

traditional application format into a form amenable to machine processing, together with an effort to standardize the kinds of questions which are typically asked in job interviews.

In order to accomplish this, numbers were assigned to the various alternative responses so that when summed, the selection staff would have available a number which summarizes the information given by the applicant in the questionnaire. These numbers were assigned so that a high summary score was in the direction of indicating that the applicant had relevant experience, an interest in working with disadvantaged youth, intimate familiarity with the conditions of poverty, and a level of skill in understanding and responding as a counselor to case situations drawn from work with disadvantaged youth. Applicants were ranked from highest to lowest on the basis of these summaries of their responses and selected in that order by the CAUSE II selection staff.

At each training site, an assessment officer has been appointed by the university to monitor student progress through the training program. He will interview and observe trainees during their academic training, followup with trainees' supervisors during field training, and administer a vocational interest test to all trainees. This test will assist in guidance and provide research data both on the selection process and on the interest patterns of those who select youth counseling as a career. One other test, such an intelligence or achievement test, may be administered by assessment officers in order to assist in making a final recommendation regarding trainees' placement in youth counseling work.

All assessment officers have been informed of the firm policy in effect for CAUSE II that no tests may be used for an assessment of the personality characteristics of trainees without the specific advance approval of the Department of Labor.

It is the policy that approval will not be given for tests which would constitute an invasion of the trainee's privacy. Procedures have been established to insure that all access to assessments of trainee performance will be restricted to qualified professional educators, except for summary recommendations regarding the trainee's job placement, which will be communicated to prospective employing agencies upon written permission of the individual trainee.

3. *Question.*—There has been considerable discussion as to the correct answers to such questions as, "I think Lincoln was greater than Washington" and "My life at home was always pleasant." What are the correct answers to these questions which were used in CAUSE I? Please provide a technical explanation of how values were assigned to these and similar types.

*Answer.*—Criticism concerning the above-type questions is based mainly on the premise that a candidate is asked to reveal aspects of his personal sentiments and behavior that others do not have the right to inquire into. However, this criticism stems from a view of the items that is somewhat different from that of the psychologist. The psychologist is interested in neither the candidate's political or religious philosophy or his ability to get along with his parents; he simply uses the candidate's responses to these items as a means for comparing the candidate with other people whose characteristics and traits may have only indirect bearing upon the actual content of the items.

To be more specific, let us take the example of "I feel there is only one true religion." This item is one of many items used to come to some conclusions about that aspect of the subject's personality that the test authors refer to as "tolerance." They define "tolerance" as the possession of "permissive, accepting, and nonjudgmental social beliefs and attitude." It has been found through actual investigation that those persons found to be tolerant by independent means (i.e., by means involving the use of nontest materials) tend to answer the question about "one true religion" as false; therefore the item is included in the "tolerance" scale—not because it is correct but only because it showed an actual relationship to tolerance. If the test author had found the opposite relationship, the item would have been keyed as true, rather than false, for its inclusion in the tolerance scale.

With this explanation in mind, let us look at some of the other items that have been objected to. Several of them are used to determine the extent to which the candidate is strong on the personality dimension of "socialization"—i.e., his degree of social maturity, integrity, and rectitude. Some of these socialization items are: "I think Lincoln was greater than Washington," "My life at home was always very pleasant," "My table manners are not quite as good at home as when I am out in company," "The members of my family were always very close to each other," and "My home life was always happy." All of these are keyed for true; that is, true answers have tended to correlate with those who are high in socialization. Similarly, other items are keyed false for socialization. They