

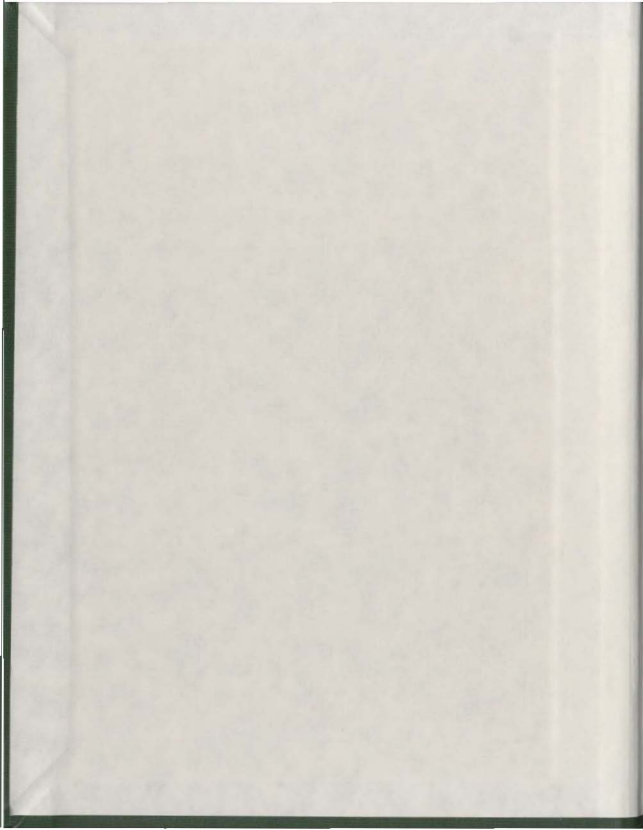
A COUNSELLING INTERNSHIP UNDERTAKEN IN
HARLOW, ENGLAND INCLUDING A RESEARCH
COMPONENT COMPARING THE MORAL JUDGEMENT
OF RURAL AND URBAN BRITISH SCHOOLCHILDREN

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INCLUDING A RESEARCH COMPONENT COMPARING THE
MORAL JUDGEMENT OF RURAL AND URBAN
BRITISH SCHOOLCHILDREN

by



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ABSTRACT

This report concerns a counselling internship undertaken in Harlow, England, from May 2, 1980 to July 11, 1980. The purpose of this internship was to allow the intern a chance to practice and refine, previously learned counselling skills in a supervised setting.

The internship provided the intern with a chance to work in a British comprehensive school, and thus compare the role of the school counsellor there, with that of Newfoundland. He also examined a variety of community services which the school relies upon; engaged in the counselling activities of the school, increased his ability in methods of student evaluation, and audited a course in special education. In addition to this the intern also carried out a comprehensive research project.

The research project involved a comparison of the moral judgement levels of rural and urban British school children. It was hypothesized that rural students would score lower than urban students on two measures of moral judgement. This hypothesis, however, was not shown to be true.

Finally, suggestions were made for future research. A summary of the internship was given and some suggestions for future interns were made.

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CHAPTER I
INTRODUCTION

The rationale of this internship, as with any internship programme, is that academic training is best utilized if it can be applied to practical situations beyond those available during the academic semesters of the programme. Therefore, as part of the prospective counsellor's training, the intern should have an opportunity to apply and evaluate concepts and gain skills in circumstances comparable to those in which he will work as a guidance counsellor. In this way he will learn the expectations for, and the role of, the guidance counsellor in the school.

I. OBJECTIVES OF THE INTERNSHIP

The purpose of this internship was to aid the intern in developing the competence and confidence to carry out a comprehensive school guidance programme. The following were the objectives set prior to initiating the internship:

1. General Objective

To develop a broader view of guidance and counselling by seeing it in operation in an applied setting.

A. Specific Objective

To discuss the British approach to counselling with appropriate personnel.

Activities

1. To have at least one meeting with the school headmaster.
2. To have at least one meeting with the area supervisor.
3. To meet at least once a day with the field supervisor.
4. To meet with a minimum of two other school counsellors in the Harlow area.
5. To consult with at least two referral agencies during the internship period.

A. Specific Objective

To participate in counselling activities in the high school.

Activities

1. To counsel at least ten students for a minimum of one session each.
2. To engage in ongoing group counselling for a minimum of four sessions.
3. To consult with parents of at least three students.
4. To confer with teachers on an ongoing basis with a minimum of five consultations.

II. General Objective

To develop an appropriate level of ability in methods of student evaluation.

A. Specific Objective

To become proficient in the use of objective and subjective child study procedures used to appraise individual students.

Activities

1. Record observations of at least three students over an extended period of counselling.
2. Administer a minimum of eight standardized tests.
3. Interpret test results, write reports, and provide feedback to appropriate personnel.

B. Specific Objective

To gain experience in administering and interpreting group tests.

Activities

1. Administer at least one group test to a minimum of one class.
2. Score and interpret these test results to the class and/or appropriate individuals.

III. General Objective

To gain experience in working cooperatively with school staff members.

A. Specific Objective

To participate in case conferences with members of the school staff, such as the nurse, the social worker and teachers.

Activities

1. To consult with a minimum of five other staff members (apart from teachers) on individual cases.
2. To be available to other staff members for consultation on specific cases.
3. To attend at least seventy-five percent of the school staff meetings.

IV. General Objective

To increase the intern's competence as a professional.

A. Specific Objective

To read professional material relevant to the counselling field.

Activities

1. Read at least one recent journal article a week pertinent to counselling.
2. Read at least two recent books relevant to guidance and counselling.

B. Specific Objective

To become familiar with the field of Special Education.

Activities

1. To participate in a course on issues in Special Education.
2. To visit at least one Special Education facility in the Harlow area.

C. Specific Objective

To gain feedback on the intern's performance in the school.

Activities

1. To consult with the field supervisor at least once a week (specifically for feedback).
2. To gain feedback from other school staff members either through staff meetings or through small group meetings.
3. To meet with the university supervisor at least three times during the internship.

V. General Objective

To aid in the evaluation of the Harlow internship program for future interns.

Activities

1. Maintain a daily log of the intern's experience.
2. Provide feedback through personal meetings and letters to the university supervisor.
3. Prepare and submit a complete report of the internship experience for evaluation.

VI. General Objective

To conduct research into the moral judgement practices of British students.

A. Specific Objective

To collect data on moral judgement as part of a larger ongoing research project (see Chapter 3).

Activities

1. Gain permission from the appropriate personnel to conduct research.
2. Distribute moral judgement questionnaires to students from seven to eighteen years of age.
3. Review the literature on moral judgement.
4. Analyse the data received from students.
5. Report and discuss the results in the final internship report.

II. STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAMME

The internship was conducted in Harlow, England where Memorial University has a small residential campus. Due to the distant location, of the internship, initial arrangements were made through correspondence. Dr. Roy Kelleher who was in Harlow, at the time, supervising a group of undergraduate teaching interns from Memorial University agreed to be the contact person in England for these initial agreements.

After consultation with appropriate school officials it was agreed by both the intern and the university supervisor, Dr. Norman Garlie, to use Ongar Comprehensive school. This school could provide the structure necessary to complement the intern's lack of professional experience, and yet provide a situation in which the intern could explore his interests and fulfill the objectives of the internship.

The school is located approximately eleven miles from Old Barlow in the village of Ongar. Unlike many of the schools in the area, this school had a part time counsellor whose primary function was to oversee the pastoral needs of the students in her "house" (the students in the school were divided into five houses with each house supervised by a head teacher whose role was to provide counselling services. This system served to reduce the impersonal atmosphere inherent in a large school).

Ongar Comprehensive is the only public comprehensive school in the Essex town of Ongar and has an enrollment of approximately fifteen hundred and fifty students. As the British equivalent of a Canadian high school it serves students from ages twelve to eighteen. There is a remedial reading class in the school but no facilities for special education. There are seven junior feeder schools. The school is structured so as to provide children with a well rounded education having facilities for a broad range of subjects and interests. Students may participate in activities ranging from those offered at the school sports center to courses available at the computer science laboratory. The comprehensive school is a

result of the movement in Britain, during the last twenty years, to break away from the eleven plus exam (the results from this exam usually decided if a child would be placed in an academic or practical stream, usually in separate schools. The comprehensive school combines both the academic and practical streams in one school). Ongar Comprehensive School enjoys a very good reputation and thus serves many children from professional families.

Duration

The internship was proposed to extend over a thirteen week period. However, due to some initial problems this time was reduced to just under twelve weeks, beginning May 2, 1980 and concluding July 11, 1980.

Supervision and Evaluation

Supervision of the intern began prior to the start of the internship with preplanning meetings involving the intern and the university supervisor. These covered such topics as the placement, the research project, and travel. In addition to these meetings, the intern was also included in meetings with a group of undergraduate special education students from Memorial University, who would be experiencing a special education internship in Harlow during the same period.

Supervision was ongoing throughout the internship. The field supervisors, Ms. Polly Lowe, and Mr. Malcolm Ward were consulted on a daily basis. Intermittently, more formal meetings were held with them for the purposes of evaluation and updating.

The university supervisor, Dr. Garlie, was consulted daily. When he left these functions were assumed by Dr. Leslie Karagianis who was in Harlow to supervise special education students from Memorial University. One meeting of all supervisors was held on May 2, 1980, and served the purpose of outlining future plans for the internship.

III. OUTLINE OF FINAL REPORT OF INTERNSHIP

The final report of the internship is organized into four chapters. Chapter I has outlined the purposes and objectives of the internship, as well as its organization and structure. Chapter II contains a description of the activities undertaken during the internship to fulfill these goals and objectives. Chapter III describes the research component and includes the rationale, a statement of the problem, the limitations, the literature review, the methodology and the findings. This is followed by a discussion of the results, and the conclusions. Chapter IV includes the summary and recommendations.

Chapter II

ANALYSIS OF THE OBJECTIVES

The purpose of this chapter is to report on the intern's involvement and experiences during the period of the internship. This will be done in relation to the objectives for the internship as outlined in chapter I and will follow the general headings of Orientation, Community Pupil Personal Services and Community Resources, Individual and Group Counselling, Student Evaluation, Staff Consultation, and Professional Growth.

As was expected, many of the objectives outlined in the proposal required various degrees of modification. The internship, due to planned flexibility, allowed for change. As a result, the intern was able to adapt quite suitably to the setting. Some of the intern's experiences did not fit under any one particular objective and will be discussed under several objectives. Due to the wide range of activities, space does not permit a report on all of the experiences which fulfilled a particular objective, however the most useful ones will be identified.

I. ORIENTATION

All of the intern's experiences were, in various ways, useful in helping him to develop a broader view of guidance and counselling. There were two main components to the orientation experience. The first was to become accustomed to the work and responsibility associated with full-time placement in a school.

A secondary factor was to become familiar with the British Educational System and the role of the counsellor within this system.

As the intern had no occasion to view the internship placement or meet with the field supervisor prior to the start of the internship, the intern's only knowledge of his placement came from general readings and discussions with others who had completed study in similar settings.

At the start of the internship, one of the ways in which the interns became familiar with the role of the counsellor in the English Comprehensive School, was through discussions with appropriate persons. Discussions were held at least once a day with one, or both, of the field supervisors. These meetings covered all aspects of the school counsellor's work in the school, as well as how the intern could reasonably assume a counselling role therein. The intern also met with Mr. John Swallow, the School Headmaster, on three occasions during the internship. The intern found his views on guidance and special education useful in the understanding of these topics as they related to Britain. A meeting was held with Mr. Les Sanderman, who was the Deputy Headmaster, at the start of the internship. He outlined the present situation at the school, concerning the internship, and cleared up some difficulties which had arisen, prior to the intern's arrival. As the internship progressed, both Mr. Sanderman and Mr. Swallow were usually contacted through the intern's two field supervisors. In addition, to these meetings, the intern also met with other school personnel,

not only in the Ongar Comprehensive School, but in other schools in the region. (see Section II.)

The intern had initially hoped to meet with Mr. Hugh Bliss, the Area Education Officer. It was hoped that he could provide the intern with a deeper insight into the British Education System. This opportunity arose at a reception given for the supervisors of the student interns, but as it turned out there was little opportunity for discussion of the internship.

II. COMMUNITY PUPIL-PERSONEL SERVICES AND COMMUNITY RESOURCES

An important component of the internship was to become familiar with other schools and referral agencies in the Essex Area. These meetings were generally arranged by the field supervisors. However, others were arranged by the intern or university supervisor. As these meetings were a major part of the internship, they are reported below in some detail.

Just after the start of the internship, Mr. Anthony Allison, the area Educational Psychologist, invited Dr. Garlie and the interns to visit some schools in the Essex area. The purpose of the visit was to become familiar with his professional role as an Educational Psychologist.

The first visit was to St. Luke's School for the Educationally Subnormal located in Loughton. In this well organized school, the children are divided into groups based on age and mental ability. The Educationally Subnormal (ESN) Children are taught the normal school curriculum to the best of their ability, while the Trainably Subnormal (TSN) Children are

taught more basic concepts such as personal hygiene and self-help skills. Students are also given certain duties to perform in the school such as helping in the cafeteria or serving as a monitor in one of the halls.

The second school visited was King Harold Comprehensive School in Waltham Abbey. This is one of the few schools in the Essex area which has a full-time counsellor. This visit provided an opportunity for the intern to discuss variations in counsellor roles with an English counterpart. It became quite obvious that many of the problems faced by our English colleagues are similar to those faced by the Newfoundland counsellor. The meeting ended with a promise to resume discussions at a later date.

The last school visited was Hereward Infant School in Loughton. As the British equivalent of a Canadian primary school, it is here that many of the children's problems are first noticed. Hereward Infant School differs from other infant schools in that it also has a program for emotionally disturbed children.

As the internship progressed, the intern visited a number of other schools. The first of these was Shelley Junior School. It is a "feeder" school to the Ongar Comprehensive School. It is one of the institutions to which Miss Lowe goes each year to talk to the students who will be entering the Ongar Comprehensive School the following year. The intern spoke with some of the pupils, as well as most of the teachers, and gained some information on the school's history and learning objectives. The school had quite an informal atmosphere, which was

in opposition to the intern's preconception of the British state school system.

The intern made two visits to Chipping Ongar Junior School in connection with the research component. Both of these visits provided an opportunity to engage in activities beyond the research. On the first visit, the intern was given a historical account of the town of Ongar. On the second visit, (in some of the school classes) the intern spoke about and answered questions on Newfoundland and Canada. The intern observed that the children were quite well-informed and eager to learn.

One of the most interesting school visits was to Burnfoot Junior School in Burnfoot, Scotland. This visit provided an excellent opportunity for the intern to gain further knowledge about rural Scottish Schools. This school, in contrast to other British schools visited, had a slow pace and seemed to fit well into the community. The headmaster, a recent psychology graduate, was able to understand the intern's research and offered some worthwhile criticism of the research plan. Many of the school staff invited the intern into their classes to speak with the children. In fact, some of the children stayed after school to discuss the intern's job and life in Canada.

The intern also had the opportunity to compare the more rural setting of Ongar Comprehensive School with that of Brays Grove Comprehensive School located in the urban setting of Harlow. The main difference seemed to be that the children at

Brays Grove School were more likely to be involved in the fads of the day and such problems as drinking and glue sniffing.

Two of the last school visits made by the intern were to Little Parndon Junior School and Little Parndon Infant School, in the town of Harlow. These visits were also connected with the intern's research. However, they provided many of the same learning opportunities as the other schools visited.

In order to develop a well-rounded view of the education and guidance system in Britain, the intern also made a point of visiting other agencies in the Essex area. All of these were, in some way, connected with the school and most were used as referral sources.

The most valuable and longest visit away from the school, was to the Harlow Careers Office. This lasted two and one-half days and provided the intern with a comprehensive view of the career planning facilities for Essex students.

The Careers Office has evolved, primarily, to aid the young person in finding employment when he leaves school. It deals with every student who is completing fifth form with the exception of those students who choose to go on to the sixth form (form refers to the year, or level in secondary school). Students may be acquainted with the Careers Office as early as the third form. However, actual contact usually does not start until about form five. To a limited extent, the agency also provides career counselling to some students.

The Harlow Careers Office (one of six in West Essex) is responsible for an area of about 350 square miles and takes

in 20 comprehensive schools. Due to the, increasingly, difficult task of finding employment, many students receive government benefits when they reach 16. Others are placed in Youth Opportunity Centers until suitable employment can be found.

The visit to the Careers Office was divided into sections. Each section was designed to acquaint the intern with a particular aspect of the service. The first dealt with the workings of the main office and how young people are placed in various occupations (a computer program is used, similar to the program "CHOICES" [Computerized Heuristic Occupational Inventory and Career Exploration Systems] in Canada).

The next section involved a visit to the Youth Opportunities Programme Office. This office was set up to provide young people with employment for a period of up to six months. It's main goal is to provide the individual with the experience necessary to enable him to find a suitable job when he completes the term. The young people work on jobs ranging from gardening to agriculture and spend one day each week involved in life skills training. This includes topics such as money management, resume writing, and personal health.

The Careers Office also arranged a visit to the Harlow Employment Office. This is the British equivalent of the Canada Employment and Immigration Office, and deals mainly with the non-professional worker who has few job skills. It's main functions are job counselling and awarding unemployment benefits. Other duties include industrial relations, job research, and employment statistics.

Another role of the Careers Office is the administration of the Disabled Persons Act as it relates to young people. The Careers Office arranged for the intern to attend a meeting in which this was discussed. The act states that for every thirty workers which an employer hires, he must hire one handicapped worker. The Careers Service works with social workers and child guidance clinics in order to identify disabled persons who would suit particular jobs.

On the final day of the Careers Office visit, the intern accompanied one of the Career Officers to Passmore's Comprehensive School, to introduce the Careers Service to some fourth form students. During the presentation, the intern was given the opportunity to speak about the "career's service" in Canada.

On two occasions, the intern visited the Ongar Community Clinic. This clinic is set up to deal with the medical and psychological needs of the youth of Ongar. On the first visit, the intern had the opportunity to participate in a discussion on glue sniffing in the Essex area. The second visit was facilitated by the Education Welfare Officer and involved a meeting on a child abuse case. The intern was only an observer in this meeting.

Another day-long visit was to the Department of Social Services in Loughton. This visit was the result of a contact made at the child abuse meeting, at the Ongar Community Clinic. While visiting the Department, the intern accompanied one of the social workers on his morning rounds... This included a visit to

the Chigwell Residential Center, which is a facility for adults with physical and/or emotional difficulties. The intern was, also, able to observe the social worker in his treatment of a female suffering from agoraphobia.

In the afternoon, the intern was given an extensive case study to review, concerning a local Chinese lady who was refusing her dialysis treatments. Later, the intern accompanied another social worker on a visit to this lady's home, and observed and listened to their conversation.

The intern also spent a morning at the secondary tutorial unit in Harlow. This facility deals with students who have relatively severe social or discipline problems. They are usually referred by a comprehensive school. The unit aims to provide a more structured and disciplined learning environment for these students. When this aim is fulfilled, they are returned to the Comprehensive School.

One of the more important visits was to the Area Education Office. The office functions to oversee the well-being of children in school. One of its main functions is to deal with attendance problems. The office is under the sponsorship of the West Essex County Authority and has twelve Education Welfare Officers, who deal with different aspects of student well-being.

The intern's final visit was to the Harlow Police Department (Juvenile Division). This section works closely with schools, providing an extensive public relations campaign. It

also fills the more obvious function of combating juvenile crime.

III. INDIVIDUAL AND GROUP COUNSELLING

Of prime concern in the internship was the intern's involvement with the counselling activities in the school. Most house heads were quite helpful in referring students. Thus, there was always a backlog of students in need of individual counselling sessions.

In order to identify problems which students encountered upon transferring to the Ongar Comprehensive School, the intern was put in charge of a screening program. This involved interviewing fifteen transfer students and determining if their adjustment to the new school was satisfactory. As each student was interviewed, a brief report was submitted to the appropriate house head. As a result of the screening, it was determined that four of the fifteen students would require further counselling. The following is a brief description of each student.

Student number one was an eleven-year-old male who had been placed in the school as a result of his parent's separation. He had become quite confused about his family situation and showed little interest in the activities at his new school. The intern saw him on five occasions during the term. Two strategies were employed. The first involved helping the student to better understand his situation through counselling and the second provided him with various coping mechanisms to help him adapt.

Student number two was a thirteen-year-old male. It was observed during the initial interview that he was experiencing a lot of trouble with his self-image in the new school. The intern attempted a number of approaches with the boy. These included role playing, counselling, and, finally, a discussion in which his house head was involved. After the fourth session, the student seemed to lose interest and began to miss appointments. Soon afterwards, his attendance at school became irregular and his case was referred to the Education Welfare Officer. As this student appeared to have very little support at home, it was later agreed by the intern and house head that this situation would have to change before the school could be of any real benefit. It was felt that had other professionals been able to intervene at an earlier date, the result might have been more favourable.

Student number three was a thirteen-year-old girl. She had spent most of her life travelling in a Gypsy caravan, and had little formal schooling, thus, she could neither read nor write. The school had no facilities for special placement, so she was put in a regular classroom which caused her considerable anxiety. The intern worked with her for approximately eight sessions throughout the term. The initial meetings focused on the unsuitability of the situation for her and the later sessions involved the intern giving direct help with her reading and writing. In addition, the student was also put in contact with a reading specialist. At the termination of the internship, the student appeared to have made a reasonable

degree of progress, both in her reading and in her feelings about the situation.

Student number four was a fifteen-year-old male who, for various reasons, did not like his new school or town. He disliked the idea of having to leave his old friends and his girlfriend in order to move to a small town which he perceived as having nothing to offer. In four sessions the intern was able to provide him with some coping behaviors and help him realize that his situation was not likely to change. This was accomplished mainly through discussion and by involving the student in various school activities. Upon making new friends, his attitude seemed to change noticeably.

In addition to the above, other individuals were referred to the intern for a number of reasons ranging from underachieving to drug use, although the latter was very rare in the Ongar area.

A case in which the intern became very involved concerned a fourteen-year-old boy who had become a part of one of the current British fads (skinheads - in which the individual shaves his head, often wears military combat dress, and adopts a very right wing attitude). He, apparently joined a youth gang and was involved in drug use and had several arrests. When the intern was called in, the boy had missed about three weeks of school and was close to being expelled. The intern, initially, began to deal with this student outside of school, (e.g., a walk through town). It was felt the boy would not discuss his concerns freely in the school setting. Upon obtaining an overall

picture of the boy's situation, the intern felt it best that a team approach be employed. The team, which included the house head and the Education Welfare Officer allowed simultaneous contact with the home, the student, and more directly, the school. Change in his behavior was continuing at the time that the internship ended.

In all of these cases, teachers were consulted and their information and advice proved valuable. However, with about seventy teachers on staff, the lack of direct contact with them did pose a problem. Due to difficulties at the school, it was suggested that the intern not contact parents. Thus, the task of gathering information became more complicated.

In addition to working with individual students, the intern had many chances to meet with groups during the internship. For example, two physical education classes were assigned to the intern each week. Activities conducted with these students included, swimming, track and field, and weight training. This involvement provided two main advantages. Firstly, it allowed the intern frequent access to students, which, in turn, helped overcome the disadvantage of not being known in the school. Secondly, it enabled the intern to meet students other than those referred for counselling.

The intern participated in a values education program called "Starting Out" (see Appendix A). It is based on a ten-part videotape serial which discusses social, moral, and practical issues of interest to pupils. Students viewed a videotape at the beginning of each session and then discussed

the questions raised on the tape. Many of the themes carried over from session to session. The intern's schedule did not permit him to become involved in every session, however, there were ample opportunities to employ various counselling skills in those sessions which he did lead.

In order to demonstrate some of the skills used in psychodrama and sociodrama, the intern also arranged to spend three to four sessions with the fourth year drama class. This was at the request of the teacher concerned, and was to take place during regular class time. However, due to scheduling problems, the intern had to give the information to the teacher so he could carry out the sessions.

As part of another intern's research component the writer, along with a colleague, co-led a group which involved other Newfoundland students studying in Harlow. The group consisted of students who had been determined by independent judges to be shy. The aim was to put them through a structured program which would give these people certain skills so that they could better cope with their shyness. It involved preparation, on the part of the leaders, and homework for the participants. Pretesting and posttesting and comparison to a control group, showed it to be partially successful (Lehr, 1981).

IV. STUDENT EVALUATION

The intern experienced some difficulty in completing the activities for this objective. Subjectively, the intern was able to record observations of children with little difficulty.

and these have already been reported. There was, however, little opportunity for the intern to administer standardized tests to students. Initially, this was because no such materials existed in the school. The intern later found out from a meeting with Mr. Anthony Allison (the Educational Psychologist) that district policy dictated that he be the only person to undertake psychological testing in the schools. Thus, Mr. Allison was only able to expose the intern to some of the more relevant British tests without actually providing a chance for the intern to use them.

The only measures which the intern was able to use were the Goodenough-Harris Drawing Test (1939) (see Appendix B), which gives a rough indication of the child's Intelligence Quotient, and "How do you feel sheets," made up by the school counsellor (see Appendix C for a similar example) which ask the child to complete various sentences in order to tap his attitudes at that time.

For the same reasons there was little opportunity for the intern to administer any group tests. On one occasion, the intern did gain permission from the reading consultant to administer a group reading test. However, on the scheduled day, the intern was asked to participate in a case conference and had to forego the opportunity.

V. WORKING WITH STAFF

The intern was quite fortunate in that he frequently had the opportunity to work with the school staff and other resource people while completing the internship. This involved

both obtaining information about specific students and serving as a consultant to other staff and school affiliates. Contacts ranged from formal meetings, in which a number of individuals were involved, to chance meetings or telephone calls. As the internship progressed, this cooperative relationship became quite important.

As mentioned above, the intern was invited to a number of case conferences and seminars. These enabled him to meet and establish working relationships with people, in other fields, who frequently came in contact with the school. Contrary to the intern's initial belief, most of these people were not part of the school staff. Instead, many were working for a number of schools or working independently of the school. Some of these people have been referred to above. Others include a hospital psychologist, and a resource officer for Gypsies and medical personnel.

The intern attended all staff meetings when he was at the school. These provided valuable insight into the functioning of the school, and allowed the staff to get to know the intern. In addition, the intern attended many house and department meetings. These were also quite valuable in providing the intern with a feeling of being "a part of the school."

III. PROFESSIONAL GROWTH

As this was the intern's first full-time experience in a school setting, it was very important that the internship serve the underlying purpose of increasing his confidence and

competence as a guidance counsellor. While the experience itself served this purpose, the intern also accomplished this goal by reading further in the area, becoming familiar with a related field - (special education); and, seeking feedback on his performance.

The intern read ten recent articles and three recent books to supplement other activities during the internship. These were relevant to the guidance and counselling field (see Appendix D), and covered a variety of topics. Most of the articles were read in order to supplement a specific activity to be undertaken by the intern. For example, two of the articles discussed the role of the educational psychologist. This was in preparation for a meeting with Mr. Anthony Allison - the area Educational Psychologist. Other articles discussed the British house system, British approaches to counsellor-education, career guidance, and the reasons for the low success rate among school-children who are Gypsies.

The books read provided the intern with extra knowledge on various counselling skills. The relevance of material discussed during the academic semesters of the master's program became much more applicable during the internship. Thus, these readings served to reintroduce the topics to the intern.

The intern also took advantage of an opportunity to audit the course "Issues in Special Education" offered by Dr. Leslie Karagianis. The course was designed for special education students, however, the weekly classes were also quite useful to the intern. The course was supplemented by visits to

special education facilities (reported earlier in the chapter the chapter) and furthered the intern's knowledge and concern. The course also provided the opportunity to discuss the field of special education with the eleven undergraduate special education interns who were taking the course. The consensus among the group seemed to indicate a feeling that the British schools were more established and had access to better and more specialized facilities. The British school's emphasis appeared to be on helping children acquire better social skills. The Newfoundland approach was felt to have more of an academic focus. Both appear to be currently moving away from the approach of residential education for the handicapped.

Feedback on the intern's performance in the school was provided through frequent meetings with Mr. Malcolm Ward and Ms. Polly Lowe, the field supervisors. Although these meetings were to discuss the general progress of the internship, there was usually a comment on the intern's performances on specific tasks. These included quality of report writing, counselling skill development, and other related feedback. The intern was able to gauge his performance through these meetings. On other occasions, the intern would ask for a supervisor's opinion on a specific matter.

At the end of the internship, the intern met with the supervisors and headmaster on separate occasions. Each gave an indication as to how they felt he had completed his assigned tasks in the school. These final discussions, along with the ongoing feedback, provided some useful personal and professional

insights concerning the intern's role as a counsellor (see Appendix E for an example of the guidelines used).

The intern was also given help in improving his counselling skills by the school staff. This often occurred in conversation following a class. However, some help was also received at house and department meetings. The intern noticed a feeling among some teachers that because they had no training in counselling, they should not comment on counselling situations.

Due to lack of funding, the university supervisor, Dr. Norman Garlie, was unable to remain in Harlow throughout the internship. During his three week stay, the intern frequently discussed the placement with him. On May 13, all interns met with Dr. Garlie to deal with any problems before his departure. Research was the main topic discussed. After Dr. Garlie left, these duties were assumed by Dr. Leslie Karagianis.

VII. SUMMARY

This chapter has served as a review of the major activities undertaken by the intern during the internship. It attempted to demonstrate the personal and professional growth which took place. Each activity has served to broaden the intern's knowledge in his chosen field. Further comments as to the effectiveness of the internship will be presented at the end of this report.

The following chapter will deal with a research project by the intern on the subject of differences in moral development among British students.

CHAPTER III
A COMPARISON OF RURAL AND URBAN BRITISH
SCHOOLCHILDREN USING TWO MEASURES
OF MORAL JUDGEMENT

This chapter reports on a research project conducted by the intern while in Britain. The initial aim of this research component was to measure the degree to which students' scores on moral judgement questionnaires were affected by the area in which they lived. Specifically, the goal was a comparison of rural and urban British schoolchildren, with rural and urban Newfoundland schoolchildren. Upon returning to Newfoundland, the intern had little trouble obtaining a rural sample, but could not gain permission (from the school boards concerned) to sample an urban population. When an opportunity for this finally arose, approximately two and one-half years had passed since the collection of the British data, and one and one-half years since the Newfoundland rural sample was obtained. Cambell and Stanley (1963) suggest that such a delay between samples impairs comparability (p. 13-14). It was, therefore, decided by the intern in consultation with his supervisors, to omit the Newfoundland rural sample and focus the study on the British rural/urban comparison. This was done, upon the realization, that one would be able to infer very little from a Newfoundland rural sample, alone. This, consequently, required an alteration in the hypothesis, and made a part of the literature review considerably less relevant. It was, however, decided to include most of the original informa-

tion, as it still should contribute to the reader's understanding of the research project.

I. Research Problem

It is generally presumed urban populations are exposed to a higher degree of pluralism than rural populations. Research by Preston (1980) demonstrated that a larger degree of pluralism causes one's moral beliefs to be challenged more often. His research agreeing with the theory of Garbarino and Broffenbrenner (1976) was supported by data from Kenya, Africa, and the Canadian provinces of Ontario and Newfoundland.

The major purpose of this study was to determine if the higher degree of pluralism in a British urban environment leads to a higher level of moral maturity, than one would find in the presumably less pluralistic rural environment. A review of the literature related to moral development led to the following hypotheses.

Hypothesis 1. British schoolchildren living in an urban environment advance more rapidly in moral development than do their peers living in a rural environment.

Hypothesis 2. Rural and urban British schoolchildren will demonstrate the parallel developmental patterns across age groups independently of Hypothesis 1.

III Limitations of the Study

1. The British rural and British urban areas were each represented by a junior (elementary) school and a comprehensive

(high) school. Thus, a given rural or urban age sample was drawn from only one school.

2. The Defining Issues Test is a fairly complicated measure and may have been too difficult for some subjects.
3. The older students were tested in an unstructured setting. Therefore, it was not possible to have all students complete both the Defining Issues Test and the Social Problems Test. Many completed only one of the two measures.

III. Review of Related Literature

The intern reviewed the literature on the subject of moral development and its relationship to environmental and cultural factors. The following section will outline the major theories of moral development and how they relate to the present study.

Theories of Moral Development

Much current thinking on moral development stems from the work and ideas of Jean Piaget (1965). He suggested, moral development is characterized by three successive stages which lead to the development of a sense of justice in the child. The three stages are discussed below:

1. The Period of Adult Authority: The Heteronomous Stage.
Piaget suggests this period lasts up to about age 7 or 8. During this time, justice is subordinated to adult authority. Justice is what the adult dictates. The child does not understand that the same rule applies even when the adult is not present (e.g., with peers).

2. The Period of Progressive Equalitarianism. Moral behavior becomes desirable for it's own sake and is not due to a threat of punishment. This stage usually occurs from ages 8 - 11. Rules are the result of mutual consent and justice evolves within the child's contacts with friends.
3. The Period of Equity. This period begins at about age 11 or 12. The child now considers the needs of others and the circumstances of a behavior. Justice is not based on strict equality, and involves a consideration of the context of an action.

Piaget believed this stage sequence to be universal across cultures.

Preston's (1962A) Social Problems Test (the main instrument in this study) uses Piaget's theory as a basis for construction. In this regard, most children in the present study would be expected, according to age, to fall under Piaget's stages two or three.

Since its proposal, Lawrence Kohlberg's (1963) theory of moral development has also received a vast amount of attention. Kohlberg draws heavily on the work of Piaget for his theory, and, like Piaget, believes the stages of moral development in this theory to be universal across cultures. As can be seen in Figure I, Kohlberg divides his theory into three levels. Each level is then further divided into two stages.

Insert Figure I about here

Figure 1. Kohlberg levels and stages of moral development. (Kohlberg, 1969) - as contained in Cavenagh - 1976

Level	Stage
I Pre-conventional (pre-moral response to rules in terms of physical and hedonistic consequences of action or physical power of those who impose rules.)	1 Obedience-punishment orientation. Egocentric deference to superior power or prestige. Locus of responsibility is external. Physical consequences determine goodness or badness.
	2 Orientation to satisfaction of own needs in what is instrumentally satisfying to self and occasionally to another. Values egotistically perceived. Human relations judged from "market-place" perspective - "you scratch my back and I'll scratch yours."
II Conventional (role conformity in attempt to maintain expectations of family, peers, etc. Loyalty to and identification with groups important.)	3 Good-boy orientation. Good behavior is what pleases or helps others and is approved by them. Intentions (meaning well) become important.
	4 Orientation toward authority as expressed in fixed rules. Duty, respect for authority, maintenance of social order for its own sake are valued.
III Post-conventional (concern with defining self-accepted moral principles apart from supporting authority with group.)	5 Contractual legalistic orientation. An awareness of the importance of personal opinion and value but emphasis is on procedural rules for reaching consensus. More flexibility in changing rules out of rational consideration than stage 4. Outside of the legal realm free agreement and compact is the binding element.
	6 Universal principial orientation. Decisions based on self-chosen ethical principles. These principles are abstract (e.g., the Golden Rule) rather than concrete rules (e.g., Ten Commandments). Operative values are reciprocity of human and dignity of the individual.

James Rest (1974) bases his Defining Issues Test on Kohlberg's theory. As used in this study, The Defining Issues Test could be expected to identify subjects throughout Kohlberg's six levels.

In contrast to the above theories, Bronfenbrenner (1962) analyzed moral judgement and behavior in a description of five types of moral behavior. He concentrates less on the developmental aspects of morality, opting instead for a classification of modes of behavior. Bronfenbrenner's description is:

1. Self-oriented - the individual is motivated by impulses of self-gratification. He has little regard for the desires or expectations of others.
2. Authority-oriented - the individual accepts parental structures and values as immutable and generalizes this to include moral standards imposed by other adults.
3. Peer-oriented - the individual is an adaptive conformist who goes along with the peer group. His behavior is guided by momentary shifts in group opinion and interest.
4. Collective-oriented - the individual is committed to a set of enduring group goals, which take precedence over individual desires and obligations.
5. Objectively-oriented - the individual's values are functionally autonomous, they are no longer dependent upon social agents for their meaning and application. The individual responds to situations on the basis of principles rather than on orientations to social agents.

Although Bronfenbrenner's approach has certain similarities to Kohlberg's, it derives from a social perspective, in contrast to the developmental approaches described above. Neither approach seems able to account completely for cultural and environmental factors in the study of moral development. Thus, each appears less than adequate as a foundation for this study. A tentative solution to this problem has been proposed by Garbarino and Bronfenbrenner (1976). They suggest an integration of the developmental and social type approaches. Their model accounts not only for the maturing capacities of the individual, but also for the particular characteristics of his socio-cultural environment. This model consists of the following three developmental levels:

1. Primary hedonic orientation - the individual is governed by self-interest and self-satisfaction. He is almost totally unsocialized and acts, primarily, on a pleasure-pain basis. This stage is normal only among very young children.
2. Allegiance to social agents - the individual's moral judgment and behavior is directed by groups or persons that are salient for his affective and social needs. His behavior generally conforms to the group's behavior.
3. Highest logical and developmental orientation - the individual applies intellectual, ethical standards to govern his conduct. These may have developed through socialization, but become independent of social forces.

Garbarino and Bronfenbrenner suggest there are a number of factors operating in order to bring about movement

between each level. They say that attachment is a prime force for movement between level one and level two. The individual has a need to belong with, and to, social agents. Initially, this means his parents, but as the child enters level two, attachment is redirected toward his peer group. At this level, he incorporates a system of morality defined by the peer group.

Movement to the third level comes about when the child finds himself attached to a number of social agents who pull him in alternate directions. This forces the child to choose and reconcile his various options. In other words, the child is forced to make independent judgements. In doing so, the child develops an orientation to principles.

Garbarino and Bronfenbrenner (1976) describe the setting which is capable of bringing about level three morality as pluralistic. They define this as "a setting in which social agents and entities represent somewhat different expectations, sanctions, and rewards for members of the society" (p. 75). They suggest the degree of pluralism may vary within cultures, and communities. It may also be a function of social class, socioeconomic status, exposure to multiple allegiances, or, to different points of view in education.

Preston (1980) has demonstrated pluralism to be an operant factor in his research of rural and urban environments. He states that "urban populations...which are presumably exposed to a higher degree of pluralism than rural, while not differing much from country to country, do surpass rural populations in rate of development" (p. 3). Preston (1980) supports this con-

tention with research on rural and urban populations in Kenya, Africa, and Ontario and Newfoundland, Canada.

The model of Garbarino and Bronfenbrenner (1976) and the research by Preston (1980) form a theoretical framework for the intern's research.

Other Research on the Effect of Culture on Moral Development

The following are examples of the types of cross-cultural studies of moral development which have been carried out. While not based on Garbarino and Bronfenbrenner's (1976) theory they do illustrate the need for it such a theory.

In a study of ten American Indian groups, Havighurst and Neugarten (1955) found that culture can retard or even reverse aspects of moral development. Their research was based on a Piagetian framework.

Wilson (1976) in apparent agreement with Garbarino and Bronfenbrenner, suggests moral development might be better understood by a careful analysis of the learning environment of particular groups, including family training, formal education, peer interaction, and work socialization. He suggests it is necessary to account for affective and motivational factors, as well as for cognitive-developmental ones in any discussion of moral judgement.

Melden (1967) suggests one must always keep context in mind when discussing moral behavior across cultures. He states that "there is scarcely one norm or standard of good conduct, that in another time and place does not serve to mark bad con-

duct" (p. 7). For example, the concept of crime depends on the passing of certain laws. To further clarify this, Jones (1965) says it would be hard for one born in a traditional Eskimo environment, which is basically communistic, to come to terms with private property laws.

Magsuo (1977) found that culture greatly affected the moral reasoning of Nigerian and Pakistani adolescents. Likewise, Ismail (1977) found, in a study of American and Saudi Arabian University students, that moral judgements are independent of education level, but dependent on culture.

Farideh et al. (1978) in a study of Iranian school children found that culture is a very important factor in their moral development. Kisha and May (1979) also found that the total cultural environment contributes to moral development. While generally agreeing with Kohlberg, they suggest that his theory "falls down" in not allowing the effects of socio-cultural factors.

Ziv, Shulman, and Schliefer (1979) in their study comparing Israeli children living in a kibbutz and those living in a city found no significant difference in their moral judgements in the area of internal reactions to transgression, but they did find a significant difference in their external reactions.

Ziv et al.'s results would tend to support those of Pope (1975). She found individuals living in more advanced settings (multi-cultural student bodies vs ethnically homogenous village groups in Kenya) are further developed morally than are those in less advanced societies. She states that individuals

in more advanced societies display Kohlberg's stages four, five, and six much more often than those in less complex societies. Pope suggests that individuals who have the opportunity to meet people with different value systems (as in a pluralistic environment) are more quickly stimulated from the early levels of moral development to the higher levels.

These results in the above research (Pope, 1975) tend to support Simpson's earlier criticism of Kohlberg. Simpson (1974) suggests Kohlberg's theory cannot reasonably be generalized to all cultures based on the twelve he reports in the literature. Furthermore, he suggests the upper stages of moral development are not found in all cultures and wonders how Kohlberg can actually say they exist.

The studies reported illustrate the type of research which is ongoing in the study of moral development. It is difficult to find studies of a cross-cultural nature which are not, in some way, critical of the major theories (e.g., Kohlberg, Piaget) of moral development. Many of these criticisms are accounted for by Garbarino and Bronfenbrenner's theory, with its integration of the development and social-psychological approaches. It appears, for the present, to provide an adequate foundation for cross-cultural research in moral development.

IV. METHODOLOGY

Location and Sample Description

The study was conducted in Britain, in the communities of Harlow and Ongar (see Appendix F): Harlow, with a population in excess of one hundred thousand, was the center from which the urban sample was drawn, while Ongar, with a population of approximately seven thousand was used to obtain a rural sample.

The Social Problems Test (Preston 1962a) was administered to a total of 363 male and female students in four schools. The age range was from 7-16. In Ongar the schools involved were the Chipping Ongar Junior School and the Ongar Comprehensive School. In Harlow the Little Parndon Junior School and the Brays Grove Comprehensive School were used.

The intern gained access to these schools by first contacting the headmaster at each school and setting up a meeting to describe his research project. It was then left up to the headmaster, or an assistant, to arrange a suitable time for the intern to visit class groups to conduct his research. In the junior schools this was usually accomplished by one day long visit, with the intern spending one period with a class from each level in the school. In the comprehensive schools one visit was sufficient for the administration of the Social Problems Test, but a second was required in order to give the Defining Issues Test.

The Defining Issues Test (Rest 1974) was only administered to students in the Ongar Comprehensive School and the

intern also visiting class groups as described above. Due to factors beyond the intern's control (e.g., scheduling of the visits, students' willingness to participate), these groups were not always the same groups seen on the first visit.

Collection of the Data

The data was collected over a six-week period from May 7, 1980 to June 14, 1980. The intern used a standard administration procedure for each test. On the Social Problems Test, this involved reading the instructions as they appear on the cover page (Appendix G). Students did not have a time limit and questions were dealt with as they arose. The Defining Issues Test was administered according to the instructions in Appendix H. Students, again, had no time limit, and were free to question the examines regarding the procedures involved.

Instrumentation

The two instruments used in this study, were the Social Problems Test Preston (1962a) and the Defining Issues Test (short form) Rest (1974).

The Social Problems Test (Appendix G) was the major instrument used in the study. It consists of a series of twenty multiple choice questions. Responses to these questions, when tabulated on the scoring key. (Appendix G) revealed the level of Piagetian moral judgement the child employs.

The reliability of the Social Problems Test has been measured in a number of ways. Internal consistency was evaluated by the Split Half Method, by the Kuder-Richardson Formula 20, and by the Guttman Coefficient of Reproducibility.

The original author reported these as .77, .74 and 77% respectively (Preston 1962a).

According to Preston (1962a) the validity of the Social Problems Test lies in its method of construction. The Successive Interval Method of scaling was successfully applied to the test questions in order to ensure that the test would faithfully reflect the concept "maturity of moral judgement." The text also shows a significant increase in scores with increasing age. The Social Problems Test correlates significantly with teachers' ratings of students on personality traits thought to be related to moral judgement (e.g., industry, initiative, responsibility, emotional maturity, ability to get along with others, co-operation, courtesy and leadership). The Social Problems Test shows positive but low correlations with tests measuring other aspects of morality (e.g. Detroit Stories Test, Hoffman 1961; Personal Opinion Questionnaire, Getzels, 1962; Descriptive Words Test, Getzels 1962; and the Do Yo Agree? test, Getzels 1962). This is probably due to the unreliability of these measures (Preston 1962b, p. 4)

The Defining Issues Test (Rest 1974) was a secondary instrument in this study. It attempts to measure the moral development of adolescents and adults, by presenting the subject with a series of three perceived moral dilemmas (six in the long version). In part A subjects rate statements, on a five-point scale, from no importance to great importance. In part B subjects rank these same statements, in descending order of importance, according to their opinions about the dilemmas

importance, according to their opinions about the dilemmas presented (see Appendix H for an example of this).

The scores are then tabulated using a key (Appendix H) based on Kohlberg's six stages. For the purposes of this study, only the P Score was used. The P score determines the relative importance attributed to "principled moral considerations" (Kohlberg's stages 5 and 6) in making a moral decision. This is the score used in most previous research, and is felt to be the most useful and reliable indicator for comparison.

Little information could be found reporting on the reliability and validity of the Defining Issues Test. That which is available is reported below. Rest, Cooper, Coder, Masanz and Anderson (1974), used the Defining Issues Test in an extensive project with junior high, senior high, college juniors, college seniors and graduate students in order to determine age trends and group differences. The assumption was, that each group, starting at junior high, represented a higher level of moral judgement than the previous group. An analysis of the P score showed this to be true and demonstrated that the Defining Issues Test was a valid indicator of moral maturity.

In a further attempt to demonstrate that the Defining Issues Test actually measures value commitments, and is not based simply on intellectual skill or style, Rest et al. (1974) correlated the test with two measures of attitude (The Law and Order Test, Patrick 1971) and the (Libertarian Democracy Test, Turiel 1966). A statistically significant relationship was found which indicated that the Defining Issues Test does measure

real value commitments.

Rest et al. (1974) reported that subjects show statistically significant upward movement, on a retest, two years later. This indicates the test is probably measuring the developmental aspects of moral maturity as it relates to Kohlberg's stages of moral development. They cite maturation, new responsibilities, new social contacts, expanded knowledge of world events and religious experience as being possible reasons for the changes. Coder (1974) found that the Defining Issues Test correlates significantly with the Differential Abilities Test and the Iowa Test of Basic Skills, for ninth graders. Panowitsch (1974) investigated the stability and short term change associated with students taking the Defining Issues Test before and after college courses. He found the test to be very stable in all courses except ethics, where as expected there was a significant rise in scores.

Analysis of the Data

The results of the Social Problems Test and The Defining Issues Test were then tabulated. For the Social Problems Test, this involved obtaining a total score based on weighted scores (Appendix G) for each of the possible answers to the twenty multiple choice questions. The Defining Issues Test required a key (Appendix H) for its tabulation. As stated only the P score was used.

The above data was then transferred to computer cards along with the following demographic variables: age, grade, school and geographical area. Each test was analyzed separately

using the two-way analysis of variance program (see Statistical Package for the Social Sciences, (SPSS) 1975). The five percent level of confidence was considered acceptable.

V. RESULTS

The results obtained from each instrument are presented below.

Results from the Social Problems Test

Table I lists the mean scores on the Social Problems Test for the rural and urban students grouped by age. As can be seen, the mean score for the rural group, ranges from 154.03 for the 8 year olds to 198.56 for the 14 year olds. The urban group received a mean score ranging from 133.37 for the 7 year olds to

Table I lists the mean scores on the Social Problems Test for the rural and urban students grouped by age. As can be seen, the mean score for the rural group, ranges from 154.03 for the 8 year olds to 198.56 for the 14 year olds. The urban group received a mean score ranging from 133.37 for the 7 year olds to 182.78 for the 15 year olds. The group mean score for rural students was 176.90. For urban the overall average score was 164.25.

Insert Table I about here

Table II shows the grand mean, its standard for both the rural and urban samples.

Insert Table II about here

Table 1 Means and Standard Deviations for the Social Problems Test

RURAL GROUP

Age (years)	Mean	Standard Deviation	Number
7	156.66	21.16	6
8	154.03	20.47	29
9	155.71	20.66	7
10	168.10	18.81	30
11	182.16	14.65	18
12	186.78	26.18	19
13	186.44	17.87	25
14	198.56	28.71	16
15	193.76	24.58	17
16	182.77	37.93	9
TOTAL	176.90		176

URBAN GROUP

Age (years)	Mean	Standard Deviation	Number
7	135.37	15.27	8
8	149.95	20.98	20
9	151.77	24.29	22
10	151.18	33.07	22
11	163.33	21.58	15
12	181.42	19.95	21
13	168.37	38.21	24
14	179.55	26.21	20
15	182.78	21.04	19
16	162.66	32.10	15
TOTAL	164.25		186

TABLE II. Mean and Standard Deviation for
Entire Sample on the Social Problems Test

	Score
Grand Mean	170.57
Standard Deviation	29.08

The analysis of variance for the Social Problems Test shows a highly significant difference in overall scores between rural and urban schoolchildren (see Table III). It also demonstrates a highly significant age effect (i.e., as children get older, their scores on the test increase.)

Insert Table III about here

As can be seen in Figure II children in each group appear to have a similar scoring pattern as they get older.

Insert Figure II about here

Results on the Defining Issues Test

Table IV gives the mean scores on the Defining Issues Test for students in the rural and urban samples, grouped by age. The mean scores for the rural group range from 5.17 for the 14 year old students, to 10.25 for the 16 year old group. The urban sample mean scores range from 4.90 for the 15 year old group to 7.94 for the 16 year old students (the 11 year old sample had a score of 9.00, however this consisted of only one student). The overall test mean for the rural sample was 6.78. For the urban sample it was 5.72.

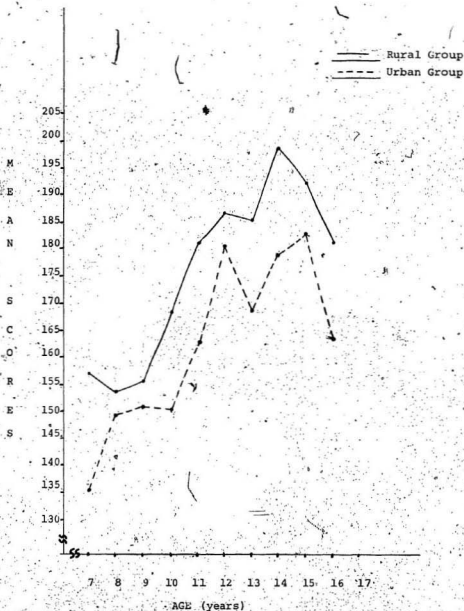
Insert Table IV about here

TABLE III Analysis of Variance for the Social Problems Test

Source of Variation	Mean Square	F
Main Effects	3 791.32	6.08*
Index (rural-urban)	15 659.11	25.10*
Age	2 255.20	3.61*
Index x Age	412.33	0.66
Explained Variance	4 546.50	7.29*
Residual Variance	623.93	

* Significant at .05 or greater.

FIGURE II Social Problems Test - Means



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TABLE IV Means and Standard Deviations for the Defining Issues Test

RURAL GROUP

Age (Years)	Mean	Standard Deviation	Number
11	8.00	0	1
12	6.00	4.20	8
13	6.00	3.04	15
14	5.37	3.91	16
15	7.75	3.27	12
16	10.25	4.94	8
TOTAL	6.78		60

URBAN GROUP

Age (Years)	Mean	Standard Deviation	Number
11	9.00	0	1
12	4.93	2.81	16
13	5.57	3.15	19
14	5.16	3.50	18
15	4.90	2.89	22
16	7.94	3.60	18
TOTAL	5.72		94

Table V gives the grand mean and standard deviation for the Defining Issues Test.

Insert Table V about here

On the Defining Issues Test the difference between rural and urban schoolchildren in degree of moral development was not significant. (see Table VI). There was a significant age difference, however, indicating that as children get older their scores change.

Insert Table VI about here

With the exception of the 11 year old sample (previously mentioned) students also tended to have a similar scoring pattern across age groups (see Figure III)

Insert Figure III about here

VI. DISCUSSION OF FINDINGS

Hypothesis 1 predicted that British children living in an urban environment would advance more rapidly in moral development than their peers living in a rural environment. The data from both the Social Problems Test and the Defining Issues Test did not support this. In fact, the Social Problems Test demonstrated the opposite to be true. One explanation may be the intern's definition of rural and urban environments. The main criterion for choosing the areas to be sampled was

TABLE V Grand Mean, and Standard Deviation

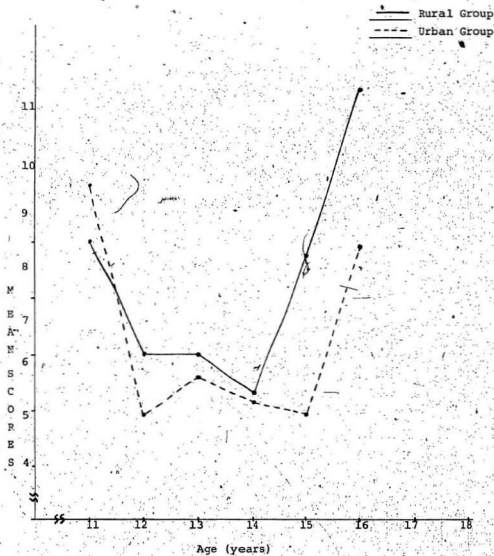
	Score
Grand Mean	6.14
Standard Deviation	3.62

TABLE VI Analysis of Variance for the Defining Issues Test

Source of Variation	Mean Square	F
Main Effects	0.38	2.78*
Index	0.16	1.20
Age	0.43	3.20*
Index x Age	0.01	0.04
Explained	0.21	1.53
Residual	0.14	

* Significant at .05 or greater.

FIGURE III. Defining Issues Test - Means



population. Thus, Harlow, a city was chosen for the urban sample and Ongar, a much smaller town, was selected for the rural sample. At the time this seemed logical, but upon reflection, two problems became apparent. Firstly, Harlow is a "new" town, it was formed about 40 years ago to accommodate London's burgeoning population, mostly from residents of the east end (Appendix F). Secondly, Ongar is actually a suburb of London (Appendix F). A good many of its residents commute each day to London to work. Thus, Harlow appears to be less pluralistic than many towns of comparable size while Ongar is probably more susceptible to the pluralistic influences of London, than other small towns are. The samples, therefore, did not represent the assumed categories on the pluralism variable. As a newcomer to Britain the intern was initially unaware of the demography and geography of the areas from which the data were collected.

The second hypothesis predicted students would demonstrate a parallel developmental sequence in both the rural and urban groups. With slight variations this was found to be true for both The Defining Issues Test and The Social Problems Test. However, The Defining Issues Test results unlike those of The Social Problems Test do not show a regular increase in scores as age increases. Instead the scores tend to rise or fall between age groups. Since only the P score was used it is possible that students were increasing in the lower stages (less than Kohlbergs stages 5 and 6) and this was not revealed in the data as collected.

In viewing Figures II and III it becomes apparent that the results on the Social Problems Test and The Defining Issues Test do not fully agree. The most obvious reasons for this is the variation in the groups sampled (see Location and Sample Description). As previously stated each test was administered on separate days. This resulted in many students completing only one measure and therefore making it impossible to correlate results on the two tests.

In addition to the above, research has shown that test measuring various aspects of moral development tend to have low inter-correlations (see Instrumentation). The Defining Issues Test derives from a different theoretical perspective than the Social Problems Test, and measures morality in a different way. Thus, while not a major factor, this may also help explain some of the difference.

Although the results were not entirely as hypothesized, it may still be possible to draw some inferences. If one accepts the conjecture that Barlow is actually less subject to multiple urban influences than Ongar, it would appear the results could still indicate that pluralism was a main influence. The rural (Ongar) sample is actually a suburban sample and subject to many of the urban pluralistic influences, inherent in such an environment. Thus one suggestion for further research would be a replication of this study using more clearly defined rural and urban populations. A second suggestion would be a similar study using the Defining Issues

Test with the comparison based on more than simply the P score.

VII. SUMMARY

This chapter reported the results of a research project which fulfilled the last objective of the internship. It included a statement of the research problem; limitations of the study; a review of related literature; the methodology used; an analysis of the results and a discussion of the findings of the study.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the internship experience. It includes a brief review of the setting, the objectives, and the research component. It concludes with a reaction to the internship and a personal comment.

SUMMARY OF THE INTERNSHIP

The internship took place in Ongar, England from April 27, to July 17, 1980. The intern was placed at Ongar Comprehensive School under the supervision of Mr. Malcolm Ward, senior headmaster and Ms. Polly Lowe, Head of House at the school.

Before leaving Newfoundland the intern proposed and submitted to the Department of Educational Psychology six objectives which he hoped to achieve during the internship. Four of these were later revised when the setting of the internship was more fully understood. All objectives were fulfilled.

A major portion of the internship involved visiting agencies connected with the Ongar Comprehensive School and other schools in the Essex area. The intern also participated in visits arranged for the Memorial University special education interns who were in Harlow during this period. The three most worthwhile locations visited were the Harlow Careers Office, the Ongar Community Clinic, and a visit to the Essex Area Education Office.

The intern participated in many activities which

helped to enrich his view of guidance and counselling. Of these, it was felt the case conferences, and the screening program at the Ongar Comprehensive School, benefited the intern most in gaining confidence and understanding the responsibility involved in counselling.

The third chapter of this report outlined the research component of the internship. This section was later revised to its present form because of problems encountered during the course of the research. Using the concept of pluralism as a basis and stemming from the research of Preston (1980), the study attempted to compare the rate of moral development of British urban and rural schoolchildren. Two instruments were used; The Social Problems Test (Preston 1962a), and the Defining Issues Test (Rest 1974).

A review of the literature led to the following hypotheses.

Hypothesis 1. British schoolchildren living in an urban environment, advance more rapidly in moral development, than do their peers living in a rural environment.

Hypothesis 2. Rural and urban British schoolchildren will demonstrate the parallel developmental patterns across age groups independently of Hypothesis 1.

The results of the study did not support the first hypothesis and, in fact, at first sight seemed to indicate that the opposite may be true. This was partly explained by a sampling error caused by the intern's unfamiliarity with the geographic areas and populations being measured. It was

recommended that the study be replicated using geographic areas with a clearly rural/urban difference.

The study did support the second hypothesis.

A PERSONAL COMMENT

The internship undertaken in England was one of the most personally and professionally rewarding experiences of the intern's university career. At the time of this writing the benefits still come readily to mind. For example, the confidence gained by the intern in counselling, the broader and deeper understanding of his chosen field and the many personal friends and memories which the internship made possible.

Little else needs to be said concerning the interns' personal involvement with the experience; however some comments can be made which may benefit future interns' in similar undertakings. These are not made to downgrade the experience of the internship, but instead, hopefully to make the internship even more successful for future interns. With this in mind the following suggestions are offered.

- (1) The submission of a detailed research proposal prior to the start of the internship. This should be reviewed by an individual familiar both with the topic and with the geographic location of the study.
- (2) That a full time supervisor from the Department of Educational Psychology responsible only for the graduate interns, be present in Britain. It is very important for

the intern to receive feedback on his progress and performance during the internship.

- (3) That interns have greater contact with the internship setting prior to the start of the internship. This could be accomplished either through visits or, where this is not possible, correspondence with individuals in the setting could be initiated. In this way the intern would be greatly aided in the setting of realistic objectives for the internship.

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APPENDIX A

STARTING OUT PROGRAMME

STARTING OUT is a ten part serial story about relationships. The series aims to help pupils to understand some of the challenges which face them as they prepare to take their places in the adult world.

It does this by raising social, moral and practical questions in a way which will interest adolescent pupils. The most common outcome of the programmes is likely to be discussion of the issues raised but other follow-up work, particularly the use of additional resources, visiting speakers, outside visits, and extended projects, could result from viewing the series.

The programmes may be of interest to teachers concerned with personal relationships, careers, moral education, social studies, religious education and English.

The DISCUSSION STARTING POINTS usually begin with specific points relating to the story. As discussion proceeds, it can either be related to situations in the pupils' own lives or it can be developed to consider more general issues. These STARTING POINTS should be adapted to suit individual requirements as it is important that teachers develop those issues which are interesting and relevant for their pupils.

Some of the topics seem to warrant extended consideration and these are included in the SUGGESTIONS FOR EXTENDED TOPICS section. Although these suggestions are included in the follow-up work for specific programmes, the topics could equally well be started at other points during the series. For example the Self-assessment and Choice of Career topic which is suggested after programme 7 could be started after programme 1, as work is one of the issues raised there. Teachers who do not wish to undertake an extended topic may find the suggestions worth discussing along with the other STARTING POINTS.

The SITUATIONS provide material which may be used for role play or improvised drama by teachers who are used to working in this way. These SITUATIONS could also provide topics for written work. (See Example 1)

From Teachers Notes for Starting Out by Graham Sellars.

PROGRAMME 1

'I'M NEW HERE, YOU SEE'

Story outline

Maggie has just moved into the area and taken a job at Inman's shop. She is talking to Frances Inman when Steve Thompson, a rather serious young man of 18, comes in to buy a magazine. When he leaves, Maggie is surprised to find that he does not have a girlfriend. The two girls talk about how old they were when they started going out with boys. Frances, who is still at school, is reading horoscopes when Bill, a stranger, comes into the shop. He asks about people who used to live in the district. Bill explains that he has nowhere to stay. He invites Steve, Maggie and Frances to join him for a drink in the pub. Frances knows that her mother won't let her go. Bill and Steve meet in the pub and talk about work and girls. Maggie and Frances, still in the shop, talk about work, further education, getting married and starting a family. Later, Maggie joins Bill and Steve. Bill tries to 'chat up' Maggie. He persuades Steve to put him up for the night and tells them that he's 'on the run' having broken a probation order.

Topics

Shyness. Individual development. First contacts with the opposite sex. Horoscopes. Marriage. Starting a family. Work. Training. Probation.

Discussion starting points

Work

Frances says, "I suppose I'll have to get a job somewhere. Just until I get married". What does this suggest about her attitude to work? Do you agree with this view? Steve has a different attitude to work from Bill. What are these two attitudes? Which one is nearer to yours? Should women stop work when they get married? Recently there have been cases of the men staying at home while the women go out to work. What do you think of this?

Drinking

Frances's parents won't let her go into pubs. Is this wise?

Starting to go out with boys/girls

Do you agree with Maggie that it seems funny if a boy is 18 and doesn't have girlfriends?

Would your parents have let you start going out with boys/girls when you were eleven?

Does it matter when you start going out with boys/girls?

What kinds of things may concern parents whose 13 year old son/daughter regularly goes out with boys/girls?

Suggestion for extended topic

Young people and the law.

Situations

A group of friends tries to persuade you to go to the pub. You know that your parents won't give you permission.

You want to take a well paid job with few prospects. Your parents want you to train for a trade or profession.

You want to leave school. Your parents want you to stay on.

APPENDIX B
GOODENOUGH-HARRIS DRAWING TEST

Leaves 70 - 73, not microfilmed due to
copyrighted material.

Goodenough-Harris Drawing Test
by Florence L. Goodenough and
Dale B. Harris.

Maybe obtain

Harcourt, Brace & World, Inc.,
New York.

Goodenough-Harris Drawing Test

By Florence L. Goodenough and Dale B. Harris

Name _____ Boy _____ Girl _____

School _____ Date of Drawing _____

Grade _____ Age _____ Birth Date _____

Father's Occupation _____

Examiner's Notes

Summary

	Raw Score	Standard Score	Percentile Rank
Point Scale			
Man _____	_____	_____	_____
Woman _____	_____	_____	_____
Average _____	_____	_____	_____
Self _____	_____	_____	_____
Quality Scale			
Man _____	_____	_____	_____
Woman _____	_____	_____	_____
Average _____	_____	_____	_____



Make Your First Drawing Here

71

Draw a picture of a man. Make the very best picture you can. Be sure to make the whole man, not just his head and shoulders.

1. _____ 41. _____
2. _____ 42. _____
3. _____ 43. _____
4. _____ 44. _____
5. _____ 45. _____
6. _____ 46. _____
7. _____ 47. _____
8. _____ 48. _____
9. _____ 49. _____
10. _____ 50. _____
11. _____ 51. _____
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30. _____ 70. _____
31. _____ 71. _____
32. _____ 72. _____
33. _____ 73. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Raw Score _____

Make Your Second Drawing Here

Draw a picture of a woman. Make the very best picture you can. Be sure to make the whole woman, not just her head and shoulders.

72

1. _____ 41. _____
2. _____ 42. _____
3. _____ 43. _____
4. _____ 44. _____
5. _____ 45. _____
6. _____ 46. _____
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27. _____ 67. _____
28. _____ 68. _____
29. _____ 69. _____
30. _____ 70. _____
31. _____ 71. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Raw Score _____

Make Your Third Drawing Here

Draw a picture of yourself. Make the very best picture you can. Be sure to make your whole self, not just your head and shoulders.

73

1. _____ 41. _____
2. _____ 42. _____
3. _____ 43. _____
4. _____ 44. _____
5. _____ 45. _____
6. _____ 46. _____
7. _____ 47. _____
8. _____ 48. _____
9. _____ 49. _____
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31. _____ 71. _____
32. _____ 72. _____
33. _____ 73. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Raw Score _____

APPENDIX C
HOW DO YOU FEEL? SHEET

HOW DO YOU FEEL?

Right now I am _____

I like _____

Sometimes I feel _____

If I had enough money I would _____

My friends are _____

I do not like _____

I wish that _____

At home I _____

School _____

I have always _____

I have never _____

Other people _____

My family _____

Boys are _____

Girls are _____

When I was younger _____

I hope _____

I like myself because _____

I do not like myself because _____

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APPENDIX E
SUPERVISORS' GUIDELINES

GUIDELINES FOR SUPERVISORS' REPORTS

In assessing the various activities which should form part of the placement, the following should be considered with specific examples quoted where possible:

a) Counselling and relationships

- i) Evidence of the student's concern for and warmth of relationships with individuals and groups involved in counselling
- ii) Evidence of the student's ability to make purposeful a counselling exchange, to analyse the process and to plan a long term counselling programme.
- iii) The appropriate use and evaluation of techniques, e.g. instruments, tests, role-play, etc.
- iv) Evidence of an appreciation of expressed and unexpressed feelings in both pupils and staff.
- v) Evidence of a capacity to communicate and respond appropriately to others and to recognize needs.
- vi) Ability to tolerate distress, tension, hostility, aggression and frustration.

b) Pastoral Care

- i) Ability to work within this framework
- ii) Capacity to work as a member of a team
- iii) Knowledge of social services and other community resources and ability to use this knowledge appropriately
- iv) Ability to plan work, assess priorities, and to function adequately in situations of pressure
- v) Reliability and accuracy in reports, letters and recording.

c) Use of Supervision

- i) Desire to learn and take responsibility for own learning (e.g. putting forward issues for discussion with the supervisor).
- ii) Capacity to use criticism and suggestions constructively.

iii) Ability to think independently and to disagree with supervisor's point of view where appropriate.

d) Student's self-awareness of own strengths and weaknesses in relation to (a), (b) and (c).

Assessment of the Student's Work

1. Supervisors are asked to state what in their view have been the results of the placement for the student and to what extent the student is capable of further developing expertise in this field.
2. Supervisors are asked to state if the student is recommended to pass or fail the placement on the basis of their comments in the various areas of assessment as outlined above.
3. Supervisors are also asked to comment on any factors which may have influenced the student's performance (e.g. difficulties which the student may have encountered in relation to the particular school situation.
4. It is expected that students in their placement would not have reached an acceptable standard of practice if any of the following statements apply to their work:
 - a) The student has insufficient knowledge and understanding of human behaviour to help clients or to work constructively in the school.
 - b) The student's personality and feelings with regard to relationships with clients and colleagues severely diminish the effectiveness of the help the student can provide.
 - c) The student's behaviour is professionally unethical.
5. All of these statements are clearly matters of judgement and it is emphasized that, as with all statements of assessment, they should be related to the work done by the student which should be used as evidence and illustration.

APPENDIX III

Briefing for School Placement

Students will attend the school to which they have been allocated on Wednesdays through the college terms beginning the first Wednesday in November and also for two continuous weeks in the beginning of March.

AIM

That students have as wide a range of experience as possible within the school to:-

increase their knowledge of counselling and pastoral care related to the educational aims of the school;

develop their practical skills in counselling and group work,

to an extent which will enable them to become effective counsellors and/or constructive members of a pastoral care team in schools to which they may be appointed on completion of the Diploma Course.

Areas to be covered

In order to have maximum use of their school experience, students should have the opportunity for the following activities:-

1. School Familiarisation

During the preliminary visit and first two or three weeks, the students will be expected to become well acquainted with the school by:-

- (a) consulting the Head and Staff to discover the aims and objectives of the school;
- (b) consulting those responsible for counselling to discover the aims and objectives of the counselling service within the school;
- (c) consulting members of staff, particularly those active in the pastoral work of the school, to discover how the above aims are being implemented;
- (d) consulting Heads of Departments and others regarding the curriculum, content and method;

- (e) observing the system at work, particularly pastoral activities;
- (f) studying the school's assessment procedures, cumulative records, links with 'feed' schools and contact with outside agencies;
- (g) observation of children in different school situations.

2. Counselling and Pastoral Care

Having become familiar with the structure and function of the school, students should develop their practical skills along the lines outlined below.

- (a) One-to-one counselling sessions with pupils. It is suggested that initially these should be fairly straightforward, e.g. routine interviews to discover how new entrants to the school are adapting and whether they have any difficulties.
- (b) Writing reports on those interviewed for submission to the School Counsellor.
- (c) Discussion with the School Counsellor concerning any problems emerging from the interview.
- (d) Attendance at case conferences, at first as observer but later as participant.
- (e) Short-term one-to-one counselling with pupils experiencing relatively minor problems with follow-up discussion with the School Counsellor. It is suggested that during such discussion the student should be encouraged to formulate tentative hypotheses and possible remedial action.
- (f) Depending upon progress made, the student should embark upon one or two long term cases chosen in consultation with the school counsellor.
- (g) Students spend time in college studying and practising methods of promoting small group discussions, using games, simulations and role play and devising resource material. It is hoped they can be given the opportunity to participate in group discussion and group guidance sessions, perhaps as part of the careers or social education programmes in the

school. Initially they might just observe such groups in action with follow-up discussions with the group leader and later run groups on their own.

- (h) The opportunity to practise administering and interpreting vocational guidance tests would be helpful to the students. Students should be able, as a result of their studies in college, to participate in the vocational guidance and counselling programme of the school, i.e. in one-to-one sessions or group sessions.
- (i) Students study Social Policy in college and will learn about the functions of the social welfare services. It is hoped that the school will be able to arrange for students to consult the various agencies co-operating with the school, either at school or by visits to their centres.
- (j) Some experience in interviewing parents in school, or on home visits, would be helpful to the student. It is suggested, however, that such contacts should only be made by students after consultation with the School Counsellor.
- (k) Since many problems emerging from counselling sessions involve learning and study difficulties, it is considered important that students should both become fully acquainted with the remedial resources within and without the school, and reach an understanding of curriculum development and planning. It is hoped that, as a result of their college studies and discussions with the School Counsellor, they will become aware of the limits of the counselling role and when to refer to specialists in and out of the school.
- (l) Testing. The student will be expected to become acquainted with the administration of tests, standardised or otherwise, used in the school. He should become familiar with the manuals, scoring and interpretation of the scores. It is considered important that the student should only administer tests, especially personality tests, when the School Counsellor and/or college supervisor considers him to be competent to do so.
- (m) Throughout their practise, students should consult members of staff concerning the children they counsel, providing them with feedback as

appropriate and with due regard to the ethics of confidentiality.

3. Supervision

- (a) The student is responsible to the Head Teacher. In practice the student's work as a counsellor is supervised by the recognised trained counsellor in the school and the student is expected to report to and discuss cases with him. The Report presented for assessment is jointly prepared by the counsellor and the student.
- (b) The course tutor or other designated member of the Centre is responsible for liaising with the school, visiting at least twice during the year and discussing the student and his work with the school counsellor. The tutor also discusses cases with the students in tutorials and seminars.
- (c) There are weekly case discussion groups in College, supervised by a tutor.

APPENDIX F
HARLOW AND ONGAR

HARLOW

Harlow is a new town (one which was built to help disperse the people and industries of London) situated about 37 kilometers north of London in Essex County. It was built around the already-existing town, now known as Old Harlow and was initially populated with people primarily from London's east end. It is a result of the New Towns Act of 1946. Harlow has a population of approximately 100,000; with this being divided into neighbourhood clusters or quarters.

The industry in Harlow is mainly of the electrical and electronic nature. There is a major distillery and numerous smaller retail business. Fewer than 10 percent commute to London to work each day.

In the area of education Harlow has 23 primary schools and 8 large secondary schools. In addition there is a Technical College and two Evening Institutes for adult education.

Harlow has a number of social clubs and recreational centers, with the major one being the Harlow Sport Center.

Harlow is governed by two authorities, the Harlow Development Corporation, and the Urban District Council. The Harlow Development Corporation is administered by the Central Government while the Urban District Council comprises the Municipal Government.

An Introduction to Harlow. Unpublished manuscript, Memorial University, 1969.

ONGAR

Ongar is a small market town in the Epping Forest District of Essex in Britain. It is a suburb of London, and, as such, is home to many individuals who commute to London each day to work. In fact, until recently, it was the last (or first) stop on the Central Line of the London Underground. The 1971 Census of England and Wales lists Ongar as having a population of 6,157; this is probably closer to 7,000 by now.

Ongar enjoys much open recreational space in addition to a well-equipped sports complex--which also serves the students of Ongar Comprehensive School.

As a town, it seems to enjoy many of the advantages of city life (being only 40 Kilometers from central London), with few of the disadvantages. It has a fairly low crime rate and fewer youth problems, such as drug abuse, than would be found in a larger city. Ongar has a large comprehensive school, which also serves some surrounding areas.

Ongar has no major industries although farming is rather important in the area.

APPENDIX G
SOCIAL PROBLEMS TEST

SOCIAL PROBLEMS TEST

INSTRUCTIONS

1. Write your grade at the bottom of this page.
2. Write your age in the space at the bottom of this page.
3. Read each question carefully. Think about it.

Choose the answer that you think is the best one.

Then draw a circle around the letter in front of that answer.

Do not worry what someone else thinks: not everyone will give the same answer to each question.

MY GRADE IS: _____

MY AGE IS: _____

MY SCHOOL IS: _____

NAME: _____

SOCIAL PROBLEMS TEST

1. A family had just enough money to send one of their two boys on a field trip. Should they send the older or the younger one or neither of them.
 - (a) Send both the following year.
 - (b) Send neither.
 - (c) Send the older one this year and the next year, the younger.
2. Why should people not spread bad stories about their neighbours?
 - (a) It's not right.
 - (b) Because you won't have any friends.
 - (c) You can destroy a person's reputation.
3. Would it ever be fair to cheat on a test?
 - (a) No, because it doesn't teach you anything.
 - (b) No, you're only cheating yourself.
 - (c) No, the answers might be wrong.
4. Why should all traffic going one way keep to the same side of the street?
 - (a) It decreases congestion and speeds up traffic.
 - (b) To make room for other cars.
 - (c) It's the law.
5. If you could save a sick man's life by telling him a lie, would it be right to tell it?
 - (a) I think it depends upon the man and the lie.
 - (b) Yes, to save a man's life.
 - (c) No, it is wrong to lie.
6. Why should you not break into a house to rob it?
 - (a) It's wrong.
 - (b) They would put you in jail.
 - (c) You would not like it if someone broke into yours.
7. Why should criminals be locked up?
 - (a) To prevent further crime.
 - (b) Because they are very bad.
 - (c) Because it's the law.

8. A man and a boy were found guilty of stealing a bicycle. Should they be given the same punishment?
- (a) Yes.
 - (b) No.
9. Peter was almost late for school when he saw the neighbour's dog with his paw caught in a wire fence. Should he be on time for school, or help the dog?
- (a) He should help the dog.
 - (b) No, he should be on time for school.
10. Some boys had a club. To get into the club a boy had to pass certain tests of running and jumping. One of the boys in the club had a friend who was a cripple and wanted to join the club, but of course he could not pass the running and jumping tests. What should the boys in the club do?
- (a) Make him an honorary member.
 - (b) Do not let him join.
 - (c) Give him a different kind of test.
11. Is there any reason why you should not take your own life (kill yourself)?
- (a) Yes, you owe it to your parents and friends to stay alive.
 - (b) No, there isn't.
 - (c) It's against the laws of God and man.
12. John was so pleased with Henry that he promised to give him one wish, whatever Henry liked. "All right," said Henry, "I want you to sit beside me on our next arithmetic test, and let me copy your answers." What should John do?
- (a) Ask Henry to ask something else.
 - (b) He'll have to go through with it.
 - (c) He should not let Henry copy for his own good.
13. Why should you not throw hot water on your mother's cat?
- (a) Because your mother would not like it.
 - (b) Because cold is better.
 - (c) Because it would hurt the cat.
14. One man stole a dollar from the butcher when he wasn't looking. Another man tricked his paper boy into giving him a dollar too much change. Were they equally bad?
- (a) Yes, they both stole.

- (b) No, it's harder on the paper boy.
- (c) No, stealing is a worse crime.

15. Why should parents send their children to school?

- (a) They have to.
- (b) To learn to be better, more useful citizens.
- (c) For an education.

16. If you were lining up children of different ages for a race, would you start them all off even?

- (a) No, the young ones should go ahead.
- (b) Yes, to give them an equal chance.

17. Is it all right to take the blame for someone else?

- (a) Yes, when you are helping them by doing it.
- (b) No, because it would be telling a lie.
- (c) Never take another person's blame.

18. If you have broken something belonging to someone else, you could ---

- (a) Hide the pieces.
- (b) Buy a new one.
- (c) Let him break something of yours.

19. The Browns had two children. Peter was five years old and Robert was nine. Robert thought that he should be allowed to stay up later at night than Peter, because he was older. But Peter didn't want to go to bed unless Robert went too. What should Mrs. Brown do?

- (a) Let Robert stay up.
- (b) Robert should go to bed and get up when Peter's asleep.
- (c) Send both to bed.

20. One day the class had been very bad and the teacher decided to keep them all in after school for punishment. But there was one boy in the class whom she specially liked and she let him go home early. Was that fair?

- (a) No, it is not fair.
- (b) No, it will hurt the boy in the long run.
- (c) Yes, if she wanted to.

SOCIAL PROBLEMS TEST: SCORING KEY

1. a. 9
b. 4
c. 14

2. a. 2
b. 4
c. 12

3. a. 11
b. 14
c. 0

4. a. 13
b. 9
c. 1

5. a. 15
b. 13
c. 1

6. a. 2
b. 1
c. 8

7. a. 12
b. 2
c. 2

8. a. 7
b. 13

9. a. 14
b. 2

10. a. 11
b. 1
c. 15

11. a. 9
b. 5
c. 5

12. a. 14
b. 4
c. 11

13. a. 1
b. 0
c. 11

14. a. 1
b. 12
c. 11

15. a. 8
b. 14
c. 2

16. a. 14
b. 7

17. a. 13
b. 4
c. 1

18. a. 0
b. 12
c. 4

19. a. 13
b. 4
c. 7

20. a. 9
b. 13
c. 1

APPENDIX H
DEFINING ISSUES TEST

40

I. ADMINISTERING THE QUESTIONNAIRE

Administration and Timing

The D.I.T. can be group administered and usually a class period (50-60 minutes) is ample time for the 6-story version. There is a shorter version (see Section 7) consisting of 3 stories which has almost the same characteristics as the longer version. The D.I.T. is not intended to be a speeded test and every subject should finish the entire questionnaire -- some subjects may want to linger over answers but should be encouraged to finish within an hour. In some cases the D.I.T. has been given to subjects to take home and complete without monitoring. With such use the experimenter should have assurance that subjects are motivated to take the task seriously, that they do understand directions, and that their answers are solely their own. In other cases the D.I.T. has been administered one-to-one, with the examiner reading through the questionnaire with the subject, and helping the subject with the directions -- this mode may be appropriate with less motivated subjects, or those unfamiliar with objective test formats.

The present forms of the D.I.T. have subjects put check marks and numbers directly on the questionnaire booklet, but with subjects accustomed to objective tests, the use of machine-scored answer sheets could save time in data processing. (We hope to have answer sheets and a service for machine scoring available soon.)

Instructions to Subjects

I think that the important points in giving instructions are the following:

(1) We are interested in the subject's own opinions about controversial social issues. Different people have different opinions.

(2) The time allowed to complete the questionnaire is usually ample for everyone to finish it. Subjects should consider every item carefully but also should pace themselves so that they finish in about an hour.

(3) Every story has 12 issues. The first task after reading the story is to read each item by itself and to rate it in importance. After rating each item individually, then the subject considers the set of 12 items and chooses the four most important items. I usually introduce a sample story (Frank Jones deciding about buying a car) to illustrate the task of rating and ranking issues in terms of their importance in making a decision. With subjects unfamiliar with objective tests (and routinely with junior high subjects) I suggest reading through the Frank Jones sample case aloud in the group and going through the sample case with the subjects, seeing if they understand the task and answering questions about procedures--then after the sample case, subjects are on their own.

(4) Note that the sample case illustrates items which may not be comprehended (Item 4) or which sound like gibberish (Item 6). Subjects are instructed to mark such

items as "no importance". Throughout the test there are items which are meaningless nonsense items ("M" items -- see Sections 2 and 4) and subjects should have the test taking set at the beginning to rate these items low.

(5) If during the testing a subject does not understand a word in a story, it is permissible to give him a dictionary definition of the word. If a subject does not understand a word in an item, do not interpret it for him or send him to the dictionary. Ask him to make his best judgement about it.

I have used several versions of instructions. In addition to the instructions contained in the form of the D.I.T. sent to you, you might want to consider the following expansions of instructions if you think they would be helpful to your subjects.

In making a decision about social problems, what should be the most important questions a person asks himself? On what general basis would you want people to determine what is crucial in these problems?

On the next page is a list of questions that a person might ask himself when he is trying to make a decision. Read one question at a time and check in the left hand margin (of each one) how important you think it is.

There are five places to put a check.

Great importance--Check here if the question concerns something that makes a big, crucial difference one way or the other in making a decision about the problem.

Much importance--Check here if the question concerns something that a person should clearly be aware of in making a decision, and one way or the other, it would make a difference in your decision, but not a big, crucial difference.

Some importance--Check here if the question concerns something you generally care about, but something that is not of crucial importance in deciding about this problem.

Little importance--Check here if the question concerns something that is not sufficiently important to consider in this case.

No importance--Check here if the question is about something that has no importance in making a decision, and that you'd be wasting your time in thinking about this when trying to make a difficult decision. Some of the questions are apt to seem foolish or make no sense--check here on those questions.

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example:

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. On the next page there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Instructions for Part A: (Sample Question)

On the left hand side of the next page check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

GREAT importance
 MUCH importance
 SOME importance
 LITTLE importance
 NO importance

- | | | | | | |
|---|---|---|---|---|--|
| — | — | — | — | — | 1. Whether the car dealer was in the same block as where Frank lives. (Note that in this sample, the person taking the questionnaire did not think this was important in making a decision. |
| — | — | — | — | — | 2. Would a <u>used</u> car be more economical in the long run than a <u>new</u> car. (Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car. |
| — | — | — | 5 | — | 3. Whether the color was green, Frank's favorite color. |
| — | — | — | — | — | 4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance." |
| — | — | — | — | — | 5. Would a large, roomy car be better than a compact car. |
| — | — | — | — | — | 6. Whether the front connibillies were differential. (Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance.") |

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd and 4th most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side--statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would re-read #2 and #5, and then pick

one of them as the most important, then put the other one as "second-most important," and so on.)

Most important	<u>5</u>
Second-most important	<u>2</u>
Third most important	<u>3</u>
Fourth most important	<u>1</u>

NAME: _____

STORY	STAGE	3	4	5A	5B	6	A	M	P
	2								

Heinz

Prisoner

Doctor

TOTALS:

NAME: _____

STORY	STAGE	3	4	5A	5B	6	A	M	P
	2								

Heinz

Prisoner

Doctor

TOTALS:

NAME: _____

STORY	STAGE	3	4	5A	5B	6	A	M	P
	2								

Heinz

Prisoner

Doctor

TOTALS:

NAME: _____

STORY	STAGE	3	4	5A	5B	6	A	M	P
	2								

Heinz

Prisoner

Doctor

TOTALS:

OPINIONS ABOUT SOCIAL PROBLEMS

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right and wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories. The papers will be fed to a computer to find the average for the whole group and no one will see your individual answers.

Please give us the following information:

Name _____ female
 Age _____ Class and Period _____ male
 School _____

* * * * *

In this questionnaire you will be asked to give your opinions and several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Instructions for Part A: (Sample Question)

On the left hand side check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right).

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the car dealer was in the same block as where Frank lives. (Note that in this sample, the person taking the questionnaire did not think this was important in making a decision.)
					2. Would a <u>used</u> car be more economical in the long run than a new car. (Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
					3. Whether the color was green, Frank's favourite color.
					4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance".)
					5. Would a large, roomy car be better than a compact car?
					6. Whether the front connibillies were differential. (Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance".)

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd and 4th most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side--statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would re-read #2 and #5, and then pick one of them as the most important, then put the other one as "second most important", and so on.

MOST SECOND MOST IMPORTANT THIRD MOST IMPORTANT FOURTH MOST IMPORTANT

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could get together about \$1000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it". So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____ Should steal it _____ Can't decide _____ Should not steal it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether a community's laws are going to be upheld.
					2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Heinz is stealing for himself or doing this solely to help someone else.
					6. Whether the druggist's rights to his invention have to be respected.
					7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8. What values are going to be the basis for governing how people act towards each other.

IMPORTANCE: (Cont'd)

Great	Much	Some	Little	No	
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
					10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
					11. Whether the druggist deserves to be robbed for being so greedy and cruel.
					12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important.

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually save enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

_____ Should report him _____ Can't decide _____ should not report him

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
					2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
					3. Wouldn't we be better off without prisons and the oppression of our legal systems?
					4. Has Mr. Thompson really paid his debt to society?
					5. Would society be failing what Mr. Thompson should fairly expect?
					6. What benefits would prisons be apart from society, especially for a charitable man?
					7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
					8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?

IMPORTANCE: (Cont'd)

Great	Much	Some	Little	No	
					9. Was Mrs. Jones a good friend of Mr. Thompson?
					10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
					11. How would the will of the people and the public good best be served?
					12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

THE DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway.

What should the doctor do? (Check one)

_____ He should give the lady
an overdose that will
make her die

_____ Can't decide

_____ He should
not give
the over-
dose

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favour of giving her the overdose or not.
					2. Is the doctor obligated by the same laws as everybody else if giving her an overdose would be the same as killing her.
					3. Whether people would be much better off without society regimenting their lives and even their deaths.
					4. Whether the doctor could make it appear like an accident.
					5. Does the state have the right to force continued existence on those who don't want to live.
					6. What is the value of death prior to society's perspective on personal values.
					7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.

IMPORTANCE: (Cont'd)

Great	Much	Some	Little	No	
					8. Is helping to end another's life ever a responsible act of co-operation.
					9. Whether only God should decide when a person's life should end.
					10. What values the doctor has set for himself in his own personal code of behavior.
					11. Can society afford to let everybody end their lives when they want to.
					12. Can society allow suicides or mercy killing, and still protect the lives of individuals who want to live.

From the list of questions above, select the four most important:

Most important _____

Second most important _____

Third most important _____

Fourth most important _____



