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ABSTRACT

This quarterly bulletin provides brief annotations for tests of the following types recently acquired by the ETS Test Collection: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. To provide information about instruments for those engaged in research or project direction involving young children appropriate entries are indicated. Other information includes: announcements received, tests no longer available, test reviews, new publishers, new addresses, publisher changes, new references (annotated), scoring services and systems, notes, and addresses of publishers and organizations whose materials and services are mentioned in this bulletin. A complete index to volume 8, numbers 1-4 is included in this issue. (RC)

test collection bulletin

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Pamela Rosen, Editor
Vol. 8, No. 4

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin* readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 14-16. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents

are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule. The Index to Volume 8, Numbers 1-4 is included in this issue.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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Questions about the Head Start Test Collection should be addressed to:

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NOTICE TO SUBSCRIBERS OF THE TEST COLLECTION BULLETIN

The *Test Collection Bulletin* is now available on a subscription basis. The \$2.00 subscription fee (\$2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided inside the back cover.

ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement

- ***Comprehensive Tests of Basic Skills: Expanded Edition, Form S (CTBS/S)***; c1973; Kindergarten-Grade 12; CTB/McGraw-Hill.

This revision and expansion of *CTBS, Forms Q and R* is a series of batteries which comprise seven overlapping levels covering the range of Kindergarten through Grade 12. The tests use a process/content classification system and are designed to measure the level of attainment of language, number, and problem-solving skills required for academic study and for everyday needs outside of school.

- ***Level A; Kindergarten-Grade 1.5***

A preinstructional instrument which assesses prereading skills, language acquisition, and elementary mathematics concepts. The test is appropriate for use with children in Kindergarten or children in Grade 1 who have not attended Kindergarten. Seven subtests yield a Total Prereading Score: Letter Forms, Letter Names, Listening for Information, Letter Sounds, Visual Discrimination, Language, and Sound Matching. In addition, there is a Mathematics test which assesses intuitive bases for number systems, operations, and measurements.

- ***Level B; K.5-1.9***

Designed for use with students who have received about a year of instruction. Subscores are: Reading (Letter Sounds, Word Recognition, Reading Comprehension), Language, and Mathematics (Concepts and Applications, Computations).

- ***Level C; Grades 1.5-2.9***

Subscores are: Reading (Vocabulary, Comprehension: Sentences, Comprehension: Passages), Language (Language Expression, Spelling, Language Mechanics), Mathematics (Computation, Concepts and Applications), Science, and Social Studies.

- ***Level 1; Grades 2.5-4.9***

Subscores are: Reading (Vocabulary, Comprehension), Language (Spelling, Language Expression, Language Mechanics), Mathematics (Computation, Concepts and Applications), Reference Skills, Science, and Social Studies.

- ***Level 2; Grades 4.5-6.9***

The tests at this level yield the same subscores as those provided at level 1.

- ***Level 3; Grades 6.5-8.9***

The tests at this level yield the same subscores as those provided at level 1.

- ***Level 4; Grades 8.5-12.9***

The tests at this level yield the same subscores as those provided at level 1.

- ***Dos Amigos Verbal Language Scales*** by Donald E. Critchlow; c1974; Kindergarten-Grade 6; Academic Therapy Publications.

Designed to assist in determining the comparative language development of the Mexican-American child and to enable the school to plan instructional programs based on language needs.

The scales can be used to identify the dominant language of the child and to indicate the levels of spoken English and Spanish language development at which the child is capable of functioning. The test should be individually administered by someone with a reading and speaking knowledge of English and Spanish.

- ***GAP Reading Comprehension Test*** by John McLeod (test) and Derick Unwin (British manual); c1965-70; Grades 2-7; Heinemann Educational Books Ltd., Great Britain.

A modified cloze technique is employed to assess children's reading ability.

- ***Individual Pupil Monitoring System Reading (IPMS-R)***; c1974; Grades 1-6; Houghton Mifflin Company.

A series of criterion-referenced tests measuring pupil's performance on specified behavioral objectives. The tests are available in six overlapping levels, each of which assess in three reading skill categories: Word-Attack, Vocabulary and Comprehension, and Discrimination/Study Skills. The System is designed to provide the teacher with information which will facilitate the individualization of instruction by objective.

- ***The K-Q: Kindergarten Questionnaire*** by Susan Berger and Evelyn Perlman; c1972; Kindergarten; Susan Berger.

Designed to screen children prior to kindergarten in order to identify specific strengths and weaknesses in the areas of language, emotional-social development, motor development, and health. The instrument includes: Child Tasks Questionnaire, which consists of drawing, copying, balancing, and memory tasks; Parent Questionnaire, which elicits parental perceptions of the child; and Individual and Summary Data Cards, which are designed to collate information to determine the specific needs of the individual child and to aid in planning class groups and transitional classes.

- ***Mathematics Evaluation Materials Package: Addition and Subtraction*** by Dorothy M. Horn; c1973; Grades 4-6; Ontario Institute for Studies in Education, Canada.

A set of objectives and companion test items pertaining to addition and subtraction. The items are intended to aid in determining areas of strengths and weaknesses and/or readiness for further development in the area(s). The Package may be used in developing tests covering long or short units of work.

- ***Mathematics Evaluation Materials Package: Fractions and Decimals/Ratio and Per Cent*** by Dorothy M. Horn; c1973; Grades 4-6; Ontario Institute for Studies in Education, Canada.

Included in this package are some companion items for objectives that are commonly used in the teaching of fractions, decimals, ratio, and per cent. Teachers may use the package to tailor materials for evaluation purposes to meet individual needs.

Mathematics Evaluation Materials Package: Multiplication and Division-Mixed Operations by Dorothy M. Horn; c1973; Grades 4-6; Ontario Institute for Studies in Education, Canada.

A set of performance objectives and companion test items. The Package can be used for designing tests covering short units of work or for constructing longer tests. The items are designed to help determine areas of strengths and weaknesses of individuals or groups or to identify readiness for further development of a topic.

• *Northwestern Syntax Screening Test* by Laura L. Lee; c1969-71; Ages 3-8; Northwestern University Press.

A screening device designed to yield an estimate of syntactic development. The test measures both receptive and expressive use of syntactic forms.

Objectives-Based Test Collection Mathematics: Elements, Symbolism and Measurement, Grades 7-9 by Denis Purcell and Ira Moskow; c1974; Grades 7-9; Instructional Objectives Exchange.

Each test in this collection is designed to measure a major skill in the use of elements, symbolism, and measurement. The 42 tests cover seven subject areas: Sets, Integers, Rational Numbers, Real Numbers, Numeration, Sentences and Logic, and Measurement.

Objectives-Based Test Collection Mathematics: Geometry, Operations and Relations, Grades 7-9 by Denis Purcell and Ira Moskow; c1974; Grades 7-9; Instructional Objectives Exchange.

Each test in this collection of 51 is designed to measure a major skill in the use of geometry, operations and relations. Five distinct subject areas are represented: Geometry, Operations and Properties, Statistics, Ratios and Proportions, and Graphs.

• *Pre-Reading Assessment Kit (PRA)* by Ontario Institute for Studies in Education; c1972; Kindergarten-Grade 1; CTB/McGraw-Hill.

A screening device which provides diagnostic information about a child's performance of skills related to learning to read. The Kit consists of a series of single-page tests at three levels in each of four skill areas: Listening, Symbol Perception, Experience Vocabulary, and Comprehension. Since PRA provides a variety of assessment materials at various difficulty levels, the child does only those exercises which the teacher considers appropriate.

Prescriptive Mathematics Inventory Interim Evaluation Tests: Experimental Edition by John Gessel; c1973; Grades 4-7; CTB/McGraw-Hill.

Designed to determine if instruction has led to mastery of the objectives measured by the *Prescriptive Mathematics Inventory (PMI)*. The series of two- to four-page tests are available at three overlapping levels and can be used in conjunction with or independently of the PMI.

• *Prescriptive Reading Inventory Interim Tests: Experimental Edition*; c1973; Grades 1.5-6.5; CTB/McGraw-Hill.

Developed to help teachers determine whether reading instruction has resulted in student mastery of the objectives measured by the *Prescriptive Reading Inventory (PRI)*. The tests cover: Recognition of Sound and Symbol, Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical Comprehension. They are available at four overlapping levels and can be used in conjunction with or independently of the PRI.

• *Screening Test of Spanish Grammar* by Allen S. Toronto; c1973; Ages 3-7; Northwestern University Press.

This individually-administered screening device is designed to identify those Spanish-speaking children who do not demonstrate native syntactic proficiency commensurate with their age. The test consists of a receptive and an expressive subtest, each testing 23 syntactic structures. It is based on the *Northwestern Syntax Screening Test*. While the test is intended for use with Spanish-speaking children, instructions for administering are provided in both Spanish and English.

Stanford Diagnostic Reading Test: Level III by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1974; Grades 9-13; Harcourt Brace Jovanovich, Inc.

This diagnostic test is designed to measure the major components of the reading process which are represented by four sets of subskills: comprehension, vocabulary, decoding, and rate. It is comprised of seven subtests: Reading Comprehension, Word Meaning, Word Parts, Phonetic Analysis, Structural Analysis, Scanning and Skimming, and Fast Reading.

VD Knowledge Test by Joseph Chiappa and Gelolo McHugh; c1973; Grades 9-16; Family Life Publications, Inc.

A self-administered remedial test designed to assess knowledge of venereal disease. Incorrect responses are keyed so as to direct the respondent to the place in the accompanying booklet, *A Shortcut to Venereal Disease Education*, where the correct information is located.

• *Word Preference Inventory* by Peter Dunn-Rankin; circa 1972; Kindergarten-Grade 6; Peter Dunn-Rankin.

Assesses visual reading difficulties in terms of five factors: Maintaining Letter Order, Word Retention, Partial Word Retention, Misperception vs. Rotation, and Minor Letter Order Changes vs. Severe Letter Permutations. For each item the subject is asked to choose between pairs of stimulus pseudo-words the one most like a given target word.

Aptitude

Altus Information Inventory by Richard L. Gorsuch; 1964; Grades 9-16 and Adults; Richard L. Gorsuch.

This 13-item device is designed to measure general intelligence for screening purposes. It is a shorter version of the *Altus Bell* test.

Goyer Organization of Ideas Test by Robert S. Goyer; c1968; College Students; Robert S. Goyer.

Designed to measure the ability to organize ideas which is defined as the skill whereby an individual perceives verbal stimuli, analyzes and abstracts from those stimuli the cues consistent with his purposes in perceiving them, and synthesizes and generalizes the ideas selected. The test items pertain to four skill categories: Component (part-whole) Relationships, Sequential Relationships, Material-to-Purpose (relevance) Relationships, and Transitional (connective) Relationships.

Hemmon-Nelson Tests of Mental Ability: 1973 Revision, Form I by Martin J. Nelson, Tom A. Lamke, and Joseph L. French; c1973; Grades 3-12; Houghton Mifflin Company.

Designed to measure those aspects of mental ability which are important for success in academic work. The types of items used in the battery include: vocabulary, sentence completion, opposites, general information, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, and figure analogies. The tests are available at three overlapping levels covering grades 3-6, 6-9, and 9-12.

• ***Hemmon-Nelson Tests of Mental Ability: Primary Battery*** by Martin J. Nelson and Joseph L. French; c1973-74; Kindergarten-Grade 2; Houghton Mifflin Company.

Provides a measure of simple verbal and quantitative skills considered important in assessing readiness for school work. Three subtests comprise the battery: Listening, Picture Vocabulary, and Size and Number. The influence of reading skills on test performance is eliminated since instructions and items are presented orally by the examiner, and the examinees respond by marking the appropriate pictures or symbols. This Primary Battery is normatively integrated with Form I of the Grades 3-12 series.

Personality, Interests, Attitudes, and Opinions

Adult Nowicki-Strickland Internal-External Control Scale (ANS-IE) by Stephen Nowicki, Jr. and Marshall P. Duke; Not Dated; Adults*; Stephen Nowicki, Jr.

This measure of locus of control is derived from the *Nowicki-Strickland Locus of Control Scale for Children*. None of the items have a reading difficulty higher than the fifth-grade level so that the scale is appropriate for use with noncollege as well as college adults. *Parallel forms are available for use with children down to age four.

Ames Philosophical Belief Inventory by Kenneth A. Ames; c1965-68; Adults; Kenneth A. Ames.

This self-administered instrument is designed to assess the philosophical tenets upon which a school counselor's work is based. The inventory is scored in terms of five philosophical

regions: Idealism, Realism, Pragmatism, Existentialism, and Phenomenology.

Audience Sensitivity Inventory (ASI) by Allan Paivio; Not Dated; Adults; Allan Paivio.

This research instrument was developed for the measurement of audience sensitivity, which is defined as a predisposition to be anxious before observers.

Authority Figure Perception Test by Ben Ferguson and Kevin Kennelly; circa 1974; Ages 14-18; Kevin Kennelly.*

This instrument was constructed for use in an investigation of the differences between internally-oriented and externally-oriented individual views of authority figures. The test consists of five scales: Encouraging vs. Discouraging Constructive Environmental Manipulations, Supporting vs. Rejecting When Difficulty Encountered, Positive vs. Negative Reinforcer, Predictable vs. Unpredictable Standards, and Acting Upon Issue-Oriented Reason vs. Arbitrary Rule. *The test is available in Document NAPS 02379.

Byrne Repression-Sensitization Scale by Donn Byrne; Not Dated; Adolescents and Adults; Donn Byrne.

Designed to place individuals along a continuum with respect to their characteristic mode of defensive adjustment or response to threatening stimuli. The repressive extreme involves avoidance defenses, such as denial, while the sensitizing extreme refers to approach defenses, such as intellectualization.

Chair-Window Test by Ernest S. Barratt and Benjamin Fruchter; c1953; Adults; Ernest S. Barratt.

This research device is designed to assess the mental ability to reorient oneself spatially with relation to an object or scene and to determine either from what direction one is looking at the object or how other objects would appear if one were looking at them from a given position. Two forms are available. The test has been used in research relating spatial visualization factors to temperament traits.

Child-Rearing Practices Report by Jeanne H. Block; circa 1965; Ages 16 years-Adults; Jeanne H. Block.

Designed to identify parental socialization attitudes and values. The instrument employs the Q-sort technique. It may be completed by the parent to describe his own child-rearing behavior, or by the child to describe the child-rearing orientations of his parents. The report has been translated into Norwegian, Swedish, Danish, Finnish, Croatian, Cantonese, and Dutch.

• ***Children's Audience Sensitivity Inventory (CASI)*** by Allan Paivio; Not Dated; Grade 3 and Above; Allan Paivio.

A research device developed to measure individual differences in motivational reactions to the presence of an audience. The instrument includes three subscales: Audience Anxiety, Exhibitionism, and Self-Consciousness. Its initial development was based on the *Audience Sensitivity Inventory*.

The Choice Pattern Procedure by Leona F. Tyler and Lila J. McQueen; Not Dated; Adolescents and Adults; Leona F. Tyler.

A technique designed to identify the cognitive structures or psychological constructs upon which an individual bases his choices and rejections of possible activities or courses of action. The procedure is a special kind of interview in which each item is presented on a separate card so that persons reacting to the items can indicate by the way they sort them not only whether their attitudes are favorable or unfavorable, but also the general concepts underlying these attitudes. Sets of items pertaining to occupations, leisure activities, and life styles are available, but users are encouraged to develop their own to serve particular purposes.

The Contraception Survey by Joan Joesting; Not Dated; Adults; Joan Joesting.

Designed to elicit the attitudes of female respondents in a number of sex-related areas.

Counseling Semantic Differential by Richard D. Grosz; circa 1968; College Students; Richard D. Grosz.

Designed to elicit client reaction to anticipated and actual counseling sessions. The instrument has been used with college students to measure pre/post differences regarding expectations of and reactions to counseling.

• ***Cultural Attitude Scales*** by Perry A. Zirkel and Stephan L. Jackson; c1974; Ages 5-14; Learning Concepts, Inc.

These scales were developed for use in evaluating programs intended to improve ethnic attitudes and/or enhance cross-cultural understanding. Separate scales for the Black, Puerto Rican, Mexican-American, and Anglo-American cultures are provided. The scales can be used alone or in combination to provide a measure of how favorably the child perceives each culture. The instrument does not require reading ability since the child responds to illustrations of cultural referents by marking one of five faces on a happy-sad continuum. There is also a separate response option to indicate no knowledge of the particular cultural referent. The scales are intended for group administration and analysis only and should not be used for individual diagnostic purposes. Examiner's instructions for the Puerto Rican and Mexican-American scales are provided in both English and Spanish.

Depression Rating Scale by Burton W. Rockliff; circa 1971; Adults; Burton W. Rockliff.

This 10-item device is designed to measure severity of depression among psychiatric patients treated with antidepressant drugs. The scale is based on Lehmann's *Depression Inventory Scale*.

The Ego Development Scale (EDS) by Russell N. Cassel; c1974; Grades 4-16 and Adults*; Psychologists and Educators, Inc.

Intended to assess the status of an individual's ego development in three areas: Personal, Social, and Educational. The EDS profile provides an overall diagnosis of the degree to which the individual is functioning in these three areas and the way in

which he perceives himself in relation to carefully defined personality attributes. *The test may be read with any person who is able to read at the fourth-grade level of comprehension.

Family Evaluation Form (FEF) by Robert L. Spitzer, Miriam Gibbon, and Jean Endicott; 1971; Adults; Biometrics Research.

This questionnaire was designed to enable an interviewer to obtain information concerning the actual impact of a patient on his family and the ways in which the patient's condition might be perceived as a burden or source of distress to others. Items include reports of psychopathology of the patient and household members, aspects of family functioning, and the degree to which the patient's condition is perceived as having a negative effect on his family.

Hypochondriasis Questionnaire by I. Pilowsky; Not Dated; Adults; I. Pilowsky, Australia.

Designed to investigate the concept of hypochondriasis. Three factors were identified as reflecting three dimensions of hypochondriasis: Bodily Preoccupation, Disease Phobia, and Conviction of the Presence of Disease with Nonresponse to Reassurance.

L.P.D. Questionnaire by I. Pilowsky, S. Levine, and D.M. Boulton; circa 1969; Adults; I. Pilowsky, Australia.

Responses to this depression questionnaire are evaluated using a form of numerical taxonomy. By this technique, patients can be grouped into three classes: a mixed group of "reactive" depressives, endogenous depressives, and nondepressives.

Lower Level Job Interest Test by Ernest L. Robinson and Austin E. Grigg; Not Dated; Adults; Austin E. Grigg.

This occupational interest inventory was designed for use with individuals with limited educational backgrounds and training. The 98 job titles comprising the test are representative of seven occupational interest areas as classified by Roe: Service, Business Contact, Organizational, Technological, Outdoor, Scientific, and Arts and Entertainment.

Marijuana Attitude Scale by Daniel J. Baer; Not Dated; Grades 9-16; Daniel J. Baer.

A 44-item device designed to assess favorable, negative, and neutral attitudes toward the legalization of marijuana. The scale was developed for use in a study in which attitudes toward the legalization of marijuana were correlated with political views and with use and nonuse of marijuana.

Mental Status Examination Record (MSER) by Robert L. Spitzer and Jean Endicott; 1970; Adults; Biometrics Research.

One of six record forms designed for use in the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. The MSER enables a rater to record the results of a mental status examination. It covers attitude toward rater, general attitude and behavior, mood and affect, quality and content of speech and thought, somatic functioning and concern, perception, sensorium, cognitive

functions, judgment, potential for suicide and violence, insight and attitude toward illness, overall severity of illness, and change in condition during the past week.

Multidimensional Internal-External Scale by James L. Deslonde; Not Dated; Grades 13-16; James L. Deslonde.

Designed to provide a measure of locus of control.

Periodic Evaluation Record (PER) by Robert L. Spitzer and Jean Endicott; 1969; Adults; Biometrics Research.

One of six record forms designed for use in the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. PER is for use with persons living in an institutional setting. It enables a rater to evaluate a patient's condition and functioning during the past week and covers essentially the same areas as those included in the *Mental Status Examination Record*.

Periodic Evaluation Record Community Version (PER-C) by Robert L. Spitzer and Jean Endicott; 1969; Adults; Biometrics Research.

One of six record forms designed for use in the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. PER-C is intended for use when the patient is living in the community. It enables a rater to record his judgments of the patient's condition and covers most of the areas included in the *Mental Status Examination Record*.

Personal Experiences Questionnaire by Ronald E. Shor; c1961; College Students; Ronald E. Shor.

A personal-interview questionnaire designed to elicit information on naturally occurring "hypnotic-like" experiences.

Personal Values Inventory by George E. Schlessler and John A. Finger; c1964; Grades 13-16; Colgate University.

A measure of nonintellective factors related to academic achievement in college. The Inventory, a battery of tests in two parts, is comprised of scales entitled: High School Record, Need for Achievement, Independence in Planning, Direction of Aspirations, Pre-College Peer Group Influence, Home Influence, Persistence, Self-Control and Deliberateness, Self-Insight, Overstatement, and Socio-Economic Status. Separate forms for men and women are available.

Problem Appraisal Scales (PAS) by Robert L. Spitzer and Jean Endicott; 1970; Adults; Biometrics Research.

One of six record forms designed for use with the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. PAS provides for scaled judgments on 33 areas of disturbance often associated with the need for some kind of psychiatric treatment. The areas of disturbance covered include physical function, intellectual development, social relations, social performance, and other signs and symptoms.

• **Projective Prejudice Test** by Phyllis A. Katz and Susan R. Zalk; c1973; Grades 2-6; Phyllis A. Katz.

Designed to measure children's social and ethnic attitudes. The test consists of slides depicting children in ambiguous interracial situations. The child is asked to indicate which of several response alternatives is the most likely description of the situation. Responses are scored in terms of the degree of prejudice exhibited by the child.

Psychiatric Anamnestic Record (PAR) by Robert L. Spitzer and Jean Endicott; 1969; Adults; Biometrics Research.

One of six forms designed for use with the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. PAR enables a rater to obtain information that is generally included in a psychiatric case history. It covers current condition, psychiatric disturbance in the family, previous psychiatric treatment, childhood problems, friendship patterns, education, intellectual capacity, occupational history, sexual adjustment, marital history, physical health, personality traits, history of arrests, psychopathological signs, and the severity of illness during various time periods.

Psychiatric Diagnosis Recording Form (PDRF) by Robert L. Spitzer and Jean Endicott; 1969; Adults; Biometrics Research.

One of six forms designed for use with the Multistate Information System for Psychiatric Patients Project, an automated record-keeping system. PDRF provides for the recording of one, two, or three psychiatric diagnoses, including qualifying phrases from the official nomenclature of the American Psychiatric Association.

Psychiatric Evaluation Form (PEF) by Robert L. Spitzer, Jean Endicott, Alvin M. Mesnikoff, and George M. Cohen; 1968; Adults; Biometrics Research.

Designed to record scaled judgments of a subject's functioning during a one-week period. In Part I of the form, judgments are made on 19 dimensions of psychopathology. Also, if the subject meets specified criteria for certain roles, his degree of role impairment is judged. If the subject is newly admitted to a psychiatric facility, Part II of the form is completed. It covers duration of most recent illness or episode, stress of participating events, and primary reason for admission.

Psychiatric Status Schedule: Second Edition (PSS-2) by Robert L. Spitzer, Jean Endicott, and George M. Cohen; 1968; Adults; Biometrics Research.

Designed to improve the research value of clinical judgments of psychopathology and role functioning based on data collected during a psychiatric interview of a subject. In addition to sections dealing with the usual signs and symptoms of psychiatric disorder, the PSS-2 contains sections for an evaluation of formal role functioning, the efficiency of conduct of leisure time activities or daily routine, interpersonal relationships, and the use of drugs or alcohol and illegal or other psychopathic activity.

Questionnaire on the Occupational Status of Women by William C. Bingham and Elaine W. House; circa 1970; Adults; William C. Bingham.

Designed to assess knowledge of and attitudes toward the occupational status of women. The questionnaire was designed

for use in an investigation of the extent to which misinformation and negative attitudes about women and work prevail among counselors and counselor educators.

Rucker-Gable Educational Programming Scale by Chauncey N. Rucker and Robert K. Gable; c1974; Adults; Rucker-Gable Associates.

Developed to measure teachers' attitudes toward and knowledge of appropriate program placements for mentally, emotionally, and educationally handicapped children. The test items consist of brief descriptions of the behavior of actual children referred for special education services. The respondent is asked to choose from a continuum of seven educational programs or services the one he feels is the best setting for the specific child. The scale yields a total attitude score and six attitude subscores which indicate attitudes toward different types and degrees of handicapping conditions. It also provides a total knowledge score and six knowledge subscores.

Sales Motivation Survey by Jay Hall and Norman J. Seim; c1972; Adults; Teleometrics International.

This self-administered and self-scored instrument is designed to assess the needs, values, and goals which salesmen consider to be important in making decisions about their work. The questionnaire yields a motivational profile which is based on Maslow's Need Hierarchy model and Herzberg's Motivation-Hygiene theory.

A Scale for Self-Description by Austin E. Grigg and H. Paul Kelley; Not Dated; Grades 13-16; Austin E. Grigg.

This technique for assessing self-descriptions was designed to serve as a criterion measure for college counseling clients. The respondents complete three sentence stems by selecting from pools of 12 adjectives those which are descriptive of their feelings, their study or work habits, and their social reaction pattern.

Self-Rating Questionnaire for Depression (SRQ-D) by Burton W. Rockliff; circa 1969; Adolescents and Adults; Burton W. Rockliff.

A self-administered scale devised to differentiate between normal and depressed subjects. The author asserts that the SRQ-D may be a useful aid in the diagnosis of depression.

Social Dysfunction Rating Scale by Margaret W. Linn, William B. Sculthorpe, Margaret Evie, Phillip H. Slater, and Spencer P. Goodman; 1972; Adults; Margaret W. Linn.

A research tool which was developed to assess the dysfunctional aspects of adjustment. The 21 six-point scales are arranged into three categories assessing adjustment in terms of coping with personal, interpersonal, and geographic environments.

Social Interest Index by Kathryn B. Greever, M.S. Tseng, and B.U. Friedland, circa 1973; College Students and Adults; Kathryn B. Greever.

Developed as a means of measuring the level of social interest an individual has attained. The instrument is based on the Adletian

model in which social interest is defined as the willingness to contribute and cooperate within the areas of four life tasks: work, friendship, love, and self-significance.

The Strong-Campbell Interest Inventory: Form T325 by E.K. Strong, Jr. and David P. Campbell; c1933-74; Adolescents and Adults; Stanford University Press.

This revision of the *Strong Vocational Interest Blank* merges the men's and women's forms into a single inventory booklet. It is arranged into seven sections: Occupations, School Subjects, Activities, Amusements, Types of People, Preference Between Two Activities, and Your Characteristics. The Inventory yields: scores on seven general Occupational Themes, which reflect the respondent's overall occupational orientation; scores on 23 Basic Interest Scales, which report the consistency of interests or aversions in specific areas; and scores on 124 Occupational Scales, which indicate the degree of similarity between the respondent's interests and the characteristic interests of individuals in a wide range of occupations.

A Study of Young People by Edward Blacker, Harold W. Demone, and Howard E. Freeman; Not Dated; Adolescents; Edward Blacker.

Designed to collect information concerning the drinking attitudes and practices of male adolescents. The 174-item questionnaire covers such areas as family background, attitudes toward the use of alcohol, personal drinking habits, drinking habits of parents, drinking habits of peers, effects of the use of alcohol, and demographic and social characteristics of the respondent.

Value Socialization Scales by Richard L. Gorsuch; 1970; Grades 4-6; Richard L. Gorsuch.

Designed to reflect the degree to which a child has learned those values necessary to fit into any society or to choose among the subcultures available to him. The instrument consists of two scales. With the first, the child is asked to rate a series of behaviors reflecting basic social values. In the second, he is asked to indicate how much he admires a child who performs various acts.

Work Motivation Inventory by Jay Hall and Martha S. Williams; c1967-73; Adults; Teleometrics International.

Provides an assessment of the needs and values which individuals consider to be important in making decisions about their work. The questionnaire is based on Maslow's Need Hierarchy. It can serve as a companion to the *Management of Motives Index*.

Miscellaneous, Sensory-Motor, Unidentified

• ***The Barclay Early Childhood Skill Assessment Guide*** by Lisa K. Barclay and James R. Barclay; c1973; Preschool-Grade 1; Educational Skills Development, Inc.

This guide is designed to aid teachers in the assessment of young children in order to identify target needs. It is appropriate for both individual and group needs assessment. Skill areas covered

by the assessment procedures include: sensory tasks, motor perceptual tasks, environmental exploration, visual and auditory imitation, sensory and memory discrimination, self-concept, attending-responding, task-order skills, and social interaction skills.

Career Planning Program, Grades 8-11 (CPP 8-11); c1974; Grades 8-11; Houghton Mifflin Company.

Developed to help schools meet the career guidance needs of their students, the program is designed to assess student experiences, interests, and abilities, and to aid the student in identifying and exploring career options. CPP 8-11 includes two key components. Booklet 1, *Exploring: You and Your Career*, introduces basic career-development concepts and career-planning resources and contains the experience and interest inventories. Booklet 2, *Ability Measures*, contains tests to assess students' aptitudes in six skill areas: Mechanical Reasoning, Numerical Skills, Space Relations, Reading Skills, Language Usage, and Clerical Skills. The program may also be adapted for use as a mini-course in career guidance.

Change Agent Questionnaire by Jay Hall and Martha S. Williams; c1969-73; Adults; Teleometrics International.

This self-scored instrument assesses the philosophy, strategy, and evaluative approach used by persons who function as change agents. The questionnaire yields scores on five basic orientations to the induction of change in others: Client-Centered Change, Change via Credibility, Charismatic Change, Custodial Change, and Change via Compliance.

• *Classroom Interaction Analysis by Robert H. Bradfield and Jane Criner; c1973; Open Range; Academic Therapy Publications.*

This objective method of measuring interaction behaviors in the classroom environment includes three separate scales which can be used individually or in combination. The Teacher Style Scale is designed to measure the manner in which a teacher interacts with students. The Pupil/Pupil/Teacher Interaction Scale is concerned with interactions between children in the classroom. Teacher behavior is considered only when she receives some kind of action initiated by a child. The Teacher Attention and Pupil Behavior Scale is designed to indicate variations in the teacher's positive and negative attention toward certain students and to record the frequency of those students' nontask behavior.

Complex Figure Test by R.S.H. Visser; c1973; 16 years and Above; Swets and Zeitlinger, Netherlands.

Assesses organic brain damage through the analysis of the sequences used in reproducing a complex figure drawing. The test is a revision of the original complex figure reproduction test by Rey.

Conflict Management Survey by Jay Hall; c1967-73; Adults; Teleometrics International.

Designed to provide an assessment of an individual's characteristic reaction to and management of interpersonal, group, and intergroup conflict.

Counselor Activity Profile by Joe Wittmer; circa 1971; Adults; Joe Wittmer.

A content-analysis scale designed to systematically quantify and profile a counselor's interview behavior according to the amount of interview time devoted to various discrete counseling responses. The instrument consists of 16 behavioral categories attempting to include all counselor communication acts that might occur in a given counseling situation.

Customer Reaction Survey by Jay Hall and C. Leo Griffith; c1972; Adults; Teleometrics International.

Provides the salesman with critical feedback data by allowing for the assessment of the interpersonal relationship between himself and a customer from the customer's perspective. The customer first evaluates the salesman's interpersonal practices and then indicates his preference for a particular interpersonal stance.

• *Experimental Test of Social Perception by Steven G. Vandenberg; 1965; Children and Adults; Steven G. Vandenberg.*

This measure of social sensitivity or social intelligence is intended for use with mental patients. The test consists of a series of facial photographs depicting ten different emotional states. For each item, the respondent is given two pairs of adjectives and must select that pair which most accurately describes the emotional state represented. The emotional states represented in the test are: worry, suspicion, fear, sadness, confusion, anger, scorn, gaiety, surprise, and coy (Form F) or firm (Form M). Separate forms for males and females are available.

Future Outlook Inventory by Robert L. Gunn and H. Edgar Pearman; Not Dated; Adults; Robert L. Gunn.

This measure of the future outlook of hospitalized psychiatric patients is designed for use in psychiatric diagnosis, rehabilitation, and prediction of successful return to the community. The 57-item, self-administered checklist includes nine factors: General Future Outlook, Possibility of Relapse, Family Relationship, Community Understanding, Religious Life, Morbid Thoughts, Friendship, Affiliations, and Mature Adjustment.

Group Encounter Survey by Jay Hall and Martha S. Williams; c1963-73; Adults; Teleometrics International.

Designed to identify an individual's attitude toward and characteristic behavior in task group situations. The survey yields scores for five possible group encounter styles: Self-Sufficient Decision-Making, Good Neighbor Decision-Making, Default Decision-Making, Traditional Decision-Making, and The Integrated Approach.

Incentives Management Index by Jay Hall and Normal J. Seim; c1972; Adults; Teleometrics International.

This self-assessment device is designed to provide the sales manager with information regarding his conception of sales motivation and the incentives he emphasizes in the management of his salesmen. The Index is based on the motivation models of Maslow and Herzberg.

Instructor Evaluation Inventory by James Battle, circa 1974; Grades 1-16; James Battle.

This 10-item scale was developed as part of an attempt to determine the reliability of a simple instructor evaluation form.

• ***The Jordan Left-Right Reversal Test*** by Brian T. Jordan, c1973; Ages 6-10; Academic Therapy Publications.

A screening instrument designed to measure the relative frequency of a child's letter and number reversals.

Leadership Appraisal Survey by Jay Hall; c1971; Adults; Teleometrics International.

Provides feedback from a leader's associates regarding their assessments of his leadership style. The questionnaire may be used in conjunction with the *Styles of Leadership Survey*.

Management Appraisal Survey by Jay Hall, Jerry B. Harvey, and Martha S. Williams; c1970-73; Adults; Teleometrics International.

Designed to provide the manager with feedback information regarding his employee's perceptions of his management style. In addition to yielding an overall score for management style, the device provides scores for philosophy of management, planning and goal-setting, implementation activities, and evaluation practices.

Management of Motives Index by Jay Hall; c1968-73; Adults; Teleometrics International.

This self-scored device is designed to provide the manager with information regarding the theories and practices he uses in motivating his employees. The instrument is based on Maslow's Need Hierarchy.

Management Relations Survey by Jay Hall; c1970; Adults; Teleometrics International.

Designed to evaluate the interpersonal relationship between manager and employee from the perspective of the employee. The first section of the instrument provides for the employee's assessment of his manager's interpersonal practices, while the second section focuses on the employee's relationship with his manager.

Management Transaction Audit by Jay Hall and C. Leo Griffith; c1973; Adults; Teleometrics International.

Based on Berne's Transactional Analysis model, this instrument measures the interpersonal transactions of managers in their relationships with subordinates, colleagues, and superiors.

Managerial Diagnostic Test by August William Smith; c1972; Adults; August William Smith.

This self-administered test is designed to assess the attitudes, habits, and practices of an individual in his role as manager. The examinee is asked to respond to a series of statements by indicating how characteristic each statement is of himself as manager. Test results are recorded and interpreted on the

Dynamic Management Process Matrix (DMPM) graph, providing an indication of an individual's management style.

• ***Mertens Visual Perception Test*** by Marjorie K. Mertens; c1969-74; Kindergarten-Grade 1; Western Psychological Services.

Designed to measure level of functioning in six areas of visual perception which are closely related to reading ability. The subtests include: Design Copying, Design Reproduction, Framed Pictures, Design Completion, Spatial Recognition, and Visual Memory. Suggested remedial activities are provided for each of the subtests.

Personnel Relations Survey by Jay Hall and Martha S. Williams; c1967; Adults; Teleometrics International.

This self-assessment device is designed to provide a measure of the understanding and behavior of managers in their interpersonal relationships with employees, colleagues, and superiors.

Position Analysis Questionnaire (PAQ) by Ernest J. McCormick, Robert C. Mecham, and P.R. Jeannet; c1969-73; Adults; University Bookstore.

A structured job-analysis questionnaire designed to obtain and quantify job-related information in a standardized, systematic fashion. The PAQ provides for the analysis of jobs in terms of 194 job elements which are organized into six areas: Information Input, Mental Processes, Work Output, Relationships with Other Persons, Job Context, and Other Job Characteristics.

• ***Project Headstart Psychiatric Observation Schedule***; 1965; Preschool; Division of Mental Hygiene, Massachusetts Department of Mental Health.

Designed to provide information regarding the psychiatric characteristics of Headstart participants. The form is completed by a nonparticipant observer who evaluates each child separately during two typical classroom situations. The items cover the following areas: General Appearance, General Behavior, Motor Behavior, Play, Relationships, Speech, Adaptive Classroom Abilities, Symptomatic Behavior, Diagnosis, Recommendations, and Predictions.

Sales Relation Survey by Jay Hall; c1972; Adults; Teleometrics International.

This self-administered and self-scored instrument is designed to assess a salesman's interpersonal style in establishing relationships with customers.

Sales Transaction Audit by Jay Hall and C. Leo Griffith; c1972; Adults; Teleometrics International.

Based on Berne's Transactional Analysis model, this instrument measures the interpersonal transactions of salesmen in their relationships with their clients. The self-scored device is designed to provide the salesman with information regarding his sales style and its impact on salesman-customer transactions.

- *School Report Form Study III* by Miriam C. Ekdahl. Not Dated. Open Range. Miriam C. Ekdahl.

This record form was designed to measure the adjustment and mental well-being, as reflected in the school setting, of the children of mentally ill parents. The instrument elicits information on achievement/academic data, behavior, home situation, and school services.

- *Scoring System for Home and School* by Martha E. Bernal and Joel Ann North; 1973; Preschool-Grade 2; Martha E. Bernal.

An instrument designed to record the occurrence of specified child behaviors and adult and peer responses to those child behaviors during a period of observation. The device is intended for use with children, parents, and teachers and is designed primarily for scoring in the home or school to assess the effectiveness of parent training in child management.

- *Styles of Leadership Survey* by Jay Hall and Martha S. Williams; c1968; Adults; Teleometrics International.

Provides a self-scoring assessment of leadership behaviors. The relative emphasis leaders place on Personnel and Purpose is measured and the resulting styles of leadership are presented. Components of leadership, ranging from philosophy, decision-making, and job-accomplishment to leveling, are also measured.

- *Styles of Management Inventory* by Jay Hall, Jerry B. Harvey, and Martha S. Williams; c1964-73; Adults; Teleometrics International.

ANNOUNCEMENTS RECEIVED

- *Austin Spanish Articulation Test; Ages 3-12; Learning Concepts, Inc.*

Designed for use by speech clinicians and therapists to identify speech articulation problems of Spanish-speaking children.

- *Bilingual Syntax Measure* by M. Burt, H. Dulay, and E. Hernandez; Kindergarten-Grade 2; Harcourt Brace Jovanovich, Inc.

Provides information about a child's proficiency in speaking and comprehending English and Spanish. The instrument is designed to measure the child's grammatical proficiency in either or both languages by using natural speech as a basis for evaluation. It may be used to indicate degrees of bilingualism, language dominance with respect to basic syntactic structure, structural proficiency in either English or Spanish as a second language, and degrees of maintenance or loss of basic Spanish structures by children who acquired Spanish as a first language.

- *Comprehensive Career Assessment Scale* by Stephan L. Jackson and Peggy M. Goulding; Grades 3-12 and Above; Learning Concepts, Inc.

Measures the student's interest in and familiarity with 75

occupations within the 15 career clusters identified by the U.S. Office of Education.

- *Team Effectiveness Survey* by Jay Hall; c1968; Adults; Teleometrics International.

Provides an assessment of team effectiveness as determined by the summed inputs of all team members. Each team member rates all other team members, as well as himself, on the degree to which he has perceived them using 20 basic behaviors. These ratings may be used to assess how the team as a whole is functioning and which members are primarily responsible for that functioning.

- *Test of Directed Imagination* by Donald J. Veldman, Shirley L. Menaker, and Donald L. Williams; c1970; Adults*; Donald J. Veldman.

A projective technique designed to direct attention to school-related situations. The subject is required to write four stories about teachers and their experiences. Each story is rated on the following scales: amount of content, graphic quality, imaginative/banal, specific/general, optimism/pessimism, lucid/incoherent, dynamic/static, educational/other, warm/hostile, active-autonomous/passive-dependent, and adult/child focus. *The technique has also been used with children in grades 5-12.

- *Comprehensive Career Assessment Scale for Teachers* by Stephan L. Jackson and Peggy M. Goulding; Adults; Learning Concepts, Inc.

Measures teachers' interests in the familiarity with 75 occupations as well as their attitudes toward and familiarity with career education issues.

- *Fountain Valley Teacher Support System in Reading; Grades 1-6; Richard L. Zweig Associates, Inc.*

This series of 77 one-page tests covering 367 behavioral objectives provides teachers with a method for diagnosing student deficiencies within reading grades, reteaching prescription, pre-testing for fast learners, and posttesting for average and slow learners. Reading ability is evaluated in the skill areas of Phonetic Analysis, Structural Analysis, Vocabulary Development, Comprehension, and Study Skills. The system consists of behavioral objectives, self-administered directions on audio cassettes, self-scoring tests, continuous pupil progress profiles, and teaching alternatives.

- *Iowa Test of Preschool Development* by Ralph Scott, Ages 2-5; Gio-Mo Products.

An achievement-oriented test designed to assess the learning requirements of young children. Separate levels are provided for children aged 2-3.5 and those aged 3.5-5 years. The test yields a profile of readiness strengths and weaknesses in specific skill areas: Language (receptive, expressive), Visual Motor (large motor, small motor), Memory (visual, auditory), and Concepts (receptive, expressive, similarities and differences, spatial relations).

- *James Language Dominance Test* by Peter James; Ages 5-6; Learning Concepts, Inc.

This screening instrument employs visual stimuli to assess comprehension. Results can be used to group children for instructional purposes in one of five language categories: Spanish-dominant, English-dominant, bilingual with Spanish as home language, bilingual with both languages as home language, and English-dominant production/bilingual comprehension.

TESTS NO LONGER AVAILABLE

American Civics and Government Test for High Schools and Colleges; The Bobbs-Merrill Company, Inc.

Breslich Plane Geometry Survey Test; The Bobbs-Merrill Company, Inc.

Buckingham Scale for Problems in Arithmetic; The Bobbs-Merrill Company, Inc.

Commercial Education Survey Tests: Junior Shorthand; The Bobbs-Merrill Company, Inc.

Illinois Plane Geometry Tests; The Bobbs-Merrill Company, Inc.

Lincoln Diagnostic Spelling Tests; The Bobbs-Merrill Company, Inc.

Rinsland-Beeck Natural Tests of English Usage; The Bobbs-Merrill Company, Inc.

Seattle Solid Geometry Tests; The Bobbs-Merrill Company, Inc.

Silent Reading Test; The Bobbs-Merrill Company, Inc.

Test of Understanding in College Economics; The Psychological Corporation for the Joint Council on Economic Education.

TEST REVIEWS

Comparative Guidance and Placement Program; College Entrance Examination Board.

Reviewed by Donald G. Zytowski, Iowa State University, in the *Journal of Counseling Psychology*, May 1974, Vol. 21, No. 3, pp. 254-258.

• *McCarthy Scales of Children's Abilities*; The Psychological Corporation.

Reviewed by R.B. Ammons and C.H. Ammons, University of Montana, in *Psychological Reports*, June 1974, Vol. 34, No. 3, Part 2, p. 1347.

NEW PUBLISHERS

Atkins-Katcher Associates, Inc.
8383 Wilshire Boulevard
Beverly Hills, California 90211

Center for Social Organization of
Schools
Johns Hopkins University
Baltimore, Maryland 21218

Rucker-Gable Associates
Rockridge, Box 201C
Storrs, Connecticut 06268

Teleometrics International
P.O. Drawer 1850
Conroe, Texas 77301

NEW ADDRESS

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

PUBLISHER CHANGE

Character Research Association is now:

Peace Research Laboratory
6251 San Bonita
St. Louis, Missouri 63105

NEW REFERENCES

Abel, Theodora M. *Psychological Testing in Cultural Contexts*. New Haven, Connecticut: College and University Press, 1973. Pp. 240, \$3.45.

This book discusses the various difficulties in cross-cultural testing and reports on a variety of studies that highlight problems of administration and interpretation. Intelligence tests are discussed with emphasis placed on projective testing in different cultures. The Rorschach Test and the Thematic Apperception Test are examined and suggestions are made for modifying the material under different testing conditions and in different cultural groups. Other projective tests, including figure drawings and sentence completion tests, are also discussed.

Anderson, Scarvia B., Ball, Samuel, Murphy, Richard T., and Rosenthal, Elsa J. *Anatomy of Evaluation- Important Concepts and Techniques in Evaluating Education/Training Programs*. Princeton, New Jersey: Educational Testing Service, August 1973. PR-73-36. Pp. 407.

This book serves as the report of Phase I of a three-part investigation directed toward the analysis and codification of existing principles and techniques of program evaluation, the critical examination of present discrepancies between the theory and the practice of evaluation in adult training programs, and informed recommendations about scientific, informational, and policy steps that need to be taken to close the gaps. Articles included in this report concern models for evaluation, the function and targets of evaluation, program objectives and standards, the social context of evaluation, planning and designing evaluation studies, supportive systems technologies, typical student and program variables, measurement approaches and types, technical measurement considerations, reactive concerns in evaluation, and analysis and interpretation of evaluation results.

• Boyer, E. Gil, Simon, Anita, and Karafin, Gail, Editors. *Measures of Maturation: An Anthology of Early Childhood Observation Instruments*. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1973. Pp. xii + 2,458.

This anthology contains 73 observation systems which focus on the behaviors of children and those who interact with them.

Byham, William C., and Bobin, Donna, Editors. *Alternatives to Paper and Pencil Testing*. Pittsburgh, Pennsylvania: Graduate School of Business, University of Pittsburgh, 1973. Pp. 142, \$8.00.

Presents the proceedings of the University of Pittsburgh Symposium on Alternatives to Paper and Pencil Personnel

Testing. Papers include: "The Current Status of Judgmental Techniques in Industry," "Performance Testing," "Computer-Assisted Job Matching," "Assessment Centers (Management)," "Assessment Centers for the Early Identification of Supervisory and Technical Potential."

Cattell, Raymond B. *Personality and Mood by Questionnaire: A Handbook of Interpretive Theory, Psychometrics, and Practical Procedures*. San Francisco, California: Jossey-Bass Publishers, 1973. Pp. xviii + 532, \$35.00.

Intended as a report on the present status of the theory and practice of personality measurement by questionnaire. The findings of over 700 studies are discussed in this context.

Clark, Kenneth, Editor. *Conference on the Use of Psychological Tests in Employment (Particularly with Minority Group Members)*. Rochester, New York: University of Rochester, November 1972. Pp. 97.

A report of a conference on the use of psychological tests in employment which was sponsored by the Office of Naval Research. The papers of the principal participants are provided and cover such topics as the legal aspects of employment testing, the role of the publisher, criteria for the validation of tests and current findings regarding validity, and recently revised standards for the use of tests. The papers of the discussants are included in full and questions and answers are summarized.

Dunn, James A., et al. *Career Education: A Curriculum Design and Instructional Objectives Catalog*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, 1973. Pp. ii + 390, \$8.50.

This handbook begins with an overview of historical trends in curriculum, the place of career education in the schools, and the characteristics and organization of the career education curriculum as it has been developed to date. It then offers nearly 2,000 instructional objectives arranged according to curriculum area. Four major categories are covered: Self-Understanding and Appreciation (Individual Differences and Assessment, Knowledge of Self), Opportunities and Options (Education and Training, Jobs and Employment, Social Responsibility, Leisure), Orientation and Goal Formulation (Status Assessment, Options Analysis), and Goal Exploration (Personal Planning, Goal Pursuit).

Franks, B. Don, and Deutsch, Helga. *Evaluating Performance in Physical Education*. New York, New York: Academic Press, 1973. Pp. xviii + 226, \$7.50.

This text on the evaluation of performance includes discussions of the functions of testing, test evaluation, the administration of tests, subjective evaluation, the interpretation of test scores, parametric and nonparametric statistics, the evaluation of the student, physical performance and fitness, written tests, and procedures for large groups.

Good, Patricia K., and Brantner, John P. *A Practical Guide to the MMPI: An Introduction for Psychologists, Physicians, Social Workers, and Other Professionals*. Minneapolis, Minnesota: University of Minnesota Press, 1974. Pp. 102, \$6.00.

This manual is a revision and expansion of *The Physician's Guide to the MMPI*. Intended to serve as an introduction for those professionals whose formal training did not include detailed information on the use of the MMPI, this book provides background for understanding its potential contribution and its applications in specific instances. The Guide also presents research results as well as some of the more widely held clinical opinions about the interpretation of the test.

Holland, John L. *The Use and Evaluation of Interest Inventories and Simulations*. Baltimore, Maryland: Center for Social Organization of Schools, January 1974. Report No. 167.

This paper provides a general perspective for evaluating interest inventories and simulations and outlines some activities to stimulate the development of more useful inventories.

Miller, Richard I. *Developing Programs for Faculty Evaluation: A Sourcebook for Higher Education*. San Francisco, California: Jossey-Bass Publishers, 1974. Pp. xi + 248, \$9.75.

Intended to serve as a practical resource for the development and maintenance of a faculty evaluation system. The author demonstrates how faculty evaluation is linked to critical issues in the management of higher education, presents guidelines for implementing a system, discusses the validity and reliability of student evaluation of teaching, and describes nine major aspects of evaluation. An extensive annotated bibliography of research on faculty evaluation is provided.

Pfeiffer, J. William, and Heslin, Richard. *Instrumentation in Human Relations Training: A Guide to 75 Instruments with Wide Application to the Behavioral Sciences*. Iowa City, Iowa: University Associates, 1973. Pp. ix + 306, \$6.50.

This book is intended as a reference resource to practitioners in the field of human relations training. Part I provides a general discussion of instrumentation in this field. Part II presents descriptions of 75 instruments applicable for groups and group-related activities. Each annotation includes information intended to facilitate decision making as to the appropriateness of the instrument in meeting specific needs: length of instrument, time estimates for administering and scoring, description of scales, specific uses, positive features of the instrument, and concerns in using the instrument.

Popham, W. James, Cary, Grant R., Chilstrom, Bruce, and Saxe, Robert. *Performance Tests for Instructional Developers: An Exploratory Investigation*. JSAS Catalog of Selected Documents in Psychology, 1973, Vol. 3.

This report describes an exploratory investigation of performance test strategy for assessing skills of instructional development personnel.

Swenson, Wendell M., Pearson, John S., and Osborne, David. *An MMPI Source Book: Basic Item, Scale and Pattern Data on 50,000 Medical Patients*. Minneapolis, Minnesota: University of Minnesota Press, 1973. Pp. 150, \$9.50.

The purpose of this volume is to examine the responses to the MMPI of 50,000 medical outpatients and to provide norms for such patients. The tables comprising this report are arranged into three sections: Part 1, Basic MMPI Scales, includes tables giving means and standard deviations for the basic scales, intercorrelations among them, and data on code types; Part 2, Research Scales and Special Scoring Procedures, provides means and standard deviations on 220 scales and intercorrelation data; Part 3, Item Data, gives the percentage of "true" and "cannot say" responses.

Wood, R., and Skurnik, L.S. *Item Banking A Method for Producing School-Based Examinations and Nationally Comparable Grades*. Slough, Bucks: National Foundation for Educational Research in England and Wales, 1969. Pp. x + 184, \$3.10.

This book describes in detail a pilot study which was conducted to investigate the feasibility of establishing banks or libraries of examination questions or items suitable for measuring the achievement of 16-year-olds taking examinations in various subjects.

Worthen, Blaine R., and Sanders, James R. *Educational Evaluation: Theory and Practice*. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. Pp. xi + 372, \$15.95.

A collection of articles and papers covering the following areas: the state of the art of evaluation, evaluation as disciplined inquiry, frameworks for planning evaluation studies, considerations in planning evaluation studies, and the future of evaluation.

Standards for Educational and Psychological Tests. Washington, D.C.: American Psychological Association, Inc., 1974. Pp. 76, \$5.00.

This revision of *Standards for Educational and Psychological Tests and Manuals* is intended as a guide to both test developers and test users. The guidelines presented are intended to be applicable to both standardized tests and a wide variety of other assessment techniques.

SCORING SERVICES AND SYSTEMS

PAQ Services provides a variety of computer services to users of the *Position Analysis Questionnaire*. The computer analyses provide the following types of quantitative outputs: job dimension scores, estimated aptitude requirements for each job in terms of the nine tests of the General Test Battery, estimated compensation indexes, and groupings of jobs into job families according to the statistical comparability of their job dimension score profiles. Additional computer services can be arranged.

NOTES

• *The Journal of School Psychology* (Winter 1973, Volume 11, Number 4) is a special issue devoted to issues associated with assessing minority group children. Copies can be obtained from Behavioral Publications, Inc.

• The Center for the Study of Evaluation is developing the *System for Objectives-Based Evaluation of Reading*

(SOBER) which will consist of instructional objectives and accompanying test items for reading in Spanish. SOBER will be appropriate for use with both native Spanish speakers and students for whom Spanish is a second language in kindergarten through grade 12. Additional information is available from Dr. Ricardo Cornejo.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Academic Press
111 Fifth Avenue
New York, New York 10003

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

American Institutes for Research in
the Behavioral Sciences
P.O. Box 1113
Palo Alto, California 94302

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

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St. Cloud State College
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New York, New York 10011

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722 West 168th Street
New York, New York 10032

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Massachusetts Department of Public Health
755 Boylston Street, Room 616
Boston, Massachusetts 02116

Jeanne H. Block
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1117 Tolman Hall
University of California
Berkeley, California 94720

The Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

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Purdue University
Lafayette, Indiana 47907

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

Center for Social Organization of
Schools
Johns Hopkins University
Baltimore, Maryland 21218

Character Research Association
6251 San Bonita
St. Louis, Missouri 63105

Charles A. Jones Publishing Company
Division of Wadsworth Publishing
Company, Inc.
4 Village Green
Worthington, Ohio 43085

Colgate University
Department of Education
Hamilton, New York 13346

College and University Press
263 Chapel Street
New Haven, Connecticut 06513

College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

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Lexington, Kentucky 40508

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Saluda, North Carolina 28773

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Cedar Falls, Iowa 50613

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University of Colorado
Boulder, Colorado 80302

Robert L. Gunn
Veterans Administration Hospital
Sepulveda, California 91343

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Heinemann Educational Books
48 Charles Street
London W1X 8AH, England

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

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American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

Joan Joesting
Department of Psychology
Salisbury State College
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