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A Comparison of the Moral Judgements of Negro and Caucasian Children

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44

A COMPARISON OF THE MORAL JUDGMENTS OF
NEGRO AND CAUCASIAN CHILDREN

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Thomas Edward Mowry
July, 1968

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

This study was designed to determine if children of two different racial groups and yet similar social-economic background would have significantly different moral judgments.

The judgments of these American children and the moral judgments of Swiss children as reported by Jean Piaget (1932) will also be compared.

Background Information

In his book, Jean Piaget described his findings in the use of his "method clinique" or clinical method to research the moral judgments of Swiss children. Three of the areas he studied were lying, stealing and equality and authority.

Piaget's theory of the development of moral judgment essentially is as follows:

Children would seem to have two levels of development through which they pass in their making of moral judgments. The first level is formed by the relationship between the child and the adult. The child sees himself as inferior to the adult and accepts the prohibitions and sanctions of the adult as moral laws, which he must accept without question.

Therefore the child makes his judgments from an objective standpoint, confined to the letter of the "adult laws" and does not consider the subjective motives which might underlie the acts which he is judging. Therefore morality is whatever adult morality has commanded.

The second level in the development of a child's moral judgments comes about by the modification of the "adult laws" by the influences of the child's peers. That is, by the child's interrelationship with his peers, he begins to perceive the importance and implications of motives in the actions of others.

His judgments become subjective, and one based on motives behind the objective acts he is judging. It should be noted that Piaget does not suggest that the child will follow in practice his own moral judgments.

J. H. Flavell summarized this theory rather concisely in his book. (1963)

Both morality and logic are fired in the crucible of spontaneous give and take, the interplay of thought and action, which takes place in per-per interactions. The prescripts, logical and moral, which parents and other adults impose upon the young and egocentric mind are compliantly accepted but at the same time simplified and distorted. It is only through a sharing of perspectives with equals--at first other children, and later, as the child grows up, adults--that a genuine logic and morality can replace an egocentric, logical and moral realism. (p. 296)

The clinical method used by Piaget to determine the types of judgments a child made and thereby their developmental level was to present the subject with stories which described a child performing an act which could be morally judged. The subject was to then judge the act and give the reasons for the judgment.

An example of his findings in the area of stealing was that the younger child judged a person stealing something expensive (a roll) as being naughtier or guiltier than the child who stole a less expensive item (a piece of ribbon). The child did not take into consideration the subjective motive of stealing the roll to feed a poor, hungry friend as compared with the motive of only wanting the ribbon for herself. Older children from nine to ten years of age on, began to make subjective judgments based on the motives for the thefts.

Piaget findings concerning lying were substantially the same. That is, the younger child makes his judgments on the objective basis that the further a lie deviates from the believable, the naughtier the child is, regardless of the motives for the lie. For example, a "big lie" told for innocent reasons was worse than a lie which might be believed, even though it was told to achieve a material reward. The older subjects took into consideration, the motives for the lies.

In the section dealing with equality and authority, Piaget found three general stages which roughly parallels his findings in the areas of lying and stealing. Up to the age of approximately eight years, the child makes his judgments on the objective basis of whatever the adult authority wants, is right and correct. From approximately eight to eleven years of age, the child makes his judgment on absolute equality. No matter what the motives, reasons, or circumstances, all must be treated equally. From age eleven to twelve years of age, the third stage of development, an act might not be equal or quite fair, but other factors are taken into consideration which might mitigate the reason for the inequity.

Review of the Literature

Piaget's works have not received a great deal of recognition and understanding, particularly in the "English-speaking professional world." (Flavell, 1963, p.10) Therefore, a review of the literature did not reveal a great deal that dealt with the aspect of Piaget's work which is covered in this study.

The literature did indicate that some research was done shortly after Piaget's book was published and in recent years, there has been some growth in researching the theory and methods of Piaget. However, as will be shown, there are conflicting conclusions and indications that more detailed

study and research is needed.

Piaget's method of reporting his findings concerning the moral judgments of children makes any detailed replicative studies almost impossible, as he does not describe any of the background or characteristics of his sample population. The only description of his population that this writer could find is their sex and age.

Another factor which makes comparative studies difficult is the lack of detailed statistical or quantitative data. In his book, Piaget gives only the barest statistical indications such as percentages. The following paragraphs describe the research that supports and criticizes the theory, methods, and findings of Piaget's research into the moral judgments of children.

Supporting Piaget

The majority of research available in the literature dealt with the study of Piaget's theory that children progressed through developmental stages in their moral judgments. Gerarda (1935), Lerner (1937), Hecker (1937), Lerner (1938), Genzardi (1938), and Szteinberg (1938), all indicate that their research does show that children progress in developmental stages generally as Piaget suggested.

Szteinberg also found that the children's reasoning

behind their judgments was the same as Piaget described.

Havenga (1958), in his research with children in South Africa, also found that as children grow older they begin to consider the motives of acts, whereas younger children judge more in terms of action and concrete consequences.

A study done on 151 children from the age of 3 to 8 years of age (Varma, 1962) reported that the ability to make ethical discriminations improves with age and that there is no significant differences between sexes in the capacity for ethical discrimination. Varma also found no significant relationship between intelligence and ethical discrimination.

A study reported by Peel (1959) used 32 English school children whose ages ranged from 7 years, 5 months to 15 years, 0 months. They were questioned on three stories of historical interest to English children.

Peel concluded the following on the basis of the research:

In the first place, Piaget's experiments and our confirmation of his results in the particular experiments we choose, do not fully answer the question whether the development in children's perception and judgment proceeds as a result of pure maturation and readiness, or is affected by experience and learning. (p.100)

In his article, Bloom (1959) heavily criticizes Piaget for not considering intelligence as an important variable in his selection of his sample population. Bloom also criticized Piaget's theory for excluding culture, class factors, and the role of conflict and affectional relationships upon the types of moral judgments a child would make. He also felt that Piaget too rigidly adhered to his developmental stages.

An article by Cudren (1965) studied the relationship between chronological age, mental age, social behavior and number of siblings to the Piagetian theory of the development of moral judgments. He found that of those factors considered, CA and MA are important in the development of moral judgment. In fact in some areas, MA was more closely related to mature responses than CA.

Caruso, (1934) also did not agree with Piaget's theory of developmental stages but that the development was a gradual, regular evolution from one kind of judgment to the next. He felt that moral judgment was made up of a variety of certain traits, with its own speed and pattern of development.

Even though Lerner as noted above (1937) partially supported Piaget, he found that socioeconomic background was a statistically significant factor when contrasting children of closely similar intelligence ratings.

Ugurel-Semin (1952) also found a child's economic group to be an important factor.

Gersten (1965) compared the moral judgments of a Jewish Hasidic sect, Jewish children attending Hebrew afternoon schools, and children attending parochial schools. He found that culture has a significant effect upon the developmental patterns of moral judgments.

In his article, Durkin (1961) found criticism with the clinical method used by Piaget. Durkin's research indicates that there are subtle answers behind the answers given by the children. He found that by interviewing in greater depth and detail that the reason given by the children for their responses indeed changed the nature of the original response. Also that even though answers seem identical they are quite different when analyzed for the reason for the answers.

The article by Boehon (1957) showed most clearly the importance of cultural background upon moral judgments. Using stories he made up for this study, he compared 29 Swiss and 40 American children between the ages of 6 and 15, in order to determine the difference in rate of social development and in content of conscience.

He found that American children seem to transfer parent dependence to peer dependence at an earlier age. He

concluded:

Within the age range studied, this study seems to support the following: (1) American children are emancipated from their own adults at an earlier age than are their Swiss counterparts. (2) They are less subjugated to adults. (3) They are, rather, more dependent on their peers. (4) They enjoy freedom of thought and independence of judgment at an earlier age. (5) They develop earlier a more highly autonomous, though less complex, conscience. (p.93)

Statement of the Problem

This writer's experience with children led him to question if there were some children whose responses to Piaget's stories would not allow them to fit into the developmental levels as outlined by Piaget. For this study, the types of responses that Piaget received were considered typical responses, and a response that was not anything similar to that received by Piaget was termed an atypical response. Therefore in a sample, would there be a significant difference between typical and atypical? (See Appendix A for examples and differences between typical and atypical responses.) The published research did not reveal that any of the authors had ever found any children whose responses did not fit within the context of their research.

The research also did not indicate any studies which compared the moral judgments of racial groups who resided within the same nation or culture.

None of the published research used the original

stories of Piaget. Therefore, it was thought that no true comparison could be made with the findings of Piaget.

Limits of the Study

This study does not purport to indicate the moral judgments of all American Negroes or Caucasians. Nor can it be held to be a conclusive comparison between American children and those children used by Piaget in his study. The limited sample, and the factors described in Chapter IV, suggest that generalizing the findings of this study to other populations or geographic areas would not be appropriate.

Hypotheses to be Tested

1. There will be no difference between the number of atypical responses when comparing Negro and Caucasian children.
2. There will be no difference in the age levels at which Negro and Caucasian children pass through the developmental levels in the making of their moral judgments.
3. There will be no difference in the age levels at which United States children pass through these levels, when compared to Piaget's findings.

CHAPTER II

METHOD

Selection of Subjects

The research revealed that there were factors which might influence the kinds of responses the children would make. Therefore, the selection of the sample population and the ways in which the subjects of the two groups were matched were done in such a way as to control these factors as carefully as possible.

The children used in this study were selected from two elementary schools in the Tacoma Public Schools, District Number 10, Tacoma, Washington. One of the schools had a population of 72.22% Negro. The second had a 94.07% Caucasian population as shown by the Tacoma Public Schools Ethnic Count completed on October 2, 1967.

These two schools were chosen because, first, they had a sufficient number of students of the racial groups desired and second, they compared favorably in socioeconomic level. This comparison of socioeconomic levels was achieved by using the 1960 census figures for the districts within which the two schools were located and comparing the major occupational groups. Table I

summarizes this comparison. Inspection shows that there seems to be a somewhat larger percentage of Caucasians employed as professional, technical and kindred, managers and sales workers. The Negroes tend to have a higher percentage in the laborers and occupations not reported categories.

TABLE I

PERCENTAGE COMPARISONS BETWEEN OCCUPATIONAL
GROUPS FOR CENSUS TRACTS OF BOTH SAMPLE AREAS

| Occupational Group | Negro Area Percent | Caucasian Area Percent |
|--|-----------------------|---------------------------|
| Professional, Technical and Kindred | 5.72 | 8.32 |
| Managers, Officials | 4.92 | 7.71 |
| Clerical and Kindred | 7.52 | 7.10 |
| Sales Workers | 6.73 | 9.70 |
| Craftsmen, Foremen, and Kindred | 23.46 | 25.73 |
| Operatives and Kindred | 27.08 | 26.41 |
| Private Household Workers | ---- | ---- |
| Service Workers | 4.71 | 3.95 |
| Laborers, Except Mine | 14. | 8.86 |
| Occupations Not Reported | 5.07 | 1.37 |

The children's ages ranged from five through twelve years. Every child had an intelligence quotient in the normal range between 90 and 100, as determined by the Lorge-Thorndike Group Intelligence Test. According to Buros (1959, p.350) this is one of the best group intelligence tests used at the primary level.

The children in the two groups were matched as closely as possible by age. They were also matched by sex, even though previous research indicates that sex does not make a significant difference in the capacity for moral discriminations (Varma, 1962).

It was also required that the children's parents not be separated because of marital difficulties. This would not include, therefore, military separations or other similarly enforced separations. The father must also be employed. This was a selection criteria because of the fact that the stories used for this study have parents as the adult authority figure. It was believed that if the child had only one parent, it might influence the way he would respond to stories. Having an employed father was also necessary in order to insure similarity in socio-economic background. (See Appendix B for coded list of age and sex of subjects.)

Selection of Stories

The stories used in this study were taken from Piaget's book and modified only enough to make them conform to the culture and common usage of English language of the United States. (See Appendix C for stories.)

The stories dealing with stealing were made on the basis of one which could be determined as being for selfish material gain, and the second story could be judged as having mitigating intentions motivating the act of stealing.

The choices of those stories which deal with lying were made in order to have one story show a high degree of falsity or unbelievability, but without the aim of gaining anything materially by telling the lie, and the second story to show that the person in the story received a reward when he lied.

It was not necessary to use two stories in the area of equality and authority since the subject did not have to judge between two stories as in the previous two sections, but only with what occurred within the story. However, the adult figure in the stories were parents. It was thought best to have two stories, one using a father and one a mother. This was done in order to reduce the chance that the dominant or punitive figure in the subject's own family would not be influencing the way in which the subject would

respond to the authority figure in the story.

Collecting of Data

Each child was interviewed individually. A standardized explanation of what was going to be done and what was expected of him was read to each child. Any questions the subject had which would not contaminate his responses to the stories were answered.

The stories were then read to the child and an initial question was asked the subject. If the subject responded in such a way as to give his judgment and reason for his judgment, then another story was read to the subject. However, often it was necessary to ask further questions in order to elicit a moral judgment from the child. These follow-up or secondary questions could not be standardized; however, this writer attempted to use as many of the questions as possible that Piaget described using in his book.

It was necessary for the subject to respond to each story separately in the section on equality and authority. However, he had to make a choice between the two stories in the sections dealing with lying and stealing. That is, with the equality and authority stories, the child must make a judgment on each story as to its fairness, if the child should do the work, etc. The subject was required

to judge between the two stories in each of the two sections on lying and stealing as to which was the naughtiest and why. (See Appendix D for a copy of the explanations and directions given the subject.)

To more clearly describe how an interview was conducted, the following is a sample of how one interview was conducted using the section on stealing as an example.

Sample Interview

I am going to read two little stories to you. Listen very carefully, because I shall want you to answer some questions about the stories after I have finished reading them.

1. Bob meets a little friend of his who is very poor. This friend tells him that he has had nothing to eat that day because there was no food in his home. Then Bob, who had no money, went into a bakery and waited until the baker's back was turned and stole a roll. Then he ran out and gave the roll to his friend.

Here is the second story; listen carefully.

2. Janet went into a store. She saw a pretty piece of ribbon on a table and thought to herself that it would look very nice in her hair. So, while the clerk's back was turned, (while the clerk was not looking) she stole the ribbon and ran out of the store.

- Q. Could you tell me what happened in those stories?
A. Yes, a boy stole a bun to give to his friend.
Q. What happened in the second story?
A. A girl--she stole a piece of ribbon.
Q. Which one of those children is the naughtiest?
A. The boy.
Q. Why is he the naughtiest?
A. 'Cause he stole a bun.
Q. Why does that make him naughtier than the girl who stole the ribbon?
A. The bun costs more so he was the naughtiest.

Scoring of Responses

The responses of the subjects were divided into typical and atypical groups according to the procedure shown in Appendix F.

The typical responses were rated by two examiners and this writer, according to the procedure outlined in Appendix E. These scores were correlated and achieved a high level of agreement. (See Appendix G for the scores.) It should be noted that only the scores of this writer were used for the computations outlined in the following chapters.

CHAPTER III

RESULTS

Hypothesis One

To achieve the N. of 40 per group, it was necessary to find 40 children who gave typical responses in all three areas. If a child gave one atypical response in the area of lying, for example, and the remaining responses were typical, then only his atypical response was counted, but not his typical responses.

Using chi square to compare the two groups, it was found, at the .05 level of confidence, that the Negro group had a significant number of atypical responses in the areas of lying and stealing. The number of atypical equality and authority responses was not significant.

When the number of atypical responses for all three areas is totaled, and the groups are compared, the Negro group has a significant number of atypical responses at the .01 level of confidence. (See Table II).

Hypothesis one is therefore rejected. There was a difference between the number of atypical responses, when the Negro and Caucasian children were compared.

TABLE II

COMPARISON OF ATYPICAL RESPONSES BETWEEN
NEGRO AND CAUCASIAN CHILDREN

| Categories | Number of Negro Responses | | Number of Caucasian Responses | | P |
|------------------------|---------------------------|---------|-------------------------------|---------|--------|
| | Atypical | Typical | Atypical | Typical | |
| Lying | 10 | 40 | 2 | 40 | 4.78* |
| Stealing | 20 | 40 | 6 | 40 | 5.24* |
| Equality and Authority | 4 | 40 | 3 | 40 | n.s. |
| Total | 34 | 40 | 11 | 40 | 7.83** |

* Significant at .05 level

** Significant at .01 level

Hypothesis Two

For a sample group to show a change from objective to subjective judgments, using the scoring system of this study, there would have to be a progression of responses receiving a score of 1 to responses scoring 3, from the younger to the older children.

A two row by three column chi square, using the 1, 2, and 3 scores was impossible, because in some cases there would have been cells with an N. of less than 1. This made it necessary to combine scores 1 and 2 and compute a 2 x 2 chi square, comparing ages 5 through 8 with ages 9 through 12. This was done with both sample groups on all three areas.

A chi square was also computed for the totals. In this case the scores for each child were totaled. This gave total scores of from 2 through 6. Then combining scores 2, 3, and 4 and scores 5 and 6, the chi squares were computed using the same age groups as the previous areas.

As can be seen by Table III, the Negro group did not have any areas which showed a significant change from objective to subjective judgments with age. The Caucasian group did have significant changes as the age increased in areas lying, stealing, and overall total. The contingency

coefficients are also shown on Table III.

Chi Square was computed on each area between the groups, to determine if one group might be more objective or subjective than the other in any of the three areas. The scores were combined in the same manner as outlined above in order to make the computations.

TABLE III

SIGNIFICANCE OF CHANGE FROM OBJECTIVE TO SUBJECTIVE JUDGMENTS

| Categories | Negro Responses | | Caucasian Responses | |
|------------------------|-----------------|-----|---------------------|-----|
| | P | C | P | C |
| Lying | 2.52 | .24 | 12.94* | .49 |
| Stealing | 1.6 | .19 | 13.78* | .51 |
| Equality and Authority | 1.34 | .18 | .230 | .08 |
| Story 1. | 1.13 | .16 | 2.02 | .22 |
| Totals | 3.76 | .29 | 16.00* | .53 |

*Significant at .01 level

As can be seen in Table IV, the only significant difference between the groups in their degree of objectivity or subjectivity was story 1, of equality and authority.

Hypothesis two is therefore rejected. There is a difference in the age levels at which Negro children pass through the developmental levels of making moral judgments, when compared to Caucasian children.

TABLE IV
SIGNIFICANCE OF DIFFERENCES BETWEEN THE GROUPS IN
THEIR DEGREE OF OBJECTIVITY OR SUBJECTIVITY

| Categories | Negro and Caucasian Samples P |
|---------------------------|----------------------------------|
| Lying | 1.82 |
| Stealing | 2.52 |
| Equality and Authority | 1.39 |
| Story 1 | 3.92* |
| Story 2 | 1.92 |
| Totals | 3.28 |

*Significant at .05 level

Hypothesis Three

As noted earlier, Piaget's lack of detailed data makes it most difficult to provide a comprehensive comparison between his results and the findings of this study. Statements made by Piaget concerning the areas of this study (specifically the stories used) will be noted in order to discern any similarities or differences.

Lying

In working with children from 6 to 1 years of age, Piaget found that, "...The average age for the objective type is 7 while for the subjective it is 10." (1932, p.152).

Table V shows the average ages for the objective and subjective responses of the two groups separately and as a total.

TABLE V
AVERAGE AGES FOR OBJECTIVE AND SUBJECTIVE
RESPONSES TO LYING STORIES

| Sample Groups | Objective Age | | Subjective Age | |
|---------------|---------------|-------|----------------|-------|
| Negro | 9 yrs. | 2 mo. | 9 yrs. | 8 mo. |
| Caucasian | 8 | 6 | 11 | 2 |
| Total | 8 | 7 | 10 | 6 |

Stealing

Piaget said that he found no child above the age of 7 years responding to these types of stories in an objective manner. He also noted that there were only a few examples of subjective responsibility at the ages of 6 and 7.

As can be seen by Table VI, there were 9 Negro and 13 Caucasian children who responded objectively above the age of 7 years. From pages 6 through 7, there were 4 Negroes and 1 Caucasian that responded subjectively.

TABLE VI

NUMBER OF SUBJECTIVE RESPONSES BELOW AGE EIGHT AND
OBJECTIVE RESPONSES ABOVE AGE SEVEN TO STEALING STORIES

| Sample Groups | Subjective Ages 6 - 7 | Objective Ages 7 - 12 |
|---------------|--------------------------|--------------------------|
| Negro | 4 | 9 |
| Caucasian | 1 | 13 |
| Totals | 5 | 22 |

Equality and Authority

Table VII represents a portion of a table shown in Piaget's book. (1932, p.277). It deals with story 1 of equality and authority of this study. That part of Piaget's table, quoted in Table VII, shows what percent of his subjects made responses which indicated that the child in the story should be obedient to the adult, and what percent of subjects made a response indicating a need for equality.

The scores 2 and 3 were combined and compared with responses scored 1. This is the same manner in which Piaget described finding his percentages.

Table VIII shows the percentages for the two sample groups on story 2, so that the two group's responses to the two stories can be compared.

The subjects for this study do not show the rather smooth change from obedience to equality as they grow older, which Piaget's percentages indicate. There would seem to be a propensity for equality, even in the lower age groups. This is particularly true with the Caucasian children. The Negroes' percentages also show that obedience to parental authority does not tend to diminish as quickly as did the Swiss children in Piaget's study.

The comparisons which were possible between this study and the research conducted by Piaget, would seem to

TABLE VII
COMPARISON OF PERCENTAGES ON EQUALITY AND AUTHORITY STORY ONE

| Ages | Piaget's Findings | | Negro Group | | Caucasian Group | | Both Sample Groups | |
|------|-------------------|---------------|---------------|---------------|-----------------|---------------|--------------------|---------------|
| | Obedient % | Equality % | Obedient % | Equality % | Obedient % | Equality % | Obedient % | Equality % |
| 6 | 89 | 11 | 20 | 80 | | 100 | 10 | 90 |
| 7 | 41.2 | 58.8 | 20 | 80 | 20 | 80 | 20 | 80 |
| 8 | 22.2 | 77.8 | | 100 | | 100 | | 100 |
| 9 | | 100 | 20 | 80 | | 100 | 10 | 90 |
| 10 | 5.9 | 94.1 | 20 | 80 | | 100 | 10 | 90 |
| 11 | | 100 | 20 | 80 | | 100 | 10 | 90 |
| 12 | | 100 | | 100 | | 100 | | 100 |

TABLE VIII

COMPARISON OF PERCENTAGES ON EQUALITY AND AUTHORITY STORIES

| Ages | Negro Group | | | | Caucasian Group | | | | Negroes and Caucasians | | | |
|------|-------------|-----------|--------------|-----------|-----------------|-----------|--------------|-----------|------------------------|-----------|--------------|-----------|
| | Story 2 | | Both Stories | | Story 2 | | Both Stories | | Story 2 | | Both Stories | |
| | Obe. % | Equ. % | Obe. % | Equ. % | Obe. % | Equ. % | Obe. % | Equ. % | Obe. % | Equ. % | Obe. % | Equ. % |
| 6 | | 100 | 10 | 90 | 20 | 80 | 10 | 90 | 10 | 90 | 10 | 90 |
| 7 | 20 | 80 | 20 | 80 | 20 | 80 | 20 | 80 | 20 | 80 | 20 | 80 |
| 8 | 20 | 80 | 10 | 90 | | 100 | | 100 | 10 | 90 | 10 | 90 |
| 9 | 60 | 40 | 40 | 60 | | 100 | | 100 | 30 | 70 | 20 | 80 |
| 10 | 40 | 60 | 30 | 70 | | 100 | | 100 | 20 | 80 | 15 | 85 |
| 11 | | 100 | 10 | 90 | | 100 | | 100 | | 100 | 10 | 90 |
| 12 | | 100 | | 100 | | 100 | | 100 | | 100 | | 100 |

indicate that there are differences in the age levels at which American children and Swiss children pass through their developmental age levels, and the third hypothesis is therefore rejected.

CHAPTER IV

DISCUSSION

Hypothesis One

The comparison of atypical and typical responses between the two groups is in and of itself interesting. It shows that there are children who just do not seem to fit neatly into the categories and levels that Piaget theorized and which this study tested.

The question most certainly arises, "What causes the differences?" What are the personality differences between the atypical and typical responding children? A purely subjective opinion based upon the experimenter's experience with children, and after close scrutiny of the atypical responses, is that this is the type of answer one might receive from delinquent children. Of course that kind of speculation would necessitate further study.

Another question is why, even though the number of atypical responses was different for each group, did the two groups have fewer atypical responses on equality and authority, a few more on lying stories, and double that number on stealing?

Hypothesis Two

The statistics showed that the Negro group did not

make significant changes from objective judgments to subjective judgments as they advanced in age, while the Caucasian group did. This does not furnish a complete explanation. Consulting the data in Table IX shows that the Negro group had more subjective and less objective responses than did the Caucasian groups. The reason for the Negro groups not showing the significant change is that the subjective responses were fairly evenly distributed among the age groups.

TABLE IX
DISTRIBUTION OF TWO GROUP'S SCORES AMONG
THE THREE AREAS

| Scores | Lying | Stealing | Equality and Authority |
|--------|-------|----------|------------------------|
| 1 | 20 | 26 | 3 |
| 2 | 5 | 1 | 71 |
| 3 | 15 | 13 | 6 |
| ----- | | | |
| 1 | 16 | 19 | 12 |
| 2 | 3 | 1 | 53 |
| 3 | 21 | 20 | 15 |

The scores account for the fact that Table IV shows no significant difference in the amount or degree of objectivity or subjectivity between the groups. There is a trend for the Negroes to be more subjective.

Hypothesis Three

This hypothesis was rejected because the Negro sample did not pass through the age levels at the same ages as did the Swiss children. However, other factors warrant closer examination.

Lying

Piaget's examples and his statements indicate that the Swiss children who made objective choices did so on the basis of the lie being a "big lie," i.e., something being such a big lie it was completely unbelievable and therefore was the "naughtiest."

Table X has been prepared to show the predominant reasons given by the subjects, why one child's lie was naughtier than the other's. These are just some of the subjectively scored responses. The reasoning behind some of the responses could not be determined. An example of why this was true is the following example, "He should be punished real good. He lied to his mother. He lied about school. He got a reward for telling a lie." This was scored 3 by the scoring criteria of this study; however, it is obvious that no true judgment of whether it was lying to mother, lying about school, or getting a reward for lying, is what made the child in that story the naughtiest.

This is most certainly the greatest criticism of

this study. There was not enough in depth questioning of the subjects to discover the subtle reasons hidden behind their answers. Some of the responses were combinations of reasons, such as, "lying to mother about school." These were not counted.

TABLE X
REASONS FOR THE SUBJECTS MAKING SUBJECTIVE CHOICES

| | Big Lie | Mother | School or Grades | Family |
|-----------|---------|--------|------------------|--------|
| Negro | 6 | 5 | 6 | 1 |
| Caucasian | 7 | 6 | 7 | |

As can be seen by Table X, there are the "big lie" responses found by Piaget, but one must ask, why the importance of mother and school? Some children even said that it was "worse" to lie to mother than to the family. Please note that in lying story 1, a mother was lied to, and in story 2, a family was lied to.

These questions certainly leave the basis of this study in doubt. If the reasons for what is termed a subjective or objective response are not known, then the responses cannot accurately be labeled. This lack of knowledge is why no attempt was made to discern if the reasoning behind the subjects' responses for the naughtiest lying child was statistically significant. The reasons indicated in Table

X are themselves only the opinion of the writer.

Stealing

The same criticism made in the section on lying could be made of this section. The true reasons why a child in the story is chosen as being the naughtiest is not clear. Piaget's subjects made their objective judgments based on which item that was stolen had the greatest value. Both groups of this study made their objective judgments based primarily on the importance of food. The Negro group had 7 judgments which gave cost as the reason and 8 based on the importance of food. The Caucasians said cost was the reason 10 times and food 10 times. Once again, an accurate survey of the reasons could not be made for the same reasons outlined in the lying section above.

The experimenter was struck with the importance of food in these samples and wondered if the important role of food would not warrant further study.

Equality and Authority

In this section of chapter two, an attempt was made to discover if there was a difference in the way the two groups responded to the two stories. A thorough investigation was not possible. In certain cases there would have been cells in the chi square that would have had a number of less than one. Table III shows us that with the Caucasian group

(though it did not reach the accepted level of significance) the P on story 1 was higher than for their equality and authority scores as a whole. Could it be that the mother figure in story 1 had an effect in the direction of causing the Caucasian children to make more subjective responses? Could this account for the only example of significant difference shown between the groups on Table IV? The importance of the mother figure in the lying section might lead one to believe this. However, Tables VII and VIII show that, when the 3 scores or subjective responses are disregarded, the Negroes had a greater percent obedient in story 2 than does the Caucasians. It is also most interesting to note that both groups have a greater percent that were obedient in story 2 which has a father figure, than story 1 which has a mother figure. Could it be that the children of these groups see the father as more punitive and therefore respond with a greater degree of obedience? These questions certainly leave in doubt the reasons why the subjects made their choices.

The preponderance of responses which chose equality over obedience in this study's groups compared to the Swiss children, shows a marked difference between cultures. The effect of these cultural differences upon the age level development of moral judgments (in themselves) were enough to reject hypothesis three.

The results of the section also correspond to part of Boehon's research which was quoted earlier in this study, when commenting on American children he said, "...They are less subjugated to adults." (1957, p.93).

The preceding leads to the following conclusions:

1. The stories had words which are emotionally loaded for the subjects. The effect of these words upon the responses of the children in this study cannot be estimated.
2. The subtle reasons for a subject's response could only be assessed through an in depth interview with each child.
3. Piaget's theory can be held to be correct in the areas of lying and stealing for this Caucasian sample; however, not at the same age levels he predicts.
4. This study showed that there are many aspects of Piaget's theory about the development of moral judgments which need to be studied in relation to other cultures.
5. There are many aspects concerning the differences and similarities of moral judgments between Negro and Caucasian children which need further study.

CHAPTER V

SUMMARY

This study was designed to investigate two areas:

(1) What similarities or differences exist between Negro and Caucasian children in their moral judgments; and (2) What similarities or differences exist between the moral judgments of American children and the Swiss children used by Piaget in his research.

Method

Six stories, two from each area of lying, stealing, and equality and authority, were extracted from Piaget's book, modified to fit the American culture, and read to children ranging from 5 through 12 years of age, until 40 Negro and 40 Caucasian children who could be matched by sex and age were found who gave typical responses. The sample children were also required to have IQ's between 90 and 110 and to have employed fathers.

A typical response was defined as a response that was similar to Piaget's findings and could be scored on a 1, 2, and 3 scale from objective to subjective. An atypical response was any response that did not fit the criteria for a typical response.

The two racial groups were selected from two different schools in the Tacoma Public Schools.

The 1960 census breakdown of major occupational groups of the tracts of each sample school was compared. This was done in an attempt to discover if both sample groups came from similar socioeconomic levels. There tended to be more professional, technical, managers, and sales workers in the Caucasian sample tract. The Negro sample tract had more laborers and occupations not listed.

Piaget's clinical method was used in a standardized manner with each child. His responses were recorded and scored by two examiners, separately. There were only two scores upon which the examiners did not agree.

Results

The use of chi square showed that the Negro group had significantly more atypical responses than did the Caucasians in the areas of lying and stealing. The Negroes were also significantly higher when the atypical responses of the three areas were totaled.

There was a significant difference between the groups when chi square was used to determine if a sample group made a change from objective to subjective judgments as the age of the sample increased. The Caucasians did make a significant change in the areas of lying, stealing, and the total

of the scores. The Negroes made no significant change in any of the areas.

This same type of comparison between the groups, using chi square to determine if one group was more or less objective or subjective than the other, showed no differences. This showed that rather than having the subjective responses grouped at the older end of the age range, the Negroes' subjective responses were fairly evenly distributed throughout the age groups.

Comparisons of the findings of this study with the results Piaget reported showed that the Caucasian group had developmental levels for making moral judgments. The Negroes did not indicate distinct levels.

The ages at which Piaget's Swiss children passed into these levels of development do not correspond to the age levels of American children participating in this study.

The American children seemed much more insistent upon equality in the distribution of work by parents than were their Swiss counterparts.

In conclusion, it is believed that certain words have an emotionally loaded factor which was not considered in the design of this study or in Piaget's, and may have an effect on a subject's judgments.

The cultural factors involved make it difficult, if not impossible, to generalize except in the broadest sense concerning the development of moral judgments between national or racial groups.

There seem to be subtle reasons behind the answers of the children which influence their responses. It would be necessary to conduct in-depth interviewing to uncover these underlying reasons.

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APPENDIX A
TYPICAL AND ATYPICAL RESPONSES

APPENDIX A
TYPICAL AND ATYPICAL RESPONSES

Caucasian Typical Lying Responses

No.

- A1 The one that told his mother he got good grades and he didn't. You shouldn't lie to your mother 'bout grades.
- A2 The boy who saw the airplane. That's a great big lie.
- A3 They both lied. It is naughtier to lie about good grades when he didn't get good grades at all.
- A4 The one about the airplane. He told too big a lie.
- A5 The boy who lied about the grades, 'cause he got a reward.
- A6 The boy who made up the story about the plane, 'cause he lied to his family.
- A7 The one that went in the airplane. I mean the one that came home from school and said he got good grades, 'cause you are not supposed to lie to your mother.
- A8 The one that was in school, 'cause he told a fib to his mother.
- A9 Both. The one that lied about the school 'cause the teacher didn't do it. You don't lie about school.

- A10 The teacher one is the naughtiest, 'cause he got a reward.
- A11 The one that told the mother a lie about the grades. A lie is not good to say to your mother or to your father. Grades are more important than an airplane, and his mother give him a piece of candy and she believed it.
- A12 The one that told about the grades because he told a lie to his mother. It's worster to lie to your mother.
- A13 The one that lied about the grades, 'cause his teacher didn't give him good grades; she didn't give him any. Lying about going in a plane is not bad. Lying about grades is bad nasty.
- A14 The one in the airplane. You should not tell big lies like that.
- A15 The boy. He told a big lie about an airplane, and that is bad.
- A16 The boy who lies to his mother, and he lied about school. You should not lie to your mother about school.
- A17 The one that told his mother that teacher gave him good grades, 'cause grades are important.
- A18 The boy and the plane was the worst, 'cause he made up

such a big fib, a lie.

A19 The one that said he had on his report card, 'cause he lied to his mother. That isn't so bad to lie to your family as to lie to your mother.

A20 Both. The airplane. 'Cause a plane is dangerous, you shouldn't lie about dangerous things.

A21 Both, 'cause they both told lies. The one who said he rode in a plane, that's a big lie.

A22 The one that told the lie about the man that took him over the country in a plane. Because he told a big lie to his parents.

A23 The one who said he had taken a ride with a man in an airplane. 'Cause that is a big lie.

A24 The one that said his teacher gave him good grades, 'cause his mother gave him some candy for his lie.

A25 The grades are badder. He got credit for doing nothing.

A26 He lied a grater amount, and about something more important. Getting better grades is more important than flying in an airplane.

A27 The one that told about his good grades, 'cause he got

something for telling a lie.

A28 The one that said that he had the best report card and got a reward.

A29 The boy who said he had good grades on his report card. Because he didn't get any grades, and that made her happy. You shouldn't lie to your mother.

A30 He is naughtier, 'cause he probably knew he would get candy if he told his mother he would get good grades.

A31 The boy who said he got good grades, 'cause he got a reward for lying.

A32 The grades. 'Cause he lied to get candy.

A33 He lied to get a reward. That is the worst.

A34 The grades. He told a story to get a reward.

A35 He is lying about his grades, and school is more important than an airplane.

A36 The first one. Because he told a lie to his parent, and he got something for his lie, but the second one just made up something he wanted to do, just making believe. It was the reward that made it the worst.

A37 The boy with the grades. 'Cause the boy didn't get

no grades at all, went and told his mother that he had got good grades and she had rewarded him, and he shouldn't ah got that reward. The other wanted to go on the plane, and he just made believe that he had went in a plane.

A38 The grades is bad, 'cause he got candy and stuff, and that's worse than saying you went on an airplane ride.

A39 The one that said he got good grades and he didn't, and his mother believed him and rewarded him for nothing.

A40 The boy with the grades, 'cause grades are more important than a plane.

Caucasian Typical Stealing Responses

A1 The one who stole the ribbon, 'cause it cost more.

A2 Both. I would punish the boy most, 'cause a roll cost more.

A3 Bob, who stole the cake, is the naughtiest 'cause it is food.

A4 The one who stole the ribbon 'cause the ribbon cost more.

A5 The boy who stole a donut. You shouldn't take food.

- A6 Both. The boy is worst, 'cause food you shouldn't steal.
- A7 Both. The boy, 'cause they work hard on food.
- A8 Both. The boy, 'cause he stole something out of a bakery.
- A9 The one that stole the muffin. Because he stole something that you are supposed to eat.
- A10 The one that stole the bow. The bow costs more than the roll.
- A11 The boy. He stole a roll while the man was looking the other way. The ribbon was not that much. The roll was food, and the ribbon was just a ribbon. Food is for people to eat and it helps them grow.
- A12 Janet is the naughty, 'cause she went into a store and she saw a ribbon and she thought it was pretty, and she took it and she went out of the store. She didn't pay for it. Bob not naughty 'cause he stole for a friend.
- A13 Janet and Bob both stole. You shouldn't steal. Bob was the naughtiest 'cause he stole this bun. 'Cause it's food, that's bad.
- A14 Both. The one that stole the food, 'cause that is

not right. You should not steal food.

A15 The boy 'cause he took food, and the ribbon isn't as much money.

A16 The boy who stole something to eat. Food costs more.

A17 Both are naughty, they are stealing. Janice is the naughtiest, ribbon costs a lot.

A18 Both are. The boy is, 'cause the bakery probably took a real long, hard time making that roll.

A19 The one that stole the roll, 'cause... I think both are naughty. He could have got something from his mother and gave it to him.

A20 Both. They should be put in Remann Hall or punished by their parents. The boy, 'cause it was food.

A21 The girl, 'cause she stole the ribbon and ran out of the store.

A22 Both. The boy who stole the bun. Because he stole the bun that the man had worked hard to make.

A23 The one that stole the ribbon, 'cause ribbon cost more.

A24 The one that stole the donut, 'cause donuts cost more.

- A25 The girl, because the boy who stole the roll was for a cause, but a ribbon just for your hair, that isn't nice.
- A26 The boy, 'cause he stole something of more value.
- A27 The one that stole the ribbon, 'cause the one that stole the roll, he gave it to a friend and not just kept it for himself.
- A28 The girl, 'cause she took it for herself.
- A29 The girl, 'cause ribbon costs more.
- A30 The girl, 'cause she just stole for herself.
- A31 The girl is the naughtiest because if the boy didn't have any food to eat, that's not so bad, but the girl could get anything from her house and use it in her hair.
- A32 Bob took the roll for someone who didn't have anything. But the girl, she just took it for herself.
- A33 Bob had a very good reason. She just wanted it for herself.
- A34 Bob who stole the donut. You shouldn't steal food.
- A35 The girl, 'cause she stole something not to help someone but just for the looks.

A36 Yes, the second one is. The guy was trying to help his friend, but the second one was just thinking of herself.

A37 The girl is, because the boy was thinking about his friend, and he was trying to get the food for his friend 'cause he didn't have nutting that day. The girl was just gitting something for herself and not for a friend that didn't have nutting.

A38 The girl who stole the ribbon. The boy took a roll for the poor boy.

A39 The girl, 'cause the boy had a better purpose and the girl just wanted it for herself.

A40 A roll costs more than a ribbon, so Bob's the naughtiest.

Caucasian Typical Equality and Authority Responses

| No. | Story |
|-----|---|
| A1 | 1 The girl should not do all of the work, the boy should help, too. |
| | 2 It's not fair. They both should do the work. |
| A2 | 1 The guy should go to bed without no supper. The Girl should not do all the work. She should only wash the dishes. |
| | 2 The boy that complains, the father should spank |

No. Story

him. The other should not do all the chores.

A3 1 The girl should have done her part, too. The boy should not do all of it.

2 The boy was just like that girl, he should do his part. It was not fair for the boy to do all the work.

A4 1 That's not too good. He should do the work 'cause his mother is tired and if he doesn't do it, his mother is going to have to.

2 The one that does the chores more often is very kind and very respectful. It is not fair for him to do all of the work. The one that doesn't do chores should be made to do them.

A5 1 They should be fair. One should not do it all.

2 They should be fair. One boy should not do it all; just his part.

A6 1 He wasn't very good. He should do what his mother said. It wasn't fair.

2 The one that didn't complain should play and the other one should do all of the work. He should do what his father said, even though it wasn't fair.

| No. | Story |
|-----|---|
| A7 | 1 The boy should help too. The girl shouldn't go ahead and do all the work. The mother should tell the boy to come in. |
| | 2 Both of them should do it. Both should do it, not just one. |
| A8 | 1 The girl should do her work and his share too, 'cause the mother was tired. |
| | 2 The one that was complaining, he should not complain and the other should not do his work. |
| A9 | 1 He should do the work even if his sister don't want to. That's not fair. The sister should be made to do the work too. |
| | 2 The one that complains should do all the work, and the one who didn't complain should not have to do any. That will teach him a lesson. |
| A10 | 1 His sister should work too. He shouldn't do all the work. |
| | 2 They both should work. It's not fair for one to do it all. |
| A11 | 1 The boy shoulda done it instead of playing. It wasn't fair. The girl shoulda told her mother. |
| | 2 The boy shoulda been happy to do the work, 'cause the other boy would have had to do all |

- | No. | Story |
|-----|---|
| | the work. That isn't fair. They should teach him a lesson and make him do all the work and don't let the other brother do any work for a week or so. |
| A12 | <p>1 The girl. It is not fair for her to do all the work. The boy should take out the garbage and the girl should wipe the dishes.</p> <p>2 It's not fair for the one boy to do all the work. Make the other do the work. The father should make each work.</p> |
| A13 | <p>1 She, the girl, should go outside and get him and make him do the work. It's not fair for the girl to do his work.</p> <p>2 He (father) should make the other one do chores too. I don't think it is fair at all, he should stop doing work.</p> |
| A14 | <p>1 The boy should do his work, but not hers.</p> <p>2 He should do his chores. The one that doesn't complain shouldn't do all the chores.</p> |
| A15 | <p>1 The boy should go ahead and do all the work, 'cause the mom asked him to.</p> <p>2 He should go ahead and do it 'cause his father asked him to.</p> |

| No. | Story |
|-----|--|
| A16 | 1 The mother should spank the boy 'cause the girl should not do all the work. The girl should not do the work. |
| | 2 It's not fair for the boy to do all the work. The other boy should be punished. He should be spanked. |
| A17 | 1 The boy who went out and played should get punished. She should do the work 'cause the mother told her to, but it was not fair. |
| | 2 The one that complained was naughty and the other wasn't naughty 'cause he did what his father wanted. It was not fair. He should get punished. |
| A18 | 1 The boy should have done his work and then he could go out and play. She should only do her work and she should go out and tell the boy she won't do his work and he should do his own. She should not do his work. |
| | 2 The one that hollered should do his work 'cause his parents want him to do it, and they are the ones that own him. They take care of him and they are responsible for him. The one that doesn't gripe should tell the other that he is not going to do his work. |

No. Story

- A19 1 He was supposed to help his mother, but he didn't help his mother 'cause he wanted to play with his toys so bad. His mother will find out about it. It is not fair. He will get in trouble by his dad.
- 2 The father will get angry and will spank him. It is not fair and the father will make him do it.
- A20 1 The boy should be punished 'cause he is selfish and the girl should get a reward. It was not fair for the girl to do the work and if she has to, she should get a reward.
- 2 The one that was selfish should get punished and the other boy shouldn't have to work so much.
- A21 1 The boy is lazy. The girl should not do all the work. They both should work.
- 2 It is not fair. They both should work. The boy should work 'cause his father told him to, even though it's not fair.
- A22 1 The boy should work and so should the girl so it would be fair.
- 2 The father should make the one that didn't

No. Story

want to, who was complaining, do most of the work; that will teach him a lesson to mind him. It is not fair for the one boy to do all of the work, even though the father is telling him to.

A23 1 The girl shouldn't do all the work 'cause the boy is probably lazy. He should get sent to bed. It was not fair for the girl to do the work.

2 The boy that complains should of did a little work at least. It's not fair.

A24 1 She should make her brother do the work too. Otherwise, it wouldn't be fair.

2 The one that didn't complain shouldn't do all the work.

A25 1 The boy should have done his part in it, 'cause that just is not very fair.

2 That is not very fair either. The one that complained more should do the most work as punishment.

A26 1 She was a selfish little girl. She sould do all the work the next time. That way they would be sharing.

| No. | Story | |
|-----|-------|--|
| A26 | 2 | He should do it and not complain. The other shouldn't do his work for him. |
| A27 | 1 | They both should help, not one do it all. |
| | 2 | The one that complains should do the chores, and the other should help a little. |
| A28 | 1 | It wasn't fair. She should help, and the next time the work comes by she should do most of it. |
| | 2 | The boy that didn't want to do the chores should do as many as the other boy. |
| A29 | 1 | The girl shouldn't do all the work, 'cause the mother told the boy to do some of the work. |
| | 2 | One boy should not do all the work; they should share. |
| A30 | 1 | The girl should do it all 'cause she should help her mother, 'cause mother is sick. |
| | 2 | Both should do work. That isn't fair. |
| A31 | 1 | They should share. The girl inside, and the boy the outside work. |
| | 2 | The boy who didn't complain shouldn't do more than the one who did complain. |
| A32 | 1 | The girl should do the work, 'cause I wouldn't |

| No. | Story |
|-----|---|
| A32 | 1 want to live in a sloppy house. But the boy should be punished. |
| | 2 The boy who didn't complain, he should do the work even if it's not fair. |
| A33 | 1 That's not fair. The girl should do the housework, but not his work. |
| | 2 That's not fair, they both should have equal amount. |
| A34 | 1 That's not fair. She should do her chores and leave the others for the boy. |
| | 2 That isn't fair, the other boy didn't want to do chores either, but he did them so the other should too. |
| A35 | 1 The girl should help too, but the boy should go ahead and do it all 'cause the mother asked him to. |
| | 2 The one that complains all the time should do most of them. The other should go ahead and do them 'cause he is asked to do them. |
| A36 | 1 Her brother should come in and do his part of the work like she does. He is not responsible. It was not fair. It could have been if the mother was going to reward her or |

| No. | Story |
|-----|--|
| A36 | <p>1 something. If her mom told her to she should do the work, but her mom should go and get the boy and make him work.</p> <p>2 The father wasn't fair ot the one that never complained 'cause he knew what he had to do and he did it. So his father should have put more work on the other one, the one that was always complaining.</p> |
| A37 | <p>1 She probably wasn't very happy unless she was going to be rewarded. And the mother, she shoulda brought him in and punished him or made him do some of the other work.</p> <p>2 Well, the boy who didn't complain like the other one, shouldn't a had to take out or have to do very many other chores, and the one that did complain should a had to do the chores so he could get used to it.</p> |
| A38 | <p>1 It wasn't fair. The girl should do her part.</p> <p>2 Both should do their part. The boy should go ahead and do it 'cause his father wants him to.</p> |
| A39 | <p>1 It wasn't fair for the girl to do all of the work. The boy should help.</p> |

- | No. | Story | |
|-----|-------|--|
| A39 | 2 | It is not fair, the other should work too. The one should do the chores 'cause his father asked him to, but the other should help. |
| A40 | 1 | The little girl shouldn't do all the work. She should have her mother call in the boy and he should do part. |
| | 2 | They should do an equal amount of work. The one that doesn't complain shouldn't do all of it. |

Negro Typical Lying Responses

- | No. | |
|-----|---|
| B1 | You shouldn't lie to your mother. He was naughtiest. |
| B2 | The grades one 'cause he lied to his mama. |
| B3 | That boy was naughty to lie to his mother; he should get a whipping. |
| B4 | Oh boy, is he going to get a whipping when his mother find out he lied to her about grades. You shouldn't lie to your mother. |
| B5 | My mother said I should never lie to her, so he is the naughtiest. The one that lied about grades. |

No.

- B6 The airplane story is a big lie, so he is the naughtiest.
- B7 I don't know. One is a big lie and one lied to his mother. I guess the one who lied to his mother.
- B8 The one just told a fib. The other lied about something important. You shouldn't lie about grades.
- B9 They both should be punished for lying. The one who lied about the plane, 'cause you shouldn't make up big stories.
- B10 My mother would spank me if I lied to her about grades, so he is the naughtiest.
- B11 He told a lie no one will believe about the plane, so he is the naughtiest.
- B12 The one that lied about grades and got a reward for it.
- B13 He lied to get something from his mother, so he is the naughtiest.
- B14 He should be punished real good. He lied to his mother. He lied about school. He got a reward for telling a lie.
- B15 It's bad to lie. It's worser to get something for lying.

No.

B16 That boy lied to his family just to make them think he had done something important. Huh, trying to make people think he big, going in a plane.

B17 The boy who lied to get something from his mother.

B18 That boy who lied to his mother and got a reward.

B19 He lied just to get candy from his mother; he should be punished.

B20 The way he lied to get a reward, his mother should spank him.

B21 The boy who told his mother that he got good grades. He didn't get good grades and that is cheating. The other is just make believe.

B22 The one that took the money for the grades, 'cause he was lying and he took money for it.

B23 He told his mom a lie, that his teacher gave him good grades and he just wanted some candy.

B24 He told lies that his teacher gave him good grades, and then his mother gave him candy.

B25 The one who told that he got good grades, because the one in the airplane was just imagining. The other got food.

- B26 The airplane, 'cause he was just making up a big lie.
You shouldn't make up big lies.
- B27 The one who lied about grades is naughtiest. He got
something for nothing.
- B28 The airplane is just like a fairy tale. The boy just
wanted the candy.
- B29 The boy who said he got good grades, 'cause he really
didn't get any grades at all and the mother believed
he got good grades, and he didn't, and he got candy
for no grades at all.
- B30 The one that lied about the grades to get some candy.
- B31 The boy who told he had all them grades. 'Cause school
is more important than flying.
- B32 The boy who made up the story about the grades. The
airplane is just make up--the grades are important.
- B33 He told he had good grades and he didn't. You
shouldn't lie about grades.
- B34 The one that said he got good grades, 'cause he got
candy.
- B35 The boy who made up about his report card, 'cause he
just wanted some candy.

- B36 The boy who lied about getting a ride on a plane, 'cause he lied to his whole family; that is worse than lying to one.
- B37 The grade story is the naughtiest 'cause grades are important and you shouldn't lie about grades.
- B38 The grades is the naughtiest 'cause he got rewarded and he could have been real bad in school.
- B39 The boy who lied to his mother to get some candy.
- B40 The boy to his mother about grades and got rewarded; that is the naughtiest.

Negro Typical Stealing Responses

No.

- B1 You shouldn't steal food; it is important.
- B2 Food costs more. He was naughtiest.
- B3 It is naughty to steal food. Food costs a lot.
- B4 The girl who stole the ribbon, 'cause ribbon costs more.
- B5 Both, they both stole. The donut, 'cause it is bigger.
- B6 Both. The boy, Bob, 'cause bread costs more than a ribbon.

No.

- B7 The girl, 'cause she stole just for herself and not to help someone.
- B8 The roll was worst, 'cause my mom works hard for food and you shouldn't take things you have to work hard to make.
- B9 The bun costs more so he was the naughtiest.
- B10 Janet was the naughtiest. The ribbon takes more money to buy.
- B11 The girl was naughtiest. The boy, not the hungry one, took the roll for the boy who was hungry.
- B12 The girl was bad because she just took something for herself, just because she thought it was pritty. The boy took it for his friend who was hungry.
- B13 They both were not nice. They both stole. Bob was worst, he should be punished; he stole food and food is real important.
- B14 That's not right to steal food. The man worked hard to make the roll, and Bob took it.
- B15 Janet only took for herself. Bob took the donut for his friend, and the friend didn't have anything to eat; that's alright, I guess.

No.

B16 Both. I would punish her most because she was taking something pretty. He took for a friend who was hungry.

B18 Both are not nice to steal. Janet, 'cause it costs more.

B19 The girl. Because she didn't take something for someone who needed it. She just took something she didn't need, just to make her look pretty.

B20 Janet was naughtiest. Bob, he was naughty too, but he took the roll to give to his friend who was hungry.

B21 The girl, 'cause she didn't want to give it to anybody else, and Bob, he gave it to his little friend who was hungry at least.

B22 The one that stole the food. Ribbon is just cloth, but food makes you grow.

B23 The one that stole the roll and the one that stole the ribbon. The one that stole the ribbon 'cause she stole for herself, not for someone who was hungry.

B24 The boy who stole the bread, 'cause you aren't supposed to steal food.

No.

- B25 The girl, 'cause she could have just used something from home, and the boy needed the food.
- B26 The food was needed and the ribbon might not even get used, so the girl is the naughtiest.
- B27 The girl was naughtiest 'cause she was selfish. The boy wanted it for his friend who was poor.
- B28 The boy, 'cause you shouldn't steal food.
- B29 Both. The girl who stole the ribbon 'cause a roll is not as expensive as a ribbon.
- B30 The boy wasn't as naughty as the girl 'cause he took for his friend that needed it.
- B31 The boy 'cause he stole something of more value.
- B32 Stealing the roll and giving it to the boy is worse, 'cause you can get him in trouble too.
- B33 Janet, 'cause she took something she could have gotten from home. Bob took to feed his friend.
- B34 Bob and Janet are both naughty 'cause they stole. Janet, because she didn't have a good reason.
- B35 Janet just wanted it for herself. Bob had a reason that was okay.

No.

B36 The girl that stole the ribbon for her hair 'cause she stole it for her hair, and Bob stole for someone that needed it.

B37 The roll story, 'cause rolls cost lots.

B38 The one that stole the roll 'cause the ribbon can always be replaced, but the roll was hard work and would be work to replace.

B39 The girl, 'cause she stole a ribbon, and the boy had a reason to take a roll 'cause his friend was poor.

B40 Janet just thought of herself, and the boy, even though it was not very good, was doing it for a friend who was starving.

Negro Typical Equality and Authority Responses

No. Story

B1 1 That not fair. The boy should work too.

2 Both of those boys should work the same.

B2 1 The boy, he should be spanked. The girl should do the work 'cause her mama wanted her to, but the boy, he should help.

2 That's not fair for one to do it all. They both should do chores.

No. Story

- B3 1 Her mother should spank her for not doing her work. The boy shouldn't do it all.
- 2 It is not fair for the father to have the one boy do all the chores.
- B4 1 The boy should have helped his mother 'cause she was sick. It wasn't right for the girl to do all of it.
- 2 Both of them should work the same.
- B5 1 The girl should do just her work, and then the boy can do his when he comes in and stops playing.
- 2 The boy should make his brother help him.
- B6 1 Both of them should help their mama 'cause she is tired from working all day. The girl should go ahead and do the work and have mother spank the boy for not helping.
- 2 The father should make the one that complains do all the work and let the other one play.
- B7 1 The boy was nice to do all the work. He should, 'cause his mother asked him to.
- 2 It's not fair for one to do all the chores. The father should slap the one that complains all the time. That's what my dad does when me or

| No. | Story |
|-----|--|
| B7 | 2 my brother argue with him. |
| B8 | 1 She shouldn't have to do all the work just because her brother is lazy. 2 They both should share the work. The father should make the one boy who don't want to work do his share. |
| B9 | 1 His sister should help. Because the mother is tired and both should help her. 2 That father shouldn't make the one do all the work, that's not fair. |
| B10 | 1 The mother should make the mean boy come in and help his sister. My mother would make my brother help. 2 The father shouldn't make the one do all the work. He should punish him and make him work. |
| B11 | 1 The boy should help his sister. She shouldn't do all the work. 2 Make the one that argues do the work and let the other play. That way he will learn to work. One boy shouldn't have to do it all just because he don't complain. |
| B12 | 1 The little boy he wants to play too. He should only do his work and not hers. The mother |

| No. | Story |
|-----|---|
| B12 | <p>1 should make him help.</p> <p>2 The father should make both do the same, not just one.</p> |
| B13 | <p>1 They should both help their mother when she is tired from working all day. She works for them--they should help her. Yes, the girl should help if the boy doesn't.</p> <p>2 They should both help their father if he tells them to do chores. Yes, he should do them if the father tells him to.</p> |
| B14 | <p>1 Housework is for women. The boy shouldn't do housework. Yes, the girl should do all of the work, 'cause that is woman's work.</p> <p>2 If they are man's chores, they should do it. He better do them if his father tells him to, or the dad might spank him.</p> |
| B15 | <p>1 The boy should do the work to help his mother. The girl is naughty for not doing her share.</p> <p>2 The boy that don't complain--he should do the chores, but the other should do some too, because he won't learn to do work when he grows up.</p> |
| B16 | <p>1 It's not fair for one to do all the work. The girl should wash the dishes and the boy should</p> |

| No. | Story |
|-----|---|
| B16 | 1 take out the trash, just like their mother said to do. |
| | 2 That's not fair either. They both should do their equal chores. |
| B17 | 1 The boy should be punished for not doing the work his mother wanted. The girl should go ahead and do all of the work 'cause her mother is sick. |
| | 2 The father should whip him for complaining. The other boy should do what the father says or he might get a whipping too. |
| B18 | 1 The girl should make her brother help her; she shouldn't do his work. |
| | 2 It ain't fair for the one to do the other's chores. He shouldn't do them. |
| B19 | 1 They should both work to help their mother. One shouldn't do the other's work. |
| | 2 The one shouldn't do the other's work, and the father shouldn't make him. |
| B20 | 1 The girl should be ashamed for not helping. The boy should do the work 'cause the mother is tired. |

| No. | Story |
|-----|---|
| B20 | <p>2 Just like the girl, the boy should be ashamed for complaining. He should do the chores 'cause the father wants him to.</p> |
| B21 | <p>1 The boy shouldn't do all the work, 'cause he wouldn't have any time to play.</p> <p>2 The boy that did the chores was pretty nice not grouching. He should go ahead and do them all 'cause his father wanted him to.</p> |
| B22 | <p>1 He is kind of mean, 'cause he went off and played and the girl had to do all the work. She should have just done her work and not the boy's.</p> <p>2 The other should do it and not complain. If his father asked him to, he should, even though it was not fair.</p> |
| B23 | <p>1 Give the girl outside a whipping. The boy shouldn't do it all, 'cause it wouldn't be fair.</p> <p>2 They both should do their chores. Just 'cause one doesn't complain, he shouldn't do them all.</p> |
| B24 | <p>1 The boy should get in trouble 'cause it is not fair for the girl to do it all; but she should do it 'cause her mother wants her to.</p> <p>2 That's not fair--he should get in trouble. The boy should do them anyway, 'cause the father</p> |

| No. | Story |
|-----|--|
| B24 | 2 asked him to. |
| B25 | 1 The girl should go ahead and do it 'cause her mother told her to. 2 The father should make the one that complains all the time, work so he will learn. The other should do the work 'cause his father told him to, but the father is wrong. |
| B26 | 1 The girl should take out the trash too, 'cause housework is for girls. 2 The one that complains should do more chores so he will get used to them, but the other should do them 'cause his father wants him to. |
| B27 | 1 They should make the boy do his work too. 2 That isn't fair for the bad one to get less work. |
| B28 | 1 She was not nice 'cause she didn't do her share of work. 2 The boy should not do all the work; they should share the work. |
| B29 | 1 The girl should go ahead and do all the work to make her mother satisfied. 2 The boy should go ahead and do the work 'cause his father wants him to. |

| No. | Story |
|-----|--|
| B30 | 1 The girl was not very nice. The boy should only do his half and the girl her share. |
| | 2 The father was not doing right making one do more than the other. |
| B31 | 1 The boy is lazy. The girl shouldn't do all the work 'cause the boy should do what his mother wanted him to do. |
| | 2 Both boys should do their share. |
| B32 | 1 They should all work together; that is not fair for the one to do it all. |
| | 2 He should do all the work 'cause he always complained. The other shouldn't do it all. |
| B33 | 1 The girl should do the work 'cause girls usually do the work around the house, and she should learn how to do it for when she grows up. |
| | 2 That really isn't right 'cause they both should learn to do chores so when they get bigger and go to work, they can't just sit around the house. |
| B34 | 1 He shouldn't do it 'cause the girl should do her part. |
| | 2 Should just keep giving the boy who complains all the work. The one that didn't complain should do the work 'cause his father told him to. |

- | No. | Story |
|-----|--|
| B35 | <p>1 The mother should tell the little girl to come in else she will be punished. It would not be right for the boy to do her chores.</p> <p>2 It isn't right to put all the work on one person.</p> |
| B36 | <p>1 The boy should do the work 'cause his mother asked him to, but the girl should do her share.</p> <p>2 Both should do their share. The one shouldn't do it all.</p> |
| B37 | <p>1 The girl wasn't minding her mom, and she was making everyone else do all her work. Yes, he should do it for his mom.</p> <p>2 The father should make the one who doesn't like to do chores do them. The other one shouldn't do them all.</p> |
| B38 | <p>1 They should do equal chores. The boy should go ahead and do the work to help his mother.</p> <p>2 That wasn't fair. They should do the same amount to help their father. They shouldn't get paid like they expect. The one should do it if the other doesn't.</p> |
| B39 | <p>1 The mother should only have the girl do half the work, and wait for the boy to come home and</p> |

No. Story

- B39 1 do the rest.
- 2 That isn't very fair. They both should do the same amount of work, even though they don't like to do it.
- B40 1 The boy shouldn't of had to do all the work. The mother should make the girl do her part of the work.
- 2 The father should have had the boy who complained do the same amount as the other so they could both get used to working.

Caucasian Atypical Lying Responses

No.

- C3 That's a stupid lie. He will get caught when the report cards get home. If you're going to lie to get something, make sure it's something you won't get caught at.
- That's just a dumb lie to make himself look big and everyone will know it and laugh at him.
- C4 None of them are naughty. The one just lied to have a big story to tell and the other lied to get something he wanted.

Negro Atypical Lying Responses

- D2 I don't know if you would call him naughty, but he was

No.

- D2 the dumbest 'cause his family will know he was lying about going in that plane. It was too big to be believed.
- D4 It was the mother's fault for rewarding him before she checked if he was telling the truth.
- D5 The airplane, 'cause he will get caught. They will know he was lying.
- D6 The one that said that he had the best report card. His mother might find out.
- D7 The grades, 'cause his mother will find out the truth.
- D8 The boy who said he got good grades, 'cause he could get in trouble from his teacher if he gets caught.
- D9 The grades. The teacher will find out that he's been lying to his mother about his grades and the kid will really get in trouble.
- D10 Both of them, 'cause they will get caught.
- D11 They are both naughty. Because they will get caught and punished.
- D12 They both should be punished. They told stupid lies and they will get caught. They wouldn't get caught if

No.

D12 they told smarter lies.

Caucasian Atypical Stealing Responses

C3 Kinda dumb. What they took wasn't worth the chance of getting caught.

C4 If they wanted them, that's okay.

C5 The girl is the naughtiest. 'Cause all girls are supposed to be good, and she was doing something that girls don't usually do.

C6 Bob, 'cause you can't walk into a bakery and take something that easy. You could in a regular store.

C8 Bob, because he waited until the man's back was turned. Janet just took it right out.

C9 Neither. They both got away with it.

Negro Atypical Stealing Responses

D2 They ain't bad if they got away and didn't get caught.

D4 If they wanted the stuff and didn't get caught, they aren't naughty.

D6 If their parents don't find out, then it's not naughty.

D7 Bob. 'Cause if he sees him and tells his folks, he will get a spanking.

No.

- D10 Both of them. 'Cause they might get caught.
- D11 If they get away and the people don't see them, then I don't think it's naughty.
- D12 I don't think it's naughty to take something you want if you don't get caught.
- D13 They needed what they took, so it's not naughty.
- D14 The boy needed food and the girl wanted to look pretty, so it's all right.
- D15 If you don't have something and you want it or need it, then it's okay to take it.
- D16 They didn't get caught? Then they aren't naughty.
- D17 The girl, she wanted the ribbon for her hair, and the boy, he was hungry, so that's not bad.
- D18 They were smart and waited till no one would see them and stop them. None of them. They didn't get caught.
- D19 I don't see anything wrong with what they did.
- D20 If you're hungry, and if you don't have anything to make you look good and you got no money, then it's okay as long as you don't get caught and no one tells your parents.

No.

- D21 Bob was. He should have taken something better than a roll for his friend.
- D22 If no one sees them, then it's not naughty.
- D23 They only took something they wanted so why would they be naughty?
- D24 The boy, 'cause he might get caught.
- D25 If no one tells on them, it's okay. 'Cause they took what they needed.

Caucasian Atypical Equality and Authority Responses

- C1 He should start complaining too, so he won't have to work too.
- C2 If he is stupid enough to do his brother's work, then that's his fault.
- C3 He should beat hell out of his sister and make her do the work. All the work, his and hers. That's the way to get your work done, make someone else do it.
- Same with these kids as with the other story, he should make his brother do it, and if he complains to his father, beat him up. Or, they could get some other kid to do all the work.

Negro Atypical Equality and Authority Responses

No.

D1 I wouldn't do that work. It's her job (mother's).
Let her do it.

D2 He should go out and play too. That mother was
probably drunk anyway, and just saying she was tired.

Ain't that just like parents, trying to get kids to
do all the work! In both these stories, the kids
shouldn't do anything.

D3 That's not fair. Let the father do it. It's his
work, let him do it.

D4 He should make his sister do her work.

Man, I wouldn't do my brother's work; I'd make him
do his own. I'd beat him until he did.

APPENDIX B

CODED LIST OF SUBJECT'S SEX AND AGE

APPENDIX B

CODED LIST OF SUBJECT'S SEX AND AGE

Caucasians Typicals

| No. | Sex | Age | Fathers' Occupations |
|-----|-----|-----|----------------------|
| A1 | F | 5 | Truck Driver |
| A2 | F | 5 | Auto Mechanic |
| A3 | F | 5 | Cook |
| A4 | M | 5 | Carpenter |
| A5 | M | 5 | Roofer |
| A6 | M | 6 | Boeing Mechanic |
| A7 | M | 6 | Laborer |
| A8 | M | 6 | Boeing |
| A9 | F | 6 | Nalley's |
| A10 | F | 6 | Air Force |
| A11 | F | 7 | Boeing |
| A12 | F | 7 | U. S. Army |
| A13 | F | 7 | Car Salesman |
| A14 | M | 7 | Bartender |
| A15 | M | 7 | Painter |
| A16 | M | 8 | Teacher |
| A17 | M | 8 | Barber |
| A18 | M | 8 | Coffin Maker |
| A19 | F | 8 | U. S. Army |
| A20 | F | 8 | Air Force |

| No. | Sex | Age | Fathers' Occupations |
|-----|-----|-----|----------------------|
| A21 | M | 9 | Boeing |
| A22 | M | 9 | Radio Announcer |
| A23 | F | 9 | Air Force |
| A24 | F | 9 | Janitor |
| A25 | F | 9 | U. S. Army |
| A26 | M | 10 | Truck Driver |
| A27 | M | 10 | Clerk |
| A28 | M | 10 | Air Force |
| A29 | F | 10 | Air Force |
| A30 | F | 10 | Salesman |
| A31 | F | 11 | U. S. Army |
| A32 | F | 11 | U. S. Army |
| A33 | F | 11 | Railroad |
| A34 | M | 11 | City Street Dept. |
| A35 | M | 11 | Army |
| A36 | M | 12 | Postal Clerk |
| A37 | M | 12 | Air Force |
| A38 | M | 12 | Boeing |
| A39 | F | 12 | Army |
| A40 | F | 12 | U. S. Army |

Negro Typicals

| No. | Sex | Age | Fathers' Occupations |
|-----|-----|-----|-------------------------|
| A1 | F | 5 | U. S. Army |
| A2 | F | 5 | Air Force |
| A3 | M | 5 | Grocery Clerk |
| A4 | M | 5 | Army |
| A5 | M | 5 | Service Station Attndt. |
| A6 | M | 6 | Army |
| A7 | M | 6 | Laborer |
| A8 | M | 6 | Boeing |
| A9 | F | 6 | College Student |
| A10 | F | 6 | Laborer |
| A11 | F | 7 | Air Force |
| A12 | F | 7 | Hospital Attendant |
| A13 | F | 7 | Clerk |
| A14 | M | 7 | Army |
| A15 | M | 7 | Army |
| A16 | M | 8 | Army |
| A17 | M | 8 | U. S. Army |
| A18 | M | 8 | Air Force |
| A19 | F | 8 | Clerk |
| A20 | F | 8 | Sales Clerk |
| A21 | M | 9 | Barber |
| A22 | M | 9 | Air Force |
| A23 | F | 9 | Army |
| A24 | F | 9 | Janitor |

| No. | Sex | Age | Fathers' Occupations |
|-----|-----|-----|------------------------|
| A25 | F | 9 | X-Ray Technician |
| A26 | M | 10 | Postal Department |
| A27 | M | 10 | Air Force |
| A28 | M | 10 | Boeing |
| A29 | F | 10 | Boeing |
| A30 | F | 10 | U. S. Army |
| A31 | F | 11 | Laborer |
| A32 | F | 11 | Air Force |
| A33 | F | 11 | Air Force |
| A34 | M | 11 | Boeing |
| A35 | M | 11 | Track Maintenance (RR) |
| A36 | M | 12 | Army |
| A37 | M | 12 | Laborer |
| A38 | M | 12 | Air Force |
| A39 | F | 12 | Army |
| A40 | F | 12 | U. S. Air Force |

APPENDIX C
STORIES

APPENDIX C

STORIES

Lying

1. A child came home from school and told his mother that the teacher had given him good grades, but it was not true; the teacher had given him no grades at all, either good or bad. Then his mother, believing he had been given good grades, was very pleased and rewarded him. (1932, p.145).
2. A boy wanted very much to go for a ride in an airplane, but no one had ever taken him. One day, he saw a wonderful red airplane that he would have loved to go for a ride in. So when he got home, he told his family that a man had taken him for a short flight over the town. But it was not true, he had made it all up. (1932, p.145).

Stealing

1. Bob meets a little friend of his who is very poor. This friend tells him that he has had nothing to eat that day because there was no food in his home. Then Bob, who had no money, went into a bakery and waited until the baker's back was turned and stole a roll. Then he ran out and gave the roll to his friend. (1932, p.119).
2. Janet went into a store. She saw a pretty piece of ribbon on a table and thought to herself that it would look very nice

in her hair. So while the clerk's back was turned (while the clerk was not looking), she stole the ribbon and ran out of the store. (1932, p.119).

Equality and Authority

1. One afternoon, a mother asked her little girl and boy to help her about the house because she was tired. The girl was to dry the plates and the boy was to carry out the garbage. But the little boy (or girl) went out and played. So the mother asked the other one to do all the work. What did (he/she) say? (1932, p.276).

2. A father had two boys. One of them always complained when he was given a chore to do. The other one didn't like doing chores either, but he always did them without saying a word. So the father had the boy who didn't complain do chores more often than the other one. What do you think of that? (1932, p.276).

APPENDIX D
DIRECTIONS GIVEN TO SUBJECTS

APPENDIX D

DIRECTIONS GIVEN TO SUBJECTS

(Subject's name) I am going to read you some little stories about some children. I will then ask you a few questions about the stories. This is not a test. I just want your opinions about what the children in the stories did. You must listen very carefully to the stories. Do you have any questions?

Now I am going to read two little stories to you. You will have to listen very carefully and remember what happened in each story, so you can answer my questions.

(Read Lying Story 1)

Here is the second story; listen carefully.

(Read Lying Story 2)

Could you tell me what happened in those stories?

Which one of those children is the naughtiest?

Very good (Name), now here are two more stories; listen carefully and remember what happened in the stories.

(Read Stealing Story 1)

The second story is about a girl. Listen carefully.

(Read Stealing Story 2)

Could you tell me what happened in those stories?

Which one of those children is the naughtiest?

That was very good. (Name), I will now read to you two more stories, but this time I will ask you questions about each story. Here is the first one.

(Read Equality and Authority Story 1)

What do you think of that? What should the (boy or girl) do? All right, here is the last story.

(Read Equality and Authority Story 2)

What do you think of that? What should the boy do?

Thank you, (Name), you have done very well.

APPENDIX E

SCORING PROCEDURE FOR TYPICAL RESPONSES

APPENDIX E

SCORING PROCEDURE FOR TYPICAL RESPONSES

The answers to the stories are all scored on a three point scale as follows:

Lying and Stealing

1. Objective
2. Combining objective and subjective
3. Subjective

Equality and Authority

1. Obedience
2. Strict equality
3. Combining equality and obedience

The following sections deal with the three stories and describe what is meant by objective, subjective, obedience and equality. Examples are given to clearly define how the children's responses are scored.

Stealing

Story 1 and 2

- Q. Is one of them naughtier than the other?
- A. Yes. The boy who stole the roll, because it cost more and it is bigger.

This answer is scored 1, because it is objective.

Q. Is one of them naughtier than the other?

A. Yes. No. They are the same.

Q. Why did the boy steal?

A. To give to someone who is hungry.

Q. Why did the girl?

A. Because she wanted it.

Q. Is one of them naughtier than the other?

A. The boy, because the roll is bigger.

This answer is scored 2, because it contains signs of subjective judgment and objective judgment.

Q. What do you think about it?

A. The boy and the girl should not have stolen.

Q. Which of them is the naughtiest?

A. The little girl took the ribbon for herself. The boy took the roll, but only to give to his friend who had no dinner.

Q. Which one would you punish most?

A. The girl. She took it for herself.

This answer is scored 3, because it is subjective.

Lying

Story 1 and 2

Q. Which is the naughtiest?

A. The boy who said he flew in a plane.

Q. Why?

A. Because it is the biggest lie, no one would

believe it.

Q. Which is naughtiest?

A. The boy who said he went flying.

Q. Why isn't the other the naughtiest?

A. Because his mother might believe that; you can't believe as big a lie as the one about flying.

These answers are scored 1, because they are objective.

Q. Which is the naughtiest?

A. Both are, you should not lie.

Q. Which should be punished the most?

A. The one who told the big lie about flying.

This answer is scored 2, because it is both subjective and objective.

Q. Which is the naughtiest?

A. The boy who lied to his mother.

Q. Why is that?

A. Because he lied to get a reward. The other only lied because he was sad.

This answer is scored 3, because it is subjective.

Equality and Authority

Story 1

Q. What do you think of that?

A. She ought to done all of the work because her

brother didn't.

Q. Was it fair?

A. Yes, because she had been told to.

Story 2

Q. What do you think of that?

A. He should do it, because he was told to.

Q. Was it fair?

A. Yes; he was told to by his father.

These answers are scored 1, because they respond to authority.

Story 1

Q. What do you think of that?

A. She ought to have done her own work and not the other one's.

Q. Why not?

A. It was not fair.

Q. What was the girl to do?

A. She should have said to her mother, "It's not fair. I should not do double the work."

This answer is scored 2, because it responded to equality.

Story 2

Q. What do you think of that?

A. The other boy should be made to do half the chores,

then it would be fair.

This answer is scored 2, because it responded to equality.

Story 1

Q. What do you think of that?

A. She should do all of the work, but the boy should be punished.

Q. Is it fair for her to do all of the work?

A. Yes. She is doing it for her mother, but the boy is wrong.

This answer is scored 3, because it shows response to authority and equality.

Story 2

Q. What do you think of that?

A. He should do what his father said.

Q. Is it fair?

A. No, both should work.

This answer is scored 3, because it shows response to authority and equality.

APPENDIX F

PROCEDURE FOR DETERMINING ATYPICAL RESPONSES

APPENDIX F

PROCEDURE FOR DETERMINING ATYPICAL RESPONSES

Essentially a typical response is any response which can be scored 1, 2, or 3, as described under the section Scoring Procedure of Piaget's Moral Judgments Test.

Examples of atypical responses are shown below..

Stealing

Story 1 and 2

Q. Which is the naughtiest?

A. No.

Q. What do you mean by that?

A. Both are not naughty?

Q. Why is that?

A. Taking something you want is okay unless you get caught.

Q. Could you explain what you mean, using one of the stories as an example?

A. If the boy had been caught by the baker, he would have been wrong.

Lying

Story 1 and 2

Q. Which is the naughtiest?

A. Those are silly stories.

Q. Why is that?

A. Silly to lie about that kind of thing. It's okay if you lie about things to keep you out of trouble.

Q. With these stories, if you had to make a decision of which was naughtiest, which would it be?

A. Neither; you're only naughty if people think you are. I don't think they are, just silly.

Equality and Authority

Story 1

Q. What do you think of that?

A. It's okay.

Q. Was it fair?

A. As long as he gets away with it and she is silly enough to do his work.

Story 2

Q. What do you think of that?

A. The other should slug his brother and make him work.

Q. Was it fair?

A. As long as he was stupid enough to do all the chores, I guess so.

APPENDIX G
SCORES OF SUBJECT'S RESPONSES

APPENDIX G

SCORES OF SUBJECT'S RESPONSES

| Caucasian Subjects | Lying | Stealing | Equality and Authority | |
|-----------------------|-------|----------|---------------------------|-----------|
| | | | Story One | Story Two |
| A1 | 1 | 1 | 2 | 2 |
| A2 | 1 | 1 | 2 | 2 |
| A3 | 1 | 1 | 2 | 2 |
| A4 | 1 | 1 | 3 | 2 |
| A5 | 3 | 1 | 2 | 2 |
| A6 | 1 | 1 | 2 | 1 |
| A7 | 1 | 1 | 2 | 2 |
| A8 | 1 | 1 | 3 | 2 |
| A9 | 1 | 1 | 2 | 2 |
| A10 | 3 | 1 | 2 | 2 |
| A11 | 2 | 1 | 2 | 2 |
| A12 | 1 | 3 | 2 | 2 |
| A13 | 2 | 1 | 2 | 2 |
| A14 | 1 | 1 | 2 | 2 |
| A15 | 1 | 1 | 1 | 1 |
| A16 | 1 | 1 | 2 | 2 |
| A17 | 1 | 1 | 2 | 2 |
| A18 | 1 | 1 | 2 | 2 |
| A19 | 1 | 2 | 2 | 2 |
| A20 | 1 | 1 | 2 | 2 |
| A21 | 1 | 1 | 2 | 2 |

| Caucasian Subjects | Equality and Authority | | | |
|-----------------------|---------------------------|----------|-----------|-----------|
| | Lying | Stealing | Story One | Story Two |
| A22 | 1 | 1 | 2 | 2 |
| A23 | 1 | 1 | 2 | 2 |
| A24 | 3 | 1 | 2 | 2 |
| A25 | 3 | 3 | 2 | 2 |
| A26 | 2 | 1 | 2 | 2 |
| A27 | 3 | 3 | 2 | 2 |
| A28 | 3 | 3 | 2 | 2 |
| A29 | 1 | 1 | 2 | 2 |
| A30 | 3 | 3 | 3 | 2 |
| A31 | 3 | 3 | 2 | 2 |
| A32 | 3 | 3 | 2 | 2 |
| A33 | 3 | 3 | 2 | 2 |
| A34 | 3 | 1 | 2 | 2 |
| A35 | 2 | 3 | 3 | 3 |
| A36 | 3 | 3 | 3 | 2 |
| A37 | 3 | 3 | 2 | 2 |
| A38 | 3 | 3 | 2 | 2 |
| A39 | 3 | 3 | 2 | 2 |
| A40 | 2 | 1 | 2 | 2 |
| Score 1 Totals | 20 | 26 | 1 | 2 |
| Score 2 Totals | 5 | 1 | 34 | 37 |
| Score 3 Totals | 15 | 13 | 5 | 1 |

| Negro Subjects | Lying | Stealing | Equality and Authority | |
|-------------------|-------|----------|---------------------------|-----------|
| | | | Story One | Story Two |
| B1 | 1 | 1 | 2 | 2 |
| B2 | 1 | 1 | 2 | 2 |
| B3 | 1 | 1 | 2 | 2 |
| B4 | 1 | 1 | 3 | 2 |
| B5 | 1 | 1 | 2 | 2 |
| B6 | 1 | 1 | 3 | 2 |
| B7 | 1 | 3 | 1 | 2 |
| B8 | 1 | 1 | 2 | 2 |
| B9 | 1 | 1 | 3 | 2 |
| B10 | 1 | 1 | 2 | 2 |
| B11 | 1 | 3 | 2 | 2 |
| B12 | 3 | 3 | 2 | 2 |
| B13 | 3 | 1 | 3 | 2 |
| B14 | 3 | 1 | 1 | 1 |
| B15 | 3 | 3 | 3 | 3 |
| B16 | 1 | 3 | 2 | 2 |
| B17 | 3 | 3 | 3 | 1 |
| B18 | 3 | 1 | 2 | 2 |
| B19 | 3 | 3 | 2 | 2 |
| B20 | 3 | 3 | 3 | 3 |
| B21 | 2 | 3 | 2 | 1 |
| B22 | 3 | 1 | 2 | 1 |
| B23 | 3 | 3 | 2 | 2 |

| Negro Subjects | Lying | Stealing | Equality and Authority | |
|-------------------|-------|----------|---------------------------|-----------|
| | | | Story One | Story Two |
| B24 | 3 | 1 | 3 | 3 |
| B25 | 3 | 3 | 1 | 1 |
| B26 | 1 | 3 | 1 | 1 |
| B27 | 3 | 3 | 2 | 2 |
| B28 | 3 | 1 | 2 | 2 |
| B29 | 3 | 1 | 3 | 1 |
| B30 | 3 | 3 | 2 | 2 |
| B31 | 2 | 1 | 2 | 2 |
| B32 | 2 | 2 | 2 | 2 |
| B33 | 1 | 3 | 1 | 2 |
| B34 | 3 | 3 | 2 | 2 |
| B35 | 3 | 3 | 2 | 2 |
| B36 | 1 | 3 | 2 | 2 |
| B37 | 1 | 1 | 3 | 2 |
| B38 | 3 | 1 | 3 | 3 |
| B39 | 3 | 3 | 2 | 2 |
| B40 | 3 | 3 | 2 | 2 |
| Score 1 Totals | 16 | 19 | 5 | 7 |
| Score 2 Totals | 3 | 1 | 24 | 29 |
| Score 3 Totals | 21 | 20 | 11 | 4 |