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# The Effect of Sex, Gender Identity, & Sex of Story Characters on the Assessment of Moral Development

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Frey,  
Cathy M.  
1988

THE EFFECT OF SEX, GENDER IDENTITY, AND SEX OF STORY  
CHARACTERS ON THE ASSESSMENT OF MORAL DEVELOPMENT

A Thesis

Presented to

the Faculty of the Department of Psychology

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Cathy M. Frey

October 1988

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THE EFFECT OF SEX, GENDER IDENTITY, AND SEX OF STORY  
CHARACTERS ON THE ASSESSMENT OF MORAL DEVELOPMENT

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THE EFFECT OF SEX, GENDER IDENTITY, AND SEX OF STORY  
CHARACTERS ON THE ASSESSMENT OF MORAL DEVELOPMENT

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October 1988

60 pages

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The present study investigated the three areas associated with sex bias in Kohlberg's theory of moral development--sex, gender identification, and sex of story characters. The Defining Issues Test (DIT: Rest, 1986a), a measure of moral development derived from Kohlberg's theory, was used in its original form and two revised forms (Male and Female versions) to determine the effects of sex and sex of story characters on the assessment of moral development. The Bem Sex-Role Inventory (Bem, 1981) was used to classify subjects as either sex-typed or androgynous to determine whether sex-role identification affects the assessment of moral development. No significant main effects were found relative to the proposed hypotheses. Masculine males and feminine females did not score significantly different on the original DIT. There were also no significant differences in the DIT P scores of the androgynous persons and sex-typed persons. Results also indicated that it made no difference in DIT scores whether masculine males were given dilemmas with female story characters or males story characters. Unexpectedly, there were overall sex differences. Males scored significantly higher than females at Stage 4 while females scored significantly higher than

males at Stage 5A. Furthermore, female raw P scores were significantly higher than males' indicating that females demonstrated a higher level of moral development.



## Literature Review

### Research on Overall Sex Differences in Moral Development

An abundance of research has been conducted to investigate the possibility of the occurrence of sex biases in the assessment of moral development. The first argument often aimed at Kohlberg's theory rests in the fact that the theory is based on the moral development of males. Because male children and adolescents were the subjects of the original longitudinal study on which his theory was based, it is believed, by some researchers, that female moral development is not adequately represented in Kohlberg's theory (Gilligan, 1977, 1979; Holstein, 1976; Baumrind, 1986).

Gilligan (1977, 1979) contends that Kohlberg's theory and scoring system are insensitive to feminine concerns for welfare, caring, and responsibility. She believes that there is a second moral orientation different from justice orientation that she calls the caring orientation. While Kohlberg (1984) agreed that the acknowledgement of a care orientation does enlarge the moral domain, Gilligan stated that this orientation is neither adequately elicited by Kohlberg's justice dilemmas nor adequately identified by Kohlberg's 1984 standard issue scoring manual. Lyon's study, cited in Kohlberg (1984), found that while males and

females use both orientations when working out moral dilemmas, females use the care orientation as their predominant mode and males use justice as their predominant mode.

In reply, Kohlberg (1984) stated that the scoring system used in the Lyon's study classified responses as either rights-oriented or care-oriented; Kohlberg does not view these orientations as bipolar or dichotomous but used integratively by both males and females in looking at a moral dilemma. Kohlberg used several sample responses to express this view and demonstrated that, while a response may include elements of care, the response is still capable of being scored in the justice orientation using his scoring criteria. Kohlberg refuted Lyon's hypothesis that justice and caring are two different, independent tracks of moral development, and asserted that they can be used simultaneously to evaluate moral situations.

Nevertheless, Gilligan (1979) and Holstein (1976) contend that women are disproportionately placed at the third stage in Kohlberg's six stage sequence since it is the third stage that exemplifies morality in terms of relationships and caring, where goodness is equated with helping and pleasing others.

Walker (1984) examined the issue of mean sex differences in moral judgment stages in his extensive review of the literature. He reviewed only studies which assessed moral development using Kohlberg's moral judgment

periods--childhood and early adolescence (5-17), late adolescence and youth (high school and university students), and adulthood (21+).

In childhood and early adolescence, sex differences were found infrequently. When differences did occur, moral development was higher for females although the difference was small. For late adolescence and youth, sex differences in moral reasoning were rare. In contrast to the data from childhood and early adolescence, however, in the few studies in which sex differences were obtained males had more mature development although the differences were small (i.e., less than half a stage). In the adult samples, sex differences were slightly more frequent. Sex differences were confounded with educational and/or occupational differences in the studies in which sex differences did occur (favoring men).

Walker (1984) summarized his review by stating that sex differences were revealed in only a minority of studies and, even in those studies, the differences tended to be small. An updated review and meta-analysis of the research literature again supported Walker's earlier conclusion that there were no consistent sex differences in assessing moral reasoning development using Kohlberg's moral judgment interview (Walker, 1986).

In his 1984 review, Walker noted that Kohlberg had introduced both conceptual and procedural revisions to his theory aimed at the more advanced conventional and

principled stages more common of adults. Therefore, earlier studies may have involved problems with scoring the instrument since the newer 1977 scoring system was found to be more accurate and less biased. For example, Walker cited an example in which data was rescored using a newer version of the manual. The researcher found that the modal stage for men according to both scoring methods was Stage 4, but the modal stage for women changed from Stage 3 with the older scoring method to Stage 4 with the newer scoring method. Thus, some of the reported sex differences in early studies may have been an artifact of the scoring procedure.

In an effort to devise a more objective and simpler measure of moral development, Rest, Coder, Cooper, Masanz, and Anderson (1974) developed the Defining Issues Test. The DIT employs an objective, written format as opposed to the verbal, interview format of Kohlberg's Moral Judgment Scale (1958). The instrument has proven to be reliable and valid (Rest, 1979; Rest, 1986a; Rest 1986b).

In DIT research, 22 studies assessing sex differences were reviewed in Rest's 1976 book and only two had significant differences in principled reasoning (P) score between males and females. The P score is the extent to which the individual's level of moral development reflects usage of ethical standards characteristic of stages 5 and 6. The P score is calculated by adding the weighted ranks given to Stage 5 and 6 items. It has been the the most used index from the DIT. In both of the above mentioned samples,

females evidenced higher moral development (Rest, 1986a). A few additional studies have yielded sex differences, all with females evidencing higher moral development (Garwood, 1980; Leahy, 1981). Rest has suggested that when sex differences do occur, other variables such as IQ, education, and socioeconomic status have probably been an influence.

Rest (1986b) cited a study conducted by Thoma in 1984 where both meta and secondary analytic procedures were applied to a representative sample of 56 DIT studies in order to determine whether sex differences occur with the DIT. A very slight gender difference was found; however, it was the females that scored consistently higher than males. The analyses further showed that gender accounts for no more than .9 percent of the variance in DIT scores.

Therefore, it appears that there exists very little evidence to support Gilligan and other's contentions that females are unfairly assessed on either Kohlberg or Rest's moral development instruments. There is, however, the possibility that the actual sex of the person is not the crucial factor but that the gender identification is important. It was the intent of this study to further differentiate the sexes into traditional and non-traditional (androgynous) sex roles to determine whether this variable affects moral development.

Research on Gender Identification and Moral Development

A few researchers have explored the issue of sex differences in moral judgment by considering the added dimension of gender identity. What we think of as sex differences may have more to do with psychological gender than with biological sex (Unger, 1979).

The general literature on gender identification suggests that people who adopt a stereotypic masculine role have a different orientation to societal norms than those who adopt a stereotypic feminine role. According to Parsons and Bales (1955), masculinity has been associated with an instrumental orientation focusing on getting the job done or the problem solved. In contrast, femininity has been associated with an expressive orientation focusing on an affective concern for the welfare of others and the harmony of the group.

According to Broverman et al. (1972), the stereotypically feminine traits are perceived to be less desirable than stereotypically masculine traits and masculine traits are perceived to be more closely indicative of adult behavior. Therefore, women are clearly put in a "double bind" by the fact that different traits have been established for the gender label of traditional female than have been used to describe "adult" behavior. Broverman stated the following:

If women adopt the behaviors specified as desirable for adults, they risk censure for their failure to be

appropriately feminine; but if they adopt the behaviors that are designated as feminine, they are necessarily deficient with respect to the general standards for adult behavior. (p.75)

Accordingly, the person who adopts the feminine sex role is considered to be deviant or deficient in her/his development rather than merely different (Gilligan, 1977). In relation to Kohlberg's theory and scoring system, Haan et al. (1975) and Holstein (1976) found that the transition from Stage 3 to Stage 4 is particularly problematic for women since they must desert their interpersonal orientation of Stage 3 reasoning and move on to the Stage 4 societal orientation of what is considered to be good. Therefore, a traditional female may be hopelessly stuck at Stage 3 level of moral development since she characteristically adopts an expressive style that coincides with specific Stage 3 reasoning. Similarly, a male who adopts the feminine sex role will encounter the same difficulty since he has also adopted the characteristically feminine way of thinking.

While it was once believed that masculinity and femininity were opposite ends of a single continuum and inversely related so that if a person is more masculine, he or she automatically becomes less feminine, this position is now questioned. (Schaffer, 1980). More recent investigations indicate that an individual can have both masculine and feminine characteristics. (Spence & Helmreich, 1978; Bem, 1974). Bem has used the term androgyny to define

the ability to behave in ways traditionally associated with both sexes. Androgyny also implies flexibility of sex roles and the ability to change behavior in different situations. Because they have no sex role images to maintain, androgynous individuals can more freely engage in whatever behavior seems most effective, regardless of whether it is stereotyped as appropriate for either men or women (Bem, 1974). Because an androgynous individual is better able to assess a situation from various gender perspectives, it is possible that his/her level of moral development would be higher than a traditional male or female whose perspectives are more focused and less objective.

A study conducted by Bussey and Maughan (1982) consisted of 10 feminine females, 10 masculine males, 10 androgynous females, and 10 androgynous males as identified by the Bem Sex Role Inventory (Bem, 1974). Their levels of moral development were assessed using Kohlberg's Moral Judgment Interview (Form A, 1977). Results showed no significant main effect for the sex role factor. Sex role also failed to interact with other variables (sex and sex of story characters). The researchers concluded that either the sex role adopted by the respondent was not important for judgments on Kohlberg's scale or else the instrument employed to measure it was too insensitive (Bussey & Maughan, 1982).

Arbuthnot's (1975) study of 31 male and 47 female introductory psychology students used the Guilford-Zimmerman



Masculinity-Femininity Scale to determine sex role identity and Kohlberg's moral dilemmas to assess moral development. Since the Guilford scale only assesses masculinity and femininity, no androgynous persons were identified. A 2 x 2 ANOVA on moral judgment scores by sex and sex role identity showed no main effects, but a highly significant interaction term indicating that feminine males and masculine females exhibited a higher level of moral development. No differences were found between masculine males and feminine females. Arbuthnot concluded that, while males and females, on the average, did not differ in moral reasoning, it was apparent that when the sexes were further differentiated, those with nontraditional sex role identities were at a higher stage of moral development.

In light of the research on gender identification and its effect on moral reasoning, the author of the present study hypothesized that masculine males would score higher than feminine females on a measure of moral development. It was also believed that androgynous persons would score higher than sex-typed persons.

Research Related to Sex of Dilemma Characters  
and Moral Development

Another potential source of bias in the assessment of level of moral development lies in the fact that the story characters in the Kohlberg and Rest moral dilemmas are predominantly male. It has been suggested that females may have difficulty relating to these male characters and thus exhibit lower levels of moral reasoning (Maccoby & Jacklin, 1974; Holstein, 1976).

Bussey and Maughan (1982) investigated the possibility of this unfair disadvantage by using the original version of Kohlberg's scale with the male characters and a revised version in which the characters were female. They found that males, when judging from the perspective of a female character, provided actions congruent with the Stage 3 level of moral reasoning. However, for the same action portrayed by a male character, reasons for his behavior were in accord with Stage 4. For females, the sex of the story character did not have an effect. They scored at Stage 3 on both versions of the Kohlberg.

Freeman and Giebink (1979) found that both males and females obtained higher moral judgment scores in response to dilemmas with same sex models; but the effect was significant only for females. While both Freeman and Giebink (1979) and Bussey and Maughan (1982) found more advanced reasoning with same sex characters, the effect occurred with males in one study and females in the other.

These contradictory findings may have been due to the sample since college students were used in Bussey's study and Freeman's study used children and adolescents.

Further research on the effect of sex of story characters on level of moral development has provided even more contradictory findings. Orchowsky and Jenkins (1979) found more advanced reasoning with opposite-sex story characters using the short form of the Defining Issues Test, and Garwood, Levine, and Ewing (1980) found no evidence that the dilemma character's sex contributed to reliable differences in levels of moral reasoning using the Defining Issues Test.

Since further research was needed to determine whether the alleged inbuilt bias of predominance of male characters in moral dilemmas was problematic in the assessment of moral development, the present study investigated the hypothesis that masculine males would score higher when given DIT dilemmas with male characters as compared to their score on dilemmas with female characters.

In summary, the purpose of this study was to explore the three areas associated with sex bias in Kohlberg's theory of moral development--sex, gender identification, and sex of story characters. The Defining Issues Test (Rest, 1986a), a measure of moral development derived from Kohlberg's theory, was used in its original form and two revised forms (Male and Female versions) to determine the

effects of sex and sex of story characters on moral development. The Bem Sex-Role Inventory (Bem, 1981) was used to classify subjects as sex-typed or androgynous to determine whether sex-role identification affects the assessment of moral development. The following hypotheses were investigated:

1. When classified by gender identity, masculine males will score higher than feminine females on the original DIT
2. Androgynous persons will score higher than sex-typed persons on the original DIT.
3. When classified by gender identity, masculine males will score lower when given dilemmas with female story characters as compared to their score on dilemmas with male story characters.

## Method

### Subjects

Data were collected from 467 undergraduate college students enrolled in Western Kentucky University psychology classes. After consistency checks and scoring (described in Procedure section) the final sample was comprised of 235 subjects (see Table 1). Ages of the 93 males ranged from 18 to 40 with a median age of 20. Ages of the 142 females ranged from 17 to 39 with a median age of 20.

### Materials

The Bem Sex Role Inventory (BSRI)(Bem, 1981) is an instrument designed to classify persons as sex-typed (masculine or feminine), androgynous, or undifferentiated (see Appendix A). The inventory contains sixty personality characteristics. Twenty of the characteristics are stereotypically feminine and twenty are stereotypically masculine. The BSRI also contains twenty characteristics that serve as neutral traits. A subject responded to a 7-point scale how well each of the 60 characteristics described herself or himself. The scale ranges from 1 ("Never or almost never true") to 7 ("Always or almost always true"). Bem reported a test-retest product-moment correlation range of .76 to .94, median .87.

Bem also reported a coefficient alpha of .78 for the Femininity scale and .86 for the Masculinity scale (Bem, 1981). For the sample in this study coefficient alpha was .75 for the Femininity scale and .87 for the Masculinity scale.

The original Defining Issues Test and two revised forms (see Appendix B) were used to assess each individual's current level of moral development. The male version of the revised DIT consisted of the six DIT dilemma stories revised to include all male characters while the female version consisted of the same six dilemma stories with all female characters. A review of several studies by Davison and Robbins in 1978, cited in Rest's manual (1986a) found the test-retest reliabilities for the major indices of the original DIT (P and D scores) to be in the high .70s and .80s and the coefficient alphas in the high .70s.

#### Procedure

Subjects were told that the data were being collected for a master's thesis investigating the relationship between personality and ideas on social issues. The test battery was administered in group form. Subjects first completed the Bem Sex Role Inventory and then completed one of the three forms of the DIT. Which form of the DIT they completed was determined randomly. Total testing time was approximately 45 minutes.

Appropriate instructions were given to the subjects according to those in the manuals for both the DIT (Rest,

1986a) and the BSRI (Bem, 1981).

### Scoring

The Defining Issues Test was computer scored by the test author. Two checks were made on the reliability of each subject's questionnaire to determine whether they were taking the task seriously. One check was the "M" score. M items were written to sound lofty and pretentious but were not meaningful in assessing moral judgment. Questionnaires with an M score of 8 or above were discarded from the pool. Three males' questionnaires were discarded for this reason.

The other check on reliability was the consistency check. This involved a comparison of a subject's ratings with a subject's rankings. If a subject ranked an item first, then his ratings for that item should have no other items higher. Inconsistencies were examined in a subject's first and second ranks. Protocols were discarded if there were inconsistencies on more than two stories or if the number of inconsistencies on any story exceeded eight. Fifty males and 91 females were lost as a result of this consistency check. Subjects' protocols were also discarded if the subject showed little discrimination in ratings. If two stories had more than nine items rated the same, the protocols were not used. One male and four females were lost at this check. After these procedures, 318 out of a total of 467 protocols were retained for use in the study.

The raw P score rather than the percent P score was used in the data analysis since it is statistically

inappropriate to analyze percentages.

The Bem Sex Role Inventory protocols were then scored to determine a masculinity and femininity score for each subject. Using the median split method and Bem's cutoff scores (4.9 for the femininity raw score and 4.95 for the masculinity raw score), subjects were classified as masculine, feminine, androgynous, or undifferentiated (Bem, 1981). For purposes of this study, cross sex-typed subjects (masculine females and feminine males) as well as undifferentiated subjects (raw score below median for both masculinity and femininity) were not used. Eighty-three more subjects were lost at this stage. This resulted in a final sample of 235 subjects.



Table 1

Breakdown of Final Sample of Subjects

N = 235

	Original Version	Male Version	Female Version
Sex-typed	Males n=16  Females n=31	Males n=25  Females n=25	Males n=16  Females n=33
Androgynous	Males n=17  Females n=17	Males n=9  Females n=17	Males n=10  Females n=19

## Results

An analysis of variance (ANOVA) was performed for each hypothesis using the subjects' raw P scores as the dependent variable. Mean P scores are shown in Table 2. No significant main effects were found relative to the proposed hypotheses. There was no significant difference between masculine males' and feminine females' scores on the original Defining Issues Test,  $F(1,45) = .126, p < .725$  (see Table 3). There was also no significant difference in the P scores between androgynous persons and sex-typed persons,  $F(1,79) = .001, p < .98$  (see Table 4). The hypothesis that masculine males would respond differently according to the sex of the story character was also not supported. It made no difference in their scores whether masculine males were given dilemmas with female story characters or male story characters,  $F(1,39) = 2.23, p < .14$  (see Table 5).

Although overall sex differences were not expected, additional analyses were performed to determine if perhaps sex differences were present. ANOVAs were performed using biological sex and the raw stage and P scores. The sample consisted of 118 males and 200 females. Results showed that males scored significantly higher than females at Stage 4,  $F(1,316) = 6.28, p < .01$  while females scored significantly

higher than males at Stage 5A,  $F(1,316) = 11.39, p < .001$ . Means and significant F ratios for these groups are listed in Table 6.

Female raw P scores were significantly higher than the males',  $F(1,316) = 10.69, p < .001$ , indicating that females demonstrated a higher level of moral development than males.

Table 2

Mean P Scores For Each Group in the Study

Group	N	Mean P Score
Masculine Males	16	19.00
Feminine Females	31	19.87
Androgynous Persons	34	19.62
Sex-typed Persons	47	19.57
Masculine Males/ Male Story Characters	25	18.56
Masculine Males/ Female Story Characters	16	21.69

Table 3

Analysis of Variance Using P Scores of Masculine Males  
and Feminine Females

Source	df	SS	MS	F	P
Total:	46	2877.489	62.554		
Masculine Males/ Feminine Females	1	8.005	8.005	.126	n.s.
Residual	45	2869.484	63.766		

Table 4

Analysis of Variance Using P Scores of Androgynous Persons  
and Sex-typed Persons

Source	df	SS	MS	F	P
Total:	80	4699.556	58.744		
Androgynous/ Sex-typed	1	.037	.037	.001	n.s.
Residual	79	4699.519	59.488		

Table 5

Analysis of Variance Using P Scores of Masculine Males  
Responding to Stories with Female or Male Characters

Source	df	SS	MS	F	P
Total:	40	1761.024	44.026		
Female Characters/ Male Characters	1	95.427	95.427	2.23	n.s.
Residual	39	1665.597	42.708		

Table 6

Stage and P Score Means and Significant F Ratios (as found by ANOVAs)

	Mean		F Ratio
	Male	Female	
Stage 4	22.97	20.97	6.27 *
Stage 5A	12.24	14.57	11.386 **
P Score	18.60	21.52	10.69 **

\* Significant at .01

\*\* Significant at .001



## Discussion

The results did not support the contention that gender role identification affects moral reasoning. This finding was consistent with the results reported by Bussey and Maughan (1982).

It is possible that the Bem Sex Role Inventory did not accurately classify subjects as sex-typed or androgynous. Deaux (1984) has questioned the underlying personality theory of and test construction procedures for masculinity-femininity scales. She purported that Bem's broad, unidimensional concepts of masculinity and femininity may be too encompassing to predict gender-related behaviors. Similarly, Spence and Helmreich (1978) suggest that masculinity-femininity scales appear to assess limited domains of behavior. According to them, the "masculinity" scale appears to assess "instrumentality" and the "femininity" scale appears to assess "expressiveness." Therefore, behaviors that are highly correlated to instrumentality and expressiveness may be predicted by these traits. Other behaviors may be totally unaffected by these traits.

Deaux (1984) and Anastasi (1988) conclude, independently, that the global concepts of masculinity, femininity, and androgyny may not have enough weight to

predict a wide variety of unrelated behaviors. In light of the views of these researchers and the present study, future researchers interested in the area of gender role identification and moral development should be cautious when using the BSRI to classify subjects. It is not entirely clear whether masculinity, femininity, and androgyny are effective constructs for categorizing human personality.

While it was expected that differences would occur when the sexes were broken down into sex-typedness or androgynous, it was not expected that differences would occur when the sexes were only examined by biological classification. Surprisingly, overall sex differences were found. Females exhibited a significantly higher level of moral development than males using the Defining Issues Test. These results are consistent with the generally reported finding that when sex differences do occur on the DIT, it is the females that score consistently higher than males (Rest, 1986a).

The hypothesis that masculine males would score lower when given dilemmas with female story characters than when given dilemmas with male story characters was not supported. This finding is consistent with the Garwood, Levine, and Ewing (1980) study that found no evidence that the dilemma character's sex contributed to reliable differences in levels of moral reasoning. However, Bussey and Maughan (1982) did find that males scored lower when given stories with female characters as compared to their

scores when male characters were used. The reason for the finding in the present study is unclear. Perhaps a significant difference would have been found if males, overall, were compared on the two different forms of the instrument rather than differentiating them and using only the masculine males in the analysis. It is also possible that changing the sex of the story characters affected the reliability of the instrument. Reliability studies should be conducted for the male and female versions of the DIT if these revised versions are to be used in future studies.

Future researchers may also wish to control for sample characteristics. The present study cut across age, socioeconomic class, education, religion, achievement, and intelligence. Stronger trends may have been found if these factors were controlled.

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Appendix A  
Bem Sex Role Inventory  
(Bem, 1981)



Full Name \_\_\_\_\_  
(Please Print)

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_

Year in School: \_\_\_\_\_ Occupation: \_\_\_\_\_  
(if not a student)

TELEPHONE: \_\_\_\_\_ (If you have no phone, please give us some way of contacting you, e.g., your address).

On the back you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

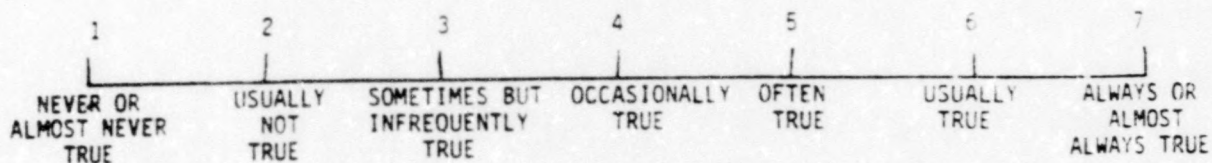
Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

## DESCRIBE YOURSELF



Self reliant	
Yielding	
Helpful	
Defends own beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

Appendix B  
Defining Issues Test  
(Rest, 1986a)

Form O - Original Version

Form M - Male Version

Form F - Female Version

## 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 \_\_\_\_\_

## HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that 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 \$2,000 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 only get together about \$1,000, 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

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.
					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 \_\_\_\_\_

### STUDENT TAKE-OVER

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

\_\_\_ Yes, they should take it over \_\_\_ Can't decide \_\_\_ No, they shouldn't take it over

#### IMPORTANCE:

Great Much Some Little No

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student take-over encourage many other student take-overs?
					9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative.
					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

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      \_\_\_\_\_ Should not give the overdose

#### IMPORTANCE:

Great    Much    Some    Little    No

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favor 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.
					8. Is helping to end another's life ever a responsible act of cooperation.
					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 \_\_\_\_\_

## WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

\_\_\_\_\_ Should have hired Mr. Lee    \_\_\_\_\_ Can't decide    \_\_\_\_\_ Should not have hired him

## IMPORTANCE:

Great    Much    Some    Little    No

Great	Much	Some	Little	No	
					1. Does the owner of a business have the right to make his own business decisions or not?
					2. Whether there is a law that forbids racial discrimination in hiring for jobs.
					3. Whether Mr. Webster is prejudiced against orientals himself or whether he means nothing personal in refusing the job.
					4. Whether hiring a good mechanic or paying attention to his customers' wishes would be best for his business.
					5. What individual differences ought to be relevant in deciding how society's roles are filled?
					6. Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7. Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
					8. Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.
					9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
					10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
					11. Whether the Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_



## NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

Should stop it

Can't decide

Should not stop it

## IMPORTANCE:

Great Much Some Little No

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_

## 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 Europe a woman was near death from a special kind of cancer. There was one drug that 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 \$2,000 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 only get together about \$1,000, 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.
					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 \_\_\_\_\_

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

\_\_\_ Yes, they should take it over \_\_\_ Can't decide \_\_\_ No, they shouldn't take it over

IMPORTANCE:

Great Much Some Little No

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student take-over encourage many other student take-overs?
					9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative.
					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_

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 he saved 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, Mr. 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 Mr. 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?
					9. Was Mr. 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 \_\_\_\_\_

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

What should the doctor do? (Check one)

\_\_\_\_\_ He should give the man an overdose that will make him die      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not give the overdose

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the man's family is in favor of giving him the overdose or not.
					2. Is the doctor obligated by the same laws as everybody else if giving him an overdose would be the same as killing him.
					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 man's suffering or cares more about what society might think.
					8. Is helping to end another's life ever a responsible act of cooperation.
					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 \_\_\_\_\_

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

\_\_\_\_\_ Should have hired Mr. Lee      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not have hired him

Great	Much	Some	Little	No	
					1. Does the owner of a business have the right to make his own business decisions or not?
					2. Whether there is a law that forbids racial discrimination in hiring for jobs.
					3. Whether Mr. Webster is prejudiced against orientals himself or whether he means nothing personal in refusing the job.
					4. Whether hiring a good mechanic or paying attention to his customers' wishes would be best for his business.
					5. What individual differences ought to be relevant in deciding how society's roles are filled?
					6. Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7. Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
					8. Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.
					9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
					10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
					11. Whether Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

\_\_\_\_\_ Should stop it      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not stop it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_



## 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 Europe a man was near death from a special kind of cancer. There was one drug that doctors thought might save him. It was a form of radium that a druggist was charging ten times what the drug cost to make. She paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick man's wife, Martha went to everyone she knew to borrow the money, but she could only get together about \$1,000, which is half of what it cost. She told the druggist that her husband was dying, and asked her to sell it cheaper or let her pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Martha got desperate and began to think about breaking into the woman's store to steal the drug for her husband.

Should Martha 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 wife to care so much for her husband that she'd steal?
					3. Is Martha willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Martha is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Martha is stealing for herself or doing this solely to help someone else.
					6. Whether the druggist's rights to her 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.
					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 \_\_\_\_\_

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that she wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

Yes, they should take it over     Can't decide     No, they shouldn't take it over

IMPORTANCE:

Great    Much    Some    Little    No

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any rights to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limit of her authority in ignoring <del>the</del> faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student take-over encourage many other student take-overs?
					9. Did the president bring this misunderstanding on herself by being so unreasonable and uncooperative.
					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

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

Most important \_\_\_\_\_  
Third most important \_\_\_\_\_

Second most important \_\_\_\_\_  
Fourth most important \_\_\_\_\_

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

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

\_\_\_ Should report her      \_\_\_ Can't decide      \_\_\_ Should not report her

IMPORTANCE:

Great    Much    Some    Little    No

Great	Much	Some	Little	No	
					1. Hasn't Mrs. Thompson been good enough for such a long time to prove she 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 Mrs. Thompson really paid her debt to society?
					5. Would society be failing when Mrs. Thompson should fairly expect?
					6. What benefits would prisons be apart from society, especially for a charitable woman?
					7. How could anyone be so cruel and heartless as to send Mrs. Thompson to prison?
					8. Would it be fair to all the prisoners who had to serve out their full sentences if Mrs. Thompson was let off?
					9. Was Mrs. Jones a good friend of Mrs. 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 Mrs. 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 \_\_\_\_\_

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 would the doctor do? (Check one)

\_\_\_\_\_ She should give the lady an overdose that will make her die      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not give the overdose

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favor 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.
					8. Is helping to end another's life ever a responsible act of cooperation.
					9. Whether only God should decide when a person's life should end.
					10. What values the doctor has set for herself in her 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 \_\_\_\_\_

Mrs. Webster was the owner and manager of a gas station. She wanted to hire another mechanic to help her, but good mechanics were hard to find. The only person she found who seemed to be a good mechanic was Mrs. Lee, but she was Chinese. While Mrs. Webster herself didn't have anything against Orientals, she was afraid to hire Mrs. Lee because many of her customers didn't like Orientals. Her customers might take their business elsewhere if Mrs. Lee was working in the gas station.

When Mrs. Lee asked Mrs. Webster if she could have the job, Mrs. Webster said that she had already hired somebody else. But Mrs. Webster really had not hired anybody, because she could not find anybody who was a good mechanic besides Mrs. Lee.

What should Mrs. Webster have done? (Check one)

\_\_\_\_ Should have hired Mrs. Lee      \_\_\_\_ Can't decide      \_\_\_\_ Should not have hired her

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Does the owner of a business have the right to make her own business decisions or not?
					2. Whether there is a law that forbids racial discrimination in hiring for jobs.
					3. Whether Mrs. Webster is prejudiced against orientals herself or whether she means nothing personal in refusing the job.
					4. Whether hiring a good mechanic or paying attention to her customers' wishes would be best for her business.
					5. What individual differences ought to be relevant in deciding how society's roles are filled?
					6. Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7. Do a majority of people in Mrs. Webster's society feel like her customers or are a majority against prejudice?
					8. Whether hiring capable women like Mrs. Lee would talents that would otherwise be lost to society.
					9. Would refusing the job to Mrs. Lee be consistent with Mrs. Webster's own moral beliefs?
					10. Could Mrs. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mrs. Lee?
					11. Whether the Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't she be helped regardless of what you get back from her?

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

Most important \_\_\_\_\_ Second most important \_\_\_\_\_

Third most important \_\_\_\_\_ Fourth most important \_\_\_\_\_

Laura, a senior in high school, wanted to publish a mimeographed newspaper for students so that she could express many of her opinions. She wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Laura started her newspaper, she asked her principal for permission. The principal said it would be all right if before every publication Laura would turn in all her articles for the principal's approval. Laura agreed and turned in several articles for approval. The principal approved all of them and Laura published two issues of the paper in the next two weeks.

But the principal had not expected that Laura's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Laura's opinions. They phoned the principal telling her that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Laura to stop publishing. She gave as a reason that Laura's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

Should stop it       Can't decide       Should not stop it

IMPORTANCE:

Great    Much    Some    Little    No

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give her word that the newspaper could be published for a long time, or did she just promise to approve the newspaper one issue at a time.
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would she be preventing full discussion of important problems?
					7. Whether the principal's order would make Laura lose faith in the principal.
					8. Whether Laura was really loyal to her school and patriotic to her country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Laura was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Laura was using the newspaper to stir up hatred and discontent.

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

Most important \_\_\_\_\_

Second most important \_\_\_\_\_

Third most important \_\_\_\_\_

Fourth most important \_\_\_\_\_