

DOCUMENT RESUME

ED 042 358

EM 008 353

TITLE Programmed Instruction: A Brief of its Development and Current Status. Training Systems and Technology Series: Number 3.

INSTITUTION Civil Service Commission, Washington, D.C. Bureau of Training.

PUB DATE May 70

NOTE 57p.

AVAILABLE FROM HC, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-380-346, \$0.55)

EDRS PRICE EDRS Price MF-\$0.25 HC Not Available from EDRS.

DESCRIPTORS Federal Programs, *Programed Instruction, Programed Materials, Trainers, *Training Techniques

ABSTRACT

A non-technical synthesis of the major developments in programmed instruction serves as an introduction to the content of this paper. The paper includes some determination of the extent to which programed materials are being used by Federal agencies and how these uses compare with those found by Bryan and Nagay in an earlier study. The paper concludes with a chapter which gives guidelines to the trainer for the use and selection of programed materials. In appendices it lists programs in use by government training programs and provides background information on the methods of obtaining data for the study. A bibliography is appended. (JY)

PROCESS WITH MICROFICHE AND
PUBLISHER'S PRICES. MICRO-
FICHE REPRODUCTION ONLY.

ED0 42358

**Programmed Instruction:
A Brief of its Development and
Current Status**

Training Systems and Technology Series: No. III

**U.S. CIVIL SERVICE COMMISSION
BUREAU OF TRAINING**



EM008 353

ERIC
Full Text Provided by ERIC

TRAINING SYSTEMS AND TECHNOLOGY SERIES PUBLICATIONS

- No. I** Instructional Systems and Technology: An Introduction to the Field and Its Use in Federal Training
- No. II** Application of a Systems Approach to Training: A Case Study
- No. III** Programmed Instruction: A Brief of Its Development and Current Status

ED0 42358

PROCESS WITH MICROFICHE AND
PUBLISHER'S PRICES. MICRO-
FICHE REPRODUCTION ONLY.

PAMPHLET T-12

**Programmed Instruction: A Brief of
Its Development and Current Status**

MAY 1970

**U.S. Civil Service Commission
Bureau of Training
Training Systems and
Technology Division**

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 55 cents

TABLE OF CONTENTS

	Page
Introduction.....	1
Origin and Development of Programmed Instruction.....	3
Approaches to Programming.....	5
The Role of Teaching Machines in Programmed Instruction.....	8
Fundamental Aspects of Programmed Instruction.....	8
Applications in Federal Agencies.....	11
The Next Step.....	19
Summary.....	21
Footnotes.....	22
Bibliography.....	22
Appendices:	
Appendix A.—Sample of a Linear Program.....	25
Appendix B.—Sample of a Branching Program.....	26
Appendix C.—Survey Procedure and Scope.....	27
Appendix D.—Federal Government Organizations Surveyed.....	30
Appendix E.—Programs in Use.....	32

EXHIBITS

	Page
Exhibit A.—The Programming Process.....	2
Exhibit B.—Schematic Diagram—Linear Program.....	5
Exhibit C.—Schematic Diagram—Branching Program.....	6
Exhibit D.—Schematic Diagram—Multitrack Program.....	7
Exhibit E.—Increase in the Use of PI.....	12
Exhibit F.—Frequency Distribution of Length of Programs.....	13
Exhibit G.—Sources of Programs in Use.....	15
Exhibit H.—Type of Instruction.....	16
Exhibit I.—Presentation Format.....	17
Exhibit J.—Locales at Which Programs Are Being Used.....	18

INTRODUCTION

Programmed instruction (PI) is no new phenomenon to Government trainers. A recent survey conducted by the Bureau of Training found over 2,300 programs currently in use in agency headquarters, suborganizations and field offices. This represents a sixfold increase over the 382 programs in use 6 years ago as reported by Bryan and Nagay in their article "The Use of Programmed Instructional Materials in Federal Government Agencies."¹

This evidence of comprehensive usage indicates that programmed instruction has established itself as an accepted instructional method in Government-wide training. Although this usage is extensive in many agencies, in others its use is limited and still in some is nonexistent. In order to extend the usage of this approach, Government trainers will need to equip themselves with a knowledge of programmed instruction, its origins, applications, and utilization in Federal Government training.

This paper, a part of the training systems and technology series, offers a concise, nontechnical synthesis of the major developments in PI. In addition, the report includes some determination of the extent to which programmed materials are being applied in Federal agencies and how these applications compare with the results compiled earlier in the study by Bryan and Nagay. The paper concludes with a chapter which gives guidelines to the trainer for the use and selection of programmed materials.

The current emphasis on the "systems approach" to training increases the need to understand the theoretical basis of programmed instruction because it helped to foster the systems approach. The first paper of the series, *Instructional Systems and Technology: An Introduction to the Field and Its Use in Federal Training*, described the systems approach as consisting of seven essential steps:

1. Determining the need for training.
2. Stating the objectives.
3. Preparing measures of these objectives.

4. Identifying the knowledge already achieved by the learners.
5. Selecting content and media to attain final objectives.
6. Implementing the selected methods.
7. Evaluating procedures by measuring performance.

The steps of the programming process (exhibit A) adhere to the principles of the systems approach. Gabriel Ofiesh, a leader in the field of educational technology, has gone so far to state that: "Programmed instruction has emerged as the first valid system of educational and instructional technology that our society has ever had."² At the very least, it can be said that PI is a valid system of instruction and has proven effective partially due to its reliance on the systems approach.

The product of the programming process is the program itself, the means by which the student is led through a series of questions, responses, and confirmation of his responses until little by little he has progressed from small bits of relatively simple knowledge to more complex principles.

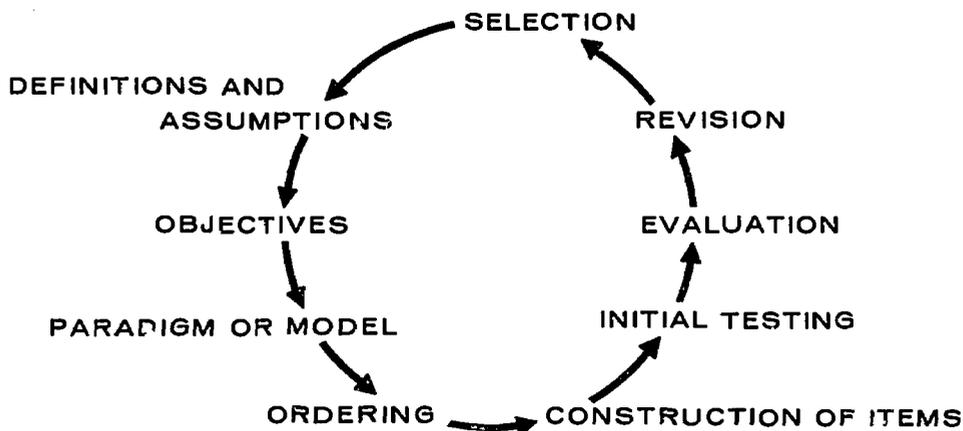
Many writers have noted the similarity between the PI approach and the tutorial system which asks selective probing questions of a student, and then lets him do the work of learning. The tutor must know his objectives and dissect the subject matter into small bits of information. Through a logical progression of elementary questions and answers and through reward or correction of answers, the tutor brings the student to a grasp of the whole concept. Thus the procedure may be likened to the building of a picture puzzle where the complete configuration comes only through the correct placement of individual parts.

The manner of the program presentation may be the programmed textbook, a teaching machine, a computer, or any variety of multimedia presentation. Regardless of the medium, the same programming process applies.

The growing use of PI has generated much research, but often without providing conclusive evidence to many pressing questions. One impor-

Exhibit A

ELEMENTS OF THE PROGRAMMING PROCESS



“The selection of the subject to be programmed requires an assumption by the program builder about the learner who will use the program. Next, he lists the objectives of the materials to be programmed. These factors then influence the programmer’s choice of a paradigm for the arrangement of the items.

He can now order the subject matter in the best possible sequence and construct the items in accord with established learning techniques. As soon as short sequences have been completed they can be tested and revised on an initial basis. Later, after exposure to a large number of students, the sequences can be analyzed for errors and shortcomings. Besides, the sequences can be evaluated for effectiveness in terms of

how the student learns from them, and this information can be used for revision of the program. The complete experience has a cyclical quality since it may be used as an aid in the selection of subsequent units of subject matter for programming.³”

The similarity of the programming process to the systems approach can be seen in the analytical procedure followed by each. However, the determination of the need for training as well as the selection of programmed instruction as the media must be made before the programming process begins. Such steps as forming objectives, identifying the learning group, and evaluation are inherent in the overall systems approach and the programming process for successful outcome.

tant area being researched is the evaluation of the programmed instructional effort. Schramm reported in 1964 that of 36 reports which compared conventional teaching methods to programmed methods, 18 showed no significant difference between the two when measured by results on a criterion test. Seventeen, however, showed a significant superiority for PI, with only one showing significant superiority for traditional methods.⁴

Of course, such qualifying factors as ideal physical conditions in the classroom or the novelty that new methodology presents to students, tend to affect the overall outcome. The crucial question to ask, however, is how well and how effective this method of instruction is as a common means of instruction, not just in laboratory situations. While the results of research such as Schramm's may not

be taken as proof that PI is superior to conventional teaching methods, they may be regarded as indications that, at the very least, it is as effective as other methods and should be considered for operational use along with any of the other methods.

Despite its relatively recent emergence, programmed instruction should not be regarded as an entirely new venture, without roots in an established theory of the psychology of learning. Human behavior has remained virtually constant throughout recorded civilized history, however the ability of educators to recognize and direct the instructional process has been a comparatively recent development. Although PI is a relatively recent development, it is an application of well founded principles of learning.

ORIGIN AND DEVELOPMENT OF PROGRAMMED INSTRUCTION

One of the fundamental concepts on which PI is based is the concept of reinforcement in learning. This notion was introduced by Thorndike in the early 1900's as his famous "law of effect". Stated broadly, this law states that responses which are followed by satisfying states of affairs are selected and fixated (learned), while those that are followed by unsatisfying states of affairs are eliminated. Very soon Thorndike dropped the latter part dealing with the elimination of responses. "Satisfying states of affairs" has come to mean "rewards". Hence the law states that for responses to be learned, they must be rewarded. Because of the theoretical ambiguity of the notion of reward and the difficulty of defining it operationally, the law of effect has undergone many revisions in the hands of later learning theorists. Out of such efforts has emerged the modern notion of reinforcement, particularly as developed by B. F. Skinner, which has become so basic in PI, and to which we shall return later.

In the early 1920's, Sidney Pressey's observations of classroom instruction led him to the development of a device designed to apply the "laws of learning", defined by Thorndike, to classroom teaching. His original device was used for testing; however, later the teaching potential as well as the testing capability of the machine was also demonstrated. He produced his device to provide immediate knowledge of correct responses and practice of those responses thus simulating a learning situation of a tutor for each individual student.

Pressey's "teaching" machine worked in the following manner: when a question appeared in the window of the machine, the student responded by pressing a button corresponding to the answer he selected. If the choice was correct, the machine revealed a new question; if the answer was incorrect the question remained, giving the student another chance to respond. The machine also recorded correct and incorrect answers, allowing the teacher to keep track of individual student scores.

Despite the continued efforts of Pressey and others, the movement toward using teaching machines did not catch on. Lysaught and Williams offer two explanations for the lack of success in the program.

First no provision was made for the systematic programming of materials to be used in these machines, and second, the onset of the depression and its impact on social conditions and education offered an unfavorable environment for an "industrial revolution" in the nation's schools.⁵

The revival of interest in programmed instruction did not come until the work of B. F. Skinner on operant conditioning in the 1950's. His first major work, *The Behavior of Organisms*, published in 1938, presented his theory based on animal studies.⁶ However, it was not until 1954 that he published his article "The Science of Learning and the Art of Teaching", which applied his findings to education.⁷

Historically, Skinner's ideas are a continuation of Thorndike's research on the law of effect.

Skinner's research focused upon a particular and very important class of responses called *operants*. Operants are responses which are not made to any known external stimuli; rather, they are emitted by the learner and enable him to operate upon his environment. Voluntary acts are an example of operants, while reflexes are not. Skinner developed a technique, called operant conditioning, whereby a response which a person emits could be strengthened (made to appear more frequently) in the presence of certain cues called discriminative stimuli. The technique involves strengthening the desired response by a special class of events called reinforcers. A reinforcer is defined as any event following an operant which increases the tendency to emit the operant. Thus, to condition a response, one must discover a reinforcer for it, and arrange so that when the operant response is made, it will be followed by the reinforcer. In this way, making the response operate upon the environment thus producing the reinforcer.

In cases where the desired response is not already one which the learner can emit (not already in his "response repertory", as Skinner puts it), Skinner developed a technique called "shaping" whereby the desired response can be synthesized from other fragmentary or partial responses which already do exist in the learner's repertory—all by the use of an appropriate program of reinforcement.

Skinner demonstrated shaping in his animal studies. He showed that by reinforcing the subject at first for making just some motion in the right direction of the desired final response, and later for coming a bit closer and so on, the subject eventually attains the total correct behavior. Skinner illustrated this by instructing a pigeon to peck a key only when it was lit, not unlit. At first the pigeon was rewarded when his beak came near the lit key, and finally when he actually tapped the key only when it was lit. This same principle applies to a student learning a new process. Skinner believed that the principles of shaping and differential reinforcement could not only be used to teach a simple task or lesson but to develop an entire curriculum of study.

Like Thorndike, Skinner believes that punishment does not eradicate the tendency to make a wrong response, but rather leads only to a temporary suppression of the response and certain attending emotional difficulties. Such a view led Skinner to one of his biggest disagreements with

the educational community which, he claimed, operates almost totally on the basis of punishment to "encourage" learning.

Note that Thorndike's old idea of "reward" has now become broadened into the notion of reinforcement. While it is true that many reinforcers look like rewards, many do not. Skinner himself has seen no need for the concept of reward, finding it both unnecessary and difficult to define satisfactorily. Nor has he concerned himself much with the theoretical questions of why reinforcers reinforce or what reinforcers really are psychologically. His view was that reinforcers can be identified only by empirical observation, but once identified, can be used to train behavior. Certain reinforcers, however, are of sufficient cultural generality that they can be used to reinforce a great variety of responses; money and praise would be examples. But perhaps the most useful reinforcer of all is a class which has been variously called "knowledge of results" or "feedback." Feedback consists of information given to the learner concerning his performance in learning. Reinforcers of this type are not only powerful but also are the most available and programable. For these reasons feedback is virtually the only reinforcer used today in PI.

Skinner, in his own approach to designing automatic self-instruction devices, retained Pressey's use of feedback as the principal reinforcer, but added one important difference: the learner was not given the alternative responses to choose among, but instead was required to compose or construct his own response in spaces provided, and then as a printed tape advanced, the desired response appeared for comparison with the composed one thus providing immediate feedback. In building his devices, Skinner also took advantage of a principle which he had discovered in his work on operant conditioning; namely, the longer the delay between response and reinforcer, the less the reinforcing effect. And to avoid the possibility of the learner making incorrect responses (which would have to be unlearned), Skinner added the notion of prompts or guides so that only the correct response had a high probability of being emitted. In this way the learner could innovate the correct response on his own, emit it with a high probability, and have it reinforced. With the publication of these ideas in his classical article of 1954, the lagging revolution in educational technology reached a new level of activity.

APPROACHES TO PROGRAMMING

Two basic methods for the programming of materials for responses and reinforcement have emerged from the research done during the past 20 years. One is known as linear programming: "a sequential development of the material through which each student, regardless of his response, proceeds in exactly the same order".⁸ It is a direct outgrowth of the work of Skinner. The other method is branching or intrinsic programming. As defined by Norman Crowder, the chief figure identified with its beginnings, intrinsic programming is "the technique of using a student's choice of an answer to a multiple choice question to determine the next material to which he will be exposed".⁹

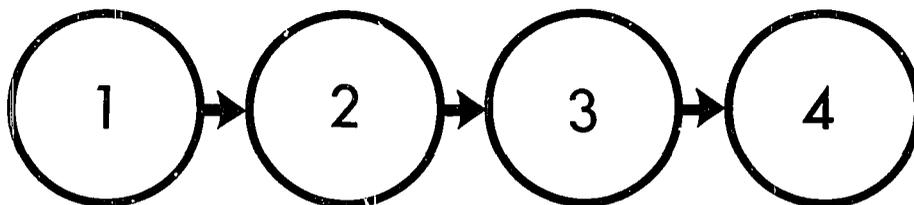
The two methods have much in common but disagree on how to simulate the performance of an actual and effective tutor.

Linear Programming

The format of the linear program emerges directly from the training techniques of Skinner. Information followed by a related question is presented in small steps to the student. He responds after each step by composing and indicating the answer to a question. The student then receives immediate confirmation of the correctness or incorrectness of his response. Reinforcement for the learner using programmed instruction comes from the feedback or knowledge of results given immediately after each response. The same elements: instruction, response, and reinforcement are repeated in each step. (See exhibit B.) The same information, presented in different contexts, provides for maximum learning experience. Since only correct responses are practiced and reinforced, only correct responses are learned.

Exhibit B

THE LINEAR PROGRAM - SCHEMATIC DIAGRAM



Skinner developed a machine designed more to teach than to test as Pressey's had done. Instead of using multiple choice questions and answers, Skinner allowed the student to construct his own response, write it down, and then compare it with the correct answer provided by the machine. The individual responses to the questions thus became an entire complex of behavior or knowledge, that is, the behavior was shaped according to the desires of the programmer or teacher. After the appearance of Skinner's machine, his theory was further applied in the development of programmed textbooks and other media.

Intrinsic or Branching Programming

Although the intrinsic approach to programmed instruction maintains the same concerns about learning as the linear approach, it does not derive from a stated learning theory. Davey and McDonnell in their book, *Programmed Instruction*, describe Crowder's views on the theory of intrinsic programming in the following statement:

Crowder says that the intrinsic programmers do not have access to any "philosopher's stone" which provides an understanding of human learning. He concludes that there is no infallible process for bringing learning about, and suggests to predictably achieve a desired result, one must either have an infallible process to bring about the result or one must have a means of determining whether the result has been achieved and of taking appropriate action on the basis of that determination.¹⁰

Crowder has applied his "theory" by devising a "means of determining whether the result has been achieved"; i.e., the multiple choice question. Additionally, and most important, the "taking of appropriate action" means that the student's response to previously presented material determines the next

step he takes; i.e., the program is determined intrinsically. Exhibit C represents a simple schematic drawing of this concept.

In item 1 the student is presented with information. His choice of answers will lead him to frame 2, 3, or 4. In this drawing, if the student has chosen the correct answer he will proceed to frame 3 where he will be presented with new information. If he chooses a wrong answer in response to frame 1 he is directed to either frame 2 or 4 depending upon his response. The incorrect response frames in a simple program will give additional information to the student then direct him to return to the original frame and select another answer. In a more complex program, an incorrect response might lead the student through an entire subprogram before returning to the next frame.

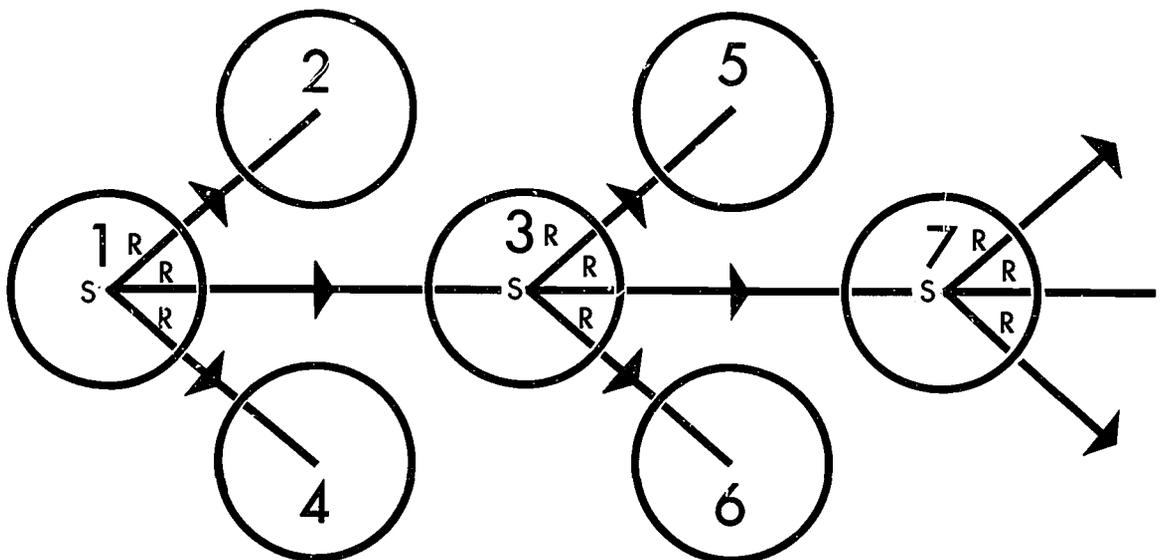
The major difference between linear and intrinsic (or branching) programs is that linear programs simply inform the student of the correctness or incorrectness of his response while intrinsic programs use the student's response to determine where he will proceed in the program. According to the underlying theory of linear programming,

the best learning situation is one in which no errors occur, and the program is designed to insure that the correct response is made with a high probability. If errors should occur, the student is simply informed of his error through feedback and he continues to the next frame. Intrinsic programming, however, does not try to completely eliminate errors. The student cannot go on to new information until he has demonstrated that he has understood or "learned" the concept already presented to him. When he makes an error he is re-instructed until he has learned the material, thus taking into account individual differences in the background of the students and assuming that they will not all have identical responses.

By testing the students' comprehension of the information presented, the intrinsic program can make the steps larger than those of the linear program. The steps in the linear program must of necessity be very small so that no mistakes will occur. The intrinsic can allow for mistakes to occur because it provides a learning mechanism for errors by re-instructing the student when errors occur and allowing him to make another choice.

Exhibit C

THE BRANCHING PROGRAM - SCHEMATIC DIAGRAM



Further Developments of Programming Methods

The linear and branching methods while remaining as the two basic programming techniques have been adapted for other forms of programs. These programs which are designed to achieve additional objectives in training sometimes combine elements of the two methods into one "new" technique. According to David Cram these developments can be grouped into two categories: self-organizing and criterion programming.¹¹ A self-organizing program, originated by Gordon Pask, is in essence a complicated form of a regular branching program. This type of program is run by a computer which adapts the program to the needs of a student as shown by the type of answers he gives. It supposedly has an infinite number of possible branches available and is therefore easily adaptable to differing abilities. Cram has identified another method as criterion programming. The name is derived from the process of pretesting the student on a criterion test to determine what his needs are. On the basis of the responses given on the pretest, it is decided what type of materials are best suited to an individual student and he is then directed to movies, books, or other teaching devices which will present the chosen material to him.

A derivation of simple linear programming is multi-track programming, a type of criterion programming, described by Davey and McDonnell.¹² As in branching, this method is adaptable to the needs and abilities of a range of students. By means of a pretest the level of student ability is

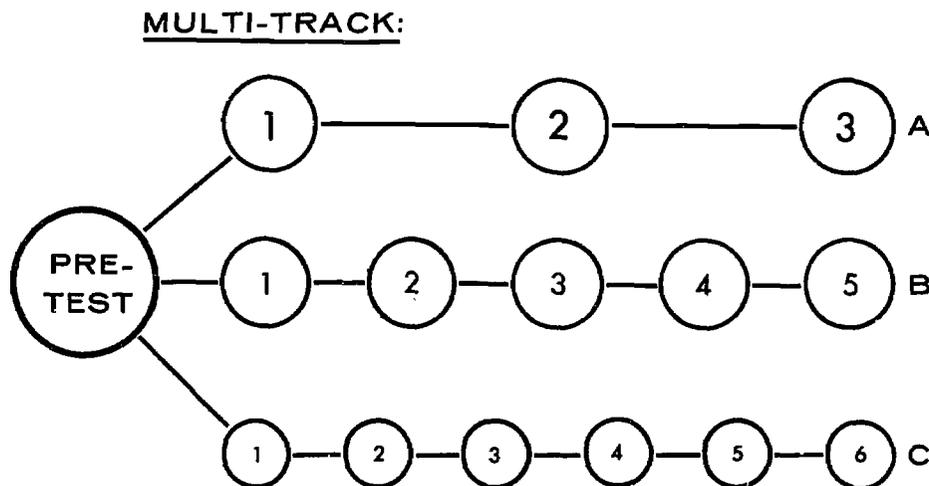
determined. Dependent on these results he is directed to one of several linear programs (A, B, or C below), each of which presents the same material but does so in varying step sizes.

A superior student will be able to use a relatively short program with fairly large steps enabling him to remain interested in the material. A poorer student will be led through the same information in a longer program with very small steps in order to minimize his misunderstanding or "getting lost" in the program.

A paper by Susan Markle published in 1963 reported another derivation of the linear program which is quite adaptable.¹³ Taking a cue from branching, it has provided frames which determine how well the student has understood some of the previous material. If his answer is incorrect it will refer him back to the earlier section which dealt with this information so that he will redo the program in this area and, hopefully, learn it the second time around.

Another grouping of approaches to programming varies according to the construction of the programmed sequence of materials. Among these are "pragmatic", "ruleg", and "mathetics" systems. Pragmatic construction is done by the placement of behavioral aims into a logical order. Presentation of material in terms of rules and examples is the approach used by the ruleg system. Mathetics "is characterized, largely, by its concern over using the largest response units possible as the beginning point of instruction and by its concern with the criterion of mastery".¹⁴ It is a very complex ap-

Exhibit D



proach which systematically applies the principles of reinforcement theory to the analysis and reconstruction of learning.

Determination of the best type of program to

be used in a given situation can only be determined by the nature of the topic to be programmed and the group of students for whom the program is intended.

THE ROLE OF TEACHING MACHINES IN PROGRAMMED INSTRUCTION

Along with the questions on what types of programs are best for which audiences, there is some controversy on the role of the machine in programmed instruction. The argument seems to be whether a machine or a programmed text can do a more efficient and better teaching job. Most of the statements have been inconclusive. For example:

There is no psychological principle of which I am aware that would oppose the use of teaching machines. Conversely, there are several machines which would be an effective and efficient educational tool. Ultimately we have to develop better theories of behavior, particularly those of transfer and symbolic processes, in order to make the best use of teaching machines.¹⁵

Mechner and Cook cited nine published studies which show no significant difference in effectiveness between text or machine presentation of programs. Their conclusion is that ". . . no teaching machine has yet been developed that administers a program more effectively than does a programmed textbook."¹⁶

Although Pressey's machine did not succeed in starting a mechanical revolution, Skinner's machine began a wave of interest in this area. In fact, it caught on so well that many manufacturers developed a variety of new machines which were capable of teaching students material in novel ways. The problem was, however, that while all the research and money went into the technical development of the machines, no one bothered to write programs to put in them, and there was no "software" for the student to learn by means of these devices. More recently this disparity has been recognized and many more programs have been developed, which at least provide a rationale for the existence of the machines.

One of the main criticisms of machines is that

they destroy the flexibility which programs should have. In most cases, early machines restricted the types of possible responses to multiple choice. On the other hand, with the adaptation of computers to this problem, much flexibility has been regained—such as in the branching technique where an infinite number of branches are available to the student who can be guided by the computer to the proper frames. A device of Crowder's known as the "Tutor" uses film and other teaching aids to present a program adapted to an individual student as he progresses through the program. There are, however, the warnings of men such as Gilbert who remarked on the dangers of beginning with a machine and developing a program which will fit it: the ingenuity of the programmer and the quality of the program may be sacrificed in the process of fitting a program to a machine.¹⁷

Teaching or testing by machine offers some prevention against cheating which a text cannot provide and also permits automatic scoring which may be of help to both teacher and student.

A machine can also provide greater control over the stimulus presented. The comparative cost of machines and programmed texts have caused some controversy because with most machines the initial investment will be large. However, if they can be used a great deal, the per student cost will decrease. Programmed texts are expensive to develop and publish but in most cases the texts may be used many times before replacement is necessary. Although cost is definitely a factor in choosing between equally good programming, the reader is cautioned that cost should not be the sole factor in deciding which method is most effective in a particular situation.

FUNDAMENTAL ASPECTS OF PROGRAMMED INSTRUCTION

So far this paper has covered the history of programmed learning and the development of the types of programs. There continues to be much research and controversy revolving around basic

issues common to all types of programming techniques. Most of the controversy has centered on some of the very basic issues: the nature and role of stimulus, response, reinforcement, error, pac-

ing, and size of step. As well as mentioning some of the research which has been done, each of these items will be defined in relation to the whole concept of programmed instruction.

Stimulus and Response Devices

The stimulus items in programmed instruction can be either questions or incomplete sentences, and the response is the answer given by the student. Douglas Porter in his article "A Critical Review of a Portion of the Literature on Teaching Devices", classifies teaching devices into three types: stimulus devices, response devices, and stimulus-response devices.¹⁸ Stimulus devices are those such as books, tapes, movies, or phonograph records which provide the information or "learning content" without any provision for determining whether the student has learned anything or for letting him know whether his impressions are correct. The second type, response devices, allows the student to practice responses, without providing any stimulus information. An example of a response device is the typewriter.

The most effective type of device for teaching is the third type, stimulus-response device. "Stimulus-response devices (or stimulus devices and response devices used in combination) are designed to present a sequence of stimuli (content) and provide the setting in which appropriate responses may be made and rehearsed (process)."¹⁹ These might be any one of a number of programmed instruction devices: a machine such as Pressey's punchboard, a programmed text or any of the many "teaching machines" now being manufactured.

In S-R devices the stimulus is usually a question or incomplete sentence where the correct response is to be made or chosen by the student. Opinions and research findings vary on how much of a cue or hint should be given to the student to help him answer the question. (Should one or several letters of the missing word be provided or should there just be a blank?) Another common form used to elicit the correct response is the analogy. Here the correct answer is strongly hinted at by the context of the frame. For example, "If water must be heated to make steam, we can reason that steam must be ——— to make water." In this case it is unlikely that the student will miss the obvious answer of "cooled". One of the other important ways of evoking a correct response depends on the stimulus and knowledge provided in one of

the preceding frames. Any of these methods, or more than one, may be used in a successful program.

The form of the response required in a program has generated much research. Here the problem has been whether the response should be overt or covert and if overt, whether it should be oral or written. Schramm reported that in most studies which compared overt or consciously made responses to covert or "thought" responses, no significant difference in amounts of learning was found; however, the covert response was usually found to be quicker.²⁰ "No significant difference" was also the finding in most comparisons of multiple choice and constructed response items although in individual cases, one might be more effective or faster than the other.²¹ This finding is counter to what Skinner has espoused—that the act of the student constructing the response on his own is one of the most valuable assets in programmed instruction and one of the elements that makes it an effective method.

Reinforcement

It seems generally agreed that systematic reinforcement is one of the features which makes PI function as well as it does. However, there is no generally accepted theory among psychologists as to how reinforcers affect learning. Those of the Skinnerian school have little interest in this theoretical issue. Their approach is practical and empirical: discover by experience and experiment which events can reinforce and then use them in accordance with researched-derived principles of programming. The drive-reduction theorists, on the other hand, see a reinforcer as something which satisfies a drive or need. (It has been shown experimentally, however, that some reinforcers do not reduce any known drive.) According to this view, feedback reinforces because it satisfies such needs as the need for achievement, ego gratification, social approval, etc.

These theoretical issues aside, it has been well established experimentally that feedback is a very powerful reinforcer in human learning; in fact, it seems that no learning can occur without it. Most psychologists believe that feedback helps learning in ways beyond simply reinforcing or rewarding correct responses. Feedback may also serve as an incentive and an instrument to provide guidance. Regardless of the psychological processes involved, it is clear that feedback, if

effectively programmed, is one of the most influential and administratively manipulatable of all reinforcers.

Most psychologists agree that positive reinforcement is more effective than punishment in shaping behavior and also that the immediacy of the reward is important. The traditional classroom setting does not offer optimum conditions for the administering of reinforcement. Teachers cannot give individualized instruction nor can they provide immediate reinforcement for completed assignments. Besides the obvious value of eliminating delays in time, programmed learning has other advantages over traditional instruction. First, textbook reading often lacks positive reinforcement because the student finds the material uninteresting and has no way of actively responding to what he reads. He often reads meaninglessly only to get it done and avoid any unpleasant consequences which may result if he does not show outward progress. Second, traditional methodology usually allows for reinforcement only when a student gives a totally correct answer. Programmed instruction, on the other hand, rewards the student as he completes small steps in the total answer because it reinforces him as he progresses toward the total concept.

Size of Step

Some other issues related to programming are themselves somewhat interrelated. These include size of step, error and pacing, which all arouse some controversy and are all important in the two major programming techniques. Size of step is the amount of information to be learned in each "frame" or unit.

Some researchers believe that size of step is one of the crucial elements and that their size should be very small so that there is no opportunity for the learner to make errors which might lead to the reinforcement of incorrect responses. Skinner and the linear programming process follow this approach. Lumsdaine refers to a study by Evans, Glaser, and Homme in 1959 which shows that the smaller the steps, the more effective the program. But, they also pointed out there *must* be a point beyond which the principle of small steps will not hold true.²²

The format of the branching program enables somewhat larger steps although it still adheres to

the principle of small steps. The remedial work with erroneous responses means that the steps do not have to be so small that all errors are eliminated as in linear programming. Additionally, more complex intrinsic programs allow for varied step size depending on the type of individual and his ability to learn by providing alternate paths through the material.

Whether the step size should be very small and fixed or whether the latitude of a branching program will be worthwhile will depend on the projected subject matter and audience of the program.

Error

The role which error plays in PI is closely related to size of step. While linear programs try to avoid errors completely, branching programs treat errors diagnostically to give the student more information on a topic which he misunderstood so he can make a correct response. Intrinsic programs do not allow the prolonged existence of error, the student cannot go on to new information until he has demonstrated comprehension of what has already been presented.

On the other hand the linear programs, which have no provision for the correction of error, attempt to eliminate error so that a S-R bond is not formed to an incorrect response. A few errors, however, will occur even in the best programs. It is only where repeated errors appear on a single frame or extensively throughout the program that there is need for concern.

Pacing

Pacing is the speed at which the student progresses through the program. Self-pacing, or the student determining his own rate of progress through the program, has been identified as one of the characteristics of PI.

Summary

The reader has been presented with a concise, nontechnical synthesis of the major developments in PI. The origins, theory, approaches, and fundamental aspects have been reviewed.

The next section of the paper is a report on the extent to which programmed materials are being applied in Federal agency training programs. This report should aid trainers when considering the use of PI as a possible instructional method for their own training programs.

APPLICATIONS IN FEDERAL AGENCIES

To what extent is PI being used in the Federal Government? The Bureau of Training conducted a survey of Federal activities during the summer of 1969 to answer this question. The survey followed the approach first used in 1963 by Bryan and Nagay of the Office of Naval Research. Their survey was "of the extent to which programmed instructional materials are being used in the Federal Government."²³

The current survey identified over 2,300 different programs being used in some 121 headquarters, suborganizations, and field offices. (See app. E.) The compiled list of programs is not entirely inclusive of *all* programs in use in the Federal Government. An effort was made to be comprehensive but it would be difficult, if not impossible, to identify every instance of use. The training function in agencies is so widely dispersed that it was difficult for all training activities throughout headquarters and field offices to be identified.

As was illustrated in the "Origins and Development" section of this paper, programmed instruction has been around for quite sometime but has come into popular use rather recently. The Air Force reports that it began using PI as a regular instructional technique in 1954, 15 years ago. By 1962 the Army, Navy, Forest Service, and Social Security Administration were also using PI. Today its usage is widespread throughout Government agencies. Exhibit E illustrates the increase in the number of organizations using PI, particularly within the past 5 years.

Topics Covered

A look at the list ("Programs in Use"—Appendix E) will show that the topics of the programs are as diversified as the many functions for which the Federal Government must train its employees. The following list of program topics illustrates this diversity:

- Air Force Traffic Control
- Blue Print Reading
- Basic Computer Systems
- Day and Night Storm Signals and Their Meanings
- Employer-Employee Relationships
- Food Borne Disease Investigation
- Instructor Training
- Law Enforcement
- Orientation to War on Poverty

A great number of programs are of a technical nature. This can be explained by the fact that the military, the largest user of PI, trains its men for many technical skills. Some of their programs are: A-7 Aircraft Fuel System Familiarization, Bomb Release Units, Jet Power Plant Designations, etc. Many of the programs used by organizations are developed to meet unique agency needs. For example: Forest Service Orientation, Analysis of Tax Returns and Coverage of Exemptions. These courses are used to train employees of the agency on how to administer their specific job task or mission. Other programs, more general in nature, often cover basic skills. One finds the same course being used throughout many agencies. Examples are: Algebra, Basic Statistics, Effective Listening, English 3200 and Introduction to PERT among others.

Length of Programs

Just as there is a great variance in the topics of programs, there is variance in the length of programs, which range from less than one-half hour to 270 hours. These figures represent only the *average* amount of time required to complete the program. For any given program, the completion time will vary because the pace of programmed instruction is determined by the student.

Data on program length was reported on 1,789 programs. Although there is a wide variance in program length, most of the programs are relatively short—94 percent are 15 hours and less. This is comparable to the 1963 study in which 86 percent of the programs average 15 hours and less.²⁴ However when comparing the figures for the number of programs of 1 hour and less there is a significant difference. Sixty-four percent of all the programs in the current study are 1 hour and less in length while the earlier study showed only 11 percent to be 1 hour and less. (See exhibit F.)

Both surveys show a prevalence of relatively short programs, however there appears to be a trend toward even shorter programs. The short program is generally characterized by the presentation of a single concept which has several apparent advantages:

- (1) When using a short program, only the specific needed parts of a course are presented. For example, rather than an entire program on English usage, there might be individual

INCREASE IN THE USE OF PI

(length of time using PI, by organization)

N=34

Number of
Organizations
using PI

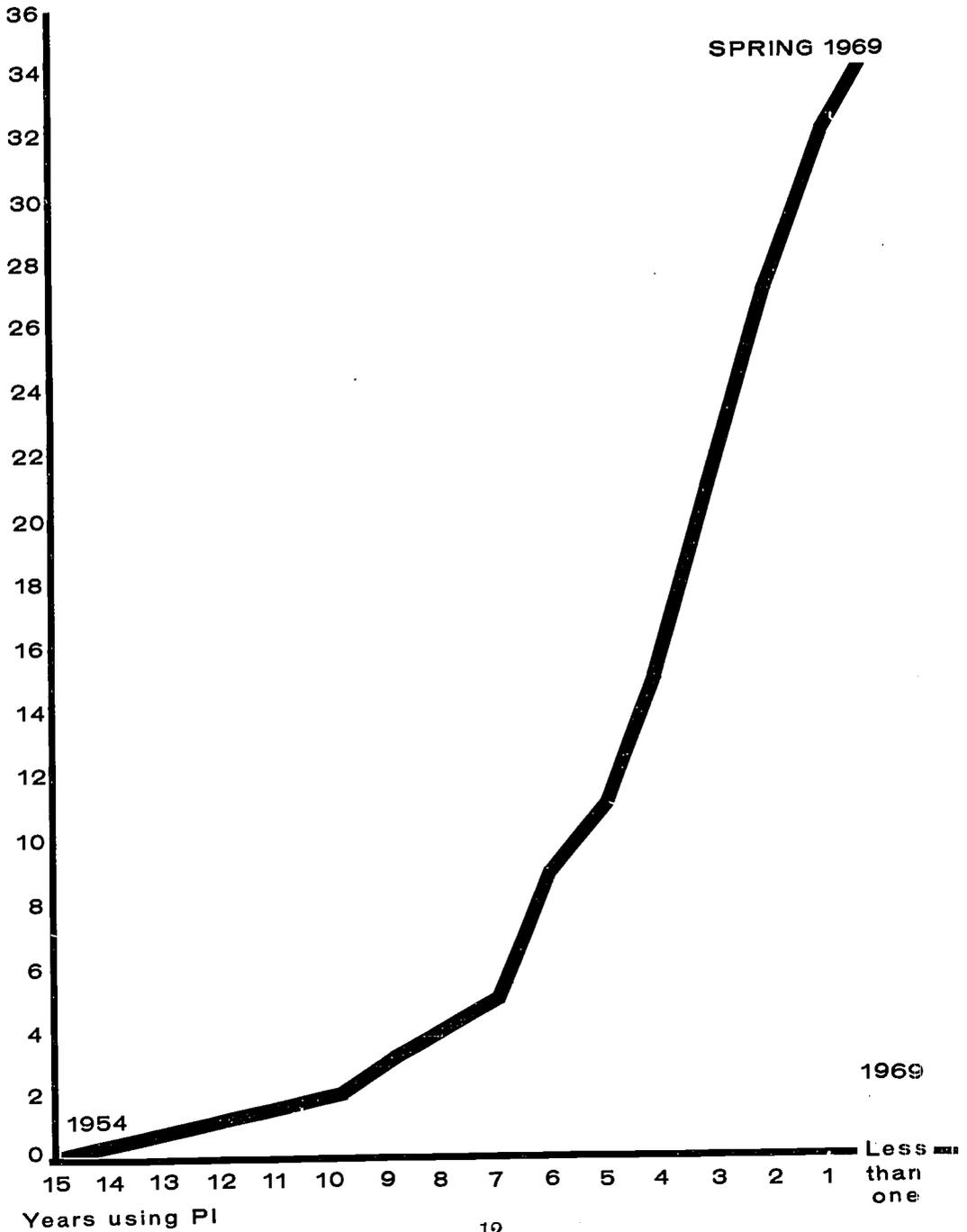


Exhibit F

FREQUENCY DISTRIBUTION OF LENGTH OF PROGRAMS

(in Instructional Hours)

N=1789

Length in Hours	Number of Programs	Length in Hours	Number of Programs
½ and under	262	16 - 20	33
½ - ¾	169	20 - 25	23
¾ - 1	136	26 - 30	6
1	589	31 - 35	4
2	237	36 - 40	17
3	85	41 - 45	—
4	44	over 45	26
5	38		
6	26		
7	12		
8	17		
9	6		
10	25		
11	12		
12	9		
13	1		
14	6		
15	6		

programs on punctuation, commas, spelling, etc. The student will study only those specific programs for which he has a need.

- (2) The shorter program requires a shorter span of concentration thus helping to eliminate boredom.
- (3) The short program provides for easier use and coordination when it is used in a classroom setting. This is because the range of completion time for a 1-hour program is less than that for a 20-hour program. Thus short programmed segments can be coordinated well with other types of classroom instruction.

Sources of Programs

Each respondent was asked to indicate the source or sources of programs for his organization. Of 40 responding organizations, 29 purchase commercially prepared programs (off-the-shelf), 18 develop their programs in-house, and 11 have them developed under contract. (See exhibit G.)

It should be noted that these figures do not represent the number of programs from each of these sources. If the data had been collected for each program, it would probably be found that the greatest number of programs were developed in-house. Those organizations which are the largest users of PI have developed their own in-house capacity whereas the smaller and newer users of PI tend to purchase more off-the-shelf and contract programs.

Type of Instruction

Forty-one organizations reported on how their programs are used. (See exhibit H.) The most common use is for *standard* instruction, that is "training in its usual sense—regular training anticipated in the lesson plan to which all trainees are routinely exposed." Seventy-one percent of the respondents use programmed instruction in this manner. About half of the respondents use PI for

remedial instruction and for preparatory instruction. *Preparatory* use is made of "programs covering material not previously learned and administered prior to an established course," and *remedial* programs are used to overcome deficiencies. *Refresher* programs are used as reviews given before a standard course, and *self-development* are programs which "are not specific to any particular course objective. They are usually voluntary."²⁵ The use of programmed instruction for these two purposes is somewhat less extensive. Each is used by 13 of the 41 respondents or 32 percent.

Presentation Format

Diversity of media for presentation of programmed instruction is increasing according to the agencies. Initially there were machines such as those developed by Pressey. Then the common format became the programmed text which is currently the most widely used media. All but one of the organizations reporting on their use of PI stated that they use the programmed text. In addition many agencies have added teaching machines and an increasing amount of other media such as tape-slide, tape-filmstrip and other devices. (See exhibit I.)

Where Used

Programmed instruction in Federal Government training is most generally administered, "usually on a scheduled basis, to individuals during their normal school or working hours in a more or less formal classroom setting." Sixty-six percent of the organizations surveyed reported that PI is administered as "homework", that is "individuals are made responsible for their own instruction and complete programs on a self-imposed schedule, either at home or in libraries, study halls, or the like."²⁶ On a somewhat smaller scale, PI is administered as correspondence courses, 27 percent of the organizations use it in this way. (See exhibit J.)

SOURCES OF PROGRAMS IN USE

(by Organization)

N=40

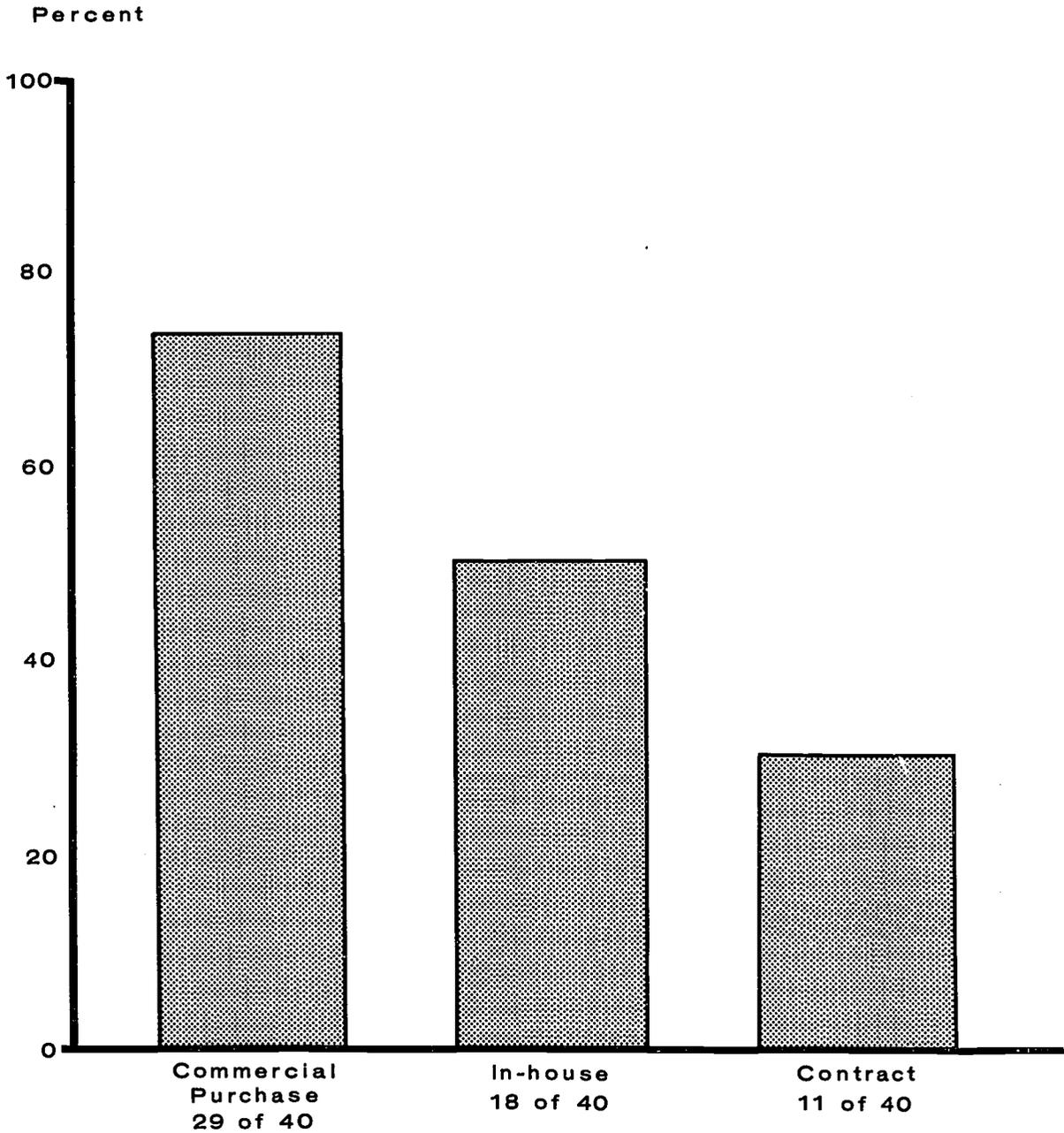


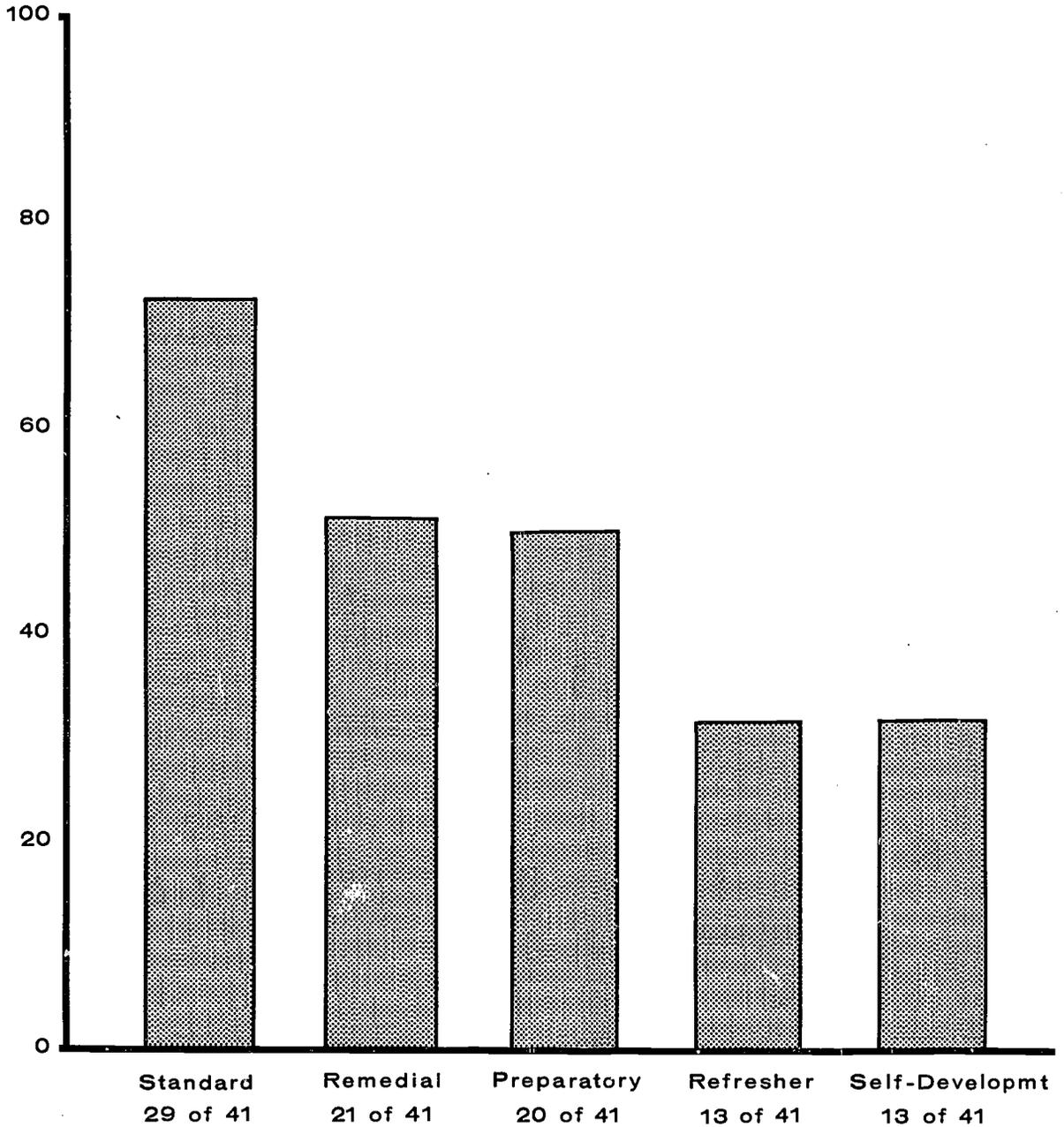
Exhibit H

TYPE OF INSTRUCTION

(by Organization)

N=41

Percent



PRESENTATION FORMAT

(by Organization)

N=41

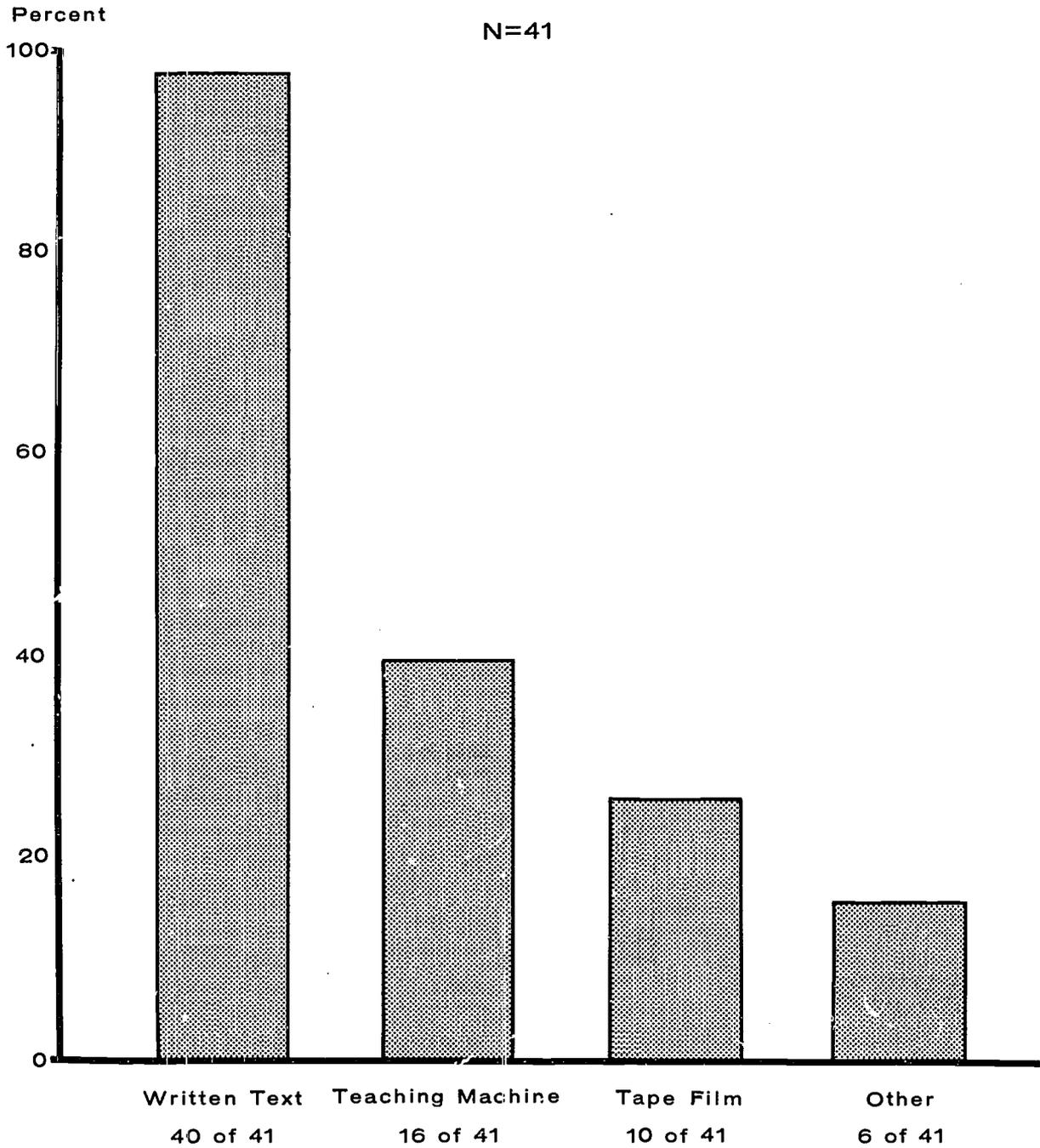
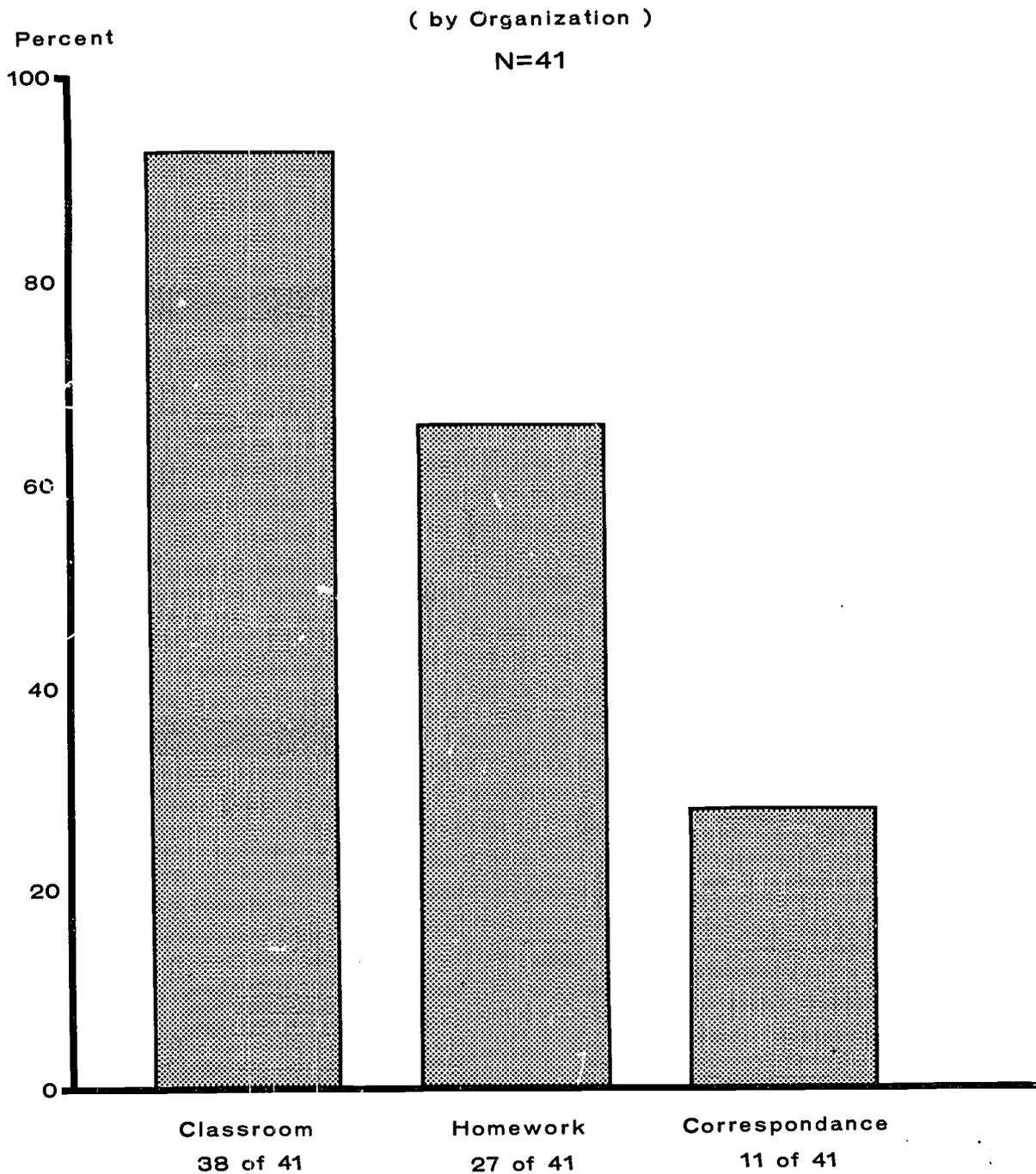


Exhibit J

LOCALES AT WHICH PROGRAMS ARE BEING USED



THE NEXT STEP

Does programmed instruction have a place in your training activities? The answer to this question is the next step.

The next step belongs to you. Hopefully the reading of this paper has led to some thoughts on your training activities and whether the implementation of programmed instruction is applicable to your training needs.

First and foremost, however, you must determine that the need for training really exists. After this initial step follow the steps of the systems approach described in *Instructional Systems and Technology: An Introduction to the Field and Its Use in Federal Training* and summarized in the introduction. You are then ready to select the best method of instruction to attain your objectives.

In order to make a well-founded decision to use programmed instruction, or any instructional method, you must make a preliminary evaluation of a method and of individual programs using that method to determine if they will meet your needs.

The reader might ask, "How can I learn more about programmed instruction?" This paper has given an introduction. Sources for gaining further knowledge might be:

1. Books such as those listed in the bibliography of this paper.
2. Courses such as those workshops sponsored by universities, given by the American Management Association or by the Civil Service Commission.
3. Visits to agencies which are already using PI in their training programs.

Making the Decision To Use PI

Consideration of the use of PI should include a review of some of the claimed advantages for programmed materials listed below.²⁷

1. First and probably most important is individualization of instruction. Students need not all go to courses at the same time nor for the same amount of time. Each is allowed to work at his own rate and only with that material which his need determines.
2. Programmed materials can reduce the amount of time required to teach. Because prior determination of objectives and student ability have been made, only essential elements are taught. Questions asked by one

student need not be heard by all who understand the material.

3. Programmed materials are easily packaged and disseminated to dispersed training activities. This eliminates duplication of courses and the long-distance travel of students or teachers to and from courses.
4. A prepared program may be used by a single student when he needs the training. It is not necessary to wait until there are enough students to fill an entire class.
5. Programmed materials "can improve the level of performance and reduce the incidence of failure among students."²⁸ Students are measured on what they actually learned as based upon the objectives. Failure is reduced because the construction of the program demands that the student has "learned" material in one frame before he can progress to the next. Programmed materials provide a means of evaluating results by the preestablished criterion test. Due to this testing, weaknesses in the program may be overcome thus enhancing student learning.

Sources of Programs

If the advantages of PI are congruent with your particular needs, you have three sources of programs: off-the-shelf, contract, and in-house.

Off-the-shelf.—There are many off-the-shelf programs available covering almost every imaginable topic and their number is constantly increasing. Several references you can use are listed below.

1. *Programmed Learning; a bibliography of programs and presentation devices*, 4th ed., by Carl H. Hendershot (Bay City, Mich., 1967).
2. *Programmed Instruction Guide*, Northeastern University, Instructional Technology Information Center (ENTELEK, Inc., Newburyport, Mass.), Published every 6 months.
3. Appendix E of this paper, "Programs in Use".

There are a number of factors to consider in an off-the-shelf program to insure that it will be effective to meet the objectives and defined group of learners. Questions that must be asked about the off-the-shelf program under consideration include the following.²⁹

1. Are the publishers list of objectives compatible with yours?

2. Is the target group of the publisher's program relatively the same as your group of learners? You need to know the educational level, job experiences, ages, and other relative facts about the students involved.
3. Does the publisher provide validation data? The publisher should make available validation data of results on criterion tests. You need evidence to assure that the students have learned from the program.
4. Is the cost comparable with other similar programs?
5. Do you need machines or other special equipment in order to use the program?
6. Is the format such that it can easily be updated or revised?

At this point you should have been able to narrow down the number of programs. A more careful study of the internal program characteristics must be made at this point. As well as review by the trainer, it would be a good idea to have several students work through the program and give an evaluation of it. Points to consider in working through the program include:

1. The language and comprehension level.
2. The scope, depth, accuracy, and currency of the information presented.
3. The technical construction of the program such as step size, logical ordering of steps, variety and relevancy of responses, and frequency of review.
4. The writing style and whether information presentation is interesting or dry and dull.
5. The length of time required to complete the program.

Contract.—A second means of obtaining a program is through contract with a consulting organization. If there are subjects which are unique to your particular agency and are not covered in off-the-shelf publications, then a program must be developed to meet your specific objectives. A look at appendix E will illustrate that many of the courses already in use by agencies are of this nature. The following are points to consider in selecting a consulting organization to develop a custom-tailored program.³⁰

1. Does the consultant have samples of his previous programs available for inspection?
2. Does he also have records of achievement and retention tests available for inspection?
3. Are the lists of his customers available for you to query?

4. What about the quality of his staff? Does it include reputable psychologists, along with subject matter specialists and task analysts? It should. And are their credentials available for you to inspect?
5. Does the consultant ask for access to your technical experts? And does he require subjects both for retesting and formal evaluation of his program? Any sound organization will make these requests.
6. Are his costs in line with those presented by other reputable consulting organizations?
7. Is the consultant's organization close to yours, physically? This last point is important because your staff will have to work closely and continuously with the staff of the consulting organization. No outside subject matter expert knows your special problems. You will have to provide a subject matter specialist to write a statement of detailed objectives for the program and to hold weekly conferences to read and discuss frames.

In-house.—The third alternative is in-house development. As with contract development, in-house development is used for those programs whose subjects are unique to an agency and not covered in off-the-shelf publications. The development of programs in-house requires a programming staff as well as the cooperation of the subject matter specialist.

Developing your own programs is desirable if:³¹

1. You have personnel on the payroll who can be used as programmers. The initial development of the programming capacity is a major and costly undertaking, however its existence may be valuable for large-scale program development and revision.
2. There is the possibility that you will need extensive programming in many subject areas.
3. You have gained enough previous experience with using PI to be able to evaluate the role of PI in your organization.

Cost.—One additional factor, ever present in decision-making, is that of cost. Actually there is no easy answer to how much programs cost. The cost is influenced by a variety of factors. The length and complexity of the program, as well as the medium and number of students using the program, are influencing factors on cost.

The cost of an off-the-shelf program is the least costly of any of the sources of programs. The price

per individual program can range from a few dollars for a paperback programmed text to somewhat more costly tape/slide or "teaching machine" programs.

The cost of custom programs is far more expensive than those available off-the-shelf. Stated prices range from \$1,000 to \$3,000 per hour of instruction.³² Again prices depend on the complexity of the program, the salaries of programmers and other factors. Generally on a per program basis, in-house programming would be less expensive than contract but in a comparable price range. It is difficult to determine the exact cost of in-house programming particularly on a before-the-fact basis. Not only must the cost of the use of

programmers and subject specialists be considered but also clerical costs and printing. The overall cost of training should be ascertained by not only the number of students who need training and how much effort is required to develop the program but also by how much value the desired outcome or performance has to the organization.

In the end, the choice to use programmed instruction, the decision on the sources of the program and the program format can only come from the trainer who is aware of his needs and has made a careful analysis of them. If this is done, and his choice is based on a solid understanding of the material with which he is working, his chances of having a successful outcome are very good.

SUMMARY

Programmed instruction is not new. It has been known and used in a limited sense for many years. In recent years it has experienced remarkable growth in use. The underlying theory can be traced back to Thorndike who in 1912 predicted the influence that learning theory could have on methods of instruction. Efforts to apply theory to instructional methods involving teaching machines followed. These early machines operated mainly on the principle of immediate reinforcement of correct responses. In spite of the apparent success of machine-based instruction, PI did not develop widespread support until the 1950's when Skinner began working in the field. His article, "The Science of Learning and the Art of Teaching", published in 1954, focused on the potential of PI and the failure to exploit this potential. Unfortunately, the newly found interest in programming was temporarily misdirected because most efforts went into developing machines instead of programs. By the early sixties the excitement over the machines had diminished and the demand for good programs resulted in a new emphasis on program construction.

Linear programmed instruction is usually considered to be a direct outgrowth of Skinner's operant conditioning theory. The central principles involved are the presentation of small pieces of material in an ordered fashion which lead the student

to a predetermined goal of a specific behavior or piece of knowledge by immediately reinforcing the correct responses which are given to each succeeding question.

Another approach, known as branching, differs from linear programming by providing for the skipping or repetition of certain groups of steps—the path of the student being determined by the responses to the items. Not only can this make the program more interesting for a bright student, but it may also make it a more efficient teaching device for less bright students.

During the past few years, the differences between these two approaches to programming have diminished as each has been modified by new developments.

Programmed instruction has clearly proven itself to be an effective method of instruction. Its further use in the Federal Government will depend upon trainers having a grasp of the underlying concept and a working knowledge of the technique.

The reader is cautioned, however, that the implementation of the technique is not a cure-all for training problems. PI should not be used merely for the sake of replacing old "chalk and blackboard" techniques with modern technology. Rather, a decision to use this method should come only after systematic evaluation of the training needs.²⁷

FOOTNOTES

¹ Glenn L. Bryan and John A. Nagay, "Use of Programmed Instructional Materials in Federal Government Agencies" in *Teaching Machines and Programmed Learning, 11*, ed. Robert Glaser (Washington, D.C., 1965), p. 745.

² Gabriel Ofesh, "The Emergence of Instructional Technology" in *Trends in Programmed Instruction*, eds. Gabriel Ofesh and Wesley C. Meierhenrg (Washington, D.C., 1964), p. 7.

³ Jerome P. Lysaught and Clarence M. Williams, *A Guide to Programmed Instruction* (New York, 1968), pp. 24-25.

⁴ Wilbur Schramm, *The Research on Programmed Instruction; An Annotated Bibliography* (Washington, 1964), p. 5.

⁵ Lysaught and Williams, op. cit., pp. 165-167.

⁶ B. F. Skinner, *The Behavior of Organisms* (New York, 1938).

⁷ B. F. Skinner, "The Science of Learning and the Art of Teaching", *Harvard Educational Review*, 24 (1954), pp. 86-97.

⁸ Lysaught and Williams, op. cit., p. 71.

⁹ Norman A. Crowder, "Automatic Tutoring by Intrinsic Programming" in *Teaching Machines and Programmed Learning*, eds. Robert Glaser and A. A. Lumsdaine (Washington, D.C., 1960), p. 286.

¹⁰ D. Mackenzie Davy and P. McDonnell, *Programmed Instruction* (London, 1965), p. 18.

¹¹ David Cram, *Explaining "Teaching Machines" and Programming* (San Francisco, 1961), pp. 66-75.

¹² Davy and McDonnell, op. cit., p. 18.

¹³ Susan Markle, "Programming '63: The Straight Line Bends", *Programmierter Unterricht und Lehrmaschinen* (Berlin, 1963), pp. 368-386.

¹⁴ David J. Klaus, *An Analysis of Programming Techniques* in Glaser, p. 153.

¹⁵ Howard H. Kendler, "Teaching Machines and Psychological Theory" in *Automatic Teaching: The State of the Art*, ed. Eugene Galantini (New York, 1959), p. 184.

¹⁶ Francis Mechner and Donald A. Cook, *Behavioral Technology and Manpower Development* (New York, 1964), p. 36.

¹⁷ Thomas F. Gilbert, "On the Relevance of Laboratory Investigation to Self-Instructional Programming" in Lumsdaine and Glaser, pp. 475-485.

¹⁸ Douglas Porter, "A Critical Review of a Portion of the Literature on Teaching Devices" in Lumsdaine and Glaser, pp. 114-132.

¹⁹ *Ibid.*, p. 117.

²⁰ Schram, op. cit., pp. 8-10.

²¹ Edward B. Fry, "A Study of Teaching Machine Response Modes" in Lumsdaine and Glaser, pp. 469-474.

²² A. A. Lumsdaine, "Teaching Machines: An Introductory Overview" in Lumsdaine and Glaser, p. 17.

²³ Bryan and Nagay, op. cit., pp. 743-767.

²⁴ *Ibid.*, 748.

²⁵ *Ibid.*, 752.

²⁶ *Ibid.*

²⁷ James W. Brown, Richard B. Lewis, and Fred Harclerod, *AV Instruction, Media and Methods* (New York, 1969), pp. 114-115.

²⁸ *Ibid.*, p. 115.

²⁹ Bureau of Business Practices, Inc., *What You Should Know About Programmed Instruction* (Waterford, Conn., 1964), pp. 24-25, and Brown, Lewis and Harclerod, op. cit., p. 125.

³⁰ Bureau of Business Practices, op. cit., p. 27.

³¹ *Ibid.*, p. 26.

³² Francis Mechner and Donald Cook, "Behavioral Technology and Manpower Development" in *Managing the Instructional Programming Effort*, eds. Geary Rummeler, Joseph Yaney, and Albert Schrader (Ann Arbor, Mich., 1967) p. 32.

³³ U.S. Civil Service Commission, Bureau of Training, *Instructional Systems and Technology: An Introduction to the Field and Its Use in Federal Training*, Training Systems and Technology Series: No. I and *Application of a Systems Approach to Training: A Case Study*, Training Systems and Technology Series: No. II. (Washington, D.C., 1969.)

³⁴ Naval Air Training Command, Lesson No. 1.5.6. *Programmed Instruction*.

³⁵ Cram, op. cit., p. 39.

BIBLIOGRAPHY

- Brown, James W.; Lewis, Richard B.; Harcleroad, Fred F. *AV Instruction, Media and Methods*. New York: McGraw-Hill, 1969.
- Bureau of Business Practices, Inc. *What You Should Know About Programmed Instruction*. Waterford, Conn. Bureau of Business Practices, Inc., 1964.
- Cram, David. *Explaining "Teaching Machines" and Programming*. San Francisco: Fearon Publishers, 1961.
- Davey, D. Mackenzie, and P. McDonnell. *Programmed Instruction*. London: Institute of Personnel Management, 1965.
- Deterline, William A. *An Introduction to Programmed Instruction*. American Institute for Research, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.
- English, H. B. "How Psychology Can Facilitate Military Training—A Concrete Example," *Journal of Applied Psychology*, 26 (February 1942), 3-7.
- Galanter, Eugene, ed. *Automatic Teaching: The State of the Art*. New York: John Wiley & Sons, Inc., 1959.
- Glaser, Robert, ed. *Teaching Machines and Programmed Learning, II; Data and Directions*. Department of Audiovisual Instruction, National Educational Association of U.S., 1965.
- Hawley, William E. "Programmed Instruction," *Training and Development Handbook*, eds. Robert L. Craig and Lester R. Bittel, ASTD. New York: McGraw-Hill, 1967.
- Hilgard, E. R. *A Basic Reference Shelf on Learning Theory*. Stanford: ERIC Clearinghouse on Educational Media and Technology, Institute for Communication Research, Stanford University, 1967.
- Hilgard, E. R., and G. H. Bower. *Theories of Learning*, 3d ed. New York: Appleton-Century-Crofts, 1966.
- Holland, James G., and B. F. Skinner. *Analysis of Behavior*. New York: McGraw-Hill, 1961.
- Jacobs, Paul I., Milton H. Maier, and Lawrence M. Stolurow. *Guide to Evaluating Self-Instructional Programs*. New York: Holt, Rinehart & Winston, Inc., 1966.
- Kaufman, Roger A., Robert E. Corrigan, and Charles L. Nunnally. "The Instructional Systems Approach to Training." *Human Factors* (April 1966), 157-162.
- Lumsdaine, A. A. "Teaching Machines and Self-Instructional Materials," *Audiovisual Communications Review*, 7 (1959), 163-172.
- Lumsdaine, A. A., and Robert Glaser, eds. *Teaching Machines and Programmed Learning: a source book*. Department of Audiovisual Instruction, National Education Association, 1960.
- Lysaught, Jerome P., and Clarence M. Williams. *A Guide to Programmed Instruction*. New York: John Wiley & Sons, Inc., 1963.
- Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, Calif.: Fearon Publishers, Inc., 1962.
- Margulies, Stuart and Lewis D. Eigen, eds. *Applied Programmed Instruction*. New York: John Wiley & Sons, Inc., 1962.
- Markle, S. M. "Programming '63: The Straight Line Bends", *Programmierter unterricht und Lehrmaschinen*. Report of International Conference on Programmed Instruction and Teaching Machines. Berlin: Padagogische Arbeitstelle, Secretariat Padagogisches Zentrum, 1963, 368-386.
- Mechner, Francis, and Donald A. Cook. *Behavioral Technology and Manpower Development*. Organization for Economic Cooperation and Development. New York: Basic Systems Inc., 1964.
- Murphy, John R., and Irving A. Goldberg. "Strategies for Using Programmed Instruction," *Harvard Business Review* (May-June 1964), 115-132.
- Naval Air Training Command, Lesson No. 1.5.6. *Programmed Instruction*.
- Ofesh, Gabriel D., *Programmed Instruction, A Guide for Management*. New York: The American Management Association, 1965.
- Ofesh, Gabriel D., and Wesley C. Meierhenry, eds. *Trends in Programmed Instruction*. Department of Audiovisual Instruction, National Education Association and National Society for Programmed Instruction, 1964.

- Rummler, Geary A., Joseph P. Yaney, and Albert W. Schrader, eds. *Managing the Instructional Programming Effort*. Ann Arbor: Bureau of Industrial Relations, Graduate School of Business Administration, University of Michigan, 1967.
- Schramm, Wilbur, *Programmed Instruction: Today and Tomorrow*. The Fund for the Advancement of Education, 1962.
- Schramm, Wilbur. *The Research on Programmed Instruction: An Annotated Bibliography*. Washington, D.C.: U.S. Office of Education, 1964.
- Skinner, B. F., *The Behavior of Organisms*, New York: Appleton-Century-Crofts, 1938.
- Skinner, B. F. "The Science of Learning and the Art of Teaching," *Harvard Educational Review*, 24 (1954), 86-97.
- Staff, Psychological Test Film Unit, Army Air Force. "History, Organization, and Research Activities," *Psychological Bulletin*, 41 (July 1944), 457-468.
- Taber, Julian I., Robert Glaser, and Halmuth H. Schaefer. *Learning and Programmed Instruction*. Reading, Mass.: Addison-Welsey, 1965.
- Thorndike, E. L. *Education*. New York: MacMillan Co., 1912.

Appendix A.—SAMPLE OF A LINEAR PROGRAM ³⁴

	1. The objective of this section is to "LIST THE FIVE PRINCIPLES OF PROGRAMMING."
	2. You are now beginning a lesson on programmed instruction. The principle of SELF-PACING as used in programmed instructions allows each trainee to work as slow or as fast as he chooses. Since you can control the amount of time you spend on this lesson, this program is using the principle of self- _____.
PACING	3. People naturally learn at different rates. A program that allows each trainee to control his own rate of learning is using the principle of _____.
SELF-PACING	4. If a self-pacing program is to be successful, the information step size must be small. A program which is self-pacing would also apply the principle of small _____.
STEPS	5. The average trainee will usually make correct responses if the correct size step of information is given. This is utilizing the principle of small _____.
STEPS	6. A program that provides the trainee information in a step size which allows him to be successful is applying the principle of _____.
SMALL STEPS	7. A trainee knows the material being taught, but has to wait for the remainder of the class. What programming principle is being violated? _____.
SELF-PACING	8. Two principles of programmed learning are: (1) _____. (2) _____.
1. SELF-PACING 2. SMALL STEPS	

NOTE.—In this example for practical reasons the frames are arranged on 1 page rather than on succeeding pages. The answers should be covered until the preceding frame has been answered.

Appendix B.—SAMPLE OF A BRANCHING PROGRAM ³⁵

Page 39

Wrong answers, while not encouraged, are not avoided in a branching program as they are in a linear program, since they may be corrected before the learner moves on.

The assumption in branching programming is that a wrong response does not necessarily hinder the learning of a correct response. The response is useful mainly in guiding the student through the program. Each response is used to test the success of the latest communication to the student, and in that sense, it "lets the program know" where to take the student next.

The differences in approaches to programming, then, lie in what is considered to be the function of the overt or motor response. The advocates of branching programs believe that:

Page 41 The overt response *is not* fundamental to the learning process but it is useful as a means of supplying feed-back to the program.

Page 44 The *overt* response *is* fundamental to the learning process

Page 47 No answer is ever completely wrong.

Page 41

Your answer is correct. The overt response, according to Dr. Crowder, is a measurer rather than a fixer of learning.

Inappropriate responses can be used to uncover misconceptions and areas of weakness and, therefore, have great value.

Since errors or misconceptions are corrected before the learner proceeds, the step size can be larger and the main line (prime path) of the program may proceed more rapidly than in the linear program.

There is always the possibility of having the main-line items proceed in large, fairly difficult steps with shorter, easier stages moving side by side with the main line.

Given a student with the necessary prerequisites, which of the following, in your opinion, would be most dependent on his intelligence?

Page 42 Whether he gets through the program or not

Page 46 How long he takes

Page 45 How much he knows about the subject upon finishing the program.

Page 44

You've got them twisted around. The Skinnerian (constructed-response) programmers believe:

The overt response is fundamental to the learning process—learning takes place when the overt response is made.

The branching programmers believe:

The overt response is best used as a device for evaluation and direction, since learning may have taken place by the time the response is made.

(Please return to page 39 and select another alternative.)

Page 47

I just threw this one in to bring you up short if you're getting tired.

But don't be buffaloed into this kind of an opinion—of course some things are amenable to right and wrong answers—but not everything that we teach is—and the branching technique allows us to program, for automated instruction, subject matter in which shades of meaning or interpretations are essential.

(Please return to page 39 and select another alternative.)

Appendix C.—SURVEY PROCEDURE AND SCOPE

The survey conducted by Bryan and Nagay is reported in *Teaching Machines and Programmed Learning, II* published by the National Education Association.¹ A total of 125 organizations were surveyed, reporting the use of 382 programs.

Procedure

The format of the survey made by the Bureau of Training followed that of the earlier survey. The procedure was to develop a questionnaire which covered various aspects of the use of PI in training activities and to contact as many Federal Government organizations as possible by means of a telephone survey. Appendix A, "Federal Government Organizations Surveyed", in Bryan and Nagay served as a base for organizations to contact. Initial calls were made to headquarters of each agency asking for information about their use of PI or for recommended contacts in subordinate activities within the agency who might have the desired information. Leads for contacts were also solicited when talking with those in the subordinate activities. They were asked for additional contacts within their own agency as well as their counterparts in other agencies. This procedure was followed to insure thorough coverage.

The Bureau of Training's list, "Federal Government Organizations Surveyed", is not identical to the 1963 list due to changes in agency organization and the establishment of new departments and activities since that study was conducted.

As information yielding contacts were made, the surveyors asked predetermined questions and answers were recorded on standard questionnaire forms. In many cases additional information regarding courses was sent to us by mail. In a few cases the entire questionnaire was sent out, completed, and returned by mail.

¹ Glenn L. Bryan and John A. Nagay in "Use of Programmed Instructional Materials in Federal Government Agencies" in *Teaching Machines and Programmed Learning, II*, ed. Robert Glaser (Washington, D.C., 1965)

Scope

Forty-seven departments and agencies reported on the use of PI in their training activities in 121 headquarters, suborganizations and field offices. Of these 121 organizations, 69 were directly contacted. An additional 52 organizations were reported on by agency headquarters. All organizations contacted are listed in appendix D. Those not directly contacted are marked by an asterisk (*).

Of the 69 organizations directly contacted 61 percent (42 organizations) reported that they are currently using programmed instructional materials. Agency headquarters which reported on their own units reported only on those units where PI is being used and they reported on these activities as a whole, therefore the 52 organizations not directly contacted are not counted individually in tabulation of the questionnaires.

NOTE.—Bryan and Nagay state that 125 organizations were contacted in their survey, however they do not indicate how many were *actually using PI* in their training activities.

The survey identified over 2,300 different programs in use. Appendix E lists the "Programs in Use" in alphabetical order and gives a numerical code indicating the agency using the program. This type of listing is given because the purpose is to acquaint the reader with the vast number and variety of programs being used and illustrate the types of subject matter which can and have been programmed for use in agency training programs.

The "program titles" represent entire programmed units or courses and courses of which a segment is programmed. For example, English 3200 is a complete 40-hour programmed course, however, the course Position Classification and the Management Process, a 40-hour course given by the Civil Service Commission, uses a several hour supplemental programmed unit.

(Page 1)

TELEPHONE SURVEY

Name: _____ Address: _____

Position: _____

Agency: _____

Phone Number: _____

Do you use PI in your training programs?

A. Yes _____.

If so, how long have you been using it?

B. No _____.

Have you ever used it: Yes _____ No _____.

If so, why no longer?

*What percent of your *total* training is by PI?

How were your courses developed? Were they obtained by:

A. Contract _____.

B. Commercial purchase _____.

C. In-house _____.

If in-house, how were your programmers trained?

(Page 2)

Agency: _____

What specific PI courses do you have?

Program title	Length (hours)	Percent of PI
---------------	-------------------	------------------

(Page 3)

What training objectives is your PI designed to meet, for example:

A. Standard-regular training _____.

B. Remedial-to overcome deficiency _____.

C. Refresher-quick review given before standard course _____.

D. Preparatory-not previously learned prior to standard course _____.

E. Self-development-not specific to any particular course objective _____.

Where is it used:

(a) Classroom: _____.

(b) Homework: _____.

(c) Correspondence: _____.

PI can be presented in many forms ,which of the following do you use?

- A. Written text _____.
- B. Teaching machines _____.
- C. Tape/film _____.
- D. Other audiovisual _____.

*Have you tested for results?

Yes _____ No _____.

If so how?

Pretest/post-test _____.

Other _____.

Do you anticipate further and new use of PI?

Yes _____ No _____.

Do you have printed information on your programs you could send us?

Yes _____ No _____.

*In implementation, these questions proved to be ambiguous and replys inconclusive, therefore were not used in reporting on the survey.

Appendix D.—FEDERAL GOVERNMENT ORGANIZATIONS SURVEYED

Agency for International Development
Agriculture, Department of
 Agricultural Research Service
 Agricultural Stabilization and Conservation Service
 Consumer and Marketing Service
 Farmers Home Administration
 Forest Service
Air Force, Department of
 Aerospace Defense Command*
 Air Training Command*
 Air Force Accounting and Finance Center*
 Air Force Logistics Command*
 Air Force Reserve*
 Air University*
 Military Airlift Command*
 Pacific Air Forces*
 Strategic Air Command*
 Tactical Air Command*
 USAF Academy*
 USAF Security Service*
 USAF Southern Command*
Army, Department of
 Office of Civil Defense
 Office of Civil Defense Staff College
 U.S. Army Training Centers*
 U.S. Army Medical Training Center*
 U.S. Army Adjutant General School*
 U.S. Army Air Defense School*
 U.S. Army Armor School*
 U.S. Army Artillery and Missile School*
 U.S. Army Aviation School*
 U.S. Army Chaplain School and Center*
 U.S. Army Chemical Center and School*
 U.S. Army Civil Affairs School*
 U.S. Army Combat Surveillance and Electronics Warfare School*
 U.S. Army Command and General Staff College*
 U.S. Army Engineer School*
 U.S. Army Finance School*
 U.S. Army Infantry School*
 U.S. Intelligence School*
 U.S. Army Management School*
 U.S. Army Military Police School*
 U.S. Army Missile and Munitions Center and School*
 U.S. Army Ordnance Center and School*
 U.S. Army Primary Helicopter School*
 U.S. Army Quartermaster School*
 U.S. Army Signal Center and School*
 U.S. Army Southeastern Signal School*
 U.S. Army Special Warfare School*
 U.S. Army Transportation School*
 U.S. Women's Army Corps School*
Atomic Energy Commission
Bureau of the Budget
Central Intelligence Agency
Civil Aeronautics Board
Civil Service Commission
 ADP Management Training Center
 Communications and Office Skills Training Center
 Financial Management and PPB Training Center
 General Management Training Center
 Personnel Management Training Center
 Executive Seminar Centers
 Personnel Division
Commerce, Department of
 Office of the Secretary
 Bureau of Census
 National Bureau of Standards
 Maritime Commission
 Patent Office
 Environmental Science Services Administration
 Domestic and International Business
District of Columbia Government
Equal Employment Opportunity Commission
Export-Import Bank
Federal Communications Commission
Federal Mediation and Conciliation Agency
Federal Power Commission
Federal Reserve Board
Federal Trade Commission
General Accounting Office
General Services Administration

*Not contacted directly.

Government Printing Office
Health, Education, and Welfare, Department of
National Institutes of Health
Public Health Service
Social Security Administration
Housing and Urban Development, Department of
Interior, Department of
Bureau of Indian Affairs
Interstate Commerce Commission
Justice, Department of
Immigration and Naturalization Service
Bureau of Prisons
Federal Bureau of Investigation
Labor, Department of
Library of Congress
National Aeronautics and Space Administration
National Labor Relations Board
National Science Foundation
National Security Agency
Commandant, Training School
Navy, Department of
Bureau of Medicine and Surgery*
Bureau of Naval Personnel*
Fleet Anti-Air Warfare Training Center*

Fleet Training Center*
Landing Force Training Command Atlantic*
Naval Air Advanced Training*
Naval Air Basic Training*
Naval Air Technical Training Center*
Naval Air Technical Training Unit*
Naval Post Graduate School*
Service School Command*
Training Command*
Peace Corps
Post Office, Department of
Securities and Exchange Commission
Selective Service System
Small Business Administration
Smithsonian Institute
State, Department of
Tax Court of the United States
Department of Transportation
Federal Aviation Administration
Treasury, Department of
Internal Revenue Service
United States Information Agency
United States Tariff Commission
Veterans Administration

Appendix E.—PROGRAMS IN USE

- A-7 Aircraft Fuel System Familiarization 20
- A-7 Aircraft Fuel System Operation 20
- A-7A Aircraft Power Plant 20
- A-7A Power Plant, Cold Section 20
- A-7A Power Plant, Hot Section 20
- ABO Grouping & Rh Typing 3
- A.C. Bus System 3
- A.C. Circuit Power Characteristics 20
- A.C. Circuits, Characteristics, P-IX-1A, P-IX-1B 20
- A.C. Distribution System 3
- A.C. Electricity 20
- A.C. Fundamentals 20
- A.C. Meters 20
- A.C. Theory—Alternating Current and Voltage Characteristics 20
- A.C. Theory, Related Mathematics 20
- A.C. Time Constants—RCL 3
- ACL Form F (Aircraft Performance—C-141 and Air Transportation) 3
- ADF Approach 4
- ADF En route 4
- ADF Flight 4
- ADF Orientation and Tracking 4
- ADF Procedures 4
- ADF-VOR 4
- ADP Procedures Training 27-1
- AID Files and Records System 1
- AMSE Statistical Data Reporting 20
- AN Nomenclature System, Advanced Developments 20
- AN/APN-141(V), Power Supply Operation 20
- AN-M100A2 Series Bomb Tail Fuzes 20
- AN-M103A1 Bomb Nose Fuze 20
- AN-M123A1 Series Bomb Tail Fuzes 20
- AN/PRC 8, 9, and 10 (Tuning and Calibration) 20
- AN/SPN-4, Maintenance of Frequency—Power Meter 20
- AN/UPN-12/5 Loran Receiver, Maintenance of 20
- AN/WRT-1 Radio Transmitter, Maintenance of 20
- AN-WRT-2 Radio Transmitter, Maintenance of 20
- ASW Plotting, Symbols for the DRT 20
- Acceleration and Takeoff 3
- Accelerometers 20
- Accelerometers, Aircraft 3
- Accident Control System for Supervisors 2-4
- Accidents, Maintenance Induced 20
- Accounting 2-4
- Accounting Machine Operation and Wiring 402-3, 407 12-2
- Accumulator, Air Flask and Pressure Regulator 3
- Actuator 3
- Addition, Subtraction, Multiplication and Division (ASMD) 12-2
- Adjunctive Program on AR 711-16 4
- Adjunctive Program for AR 735-35 4
- Adjunctive Program for Excess Property Procedures 4
- Adjunctive Program for Property Records Adjustment 4
- Administration Responsibilities 4
- Administrative Forms Preparation 4
- Administrative Office Procedures 4
- Administrative Specialist Course 4
- Administrative Training 5
- Advance Oversea Returnee 4
- Adverse Weather Operation 4
- Aerodynamics 20
- Aerodynamics, Applied 3
- Aerodynamics, Drag 20
- Aerodynamics—Helicopter (Introduction) 20
- Aerodynamics, High Speed, Parts I and II 3
- Aerodynamics of Sink Rate 3
- Aerodynamics, T-28 20
- Aeromedical Evacuation, Preparation of Patients for 3
- Aeronautical Chart Symbols 4
- Aids to Navigation, Buoys—Part I 20
- Air Conditioning Principles Review 20
- Air Conditioning System, Cargo 3
- Air Equipment Support Company 4
- Air Flow Control Valves 3
- Air Force Mission and Organization 3
- Air Force Technical Order Form 781 3
- Air Intelligence 20
- Air Mass Weather 4
- Air Masses 4, 20
- Air Movement Planning 20
- Air Navigation Computer 3
- Air Navigation, Earth 20
- Air Navigation (TACAN) 20
- Air Navigation (VOR, Part I) 20
- Air Navigation (VOR, Part II) 20
- Air Route Traffic Control, Approach Control 20
- Air Route Traffic Control, Departure Procedures 20
- Air Route Traffic Control, En Route Procedures 20
- Air Route Traffic Control VFR Operations Part I 20

Air Route Traffic Control—VFR Operations, Part II 20
 Air Service for Mail 22
 Air Traffic Controller Training 26
 Air Traffic Rules, Cruising Altitude Rules 20
 Aircraft Accident Investigation 4
 Aircraft Accident Prevention Program 4
 Aircraft and Boat Crane 20
 Aircraft and Squadron Designations and Missions 20
 Aircraft Arresting Hooks, Maintenance of 20
 Aircraft Bombs, Introduction to 20
 Aircraft Carriers and Seaplane Tenders 20
 Aircraft Carriers, Basic Fundamentals 20
 Aircraft Chemical Tank 20
 Aircraft Control and Protective Devices 20
 Aircraft Control Cables, Maintenance of 20
 Aircraft Electrical Conductors and Connectors 20
 Aircraft Electrical Control 20
 Aircraft Electrical Control and Protection Devices 20
 Aircraft Familiarization 3
 Aircraft Forms and Records 3
 Aircraft Ground Handling Equipment 20
 Aircraft Handling 20
 Aircraft Hardware 3, 4
 Aircraft Identification 3
 Aircraft Inspections 4
 Aircraft Instruments and Instrument Scan 20
 Aircraft, Introduction to 20
 Aircraft Jacks, Introduction to 20
 Aircraft Maintenance Structure 4
 Aircraft Mines and Torpedoes 20
 Aircraft Nomenclature 20
 Aircraft Performance 3
 Aircraft, Preservation of 20
 Aircraft, Protection Devices 20
 Aircraft Rockets, Introduction to 20
 Aircraft Statistical Data—Aircraft Accounting System 20
 Aircraft Structures 4
 Aircraft Systems Check 4
 Aircraft Tires, Tubes and Wheels 20
 Airdrop Equipment Repair and Supply Company 4
 Airdrop Supply Company 4
 Airframe 4
 Airport Surveillance Radar 4
 Airport Traffic Control, Altimeter Setting Information 20
 Airport Traffic Control, Airport Facilities 20
 Airport Traffic Control, Airport Lighting 20
 Airport Traffic Control, Ground Traffic, Control of 20
 Airport Traffic Control, Separation Minima 20
 Airspeed (Indicated) and Machmeter Indicators 20
 Airspeed (True) and Maximum Allowable Airspeed Indicators 3
 Algebra 20, 12–2
 Algebra, An Introduction to Verbal Problems in 3
 Algebra, Boolean 3, 20
 Algebra, College 3
 Algebra, First Year 3
 Algebra, Fundamentals, Part I 3
 Algebra, Introduction to 3
 Algebra, Language of 3
 Algebra, Review of Basic 3
 Algebra, Second Year 3
 Algebra, Verbal Problems of 3
 Algebraic Equations 20
 Algebraic Expressions 3, 20
 Alphabetic Interpreter Operation and Wiring/557 12–2
 Alternating Current and Use of Multimeter, Introduction to 4
 Alternating Current and Voltage Characteristics, P-VIII–2 20
 Alternating Current (Introduction to) 4
 Alternators 4, 20
 Altimeter Errors 4
 Altimeters, Sensitive 3
 Amebiasis: Laboratory Diagnosis, Introduction to the Course 12–3
 Ammeter Use, Multimeter 3, 4
 Ammeters 20
 Ammeters and Voltmeters 20
 Amphibious Operations, MEDS 80
 Amplifiers, Audio Power 20
 Amplifiers, Magnetic 20
 Amplifiers, Multi-Element Tubes 20
 Amplifiers, Triode 20
 Analysis of Tax Returns 12–2
 Angles 20
 Antennas and Field Expedients for Antennas 4
 Anti-Air Warfare, Display Methods 20
 Anti-G Suit Valve 3
 Anti-Skid Systems 3
 Anti-Spin Differential 3
 Anti-Streptolysin “O” Test 3
 Anti-Submarine Warfare 20
 Anti-Submarine Warfare, Evasive Steering 20
 Applied Geometry 4
 Approach, Final 3
 Architect’s Scale, The 4
 Arithmetic and Whole Numbers, (Introduction to) 20
 Arithmetic of the Whole Numbers, Review of 3
 Arithmetic Review (Fundamental Arithmetic Operations, Fractions
 and Signed Numbers) 3
 Arithmetic Unit 4
 Armorplate 4
 Army and Navy Fuzes; Introduction to 20
 Army (Department of the) Publications 4
 Army Division, Introduction to the 4
 Army Equipment Record Procedures 4
 Army Equipment Record Systems, The 4
 Army Functional File System, The 4

Army Maintenance System, The 4
 Army Maintenance System, Combat Leader, The 4
 Army Maintenance System, Vehicle Mechanics, The 4
 Army Parachute Log Record, The 4
 Artillery Call for Fire 20
 Artillery Spotting and Adjusting 20
 Asepsis, Programed Instruction in 3
 Aseptic Technique, Medical 3
 Associate Tow Target Equipment 20
 Astronomic Coordinate Theory 4
 Atmosphere 20
 Atmosphere, Physics of 20
 Atmospheric Circulation 4
 Atom (Introduction to the) 20
 Automated Instruction (Introduction to) 4
 Atomic Structure 20
 Atomic Structure and Radioactivity (Basic) 20
 Atomic Structure and Static Electricity 3, 20
 Attitude Indicator, J-8 3
 Automated Instruction (Introduction to) 4
 Automatic Data Processing, Vol. I, Vol. II 3
 Automatic Direction Finder 4
 Automatic Gain Control 4
 Auto Pilot, E-4 (Set I-C-124) 3
 Auto Pilot, E-4 (Set II-C-124) 3
 Automobile Movement, Basic Physics of 3
 Automotive Terminology and Hardware 3
 Autorotation 4
 Autorotation: Helicopter Aerodynamics 20
 Autorotations 4
 Aviation Enlisted Ratings 20
 Aviation Fuels 20
 Aviation Fuels and Oils 20
 Aviation Gasoline and Jet Fuels 20
 Aviation Lubricants 20
 Aviation Physiology (Vertigo and Illusions) 4
 Aviation Toxicology 4
 Aviation Weather Forecasts 4
 Aviation Weather, Pilot Weather Reports 20
 Awards 4
 Axles, Front and Rear Driving 3
 B-52 Flight Director System, An Introduction to 3
 BI-A Basic Instruments 3
 BI-B Basic Instruments 3
 Bacilli, Gram Positive 3
 Bank and Turn Indicator 3
 Basic 1401 Programing 12-2
 Basic Aerodynamics, Part I 20
 Basic Arithmetic 4
 Basic Arithmetic and Fractions 4
 Basic Arithmetic (Ratio and Proportion) 4
 Basic Camera 20
 Basic Communications 15-1
 Basic Electricity 4
 Basic Electricity, Matter 20
 Basic Electronic Series 8-3
 Basic Machines and Applications 20
 Basic Mathematics 2-3, 4, 12-2
 Basic Navigational Definitions 20
 Basic Oscillator Action and Armstrong Oscillator 20
 Basic Power Supplies 20
 Basic Skills in Communication 8-2
 Basic Skills (Numerical) 15-1
 Basic Skills (Verbal) 15-1
 Basic Statistics 13, 14, 18
 Basic Tax Law Training 27-1
 Basic Troubleshooting Procedure 4
 Basic Wiring Diagrams and Schematics (Refrigeration) 4
 Bathythermograph 20
 Bathythermograph, Conventional 20
 Batteries 3, 4, 20
 Beam Power Tubes 20
 Bearings and Seals 4
 Behavior, Stimulus and Response 3
 Bentline Screens, Reorientation of 20
 Bernoulli's Principle 20
 Better Business Organization 12-2
 Bias and Amplifiers 20
 Bieas, VT-12 20
 Binary Arithmetic 4
 Binary Conversion 4
 Binary Numbers Systems 20
 Binary Transmission and Representation 4
 Bleed Air System, Engine (C-141) 3
 Bleed Air System, Fighter 3
 Blocks, Tackles, Hooks, and Shackles 20
 Blood Cell (Red) Count 3
 Blood Cells (Red), Morphology of 3
 Blood Cells (White) Count 3
 Blood Cells (White), Identification of Mature 3
 Blood Shiear, Preparing Wright's Stained 3
 Blue Print Reading 3, 20
 Body and Its Functions, The Human 3
 Boiler Fittings and Instruments 20
 Boiler Types and Components 20
 Bomb Arming Controls and Units 20
 Bomb Release Units 20
 Bomb Trucks, Skids, and their Adapters 20
 Bomber Bleed Air Supply 3
 Boresight Kit MK 3 MODO 20
 Brake Assembly 3
 Brake Booster System 3
 Brake (Power) Control Valve and Brake Debooster 3
 Brake System, Bomber 3

Brake System, Cargo 3
 Brake System, Fighter 3
 Brake System, Hydraulic 3
 Brake Systems, Air 3
 Broken Stowage and Understow 20
 Building Elevations 4
 Buoys 20
 Business English 16
 Business Industry Specialists Training 23
 Business Structures 12-2
 CBR and Nuclear Operations 4
 Calculus 3
 Caliber .45 Automatic Pistol, Introduction to and Nomenclature of 20
 Call-Sign and Address Group Publications 20
 Callsign Analysis 3
 Canopy Seal Regulator 3
 Capacitance 3, 4, 20
 Capacitance and Capacitive Reactance 4
 Capacitance, Book IX 4
 Capacitive Reactance, P-VIII-5 20
 Capillary Puncture and Bleeding Time, Performing 3
 Carburetion 4
 Card Punch/56 Verifier Operation
 Cardiolipin Microflocculation 3
 Career Arithmetic 13
 Career Development in the Forest Service—A Climate for Growth 2-4
 Career English 10, 13
 Career Field Progression 3
 Career Progression 3
 Cargo Holds 20
 Cargo Processing, Dangerous 3
 Cargo Tiedown Set I (Air Transportation) 3
 Cargo Tiedown Set II (Air Transportation) 3
 Casualty Reporting 4
 Catapults Hydraulics and Seals 20
 Celestial Navigation, Introduction to 20
 Celestial, Reduction, and Plotting of Observations 20
 Cell Volume (Packed) Microhematocrit 3
 Cells and Batteries, Introduction to 20
 Centripetal Acceleration 20
 Cerebrospinal Fluid, White Blood Cell Count on 3
 Characteristics of Biological Agents 4
 Charts 3
 Chemical and Biological Operations 4
 Chemical Mixing and Storage, Photography 20
 Circuit Characteristics (A.C.) 3
 Circuits (A.C.) Circuit Characteristics 3
 Circuits (A.C.), Inductive 3
 Circuits (A.C.) Parallel Resonant Circuits 3
 Circuits (A.C.), Resonance 3
 Circuits, Capacitive Reactive 3
 Circuits (D.C.) Parallel 3
 Circuits (D.C.), Series 3
 Circuits (D.C.), Series Circuits 3
 Circuits (D.C.), Series Parallel 3
 Circuits, Introduction to Resonant and Series Resonant 3
 Circuits, Parallel 3
 Circuits (Reactive), Capacitance 3
 Circuits (Reactive), Capacitive Reactance 3
 Circuits (Reactive), Inductance 3
 Circuits (Reactive), Inductive Reactance 3
 Circuits (Reactive), Transformers 3
 Circuits, Series 3
 Circulation, Primary 20
 Civil Defense, USA 4-2
 Clampers 20
 Classification System, Airman 3
 Classified Documents (Introduction to) 4
 Classified Documents (Transmitting) 4
 Classified Information, Security of 20
 Clerical Training 15-2
 Climb, Rate of (Vertical Velocity Indicator) 3
 Climbs, Turns, Descents, and Hovers 4
 Clinical Record Cover Sheets, Coding 3
 Close Air Support 20
 Cloud Formation, Physics of 20
 Cold Front, Analysis 20
 Cold Front, Definition 20
 Cloud Heights and Related Instruments 20
 Clouds 4
 Clutch Principles 3
 Clutches (Introduction to) 4
 Coagulation Time, Lee-White 3
 Cockpit Procedures (OH-13 Helicopter) 4
 Code of Conduct 3, 20 6
 Collator Operation and Wiring/85 12-2
 Color Photography, Introduction to 20
 Comfort and Personal Hygiene of Patients 3
 Command and Staff Functions 4
 Command and Control Systems Computer Programming Course (Common Blocks I, II, IV) 3
 Command, Echelons of 3
 Commas, 300 3
 Commissary Accounting 4
 Commissioned Officers' MOS Structure 4
 Common Aviation Handtools 20
 Common Business Oriented Language (COBOL) 3, 16
 Common Emitter Characteristics 20
 Communication Equipment, Troubleshooting 20
 Communications 3
 Communications, AN/PRC-8, 9, and 10, Calibration and Tuning 20
 Communications Failure 4

Communications Procedures **3**
 Communications Security **4**
 Communications Security Education Program (Transmission Security), Air Force Standard **3**
 Compass Set I, N-1 (C-124) **3**
 Compass Set II, N-1 (C-124) **3**
 Compass, Standby **3**
 Compiling Revision Data With Vertical Sketchmaster **4**
 Compound Machines **20**
 Comprehensive Flight **4**
 Computer Arithmetic **12-2**
 Computer Assisted Instruction (Report on) **2-4**
 Computer, Basic **3**
 Computer Mathematics, Introduction to **11, 13, 18**
 Computer Programming, Basic **12-2**
 Computer Programming Techniques **12-2**
 Computer Systems, Basic **3**
 Computer Systems Principles, Basic **3**
 Computers, A-4 Part Course in Programming **8-3, 9, 11, 18**
 Computers, The Arithmetic of
 Computing System Fundamentals
 Computing the PIA **12-2**
 Concepts of Symbolic Logic, Introduction to **4**
 Conduct of Fire **4**
 Conductors, Insulators, Resistors, and Color Code **20**
 Conductors, Resistors, Insulators **20**
 Constructive Discipline on the Job **8-2**
 Contact Printing, Photography **20**
 Control Units **4**
 Controlled Airspace **4**
 Controller Arithmetic **4**
 Controller Registers **4**
 Controls and Devices of the Harris LXG Offset Press **4**
 Conversion of Electrical Units **20**
 Conversion of Units **4**
 Core Orientation Cycle **21**
 Correspondence, Air Force **3**
 Correspondence Procedures (Consumer Marketing Service) **2-3**
 Corrosion Control **3**
 Corrosion Control, Introduction **20**
 Corrosion, Introduction to **3**
 Cost Ascertainment Program **22**
 Counseling IST 104 **3**
 Courts-Martial System (The) **4**
 Courts, Military **3**
 Coverage and Exceptions **12-2**
 Crane Shovels, Book I, Components of Crane Shovels and Attachments **4**
 Crane Shovels, Book II, Operating Procedures of Crane Shovels and Attachments **4**
 Crash Fire Fighting **20**
 Crash Fire Truck **20**
 Crash Truck **20**
 Creative Problem Solving and Solution Reporting **4**
 Credit and Interest-Broad Area Financial Counseling **20**
 Criterion Test **4**
 Cruise Control and the Howgozit; Dead Reckoning Navigation **20**
 Current **3**
 Current, Alternating **3**
 Current (Alternating), Generation of **3**
 Current and Voltage Regulators, Introduction to **4**
 Current Relay, Reverse **3**
 Current, Voltage, and Resistance **20**
 Curved Line Instruments **4**
 Cylinder Assembly **4**
 Cylinders, Master and Master Boost **3**
 D-Arsonval Meter Movement **20**
 D-Arsonval Meter Movement and Meter Scales **20**
 DA Form 1, Morning Report, Preparation of **4**
 DA Form 2876, Report of Change, Preparation of **4**
 DA Pamphlet 310-4, Introduction to **4**
 D.C. Carbon Pile Voltage Regulator **20**
 D.C. Generators **20**
 D.C. Generators, Armature Reaction and Commutation **20**
 —Basic Theory and Construction
 —Separately Excited Generators
 —Series and Compound Generators
 —Shunt Generators
 D.C. Motors **20**
 D.C. Motors, Armature Reaction and Commutation **20**
 —Basic Theory and Construction
 —Compound Motor
 —Separately Excited Motor
 —Series Motor
 —Shunt Motor
 D.C. Parallel Circuits, Book VI **4**
 D.C. Series—Circuits, Book V **4**
 D.C. Series—Parallel-Circuits, Book VII **4**
 Damage Control, Basic **20**
 Data Processing Orientation, Automatic **3**
 Data Processing Principles **3**
 Day and Night Storm Signals and their Meanings **4**
 Dead Reckoning Navigation **20**
 Deadweight Gauge Tester **20**
 DECCA Navigation **4**
 Decelerations, Quick Stops **4**
 Decelerations, Quick Stops, and Taxi Maneuvers **4**
 Decibels and Power Ratios **3**
 Decimal Fractions **20**
 Decimals **20**
 Decimals and Percentages **4**
 Decimals and Percents **2-3**
 Decision Tables **4**
 Defense, Fundamentals of **4**

Department of the Army Pamphlet 310-4, Introduction to 4
 Demolition Charges 20
 Demolitions, Safety Precautions 20
 Density Altitude 4
 Density Altitude Computations 4
 Dental Local Anesthetic, Assembling and Handling of 3
 Department of the Army Pamphlet 310-4, Introduction to 4
 Depth Bombs and Signals Underwater Sound 20
 Depth of Field (Photography) 4
 Determination of Stadia Constant 4
 Development of an Instructional System 4
 Diagnostic Nomenclature Used in Psychiatry 3
 Diets 3
 Differential Synchro Transmitters, Q-2 20
 Differentiation and Integration 4
 Differentiation and Integration Practical Exercise 4
 Digital Fundamentals 20
 Diode Applications 20
 Diode Vacuum Tubes 20
 Diodes 20
 Direction Finder, Automatic (Ratio Compass) 3
 Discipline 20
 Discussion Techniques 4
 Disease-Causing Organisms and their Control, Common 3
 Distance and Direction 4
 Division Combat Service Support, Introduction to 4
 Division Parade Flight Procedures, Flight Support 20
 Division Support Command 4
 Document—Originating Machine Operating and Wiring/519 12-2
 Doppler Radar, Q-15B 20
 Downgrading and Declassifying Materials 20
 Drafting Equipment, Advanced 4
 Drafting Scales and Scaling 4
 Drag 20
 Drive Train Components 3
 Driver Improvement (Course V) 3
 Driving Techniques and Procedures 3
 Drugs, Alcohol, Fatigue and the Driver 3
 Ductwork Drawing 4
 Dye Penetrant Inspection 20
 Dynamic Characteristics of Triodes 20
 Dynamic Electricity 20
 Dynamic Electricity—AE 20
 Dynamic Electricity, Ohm's Law and the Rheostat 20
 Dynamometers, Clayton Chassis
 Dysbarism 20
 ECM (Rule-of-Thumb Method) 20
 Earth-Sun Relationship 20
 Earth's Surface, the 3
 Economics 16
 Effective Business Letters 8, 11, 12-2, 13, 18
 Effective Decision Making 12-2, 18
 Effective Delegation Practices 12-2, 18
 Effective Executive Practices 8-3, 12-2, 13, 18
 Effective Interviewing for the Supervisor 8-2
 Effective Letters 13
 Effective Listening 2-3, 8-2, 12-2, 24
 Effective Managerial Control 12-2, 18
 Effective Organization Practices 12-2, 18
 Effective Planning 12-2, 18
 Effective Secretarial Practices 8, 8-3, 11, 12-2, 13
 Effective Study Techniques 20
 Effective Writing—Colons and Semicolons 4
 Effective Writing—Comma, the 4
 Effective Writing—Effective Sentences 4
 Effective Writing—Paragraph, the 4
 Effective Writing—Introduction to 4
 Effective Writing—Military Correspondence 4
 Effective Writing—Sentences and Paragraphs 4
 Effective Writing—Use of Capitals, Periods, Numbers, and Abbreviations 4
 Egg Candling 3
 Egress Systems 20
 Ejection vs. Forced Landing 3
 Electrical Bomb Fuze 20
 Electrical Devices for Catapults and Arresting Gear 20
 Electrical Fundamentals 3
 Electrical Fundamentals—AC 25
 Electrical Fundamentals, Book I 4
 Electrical Fundamentals, Book II 4
 Electrical Fundamentals—D.C. 25
 Electrical Fundamentals, Electron Theory 4
 Electrical Fundamentals, Introduction to 4
 Electrical Networks 25
 Electrical Repair Shop 4
 Electrical Symbols 20
 Electrical Symbols, Introduction 3, 20
 Electrical System (OH 13 Helicopter) 4
 Electrical System (TH-55 Helicopter) 4
 Electrical System, U-6 4
 Electrical Terms and Symbols 4
 Electrical Wiring Diagrams, Interpretation of 3
 Electricity (Automotive), Fundamentals of 3
 Electricity, Basic 3
 Electricity (Basic), Ohm's Law and D.C. Power 3
 Electricity (D.C.) Fundamentals of 3
 Electricity (D.C.), A Practical Approach to 3
 Electricity—Electromagnetism 3
 Electricity/Electronics Conductors, Insulators and Resistors 3
 Electricity/Electronics Conversion of Units 3
 Electricity, Introduction to 4, 20
 Electricity—Magnetism 3
 Electricity, Principles of 3
 Electromagnetic Devices 3

Electromagnetic Devices—Motors, Converters, Inverters, Dynamometers and Voltage Regulators 3
Electromagnetic Induction 3, 20
Electromagnetic Spectrum 20
Electromagnetism 3, 20
Electron Theory 3
Electron Tube Rectifier Circuits 20
Electron Tube Test Set TV-7 4
Electron Tube Test Set TV-7/U 4
Electron Tubes, Book XV 4
Electronic Equipment, Troubleshooting 20
Electronic Troubleshooting, Logical 3
Electronic Warfare—Characteristics of Electronic Emission 20
Electronic Warfare or ECM (Rule-of-Thumb Method) 20
Electronics, Angles, IB-V1-1 20
Electronics, Basic FM, Q-15A 20
Embarkation Mathematics 20
Embarkation for Amphibious Operations 20
Emergency Procedures 20
Emotional Adjustments and Escape Reactions Used by Flight Students 20
Employer—Employee Relationship 12-2
Engine General (C-141) 3
Engine Oil System (C-141) 3
Engine Principles 4
Engine Starting Procedures (C-141) 3
Engineer (Civil), Mech./Elec. Career Field 3
Engineering Drawing I and II 4
Engineering Machinery 20
Engineering Manuals (Civil), Introduction to 3
Engineering Orientation System 2-4
Engines, Jet, Basic Characteristics 20
Engines, Reciprocating 3
English 2200 12-2, 23
English 2600 2-2, 3, 8-1, 8-2, 8-4, 12-1, 12-2, 16, 23
English 3200 2-2, 3, 8-2, 12-1, 12-2, 16, 23, 27-1, 28
English Grammar 4, 13
English Made Simple 16
English, Programed 12-2
English Series, Career 3
English Syntax 12-2
English Usage 10
English Usage, Self Aids in 3
(The) Enlisted Man 20
Enlisted MOS Structure 4
Enrichment Topics in Basic Mathematics 12-2
Eosinophil Count 3
Equations, Quadratic 3
Equipment Inspection and Maintenance Worksheet 4
Equipment Record Procedures 4
Erythrocyte Sedimentation Rate 3
Evaluation and Measurement 3
Expendable Office Supplies 4
Explosives, Introduction to 20
F-4B Aircraft, J79-GE-8/8A Engine 20
F-4B Electrical Instruments 20
FAA Form 7233-1 4
FAS/COMM, IFR Flight Movement and Control Messages 20
FAS/COMM, Radiotelephone Procedures 20
F-M Receiver Theory, X-5B 20
F-M Theory X-5A 20
FM Voice Radiotelephone Procedure 4
F/W Tactical Loads 4
Fasteners, Common Fabric 20
Federal Employment Documentation 2-4
Ferrite Devices, Q-15B 20
Field Maintenance Concepts, Introduction to 4
Filing System 2-4
Filter Circuits, VT-4 20
Filter Cleaner, Ultrasonic 3
Financial Analysis 23
Financial Benefits and Management, Part III, Budgets and Savings 4
Fire Direction Center Procedure 4
Fire Extinguishing Agents, Liquid 3
Fire Extinguishing System CO2 3
Fire Fighting Orders (10 Standard) 2-4
Fire, Nature of 20
First Aid 3, 4
Fiscal Account Structure and Codes, Air Force 3
Fiscal Code 4
Fitness Report 20
Fleet Service (Air Transportation) 3
Flight Control System, Bomber 3
Flight Control System, Cargo 3
Flight Control System, Fighter 3
Flight Controls (OH-13 Helicopter) 4
Flight Controls (OH-23D Helicopters) 4
Flight Controls TH-55 4
Flight Deck Crew Identification 20
Flight Information Publications, Introduction to 4
Flight Instruments 3, 4
Flight Operations Center, Introduction to 4
Flight Physiology, Acceleration 20
Flight Plans 4
Flight Principles of 3
Flight Procedures 20
Flight Procedures, Precision Stage Maneuvers 20
Flight Rules and Regulations 20
Flight, Theory of 20
Flow Control Valve 3
Flow Control Valves, Relief and Simple 3
Fluid Pressure, Introduction to 4
Fluids, Seals and Cleaning Agents 3

Fog 4, 20
 Food Borne Disease Investigation 3
 Food-Borne Disease Investigation: Analysis of Field Data 12-13
 Food Service Records 20
 Forced Landings and Autorotation Maneuvers 4
 Forest Service Orientation 2-4
 Format of a Naval Letter, NSCS 421-7 20
 Formation Flying 4
 Formations, Single-Line 20
 Formula Translation for Scientific Programmers, Engineers and Mathematicians (FORTRAN) 3
 Fort Wolters Aircraft Accident Procedure 4
 Fort Wolters Communication Procedures and Aviation Radio Phraseology 4
 Fortran 3, 16
 Fractions 20
 Fragmentation Bombs 20
 Frame Alignment 3
 Free Body Diagrams 3
 Freehand Lettering 4
 Freight (Air) Formulas 3
 Frequency Analysis 3
 Frequency—Power Meter AN/SPM-4, Maintenance of 20
 Friction 20
 Frontal Weather 4
 Fronts 4
 Fuel Farms and Fuel Depots 20
 Fuel Specialist Course—(Petroleum Fuels) 3
 Fuel System (C-141) 3
 Fuel Tank Repair 4
 Fundamental Concepts of Shipboard Electricity 20
 Fundamental Concepts of Shipboard Electricity—D.C. Motors 20
 Fundamental Concepts of Shipboard Electricity—Degaussing 20
 Fundamental Mathematics 4
 Fundamental Operations 20
 Fundamental Processes of Algebra 20
 Fundamentals of Fire Behavior (The), Introduction to 2-4
 Fundamentals of Programming 17
 Fundamentals of Testing 4
 GED Preparation 15-1
 Gaging Petroleum Storage Tanks 4
 Gas Laws 20
 General Order No. 21 20
 General Purposes of Demolition Bombs 20
 Generation and Handling of Liquid Oxygen 20
 Generation of a Sine Wave 20
 Generation of A.C. 3
 Generation of AC Voltage 4
 Generator Maintenance, Conventional 3
 Generators 20
 Generators and Motors 20
 Geneva Convention 3
 Geometry, Plane 3
 Giving Enemas 29
 Glass System, Nesa 3
 Grading Methods, Relative 3
 Gram Positive, Introduction to 3
 Graphing Equations 20
 Graphs 20
 Gravity 20
 Greenwich Mean Time Conversion 3
 Grenade Launcher, The M79 4
 Grid Coordinates 3
 Grid Plotting Systems 20
 Ground-Controlled Approaches in the T-28 Aircraft 20
 Ground Equipment, Aerospace 3
 Ground Maintenance Analysis Technician Course 3
 Ground School Link Training 4
 Ground Track Maneuvers 4
 Guide to Watershed Management 2-4
 Guide to Wildlife Management 2-4
 Gunnery, Air-to-Air Course Rules 20
 Gyro-Compass Failure 4
 Gyros 20
 Gyroscope and Gyroscopic Properties 20
 Gyroscope Fundamentals 20
 Gyroscopic Principles 3
 Hacksaws 20
 Hammers, Mallets, Vises and Files 3, 20
 Hand Pumps, Reservoirs and Files 3
 Handtools, Mechanics 3
 Hazards to Flight 4
 Health Insurance Benefits 12-2
 Health Mobilization (Disaster Nursing) 12-3
 Heat 20
 Heat and Temperature 20
 Heat Transfer and Change of State 20
 Heaters, Combustion 3
 Heaters, Personnel 3
 Heating and Ventilating System 4
 Helicopter Aerodynamics: Autorotation 20
 Helicopter Attitude Instrument Flying, Introduction to 4
 Helicopter Emergency Procedures 4
 Helicopter, Fluid Phase of the Hydromechanical Clutch 20
 Helicopter Fundamentals, Rotary Wing Aerodynamic Effects—
 Part II 20
 Helicopter Fundamentals, Rotary Wing Aerodynamics, Part I 20
 Helicopter Instruments 4
 Helicopter—Introductory Aerodynamics 20
 Helicopter Limitations 20
 Helicopter (OH-23D) Instruments 4
 Helicopter (UH-34) Introduction to 20
 Helicopter Tactical Loading 4
 Helicopter Vibrations 4

Hemagglutination Test, Cold **3**
 Hemoglobin Concentration, Determination of **3**
 Heterophil, Presumptive and Differential **3**
 High-Altitude Planning, Flight Preparation Navigation **20**
 Hoist (Hydraulic) and Dump Truck Controls **3**
 Holding **4**
 Holding Procedures **4**
 Honor Code, the **4**
 Horizontal Situation Indicator **3**
 How to Conduct a Selection Interview **13**
 How to Conduct an Appraisal Interview **14**
 How to Improve Your Supervisory Training Skills **2-1, 14**
 How to Measure DC Voltage Using Multimeter **4**
 How to Study **20**
 How to Use TM's, MWO's, LO's and TB's **4**
 Human Adjustments to Emotional Situations and the Nine Escape Reactions **4**
 Humidity **20**
 Hydraulic Formula **20**
 Hydraulic System No. 1, C-141 **3**
 Hydraulics Program **3**
 Hypoxia **20**
 IBM Data Processing **6**
 IFF, R-1, Introduction **20**
 IFR Communications **20**
 IFR Flight Plans, Departure Procedures, ATC Clearances, Departure Control, ARTCC and Approach Control **20**
 IFR Holding Procedures **20**
 IFR Shorthand **4**
 IFR Two-Way Radio Communications Procedure **20**
 IFR Two-Way Voice Failure Procedures **20**
 IFR Voice Procedures **20**
 IR Sources, Introduction to **4**
 ITO Instrument Takeoff **4**
 Ignition System, U-6 **4**
 Illuminating Pyrotechnics **20**
 Improving Your Punctuation **8, 8-3, 11, 13, 18**
 Improving Your Writing **8, 8-3, 11, 12-2, 13, 14, 18**
 Improving Your Written Communications **13**
 Indexes and Technical Publications, Use of **3**
 Indicators of Leadership **20**
 Individual and Group Behavior **4**
 Individual Flight Records **4**
 Indoctrination, Overseas (Course III) **3**
 Induced Drag, Aerodynamics of **20**
 Inductance **4, 20**
 Inductance and Inductive Reactance **4**
 Inductance and Transformers **4**
 Inductive Reactance **20**
 Inertial Navigation **20**
 Infantry Battalion Communications Systems **4**
 Infrared **3**
 Infrared Fundamentals **20**
 Initial Effects of Nuclear Weapons, Programmed Instruction **4**
 Input/Output **4**
 Insecticide Formulation **12-13**
 Instructing in Programmed Instruction **15-2**
 Instructional Controls **4**
 Instructional Methods and Techniques **12-2**
 —Effective Communication Techniques
 —Factors Affecting Learning
 —Factors Affecting Retention
 —Methods of Instruction
 —Methods of Oral Group Communication
 —Training Aids
 —Training Controls
 Instructional Technology Programmed Workshop **2-4**
 Instructional Trends **4**
 Instructor Training **7**
 Instrument Flight, Introduction to **4**
 Instrument Indoctrination, Airspeed and Vertical Speed Indicators **4**
 Instrument Indoctrination, Altitude Indicator **4**
 Instrument Indoctrination, Slaved Gyro Compass and Magnetic Compass **4**
 Instrument Indoctrination, Turn and Slip Indicator **4**
 Instrument Landing System **4, 20**
 Instrument Landing System Approach **4**
 Instrument Landing System Procedures **4**
 Instrument Preflight Checks **4**
 Insulation **20**
 Insured Status **12-2**
 Insurgency **3**
 Intelligence **4**
 Intelligence, Introduction to **3**
 Intercept Assignment Designators **3**
 Intercept Service Data **3**
 Internal Defense and Development **4**
 Internal Navigation **20**
 Interpersonal Relations **3**
 Interpolation **20**
 Interpreter Operation and Wiring/548 **12-2**
 Introduction to PERT **8-3, 12-2, 13, 18**
 Introduction to Responsive Interviewing **12-2**
 Introduction to Social Security **12-2**
 Inventory of Ship's Store Stock **20**
 Inventory Planning and Procedures **4**
 Isobaric Analysis **20**
 Item Identification **4**
 179-GE-8/8A Engine, Familiarization, Related Systems, Systems Familiarization **20**
 JATO **20**
 Jacks, Hydraulic **3**
 Jet Engine Mechanic **3**

Jet Engines, Basic Characteristics 20
 Jet Engines, Basic Prop 20
 Jet Engines Operation, High Altitude 3
 Jet Injector Daily Maintenance and Repair, Model K3 12-3
 Jet Injector Operation, Model K3 12-3
 Jet Power Plant Designations 20
 Kirchoff's Laws for Combination Circuits 20
 Klystron Principles 3
 LCR 20
 LCR Series Circuits 20
 LF/MF Flight 4
 Lamps, Light Assemblies and Resistors 20
 Landing and Stopping, Part I 3
 Landing and Stopping, Part II 3
 Landing Gear and Brake System, U-6 4
 Landing Gear System, Cargo 3
 Languages 5
 LaPlace Transform Solution of Differential Equations 20
 Lapse Rates and Stability 20
 Lateral Separation 20
 Law Enforcement 2-4
 Law, Military 3
 Law of Sines 4
 Law Officer Training Program 23
 Lawful, Unlawful, and Countermanding Orders 20
 Leadership I-VII 4
 Leadership and General Order No. 21 20
 Leadership Concepts 20
 Leadership for Supervisors 2-4
 Leakage Tester Panel, MB-3 3
 Learning—How to Study 20
 Learning, Law of 3
 Learning Objectives, Preparation of 20
 Leave and Liberty 20
 Lecture Preparation Guide 12-3
 Letters, Effective 3
 Life Raft Ejection System, Maintenance of 20
 Lighting, Signal and Warning System 3
 Lighting System Familiarization 20
 Limiters 20
 Lines of Position, Dead Reckoning Navigation 20
 Liquid Level Measuring Devices 20
 Load Planning (Concentrated), Set I (Air Transportation) 3
 Load Planning (Concentrated), Set II (Air Transportation) 3
 Load Planning (Concentrated), Set III (Air Transportation) 3
 Load Shoring (Air Transportation) 3
 Loads, UH-1 4
 Local Government Budgeting and Finance Administration 4-2
 Logarithms 3, 4
 Logarithms—Self Taught 3
 Logic Circuits 4
 Logical Contouring 4
 Longitudinal Separation, Part I 20
 Low Altitude Aerial Observation 4
 Low Level Navigation 4
 Lubricating Oils 20
 Lubrication (Offset Press) 4
 M3A3 Mechanical Smoke Generator I, II, The 4
 M-16 Plotting Board 4
 MD-1 Aircraft Tow Tractor 20
 MD-3 Aircraft Tow Tractor 20
 MK Mod O Gun Pol, Introduction to 20
 MUSSO 3
 Machinegun, The 7.62 mm 4
 Magnetic Amplifier Characteristics 20
 Magnetic Amplifier Fundamentals 20
 Magnetic Compass 20
 Magnetic Compass Adjustments and Compensation 20
 Magnetic Field 3
 Magnetic Particle and Fluorescent Penetrant Methods 20
 Magnetic Patterns of the English Language 13
 Magnetic Theory 20
 Magnetism 3, 4, 20
 Magnetism and Electromagnetism 4, 20, 25
 Magnetism and the Electron 4
 Magnetism, Introduction to 3
 Magnetrons 3
 Main Rotor and Tail Rotor Systems (OH-13 Helicopter) 4
 Main Rotor and Tail Rotor Systems (OH-23D Helicopter) 4
 Main Rotor and Tail Rotor Systems (TH55 Helicopter) 4
 Main Rotor Performance 4
 Main Shafting and Bearings 20
 Maintenance Action Form 20
 Maintenance and Supply Procedures, Book VIII 4
 Maintenance Data Collections 20
 Maintenance Electronics (L.C.I.), Areas 3
 Maintenance Management 3
 Maintenance Management—Wire Communications Courses 3
 Maintenance of Publications 4
 Maintenance Practices, Torque Sense 3
 Malaria: Laboratory Diagnosis 12-3
 Malaria Parasites 3
 Man, Limits of 3
 Management of Personal Finances, Part II, Checking Accounts 4
 Management of Personal Finances, Part IV, Survivors and Life Insurance 4
 Management, Principles of 3
 Maneuvering Board, Plotting and Relative Plot 20
 Maneuvering Board 20
 Maneuvering Flight 3
 Manhour Accounting Card 20
 Map and Aerial Photograph Reading 4
 Map Overlay Techniques 4
 Map Reading 3, 4, 5

Map Reading, AVN Sub Course 75 4
 Map Reading, Altitude and Relief 4
 Map Reading, Definition, Classification, Marginal Information, Conventional Signs 4
 Map Reading, Direction 4
 Map Reading, Fundamentals and Theory of 4
 Map Reading, Location 4
 Map Reading—Military Grid Reference System 20
 Map Reading, Part I, Map Symbols and Marginal Information 4
 Map Reading, Part II, Location (Coordinate) 4
 Map Reading, Part III, Distance (Map Scales) 4
 Map Reading, Part IV, Terrain Features, Elevation 4
 Map Reading, Part V, Directions (Azimuths, Plotter) 4
 Map Reading, Part VI, Directions (Intersection, Resection, Polar Coordinates) 4
 Map Reading, Part VII, Aerial Photography 4
 Map Reading, Part VIII, Military Symbols 4
 Map Reading Refresher Course 4
 Mapping, Topographic 3
 Marine Corps Staffs 20
 Masers, Q-12 20
 Massing Fire 20
 Material Deficiency Reporting 3
 Material Development and Type Classification 4
 Material Handling Equipment 3
 Material Participation 12-2
 Materials and Accessories 20
 Math, Basic 3
 Math, Basic Modern
 Math for Direct Current 4
 Mathematics (Basic) Addition and Subtraction of Whole Numbers
 Mathematics (Basic), Algebraic Equations 3
 Mathematics (Basic), Angles 3
 Mathematics (Basic), Decimals 3
 Mathematics (Basic) Decimals and Percentage
 Mathematics (Basic), Fractions 3
 Mathematics (Basic), Fractions and Mixed Numbers
 Mathematics (Basic)—Graphs 3
 Mathematics, (Basic) Measurement
 Mathematics (Basic) Multiplication and Division of Whole Numbers
 Mathematics (Basic), Percentages 3
 Mathematics for Electronics Warfare Officers 3
 Mathematics for Electronics 20
 Mathematics, Pocketschool Series (4 Vol.) 3
 Mathematics Review 2-3, 4
 Matrices and Mathematical Programming 3
 Matter 20
 Measurement; Specific Gravity 20
 Measurements and Vectors 20
 Measuring Devices 3
 Measuring Tools 3
 Mechanical Lettering 4
 Mechanical Nose Fuze 20
 Mechanical Time Fuze 20
 Mechanical Training, 4.2 Inch Mortar 4
 Mechanics of English 13
 Mechanics of Motion 20
 Medical Airman Career Program 3
 Medical Facilities, USAF 3
 Medical Science (USAF), Highlights in History of 3
 Medical Services Airman, Duties of the 3
 Medical Services (USAF), Mission and Function 3
 Medical Terminology, Prefixes, Roots, Suffixes of 3
 Medical Terminology Textbook 3
 Memory Units 4
 Mess and Sanitation 4
 Mess Management 4
 Message Drafting 20
 Message Reading 20
 Metal Inspections, Nondestructive 3
 Meter Movements and Scales 20
 Meteorology, Pressure Terms and Instruments 20
 Meteorology, Primary 20
 Meteorology Time Zones 20
 Meters (D.C.), Ammeters 3
 Meters (D.C.), Meter Movements and Scales 3
 Meters (D.C.), Multimeters 3
 Meters (D.C.), Voltmeters 3
 Methods Improvement and Work Control 13
 Methods of Determining Stock and Supply Levels 4
 Methods of Instruction 4
 Methods Time Measurement 3
 Metric Conversion 4
 Metric Prefixes 20
 Metric Prefixes, Conversion of (Scientific Calculations) 3
 Metric System 3, 4
 Metric System Scale 4
 Microelectronics 3
 Microphones 20
 Microwave Principles, Basic 3
 Military Aircraft, Designations 20
 Military Aircraft, Recognition of 20
 Military Correspondence 4
 Military Grid Reference System 20
 Military Explosives 4, 20
 Military Instruction 4
 Military Justice Course, Programmed 3
 Military Law, Part I, The Military Justice System 4
 Military Law, Part II, Non-Judicial Punishment 4
 Military Leadership, Basic Concepts 20
 Military Planning Process, Fleet Air Operations 20
 Mirror Landing Pattern 20
 Missile Digital Controller, Introduction to 4

Missile Digital Controller Units 4
 Missile General Block 4
 Missiles 20
 Moisture and Change of State 20
 Motion 20
 Motion Economy, Principles of (Conference #8, Mgt. I) 3
 Motion Picture Photography, Theory of 20
 Motion Picture Shooting Technique 20
 Motor, Air Turbine (Exterior View) 3
 Motors, D.C. and A.C. 20
 Mountain Circulation 4
 Movements of the Multiplex Projector 4
 Multijunction Semiconductors 20
 Multi-Media Teaching System (Instructor/Operator) 3
 Multimeter 4
 Multimeter (PSM-6), A.C. Function 3
 Multimeter TS-352/U and Series, Circuits 4
 Multimeter, Care and Use of 4
 Multimeter, Use of 4
 Multimeters 20
 Multiple Use Management Planning 2-4
 Multiple Use Sustained Yield Act 2-4
 Multivibrators 20
 Munitions, FFAR, 2.75-Inch 20
 Munitions, HVAR, 5.00-Inch 20
 Munitions, JATO 20
 Munitions, ZUNI 20
 NATO Aircraft Designators 3
 NBC Warfare Defense (NAMTRAGRU) Effects of Nuclear Weapons,
 (The) Set 3 20
 NBC Warfare Defense (NAMTRAGRU) Radioactivity, Set 2 20
 NOTAMS 4
 National Intelligence Structure 3
 Nature and Composition of Soils, The 2-4
 Naval Air Technical Training Command—Organization 20
 Naval Correspondence, Introduction to 20
 Naval Gunfire 20
 Naval Gunfire Support, Introduction to 20
 Naval Surveillance on MK 25 Mod 4 and 5 Indicator Panel 20
 Naval Warfare Publications, Fleet Air Operations 20
 Navigation 3
 Navigation, Instrument 20
 Navigation Practical Exercise I, II 4
 Navigation Techniques for Airborne Sensor Operator MOS 26E20 4
 Navigation Time Zones 20
 Navigational Aids 20
 Navigational Computer 4
 Navigational Computer (Slide Rule) 4
 Navigational Computer—Wind Face Side 4
 Navigator Refresher Course, Annual 3
 Navy Directive, The 20
 Navy Directives System, The 20
 Navy Tactical Data System (NTDS) Display Symbols 20
 Negative Materials 20
 Negative Processing 20
 Newsreel Techniques 20
 Newton's Laws 20
 Noise and Hearing 20
 Non-Linear Magnetics 20
 Normal Approach (TH-13M) 20
 Normal Stagefield Take-Off and Landing 4
 Nuclear Defense 20
 Nuclear Effects 4
 Nuclear Physics 3
 Nuclear Weapons Effects 4-2
 Number System and Positional Notation 4
 Numbering, Captioning, and Stamping 20
 Numbering System, Part II 20
 Numbers, Complex 3
 Nursing Care of the Patient with a Myocardial Infarction 20
 Nursing Techniques, Basic 3
 Observed Fire 4
 Occluded Front 20
 Occluded—Front Analysis 20
 Oceanography, ASW (Dathythermograph) 20
 Oceanography (Bathythermograph) 20
 Octal Number System 4
 Odds, Judgment and the Driver 3
 Office Management 4
 Office Telephone 2-3
 Officer Efficiency Reports 4
 Official and Social Career—Obligations of the Service I, Customs
 and Courtesies 4
 Official and Social Career Obligations, II, Army Uniforms 4
 Official and Social Career Obligations, IV Educational Oppor-
 tunities 4
 Official Naval Letter 20
 Official Naval Personal Letter and Endorsements 20
 Ohmmeter Use, Multimeter 3, 4
 Ohmmeters 20
 Ohmmeters and Multimeters 20
 Ohm's Law 3, 4, 20
 Ohm's Law and the Rheostat 3
 Ohm's Law, Introduction to 3
 Ohm's Law—Series Circuits 3
 Operation and Maintenance of a Portable Sprayer 12-3
 Operation Breakage and Loss 4
 Operations and Supervision, Unit 3
 Operation of Electron Tube Test Set TV-7 4
 Operation of the KK Flip-Flop 4
 Operation of Polygraph 4
 Operations Order, The 4
 Operator Preventive Maintenance 3
 Oral Group Communication, Methods of 4

Oral Presentation Techniques 4
 Ordnance Alteration 20
 Organization and Installation Property Books 4
 Organization of the Army, Part I, National Defense Organization 4
 Organization of the Army, Part II, The Type Field Army 4
 Organization of the Army, Part III, The Type Corps 4
 Organization of the Army, Part IV, The Division 4
 Organization of the Army, Part V, The Airmobile Division 4
 Organization of Material 4
 Orientation, Base (Course II) 3
 Orientation to Federal Employment 2-3, 2-4
 Orientation to Technical Skills Training for Resident Worker 2-4
 Orientation to War on Poverty 2-4
 Oscillators 20
 Oscillators, Backward Wave 3
 Oscillators, Hartley and Others, VT-16B 20
 Oxyacetylene Welding 20
 Oxygen and Nitrogen, Introduction to 20
 Oxygen Equipment Demand 3
 Oxygen Principles 3
 Oxygen System, Gaseous 3
 Oxygen System (Liquid), Aircraft 3
 PERT Fundamentals 13
 PN Junction 4
 PDI, (The) an Instructional Control 4
 Pack Pressure Limiter 3
 Parachute Harness Quick-Release Assembly 4
 Parachute Loft and Dry Locker Procedures 20
 Parachutes—Part I—Ripcord Construction, Part II—Suspension Lines 20
 Parallel AC Capacitance 4
 Parallel AC Circuits, P-IX-2 20
 Parallel AC Inductance 4
 Parallel Circuits 4, 20
 Parallel D.C. Circuits 4
 Parallel RC Circuits 20
 Parallel Resonant Circuits, P-IX-4, IB-VIII-2 20
 Parametric Amplifiers 20
 Partial Panel 4
 Pathfinder Operations 4
 Pay and Allowances 4
 Ped-O-Jet Major Repair Guide, Model 12-3
 Ped-O-Jet: Operation, Maintenance and Minor Repair Guide 12-3
 Pentodes 20
 Percentage 20
 Performance Data Charts 4
 Personal Affairs, Finances, Officer Efficiency Reports 4
 Personnel Actions 4
 Personnel Data Report 4
 Personnel Management 4
 Personnel Management for Managers 26
 Personnel Photography 20
 Personnel Procedures for GS Employees 12-3
 Personnel Procedures, Mechanized, CBPO-Major Command 3
 Personnel Staffing Assistant Function 7
 Phonic Spelling 13
 Photo Files and Records 20
 Photographic Composition 20
 Photographic Development Process 20
 Photographic Filters 20
 Photography, Exposure Controls, Factors, and Determining Exposure 20
 Physics 20
 Physics and Matter, Elements of 3
 Physics (Basic) Matter 3
 Physics (Basic) Work Power and Energy 3
 Physics, Work Power and Energy (Mechanical) 3
 Physiology, Aviation 3
 Physiology—Diet, Fatigue and Flight Surgeon 4
 Pilot Static Systems, Principles of 3
 Piloting (Seamanship) 20
 Pipettes 3
 Piping Drawings 4
 Pinnacle Operations 4
 Pitch Trim System (C-141) 3
 Pitchup 3
 Place Identification, Programmed 3
 Planetary Gears 4
 Planned Maintenance System 20
 Plotting and Relative Plot 20
 Plotting Techniques 3
 Polar Front Theory 20
 Polar Planimeter 4
 Polyphase A-C Systems 20
 Position Classification and the Management Process 7
 Position Classification for Supervisors 3
 Positive Materials, Photographic 20
 Positive Whole Numbers 20
 Power Detectors 4
 Power Plants and Accessories 20
 Power Supplies, VT-11 20
 Power Supply Voltage Regulators 20
 Power System (D.C.), C-141 3
 Power System (Hydraulic), Cargo 3
 Power System (Hydraulic) Fighter 3
 Power System, Pneumatic 3
 Power Take Off 3
 Power Transfer Equipment, Introduction 20
 Power Transmission (OH-13 Helicopter) 4
 Power Typing 2-3
 Powers of Ten 3, 20
 Powers of Ten and Conversion of Electrical Units—AE 20
 Power Train OH-13 Helicopter 4
 Power Train OH-23D Helicopter 4

Power Train, TH-55A Helicopter 4
 Practice Bombs and Signals 20
 Practical Transistor Amplifiers 20
 Precedence Analysis 3
 Precipitation 20
 Precision Approach Radar 4
 Precision Measuring Equipment 20
 Premarkanship Training, U.S. Rifle 5.56 mm (M-16) 3
 Prep-Text, Mathematics Series Volume 1, (Fractions Part 1) 20
 Prep-Text Mathematics Series Volume 2, Fractions (Part 2) 20
 Prep-Text Mathematics Series Volume 3, Signed Numbers 20
 Prep-Text, Mathematics Series Volume 4, Exponents and Scientific Notation 20
 Prep-Text, Mathematics Series Volume 5, Extraction of Square Root 20
 Prep-Text, Mathematics Series Volume 6, Algebraic Axioms 20
 Prep-Text, Mathematics Series Volume 7, Ratio, Proportions and Variation 20
 Prep-Text, Mathematics Series Volume 8, Logarithms 20
 Prep-Text, Mathematics Series Volume 9, Essentials of Trigonometry 20
 Prep-Text, Mathematics Series Volume 10, Vectors 20
 Preparation of DA Form 201, Military Personnel Records Jacket 4
 Preparation of Routine Orders 4
 Preparation of the Enlisted Qualification Record 4
 Preparing Instructional Objectives 2-3, 15-2
 Preparing to Write the Staff Study 4
 Pressure and Winds 4
 Prevention of Food Poisoning 4
 Primary Circulation 20
 Primary Pattern 4
 Principles and Techniques 20
 Principles of Coding 4
 Principles of Conventional Ammunition Storage I, II 4
 Principles of Leadership 4
 Principles of Leadership and the Leader 20
 Principles of Management 4, 13
 Principles of Paralleling Synchronous Generators 4
 Prisoners of War 4
 Probability, A Programmed Introduction to 12-2
 Problem Solving and Solution Reporting 3
 Procedural Exercises 4
 Professional Model Jet Injector Maintenance and Troubleshooting Guide 12-3
 Professional Model Jet Injector Operation for Clinical Use 12-3
 Program Evaluation and Review Techniques (PERT) 3
 Program Frames 4
 Program Objectives 4
 Program Outline 4
 Programmed English Skills 2-3
 Programmed Instruction 4
 Programmed Instruction; Applications for Government Training 7
 Programmed Instruction, Introduction to 20
 Programmed Instruction, Orientation on (IST 116) 3
 Programmed Instruction, Preparing Objectives for 3
 Programmed Instruction Text, Learning from 4
 Programmed Learning 4
 Programmed Learning, IST 800 3
 Programmed Learning, Introduction to 3
 Programmed Text, How to Use a 4
 Programmed Training Course J-79-GE8, 8a, (J-79 Engine) 3
 Programming, 1401 3
 Programming Concepts and Programming the 6B4 Digital Computer Demonstrator 20
 Programming, Introduction to 15-1
 Programming is a Process 2-4
 Programming System, Symbolic 3
 Projection Printing 20
 Promotions and Reductions 4
 Proof of Age 12-2
 Propulsion and Steering, Fundamentals 20
 Prosign IMT (Use of the) 20
 Protozoans, Intestinal 3
 Provost Marshal Activities Report 4
 Provost Marshal Statistics 4
 Psychological Aspects of Illness 3
 Psychometric Computer 20
 Public Relations for the Medical Service Specialist 3
 Publication Indexes, Use of 3
 Publications, Air Force 3
 Publications (Air Force), Use of Standard 3
 Publications and Forms Management 3
 Publications, Standard 3
 Publications, Technical 3
 Pump, Stratopower and Kellogg 3
 Pump, Vickers 3
 Punched Card Data Processing Operations, Basic 12-2
 Punched Card Data Processing, Principles 12-2
 Punctuation 8-3, 13
 Pyrotechnics, Marking 20
 Pyrotechnics, Signalling 20
 Q-15A, Basic FM 20
 Quadrant Method of Determining Reciprocals 3
 Quadratic Equations 20
 R-1820-84A Engine as Installed in the UH-34G (D) Helicopter 20
 RCA 301 3
 Radar 3
 Radar Altimeter 20
 Radar Altimeter, Introduction 20
 Radar Fundamentals, Basic 20
 Radar Set, Power Sharing Self-Study Maintenance Course 20
 Radar Set I, APN-59B (C-141) 3
 Radar Set II, APN-59B (C-141) 3
 Radar Summary Chart 4

Radarscope Interpretation **3**
 Radiation Hazards **3**
 Radiation Hazards for Firefighters **3**
 Radicals **3**
 Radio, VT-17, Introduction to **20**
 Radio Compass, The (Sec. I, II, and III) **3**
 Radio Fundamentals **3**
 Radio Magnetic Indicator **4**
 Radio Navigation **4**
 Radio Relay Frequency Planning **4**
 Radio Set AN/GRC-8 **4**
 Radio Sets AN/PCR-25; AN/VCR-53; and AN/GRC-125 **4**
 Radio Set AN/VRC-12 and Tank Intercommunication System **4**
 Radio Sets AN/VRC-46 and AN/GRC-125 **4**
 Radio Theory **3**
 Radio Transmitter (AN/WRT-1) Maintenance of **20**
 Radio Transmitter (AN/WRT-2) Maintenance of **20**
 Radioactivity **4**
 Radiology, Dental **3**
 Radioman 3 and 2 **20**
 Radiotelephone Procedures **4, 20**
 Radiotelephone Procedures, Authentication **20**
 Rain Removal System **3**
 Reactive Circuits **20**
 Reactors (Saturable) and Magnetic Amplifiers **3**
 Reading Comprehension **13**
 Reading, Harvard Speed **3**
 Reading Improvement **3**
 Reading Improvement for Professional People **13**
 Reading Improvement Program **13**
 Records Maintenance and Disposition **3**
 Records Management (Air Force), Programmed Course in **3**
 Rectifiers **3**
 Reduced Benefits and Family Maximums **12-2**
 Reduction to Center **4**
 Referencing Locations **3**
 Reflections and Refraction **4**
 Regulations **4**
 Relations with Contemporaries **20**
 Relations with Juniors **20**
 Relations with Seniors **20**
 Relative Motion, Introduction to **20**
 Repair Parts and Tools, Use of **4**
 Report on Closed Circuit TV **2-4**
 Reproducing Punch Operation and Wiring 514 **12-2**
 Request for Routine Orders **4**
 Required Reports **4**
 Requisition for Publications **4**
 Residual Radiation **4**
 Resistance **3**
 Resistance Thermometers **3**
 Resistor Application I and II **4**
 Resistor Color Coding **4**
 Resistors and Color Code **4**
 Resonance **4, 20**
 Resonance and Series Resonant Circuits, Introduction to **20**
 Resonance and Series Resonant Circuits, P-IX-3A **20**
 Resonant Circuits **4**
 Respiration and Circulation **20**
 Reticulocyte Count **3**
 Review of Basic Physics—Problem Solving **4**
 Review of Grammar **14**
 Review of Mathematics **4**
 Revolver Caliber .38 Special, Introduction to and Nomenclature of **20**
 Revolver (Mechanical) K-38, Smith and Wesson Training **3**
 Rifle Company in Retrograde Operations **4**
 Rifle, The 7.62 mm **4**
 Rigging Aircraft Control Surfaces **20**
 Right Triangles **20**
 Riot Control, Civil Disturbance and **3**
 Road Dimensions **4**
 Road Division Base **4**
 Road Markings, Signs and Rules of the Road **3**
 Rotary Wing Aerodynamics **4**
 Rotor Fuselage Relationships **20**
 Rotor System, Main **20**
 Routine Orders, Introduction to **4**
 Rules of Nautical Road **20**
 S/360 Assembler Language Coding—PI **17**
 S/360 DOS/TOS Operation (PI) **17**
 S/360 Introduction—PI **17**
 S-2D/E Aircraft, Power Plant **20**
 S-2D/E Aircraft, Systems Familiarization Hydraulics **20**
 S-2D/E Systems Familiarization, Air Frames **20**
 SAC Two-Man Policy **3**
 SAO, SA/C Calculator Guide **12-3**
 Safeguarding Defense Information **4**
 Safety and Communications **3**
 Safety and Supervision **3**
 Safety, Electrical **3**
 Safety Familiarization, Nuclear **3**
 Safety, Fire **3**
 Safety, Ground **3**
 Safety Practices **3**
 Safety, Radiation **3**
 Safety, Shop **3**
 Safety (Shop) for Aerospace Ground Equipment Personnel **3**
 Safety Supervisor's Guide **3**
 Safetying Procedures **4**
 Sampling Plans **3**
 Saturable Reactors **20**
 Schedule X—Manpower and Workload Data **4**
 Schematic Diagrams **3**

Scientific Notation and Significant Figures **13**
 Screening Smoke Operations, Introduction to **4**
 Screens **20**
 Scuff Tester and Portallner **3**
 Seamanship **20**
 Seamanship, Basic Rules of the Road **20**
 Seamanship, Bentline Screens, Reorientation of **20**
 Seamanship, Piloting **20**
 Seamanship, Single-Line Formations **20**
 Secretary (The)—Jill of All Trades **14**
 Security **3**
 Security for Air Force Personnel Who Require Access to Classified Material **3**
 Security, Introduction to **3**
 Security of Classified Information **20**
 Security Program, Air Force **3**
 Security, Programmed **3**
 Security Regulations, Weapons Systems Fundamentals **20**
 Selector Valve **3**
 Self-Study Shorthand Training **9**
 Semiconductors AO **20**
 Semi-Conductors, Diodes and Rectifiers **3**
 Semiconductors, Introduction to **20**
 Semiconductors, Multijunction **20**
 Semiconductors, Single Junction **20**
 Separation Minima **20**
 Serials for the Landing Force **20**
 Series AC Capacitance **4**
 Series AC Inductance **4**
 Series Circuits **4, 20**
 Series Circuits, AEA, P-III-1 **20**
 Series DC Circuits **4**
 Series—Parallel Circuits* **4-20**
 Series—Parallel Circuits, P-III-3 **20**
 Series—Parallel DC Circuits **4**
 Series Parallel L-C-R Circuits, Book X **4**
 Series—Parallel RCL Circuits **4**
 Series Resonant Circuits **20**
 Servo Analysis **3**
 Servo Systems Fundamentals **20**
 Servo Systems, Special Circuits **20**
 Shimmey Damper and Nose Wheel Steering Valve **3**
 Shock Strut **3**
 Shop Procedures **3**
 Shorthand Dictation Speed Builder **13**
 Shorthand for Secretaries **16**
 Shorthand Speed Development **2-3**
 Signal Analysis **3**
 Signal Flow Graph in Linear Systems Analysis **20**
 Signal Operation Instructions and Standing Signal Instructions **4**
 Signal Response **20**
 Signed Numbers **20**
 Simulated Carrier Deck Launch and the Normal Landing Pattern **20**
 Sine-Wave, Analysis **20**
 Sine Wave, Generation of **20**
 Sine Wave Oscillators **20**
 Single-Flash Photography **20**
 Single Junction Semiconductor **20**
 Single-Phase A.C. Generator **20**
 Single Side Band, Introduction to **3**
 Sink Rate **3**
 Six Sources of Electricity **20**
 Slide Rule **20**
 Slide Rule Fundamentals **13**
 Slide Rule, How to Use The **3**
 Slings and Their Uses **20**
 Slope **20**
 Slope and Confined Area Maneuvers **4**
 Small Arms **20**
 Small Arms, Terminology and Basic Safety **20**
 Social Security Amendments of 1965—Part II Health Insurance Benefits **12-2**
 Soldering, Tube Cutting, Bending and Flaring **3**
 Solid State Devices **3**
 Solid State Devices Work Book **3**
 Solid State Theory, Common Emitter **3**
 Solid State Theory, Introduction to Semiconductors AO **20**
 Solid State Theory, Multi-Junction Semi-Conductors **3**
 Solid State Theory, Single Junction **3**
 Solutions, Percent **3**
 Sonar—ASPECT Trace Interpretation and Equipment Operation **20**
 Sorter Operation/82 **12-2**
 Sound **20**
 Sound in Water **20**
 Sound Intensity (Decibel) **20**
 Sources of Information **4**
 Space Operations, Algebra Review **3**
 Spark Plugs, Aircraft **20**
 Special VFR Operations within the Control Zone **20**
 Special Weapons Fires **20**
 Specialized Typing **5**
 Specific Gravity **4**
 Spectrophotometer, Operations of **3**
 Spectrophotometric Formula **3**
 Spectrophotometry (Theory) **3**
 Spelling **13**
 Spelling by Principles **13**
 Spelling Drills and Exercises **2-3**
 Spelling Improvement **3**
 Spoilers System (C-141) **3**
 Springs and Shock Absorbers **3**
 Square and Square Root **20**
 Stability and Control, Part I **3**

Stability and Control, Part II 3
 Stable Reference Platform 20
 Staff Action, Completed 3
 Staff Study, the 4, 20
 Staff Study Report 3
 Stalls, Spins, and Landings 20
 Starting and Ignition System (C-141) 3
 State and Private Forestry Learning System 2-4
 Statements of Learning Objectives and Criterion Tests, Preparing 3
 Statics, P-1-2R; Dynamics P-1-3R 20
 Station Model (WX-8) 4
 Statistics 16
 Statistics, Basic 12-2
 Statistics, Introductory Descriptive 3
 Steep Approach—Maximum Take-Off 4
 Steering and Suspension Systems 3
 Steering Factors 3
 Steering Gears, Manual 3
 Steering (Power) Pump and Cylinder 3
 Steering System, Cargo 3
 Straight and Level Flight 4
 Straight Line Instruments 4
 Strength Accountability; Duty Status; Unit Funds 4
 Stronger Switch, The Basic 3
 Study for OJT, How to 3
 Study Habits, Improving 3
 Study, How to 3
 Subject Selection 4
 Substantial Services 3, 12-2
 Supervision 3
 Supervision, Instructor 3
 Supervision of Instruction 4
 Supervisory Mess Accounting in a Field Ration Mess 4
 Supervisory Training 5
 Supply and Stock Levels 4
 Supply Management 4
 Supply Procedures for Repairmen 4
 Supply Procedures, Introduction to 4
 Supply Publications 4
 Supply System, Federal 20
 Support Action Form 20
 Support Arms Field Artillery 20
 Surface Observation, Pressure Instruments 20
 Surface Observations, Temperature Instruments and Observations 20
 Surface Tactics, ASW 20
 Surface Tactics Formations, Circular, Multiple Line, Single Line 20
 Surface Weather Map 4
 Surface Weather Observations, Classification of Layers 20
 Surface Weather Observations, Cloud Entries 20
 Surface Weather Observations, Pressure Entries 20
 Surface Weather Observations, Special Observations 20
 Surface Weather Observations, Temperature and Humidity Entries 20
 Surface Weather Observations, Wind Observations 20
 Surveyor (The) and Hand Signals for Landing Helicopters 4
 Survival, Aircraft Pressurization and Air Conditioning, Introduction to 20
 Survival, Post Ejection 3
 Switchgear Instruments and Circuits 3
 Switching, Gating and Pulse Circuits 3
 Synchro Control Transformers 20
 Synchro Operation and Application 20
 Synchro Resolvers 20
 Synchro System Operation 3
 Systematic Troubleshooting 20
 Systems Approach to Training, Introduction to 27-1
 T-2A Canopy Operation 20
 T-28 Aerodynamics 20
 T-28 Basic Instruments 20
 T-28 Basic Instruments, Flight Support 20
 T-28 Ground-Controlled Approaches 20
 T-34B Emergency Procedures 20
 TACAN, Air Navigation 20
 TACAN, Introduction to 20
 TACAN, Surface Station, N-5B, Introduction 20
 TACAN, System, N-5A 20
 TEXTA 3
 TF30-P-6 Fuel System, Introduction 20
 TS-1, Logical Troubleshooting 20
 Tactical Flight Procedures 4
 Tactical Low Level Navigation 4
 Take-Off and Land to Ground 4
 Taps and Dies 20
 Tax Service Representative Training 27-1
 Taxi Signals 20
 Technical Publications 4
 Technical Order and Aircraft Inspection System 3
 Technical Order System, Air Force 3
 Technical Order System (SOL 1103) 3
 Technical Order Systems (TISAF), Introduction to 3
 Technical Orders, Maintenance of 3
 Technical Training 19
 Techniques in Computer Programming 13
 Techniques of Leadership 20
 Telephone Techniques 13
 Telescope Components and Arrangements 4
 Teletype Sequence Reports 4
 Temperature Taking 29
 Terminal and Area Forecasts 4
 Terminal Instrument Approach Publication, Approach Plates 20
 Test Equipment—Multimeter 20
 Test Stand 3
 Tests, Objective 20

Tetrode and Field Effect Transistors **20**
 Tetrodes, VT-8, **20**
 Thermocouple Thermometer Indicating Systems **3**
 Thermometry **4**
 Thermonuclear Weapons Effects **3**
 Thinking Logical (C-110) **3**
 Third Class Mail **22**
 Threads **4**
 Three Minute Rule **20**
 Thrombocyte Count, Direct **3**
 Thunderstorms **4, 20**
 Timber Scale Contract **2-4**
 Time, Flight Preparation Navigation **20**
 Time Zones **20**
 Tools, Common Hand **3**
 Tools, Hand **3**
 Tools (Hand/Mechanic's) **3**
 Tools, Special **3**
 Torque and Gears **4**
 Tow Targets and Cabins **20**
 Tow Target Equipment **20**
 Tow Tractors **20**
 Traffic Analysis, Introduction to **3**
 Traffic Safety Training Course **3**
 Training Methods **2-4**
 Training Objectives, Preparation of **3**
 Transceivers, Technical Characteristics of **20**
 Transformers **3, 4, 20**
 Transients and L-R Circuits **4**
 Transistor Biasing and Stabilizing **20**
 Transistor Amplifiers **20**
 Transistors **20**
 Transistors Program **4**
 Transmission, Standard **3**
 Transmission, Automatic (Parts I Thru VI) **3**
 Transponder **4**
 Traveling Wave Tubes **3, 20**
 Tropical Storms **20**
 Troubleshooting Communication Equipment **20**
 Troubleshooting Electronic Equipment **20**
 Troubleshooting Series Circuits **4**
 Trigonometric Functions and Tables **20**
 Trigonometry **3, 13**
 Trigonometry, Analytical **3**
 Triodes, Static Characteristics of **20**
 Trouble-shooting for Opens, Shorts, Grounds and Low Power **3**
 Tubing and Hose Repair **4**
 Tuned Circuits **20**
 Turbine (Air) Motor (Interior View) **3**
 Turbine Oil Sump, Cooling **3**
 Twist Drills **20**
 Two-Man System, The **3**
 Types of Contracts **4**
 Types of Practical Exercises **4**
 Typing **4, 16**
 U Rest Computer **20**
 Underwater Fire Control Base Analog Theory, Fundamentals of **20**
 Uniform Code of Military Justice, Article 15 **20**
 Unit Administration, Part I, II, III, VI **4**
 Unit and Organization Supply Procedures, Adjustment Transactions **4**
 Unit Mail Service
 Unit Programs
 Unit Supply Procedures **4**
 U.S. Army Standard Scores **4**
 U.S. Fighting Man's Code (The) **20**
 U.S. Rifle 5.56-mm m16 and m16a1, Introduction to and Nomenclature of
 Use of Beam Compass and Invar Scale **4**
 Use of the Magnetic Compass in a Small Boat
 VFR Review **4**
 VOR/ADR IFR Flight **4**
 VOR Airways **4**
 VOR Approach **4**
 VOR Course Indicator **4**
 VOR and VOR Procedures (T-37) **3**
 VOR Terminal **4**
 VOR Tracking **4**
 VT-1 Course Rules **20**
 VT-1 Flight Procedures **20**
 VT-1 Flight Procedures, Precision Stage Maneuvers **20**
 Vacuum Tube Circuits, Power Supply Filters **3**
 Vacuum Tubes, Diode **3**
 Vacuum Tubes, Introduction to **3**
 Vacuum Tubes, Static Characteristics of Triodes **3**
 Vacuum Tubes, VT-1, Introduction to **20**
 Validation Techniques **4**
 Variation and Deviation **4**
 Vector Concepts **3**
 Vectors **20**
 Vectors and Trigonometric Functions **3**
 Vehicle Storage and Climatic Techniques **3**
 Vehicular Power Trains, Introduction to **4**
 Vending Machines, Cup Type, Administration of **20**
 Vertical Separation **20**
 Visibility Entries **20**
 Visibility Observations and Instruments **20**
 Vision **20**
 Visual Omni Range (VOR) **4**
 Visual Search **4**
 Visualiner **3**
 Vocabulary Building **13**
 Vocabulary Improvement **2-3**
 Vocational—Related Instruction **15-1**

Voltage 3
Voltage Amplifiers, VT-13 20
Voltage, Current, and Resistance 4
Voltage Dividers 4, 20
Voltage Regulation and VR Tubes, VT-5 20
Voltage Regulators 20
Voltages, Combining of 20
Voltmeter Use, Multimeter 3, 4
Voltmeters, P-V-3 20
Wages 12-2
Warm Fronts 20
Warrent Officers' MOS Structure 4
Weapons Operations-- Naval Gunfire Support 30
Weather Depiction Chart 4
Weather Elements, Reports and Forecasts 4
Weather Flight Planning 4
Weather, Fundamentals of 3
Weather Maps 4
Weather Minimums (VFR) 20
Weather Reports, Aviation 3
Weather Reports, Teletype Aviation 20
Weight and Balance 3, 4
Wheel Balancing 3
Wheel Position Indicating System 3
Wind Affects on Aircraft 4
Wind Observations 20
Wind Triangle, The 3
Winds Aloft 4
Winds, Use of (Aircraft Performance/C-141) 3
Wiring Diagram Interpretation 3
Wood Glues and Nails 4
Word Problems 3
Work, How to Control 3
Work, How to Direct 3
Work, How to Plan 3
Work, Power and Energy 20
Work, Power and Energy (Electrical) 20
Work, Power and Energy (Mechanical) 20
Work Simplification 4
Writing 5
Writing, Eight Sign Posts to Effective 3
ZUNI 20

Agencies Using Programs, by Numerical Code

- | | |
|--|---|
| <p>1 AID
 Mr. Guido
 Room 200
 Washington Training Center
 Thomas Circle
 Washington, D.C. 20523 RE 7-6823</p> | <p>2-4 Forest Service
 Norm Gibbard
 Room 907
 1621 North Kent Street
 Arlington, Va. 22209 557-4852</p> |
| <p>2-1 Agricultural Research Service
 John Gore
 Personnel Division
 Room 711
 Federal Center Building
 Hyattsville, Md. 20782 GR 4-8223</p> | <p>3 USAF
 Mr. William R. Perry
 Hq. USAF (AFPTRD)
 Training Devices and Instructional Technology Division
 Pentagon
 Washington, D.C. 20330 OX 5-6966</p> |
| <p>2-2 Agricultural Stabilization and Conservation Service
 Wayne Wang
 Room 4746 South Building
 Agricultural Stabilization and Conservation Service
 USDA
 Washington, D.C. 20250 388-6745</p> | <p>4 Army
 Thomas Gillespie
 Fort Monroe
 Hampton, Va. 23051 727-3237</p> |
| <p>2-3 Agriculture Consumer and Marketing Service
 Regina Flahie
 Employee Development Branch
 Consumer and Marketing Service
 Room 243
 Liberty Loan Building
 Washington, D.C. 388-6235</p> | <p>4-1 Office of Civil Defense
 Mr. Fred N. Brantlinger
 Office of Civil Defense
 P.O. Training and Education Program Division
 Room 1E525
 Pentagon
 Washington, D.C. 20310 OX 5-6139</p> |

- 4-2** Office of Civil Defense Staff College
Max W. Doman
Office of Civil Defense Staff College
Federal Center
Battle Creek, Mich. 49016 962-6511
- 5** CIA
Miss Nancy Deaton
Office of Training
CIA
Washington, D.C. 20505 351-2193
- 6** CAB
Wayne Poland
1801 Connecticut Avenue
Washington, D.C. 20428 393-7625
- 7** Civil Service Commission—Herman Dorfman
1900 E Street NW.
Washington, D.C. 20415 632-6090
- 8** Commerce—Office of Secretary
Mr. Dave Larken
Department of Commerce
Office of Administrative Services, Room 6427
Washington, D.C. 20425 967-5720
- 8-1** Maritime Commission
David Sullivan
Code 170
Office of Administrator
Department of International Business
Room 1510
STOP 206 967-5955
- 8-2** Patent Office
Washington, D.C. 20230 557-3158
- 8-3** ESSA—Commerce
Mr. Paul Murphy
Chief of Career Development
Environment Science Services Administration
Career Development Branch—Room 215
Washington Science Center
Rockville, Md. 20852 656-8261
- 8-4** Commerce—Domestic and International Business
Room 1513—Personnel Division (OA/DiB)
Department of Commerce
Washington, D.C. 20230 967-2222
- 9** Federal Communications Commission
1919 M Street NW.
STOP 554 632-7120
- 10** Federal Reserve Board
Miss Sudella Rice
Room 1262
Board of Government of the Federal Reserve System
20th and Constitution Avenue NW.
Washington, D.C. 20551 RE 7-1100 X404
- 11** Federal Trade Commission
6th and Pennsylvania Avenue NW.
Washington, D.C. 20580 EX 3-2293
- 12-1** HEW—Office of Education
Mrs. Shirley Slusser
330 Independence Avenue SW.
Washington, D.C. 20201 963-5280
- 12-2** Social Security Administration
Virgil Bowser
Office of Administration
6400 Security Boulevard
Baltimore, Md. 21235 344-5000 X2967
- 12-3** Public Health Service
Communicable Disease Center
Dr. John Olsen
Instructive Communications Unit
Atlanta, Ga. 633-3311
- 13** HUD
Mrs. Peggy Swift
Department of Housing and Urban Development
Room 2510, 451 7th Street NW.
Washington, D.C. 20410 755-5406
- 14** Interstate Commerce Commission
Mr. Samuel Bingman, Jr.
Constitution Avenue and 12th Street NW.
Washington, D.C. 20423 737-7116
- 15-1** Department of Justice
Bureau of Prisons
Mr. Joseph Burrell
Chief of Career Development Section
Room 400, Personnel Office
Washington, D.C. 20530 RE 7-2274
- 15-2** FBI
Mr. Richard E. Kohler
Training Division
Room 807, OPO
Washington, D.C. 20535 EX 3-2511
- 16** Department of Labor
Miss Mary Jo Bemau
Office of Personnel, Division of Departmental Programs
Human Resources Development Group
Room 6134
Washington, D.C. 393-5311

- 17 Library of Congress
Mr. Harvey Joiner
Training Officer
Room 310, Main Bldg.
STOP 303 783-0400
- 18 National Science Foundation
Mrs. Deering
Personnel Office/Secretary
Room 211, 1800 G Street NW.
Washington, D.C. 20550 632-4106
- 19 National Security Agency
Commandant, Training School
Mary Dunwiddie
National Cryptologic School
National Security Agency
Fort George G. Meade, Md. 20755 688-7451
- 20 Navy
Mr. Lawrence Mann
Bureau of Naval Personnel
Arlington Navy Annex, Room 3072
Washington, D.C. 20370 OX 4-3321
- 21 Peace Corps
806 Connecticut Avenue NW.
Washington, D.C. 20525 393-2865
- 22 Post Office
Mr. Lopez
Craft Training Department
6900 Wisconsin Avenue
STOP 410 656-9125
- 23 Small Business Administration
Mr. Robert Stockment
Room 603
1441 L Street NW.
Washington, D.C. 20416 382-3544
- 24 Smithsonian
Mrs. Dorothy Lewis
Office of Personnel
Room 1235, A&I Building
Washington, D.C. 20560 381-5226
- 25 State Department
Barbara Morlet
2201 C Street NW.
Washington, D.C. 20520 557-5518
- 26 Transportation
Mr. Howard R. Richardson/TAD-14
Chief, Training and Career Development Division
FAA Building
800 Independence Avenue
Washington, D.C. 20590 962-8662
- 27 Treasury
Internal Revenue Service
Jim Everett
12th and Constitution Avenue NW.
Washington, D.C. 20224 WO 4-2425
- 28 USIA
Mrs. Dorothy Blackburn
Room 952 USIA
Washington, D.C. 20541 RE 7-8340
- 29 Veterans Administration
Mr. James O. Brien (056C)
Training and Development Service
Veterans Administration
Vermont Avenue and H Street NW.
Washington, D.C. 20420 DU 9-2388

END

12-10-70