

15. Restriction of deliberate value education to the moral may be clarified by our example of the second-grade teacher who made tidying up of books a matter of moral indoctrination. Tidiness is a value, but it is not a moral value. Cheating is a moral issue, intrinsically one of fairness. It involves issues of violation of trust and taking advantage. Failing to tidy the room may under certain conditions be an issue of fairness, when it puts an undue burden on others. If it is handled by the teacher as a matter of cooperation among the group in this sense, it is a legitimate focus of deliberate moral education. If it is not, it simply represents the arbitrary imposition of the teacher's values on the child.
16. The differential action of the principled subjects was determined by two things. First, they were more likely to judge it right to violate authority by sitting in. But second, they were also in general more consistent in engaging in political action according to their judgment. Ninety percent of all Stage 6 subjects thought it right to sit in, and all 90 percent lived up to this belief. Among the Stage 4 subjects, 45 percent thought it right to sit in, but only 33 percent lived up to this belief by acting.
17. No public or private word or deed of Nixon ever rose above Stage 4, the "law and order" stage. His last comments in the White House were of wonderment that the Republican Congress could turn on him after so many Stage 2 exchanges of favors in getting them elected.
18. Bindu Parilch, "A Cross-Cultural Study of Parent-Child Moral Judgment," unpublished doctoral dissertation, Harvard University, 1975.
19. Moshe Blatt and Lawrence Kohlberg, "Effects of Classroom Discussions upon Children's Level of Moral Judgment," in Lawrence Kohlberg, ed., *Recent Research*.
20. Lawrence Kohlberg, Peter Scharf, and Joseph Hickey, "The Justice Structure of the Prison: A Theory and an Intervention," *The Prison Journal*, Autumn-Winter, 1972.
21. Lawrence Kohlberg, Kelsey Kauffman, Peter Scharf, and Joseph Hickey, *The Just Community Approach to Corrections: A Manual, Part I* (Cambridge, MA: Education Research Foundation, 1973).
22. An example of the need for small-group discussion comes from an alternative school community meeting called because a pair of the students had stolen the school's video-recorder. The resulting majority decision was that the school should buy back the recorder from the culprits through a fence. The teachers could not accept this decision and returned to a more authoritative approach. I believe if the moral reasoning of students urging this solution had been confronted by students at a higher stage, a different decision would have emerged.

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* QUESTIONS FOR REFLECTION

- * 1. Are there universal moral values that educators, parents, and community members—regardless of philosophical, political, or religious beliefs—would include in the school curriculum? What are these values?
2. What does Kohlberg mean when he makes a distinction between the *structures* of moral judgment and the *content* of moral judgment? Give an example of a moral dilemma to illustrate this point.
3. What is the relationship between moral *judgment* and moral *action*? What factors determine whether an individual's moral judgment will be translated into moral action?