

one for his race, creed, or national origin? In addition, of course, many of the tests contain items of religious and other beliefs. I would think that potential victims of this new discrimination need equal protection under our FEPC laws.

In schools throughout the Nation, personality tests are inflicted on unwary youngsters—often, I believe, with the help of Federal funds—and many such children are often singled out for special guidance and psychological attention that can be damaging.

I might add here that I am not sufficiently familiar—perhaps you gentlemen could help me—with the aid that is given by the National Defense Education Act enacted in the early 1950's, I believe, for the training of guidance counselors for schools. The vocational guidance counselor, generally called the guidance counselor, throughout this country is usually the amateur psychologist on the spot who does the testing of children in schools.

As part of this training they do psychometric and personality testing, which is very typical in many schools. In my article in *Life* magazine I quote the exact number of schoolchildren who have taken personality tests given by guidance counselors trained, I believe, with the help of Federal money. They use tests such as the Kuder & Strong vocational interest tests, which try to predict the child's career by asking questions about their interests. In the case of the Kuder, they ask simple questions, such as: "Do you like to see how a typewriter is made in the factory?" "Do you like to raise food?" "Do you like to read books?" From the last question, for example, they try to gauge the child's literary interest.

These tests, in later validation, have proven incorrect. Children's vocational interests in 8th, 9th, and 10th grades do not correlate positively with the occupations they later take up. Otherwise everybody would be a marine, a nurse, or fireman. Young children's interests change, and in fact almost half of all college students change their majors in college, so that we know that real vocational interest is a growing, not a permanent thing. For an immature, inexperienced guidance counselor to use test scores of this type to inform parents of vocational interests is unwise. Parents often, I found, think that they are not interest scores, but actually ability scores. So, if a daughter scores high in music, the parent thinks perhaps she should be a musician even if the child is tone deaf.

More complex tests are being given by guidance counselors, sometimes in school courses called human relations. In these they often use the Minnesota Counseling Inventory, which is sort of a scaled-down Minnesota multiphasic personality inventory for children. It has similar questions and the child has the same chance of coming out as being neurotic or emotionally disturbed.

In many schools this is used as a method of screening out so-called trouble children, children who have given no overt instances of behavior problems, delinquency, or truancy. Normal children in class are singled out, not for behavior, but for their test scores. They are first sent for guidance, then should the guidance counselor think so, to the psychologist, if there is a school psychologist. As a matter of fact, in the State of New York, the psychology law, which asks for specific graduate training and experience, excludes the school psychologist. The school psychologist in the State of New York need not be a psychologist. You think it would be quite the opposite way