN RESERVE THIS HAS RAISED THE SELF-PERCEPTION OF THE INDIAN SCHOOLCHILDREN TO SIMILAR LEVELS AS THE WHITE SCHOOLCHILDREN. THE FORT ALEXANDER INDIANS WERE GIVEN MORE RESPONSIBILITIES RECENTLY BY THE FEDERAL GOVERNMENT. BUT, INDIANS WHO WERE NON-REGISTERED TREATY INDIANS WERE NOT AFFECTED BY THESE OCCURRENCES. YET, IN NORTHERN MANITOBA BEFORE THE FEDERAL GOVERNMENT STARTED GIVING THE TREATY INDIANS MORE RESPONSIBILITIES, ZUK (1970) INVESTIGATED SELF-PERCEPTION USING INDIAN SCHOOLCHILDREN WHO WERE NON-REGISTERED AND NON-TREATY STATUS. THESE INDIAN SCHOOLCHILDREN HAD WHITE TEACHERS HIRED BY THE PROVINCE TO TEACH ON THE RESERVE. THE FINDINGS SHOWED THAT THE MAJORITY OF THESE INDIAN SCHOOLCHILDREN (89%) DID NOT PERCEIVE THEMSELVES AS BEING INFERIOR TO WHITE PEOPLE. ZUK'S (1970) FINDINGS AND THE PRESENT STUDY ARE CONSIDERED TO SUPPORT THE ASSUMPTION THAT:

- 1) THE INDIAN SCHOOLCHILDREN PERCEIVE THEMSELVES IN SIMILAR WAYS TO THE WHITE SCHOOLCHILDREN; AND
- 2) THE INDIAN SCHOOLCHILDREN TEND TO HAVE MAINTAINED A POSITIVE SELF-PERCEPTION.

#### AGE DIFFERENCES

ROSENBERG (1972) INVESTIGATED THE EFFECT THAT AGE HAS ON SELF-PERCEPTION. FROM ROSENBERG'S FINDINGS IT WAS PREDICTED THAT THOSE SUBJECTS WHO WERE 10-11, 14, 15-16 YEARS OF AGE WOULD RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THOSE SUBJECTS WHO WERE 12 OR 13 YEARS OF AGE. NO SIGNIFICANT DIFFERENCES WERE FOUND FOR ANY OF THE AGE GROUPS. THE AGE GROUPS SHOWED THAT AS THE AGE LEVEL INCREASES FROM 10 TO 16 YEARS, THE SUBJECTS WOULD RATE THEMSELVES FAVORABLE BUT IN LESS EXTREME WAYS. THE TEN AND ELEVEN YEAR OLD SUBJECTS OBTAINED THE MOST FAVORABLE MEASURE OF SELF-PERCEPTION WHILE THE 15-16 YEAR OLD SUBJECTS RATED THEMSELVES SLIGHTLY LESS FAVORABLE.

THE DATA WERE ALSO ANALYZED SEPARATELY FOR EACH AGE AND ETHNIC GROUP, THIS WAS DONE TO DETERMINE IF THE TWELVE AND THIRTEEN YEAR OLD SUBJECTS HAD RELATIVELY LOWER SELF-PERCEPTIONS FOR ANY ONE OF THE ETHNIC GROUPS. HOWEVER, THE RESULTS AGAIN SHOWED NO SIGNIFICANT DIFFERENCES FOR ANY ETHNIC GROUPS.

#### SEX DIFFERENCES

IT WAS REASONED THAT MALES WERE GIVEN A MORE PRESTIGIOUS ROLE IN SOCIETY AND THEREFORE THEY WOULD RATE THEMSELVES SIGNIFICANTLY MORE FAVORABLE THAN THE FEMALE SUBJECTS. HOWEVER, THE RESULTS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE SELF-PERCEPTION RATINGS OF MALES AND FEMALES. THAT IS, THE MALES DID NOT VALUE THEMSELVES



ANY HIGHER THAN THE FEMALES WHICH MAY BE DUE TO THE FACT THAT THE RATING SCALES USED DID NOT NECESSARILY DIFFERENTIATE BETWEEN MALE VERSUS FEMALE QUALITIES.

#### IDEAL MINUS SELF DISCREPANCY MEAN SCORES

THE ABSOLUTE DIFFERENCE BETWEEN A SUBJECT'S RATINGS OF HOW HE WOULD LIKE TO BE MINUS THE SUBJECT'S SELF AS HE IS NOW IS TYPICALLY USED AS AN INDICATOR OF PERSONAL ADJUSTMENT. BECAUSE THE INDIANS LIVED IN CONDITIONS OF: RELATIVE POVERTY AND HIGH MORTALITY RATES AS COMPARED TO THE REST OF THE CANADIAN SOCIETY, IT IS THOUGHT THAT THEY WOULD HAVE A RELATIVELY LARGE DISCREPANCY SCORE. AND, THE NON-INDIANS MAY LIKELY SHOW A LESS DISCREPANCY SCORE THAN THE INDIAN SUBJECTS.

THE RESULTS SHOWED THE ENGLISH SUBJECTS TO HAVE A DISCREPANCY SCORE WHICH WAS LARGER BUT <sup>not</sup> MORE SIGNIFICANT THAN THE DISCREPANCY SCORE OF THE FRENCH-CANADIANS OR INDIAN SUBJECTS. THE FRENCH-CANADIAN SUBJECTS OBTAINED THE NEXT LARGEST DISCREPANCY SCORE WHILE THE INDIAN SUBJECTS OBTAINED THE SMALLEST DISCREPANCY SCORE.

THE INDIAN SUBJECTS OBTAINED THE SMALLEST DISCREPANCY SCORE WHICH DID NOT SUPPORT THE PREDICTION. THE SMALL DISCREPANCY SCORE FOR INDIAN MALES WERE OBTAINED BECAUSE THEY SCORED LOW ON IDEAL SCORES, AND THEREBY HAD LOWERED THEIR ASPIRATIONS MUCH MORE RELATIVE TO THE FRENCH AND ENGLISH-CANADIAN MALES OF THE SAME AGE.

THE REASON FOR THE SMALL DISCREPANCY RATING OF THE INDIANS WAS THE SIGNIFICANTLY LESS FAVORABLE RATING OF THE CONCEPT "IDEAL SELF" BY THE INDIAN MALES. ZENTER (1973, p. 15-16) REMARKED THAT

THE RESERVE INDIANS' ASPIRATIONS AND MOTIVATIONS ARE DIFFERENT FROM PEOPLE WHO DO NOT LIVE ON RESERVATIONS.

LACKING AS HE DOES ACCEPTANCE ON A BASIS OF EQUALITY IN THE NON-INDIAN SOCIETY AROUND HIM, THE INDIAN HAS HAD FEW IF ANY EXTERNAL REFERENCES-GROUPS WHICH MIGHT INSPIRE AND MOTIVATE BEHAVIOR OF A TYPE CALCULATED TO ADVANCE HIM IN THE PRESTIGE SCALE OF THE NON-INDIAN CONTAINING SOCIETY. ALTERNATIVELY, WITHIN THE CONFINES OF THE INDIAN SOCIETY, WHICH HAS SERVED AS A REFERENCE GROUP TO SOME EXTENT, BEHAVIOR HAS HAD NO APPARENT INSTITUTIONAL CONNECTION WITH ADVANCEMENT IN THE PRESTIGE SCALE OF THE INDIAN SOCIETY.

THE SIGNIFICANTLY LESS FAVORABLE "IDEAL SELF" RATING OF THE INDIAN MALE APPEARED TO INDICATE A RELATIVELY LOW DEGREE OF ASPIRATIONS TO ACHIEVE MORE SOCIALLY DESIRABLE BEHAVIOR. THE REASON FOR A LOWER IDEAL SELF FOR THE INDIAN MALES WAS PROBABLY BECAUSE HIS FUTURE IS PERCEIVED AS NOT REQUIRING THE NECESSITY FOR IMPROVED SOCIALLY DESIRABLE BEHAVIOR. NONE OF THE INDIAN MALES IN THIS STUDY INDICATED PLANS FOR POST-SCHOOL TRAINING FOR A SKILLED TRADE. WHILE, TWELVE PER CENT OF THE WHITE MALES DID AND SO DID THIRTY-ONE PER CENT OF THE FEMALES IN EACH ETHNIC GROUP.

THE FUTURE EXPECTATIONS OF INDIAN FEMALES ARE CONSIDERED DIFFERENT THAN FOR THE INDIAN MALES. THE INDIAN FEMALES ARE EXPECTED TO ASPIRE FOR GOALS CENTERED AROUND HAVING A FAMILY AND HOUSEHOLD WHEREAS THE MALES ARE EXPECTED TO OBTAIN EMPLOYMENT TO ADEQUATELY SUPPORT A FAMILY AND THEREFORE, INDIAN FEMALES SHOWED HIGHER IDEAL SCORES THAN INDIAN MALES.

### RATINGS OF PEOPLE IN THE ENVIRONMENT

MOST PEOPLE THAT THE FRENCH-CANADIAN AND ENGLISH-CANADIAN RATED WERE SEEN IN SIMILAR WAYS BY BOTH ETHNIC GROUPS. HOWEVER, WHEN THE RATINGS OF THE WHITE SUBJECTS WERE COMPARED TO THE RATINGS OF THE INDIAN SUBJECTS THERE WERE SOME SIGNIFICANT DIFFERENCES FOUND.

#### ETHNIC GROUPS

THE INDIAN SUBJECTS RATED THE ROLE TITLE "FATHERS" SIGNIFICANTLY LESS FAVORABLE THAN THE RATINGS OF THE WHITE SUBJECTS. A PROFILE CHART OF THIS CONCEPT SHOWED THE INDIANS TO VIEW HIM AS NOT TOO POLITE, NOT TOO KIND, NOT VERY STRONG, NOR NICE, AND SLIGHTLY COWARD IN BEHAVIOR. THESE DIFFERENCES SUGGESTED THAT INDIAN PEOPLE DO NOT CONSIDER FATHERS TO HAVE AS SOCIALLY DESIRABLE BEHAVIOR AS THE WHITE SUBJECTS CONSIDERED THE ROLE OF FATHERS. THE REASON COULD BE ATTRIBUTED TO THE ROLE OF THE FEDERAL GOVERNMENT IN PROVIDING FOR THE INDIANS. USUALLY, IT IS CONSIDERED THE RESPONSIBILITY OF THE FATHER TO WORK AND TO PROVIDE THE BASIC NEEDS FOR HIS FAMILY AND THE DOMINANT CANADIAN SOCIETY IS GEARED TOWARD THAT THINKING. HOWEVER, WITH "REGISTERED, TREATY STATUS" INDIANS, THE FEDERAL GOVERNMENT HAS ACCEPTED RESPONSIBILITY FOR PROVIDING SOME OF THEIR BASIC NEEDS. SO, THE INDIAN FATHER IS PERCEIVED AS PROBABLY NOT HAVING AS VITAL AN ECONOMIC ROLE IN THE FAMILY AS THE WHITE FATHERS HAVE. THE RELATIVELY LOW RATINGS OF FATHER BY THE INDIANS IS SUPPORTED FURTHER BY RELATIVELY LOW RATINGS OF IDEAL SELF BY THE INDIAN MALES. THAT IS, THE INDIAN MALE SUBJECTS PROBABLY REALIZED THE LIMITED OCCUPATIONAL OPPORTUNITIES THAT INDIAN FATHERS HAVE AND THE SUBJECTS

CONSEQUENTLY HAVE LOWER ASPIRATIONAL LEVELS.

THE WHITE STUDENTS VIEWED "TOWN MAYORS" AS BEING SIGNIFICANTLY MORE FAVORABLE THAN THE INDIAN STUDENTS. THIS FINDING WAS EXPECTED DUE TO THE TRADITIONAL HOSTILITY THAT INDIAN PEOPLES HAVE WITH LOCAL GOVERNING FIGURES. INDIAN STUDENTS WHEN COMPARED TO THE WHITE STUDENTS FELT THAT "TOWN MAYORS" WERE NOT VERY FRIENDLY OR BRAVE.

THE WHITE STUDENTS ALSO RATED "RCMP (OFFICERS)" AS MORE FAVORABLE THAN THE INDIAN STUDENTS. THE RCMP OFFICERS HAVE BEEN TRADITIONALLY SEEN AS REACTING NEGATIVELY TOWARD INDIANS.

...MOST POLICE (RCMP) ARE WHITES WHO ARE NOT ACCOUNTABLE TO THE INDIAN COMMUNITY AND THUS DO NOT ATTEMPT TO AMELIORATE PROBLEMS THAT MIGHT ARISE. IF A PRISON SENTENCE IS IMPOSED, THIS NOT ONLY REMOVES THE PERSON FROM THE COMMUNITY (AND SUBSEQUENTLY REDUCES THE POLICE WORK) BUT ALSO SHOWS THAT THEY ARE "DOING THEIR JOB."  
(FRIDERES, 1974, P. 56)

THE INDIANS WHEN COMPARED TO WHITES SAW RCMP OFFICERS AS BEING: NOT VERY FRIENDLY; NOT TOO SMART; AND NOT TOO BRAVE.

ALL THREE ETHNIC GROUPS FELT DIFFERENTLY ABOUT "INDIAN CHIEFS". THE INDIAN STUDENTS, NOTABLY THE FEMALES, RATED "INDIAN CHIEFS" AS SIGNIFICANTLY MORE FAVORABLE THAN THE FRENCH-CANADIAN OR ENGLISH-CANADIAN SUBJECTS. THE INDIAN FEMALES SAW "INDIAN CHIEFS" AS VERY HELPFUL AND CLEAN. THE INDIAN MALES CONSIDERED "INDIAN CHIEFS" TO BE VERY FRIENDLY. THE FRENCH-CANADIAN STUDENTS PERCEIVED "INDIAN CHIEFS" IN SIGNIFICANTLY MORE FAVORABLE WAYS THAN THE ENGLISH-CANADIANS. FRENCH-CANADIAN STUDENTS FELT THAT "INDIAN CHIEFS" WERE STRONG AND BRAVE BUT NOT TOO NICE OR HELPFUL. WHILE, THE ENGLISH

SUBJECTS FELT THAT "INDIAN CHIEFS" WERE SLIGHTLY CRUEL, SELFISH, AND DIRTY.

#### SEX DIFFERENCES FOR "DOCTORS"

THE FEMALE STUDENTS FELT THAT "DOCTORS" WERE MORE FAVORABLE THAN THE RATINGS OF THE MALE SUBJECTS. ACCORDING TO THE FEMALES, "DOCTORS" WERE VERY SMART, NICE, AND HELPFUL. WHEREAS, THE MALES CONSIDERED "DOCTORS" AS NOT VERY: KIND, STRONG, NICE, OR GENEROUS.

#### INDIAN MALES

THE IDEAL SELF OF INDIAN MALES WAS RATED LESS FAVORABLE WHEN COMPARED TO THE IDEAL SELF RATINGS OF THE OTHER GROUPS OF SUBJECTS. THE IDEAL SELF OF INDIAN MALES WAS RATED AS NOT AS: FAST; POLITE; NICE, ACTIVE; HELPFUL; OR GENEROUS AS THE RATINGS OF IDEAL SELF BY THE OTHER GROUPS OF SUBJECTS. THESE FINDINGS ABOUT THE INDIAN MALES CAN BE INTERPRETED AS SHOWING THAT THEY DO NOT PERCEIVE IT NECESSARY TO STRIVE FOR MORE SOCIALLY DESIRABLE BEHAVIOR. THE INDIAN HAS REALIZED THAT HIS OPPORTUNITIES FOR HAVING A MORE SOCIALLY DESIRABLE BEHAVIOR ARE PROBABLY LIMITED BECAUSE OF THE PREJUDICE AND DISCRIMINATION THAT HE MUST ENCOUNTER IN THE DOMINANT WHITE SOCIETY. WHEREAS, THE INDIAN FEMALES STRIVED FOR SOCIALLY DESIRABLE BEHAVIOR BECAUSE IT IS EXPECTED THAT THEY WILL BE HOUSEWIVES AND MOTHERS AND THEY WILL NOT HAVE TO COMPETE FOR GOOD JOBS.

THE INDIAN MALES DID NOT RATE THEIR BEST FRIEND (OF THE SAME SEX) AS FAVORABLE AS THE RATINGS OF THE OTHER GROUPS OF SUBJECTS. THIS IS PROBABLY BECAUSE THE INDIAN MALES PERCEIVED THEIR MALE BEST FRIENDS AS WELL AS THEMSELVES AS NOT REALLY NEEDING TO STRIVE

FOR SOCIALLY DESIRABLE BEHAVIOR TO REACH THEIR FUTURE GOALS.  
RATINGS OF PEOPLE SEEN IN SIMILAR WAYS BY ALL GROUPS OF SUBJECTS

THERE WERE FIVE CONCEPTS OF ROLE TITLES OF PEOPLE WHOSE  
RATINGS BY THE GROUPS OF SUBJECTS WERE NON-SIGNIFICANT. THERE  
WERE FIVE CONCEPTS OF WHICH ALL GROUPS OF SUBJECTS RATED IN  
SIMILAR WAYS. THESE CONCEPTS WERE

- 1) "ME, AS I AM NOW";
- 2) "RELIGIOUS LEADERS";
- 3) "FEMALE STOREKEEPERS";
- 4) "FEMALE TEACHERS"; AND
- 5) "MOTHERS".

"ME, AS I AM NOW" (SELF-PERCEPTION)

ALL THREE ETHNIC GROUPS SAW THEMSELVES IN SIMILAR WAYS TO  
EACH OTHER. THE SUBJECTS SAW THEMSELVES AS VERY FRIENDLY AND  
CLEAN BUT NOT TOO BRAVE OR STRONG.

"RELIGIOUS LEADERS"

THE RATINGS OF "RELIGIOUS LEADERS" DID NOT SIGNIFICANTLY  
DIFFER AMONG THE ETHNIC AND SEX GROUPS. IN GENERAL, THE SUBJECTS  
RATED "RELIGIOUS LEADERS" AS NOT TOO FAST OR STRONG BUT VERY  
POLITE.

"FEMALE STOREKEEPERS"

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC AND SEX  
GROUPS FOR "FEMALE STOREKEEPERS". THE SUBJECTS RATED THIS CONCEPT  
AS SLIGHTLY SLOW, WEAK, AND NOT TOO BRAVE. BUT, THEY ALSO SAW THIS  
CONCEPT AS FRIENDLY, POLITE, GENEROUS, AND CLEAN.

**"FEMALE TEACHERS"**

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC AND SEX GROUPS FOR "FEMALE TEACHERS". THE SUBJECTS RATED THIS CONCEPT AS SMART BUT NOT TOO FAST. ALSO, "FEMALE TEACHERS" WERE CONSIDERED VERY KIND AND HELPFUL BUT NOT VERY POLITE, STRONG OR BRAVE.

**"MOTHERS"**

THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC AND SEX GROUPS FOR "MOTHERS". THE SUBJECTS RATED THIS CONCEPT AS NOT VERY FAST OR BRAVE BUT VERY FRIENDLY, POLITE, KIND, HELPFUL, AND CLEAN.

## CHAPTER V

### IMPLICATIONS FOR FURTHER RESEARCH

THERE ARE A FEW FACTORS WHICH COULD BE IMPROVED UPON IN FUTURE RESEARCH. THE MOST OBVIOUS FEATURE ABOUT THE DESIGN OF THIS STUDY WAS THE INSTRUMENT OF ASSESSMENT, THE SEMANTIC DIFFERENTIAL. ITEM DESIRABILITY (I.E. WHEN ONE ITEM MAY BE CHOSEN OVER ANOTHER SIMPLY BECAUSE IT EXPRESSES A COMMONLY RECOGNIZED DESIRABLE IDEA, (KERLINGER, 1973, P. 506)) SEEMED AN OVERRIDING IMPORTANCE IN ANSWERING THE QUESTIONNAIRE. FOR EACH OF THE TWELVE CONCEPTS, THE SCALE SPACE USUALLY SELECTED WAS "EQUALLY BOTH", "SOMEWHAT" FAVORABLE OR "VERY" FAVORABLE. VERY FEW TIMES DID A SUBJECT CHECK OFF A SCALE END THAT WAS NEGATIVE. FUTURE "RATING" QUESTIONNAIRES INVOLVING TEN TO SIXTEEN YEAR OLD SCHOOLCHILDREN SHOULD USE AN ATTITUDE MEASURE WHICH REDUCES THE EFFECTS OF ITEM DESIRABILITY. <sup>A SOLUTION</sup> HAS BEEN CONSIDERED TO BE THE USE OF A "FORCED-CHOICE" TYPE QUESTIONNAIRE WHEREBY THE SUBJECT MUST CHOOSE AMONG ALTERNATIVES THAT ON THE SURFACE APPEAR ABOUT EQUALLY FAVORABLE (OR UNFAVORABLE). (KERLINGER, 1973, P. 506)

ONE OF THE IMPORTANT FINDINGS WHICH THE DATA IN THIS RESEARCH REVEALED WAS THE RELATIVELY LOW STATUS THAT MAJOR REPRESENTATIVES OF INDIAN PEOPLE HAVE IN THE EYES OF WHITE SCHOOLCHILDREN. THE CONCEPT "INDIAN CHIEFS" WAS SIGNIFICANTLY RATED LESS FAVORABLE BY



THE ENGLISH AND FRENCH-CANADIAN SUBJECTS IN THIS STUDY. IT IS THOUGHT THAT INDIAN PEOPLE IN GENERAL HAVE A LOW STATUS IN THE MINDS OF WHITE PEOPLE, IT IS SUGGESTED THAT FUTURE RESEARCH WITH INDIANS AND SELF-PERCEPTION BE DIRECTED AT UNCOVERING THE POSITIVE ASPECTS OF THE INDIAN CULTURE WHICH ENABLES THEM TO MAINTAIN A FAVORABLE IMAGE OF THEMSELVES IN THE FACE OF A , HOSTILE WHITE SOCIETY.

## CHAPTER VI

### SUMMARY

THE PRESENT STUDY INVESTIGATED HOW FRENCH-CANADIAN, ENGLISH-CANADIAN, AND NATIVE INDIAN SCHOOLCHILDREN SEE THEMSELVES AND PEOPLE IN THEIR ENVIRONMENT. IN A PRE-TEST SESSION, EACH SUBJECT MADE A LIST OF WORDS WHICH THEY FELT DESCRIBED PEOPLE IN GOOD AND BAD WAYS. ALL LISTS WERE COMPILED AND TWELVE WORDS WERE SELECTED TO BE USED AS BIPOLAR SCALES IN THE SEMANTIC DIFFERENTIAL QUESTIONNAIRE. THEN TWELVE CONCEPTS WERE USED OF ROLE TITLES OF PEOPLE IN THE ENVIRONMENT OF THE SCHOOLCHILDREN.

FIFTY-SIX FRENCH-CANADIAN, FORTY-FOUR ENGLISH-CANADIANS, AND FIFTY-ONE NATIVE INDIAN SCHOOLCHILDREN WERE USED AS SUBJECTS. THE AGE RANGE OF THE SUBJECTS VARIED FROM 10 TO 16 YEARS OF AGE. THE GRADES WERE 6TH, 7TH, 8TH AND 9TH. THE WHITE SUBJECTS WERE FROM POWerview, MANITOBA AND THE INDIAN SUBJECTS WERE FROM FORT ALEXANDER, MANITOBA. BOTH OF THESE COMMUNITIES ARE LOCATED ABOUT 80 MILES NORTH OF WINNIPEG.

A CALCULATION OF MEAN SCORES OF ALL THE TWELVE CONCEPTS PER SUBJECT WAS ANALYZED IN A 3 X 2 ANALYSIS OF VARIANCE DESIGN ACCORDING TO ETHNIC GROUP MEMBERSHIP AND SEX. SO THAT, THE SIGNIFICANT DIFFERENCES BETWEEN ETHNIC AND SEX GROUPS OF EACH CONCEPT WERE FOUND.

FOUR VARIABLES WERE INVESTIGATED: SELF-PERCEPTION, AGE GROUPS; SEX GROUPS; AND IDEAL MINUS SELF DISCREPANCY MEAN SCORES. PLUS, THE SCHOOLCHILDREN'S PERCEPTION OF PEOPLE IN THE ENVIRONMENT WAS STUDIED.

THE FINDINGS SHOWED THAT THE INDIAN SUBJECTS DID NOT DIFFER SIGNIFICANTLY IN SELF-PERCEPTION FROM THE FRENCH-CANADIAN OR ENGLISH-CANADIAN SCHOOLCHILDREN. THE AGE RANGED FROM 10 TO 16 YEARS. THE RESULTS REVEALED NO SIGNIFICANT DIFFERENCES BETWEEN EACH OF THE AGE LEVELS. HOWEVER, THE MEAN SCORES FOR EACH AGE LEVEL SHOWED THAT AS THE AGE LEVEL INCREASED FROM 10 TO 16 YEARS OF AGE, THE SUBJECTS WOULD RATE THEMSELVES IN FAVORABLE BUT LESS EXTREME WAYS. IN TERMS OF SEX DIFFERENCES, THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN HOW FEMALES AND MALES PERCEIVED THEMSELVES. THE IDEAL SELF MINUS THE ACTUAL SELF DISCREPANCY SCORE WAS NOT SIGNIFICANTLY DIFFERENT FOR THE THREE ETHNIC AND SEX GROUPS. THAT IS, THE INDIANS, FRENCH-CANADIAN, AND ENGLISH-CANADIAN SCHOOLCHILDREN TENDED TO HAVE LEVELS OF PERSONAL ADJUSTMENT WHICH DID NOT DIFFER FROM EACH OTHER.

#### PEOPLE IN THE ENVIRONMENT

THE FRENCH-CANADIAN AND ENGLISH-CANADIAN SUBJECTS SAW "FATHERS" AS SIGNIFICANTLY MORE FAVORABLE THAN THE INDIAN SUBJECTS. ALSO, THE WHITE SUBJECTS PERCEIVED "TOWN MAYORS" AND "RCMP (OFFICERS)" AS SIGNIFICANTLY MORE FAVORABLE THAN THE INDIAN SUBJECTS.

THE FEMALES CONSIDERED "DOCTORS" TO BE MORE FAVORABLE THAN THE RATINGS OF THIS CONCEPT BY THE MALES.

THE INDIAN MALES DID NOT RATE THEIR IDEAL SELVES AS HIGHLY AS

THE INDIAN FEMALES AND THE WHITE SUBJECTS. PLUS, THE MALE BEST FRIEND OF THE INDIAN MALES WERE NOT RATED AS HIGH AS THE BEST FRIEND (OF THE SAME SEX) RATINGS OF THE OTHER GROUPS OF SUBJECTS.

AS FOR THE CONCEPT "INDIAN CHIEFS", ALL THREE ETHNIC GROUPS PRODUCED DIFFERENT RATINGS. THE INDIAN STUDENTS, NOTABLY THE FEMALES, PERCEIVED "INDIAN CHIEFS" AS SIGNIFICANTLY MORE FAVORABLE THAN THE WAYS THAT THE WHITE GROUPS PERCEIVED THIS CONCEPT. THE FRENCH-CANADIAN STUDENTS RATED "INDIAN CHIEFS" SIGNIFICANTLY MORE POSITIVE THAN THE RATINGS OF THIS CONCEPT BY THE ENGLISH-CANADIANS.

THE REMAINING FOUR CONCEPTS SHOWED NO SIGNIFICANT DIFFERENCES WHEN THEY WERE ANALYZED TO ETHNIC GROUP OR SEX DIFFERENCES.

THESE CONCEPTS WERE:

- 1) "RELIGIOUS LEADERS";
- 2) "FEMALE STOREKEEPERS";
- 3) "FEMALE TEACHERS"; AND
- 4) "MOTHERS".

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**APPENDIX**



# ENGLISH AN EXAMPLE OF THE PRE-TEST

## A WORD GAME

NAME: \_\_\_\_\_ FIRST \_\_\_\_\_ LAST \_\_\_\_\_

AGE 12

GRADE 7R

SEX: BOY  GIRL \_\_\_\_\_

INDIAN: TREATY \_\_\_\_\_ NON-TREATY \_\_\_\_\_

METIS \_\_\_\_\_

WHITE: ENGLISH  FRENCH \_\_\_\_\_

SCHOOL Powerview School

You use many words in many ways. On the lines below under the column called "GOOD WORDS" list all of the words which you use yourself to think of people in as many different, good ways as possible. (for example beautiful, active, strong, and so on) There are no right or wrong answers. Even if you cannot fill out all 20 words, try to fill in as many as you can. Work fast.

GOOD WORDS	WHAT THE WORD MEANS TO ME
1. <u>strong</u>	1. <u>number one built</u>
2. <u>smart</u>	2. <u>clever</u>
3. <u>kind</u>	3. <u>smart</u>
4. <u>Active</u>	4. <u>active</u>
5. <u>Beautiful</u>	5. <u>beautiful</u>
6. <u>helpful</u>	6. <u>helpful people, he need help</u>
7. <u>Accurate</u>	7. <u>not wrong</u>
8. <u>invent</u>	8. <u>good at making things</u>
9. <u>Animal</u>	9. <u>not man</u>
10. <u>Kind</u>	10. <u>being nice to people animals</u>
11. <u>Fast</u>	11. <u>if you tall you run fast</u>
12. <u>Happy</u>	12. <u>happy</u>
13. <u>gentle</u>	13. <u>not mean</u>
14. <u>athletic</u>	14. <u>in sports</u>
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____

Now, for each word you wrote above, on the same line under the column called "WHAT THE WORD MEANS TO ME", Write your meaning for that word. Work fast.

3301  
3324  
3325  
3327

Below, list all of the words which you use to describe a person in as many different bad words as possible. Write these words on the lines under the column called "BAD WORDS". Even if you cannot fill out all 20 words, try to fill in as many as you can. Work fast.

<u>BAD WORDS</u>	<u>WHAT THE WORD MEANS TO ME</u>
1. <u>Stupid</u>	1. <u>not smart</u>
2. <u>mean</u>	2. <u>not all there</u>
3. <u>brutal</u>	3. <u>referring to another will say</u>
4. <u>immature</u>	4. <u>very nice</u>
5. <u>pie</u>	5. <u>at the same time in the same</u>
6. <u>stupid</u>	6. <u>stupid</u>
7. <u>stupid</u>	7. <u>stupid</u>
8. <u>stupid</u>	8. <u>stupid</u>
9. <u>stupid</u>	9. <u>stupid</u>
10. <u>careless</u>	10. <u>no feeling</u>
11. <u>inconsiderate</u>	11. <u>not kind</u>
12. <u>stupid</u>	12. <u>stupid</u>
13. <u>stupid</u>	13. <u>stupid</u>
14. <u>stupid</u>	14. <u>stupid</u>
15. <u>stupid</u>	15. <u>stupid</u>
16. <u>stupid</u>	16. <u>stupid</u>
17. <u>stupid</u>	17. <u>stupid</u>
18. <u>stupid</u>	18. <u>stupid</u>
19. <u>stupid</u>	19. <u>stupid</u>
20. <u>stupid</u>	20. <u>stupid</u>

On the same line upon which you wrote a word, write down what that word means to you. Write your word meanings under the column called "WHAT THESE WORDS MEAN TO ME".

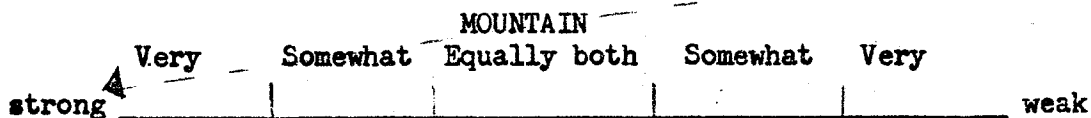
\*\*\*List five of the most important people in your life. List these people by the role in which you think of them—for example you could list the role Mother.

- Most important person 1. Mother
- Second Most important person 2. Father
- third most important person 3. best friend
- forth most important person 4. sister
- fifth most important person 5. brother

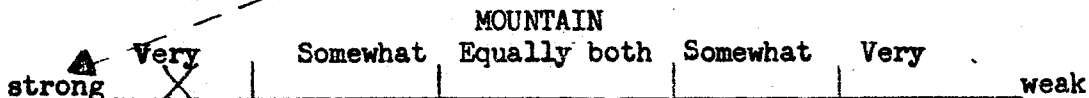
INSTRUCTIONS FOR THE STUDENT TO FILL-OUT THE QUESTIONNAIRE  
BOOKLET

The purpose of this study is to find out how you describe or talk about certain things. So, I would like you to tell me how you personally describe the persons listed in this booklet. For example, you may think of something being very fast or very slow or a little bit strong or a little bit weak. Suppose we wanted to know how strong or weak something like a "MOUNTAIN" is, then you would do the following.

You could think of this end(experimenter points to the end of the "MOUNTAIN" scale which is labelled "strong") as being

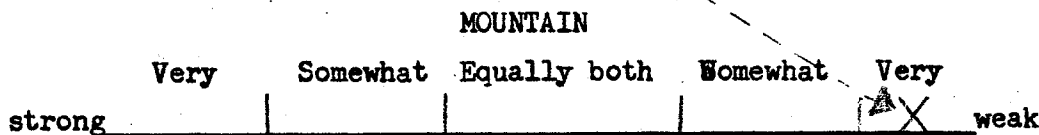


something very strong because it has the word "strong" here at this end

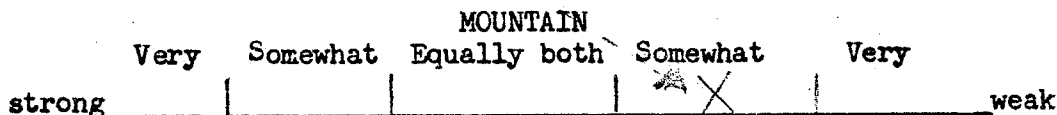


If you think "MOUNTAIN" is very strong, it would be much like the space underneath the word "very", and you would show me by putting an "X" in this space here(experimenter puts an "X" in the "very" space at the strong end of the line-on the black-board).

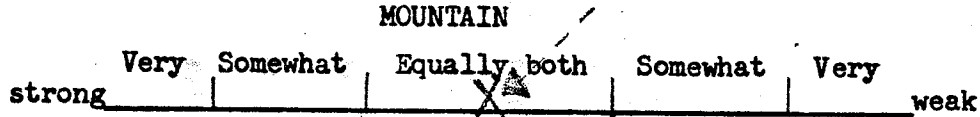
On the other hand, if you think of a "MOUNTAIN" as being very "weak", put on "X" in the very weak space here(experimenter demonstrates the appropriate space)



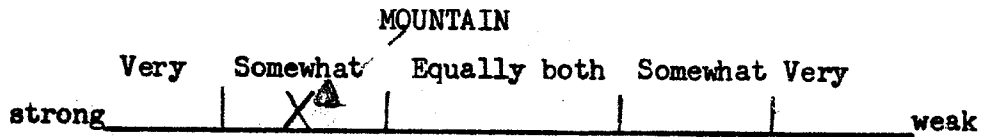
Or, if you feel that a "MOUNTAIN" is "somewhat weak", then put an "X" in the space underneath the word "somewhat" which is closest to the "weak"end of the line.(experimenter demonstrates the appropriate response).



If "MOUNTAIN" to you is equally strong and weak, then put an "X" underneath the word "equally both" (the experimenter demonstrates the appropriate space on the blackboard)



But, if a "MOUNTAIN" to you is "somewhat strong", then make an "X" in the space underneath the word "somewhat" which is closest to the "strong" end of the line. (experimenter puts an X in the appropriate space on the blackboard)



Are there any questions? OK. In this booklet, there are twelve pages with the name of a person or persons at the top center of each page. Also, each page has twelve sets of words with one set of words per line. For each page, rate the name at the top of the page by checking off the appropriate space for each line which best expresses how you feel about the name. There are no right or wrong answers and absolutely no one will see your answers except my thesis research supervisor and myself.

Thank you.

DATE

month \_\_\_\_\_ day \_\_\_\_\_ year \_\_\_\_\_

INDIVIDUAL DATA SHEET

1. Age \_\_\_\_\_

2. School \_\_\_\_\_

3. Trade \_\_\_\_\_

4. Check which one of the following applies to you:

Indian \_\_\_\_\_

Metis \_\_\_\_\_

White: English \_\_\_\_\_ French-Canadian \_\_\_\_\_

Ochre: \_\_\_\_\_ Specific \_\_\_\_\_

5. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

6. Do you speak another language besides English? Yes \_\_\_\_\_ No \_\_\_\_\_

a) If yes, what other language do you speak? \_\_\_\_\_

b) do you speak this language: very good \_\_\_\_\_ fair \_\_\_\_\_ poor \_\_\_\_\_

7. How many sisters and brothers do you have? \_\_\_\_\_

8. Is your father working now? Yes \_\_\_\_\_ No \_\_\_\_\_

a) What kind of work does your father do? \_\_\_\_\_

b) Does your father have a skill (has he been trained to do any special kind of work)? Yes \_\_\_\_\_ No \_\_\_\_\_

c) If your father does have a skill, what is the skill? \_\_\_\_\_

d) Is he using the skill to work now? Yes \_\_\_\_\_ No \_\_\_\_\_

9. How much education does your father have? no education \_\_\_\_\_ Grade 1 to 5 \_\_\_\_\_  
Grade 6 to 8 \_\_\_\_\_ Grade 9 to 12 \_\_\_\_\_ More than grade 12 \_\_\_\_\_

10. If you have a religion, what is it? \_\_\_\_\_

11. Do you attend church: most of the time \_\_\_\_\_ sometimes \_\_\_\_\_ a few times \_\_\_\_\_

12. What do you intend to do after leaving this school? \_\_\_\_\_



TOWN MAYORS

Very

Somewhat

Equally both

Somewhat

Very

	Very	Somewhat	Equally both	Somewhat	Very		
1. friendly						unfriendly	1.
2. stupid						smart	2.
3. slow						fast	3.
4. polite						impolite	4.
5. cruel						kind	5.
6. strong						weak	6.
7. unkind						nice	7.
8. active						passive	8.
9. helpful						unhelpful	9.
10. generous						selfish	10.
11. tidy						clean	11.
12. brave						coward	12.

BESTFRIEND(of the same sex as you)

Very

Somewhat

Equally both

Somewhat

Very

1.	friendly					unfriendly	1.
2.	stupid					smart	2.
3.	slow					fast	3.
4.	polite					impolite	4.
5.	cruel					kind	5.
6.	strong					weak	6.
7.	awful					nice	7.
8.	active					passive	8.
9.	helpful					unhelpful	9.
10.	generous					selfish	10.
11.	dirty					clean	11.
12.	brave					coward	12.



RELIGIOUS LEADERS

Very

Somewhat

Equally both

Somewhat

Very

0. friendly					unfriendly	1.
1. stupid					smart	2.
2. slow					fast	3.
3. polite					impolite	4.
4. cruel					kind	5.
5. strong					weak	6.
6. awful					nice	7.
7. active					passive	8.
8. helpful					unhelpful	9.
9. generous					selfish	10.
10. dirty					clean	11.
11. brave					coward	12.

FATHERS

Very

Somewhat

Equally both

Somewhat

Very

	Very	Somewhat	Equally both	Somewhat	Very		
friendly						unfriendly	1.
stupid						smart	2.
slow						fast	3.
polite						impolite	4.
weak						kind	5.
strong						weak	6.
awful						nice	7.
active						passive	8.
helpful						unhelpful	9.
generous						selfish	10.
dirty						clean	11.
brave						coward	12.

MOTHERS

Very

Somewhat

Equally both

Somewhat

Very

friendly \_\_\_\_\_ unfriendly 1.

stupid \_\_\_\_\_ smart 2.

slow \_\_\_\_\_ fast 3.

polite \_\_\_\_\_ impolite 4.

kind \_\_\_\_\_ unkind 5.

strong \_\_\_\_\_ weak 6.

nice \_\_\_\_\_ mean 7.

active \_\_\_\_\_ passive 8.

helpful \_\_\_\_\_ unhelpful 9.

generous \_\_\_\_\_ selfish 10.

dirty \_\_\_\_\_ clean 11.

brave \_\_\_\_\_ coward 12.

ME AS I WOULD LIKE TO BE

Very

Somewhat

Equally both

Somewhat

Very

1.	friendly					unfriendly	1.
2.	stupid					smart	2.
3.	slow					fast	3.
4.	polite					impolite	4.
5.	cruel					kind	5.
6.	strong					weak	6.
7.	awful					nice	7.
8.	active					passive	8.
9.	helpful					unhelpful	9.
10.	generous					selfish	10.
11.	dirty					clean	11.
12.	brave					coward	12.

FEMALE TEACHERS

Very

Somewhat

Equally both

Somewhat

Very

1. friendly					unfriendly	1.
2. stupid					smart	2.
3. slow					fast	3.
4. polite					impolite	4.
5. cruel					kind	5.
6. strong					weak	6.
7. awful					nice	7.
8. active					passive	8.
9. helpful					unhelpful	9.
10. generous					selfish	10.
11. dirty					clean	11.
12. brave					coward	12.

## DOCTORS

	Very	Somewhat	Equally both	Somewhat	Very	
1. friendly						unfriendly 1.
2. stupid						smart 2.
3. slow						fast 3.
4. polite						impolite 4.
5. cruel						kind 5.
6. strong						weak 6.
7. awful						nice 7.
8. active						passive 8.
9. helpful						unhelpful 9.
10. generous						selfish 10.
11. dirty						clean 11.
12. brave						coward 12.

Public opinion poll (of local large stores in town)

Very

Somewhat

Equally both

Somewhat

Very

	Very	Somewhat	Equally both	Somewhat	Very		
1. friendly						unfriendly	1.
2. stupid						smart	2.
3. slow						fast	3.
4. polite						impolite	4.
5. cruel						kind	5.
6. strong						weak	6.
7. awful						nice	7.
8. active						passive	8.
9. helpful						unhelpful	9.
10. generous						selfish	10.
11. dirty						clean	11.
12. brave						coward	12.

POLICE or RCMP(officers)

Very

Somewhat

Equally both

Somewhat

Very

friendly					unfriendly	1.
stupid					smart	2.
slow					fast	3.
polite					impolite	4.
cruel					kind	5.
strong					weak	6.
awful					nice	7.
active					passive	8.
helpful					unhelpful	9.
generous					selfish	10.
dirty					clean	11.
brave					coward	12.



Very                      common                      usually both                      rare

unfriendly	1.
smart	2.
fast	3.
impedive	4.
kind	5.
up	6.
open	7.
negative	8.
unhelpful	9.
selfish	10.
lean	11.
object	12.