CONSISTENCY IN USE OF THEMAS IN STORY COMPLETIONS: A CROSS NATIONAL STUDY IN SEVEN COUNTRIES

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By

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ABSTRACT

The Anderson Incomplete stories, a projective technique, were developed to elicit responses from children; they were administered under the supervision of the Andersons to over 10,000 children in eight countries.

For this study data have been analyzed from the responses of seventh grade children in eleven principal locations; and from university students from Michigan State University.

The purpose of this study was to examine story completions to determine by two analyses the consistency with which subjects repeated themas in their solutions to six social conflict situations. The first analysis deals with consistency in the use of honesty and punishment themas across stories; the second deals with stability of rank order positions of the eleven geographical locations on a dimension of equalitarian-authoritarian relating.

For the first analysis, four story plots were utilized in data from seventh grade children from Hamburg, Drammen and Knoxville, and university students from Michigan State University. The Lost Meat, the Ink Spot, and the Damaged Axe stories, were utilized to measure consistency in the use of punishment themas. Honesty themas were studied in the Lost Meat story and the Broken Window story. Chi-square tests of significance were computed.

In the three separate analyses of consistency in use of themas across stories, university students showed high consistency in their responses; children in Benton Harbor

and Hamburg showed negligable consistency; children in Drammen revealed some consistency in honesty themas, but not in themas of punishment.

Consistency in the use of themas across stories was also examined by comparing rank order positions of eleven geographical locations on a dimension of equalitarian-authoritarian relating. The rank positions were obtained on the basis of frequencies of occurence of themas interpreted as relating to a context ranging from equalitarianism to authoritarianism.

Four stories were utilized: two, the Lost Meat and the Broken Window stories, portray potential parent-child and adult-child conflicts, and two, the Teacher's Money and the Lost Composition stories, portray potential teacher-child conflict situations.

Hypotheses. High consistency of overall rank order position was found in 9 of the 11 locations considered, including three German locations and Mexico City which stayed consistently within the five most authoritarian rank positions. The two continental United States samples of Knoxville and Benton Harbor held first and second places in overall ranking in equalitarianism. Knoxville was highly consistent in the rank order in both the home and school situations. Benton Harbor deviated toward authoritarianism in one of the two school situations. Of the three Scandinavian samplings two, Helsinki and Stockholm, maintained consistently their ranking at or within two places above the median in the direction of equalitarianism.

The children from Drammen wrote story completions that ranked authoritarian in school situations, but equalitarian in the home and neighborhood situations. Children from San Juan were just the opposite: in the school situations their stories ranked equalitarian, but in the home the rank was authoritarian.

In addition to the variability in rank order position of Drammen and San Juan, high variability within a given location was found on the ranking of individual categories and ratios within a story. It would not be expected that a single thema from a story completion can be isolated as one that is representative of all the others. It appears to the writer that general statements about social values can best be made in the context of constellations of items and themas.

Approved Harold H. Anderson
Signature of Major Professor

Date 21 November 1961

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I INTRODUCTION

In this study the writer examined story completions written by seventh grade children and by university students to evaluate two kinds of consistency with which they repeated themas in their solutions to six social conflict situations. The first is the consistency of children and university students in the use of themas across stories. The second concerns the problem of the stability of rank order positions of children in eleven geographical locations on a dimension of equalitarian-authoritarian relating.

This study is based on data gathered by Anderson and Anderson (4, 5, 8, 9) in their cross-national investigation of children's apperceptions of interacting in human relations.

Materials. The Anderson Incomplete Stories, a projective technique, elicit fantasy material from children. Each incomplete story presents a social conflict situation. Series A contains six incomplete stories, two protraying a conflict between a child and a parent; two, a conflict between a child and a teacher; one, a conflict between two children and one, a conflict between two children and a neighbor. In each of these stories, the child is, or may be, regarded as being culpable. Series B presents five stories, in three of which an adult may be regarded as culpable; in the two other stories sibling conflict situations are described. Below each story there is space on the forms to write the story completion. The English texts of the six incomplete stories used in this report are as follows:

Story No. A-2. The Lost Meat

Michael's mother sends him to the store to get one pound of wieners. On the way home he puts the package of meat on the edge of the sidewalk and plays for a short time with his friends. A shepherd dog darts forward quickly, claws half the wieners out of the package and rushes away with them. Michael wraps up the remaining wieners and takes them home.

What does Michael say to his mother?
What does his mother do?
How does Michael then feel about it?

Think about these questions, then finish this story quickly with a few sentences.

Story No. A-3. The Teacher's Money

The teacher suddenly discovers that fifty cents has disappeared from her desk. She looks up and sees that all the class are working on their arithmetic assignment. She wonders what happened to the money and what she should do.

What does the teacher do?

Finish this story also with a few sentences. Tell what happened to the money and also exactly how the teacher feels and what she does.

Story No. A-4. The Ink Spot

Susan[1] is sitting in the living room working on her homework. Suddenly she remembers her mother's coat. She wonders how she would look in it. When taking the coat off she notices that she had got some ink spots on her mother's new coat. Just as Susan is trying to wipe out the ink spots her mother enters the room.

What does her mother say?
What does Susan say?
How do they both feel about it?
What does each one do?

Think about these questions and finish this story with a few sentences.

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[1]The name of the girl was Elizabeth in the form administered to the Knoxville sample in 1953.

Story No. A-5. The Broken window

George and Karl are playing with a football. They know that they should not play football on the narrow space in front of the house. George gives a strong kick and the ball hits a window and makes a big crack in it. Karl thought that someone had appeared behind the window. No one could have seen who kicked the ball against the window.

Finish this story with a few sentences. Tell how the boys feel about it and what they do.

Story No. A-6. The Lost Composition

Elsa often handed in her home composition late to the teacher. This time it was an especially important composition and she had, moreover, written it on time. On the way to school she lost her composition notebook and could not find it anywhere.

What does Elsa say to her teacher?
What does the teacher say?

Think about these questions and finish this story with a few sentences.

Story No. B-4. The Damaged Axe

Herbert received for his thirteenth birthday a handsome camping axe. It is sharp and has a strong leather case. While Herbert is at school his four-year-old brother, Billy, sees the axe, looks at it a long time, picks it up, puts it back, and finally takes it outdoors with him to play. Billy does not take the case off. He sings to himself as he walks about the pavement. Herbert comes home from school, finds the axe in its leather case with some other toys. But he sees that the axe has cut through the leather case and the blade is chipped and blunted.

What does Herbert do?
How does Herbert feel about it?

Think about these questions and finish the story with a few sentences.

Administration. The Anderson Incomplete Stories were devised for group administration to rooms of children, each series requiring one school period. In all but one location the incomplete stories were administered under the personal supervision of the Andersons, by research teams whose native language was that of the children. The standard instructions for administration are given in Appendix A. To assure the children of anonymity, they were asked not to sign their names, and were told that neither their teacher nor the school principal would read their story completions. The children were told further that there were no right nor wrong answers, and that they would not be graded on what they wrote.

Translation. All story completions have been translated from other languages into English for coding. A discussion of the translations has been made by Geierhaas (11) who reported that the original and the translation often differ with respect to such factors as length of phrases, number of words, and number of verbs. In addition he reported that moods and feelings were particularly difficult to translate. In an analysis of the validity of the translation from German to English, Geierhaas reported that two independent coders, one coding from the German originals, the other from English translations, achieved coding reliability above 90 percent for process categories.

The Anderson's sample. Data have been collected by the Andersons from over 10,000 children in eight countries. The subjects were obtained from the fourth, seventh, and

tenth school grades. Although the Andersons did not attempt to get random samples, they did attempt to secure representation of the upper, middle, and lower, socio-economic levels, and to obtain equal representation of the sexes.

The sample used in this study. For this study data were taken from children of the seventh grade from the eleven geographical locations given in Table 1, and from university students at Michigan State University. Although data are available on the children's sex, religion, and socio-economic level, the writer did not analyze the contributions of these factors to the children's story completions.

The university students include 244 undergraduate, graduate, and special students who were enrolled in Dr. Harold H. Anderson's course in child psychology at Michigan State University, and to whom he administered the incomplete stories. The university students represent a combined sample of students from seven classes held between 1957 and 1959.

Except where otherwise indicated the numbers given in Table 1 represent all the children in the locations whose translated story completions were available at the time of coding. The story completions for the Teacher's Money story and the Lost Composition Story were the first of the stories to be coded. Because not all the San Juan and Mexico City samples were translated at the time of the early coding, the numbers of story completions for these two stories given in Table 1, are lower than for the other stories.

Table 1. Numbers of seventh-grade children and university students who completed the six Anderson Incomplete Stories used in this report.

	A-2 Lost Meat	A-3 Teacher's Money	A-4 Ink Spot	A-5* Broken Window	A-6 Lost Composition	B-4 Damaged Axe
Karlsruhe, Germany	1098	1067	--	821	621	--
Hamburg, Germany	506	501	219	487	471	219
Munich, Germany	335	332	--	328	325	--
Birmingham, England	125**	398	--	435	397	--
Drammen, Norway	225	220	224	223	219	224
Stockholm, Sweden	170	166	--	158	152	--
Helsinki, Finland	209	208	--	209	201	--
Mexico City, Mexico	1139	891	--	1153	866	--
Knoxville, Tennessee	225	222	222	220	214	--
Benton Harbor, Michigan	288	282	--	285	284	--
San Juan, Puerto Rico	125**	349	--	531	169	--
Seventh grade totals	4445	4636	665	4850	3919	443
Michigan State Students	244	--	244	238	--	--
Total Subjects	4689	4636	909	5088	3919	443

*Random samples of 150 for each location were taken from D. J. Erickson's (10) analysis for this report.

**Random samples of 125 each for Birmingham and San Juan were selected for advance coding because the codings of the entire numbers in these locations could not be completed in time for this report.

Content analysis of story completions. A basic operation in a research program which utilizes projective techniques is the content analysis of the material. Because there are situational differences in the human relationships involved in the stories of parent-child, teacher-child, and child-child interacting, a separate coding manual has been devised for each story. The Andersons have used a coding system and non-parametric statistics in their analyses of responses to the Anderson Incomplete Stories.

Each manual has been designed first to analyze story completions in a manner relevant to the unique characteristics of the story plot, to which the story completions were responses, and secondly to record themas that could be compared with themas recorded from other stories.

Similarities in the story plots and in the coding manuals have made it now possible to compare responses to different stories with respect to such categories as honesty or deceit, acceptance or rejection of another's communication, punishment, coercion, hostility, social problem solving, and other aspects of inter-personal relating.

Definitions of coding units. Categories and items are the units of classification defined in the coding manuals. A category is a unit of classification in which are recorded all themas that are interpreted as being related to each other within a defined content. An item is a sub-unit of a category. An item is used to record the occurence of themas falling within a limited, defined range of the content

area of a category. For example, in the coding manual for the Lost Meat story, category 21, Truth-Lie, may be used to illustrate both a category and the items or sub-units of classification. In some of the categories, as in category 21, the items are mutually exclusive, that is, no story completion or parts of it can be coded in more than one item. The category thus becomes a check list of items in which there is always one check and only one check for each child's story completion. Consequently, the sum of the tallies for a check category always equals the number of children who have completed the story. For convenience in designation, categories of mutually exclusive items are called check categories.

Category 21, Truth-Lie, for story A-2, the Lost Meat story is a check category:

Category 21, Truth-Lie

1. Michael tells truth spontaneously
2. Michael tells truth after conflict
3. Michael tells truth after being questioned
4. Michael tells truth voluntarily after lie
5. Michael tells truth coerced after lie
6. Michael tells non-essential truth
7. Michael evades truth
8. Michael lies without pressure
9. Michael lies after being questioned, pressure
10. Story contains no information as to truth or lie

The following is an example of a child's story completion. Each story completion, including the one given below, is identified by the location and number of the child. This story completion illustrates the thema checked as item 21-5, Truth coerced after lie.

Mex 536 Michael doesn't tell his mother what happened and puts it as it is into the refrigerator. Her mother finds out what happened when she is going to use the meat and she calls Michael and asks him: "Why have you brought so little meat? and Michael answers - "That's all they gave me." "It isn't true, your're not telling the truth." Then Michael, repenting his having told a lie, started crying and told her the truth.

In contrast with the check category is the code category which contains items that are not mutually exclusive; thus, themas in a story may be coded into one or more than one items within a code category. In a given number of stories the total number of tallies for a code category usually exceeds the number of stories coded. A code category generally has one check item to record those stories that give no information relevant to the themas recorded in the code items. Category 32, Michael's initial feelings, is a code category. In this code category, the last item, 32-9, Story contains no information as to Michael's initial feelings, includes all stories which cannot be coded in one or more of the preceding eight items. Category 32 records Michael's feelings in regard to one or more of the following: the fact of the lost meat, his own behavior, his mother's behavior towards him.

Category 32, Michael's Initial feelings

1. Michael feels guilty, sorry, conscience stricken, ashamed
2. Michael feels sad, uneasy, bad
3. Michael feels afraid, scared
4. Michael cries, sobs
5. Michael feels happy, glad
6. Michael trembles, shakes, blushes, can't breathe
7. Michael stutters, stammers, can't speak
8. Michael feels angry
9. Story contains no information as to Michael's initial feelings.

The story completion given below illustrates the use of multiple tallies in a code category. The story completion was coded both in item 32-1, Michael feels guilty, sorry, conscience stricken, ashamed, and in item 32-6, Michael trembles, shakes, blushes, can't breathe.

Ham 11 Mother I lost a couple of sausages, the mother sees that her son gets red. Michael has a guilty conscience that he has lied to his mother. After awhile Michael tells the truth.

Although there is an arbitrary differentiation between check items and code items, the process of content analysis is referred to as coding and the person who makes the content analysis is referred to as a coder.

The 1960 revised coding manual for the Lost Meat story. The data given in this report on story A-2, the Lost Meat, are based on a revised Lost Meat coding manual. The original coding manual for the Lost Meat story was prepared by Anderson and Anderson (4) in 1953. It contained 39 categories for Michael and 44 non-overlapping categories for themas for the mother. In addition to this total of 83 categories there were four interpretive outcomes of the story. The 1953 manual was somewhat modified in 1954 for use in the studies reported by Geierhaas (11), Heber (12), and Robinson (13).

A further revised coding manual was prepared in 1960 by the Andersons and the writer who served as a Special Graduate Research Assistant. An abstract of the categories and items in the 1960 revision is given below. The 1960 revision differs from the 1954 manual in several respects.

The 1954 manual consisted of 81 single item code categories. Each category consisted of one code item. There were categories for Michael and categories for the mother. In contrast the 1960 manual contains 73 items arranged into 12 categories. Eleven of the twelve categories are check categories; one category is a code category.

These two coding manuals differ also with respect to rules of coding. The earlier manual specified that each verb was to be given one, and not more than one tally. Verbs were not coded, however, when they were used only to repeat the facts of the story or to introduce direct or indirect

discourse. In contrast with the earlier coding manuals, the 1960 manual contains no explicit or implicit rules as to what may make up a unit for which a tally can be given. The implication of this subtle difference between the two manuals can be seen for example, in the treatment which they allow in coding the following excerpt from a child's story completion:

> "Michael lies to his mother, his mother gave him more money."

The coder who uses the 1954 coding manual is faced with a decision in regard to the sentence "..., his mother gave him more money." He can code it either as evidence that the mother believed Michael, or that the mother made restitution for the lost meat, but he can not code it as both. The coder who uses the 1960 coding manual may code "..., his mother gave him more money." both as <u>Mother believes Michael</u>, and as <u>Mother makes restitution</u>.

In the remainder of this report, reference to the <u>Lost Meat</u> coding manual will be to the 1960 revision.

30 Aug. 1960

Abstract A-2, The Lost Meat Story

21 Truth-Lie
1 Truth sponteneously
2 Truth after conflict
3 Truth after question
4 Truth voluntarily after lie
5 Truth after lie, coerced
6 Non-essential truth
7 Evades truth
8 Lies without pressure
9 Lies after question, press.
0 No information

22 Mother Believes-Disbelieves
1 Believes
2 Disbelieves
3 No information

24 Punishment
1 Verbal
2 Deprivation of food
3 Deprivation of activity
4 Deprivation of material
5 Physical
6 Verbal and deprivation
7 Verbal and physical
8 Physical and deprivation
9 Physical, verbal, depriv.
0 "Punishment" thema
x Not punished (specific)
y No information about punish.

25 Restitution
1 Voluntary restitution
2 Restitution with deception
3 Involuntary restitution
4 Mother obtains meat
5 Michael sent to obtain meat
6 Restitution by other
7 Restitution fantasy, thema
8 No information

26 Michael's Secondary Behavior
1 Uncommunicated reform
2 Communicated reform
3 Michael apologizes, pleads
4 1 and 3 (combination)
5 2 and 3 "
6 No information

27 Mother's Feelings re. Meat, Lie
1 Angry, mad, furious
2 Sad, upset, unhappy
3 1 and 2, sad and angry
4 Happy
5 No information

28 Mother's Feelings re. Apology, Reform, Restitution
1 Happy, pleased, satisfied
2 Sad, angry, unsatisfied
3 Ambivalent (1 and 2)
4 None of the above

29 Identity of Punisher
1 Mother or unspecified
2 Father
3 Both punished
4 No information

30 Mother's Secondary Behavior
1 Instructs, criticizes, without hostility
2 Forgives, consoles, understands
3 1 and 2
4 No information

31 Anxiety
1 Michael Lies (21-5,6,8,9)
2 Mother Opposes:
a Questions about facts
b Investigates
c Scolds, threatens, punishes
d Becomes angry, excited
2 Michael Lies and before Opposition:
a Returns to tell truth
b Considers return to tell truth
c Trembles, feels guilty stutters, antic. Punishment without opposition
3 Michael Tells Truth (21-1,2,3) and Michael:
a Trembles, stutters, cries blushes, can't breathe
b Antic. punish., is afraid, feels guilty
c Runs away after telling truth
4 Michael evades confronting
a Michael hides meat, leaves on table and waits to be questioned
b Michael anticipates punishment and does not confront
5 No information about anxiety

32 Michael's initial Feelings (no inference)

1 Guilty, sorry, conscience stricken, ashamed
2 Sad, uneasy, bad
3 Afraid, scared
4 Cries, sobs
5 Happy, glad
6 Physiological systems-trembles, shakes, blushes, can't breathe
7 Speech difficulty: stutters, stammers
8 Angry
9 No information

33 Michael's Feelings after He Apologizes, Makes Restitution, Promises Reform

1 Glad, happy, pleased, satisfied
2 Sad, unhappy, bad
3 Neither, or no information

*Category 32: Code items 1 to 8, or check item 9; items are not mutually exclusive; there may be multiple tallies.

Reliability of coders. Each coding manual has been subjected to a series of trials to determine the reliability of the coding, or the percent of agreement between two independent coders. This is accomplished by having two individuals study a coding manual and code, independently, twenty or more story completions. This procedure is continued until the agreement between two coders reaches 85 to 90 percent.

The formula used to measure the percent of agreement between two coders is twice the number of agreements divided by the sum of tallies of both coders.

$$\text{percent of agreement} = \frac{2\ (\text{number of agreements})}{\Sigma\ \text{tallies by both coders}}$$

The data obtained from story A-2, the Lost Meat, were based on the 1960 Lost Meat coding manual. The writer coded the Lost Meat story completions after having reached 93 percent agreement with K. W. Terhume.

The frequencies reported in this study for story A-3, the Teacher's Money, story A-5, the Broken Window, and story A-6, the Lost Composition, were based upon the coding of other coders in the research program. There was one exception, the writer coded the Broken Window story completions written by the 244 university students from Michigan State University. For this coding D. J. Erickson and the writer attained a coding reliability of 91 per cent, on three selected categories: 31, Kicker's intent regarding the owner; 33, Boy's identity revealed to owner; and 36, Restitution

by boys. Coders of the Teacher's Money story attained per cents of agreement ranging from 83 to 93 (9). Coders of the Broken window story attained 94 percent of agreement (10). and coders of the Lost Composition story attained 89 and 90 percents of agreement (9).

Across-story coding. Story completions for three stories were coded for Punishment using the definition of Category 24, Punishment, from the Lost Meat coding manual, 1960. These stories were: the Lost Meat, the Ink Spot, and the Damaged Axe. The writer attained 95 percent agreement with K. W. Terhune when Category 24, Punishment, was applied to the Ink Spot and the Damaged Axe story completions.

II. CONSISTENCY IN USE OF THEMAS ACROSS STORIES

In previous cross-cultural analyses of story completions children in one location have been compared with children in each of the other locations to assess similarities and differences in their social apperceptions of human relating. There will now be presented an analysis of data to show consistency by the same identical subjects in the use of themas across stories.

Punishment themas are taken from three stories and honesty themas from two.

The question to be answered is: Will the subjects who use themas in one story completion tend to repeat those themas in their completions to other stories? More specifically, will a child who introduces punishment themas into one story portraying a parent-child conflict, also use punishment themas in another story portraying a different parent-child conflict? Will a child who writes of honesty in communicating to a mother also write of honesty when communicating to a neighbor?

For the analysis of consistency in the use of punishment themas across stories, three story plots were utilized: the Lost Meat, the Ink Spot, and the Damaged Axe. These stories present situations in which a child has erred, or may be thought to have erred in a home situation; consequently, themas of punishment may be expected.

To assess consistency in the use of honesty themas, story completions for the Lost Meat story were compared with

story completions written by the same subjects for the Broken window story.

Hypotheses. From the null hypothesis one would expect no consistency in the use of themas across stories by the children or by the university students.

It was hypothesized, however, that university students would demonstrate higher consistency in their use of themas than would be found with seventh grade children.

Subjects. From Drammen and Knoxville the total samples of 224 and 222 story completions respectively were used. From Hamburg only the first 219 of a total of 524 were used in this analysis; it should be pointed out that all of the 219 children came from schools of low socio-economic districts of Hamburg. The University sampling contained 244 undergraduate and graduate students.

Procedure. To determine the presence or absence of consistency in the use of themas in more than one story, four inter-story comparisons were made. Each comparison involved two stories. In the search for a common response by the same child in two different stories, each child in a sample received two coding tallies, one for each of the two stories. In each case the coding tally from one story either matched or did not match the coding tally for that child in the other story. For example, the story completions of child X in Hamburg, incorporated themas of honesty in both the Lost Meat story and the Broken window story; whereas the story completions of child Y in Hamburg both incorporated themas

of deception. These two children were considered consistent in their use of themas across two stories. A chi-square test of significance was used to determine whether the number of agreements between coding tallies significantly exceeded the number of disagreements.

Findings: Punishment. The first comparison involved a test to determine whether or not the numbers of subjects who introduced themas of punishment into the completions of both the Lost Meat story and the Damaged Axe story were significantly greater than the numbers who mentioned punishment in one story but not in the other story. An important situational difference in the two stories is that the Lost Meat story portrays a child-parent conflict whereas the Damaged Axe story portrays a sibling conflict situation. The older sibling in the Damaged Axe story, rather than the parent, generally administered the punishment.

Category 24, Punishment, of the Lost Meat story coding manual was used by the writer to code the story completions to both the Lost Meat story and the Damaged Axe story. Punishment, as described in the coding manual for the Lost Meat story includes the following items: scolding, deprivation of food, deprivation of activity, deprivation of money, physical punishment, and combination of these types of punishment. The punishment themas may be expressed in the story as action, fantasy, or fear, with no differentiation in the recording.

Not differentiated also in the inter-story comparisons were the several modes of punishment. Only the presence of one or more themas of punishment, of any type, was counted. Thus the frequency of punishment reported in the comparison of the Lost Meat story and the Damaged Axe story refers to the number of story completions in which Michael, or Billy, was punished. The remainder of the stories either gave a specific statement that the child protagonist in the story was not punished, or gave no information regarding punishment.

Table 2 gives for two locations the per cents of story completions in which themas of punishment were found in the Lost Meat story, in the Damaged Axe story, or in both stories. The Knoxville children and the University students did not write completions for Series B, which included the Damaged Axe.

Table 2. Per cents of children who wrote punishment themas in the Lost Meat and Damaged Axe stories

Location	N	Pun. Lost Meat %	Pun. Dam. Axe %	Pun. both %	Pun.* exp. both %	Chi-square	Phi coefficient
Hamburg	219	55.3	62.1	31.6	34.3	1.88	.01
Drammen	224	25.4	46.8	13.4	11.9	1.02	not sig. .00

*Expected frequency for chi-square analysis.

Table 2 indicates that in both locations there were higher frequencies of punishment in the Damaged Axe story than in the Lost Meat story. That is, the older sibling punished more frequently than did the mother. In Table 2 it can also be seen that there were conspicuously higher frequencies of punishment in the stories written by Hamburg

children in both the parent-child and the sibling situations. Nevertheless, in both Hamburg and Drammen there was not a significant consistency in the use of punishment in both stories by the same child.

A second comparison was made between the Lost Meat story and the Ink Spot story to determine whether children who incorporated themas of punishment in both stories did so in significantly greater numbers than would be expected by chance. Although both stories involve parent-child conflict, there are situational differences in the stories. The sex of the child protagonist in the Lost Meat story is male; in the Ink Spot story the sex is female. Furthermore, in the Ink Spot story the mother is introduced into the scene by circumstances of the story, whereas in the Lost Meat story the child author must introduce the mother.

Story completions were again coded according to the definitions of Category 24, Punishment, of the Lost Meat coding manual. The particular modes of punishment were not differentiated in the inter-story comparison; therefore, the frequency of punishment reported for the four locations in this analysis refer to the number of story completions in which Michael and Susan were "punished". Table 3 gives the percents of story completions in which themas of punishment in one or the other or both stories were found.

Table 3 Percents of subjects who wrote punishment themas in the Lost Meat and the Ink Spot stories.

Location	N	Pun. Lost Meat %	Pun. Ink Spot %	Pun. both %	Pun. exp. both %	Chi-square	Phi-coefficient
Hamburg	219	56.5	50.7	29.5	28.6	.14	.00
Drammen	224	25.4	31.7	5.8	8.0	2.65	-.03
Knoxville	222	47.7	34.7	18.0	16.6	.82	.00
Univ.	244	37.3	41.4	25.8	15.4	45.0***	.43

***significant at .001 level

Table 3 indicates that in all locations, except Knoxville, the subjects utilized comparable frequencies of punishment themas in both of these parent-child stories. The writer has no explanation to suggest for the difference of 13 percentage points in Knoxville. Among the seventh-grade children in Hamburg, Drammen, and Knoxville, there was no significant consistency in the use of punishment themas in the two stories. In the university sample there was a significant consistency in the use of punishment themas, as indicated by a chi-square significant at the .001 level and a phi-coefficient of .43.

Tables 2 and 3 above gave percents of story completions in which punishment themas were found in two parent-child stories and in one story involving two siblings. The data support the following general statements:

1. The seventh grade children from Drammen, Knoxville, and Hamburg were not consistent in their use of punishment themas.

2. The University students were consistent in their use of punishment themas. The same students who incorporated punishment themas in the Lost Meat story generally wrote punishment themas in their completions to the Ink Spot and to the Damaged Axe stories.

3. The Hamburg and Drammen children used punishment themas more frequently in the Damaged Axe story than in the Lost Meat story, and thus they had the older sibling punish his younger sibling more frequently than the mother her son.

4. In the three locations of Drammen, Hamburg and Knoxville, Hamburg consistently had the highest frequency of punishment themas and Drammen the lowest. The Knoxville and University samples were in between.

Honest communication. A third test of significance was computed to determine whether subjects who incorporated themas of truth in both stories did so in significantly greater numbers than would be expected by chance. The Lost Meat story and the Broken Window story were used. In both stories honest communication requires the child protagonists to communicate to the owners their misdeeds of damaging or losing property. Each story allows opportunity for honest communication, dishonest communication, evasion, or no information. The story plots differ in that the Lost Meat story represents a potential parent-child conflict, whereas the Broken Window story represents a potential neighbor-child conflict. Category 21, Truth-Lie, of the Lost Meat story was compared with Category 31, Kicker's intent regarding

owner, in the Broken Window story.

Category 21, Truth-Lie, of the Lost Meat coding manual requires that the following conditions be met for Michael to be credited as having told the truth: he must communicate to his mother relevant information as found in one or both of the following statements: (1) that he played with friends; or (2) that he put the meat down. Truth is inferred if the author made a general statement that Michael "told his mother what happened," even though the specific details of the communication were not included in the story completion. The four mutually exclusive items which record themas of truth are the following:

21-1, Michael tells truth spontaneously,
21-2, Michael tells truth after delay,
21-3, Michael tells truth after question,
21-4, Michael tells truth voluntarily, after lie.

Lie is inferred when Michael withholds relevant information from his mother or falsifies the facts while communicating with her. The following mutually exclusive items, when combined, give the total number of story completions which incorporated themas of lie or evasion:

21-5, Michael tells truth, coerced, after lie,
21-6, Michael communicates non-essential detail,
21-7, Michael evades truth,
21-8, Michael lies without pressure,
21-9, Michael lies after question.

The following item records story completions that give no information regarding truth or lie:

21-0, Story contains no information as to truth or lie.

For the purpose of testing the null hypothesis of no consistency in the use of honesty themas across stories,

the story completions were discarded which gave no information as to truth or lie.

Category 31, Kicker's intent regarding owner, of the Broken window story closely approximates Category 21, Truth-Lie, of the Lost Meat story. Honest communication, the intent to include the owner, is defined in the manual for the Broken Window story as a voluntary intent "... to communicate the facts of the accident to the owner or to make restitution for the damage to the window." Two items which record themas of intent to include the owner are the following:

31-1, Kicker's intent was to include the owner,
31-2, Kicker's initial intent to exclude, then to include the owner.

Conversely, lie or deceit, the intent to exclude the owner, is defined as an intent to "... avoid identification of the kicker's involvement in the accident or to avoid making restitution for the damage to the window." Two items which record themas of intent to exclude the owner are the following:

31-3, Kicker's intent was to exclude the owner,
31-4, Kicker's initial intent was to include, then to exclude the owner.

Story completions were discarded if they gave no information as to the kicker's intent to communicate to the owner as coded in one of the following items:

31-5, Story contains no information as to kicker's intent regarding the owner.
31-6, Kicker not mentioned.

For the purpose of testing the null hypothesis of no consistency in the use of honesty themas, each story completion

was checked as containing a thema of truth, lie, or no information. No further differentiations were made for this analysis. Table 4 gives the numbers of children and university students who wrote story completions that could be coded as Truth versus Lie, or as Honest communication versus Dishonesty or evasion. Children who failed to give relevant information in either story were discarded from the data before computing the chi-squares which are presented in Table 5.

Table 4 Numbers of children who wrote story completions that could be coded as Truth versus Lie, or as Honest communication versus Dishonesty.

Lost Meat story

Locations	Truth		Lie		Num. Used	Num. Discarded
Category	21-1,2,3,4,		21-5,6,7,8,9			
	N	%	N	%		
Hamburg	95	45.8	112	54.2	207	12
Drammen	115	57.8	84	42.2	199	24
Knoxville	123	70.8	51	29.2	174	41
University	148	65.2	79	34.8	227	11

Broken Window story

Category	Include 31-1,2,		Exclude 31-3,4,		Num. Used	Number Discarded
Hamburg	95	45.8	112	54.2	207	12
Drammen	129	64.8	70	35.2	199	24
Knoxville	139	79.9	35	20.1	174	41
University	141	62.1	86	37.9	227	11

Table 5 gives the percents of story completions by individual subjects who introduced themas of honest communication in both stories and in one story but not in the other.

Consistency in the use of honesty themas would be indicated by a higher obtained percent of truth in both stories than the expected percent of truth in both stories.

Table 5 Percents of subjects who wrote honest communication in the Lost Meat and the Broken window stories.

Location	N	Truth-Lost Meat %	Truth-Broken window %	Truth-both stor. %	Expected truth in both %	Chi-square	Phi-coefficient
Hamburg	207	45.8	45.8	19.4	21.0	.92	.00
Drammen	199	57.8	64.8	41.7	37.5	6.44*	.06
Knoxville	174	70.8	79.9	56.9	56.6	.01	.00
Univ.	227	65.2	62.1	49.8	40.5	36.4***	.40

*significant at .05 level
***significant at .001 level

Table 5 indicates that the four locations differ from each other, with the children from Hamburg being lowest in percentages of honesty themas in both stories, and Knoxville children having highest percentages of honesty themas in both stories. Hamburg had identical percents of 45.8 in each story. The other locations showed similar though not identical percentages in both stories. In both Hamburg and Knoxville, however, the percentages of children who used honesty themas in both stories were not different from chance expectancies. In Drammen and in the University sample the percentages of subjects who used honesty themas in both stories were higher than could be expected by chance, the difference for Drammen being significant at the .05 level and for the University sampling significant at the .001 level. These findings are consistent with the hypothesis of greater consistency or stability in the use of themas at the university

Discussion and interpretation. In three separate analyses of the consistency with which children and university students used similar themas across stories, university students showed high consistency in their responses while children in Benton Harbor and Hamburg showed negligible consistency; children in Drammen showed some consistency in the use of honesty themas.

University students were significantly consistent in their repetition of themas of honesty, deceit and punishment across stories. The seventh grade children repeated themas far less frequently than the university students.

It should be pointed out that the test for consistency in the use of themas across stories was weak in that only a small number of story plots were submitted to the children. Only two stories were compared at a time, and thus only a small sample of data was analysed from each subject. It is possible, if larger numbers of incomplete story plots were available, perhaps 30 or more, that individual differences in regard to the use of honesty or punishment themas would be found.

The differences found between the seventh grade samples and the university students suggest that the seventh grade children completed each story plot as though it portrayed a completely different, unique situation, and the university students completed the story completions as though the story plots were related, and thus required similar responses. However, there is some evidence from the data presented above that the seventh grade children didnot write story completions

as though each story plot was different from the others. The evidence is that the locations differed from each other in regard to frequency of occurence of punishment and honesty themas. Of the three locations of Hamburg, Drammen and Knoxville, Hamburg was consistently highest in the use of punishment themas and lowest in the use of honesty themas. Drammen had the lowest frequency of punishment themas, and Knoxville the highest frequency of honesty themas.

The problem of consistency in the use of themas across stories can also be approached from the point of view of the consistency of locations. For example, are the results from location A on one story consistent with the results from location A on another story? Or, if two locations differ from each other in frequencies of occurrence of themas to one story, do they also differ in other stories? The problem of consistency of locations, studied in terms of consistency of rank order positions on a dimension of equalitarianism-authoritarianism is an additional aspect of this report and is presented below.

III. CONSISTENCY IN THE RANK ORDER POSITIONS OF ELEVEN LOCATIONS ON A DIMENSION OF EQUALITARIAN-AUTHORITARIAN RELATING.

This section presents an assessment of similarities and differences in the social apperceptions of children in eleven locations in four situations of human relating. The purpose is twofold: (1) to compare apperceptions of parent-child relating with apperceptions of teacher-child relating; and (2) to determine the consistency with which locations maintained their rank positions on a dimension of equalitarianism-authoritarianism. The children's story completions were interpreted as reflecting values related to a context of either equalitarian or authoritarian relating, or both.

Values. It was assumed that the children's story completions would reflect the choices that children and adults make in the processes of human interacting (1). In this sense the choices represent values, those qualities in human relating which the person regards as necessary, important, or traditional.

The themas selected for this analysis can be interpreted as representing either a direction toward an open equalitarian relationship or a direction toward a closed authoritarian social relationship(2,3) An equalitarian social relationship is regarded as one in which children may participate fully and openly in the social situation, and in which there is free interaction and two-way communication among persons. Examples of themas interpreted as equalitarian are: truth, honest communication, restitution of damaged property, and

absence of punishment. On the contrary, an authoritarian social relationship is one marked by domination, resistance, submission, one-way communication, reduced communication, or other kinds of defensive behavior. Such themas as coercion, usurping, deceit, and guilt feelings are interpreted as expressions of an authoritarian social relationship.

Hypotheses. It was expected that among our samples, Mexico City and the German locations would rank most authoritarian, while Knoxville, Tennessee; Benton Harbor, Michigan, and Birmingham, England, would rank as more equalitarian. (4,6,7) The Scandinavian locations and San Juan, Puerto Rico, were expected to reflect less authoritarianism than Germany, and more authoritarianism than the Birmingham, England, or the United States samples. Two questions arose: 1. Would children perceive parent-child social relationships differently from teacher-child social relationships? In particular, San Juan children were expected to portray parent-child relationships as more authoritarian than teacher-child relationships. 2. Would other locations show similar differences between the home and school situations?

Findings

The Lost Meat story. The Lost Meat story generally elicits themas relative to communication between Michael, the child protagonist, and his mother. The story completions have Michael tell the truth, tell a lie, or evade confronting and communicating. Themas of non-hostile encountering or confronting between mother and child may occasionally be

noticed; conversely, themas of punishment and discipline are often found in the story completions. Feelings of guilt, shame, fear, also appear in the stories.

Categories and ratios from the Lost Meat story. Two categories and one ratio were selected with the thought that they would differentiate and record themas interpreted as relating to a democratic or equalitarian context of social relationships. They are the following: items 21-1 through 21-4, Michael tells truth; item 25-1, Michael makes voluntary restitution; and the ratio 26-2, Michael communicates reform, divided by 26-1, Michael has uncommunicated thoughts of reform.

The items, 21-1 through 21-4, Michael tells truth, represent the truthful, forthright Michael. It was expected that the more democratic cultures would be represented by higher frequencies of honesty themas. Item 25-1, Michael makes voluntary restitution, is an action item; it represents a responsible Michael, one who acts appropriately without direct pressure from another. Item 25-1 records the voluntary intent to replace or make payment for the lost sausages, and thus it records an example of social problem solving. It was furthermore expected that the democratic cultures would have higher frequencies of voluntary restitution.

The ratio 26-2, Michael communicates reform, divided by 26-1, Michael has uncommunicated thoughts of reform, is a measure of the degree of communication between parent and child. A location in which story completions generally

portray Michael as introspecting about his behavior rather than as interacting and communicating with his mother about his behavior would produce a small ratio. It was expected that in the more democratic cultures, the children would introduce more themas of open communication between parent and child than would children from more authoritarian cultures.

One category and one ratio were selected which record themas that are interpreted as relating to an authoritarian context of social relationships. They are the following: Category 24, Punishment, and the ratio 21-5 through 21-9, Michael evades communication or tells a lie, divided by 22-2, Mother disbelieves Michael. The ratio 21-5 through 21-9, Michael evades communication or tells a lie, divided by 22-2, Mother disbelieves Michael, is an index of the mother's acceptance or rejection of Michael's communication, generally when he has told a lie. It was expected that the more authoritarian cultures would have higher frequencies of deceit than would democratic cultures; it was also expected that authoritarian cultures would have higher frequencies of interrogation and other pressures from the mother when Michael was deceitful than would democratic cultures.

Rank orders Table 6 presents three sets of categories, and two sets of ratios. The locations are given individual rank orders for the categories according to the percents of stories. In Table 6 the locations are arranged in the combined overall rank order for the three categories and the two ratios. In the overall ranking the first five locations

Table 6. Lost Meat story. Per cents of story completions and ratios of per cents for locations arranged in overall rank order on a dimension of (1), equalitarian to (11) authoritarian relating.

Categories		Overall rank order of locations by per cents of story completions										
		(1) Drammen	(2) Knoxville	(3) Benton Harbor	(4) Helsinki	(5) Stockholm	(6) Birmingham	(7) Hamburg	(8) San Juan	(9) Munich	(10) Karlsruhe	(11) Mexico City
Michael tells truth (21-1,2,3,4)	Rank order	(4)	(2)	(1)	(3)	(7)	(5)	(8)	(6)	(11)	(9)	(10)
	Per cent	56.5	60.0	61.1	56.9	51.8	53.8	47.8	53.3	36.5	37.8	37.6
Michael is punished (24-1 through 24-10)	Rank order	(1)	(4)	(8)	(3)	(2)	(11)	(5)	(9)	(6)	(7)	(10)
	Per cent	26.3	44.5	50.7	43.6	26.4	76.5	49.2	58.7	49.7	50.6	59.4
Michael makes restitution (25-1)	Rank order	(1)	(3)	(7.5)	(9)	(6)	(2)	(4)	(11)	(5)	(7.5)	(10)
	Per cent	6.7	4.0	2.1	.9	2.9	5.0	3.6	.2	3.0	2.1	.8
Ratios of categories		**Ratios of per cents for categories and rank orders of locations**										
Michael lies, evades/ Mother disbelieves	Rank order	(2)	(3)	(1)	(4)	(9)	(5)	(8)	(6)	(7)	(11)	(10)
	Ratio	3.35	3.26	3.36	2.45	1.94	2.30	1.99	2.25	2.08	1.86	1.87
Michael communicated reform/ uncommunicated reform	Rank order	(7)	(5)	(1)	(2)	(4)	(8)	(9)	(3)	(11)	(10)	(6)
	Ratio	.21	.24	.38	.33	.28	.18	.11	.28	.06	.11	.24

W = .42 (Kendall coefficient of concordance), significant at .01 level.

at the democratic or equalitarian end of the scale contain the three Scandinavian locations: Drammen, Norway; Stockholm, Sweden; and Helsinki, Finland; plus the two continental United States samples of Knoxville, Tennessee; and Benton Harbor, Michigan. The children from Birmingham, England, are at the median position of overall rank order on this parent-child story. At the authoritarian end of the scale are the three German samples of Hamburg, Munich, and Karlsruhe, and the two Latin-American samples of San Juan, Puerto Rico, and Mexico City.

For the category, Michael tells truth, 61.1 percent of the Benton Harbor children introduced themas of Michael tells truth, whereas only 36.5 percent of the Munich children introduced such themas of honesty. With respect to all locations in terms of truthful communication, Benton Harbor, with highest percentage, was ranked first (1), as most equalitarian, while Munich with the lowest percentage was ranked eleventh (11), as most authoritarian. The rank positions of the other locations were similarly determined by the frequency of occurence of themas of honesty and truth.

Birmingham, which ranked at the overall median position of (6), offers an example of variability on the ranking of individual categories and ratios. On the category, Michael is punished, Birmingham children are at the extreme end of authoritarianism with 76.5% of their stories mentioning punishment.

On the category, Michael makes restitution, the frequencies for all locations were low. Birmingham, however, was second in rank order of locations which described this kind of responsible behavior. Other examples of variability of rank order can be seen in Drammen, which was lowest in punishment, at the same time ranking below the median in communication. San Juan, although below the median in overall rank, ranked third in communication.

The Kendall coefficient of concordance of .42 for this table indicates that the categories are discrete and not related by definition. It is therefore to be expected that locations which rank high in one category ratio will not necessarily rank high in others. The Kendall coefficient of concordance, however, is significant, which indicates that there is a relationship between the rank positions in the categories and the ratios given in Table 6.

The Broken window story A potential conflict situation between two children and an adult neighbor is protrayed in the Broken window story. In this story two boys play in a forbidden area and kick a football into a neighbor's window, cracking it. This story generally elicits on the one hand themas of communication, including honesty, or themas of evasion or deceit.

The four combinations of items selected for assessment of the Broken window story are the following: items 31-1,2, Kicker's intent to include owner; 32-1,2, Companion's intent to include owner; 33-1,2, Boy's identity revealed voluntarily to owner, and 36-1 through 36-4, Voluntary restitution.

Each of these groups of items records themas interpreted as relating to a context of democratic social relationships. Each records examples of honesty, communication, respect for the individual, responsibility, and social problem solving, and none records themas of threat, coercion, or defensive behavior. The first two items listed above record the story completions in which the boys intend to communicate the facts of the situation to the owner. It was expected that in democratic cultures children would more frequently write themas of truthfulness than would those in more authoritarian cultures. Items 33-1,2, Boy's identity revealed voluntarily, are action items which record themas of the boys' revealing their identity and involvement voluntarily to the owner. It was expected that in a democratic location there would be high frequencies of these items and low frequencies of themas of identity revealed involuntarily, and of themas of identity not revealed. Items 36-1 through 36-4, Voluntary restitution, records themas of the boys' voluntarily paying or intending to pay, from their money, or agreeing to work at some job or errand to pay for the cracked window. The items of voluntary restitution represent a recognition by the boys of a responsibility to the owner. Voluntary restitution is also an example of social problem solving. It was assumed that in more authoritarian cultures, in contrast with more democratic cultures, there would be lower frequencies of stories in which the boys offered restitution on their own initiative.

Table 7 presents the percents of story completions for locations, arranged again in overall rank order on the dimension

Table 7. Broken Window story. Per cents of story completions for locations arranged in overall rank order on a dimension of (1), equalitarian to (11), authoritarian relating. (From D. J. Erickson's analysis of random sample (10)).

Categories		Overall rank order of locations by per cents of story completions										
		(1) Knoxville	(2) Benton Harbor	(3) Drammen	(4) Birmingham	(5) Helsinki	(6) Stockholm	(7) Hamburg	(8) Munich	(9) San Juan	(10) Mexico City	(11) Karlsruhe
Kicker intends to include owner (31-1,2)	Rank order	(1)	(2)	(3)	(5)	(4)	(6)	(7)	(8.5)	(8.5)	(10)	(11)
	Per cent	74.7	65.3	61.3	53.3	55.3	52.0	42.0	34.7	34.7	24.7	23.3
Companion intends to include owner (32-1,2)	Rank order	(1)	(2)	(3)	(4)	(6)	(5)	(7.5)	(7.5)	(9)	(11)	(10)
	Per cent	68.0	60.7	52.7	49.3	47.3	48.0	38.7	38.7	30.0	20.7	21.3
Identity of boys revealed voluntarily (33-1,2,3,4)	Rank order	(1)	(3)	(2)	(5)	(4)	(6)	(7)	(9)	(8)	(10)	(11)
	Per cent	75.3	62.7	63.3	54.7	56.0	52.7	42.0	32.0	34.7	28.7	22.0
Voluntary restitution (36-1,2,3,4)	Rank order	(1)	(2)	(3)	(4)	(5)	(7)	(6)	(8)	(9)	(10)	(11)
	Per cent	52.7	51.3	28.7	26.7	26.0	22.0	25.3	20.0	18.7	16.7	13.3

W = .92 (Kendall coefficient of concordance), significant at .001 level.

of equalitarianism-authoritarianism. Knoxville holds first place on the overall equalitarian scale, followed by Benton Harbor and Drammen in second and third places. Next, with percentages closely similar are Birmingham, Helsinki and Stockholm. Again the three German locations and the two Latin-American locations are at the authoritarian end of the overall rank order. For all categories there are wide ranges in percentages for locations. Inspection of the rank orders of each location vertically in Table 7 reveals great homogeneity or lack of variability in rank order. The relation of individual rank orders, as indicated by the Kendall coefficient of concordance is .92. This confirms the fact that the categories in the Broken window story are related by definition.

The overall rank order in the Lost Meat story is related to the overall rank positions in the Broken window story, as shown by a W of .90. This indicates high consistency of rank order positions of eleven locations on the dimension of equalitarian-authoritarian relating in two separate adult-child situations.

The Teachers' Money story. This story portrays a school room situation in which the teacher discovers that money is missing from her desk. In all locations, except Birmingham, over half of the children wrote that the money was stolen. Some, however, perceived it as being lost or misplaced. Themas of anger, interrogation, questioning, punishment, searching, reprimanding were typical findings in the Teacher's Money story.

Groups of items were selected which record themas interpreted as relating to a democratic or equalitarian social relationship. They are items 27-1, Teacher asks open question, and 60-1, through 60-6, Child acts integratively. Items 27-1,2, Teacher asks open question, represent an expression of trust and confidence rather than mistrust or accusations. Perhaps the most significant implication of a story completion in which the teacher asked an open question, is that the author has not assumed that the children or the teacher were in error. Items 60-1, through 60-6, Child acts integratively, record themas of children cooperating with the teacher in a search for the missing money.

Three groups of items were selected which record themas interpreted as relating to an authoritarian context of social relations, e.g., themas of theft, accusation, coercion, anger, and punishment. The groups of items are the following: 54-3,4, Teacher is angry; and 21-3 through 21-6 Themas of theft.

Table 8 presents the percents of story completions for locations arranged again in overall rank order on the dimension of equalitarianism-authoritarianism. Again the three German locations, Mexico, and in this school situation, Drammen, Norway, rank at the authoritarian end of the order. San Juan, however, which received authoritarian rank position of eight in both parent-child and adult-child conflict situations obtained a rank of three in the Teacher's Money story. This is interpreted to mean that the San Juan

Table 8. Teacher's Money story. Per cents of story completions for locations arranged in overall rank order on a dimension of equalitarian-authoritarian relating.

Categories		Overall rank order of per cents for locations from (1) most equalitarian to (11) most authoritarian.										
		(1) Knoxville	(2) Birmingham	(3) San Juan	(4) Helsinki	(5) Stockholm	(6) Benton Harbor	(7) Hamburg	(8) Munich	(9) Drammen	(10) Karlsruhe	(11) Mexico City
Theft, fact or thema (21-3,4,5,6)	Rank order	(4)	(1)	(3)	(2)	(5)	(6)	(7)	(9.5)	(11)	(9.5)	(8)
	Per cent	57.7	39.7	54.4	53.9	60.3	65.2	65.5	72.6	76.4	72.6	71.4
Teacher's uncommunicated anger, hostile feeling (54-3,4)	Rank order	(1)	(8.5)	(3)	(11)	(2)	(5)	(8.5)	(4)	(6)	(10)	(7)
	Per cent	13.1	24.1	19.8	29.8	16.9	20.9	24.1	10.5	21.8	25.1	23.5
Teacher asks open question (27-1,2)	Rank order	(3)	(1)	(2)	(4)	(8)	(5)	(7)	(9)	(6)	(10)	(11)
	Per cent	28.4	32.4	28.7	24.5	18.7	22.0	19.0	17.2	20.5	17.0	12.1
Child's integrative, cooperative act (60-1,2,3,4,5,6)	Rank order	(3)	(1)	(6)	(2)	(7)	(8)	(4)	(9)	(11)	(5)	(10)
	Per cent	18.9	42.0	12.6	21.6	11.4	10.6	18.4	9.0	6.8	15.7	8.7

W = .49 (Kendall coefficient of concordance), significant at .01 level.

children perceived the teacher-child social relations as being more equalitarian than parent-child social relations. The two Scandinavian locations, Stockholm and Helsinki, and Knoxville, Tennessee, and Birmingham, England are at the equalitarian end of the dimension. Benton Harbor, which was in an equalitarian rank position in the two adult-child conflict stories, now is at the median position.

Drammen ranked (9) in the Teacher's Money story. This is in contrast to its rank position of (1) in the Lost Meat story and (3) in the Broken Window story. It is noted that in regard to themas of child makes integrative act, a category interpreted as related to equalitarianism, Drammen ranked most authoritarian of the eleven locations. This is in contrast with Drammen's rank position in similar categories of (1) in Voluntary restitution in the Lost Meat story, and a rank of (3) in Voluntary restitution in the Broken Window story. This is interpreted to mean that the Drammen children perceived themselves as participating less fully in school room situations than in home situations.

The Lost Composition story Like the Lost Money story, the Lost Composition story portrays a potential teacher-child conflict situation. In the Lost Composition story a child, with a reputation for handing in school work late, loses an important and carefully prepared composition. The story may be completed with the introduction of numerous themas reflecting a child's image of a teacher, many of which can be interpreted as relating to an authoritarian or a democratic teacher-child relationship.

Interpreted as an index of an authoritarian teacher-child relationship is item 52-3, Teacher refers to child's past. In stories recorded in this item the teacher reminds the child of her past behavior, or fails to recognize or admit the child's intent to begin anew, to improve.

A group of items in which the teacher acts integratively was interpreted as relating to a democratic teacher-child relationship. In these items are recorded themas that are interpreted as portraying an integrative, resourceful teacher, i.e., a teacher who allows the child to explain the facts of the situation or to offer plans for a solution of the problem; one who is willing to suspend judgment of the child, or who offers the child a choice of solutions. The following are interpreted as themas of an integrative teacher; 46-1, Teacher offers child choice of alternative solutions; 48-1, Specific statement that teacher believes child; 49-1,2, Teacher changes disbelief to belief; 50-1,2, Teacher accepts child's solution of plan of action or of restitution; 51-1,2,3, Teacher

comforts, understands, excuses, forgives the child; 55-5, Teacher retracts proposed punitive action; 57-1, Teacher communicates apology to child for some thought, accusation, or previous action taken; 58-1, Teacher perceives child as honest, trustworthy, dependable.

An index of a child's image of a punitive teacher may be obtained by recording the per cent of story completions that introduced themas of punishment after themas of honesty. Honesty is recorded in item 21-1, Child tells truth spontaneously. Punishment by the teacher after the child told the truth was recorded in item 52-1, Punishment threatened; 53-1,2, Verbal punishment; 54-1,2, Social punishment, i.e., teacher shames child in front of her classmates, or teacher reports incident to parent or to others; 55-1,2, Physical punishment; 55-3,4, Unspecified punishment; 56-1, Punishment by bad marks; 56-2, Punishment by extra hours, i.e., child must stay after school; 56-4, Child deprived of recreation; 56-5, Child expelled.

Item 23-2, Child tells a lie, was interpreted as representing defensiveness on the part of the child.

A ratio of two items was interpreted as relating to a democratic teacher-child relationship. The ratio is composed of frequencies of item 22-1, Teacher initially believes, over 22-2, Teacher initially disbelieves, this latter item recorded after the child has told the truth as checked in item 24-1, Truth spontaneously. This ratio is an index of the teacher's acceptance or rejection of the child's

Table 9. Lost Composition story. Per cents of story completions, and ratios of per cents for locations arranged in overall rank order on a dimension of (1), equalitarian to (11), authoritarian relating.

Categories		Overall rank order of locations by per cents of story completions										
		(1) Knoxville	(2) San Juan	(3) Benton Harbor	(4) Stockholm	(5) Helsinki	(6) Drammen	(7) Birmingham	(8) Munich	(9) Mexico City	(10) Karlsruhe	(11) Hamburg
Teacher refers to child's past (52-3)	Rank order	(2)	(4)	(3)	(1)	(5)	(9)	(8)	(7)	(10)	(6)	(11)
	Per cent	5.1	10.1	9.5	3.9	10.4	16.4	14.4	13.5	22.5	12.2	25.9
Teacher acts integratively (46-1;48-1;49-1,2; 50-1,2; 51-1,2,3; 55-5; 57-1; 58-1)	Rank order	(3)	(2)	(9)	(8)	(6)	(1)	(4)	(10)	(7)	(11)	(5)
	Per cent	25.2	28.4	18.3	19.7	21.9	34.3	24.7	17.5	19.9	11.4	22.9
Punishment, after truth (52-1; 53-1,2; 54-1,2; 55-1,4; 56-1,2; 56-4,5)	Rank order	(1)	(7)	(2)	(8)	(4)	(5)	(10)	(6)	(11)	(3)	(9)
	Per cent	32.4	57.8	44.0	58.4	47.6	54.6	68.4	57.7	69.7	47.2	60.8
Child tells lie (23-2)	Rank order	(4)	(2)	(1)	(5)	(9)	(10)	(6)	(8)	(3)	(11)	(7)
	Per cent	5.1	3.6	2.8	5.9	9.5	12.3	6.3	8.9	3.7	12.7	8.1
Ratio												
Belief to disbelief, after truth	Ratio	(1)	(2.5)	(4)	(2.5)	(6)	(7)	(5)	(8)	(9)	(11)	(10)
	Per cent	2.9	2.3	2.2	2.3	1.4	1.0	1.5	.87	.84	.55	.72

W = .42 (Kendall coefficient of concordance), significant at .01 level.

communication. It was expected that the supposedly democratic locations would be represented by higher frequencies of belief and acceptance of the child's communication, and lower frequencies of disbelief and accusations than would be found in the allegedly authoritarian locations.

Table 9 gives the percents of story completions for locations arranged again in overall rank order on the dimension of equalitarianism-authoritarianism.

The German locations of Munich, Hamburg, and Karlsruhe and Mexico City ranked at the authoritarian end of the scale. Towards the equalitarian end of the scale are two of the Scandinavian locations, Stockholm and Helsinki, and the two United States samples, Knoxville and Benton Harbor.

San Juan again received a rank position of (2) at the equalitarian end of the scale. This supports the interpretation of the Teacher's Money story, that the San Juan children perceived the teacher-child social relations as being less authoritarian than the parent-child social situations. In contrast with San Juan, Drammen, Norway, which received a rank position of (9) in the Teacher's Money story, again in this teacher-child situation received a more authoritarian rank position than it did for the two parent-child stories. This also supports the interpretation that Drammen, in contrast with San Juan children, perceived the school situation as being more authoritarian than the home situation.

Recapitulation of overall rank orders. Table 10 presents from Tables 6,7,8 and 9, a recapitulation of the

Table 10. Summary of rank orders of locations in four stories based on a dimension of (1), equalitarianism to (11), authoritarianism.

Conflict situation	Story	Overall rank order of locations for four situations										
		(1) Knoxville	(2) Benton Harbor	(3) Helsinki	(4.5) Birmingham	(4.5) Drammen	(6) Stockholm	(7) San Juan	(8) Hamburg	(9) Munich	(10) Mexico City	(11) Karlsruhe
Adult-child	Lost Meat	2	3	4	6	1	5	8	7	9	11	10
	Broken Window	1	2	5	4	3	6	9	7	8	10	11
	Combined rank order	(1)	(3)	(4)	(5)	(2)	(6)	(8.5)	(7)	(8.5)	(10.5)	(10.5)
Teacher-child	Teacher's Money	1	6	4	2	9	5	3	7	8	11	10
	Lost Composition	1	3	5	7	6	4	2	10.5	8	9	10.5
	Combined rank order	(10	(4.5)	(4.5)	(4.5)	(7)	(4.5)	(2)	(9)	(8)	(10)	(11)

overall rank orders of locations in the adult-child relations at home, in the neighborhood and in the school situations. The data summarized in Table 10 support the following statements:

1. The German locations stayed consistently in the five most authoritarian ranks for both school situations and home situations.

2. The Mexico City sampling ranked consistently as authoritarian in both the home and school situations and in degree comparable with the German locations.

3. Hamburg in three of the four stories ranked as less authoritarian than either of the two other German samplings or than Mexico City.

4. The two continental United States samplings held first and second places in overall ranking in equalitarianism. Knoxville ranking first or second in each of the four stories was highly consistent in the rank order in both home and school situations. Benton Harbor deviated toward authoritarianism in one of the two school situations.

5. Of the three Scandinavian samplings two, Helsinki and Stockholm, on individual stories, maintained consistently their rankings at or within two places above the median in the direction of equalitarianism.

6. Drammen, Norway, and San Juan, Puerto Rico, showed marked and contrasting differences in values in social relating in the home and school situations. Moreover, the values were reversed in these two locations. In Drammen the home and neighborhood were highly equalitarian; in San Juan the school situations were highly equalitarian.

IV. DISCUSSION OF CHILDREN'S CONSISTENCY

In the section on children's consistency in the use of themas across stories, it was found that seventh grade children showed negligable consistency in the use of themas across stories. The test for consistency, however, was weak because only two stories could be compared at a time, and thus it was like measuring individual differences with a two-item test. Nevertheless, the university students were consistent in the use of honesty and punishment themas across stories, and thus it appeared that the children's responses were more discrete than the university student's responses. That is, the children completed each of the story plots considered as though they portrayed different social situations, and thus required different solutions. There was evidence, however, that the locations of Hamburg, Drammen, and Knoxville differed from each other with respect to frequency of occurrence of honesty and punishment themas.

A further attempt was made by the writer to study children's consistency from the point of view of the stability of rank order positions on a dimension of equalitarian-authoritarian relating.

High consistency of overall rank order position was found in 9 of the 11 locations considered. The three German locations of Karlsruhe, Hamburg, and Munich, and Mexico City stayed consistently within the five most authoritarian rank positions. The two continental United States samples of Knoxville and Benton Harbor held first and second places

in overall ranking in equalitarianism. Knoxville was highly consistent in the rank order in both the home and school situations. Of the three Scandinavian samplings two, Helsinki and Stockholm, maintained consistently their ranking at or within two places above the median in the direction of equalitarianism.

Two locations, Drammen, Norway and San Juan, Puerto Rico, were not consistent but varied in rank order position with respect to the home and school situations. These findings suggest intra-cultural differences in children's apperceptions of human relating in home and school situations.

In addition to the variability in rank order position of Drammen and San Juan, high variability was found on the ranking of individual categories and ratios within a story. For example, Birmingham in the Lost Meat story, Table 6, and in the Lost Composition story, Table 9, obtained authoritarian rank order positions of (11) and (10) respectively in regard to frequency of punishment themas. However, Birmingham ranked high in equalitarianism to such themas as Michael makes restitution, voluntarily, in the Lost Meat story and Teacher acts integratively, in the Lost Composition story. The high variability of rank order positions in individual coding units within a story suggest further that individual coding units and themas are discrete. The individual coding units or items are discrete in that an item may show large and significant differences between locations, and not correlate too highly with other items. Other locations also showed high variability on the rankings of individual categories and ratios within a story.

Drammen, for example, as shown in Table 9, received an equalitarian rank position of (1) to Teacher acts integratively, and an authoritarian rank of (9) to Teacher refers to child's past. Thus Drammen children gave examples of the teacher acting integratively and as being hostile. San Juan children also portrayed the teacher in conflicting terms. Table (9) shows that the San Juan children, who received an overall equalitarian rank position of (2) to the Lost Composition story, reflected equalitarianism to Teacher acts integratively, and to the ratio Belief to disbelief, after truth, and in addition reflected authoritarianism to the item Punishment after truth.

In the Teacher's Money story, Table 8, high variability was also found on the rankings of locations on individual categories. Helsinki, for example, was high in frequency of Teacher asks open question, and Child (makes) integrative, cooperative act, both interpreted as indices of equalitarian relating. Conversely, Helsinki was highest of the eleven locations in frequency of Teacher's uncommunicated anger, hostile feeling. Karlsruhe offered an additional example. The Karlsruhe children had high frequencies of Theft, fact or thema, Teacher's uncommunicated anger, hostile feeling, and low frequencies of Teacher asks open question; however, Karlsruhe children were ranked on the equalitarian side of the median on the basis of Child's integrative, cooperative act.

A further example of discreteness is the Category, Child's integrative, cooperative act, given in Table 8. The percentages

in that category range from 6.8 for Drammen to 42.0 for Birmingham. However, the 42.0 percent for Birmingham is twice as high as the next highest percentage of 21.6 given by Helsinki children. This category appears to be very sensitive in detecting cross cultural differences of social apperceptions in a specific area of inter-personal relating.

The writer's interpretation of these findings is that the Anderson Incomplete stories are sensitive to cross cultural differences in specific, discrete areas of inter-personal relating, and thus that anomalies or apparent contradictions may appear.

Probably no single thema from a story completion could be isolated as one that is representative of all the others. Certainly the social apperceptions of the Birmingham children would not be represented if only punishment themas were considered from their story completions. It appears to the writer that general statements about social values can best be made in the context of groups of items and themas.

V. SUMMARY

The Anderson Incomplete stories, a projective technique, were developed to elicit responses from children; they were administered under the supervision of the Andersons to over 10,000 children in eight countries.

For this study data have been analyzed from the responses of seventh grade children in eleven principal locations; and from university students from Michigan State University.

Data from six of the Anderson Incomplete stories were utilized in this report: A-2, Lost Meat; A-3, Ink Spot; A-4, Teacher's Money; A-5, Broken window; A-6, Lost Composition; and B-4, Damaged Axe.

The purpose of this study was to examine story completions written by seventh grade children and university students to determine the consistency with which they repeated themas in their solutions to six social conflict situations. Two aspects of consistency were considered: the first deals with consistency in the use of themas across stories, the second deals with stability of rank order positions of the eleven geographical locations on a dimension of equalitarian-authoritarian relating.

The problem of consistency in use of themas across stories was stated as follows:

> Will subjects repeat themas of honesty, deception, or punishment in different story completions?

For the analysis of consistency in the use of themas across stories, four story plots were utilized in data from seventh

grade children from Hamburg, Drammen and Knoxville. Three of the story plots present situations in which a child has erred, or may be thought to have erred in a home situation: The Lost Meat, the Ink Spot, and the Damaged Axe stories. These three stories were utilized to measure consistency in the use of punishment themas.

To measure consistency in use of honesty themas, story completions on the Lost Meat story were compared with story completions written by the same subjects on the Broken window story.

Chi-square tests of significance were computed. In the three separate analyses of consistency in use of honesty themas across stories, university students showed high consistency in their responses; children in Benton Harbor and Hamburg showed negligable consistency; children in Drammen revealed some consistency.

In the use of themas across stories consistency was also examined by comparing rank order positions of eleven geographical locations on a dimension of equalitarian-authoritarian relating. The rank positions were obtained on the basis of frequencies of occurence of themas interpreted as relating to a context ranging from equalitarianism to authoritarianism.

Four stories were utilized: two, the Lost Meat and the Broken window stories, portray potential parent-child and adult-child conflicts, and two, the Teacher's Money and the Lost Composition stories, portray potential teacher-child conflict situations.

Hypotheses. It was expected that among our samples, Mexico City and the German cities would be ranked most authoritarian, while Knoxville, Tennessee, Benton Harbor, Michigan, and Birmingham, England, would be most equalitarian. The Scandinavian locations and San Juan, Puerto Rico, were expected to reflect less authoritarianism than Germany, and more authoritarianism than Birmingham, England. In addition the following question arose; would children perceive parent-child social relationships differently from teacher-child relationships?

High consistency of overall rank order position was found in 9 of the 11 locations considered, including three German locations and Mexico City which stayed consistently within the five most authoritarian rank positions. The two continental United States samples of Knoxville and Benton Harbor held first and second places in overall ranking in equalitarianism. Knoxville was highly consistent in the rank order in both the home and school situations. Benton Harbor deviated toward authoritarianism in one of the two school situations. Of the three Scandinavian samplings two, Helsinki and Stockholm, maintained consistently their ranking at or within two places above the median in the direction of equalitarianism.

Two locations, Drammen, Norway and San Juan, Puerto Rico, were not consistent but varied in rank order positions with respect to the home and the school situations, thus suggesting intra-cultural differences in children's apperceptions of human relating in home and school situations.

The children from Drammen wrote story completions that ranked authoritarian in school situations, but equalitarian in the home and neighborhood situations. Children from San Juan were just the opposite: in the school situations their stories ranked equalitarian, but in the home the rank was authoritarian.

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APPENDIX A

Directions for administering the Anderson Incomplete Stories

Here are six short stories. Boys and girls in other American schools as well as in Germany, Mexico, and England have also written these stories. Read what happens in the story, then write what, in your opinion, happens next. Use your imagination. Write clearly, but do not try to write beautifully. Try to write as quickly as you can. If you make a mistake, strike out the word and continue immediately.

You will not be graded for these stories. Your teacher, the principal, and other teachers in this school will not even get to see these stories. We do not want you to put your name on the paper. Write honestly what you really think. If your name is not on the paper, you may even write something which you would not tell to a teacher or to anyone else.

I will now hand out the forms. You need not look at each other's papers as there are no right or wrong answers. You each have enough imagination to write for yourselves. (Hand out the papers. The teacher does not participate.)

On the top of the first page please write the date of your birth. Write the month, the day and the year, like this (write on the board) June 4, 1943. Then write how old you were on your last birthday (write 13). Now make a cross after boy or girl. Write the name of your school and give your school grade. Write what church you attend, or if you do not attend church, write none. When you write the occupation of your father, do not write the name of the company, but the kind of work he does, like carpenter, laborer, bookkeeper. If your mother works away from home, write what she does. Otherwise write home.

If you read the first story you will see that there are some questions at the end. Please think about these questions, but do not try to answer them one by one. These questions are put there to help you finish the story. When you finish the first story, continue with the next story without delay. If I (test administrator) go through the aisles I am not trying to look at your paper and read what you have written. I will only see how far you have proceeded.

Try to finish all six (five) stories. You will have the entire period. Do you have any questions? If you cannot read a word, or if you have a question, or need a pencil, please raise your hand and I will then come to your seat. And now are you ready? If so, ready, start.

Anderson Incomplete Stories

Series A

1. Frank and Peter are walking to school. Suddenly, Frank grabs Peter's cap and throws it high up into the nearest tree so that Peter could not reach it with his hand. Frank had never done anything like this before. Neither had Frank and Peter quarreled with each other the day before.

Why did Frank do this? What does Frank think? What does Peter do? How does Peter feel about it?

Think about these questions, then finish the story quickly with a few sentences.

2. Michael's mother sends him to the store to get one pound of wieners. On the way home he puts the package of meat on the edge of the sidewalk and plays for a short time with his friends. A shepherd dog darts forward quickly, claws half the wieners out of the package and rushes away with them. Michael wraps up the remaining wieners and takes them home.

What does Michael say to his mother? What does his mother do? How does Michael then feel about it?

Think about these questions, then finish the story quickly with a few sentences.

3. The teacher suddenly discovers that fifty cents has disappeared from her desk. She looks up and sees that all the class are working on their arithmetic. She wonders what happened to the money and what she should do.

What does the teacher do?

Finish this story also with a few sentences. Tell what happened to the money and also exactly how the teacher feels and what she does.

4. Susan is sitting in the living room working on her homework. Suddenly she remembers her mother's new coat. She wonders how she would look in it. When taking the coat off she notices that she had got some ink spots on her mother's new coat. Just as Susan is trying to wipe out the ink spots her mother enters the room.

What does her mother say? What does Susan say? How do they both feel about it? What does each one do?

Think about these questions and finish this story quickly with a few sentences.

5. George and Tom are playing with a football. They know that they should not play football on the narrow space in front of the house. George gives the ball a strong kick and the ball hits a window and makes a big crack in it. Tom thought that someone had appeared behind the window. No one could have seen who had kicked the ball against the window.

Finish this story with a few sentences. Tell how the two boys felt about it and what they did.

6. Betty often handed in her homework composition late to the teacher. This time it was an especially important composition, and she had, moreover, finished it. On the way to school she lost her composition book and could not find it anywhere.

What does Betty say to her teacher? What does the teacher say?

Think about these questions and finish this story with a few sentences.

Series B

1. Mary's grandmother gave her a beautiful vase for her thirteenth birthday. One day, Mary's mother comes in with flowers which she puts in the vase. She places the vase in the window, though she knows the window ledge is too narrow for this vase and that it might fall off. As her mother is dusting, she bumps the vase and it crashes to the floor and breaks. While Mary's mother is in the kitchen getting a cloth, Mary returns from school and finds the vase in pieces on the floor.

What does Mary do? How do they both feel about it? What does the mother say?

Think about these questions and finish this story quickly with a few sentences.

2. John worked hard and bought a new bicycle with his money. One Saturday, while John is playing with friends, John's father decides to ride this bicycle to the store to buy cigarettes. He leaves the bicycle in the street. When he comes out of the store he finds the front wheel bent and some of the paint on the frame badly scraped. No one is around. The father could still ride the bicycle home.

What does the father do? What does John do? How do they both feel about it?

Think about these questions and finish the story quickly with a few sentences.

3. The teacher has promised the class that if they work hard during the last month of the term they will have one day off to make a special trip. Several times during the last month the teacher talks about this trip. The children want to make this trip and they work very hard. Now it is the last week of the term and there is no time for a trip.

What does the teacher do? What do the children think, and how do they feel about it?

Think about these questions and finish the story quickly with a few sentences.

4. Herbert received for his thirteenth birthday a handsome camping axe. It is sharp and has a strong leather case. While Herbert is at school his four-year-old brother, Billy, sees the axe, looks at it a long time, picks it up, puts it

back and finally takes it outdoors with him to play. Billy does not take the case off. He sings to himself as he walks about the garden, tapping the axe gently against a tree, a post, and the pavement. Herbert comes home from school, finds the axe in its leather case with some other toys. But he sees that the axe has cut through the leather case and the blade is chipped and blunted.

What does Herbert do? How does Herbert feel about it? Think about these questions and finish the story quickly with a few sentences.

5. Kate, aged 13 years, has a little four-year-old sister, Clara. When Kate comes home from school Clara often wants to play with her and follow her and her older girl friends around. One day Clara took a very pretty new dress from Kate's wardrobe, put it on herself, and looked in the mirror. It was too long and hung to the floor. She gathered up the skirt in her arms and went out of the house for a walk. Kate came home from school, found her new dress crumpled on a chair. The skirt had been stepped on and dragged in the dirt. Clara said, "I wore your dress."

What does Kate do? What do Kate and Clara think about it and how do they feel?

Finish the story in a few sentences.

Appendix B

STORY #A - 3 CODING CATEGORIES

IBM CLD	FREQ.	LOST / STLN / BOTH	DEFINITION
CHECK ONE : FACTS			
21-x			No series A, or B
21-0			Story not written
21-1 1	1	L	Teacher's unwitting loss
21-2 2	1	L	T's witting or culpable loss
21-3 3	1	S	Theft by one
21-4 4	1	S	Theft by two
21-5 5	1	S	Theft by more than two
21-6 6	1	S	Theft thema; no further information
21-7 7	1	S	No information
21-8			Story incomplete
21-9			Story incomprehensible
IF 21-3, 21-4, 21-5 is CHECKED, CHECK ONE:			
22-1 BB	1	S	Author a boy, thief a boy
22-2 BG	1	S	Author a boy, thief a girl
22-3 BU	1	S	Author a boy, sex of thief unknown
22-4 GB	1	S	Author a girl, thief a boy
22-5 GG	1	S	Author a girl, thief a girl
22-6 GU	1	S	Author a girl, sex of thief unknown
CHECK ONE: TEACHER'S INITIAL ASSUMPTION			
23-1 8	1	B	Assumes loss
23-2 9	1	B	Assumes loss, shifts to theft before communicating
23-3 10	1	B	Assumes theft, COMMUNICATED (if L, check 46-1, 46-2, 46-3)
23-4 11	1	B	Assumes theft, NON-COMMUNICATED
23-5 11a	1	B	No information regarding initial assumption
CHECK ONE : TEACHER'S INTERRUPTION			
24-1 12	1	B	Teacher interrupts the class
24-2 13	1	B	Teacher does not interrupt the class
24-3 14	1	B	No information
25-1 15a	1	B	T. looks, tries recall before communicating
25-2 15a	1+	B	More than one 25-1
25-3 15b	1	B	T. looks, tries recall after communicating loss
25-4 15b	1+	B	More than one 25-3
25-5 15c	1	B	T. looks, tries recall after communicating theft
25-6 15c	1+	B	More than one 25-5

CHECK ONE:

26-1	16	1	L	T. finds, remembers
26-2	17	1	L	T. does not find, remember
27-1	18	1	B	T. asks open question
27-2	18	1+	B	More than one 27-1
28-1	19	1	B	T. thanks expresses appreciation, integr. act Communic. 54-1--if not 47-1, or 49-1
28-2	19	1+	B	More than one 28-1
29-1	20	1	B	T. hostile, defensive act; comm. 54-3
29-2	20	1+	B	More than one 29-1
30-1	20a	1	B	T. direct Q. statement; theft
30-2	20a	1+	B	More than one 30-1
31-1	21	1	B	T. vague act, incipient or phsnatasy asct. intent
31-2	21	1+	B	More than one 31-1
32-1	22	1	B	T. evasion, ambiguous, fails to confront
32-2	22	1+	B	More than one 32-1
33-1	23	1	B	T. invites private return; pvt. confer; Thief NOT IDENT. (see 36-1)
33-2	23	1+	B	More than one 33-1
34-1	24	1	B	T. talks with suspect; confronts; keeps in
34-2	24	1+	B	More than one 34-1
35-1	25	1	B	T. talks with suspect, accuses, demands, takes money
35-2	25	1+	B	More than one 35-1
36-1	26	1	B	T. promises immunity
36-2	26	1+	B	More than one 36-1
CHECK IF 36				
36-3	27	1	S	T. keeps promise
36-4	28	1	S	T. does not keep promise
36-5	29	1	S	No information about keeping promise
37-1	30	1	B	T. threatens punishment
37-2	30	1+	B	More than one 37-1
T'S COVERT SEARCH				
38-1	31	1	B	T. looks at children, lays trap
38-2	31	1+	B	More than one 38-1
38-3	32	1	B	T. seduction, rewards child
38-4	32	1+	B	More than one 38-3

38-5	33	1	B	T. seduction, rewards unfortunate other
38-6	33	1+	B	More than one 38-5
....				
39-1	34	1	B	T. clandestine search of class
39-2	34	1+	B	More than one 39-1
39-3	35	1	B	T. clandestine search of suspected person or property
39-4	35	1+	B	More than one 39-3

CHECK IF 38 or 39

40-1	36	1	S	T. obtains stolen money, information, identifies thief
40-2	37	1	S	T. does not obtain stolen money, information, identifies thief

T'S OVERT SEARCH

41-1	38	1	B	T. searches class (If S, see 42-1 or 42-2)
41-2	38	1+	B	More than one 41-1
41-3	39	1	B	T. searches suspected person(s) or property (If S, see 42-1 or 42-2)
41-4	39	1+	B	More than one 41-3

CHECK IF 41

42-1	40	1	S	T. obtains money, thief, information
42-2	41	1	S	T. does not obtain money, thief, information
43-1	42	1	S	T. obtains money, information, identifies thief; General statement not under 40-1 or 42-1

T PUNISHES UNJUSTLY

44-1	43	1	B	T. punishes one unjustly
44-2	43	1+	B	More than one 44-1
44-3	44	1	B	T. punishes two unjustly
44-4	44	1+	B	More than one 44-3
44-5	45	1	B	T. Punishes more than two unjustly
44-6	45	1+	B	More than one 44-5

IF 44, CHECK

45-1	46	1	B	T. apologizes, makes amends
45-2	47	1	B	T. does not apologize, make amends
45-3	48	1	B	No information regarding T's apology

IF T. COMM. ASSUMPTION THEFT, CHECK ONE (IF 21-1, 21-2 and 23-3, 30-1)

46-1	49	1	L	T. apologizes, makes amends
46-2	50	1	L	T. does not apologize, make amends
46-3	51	1	L	No information in the story about apology

IF 60-3 IS CODED, CHECK ONE

47-1	52	1	L	T. thanks, expresses appreciation
47-2	53	1	L	T. does not thank, express appreciation
47-3	54	1	L	No information in the story about thanking

IF 21-1, 21-2, CHECK ONE: FACTS

48-1	54a	1	L	Lost money is found
48-2	54b	1	L	Lost money is not found
48-3	54c	1	L	No information in story about finding

TEACHER TOWARD THIEF: COMMUNICATED:

49-1	55	1	S	T. constructive act, lends money, gives responsibility
49-2	55	1+	S	More than one 49-1
49-3	56	1	S	T. rewards (one or more)
49-4	56	1+	S	More than one 49-3
49-5	57	1	S	T. specifically forgives
49-6	57	1+	S	More than one 49-5
....				
	58			T. punishes, scolds, expels
50-1	58a	1	S	Physical punishment
50-2	58a	1+	S	More than one 50-1
50-3	58b	1	S	Detention, confinement
50-4	58b	1+	S	More than one 50-3
50-5	58c	1	S	Extra assignment, bad marks
50-6	58c	1+	S	More than one 50-5
50-7	58d	1	S	Scolding
50-8	58d	1+	S	More than one 50-7
....				
51-1	58e	1	S	T. expels, sends from room
51-2	58e	1+	S	More than one 51-1
51-3	58f	1	S	T. takes, sends to principal, shares responsibility
51-4	58f	1+	S	More than one 51-3
51-5	58g	1	S	Misc. punishment; "punishes"
51-6	58g	1+	S	More than one 51-5
52-1	59	1	S	Author's neg. statement; T did not punish
52-2	59	1+	S	More than one 52-1
52-3	60	1	S	T. warns, admonishes, advises, moralizes, threats, asks why

52-4 60	1+	S	More than one 52-3
52-5 67	1	B	T warns, admonishes, advises, moralizes, threats, meditates, author writes:
		S	Before or after discovery: gen statement not under 52-3
52-6 67	1+	B	More than one 52-5
53-1 68	1	L	T. himself later finds lost money, after comm. info. asupt. loss
53-2 68	1+	L	More than one 53-1
53-3 69	1	L	T. later finds lost money after accusation, punishment, comm. assumption of theft. (Check 46-1, 46-2, or 46-3)
53-4 69	1+	L	More than one 53-3

TEACHER, PRINCIPAL, PARENT, EMOTIONS (NOT COMMUNICATED)

54-1 70	1	B	Integrated, positive, glad, happy, trustful, constructive feeling
54-2 70	1+	B	More than one 54-1
54-3 71	1	B	Hostile, angry, negative, suspicious
54-4 71	1+	B	More than one 54-3
54-5 72	1	B	Ambiguous, disorg., astonished, surprised, worried, sad about others; negative statement
54-6 72	1+	B	More than one 54-5
54-7 73	1	B	Ashamed, remorse, sad at own culpability
54-8 73	1+	B	More than one 54-7
55-1 74	1	B	T. to principal, outside source
55-2 74	1+	B	More than one 55-1
55-3 75	1	B	T. to parent
55-4 75	1+	B	More than one 55-3

CHILDS RESPONSES

56-1 80	1	B	Child no response; mute
56-2 80	1+	B	More than one 56-1
56-3 81	1	B	Child active neg. comm. or denial; author's fact--presumes comm.
56-4 81	1+	B	More than one 56-3
56-5 82	1	B	Child informs, accuses, is suspicious of another (COMMUNICATED)
56-6 82	1+	B	More than one 56-5

CHILD CONFESSES OR RETURNS STOLEN MONEY

57-1 83	1	S	Voluntarily; on own initiative before commun.
57-2 83	1+	S	More than one 57-1
57-3 84	1	S	Under immunity; minimum suspicion or threat

57-4	84	1+	S	More than one 57-3
57-5	85	1	S	Under outside initiative, suspicion, spec. or dir. request, duress
57-6	85	1+	S	More than one 57-5
57-7	86	1	S	After being discovered, caught
57-8	86	1+	S	More than one 57-7
57-9	86u	1	S	Anonymous return of stolen money

MOTIVE FOR THEFT AS EXPRESSED IN STORY

58-1	87	1	S	Personal pleasure
58-2	87	1+	S	More than one 58-1
58-3	88	1	S	Extenuating circumstances
58-4	88	1+	S	More than one 58-3

CHILD(REN) SHOW(S), FEELS EMOTION

59-1	89	1	B	Integrated, happy, glad, relieved
59-2	89	1+	B	More than one 59-1
59-3	90	1	B	Hostile, angry, resentful
59-4	90	1+	B	More than one 59-3
59-5	91	1	B	Anxiety BEFORE discovery of money
59-6	91	1+	B	More than one 59-5
59-7	92	1	S	Anxiety AFTER discovery of money;shame
59-8	92	1+	S	More than one 59-7

CHILD'S INTEGRATIVE ACT

60-1	93	1	B	Cooperative search
60-2	93	1+	B	More than one 60-1
60-3	94	1	L	Ch. finds (Janitor/other) or returns money or gives info. regard. lost money. (CHECK 47-1,47-2,47-3)
60-4	94	1+	L	More than one 60-3
60-5	95	1	B	Misc. coop. or integ. act, thought, author's statement
60-6	95	1+	B	More than one 60-5

CH. AUTHOR'S HOSTILE, DEROGATORY FEELING, REMARK

61-1	96	1	B	Toward teacher
61-2	96	1+	B	More than one 61-1
61-3	97	1	B	Toward child
61-4	97	1+	B	More than one 61-3
62-1	98	1	B	Child lies, deceives, permits decept.
62-2	98	1+	B	More than one 62-1
62-3	99	1	S	Guilty child learns a lesson, integ.rel.
62-4	99	1+	S	More than one 62-3
62-5	100	1	S	Child accepts T's admonitions, apologizes, dependent relationship, submission
62-6	100	1+	S	More than one 62-5

NOTES

The Football Story: Series A, No. 5, Anderson Incomplete Stories
Abstract of Categories in Coding Manual

21 First Character
- 1 Boys
- 2 Owner
- 3 Parent
- 4 Others-unclear

22 Owner - Parent Identity
- 1 O & P separate
- 2 O & P same
- 3 Not clear
- 4 No mention either

31 Kicker's Intent re: Owner
- 1 Include
- 2 Exclude then Include
- 3 Exclude
- 4 Include then Exclude
- 5 No information
- 6 Kicker not mentioned

32 Companion's Intent re: Owner
- 1 Include
- 2 Exclude then Include
- 3 Exclude
- 4 Include then Exclude
- 5 No information
- 6 Companion not mentioned

33 Boys' Identity Revealed: Owner
- 1 Voluntarily
- 2 After delay
- 3 Involuntarily
- 4 Not clear whether or how
- 5 Not revealed

34 Boys' Intent re: Parent
AFTER Identity or Restitution
- 1 Include
- 2 Exclude then Include
- 3 Exclude
- 4 Include then Exclude

BEFORE Identity or Restitution
- 5 Include
- 6 Exclude then Include
- 7 Exclude
- 8 Include then Exclude
- 9 Not Clear
- 0 No information

35 Boys' Identity Revealed: Parent
- 1 Voluntarily
- 2 After Delay
- 3 Involuntarily
- 4 Not clear whether or how
- 5 Not revealed

36 Restitution by Boys
- 1 Voluntary -- completed
- 2 Voluntary -- plan, intent, fantasy
- 3 Delayed -- completed
- 4 Delayed -- plan, intent, fantasy
- 5 Involuntary
- 6 Not clear whether or how
- 7 Apology or confession w/o restitution
- 8 Boys made no restitution; others may
- 9 No mention of restitution by anyone

37 Boys' Clandestine Restitution
- 1 Clandestine
- 2 All other stories

38 Accord/Discord between Boys
- 1 Accord
- 2 Discord then accord
- 3 Discord
- 4 Accord then discord
- 5 No information; one boy not mentioned

* 41 Behavior of Owner or Fantasy of Owner's Behavior
- 1 Acknowledging, supportive, resourceful
- 2 Restrictive
- 3 Waiver of Restitution
- 4 Non-confronting
- 5 Punitive: non-physical
- 6 Negative statement of 41-5
- 7 Punitive: physical
- 8 Negative statement of 41-7
- 9 Usurping
- 0 No mention as above or at all

42 Sex of Owner
- 1 Male
- 2 Female
- 3 Plural ownership or sex not clear
- 4 Owner not mentioned

* 51 Behavior of Parent or Fantasy of Parent's Behavior
- 1 Acknowledging, supportive, resourceful
- 2 Restrictive
- 3 Waiver of restitution
- 4 Non-confronting
- 5 Punitive: Non-physical
- 6 Negative statement of 51-5
- 7 Punitive: physical
- 8 Negative statement of 51-7
- 9 Usurping
- 0 No mention as above or at all

52 Restitution by Parent
- 1 Shared with boys
- 2 Voluntary restitution: usurping
- 3 Involuntary
- 4 No restitution by parent: others may
- 5 Parent mentioned; no mention of restitution
- 6 Parent not mentioned

53 Sex of Parent
- 1 Male
- 2 Female
- 3 Plural; parents; unclear
- 4 Parents not mentioned

61 Moral Precepts, other concerns
Check X only when it occurs

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* Categories: Code items 1 to 9, or check 0.

1 June 1960

Abstract **Story A-6 The Lost Composition**

21-1	Child initiates contact
21-2	Teacher initiates contact
21-3	No information about contact
22-1	Teacher initially believes
22-2	Teacher initially disbelieves
22-3	Belief - no information
23-1	Initial truth
23-2	Initial lie
23-3	Initial truth or lie-no information
24-1	Truth: spontaneous
24-2	Truth: after questioning or confronting
24-3	Truth after lie: spontaneous
24-4	Truth after lie: after questioning or confronting
24-5	Choice to tell truth
24-6	Truth comes out impersonally
25-1	Truth: emphasized
26-1	Lie spontaneous
26-2	Lie: after questioning or confronting
26-3	Choice not to tell truth
26-4	Blame: spontaneous
26-5	Blame: after questioning or confronting
27-1	Lie: emphasized
28-1	Initiates and makes restitution
28-2	Initiates plan of restitution
28-3	Makes restitution: undesignated
28-4	Initiates search
28-5	Complies with teacher's initiative
28-6	Does not comply with teacher's initiative
29-1	Withdraws from situation: before teacher knows facts
29-2	Withdraws from situation: after teacher knows facts
29-3	Anticipates teacher's unfavorable action or attitude
29-4	Anticipates teacher's favorable action or attitude
30-1	Reference to, admits, acknowledges past reputation or behavior
30-2	Regrets past reputation, behavior
30-3	Regrets, admits, acknowledges present behavior
31-1	Appeals for aid, relates story to other
31-2	Apologizes
31-3	Thanks, acknowledges aid of others
31-4	Forgives teacher or other (specifically)
32-1	Received reward, recognition
32-2	Phantasy of receiving reward or recognition
32-3	Production: inferior
33-1	Statement about justness of punishment
33-2	Statement about injustness of punishment
34-1	Remarks about the teacher: complimentary
34-2	Remarks about the teacher: derogatory
35-1	Future action: reforms
35-2	Future action: promises to reform
35-3	Antisipates inability to reform
35-4	Future action: repeats undesirable actions
36-1	Emotion: before reporting: positive: truth
37-1	Emotion: before reporting: negative: truth
38-1	Emotion: before reporting: Positive: lie
39-1	Emotion: before reporting: negative: lie

40-1 Emotion; after reporting; positive; truth
41-1 Emotion; after reporting; negative; truth
42-1 Emotion; after reporting; positive; lie
43-1 Emotion; after reporting; negative; lie
44-1 Evades situation, fails to confront
44-2 Waits for development
44-3 Private conference with child
45-1 Asks fact-finding question
46-1 Offers alternatives to child
46-2 Initiates action plan for child
46-3 Initiates search
46-4 Sends other with child
47-1 Has child buy new book
47-2 Has child rewrite composition
48-1 Believes
48-2 Disbelieves
48-3 Suspects, doubts
48-4 Takes action to check story
48-5 Accuses child of lying
49-1 Changes disbelief to belief; communicated
49-2 Changes disbelief to belief; uncommunicated
49-3 Changes belief to disbelief; communicated
49-4 Changes belief to disbelief; uncommunicated
50-1 Accepts child's solution
50-2 Accepts child's solution; after teacher's initiative
50-3 Does not accept child's solution, explanation, or action
51-1 Comforts, tries to understand
51-2 Excuses, accepts situation
51-3 Forgives
52-1 Punishment threathened
52-2 Admonishes, advises, moralizes
52-3 Refers to child's past
52-4 Negative statement of unpleasant thought or action
53-1 Punishment; verbal
54-1 Punishment; social
55-1 Punishment; physical
55-3 Punishment; unspecified
55-5 Punishment; withdrawn, retracted
56-1 Bad marks
56-2 Extra hours
56-3 Extra assignment
56-4 Lose recreation
56-5 Expells
57-1 Regrets thought or action; communicated
57-2 Regrets thought or action; uncommunicated
57-3 Gives reward, recognition; interpersonal
57-4 Asks others to give reward, recognition; social
58-1 Perceives child as honest
58-2 Perceives child as dishonest
59-1 Emotion; before reporting; positive; truth
60-1 Emotion; before reporting; negative; truth
61-1 Emotion; before reporting; positive; lie
62-1 Emotion; before reporting; negative; lie
63-1 Emotion; after reporting; positive; truth

64-1	Emotion: after reporting; negative; truth
65-1	Emotion: after reporting; positive; lie
66-1	Emotion: after reporting; negative; lie
67-1	Remarks regarding teacher: positive
67-3	Remarks regarding teacher: negative
67-5	Remarks regarding child: positive
67-7	Remarks regarding child: negative
68-1	Initiates action plan or intervenes
68-2	Supports child
68-3	Does not support child
68-4	Admonishes child, advises, punishes
68-6	Regrets thought or action: communicated
68-7	Regrets thought or action: uncommunicated
69-1	Found by teacher
69-2	Is found by child
69-3	Is found by other
69-4	Given to child
69-5	Given to teacher
69-6	Given to child, who gives to to teacher