

CHILDREN'S UNDERSTANDING
OF PEACE

By

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CHAPTER I

INTRODUCTION

The purpose of the present study was to examine children's understanding of the concept of peace. Few studies have investigated the development of this concept in young children. Existing research has focused on the concept of war in attempting to understand peace. In such studies, children were asked to describe war in detail and then briefly describe peace in comparison to war (Cooper, 1965; Rodd, 1985; Escalona, 1982; Mack, 1983). This methodology was not effective in clarifying children's understanding of peace.

In addition, to better assess children's understanding of peace, it is important to examine their individual social perspective-taking abilities. Social perspective-taking may be related to the development of the concept of peace in young children due to the ability to take the perspective of another when contriving such a concept.

Therefore, the goal of this study was to examine the relationship of individual children's perspective-taking ability to their developing concept of peace. Selman's social perspective-taking task was used to assess levels of children's interpersonal understanding and a peace

questionnaire with accompanying pictures was used to assess their understanding of peace.

CHAPTER II

LITERATURE REVIEW

In today's society there has been a recent move towards including peace education in early childhood and elementary education curriculum. The basis of this curriculum, however, has not been based on peace research but instead has evolved from the study of conflict and war. In fact, very little information exists concerning children's understanding of peace. Although, adults can agree on several different definitions of "peace" depending on the particular situation, it is unclear what children are thinking when they hear the word "peace". Most research on peace focuses on children's perception of peace solely in relation to their understanding of the concept of war (Cooper, 1965; Escalona, 1982; Mack, 1983; Rodd, 1985).

Existing Research

Studies by Alvik (1968) and Tephly (1985) included examinations of children's understanding of peace as well as war. However, the results of both focused more heavily on the meaning of war than on peace. Tephly's (1985) study of forty-nine prekindergarten, kindergarten and first graders found that peace was understood primarily as a state of

quietness or privacy. Tephly (1985) noted that there was an increase in frequency from prekindergartners to first-graders in referring to peace as quiet or calm, and a decrease from prekindergartners to first-graders in the "don't know" category. Results of Tephly's study also showed that few children defined peace as the absence of war. This association appeared only with first grade female children tested.

Both Tephly and Alvik found sex differences in school-age children's conceptions of peace. In Alvik's (1968) study twelve year-old girls gave varying definitions of peace, in addition to those relating to war topics. This points to the idea that children can consider peace in different contexts, other than just in relation to war. For example, after being asked the definition of the word "war" the children were asked their definition of the word "peace", these children were able to reply with answers other than "opposite of war". Tephly (1985) found that when asked to define "peace", higher percentages of males, stated "don't know" than females. These results suggested that gender may play a role in understanding peace.

The current study takes into account the different contexts of peace, such as affiliation, friendship and global and environmental concerns. It expands from Tephly's (1985), Alvik's (1968), Escalona's (1982), and Rodd's (1985) research by focusing primarily on peace instead of war, and

examines sex and gender differences noted in the work of Tephly and Alvik.

Research also indicates a possible relationship between peace and interpersonal understanding (Alvik, 1968; Escalona, 1963; Rodd, 1985). That is children may be able to conceptualize aspects of "self" and "other" before understanding the concept of peace. Escalona (1963) found that young children regarded peace as a matter of personal friendliness and intention. Likewise Cooper (1965), in his study of war found that English children very rarely focused on international understanding and cooperation as the meaning of peace, e.g. having war or not having war, but rather focused on interpersonal relationships.

How children form their conception of peace and war is unclear. In a study of Norwegian children, Alvik (1968) found that children conceptualize "peace as a state of respite and inactivity", in other words, a passive state. This study also found that age had little significance in understanding how children gain information about war and peace. Newspaper pictures or television are probably equally sufficient for children of all ages to cover the concrete aspects of "war and peace". Rodd (1985) also felt that children develop attitudes to war without much direct information. These results also point to children's ability to form an interpersonal understanding of the phenomena or a developmental approach to understanding war.

Alvik (1968) felt that children's reciprocal reasoning abilities play some role in gaining knowledge about the more concrete aspects of war. For example, children need to understand that two different groups of people must be against each other to have a war. This intellectual ability could also play a role in an active conception of peace.

Pilot Study

In Townley and Couchenour's (1990) recent study investigating the relationship of children's cognitive level to their concept of peace, 27 children aged 3 through 11 years were given a standard conservation task, peace questionnaire and were asked to seriate four pictures of children in peaceful and non peaceful scenes. Results from this study revealed differences between conservers and non-conservers in their ability to respond to the questions about peace. These results indicated that cognitive level (conservers or non-conservers) played a role in the child's ability to understand peace. Eighty-eight percent of the non-conservers in this study were incapable of ordering four peaceful and non-peaceful pictures correctly. Differences between conservers and non-conservers were also seen in the definition of peace and peaceful. Eighty-nine percent of the non-conservers responded with "don't know" answers to both terms. The answers beyond "don't know" fell primarily into social (interpersonal) categories, e.g. opposition, absence of fighting, quiet, positive affect and affiliation.

The ordering of peaceful and nonpeaceful pictures suggested that children realize that interpersonal relationships play a role in understanding peace. Children were asked to seriate four pictures. These pictures were designed and put into the following order by Townley and Couchenour (1990). The first most peaceful picture showed one child passing a block to another child, The second peaceful picture depicted two children engaged in parallel play, with no talking or touching. The third picture depicted children, backs facing each other with unhappy faces. The last picture showed the children physically fighting. Most conservers ordered the pictures correctly with some switching the first two pictures. For the most part, the picture with the children playing quietly being was seen as most peaceful and the picture with the children playing together as being the next peaceful picture.

The present study attempted to broaden the above described pilot study and to further examine children's understanding of the concept of peace. Based on earlier research in the area of children's understanding of war and peace and it's focus on interpersonal relationships, this study measured children's social perspective-taking abilities as described by Selman instead of Piagetian conservation ability.

Moral Development

Other studies have suggested a relationship between moral development and children's conceptions of war and peace. Rodd (1985), in his study of children's understanding of war, found that war was judged as bad because it places the right of the life and welfare of others at risk. This reasoning arises out of concern for others. In this study Rodd noted that war had a basis in moral development. The children's thinking reflected an understanding of a higher order ethical principle, that of a universal right of life.

Selman (1980) incorporates Lawrence Kohlberg's moral reasoning and dilemmas in construction of his social perspective-taking theory. Selman (1976) pointed out strong theoretical and empirical links between social perspective taking and Kohlberg's moral reasoning. According to Selman, a child's social role taking stage indicates the level of understanding of the nature of social relationships and the child's moral judgment stage indicates the manner in which children decide how to resolve social conflicts between people with different points of view.

Selman also found the methods and content of moral problems as being well suited to asking subjects to weigh various points of view. Selman states that, "Such dilemmas encourage each interviewee to spontaneously elaborate on the interviewee's theory of human relations, his or her beliefs about individuals, motives, and feelings, and his or her

strategies for resolving conflict." Conflict resolution, especially, is essential for understanding how perspective coordination might relate to children's understanding of peace. Identifying a child's social perspective-taking level would possibly help understand how children view social relationships and perhaps the concept of peace.

According to Selman, "Social perspective-taking provides a theoretical infrastructure upon which the child's understanding of a significant number of social and psychological relationships can be organized" (p. 23). Understanding another's perspective is directly related to children's understanding of peace because of its close link to relationships between other. In other words, when children can take another's perspective they may be able to understand what it takes to have a "peaceful" event. It is only obvious that it takes two to have an argument. Intuitively, a child has to understand that there are two sets of emotions to take into perspective in order to end the fight or to continue it.

The roots of Selman's theory are found in Piaget's theories. However, Piagetian stages of logical thought fail to explain the nature of social relations. Selman's theory of role taking is a form of social cognition that lies between Piaget's cognitive stages and Kolberg's moral development (Selman, 1976). Therefore the inclusion of social role taking is vital to this proposed study on children's understanding of children's conception of peace.

Social Perspective Taking Model

The concept of role taking has its roots in Piaget's theory of cognitive development. Two of Piaget's central concepts relate directly to role-taking: egocentrism and decentration. Although egocentrism and decentration primarily apply to an individual aspect of development both can be broadened into putting oneself in another's place and viewing the world from another's perspective. However, egocentrism and decentration fall short of explaining children's role-taking ability. Kohlberg's effort to describe moral thought also has roots in Piagetian theory yet it, too, took on its own necessary dimensions to make up for the gaps that Piaget left. Selman explains the nature of social relations that Piaget overlooked in his physical and problem-solving stages.

Selman (1985) examined social role-taking and defined its development according to sequences of structures similar to those of Piaget. Selman (1971) describes role-taking as "the ability to view the world (including the self) from another's perspective , is explicitly social-interpersonal in requiring the ability to infer another's capabilities, attributes, expectations, feelings and potential reactions" (p. 1722). This ability is a social-cognitive skill.

Using theoretical background from George Herbert Mead (1934) and Piaget (1965), Selman stated that "the child in a general sense structures and understands his or her social

environment through perspective taking and the child's moral reasoning will depend in part on his or her perspective taking" (p. 36).

Selman (1976) believes that determining the cognitive development of a particular child helps in understanding how the child looks at the world, and avoids expectations of conceptual and emotional abilities that the child has not yet developed. He also viewed role taking in terms of qualitative changes in the structuring of the child's understanding of the relation between the perspectives of self and others. Drawing upon this role taking ability, children must be able to take the role of another to understand that there is a conflict of perspectives occurring.

Selman (1976) contends that role-taking development plays an important role in other social behaviors. The four areas of application are (a) children's general social problem-solving ability, (b) children's communicative and persuasive abilities, (c) children's understanding of the feelings of others, and (d) children's understanding of fairness and justice and the development of moral reasoning (p. 301).

Selman (1985) constructed five hierarchical social perspective-taking stages (See Appendix A). These stages of role taking are based on the subjects own point of view, the different viewpoints of each character and the relationship among various perspectives.

Each stage has two titles, the first describes the style of conceptions of persons and the second describes the style of conceptions of relations. The figure in Appendix A delineates Selman's stages of perspective taking.

Selman's stages of social perspective-taking indicate a level of understanding about the nature of social relations. These stages are developmental and each level builds on the preceding one. At each higher level a new operational principle predominates.

CHAPTER III

HYPOTHESES

The purpose of this study was to examine children's understanding of peace. Selman's theoretical model guided this research by assigning children to the appropriate stage of social perspective taking ability. While the peace questionnaire clarified each individual child's understanding of the concept of peace.

The research reviewed indicates a possible relationship between children's understanding of the concept of peace and children's individual interpersonal understanding abilities (Alvik, 1968; Cooper, 1965; Escalona, 1963; and Rodd, 1985). Escalona (1963) linked personal friendliness with children's understanding of peace. Likewise Alvik (1968), noted that children's reciprocal reasoning (social perspective taking abilities) played a part in their understanding.

Selman's levels of social perspective-taking focused on interpersonal understanding. Selman (1976) stated, "The child in a general sense structures and understands his or her social environment through perspective taking and the child's moral reasoning will depend in part on his or her perspective taking" (p. 36). Selman (1976) also stated that strategies for conflict resolution are linked to perspective

taking ability. Therefore, Selman's theoretical model categorizes children as to whether or not they are capable of understanding peace, by determining if they are developmentally prepared to internalize a condition that creates peace. This condition could include a situation where justice is being served, a fight has ensued, silence is sensed or any such interaction where interpersonal understanding or a role taking ability is required. Examining children's understanding of peace based on Selman's social perspective taking levels will therefore extend our knowledge of children's understanding of peace.

Based on the literature the following hypotheses were tested:

1. Older children would score higher on the social perspective taking task than younger children.
2. Children who score higher on social perspective taking task would score higher on the peace measures.
3. Females would score higher on the peace measures than males.
4. Older children would score higher on the peace measures than younger children.
5. Older females who scored higher on perspective taking task would score higher on the peace measures than the other children studied.

CHAPTER IV

METHODOLOGY

Subjects

The subjects of this study were 53 children ages three, five, seven, and nine years-old. These ages were selected because they followed Selman's first three stages of social-perspective taking. The sample was drawn from the Oklahoma State University Child Development Laboratory, siblings of children who attended the Child Development Laboratory, the Stillwater YMCA and the surrounding Stillwater community. Written permission for each child was obtained from a parent or guardian prior to data collection.

Procedures

Interviewing Procedure

Two interviewers were trained to conduct the interviews. Training was accommodated by practice and listening to the tapes to check for standard procedure by both interviewers. Reliability for interviewing was established by the trainer listening to the trainee's audio tapes half way through the data collection to check for standard procedure.

After parental permission was obtained an appointment scheduled. When the child arrived he or she was invited to do the activities and talk with the interviewers. Voluntary participation upon receiving parent's permission was the standard procedure (See Appendix B).

Children were interviewed at the Oklahoma State University Child Development Lab, at the YMCA and or in the child's home. The room set up at the lab consisted of a home-like atmosphere, with a couch for the child's comfort while viewing the video-tape recorded film strip and a table and chairs for conducting the questionnaires. The interviews were audio-tape recorded and were transcribed by the individual interviewer.

Methods and Instruments

A standard interview procedure was followed for each child. This was a three step process involving initial introduction to the interviewer and room, followed by viewing of the social perspective-taking tape and completion of the Peace Questionnaire.

1. Introduction: Each child was tested alone in a room at his or her appropriate setting (lab school, YMCA or home). The child was made comfortable, while a brief introduction of the interviewer was made and short description of the interview was given. The child was then given the choice of turning off the lights or leaving them on while viewing the Video taped film strip.

2. Social perspective-taking task: The Selman interview consists of a short filmstrip which was followed by the interviewer asking questions pertaining to the film. For the age range of children involved in this study Selman's Puppy Story was used, with the corresponding film entitled, "First Things: How Would You Feel? Part I". For storyline, questions and guidelines for interviewing see Appendix C. This filmstrip was recorded onto videotape for ease in viewing and for higher subject attention to the story. Selman's (1979) interview and scoring manual was used for procedures and guidelines during the interviews.

After the child was comfortable the interviewer gave a brief description of the story that the child was about to see and explained the characters in the story did not move their mouths in conjunction with their voices. Each child was allowed to ask questions throughout the 6 minute film, at which time the VCR was paused to accommodate the child's question.

With the youngest sample group, brief breaks were taken during the story to ask questions to see if the child understood the story line. After viewing the story the VCR was turned off, lights turned on and children were asked to move to the table to answer questions about the story they had viewed.

3. Peace Questionnaire: The final interviewing task involved a Peace Questionnaire (Townley and Couchenour, 1990). This interview involved picture seriation of

peaceful and non-peaceful pictures, the child's definition of peace and questions about peaceful activities in their lives (See Appendix C). The order of the pictures and general guidelines for test administration was designed by Townley and Couchenour (1990).

The interviewer started by asking the child to tell about each of the four pictures depicting peaceful and non-peaceful scenes. Upon completion of the first task the child was then presented with the four pictures placed in a consistently random order on the table before him/her. The child was asked to show the interviewer the most peaceful picture. The interviewer placed this picture to the child's left. Then the interviewer asked the child to point out the least peaceful picture. After placing this picture horizontally across from the most peaceful picture (leaving space for two pictures to be placed between) selected by the child, she or he was asked to select another peaceful picture and then another non-peaceful picture.

Upon completion of the picture tasks the children were asked for their definition of the word "peace" and "peaceful". Townley and Couchenour (1990) incorporated the definition of the word "peaceful", in order to clarify if the child was misinterpreting "peace" for "piece". The final part of the interview involved questions about family activities which are peaceful or nonpeaceful (See Appendix C).

Scoring

Social Perspective-Taking Task

Scoring of the Social perspective-taking task was accomplished by following Selman's manual (Selman, 1979). Children's responses were placed in one of four social perspective-taking stages, stages 0, 1, 2, or 3. The interviews were scored from transcriptions with scorers blind to age and gender of the subject. The Selman questionnaire was broken down into four different sections of questions. Selman called these four sections issues. Each question in each issue area (subjectivity, self-awareness, personality and personality change issues) was independently given a stage ranking determined by the child's answers and the manual guidelines. Then an overall average for each issue was derived. Final stage scores for each child were found by averaging all four issues together. The total score possible ranged from a stage score of 0 through 3.

Peace Questionnaire

The peace questionnaires were scored by assigning each child's response a score. For the definition of peace and peaceful each child was assigned a score ranging from 1

through 6 (Townley & Couchnour,1990). The categories for the answers to the peace and peaceful questions were scored according to the following scale:

1. Opposition/nonsensical; e.g. "purple"
2. Don't know
3. Absence of fighting or negative behavior; e.g. "no one is fighting with anyone"
4. Positive affect/quiet, nice or good; e.g. "when your being nice".
5. Affiliation; e.g. "when your being friends"
6. Global concerns; e.g. "sending food to poor people in Africa"

Seriation of the pictures was scored according to the number of pictures they correctly put in order. For example, if the child order the pictures 1-2-3-4, which is the correct order from most peaceful to least peaceful they received a score of 4. If they ordered the pictures 2-1-3-4 they received a score of 2, etc..

Reliability

Social Perspective-Taking Task

Reliability was established between the primary interviewer and an individual blind to the hypotheses of the study. Through practice and trial tests 100% agreement was made.

Peace Questionnaire

Reliability for coding of peace and peaceful responses was calculated on 10% of the responses, to the definition of peace and peaceful. Intercoder reliability had 90%

agreement. Twice during coding interreliability was checked on 5% of the responses. Reliability on these checks was 100%.

CHAPTER V

RESULTS

Descriptive Statistics

This study tested 53 children aged 3, 5, 7 and 9 years-old. This included six 3 year-old females, seven 3 year-old males, seven 5-year old females, seven 5 year-old males, seven 7 year-old females, six 7 year-old males, seven 9 year-old females and seven 9 year-old males.

Responses to the Selman social perspective taking task placed all of the three year-olds, nine out of fourteen five year-olds, zero seven year-olds and one nine year-old at Stage 0. Five, 5 year-olds, all thirteen 7 year-olds and ten out of thirteen 9 year-olds received Stage 1 scores. Of the total, only two 9 year-olds received Stage 2 scores on the perspective-taking task.

Analyses

The hypotheses in this study were tested using chi-square analysis to find the goodness of fit. The hypotheses and results are as follows:

1. Hypothesis 1-Older children will score higher on the social perspective taking task than younger children.

Chi-square analysis was used to examine the relationship of child's age to social perspective taking stage. This analysis was conducted using age of the child (AGE) by social perspective taking stage (SELMAN), to derive $\chi^2(6) = 41.167$, $p = .0000$. The age of the child was highly significantly in relation to the child's social perspective taking stage. These results are presented in Table I.

TABLE I
RELATIONSHIP OF AGE AND SOCIAL
PERSPECTIVE-TAKING
STAGE

<u>Social Perspective Taking Stage</u>				
<u>Age</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
3	13	0	0	0
5	9	5	0	0
7	0	13	0	0
9	1	10	2	0

2. Hypothesis 2 - Children who scored higher on the social perspective taking task would score higher on the peace measures. These results are shown in TABLE II.

Chi-square analysis was used to examine the relationship between social perspective taking task and the child's definition of the word "peace". This was tested by using social perspective taking stage (SELMAN) by definition of the word "peace" (DEFINE), to derive $\chi^2(10) = 30.25$,

$p = .0008$. Children's social perspective-taking stage was significantly related to children's definition of "peace".

Chi-square analysis was used to examine the relationship of social perspective-taking score to child's definition of the word "peaceful". This was accomplished by using social perspective-taking stage (SELMAN) by definition of the word "peaceful" (FULDEF), to reach, $\chi^2(8) = 7.29$, $p = .0261$. Children's social perspective-taking stage is approaching significance in relation to children's definition of the word "peaceful".

Chi-square analysis was used to examine the relationship of social perspective-taking ability and their ability to correctly seriate the series of peace pictures. This was accomplished by using social perspective-taking stage (SELMAN) by number of pictures seriated correctly on the Peace Questionnaire (SCORE) , to arrive at $\chi^2(8) = 31.189$, $p = .0001$. Children's social perspective-taking stage was significant in relation to children's ability to correctly seriate the peace pictures.

TABLE II
 RELATIONSHIP BETWEEN SOCIAL
 PERSPECTIVE-TAKING STAGE
 AND PEACE MEASURES

Selman	<u>Definition of word "Peace"</u>					
<u>Stage</u>	1	2	3	4	5	6
0	5	9	2	7	0	0
1	1	0	4	13	0	0
2	0	0	0	1	0	1

Selman	<u>Definition of word "Peaceful"</u>				
<u>Stage</u>	1	2	(3 & 4)	5	6
0	7	8	7	1	0
1	3	6	12	4	3
2	0	0	0	0	1

Selman	<u>Number of Pictures Seriated Correctly</u>				
<u>Stage</u>	1	2	3	4	5
0	6	7	1	1	8
1	2	3	0	22	1
2	0	0	0	2	0

Categories 3 & 4 were collapsed due to the low frequencies of responses to the definition of the word "peaceful".

3. Hypotheses 3: Females will score higher on the peace measures than males. Results in Table III.

Chi-square analysis was used to examine the relationship of gender to definition of the word "peace". This was achieved by comparing the gender of the child (GENDER) by definition of the word "peace" (DEFINE), $\chi^2(5) = 1.28$, $p = .9367$. Children's gender was not significantly related to their definition of the word "peace".

Chi-square analysis was used to examine the relationship of gender to the definition of the word "peaceful". This was achieved by looking at the gender of the child (GENDER) by their definition of the word "peaceful" (FULDEF), to reach $\chi^2(4) = 2.067$, $p = .7233$. Children's gender was not significantly related to their definition of the word "peaceful".

Chi-square analysis was used to test the relationship between children's gender and their ability to correctly seriate the peace pictures. This was tested by using the gender of the child (GENDER) by number of correctly seriated pictures on the Peace Questionnaire (SCORE), to reach $\chi^2(4) = 3.94$, $p = .4138$. Children's gender was not significantly related to their ability to correctly seriate the peace pictures.

TABLE III
RELATIONSHIP BETWEEN GENDER
AND PEACE MEASURES

<u>Definition of word "Peace"</u>						
Gender	1	2	3	4	5	6
Male	3	4	3	10	4	3
Female	3	5	3	11	3	1

<u>Definition of word "Peaceful"</u>					
Gender	1	2	(3 & 4)	5	6
Male	4	8	9	2	3
Female	6	6	11	2	1

<u>Number of Pictures Seriated Correctly</u>					
Gender	1	2	3	4	5
Male	4	3	0	14	6
Female	4	7	1	11	3

Categories 3 & 4 in response to the definition of the word "peaceful" is due to low frequencies.

4. Hypotheses 4: Older children would score higher on the peace measure than younger children (TABLE IV).

Chi-square analysis was used to examine the relationship of age to definition of the word "peace". This was achieved by comparing the children's age (AGE) by their definition of the word "peace" (DEFINE). This

resulted in, $\chi^2(15) = 37.16379$, $p = .0012$. Children's age was significantly related to their definition of the word "peace.

Chi-square analysis was used to examine the relationship of age to definition of "peaceful". This was achieved by taking the children's age (AGE) by their definition of the word "peaceful" (FULDEF). This resulted in, $\chi^2(3) = 10.844$, $p = .0126$. The relationship of children's age to their definition of the word "peaceful" approached significance.

Chi-square analysis was used to examine the relationship of age and the ability to correctly seriate the peace pictures. This was achieved by comparing the children's age (AGE) by the number of pictures they correctly seriated (SCORE). This resulted in $\chi^2(12) = 38.43374$, $p = .0001$. Children's age was significantly related to their ability to correctly seriate the peace pictures.

TABLE IV
RELATIONSHIP BETWEEN AGE
AND PEACE MEASURES

<u>Definition of word "Peace"</u>						
<u>Age</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3	3	7	1	2	0	0
5	2	2	2	8	0	0
7	1	0	3	4	3	2
9	0	0	0	7	4	2

<u>Definition of word "Peaceful"</u>					
<u>Age</u>	<u>1</u>	<u>2</u>	<u>(3 & 4)</u>	<u>5</u>	<u>6</u>
3	4	7	2	0	0
5	3	2	7	2	0
7	1	3	5	2	2
9	2	2	6	1	2

<u>Number of Pictures Seriated Correctly</u>					
<u>Age</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3	3	4	1	1	4
5	4	4	0	1	5
7	1	1	0	11	0
9	0	1	0	12	0

5. Hypotheses 5: Older females who score higher on the social perspective taking task would score higher on the peace measures than the other children studied.

A three way chi-square analysis was used to compare children's gender and social perspective-taking score with their definition of the word peace. This was achieved by comparing the gender of the child (GENDER) by age (AGE) by definition of "peace" (DEFINE). The three year-old's responses resulted in, $X^2(3) = 3.4195$, $p = .3314$. Children's gender was not significantly related to 3 year-old children's definition of the word "peace". The five year-olds responses resulted in, $X^2(3) = 2.50$, $p = .4753$. Children's gender was not significant in relation to 5 year-old children's definition of the word "peace". The seven year olds responses resulted in, $X^2(4) = 2.60$, $p = .6259$. Children's gender was not significant in relation to 7 year-old children's definition of the word "peace". The nine year-olds responses resulted in, $X^2(2) = 4.233$, $p = .1204$. Children's gender was not significant in relation to nine year old children's definition of the word "peace".

A three way chi-square analysis was used to test the relationship of children's gender and age to their definition of the word "peaceful". This was achieved by comparing gender (GENDER) by age (AGE) by definition of "peaceful" (FULDEF). Three year-olds resulted in, $X^2(3) = 3.75$, $p = 2.898$. Children's gender was not significantly related to three year-old's definition of the word

"peaceful". Five year-olds responses resulted in, $\chi^2(2) = 3.62$, $p = .1635$. Children's gender was not significantly related to five year-old's definition of the word "peaceful". Seven year-olds responses resulted in, $\chi^2(3) = 3.36$, $p = .3384$. Children's gender was not significantly relate to seven year-old's definition of the word "peaceful". Nine year-olds responses resulted in, $\chi^2(3) = 2.916$, $p = .4047$. Children's gender was not significantly related to nine year-old's definition of the word "peaceful".

A three way analysis was used to test the relationship of children's gender and age by number of Peace pictures correctly seriated. This was achieved by comparing gender (GENDER) by age (AGE) by number of Peace pictures correctly seriated (SCORE). Three year-olds resulted in, $\chi^2(4) = 2.26$, $p = .6863$. Children's gender was not significantly related to three year-old's ability to correctly seriated the Peace pictures. Five year-olds, responses resulted in, $\chi^2(3) = 6.8$, $p = .0786$. Children's gender was not significantly related to five year-old's ability to correctly seriate the Peace pictures. Seven year-olds, responses resulted in, $\chi^2(2) = 2.02$, $p = .3631$. Nine year-old results were too few in frequency to be calculated by chi-square analysis.

CHAPTER VI

DISCUSSION

Results of this research project suggest that Selman's social perspective-taking stages are related to children's understanding of peace, and support the notion that children's ability to understand peace is related to individual level of social perspective-taking. However, children's gender did not negatively or positively affect their definition of peace or their social perspective-taking ability.

As predicted by the first hypothesis, older children scored higher on the social perspective-taking task than younger children. Results showed that children ages seven and nine scored higher on the social perspective-taking task, and were predominantly in stages one or two, whereas children ages three and five, remained in stages zero and one. For example, a typical nine year-old answer to the question, "What kind of person do you think Tom is?" was "Tom is nice and wanted to give Mike the puppy so he would feel okay". A typical three year-old answer to the same question was, "Tom is a big person". These results correlated with Selman's age ranges and expectations for social perspective-taking abilities.

The older children who were in higher perspective taking stages also scored higher on the definition of the word peace and were capable of seriating the Peace Questionnaire pictures correctly. This was explored in the second hypothesis in which children who scored higher on the social perspective taking task would also score higher on the peace measures. Unlike, Townley and Couchenour's (1990) study, children were not as likely switch the two peaceful pictures, indicating that the children playing alone were more peaceful than those cooperatively playing together.

Children who scored lower on the social perspective-taking task also score lower on the peace measure. The children who were in Selman's stage 0 (undifferentiated and egocentric perspective-taking) were more likely to answer "don't know" or nonsensical answers, such as "not having your socks on" or "purple", to the definition of the word peace. Whereas children in stage 1 (differentiated and subjective perspective-taking) were capable of responding with answers such as "peace is being quiet", and stage 2 (self-reflective and reciprocal perspective-taking) children responded with answers such as "feeding poor people in Africa". These results help clarify Selman's belief that determining the cognitive development of a particular child helps in understanding how the child looks at the world and avoids expectations of conceptual and emotional abilities that the child has not yet developed, e.g. their understanding of peace. An example of how a child might

interpret information differently than other children, was apparent when interviewing one three year-old girl. When asked her definition of the word "peace", she stated that her "dog pees". A similar answer was also given for her definition of the word "peaceful". Although the interviewer attempted to clarify the word she was to define the child insisted that her dog "pees" and she apparently was not familiar with the word peace.

Findings from this study revealed that gender did not relate to children's ability to score higher or lower on Selman's social perspective-taking task. Nor did this study conclude that gender affected children's ability to understand the concept of peace. Alvik's (1968) study suggested that older girls, demonstrated greater variety in their definitions of peace, as well as those relating to war topics. According to the current study this trend existed across both males and females. Tephly's (1985), study also reported that higher percentages of males, when asked to define "peace", stated "don't know". Unlike, Tephly's results, the present study found this trend with younger children of both sexes.

Further Considerations

It is important to recognize that the children interviewed in this study relied on their verbal abilities to disclose both their perspective taking stage and their concepts of peace. As with all cognitive development,

verbal measurements may underestimate the true abilities that children have because they have limited capability to express themselves.

The methods used in this study may also need to be updated. Selman's filmstrip portrayed the Puppy Story by using children with accents familiar to the upper eastern United States. The children were also of different races which may have influenced some children to describe Tom solely by his physical appearance. Currently, many children are unfamiliar with viewing filmstrips; perhaps an original videocassette version may be the preferred method of viewing. An updated version of the story featuring children wearing modern or traditional apparel and having limited regional preference may help children reveal more accurately their social perspective-taking abilities.

Changes may also be needed in Townley and Couchenour's (1990) Peace Questionnaire. The line drawings which the children were asked to seriate depict children who appear male. Using pictures representing both sexes or drawings which may be clearly interpreted as either gender may bring about different results. The use of the terms "most" and "least" when asking the children to seriate the Peace Questionnaire pictures may have also placed some children at a disadvantage, if they were unfamiliar with the terms or synonyms.

The state of the world may also have affected the children in this study. With Operation Desert Storm occurring only months before data collection the media's message of "peace", and personal family involvement may have influenced certain children to respond with answers about peace that otherwise would not have been part of normal development. This may also be true of children who practice faiths in which the term peace is prevalent. However, Alvik (1968) noted that how information about war and peace is received plays little role in children's developmental understanding.

Implications and Future Research

The implication of this study for parents and educators is to focus on how peace is approached or taught to children. With the concept of peace being dependent upon stages of social cognition and developing perspective it is important to present developmentally appropriate information to each child dependent on their own perspective taking abilities.

Peace should also be viewed as a different entity than war and presented as a many faceted concept not only in comparison to war. This fact goes against the curricula that is often used focusing primarily on peace in comparison to war.

Upon reviewing the literature regarding children's understanding of peace it is clear that there is a need to

explore this concept further. Future research should focus on larger samples. These samples may also be representative of different cultures with different languages, perhaps with children who are faced with the reality of conflict on a day to day basis. Older children and youth may also report much different answers. This may also be true of children from different populations such as those who have parents who are veterans, military personnel, police officers, or have chosen alternative lifestyles. Such studies would examine the impact of environment on developmental abilities. Other individual difference factors, such as television viewing or music preference may also contribute to one's ability to understand peace.

In today's ever changing society determining how to enhance children's understanding of peace is an important challenge. By pinpointing what children are capable of understanding this challenge can more effectively be met.

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APPENDIXES

APPENDIX A

SELMAN'S STAGES OF PERSPECTIVE
TAKING

Selman's Stages of Perspective Taking

Stage	Description
Stage 0 3-6 years Undifferentiated and Egocentric Perspective Taking	<p>Persons: Undifferentiated Young children do not clearly differentiate physical and psychological characteristics of persons. Feelings and thoughts can be observed, but child is not capable of understanding the cause-effect relation between someone's feelings and the reason behind them.</p> <p>Relations: Egocentric Self and other are differentiated as physical entities, not psychological entities. Subject perspectives are undifferentiated and perspectives of another are seen as the same as their own. Concepts of relations of perspectives are limited by inability to differentiate clearly (p. 37).</p>
Stage 1 5-9 years Differentiated and Subjective Perspective Taking	<p>Person: Differentiated Child has a clear differentiation of physical and psychological characteristics of persons. Intentional and unintentional acts are differentiated and child realizes that each person reasons as cause for choices and actions.</p> <p>Relations: Subjective The subjective perspectives of self and other are clearly differentiated and recognized as potentially different. Relating of perspective is conceived of in one-way, unilateral terms, in terms of the perspective of and impact on one actor (p. 38).</p>

Stage 2
7-12 years
Self-Reflective
and Reciprocal
Perspective
Taking

Person: Self-reflective/
Second Person
The child has a growing
ability to step mentally
outside himself or herself
and take a self-reflective
or second-person perspective
on his or her own thoughts
and actions and on the
realization that others can
do as well. Other persons
have a visible appearance
and the truer hidden
reality.

Relations: Reciprocal
Two-way reciprocity is
capable. Two single individ-
uals seeing self and other,
but not the relationship
system between them (p. 38).

Stage 3
10-15 years
Third-person
and Mutual
Perspective
Taking

Person: Third-person
Persons are seen by the
young adolescent thinking
as systems of attitudes and
values that are fairly con-
sistent. There is now an
ability to take a true third
person perspective. The
child can step outside not
only one's own immediate
perspective, but outside the
self as a system.

Relations: Mutual
Subjects thinking at this
level see the need to coor-
dinate reciprocal perspect-

ives, and believe social
satisfaction, understanding
or resolution must be mutual
and effective. Relations
are viewed more as ongoing
systems in which thoughts
and experiences are mutually
shared (p. 39).

Stage 4
12 years-adult
In-depth and
Societal-
Symbolic
Perspective
Taking

Person: In-depth Actions, thoughts, motives and feelings are understood to be psychologically determined but not necessarily self-reflectively understood. Capable of doing things that they "don't want" to do but that they don't understand why they don't. Personality is also seen as a product of traits, beliefs, values, and attitudes.

Relations: Societal-Symbolic
The adolescent or young adult can abstract multiple mutual perspectives to a societal, conventional, legal, or moral perspective in which all individuals can share. Each self is believed to consider this shared view point in order to facilitate accurate communication and understanding (p. 40).

APPENDIX B .
CONSENT LETTERS
AND FORMS



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 744-5057

INFORMED CONSENT LETTER

Dear Parents,

I am a graduate student in the Department of Family Relations and Child Development at Oklahoma State University. I will be conducting a study on Children's understanding of peace. I am working on this project under the direction of Donna, Couchenour, Ph.D., my graduate advisor.

The purpose of this letter is to request permission for your child to participate in this research.

(1) During this research I will be interviewing each child about their understanding of the words "peace" and "peaceful".

(2) Each child will be given a social perspective taking task.

Due to the guidelines set up in the Social Perspective taking task only 3, 5, 7, and 9 year-old children will be studied. If you have any questions concerning this research project please contact Dr. Donna Couchenour, HEW, 101, Child Development Laboratories. For information regarding the legal rights of research subjects you may contact Terry Macuila in the Office of University Research Services, 001 Life Sciences East, Oklahoma State University (405) 744-5700.

Please return the attached consent form to either myself, Phyliss Carella, Wendy Branstetter or Chris Flood in your child's lab.

Sincerely,

Donna Couchenour, Ph.D.
Project Researcher
Assistant Professor
Child Development Lab Director
Department of Family Relations
and Child Development

Laurie Adam
Graduate Student
Department of Family
Relations and Child
Development



Celebrating the Past Preparing for the Future



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74074-0111
241 HOME ECONOMICS WEST
(405) 744-5057

INFORMED CONSENT LETTER

Dear YMCA parents,

I am a graduate student in the Department of Family Relations and Child Development at Oklahoma State University. I will be conducting a study on "Children's understanding of peace". I am working on this project under the direction of Donna Couchenour, Ph.D., my graduate advisor.

The purpose of this letter is to request permission for your child to participate in this research.

(1) During this research I will be interviewing each child about their understanding of the words "peace" and "peaceful".

(2) Each child will be given a social perspective taking task involving a video called the "Puppy Story".

Due to the guidelines set up in the Social Perspective taking task only 3, 5, 7, and 9 year-old children will be studied. If you have any questions concerning this research project please contact Dr. Donna Couchenour, HEW, 101 Child Development Laboratories. For information regarding the legal rights of research subjects you may contact Terry Macuila in the Office of University Research Services, 001 Life Sciences East, Oklahoma State University (405) 744-5700.

Please return the attached consent form to either myself or to Carol Davis.

Sincerely,

Donna Couchenour, Ph.D.
Project Researcher
Assistant Professor
Child Development Lab Director
Department of Family Relations
and Child Development

Laurie Adam
Graduate Student
Department of Family
Relations and Child
Development



Oklahoma State University

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 744-5057

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

INFORMED CONSENT FORM

I, _____, hereby authorize my child _____ to participate in the research project conducted by Donna Couchenour, Ph.D., and her graduate assistant Laurie Adam.

This study involves two different interviews:

- (1). Interview involving your child's understanding of peace: This interview involves your child's own definition of "peace" and "peaceful", putting peaceful and nonpeaceful pictures in order and describing peaceful and nonpeaceful home activities.
- (2). Social-perspective taking task: This involves your child viewing a film strip and answering questions pertaining to the film.

I understand that all of the information gathered on my child will remain confidential and my child will not be personally identified in this study. A code number will be assigned to my child and this code number will not be used for identification purposes. I understand that the findings of this study will be reported for the group and not for the individual. I understand that the purpose of this procedure is to collect information for a study entitled, "Children's Understanding of Peace." The purpose of the study is to understand children's understanding of peace.

I understand that audiotapes will be used to record answers to the interviews and that upon completion of this research these tapes will be destroyed.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director. Your child is free to withdraw from this study at anytime without any penalty. I may contact Donna Couchenour for further information about this research project at (405) 744-5730. I may also contact Terry Macuila, University Research Services, 011 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma 74078, Telephone (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. I understand that I will be given a copy of this consent form.

Signed: _____
(signature of subject's parent or guardian)

Child's Name: _____

Date: _____

APPENDIX C

INSTRUMENTS

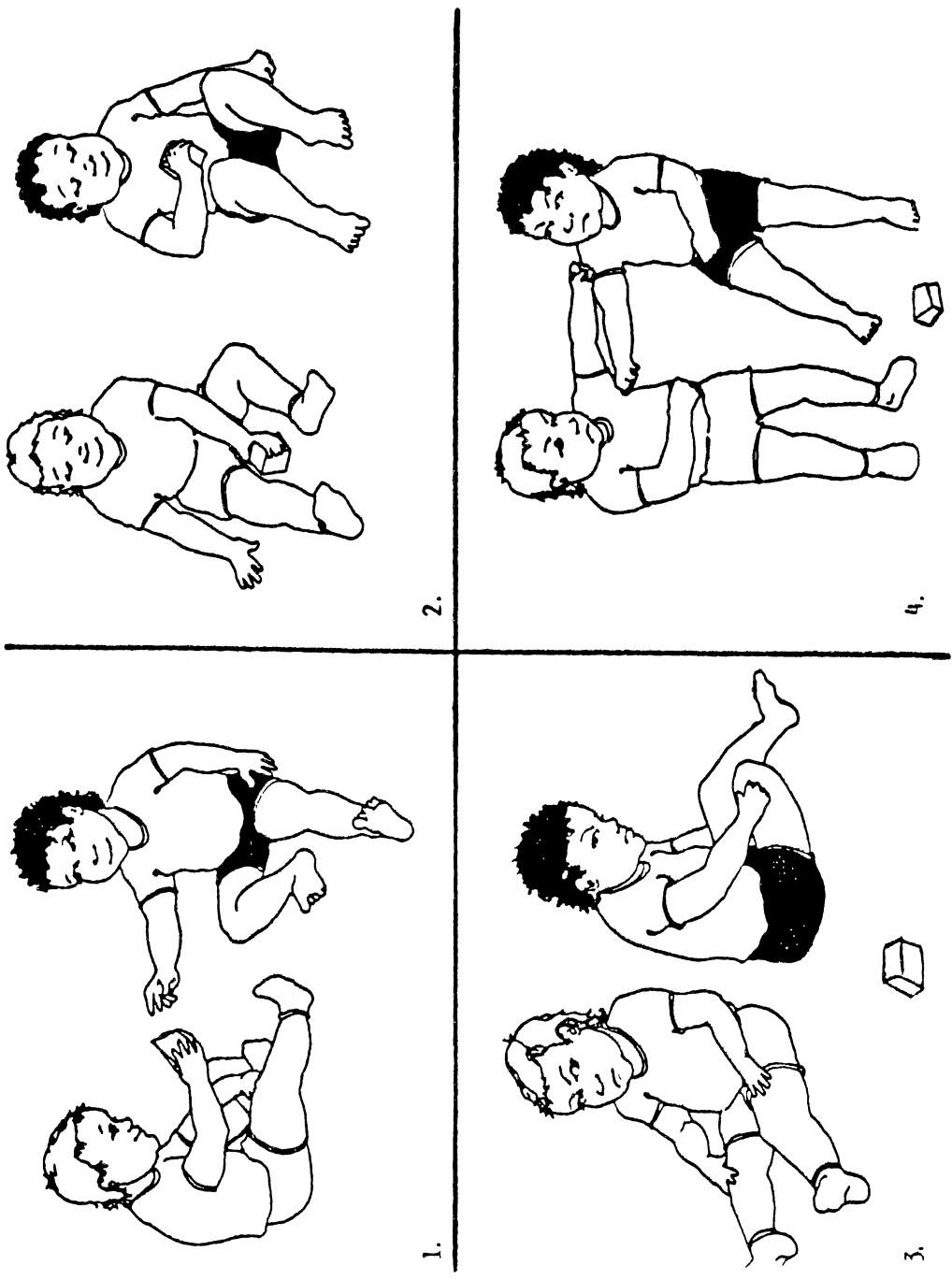
CHILDREN'S UNDERSTANDING OF PEACE QUESTIONNAIRE

Code # _____

My name is _____ and we are going to look at some pictures together today.

1. "I would like for you to tell me about these pictures."
 - Show the child picture number 2.
 - Show the child picture number 4.
 - Show the child picture number 3.
 - Show the child picture number 1.
2. Place all four pictures in front of the child in a random order.
 - a. "Show me the most peaceful picture." Place this picture to the child's left on the table.
 - b. "Show me the least peaceful picture." Place this picture to the child's right on the table.
 - c. "Is there another peaceful picture?" If the child answers yes, "Show me which one."
 - d. "Is there another picture that is not peaceful?" If child answers yes, "Show me which one."
 - e. If the child answers yes, ask the child to place it in the line where it would fit.
 - f. If the child answers no, place the pictures in the proper place in front of the child.

3. Pick up the picture that the child has identified as most peaceful.
 - a. "Why is this picture peaceful?"
4. Pick up the picture that the child has identified as the least peaceful picture.
 - "Why is this picture the least peaceful?"
5. If the child has identified the other two pictures as peaceful or not peaceful, ask the child to state why the picture is peaceful or not peaceful.
6. "What does the word peace mean"?
7. "What does the word peaceful mean"?
8. "Do you and your family do anything that is peaceful"?
9. "Do you and your family do anything that is not peaceful"?



THE PUPPY STORY (FOR CHILDREN BELOW THE AGE OF 9 OR 10)

Tom has just saved some money to buy Mike Hunter a birthday present. He and his friend Greg go downtown to try to decide what Mike will like. Tom tells Greg that Mike is sad these days because Mike's dog Pepper ran away. They see Mike and decide to try to find out what Mike wants without asking him right off. After talking to Mike for a while the kids realize that Mike is really sad because of his lost dog. When Greg suggests he get a new dog, Mike says *he can't just get a new dog and have things be the same*. Then Mike leaves to run some errands. As Mike's friends shop some more they see a puppy for sale in the pet store. It is the last one left. The owner says that the puppy will probably be sold by tomorrow. Tom and Greg discuss whether to get Mike the puppy. Tom has to decide right away. What do you think Tom will do?

(An asterisk indicates an especially important question.)

Open-ended Probes

1. What do you think Tom, the boy who is buying the birthday present, should do? Why? Have you ever known a boy like Mike; what was he like?

I. *Subjectivity*

1. How do you think Mike might have felt if Tom gave him the new puppy?
- *2. If Mike is smiling could he still be sad, how is that possible? Could someone look happy on the outside, but be sad on the inside? How is that possible?
3. Could he feel happy and sad at the same time? Have you ever been in a situation where you felt happy and sad at the same time?
4. Could he feel *both* happy and sad about the new puppy? Could he have mixed feelings? How can feelings be mixed. Like happy and sad?
- *5. Can you ever know another's feelings? When?

II. *Self-Awareness*

1. Mike said he never wants to see another puppy again. Why did he say that?
- *2. Did he mean what he said? Can someone say something and not mean it? How?
3. Do you think Mike would change his mind later? Why? Is it possible that he doesn't know his own mind?
4. Might Mike feel guilty about losing his dog? Why? What is guilt, anyway?
5. Is it possible that Mike doesn't know how he feels? How is that possible?
6. Is it possible to not know your own feelings, even if you think about them?
- *7. Did you ever think you'd feel one way and then find out you felt another? How could that happen? Can you ever fool yourself? How? What's the difference between fooling yourself and fooling somebody else?

Individuals Domain Interview

III. Personality

1. What kind of a person do you think Tom is the boy who had to decide whether or not to get Mike the puppy?
2. Was he a thoughtful (kind) person? What makes a person thoughtful (kind)?
3. What kind of person is Mike if he doesn't care if the dog is lost?
4. Do you think Tom will lose self-esteem if he gets Mike a puppy and he doesn't like it? Why?

IV. Personality Change

1. What do you think it will take to change the way Mike feels about losing his old dog Pepper? How long will it take him to get over it? Why?
2. If Mike had been older, say 18, do you think he would have acted the same way about losing his dog? Why? How does being older change the way a person acts?
3. If Mike is usually an unhappy kid now what will he be like when he grows up? Do you think he will change or stay the same? How do people usually change as they get older?
4. If you were Mike's friend what would you do to help him get over his lost dog? Anything besides buying him another dog? What might you say to him?

Selman's Interviewing Guidelines

1. The interviewer's task was to bring out the child's own naive theory of interpersonal relations through his understanding of issues specifically related to each of the domains.

2. The interviewer provides a nonthreatening atmosphere wherein a child can perform at his or her highest level of competence. The interviewer must also have good knowledge of the stages in order to promote insights into interpersonal relations.

3. The initial task is to move from surface opinions to underlying cognitive structures, concepts or reasons. This was done by resorting to "open-ended" questions.

4. When reasons sound like they are at a particular stage of development, the interviewer should always consider the possibility of higher stages of understanding by using the relevance or meaning probes.

5. Do not seek to "test" the child but constantly adjust the interview to observe the conditions which bring out the highest level of competence of which the child is capable.

6. If the child does not know the meaning of a certain word, the interviewer needs to find a more comprehensible question with the same meaning.

7. For younger children, ages three through six, it may be necessary to stop the projector (VCR) during the story and ask one or more questions which might be appropriate at that time to insure that the child understands the story.

APPENDIX D
CODE BOOK AND
RAW DATA

VARIABLE CODES

CHILD Code number assigned to child (1-53)

AGE Age of child (3,5,7,9)
 3 = 3 years
 5 = 5 years
 7 = 7 years
 9 = 9 years

GENDER Sex of child (1-2)
 1 = male
 2 = female

MMP Number of the picture the child chose as most
 peaceful (1-4)
 1 = picture #1
 2 = picture #2
 3 = picture #3
 4 = picture #4

OPP Number of the other picture the child chose
 as peaceful (1-4)
 1 = picture #1
 2 = picture #2
 3 = picture #3
 4 = picture #4

NPP Number of the picture the child chose as not
 peaceful (1-4)
 1 = picture #1
 2 = picture #2
 3 = picture #3
 4 = picture #4

LPP Number of the picture the child chose as
 least peaceful (1-4)
 1 = picture #1
 2 = picture #2
 3 = picture #3
 4 = picture #4

- SCORE** Number of pictures the child correctly ordered (1-5)
 1 = one picture was correctly ordered
 2 = two pictures were correctly ordered
 3 = three pictures were correctly ordered
 4 = all four pictures were correctly ordered
 5 = none of the pictures were in the correct order
- DEFINE** Score assigned to the child's definition of "peace" (1-6)
 1 = Opposition/nonsensical
 2 = Don't know
 3 = Absence of fighting or negative behavior
 4 = Positive affect/quiet, nice, good
 5 = Affiliation
 6 = Global concerns
- FULDEF** Score assigned to the child's definition of "peaceful" (1-6)
 1 = Opposition/nonsensical
 2 = Don't know
 3 = Absence of fighting or negative behavior
 4 = Positive affect/quiet, nice, good
 5 = Affiliation
 6 = Global concerns
- FAMACT** Score assigned to the child's description of "peaceful family activities" (1-5)
 1 = No/opposite/nonsensical
 2 = Don't know
 3 = Passively peaceful
 4 = Actively peaceful
 5 = Beyond the scope of actively peaceful
- SELMAN** Stage on the social perspective taking task (1-3)
 1 = Stage 0
 2 = Stage 1
 3 = Stage 2

RAW DATA

CHILD	AGE	GEN DER	MMP	OPP	NPP	LPP	SCORE	DEF INE	FUL DEF	FAM ACT	SEL MAN
01	3	2	4	3	2	1	5	1	1	1	1
02	3	2	1	1	3	4	3	2	2	3	1
03	3	2	1	3	2	4	2	2	2	1	1
04	3	2	1	3	2	4	2	1	1	1	1
05	3	2	3	4	1	2	5	2	2	1	1
06	3	2	3	2	1	4	1	2	2	1	1
07	3	1	4	2	3	1	2	3	4	1	1
08	3	1	2	3	4	1	5	1	1	1	1
09	3	1	2	4	1	3	5	1	1	1	1
10	3	1	2	3	1	4	1	2	2	1	1
11	3	1	1	3	4	2	1	2	2	1	1
12	3	1	2	1	3	4	2	4	4	3	1
13	3	1	1	1	2	3	4	4	1	1	1
14	5	2	2	1	3	4	2	4	1	3	2
15	5	2	2	1	3	4	2	4	1	3	1
16	5	2	2	1	3	4	2	4	4	3	2
17	5	2	2	4	3	1	1	3	4	4	1
18	5	2	2	3	4	1	5	4	5	3	2
19	5	2	1	4	3	2	2	2	2	1	1
20	5	2	2	4	3	1	1	4	4	3	1
21	5	1	1	2	3	4	4	3	4	2	2
22	5	1	4	1	2	3	5	2	1	1	1
23	5	1	2	4	1	3	5	1	5	1	1
24	5	1	1	3	4	2	1	1	5	1	1
25	5	1	2	1	4	3	5	4	4	3	1
26	5	1	2	1	4	3	5	4	4	4	1
27	5	1	3	1	2	4	1	4	2	3	2
28	7	2	1	2	3	4	4	5	4	4	2
29	7	2	1	2	3	4	4	4	4	3	2
30	7	2	1	2	3	4	4	6	6	4	2
31	7	2	1	2	3	4	4	3	4	3	2
32	7	2	1	2	3	4	4	5	2	4	2
33	7	2	1	2	3	4	4	3	5	3	2
34	7	2	1	3	4	2	1	1	1	1	2
35	7	1	1	2	3	4	4	4	2	3	2
36	7	1	1	2	3	4	4	6	6	4	2
37	7	1	1	4	3	2	2	5	2	3	2
38	7	1	1	2	3	4	4	3	4	3	2
39	7	1	1	2	3	4	4	4	4	2	2
40	7	1	1	2	3	4	4	4	5	3	2
41	9	2	1	2	3	4	4	4	4	3	2
42	9	2	1	2	3	4	4	4	4	3	2
43	9	2	1	2	3	4	4	5	4	3	2
44	9	2	1	2	3	4	4	4	4	3	2
45	9	2	1	2	4	3	2	4	1	3	1
46	9	2	1	2	3	4	4	4	4	4	3
47	9	1	1	2	3	4	4	6	5	3	2
48	9	1	1	2	3	4	4	4	2	1	2
49	9	1	1	2	3	4	4	5	2	3	2
50	9	1	1	2	3	4	4	4	4	3	2
51	9	1	1	2	3	4	4	5	6	1	2
52	9	1	1	2	3	4	4	5	1	3	2
53	9	1	1	2	3	4	4	5	6	1	2

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