

DOCUMENT RESUME

ED 157 014

CS 004 219

AUTHOR Fox, Lynn C.; Sticht, Thomas G.
TITLE A Program for Job Related Reading Training.
INSTITUTION Human Resources Research Organization, Monterey, Calif. Div. 3.
SPONS AGENCY Department of the Army, Washington, D.C.
PUB DATE 74
CONTRACT NOTE DAHC-19-73-C-004
 36p.; Several pages may not reproduce well due to poor type

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS Functional Illiteracy; Individual Instruction; Instructional Materials; *Job Skills; *Literacy; *Military Personnel; Post Secondary Education; Program Descriptions; Program Evaluation; *Reading Programs; *Reading Skills; *Worksheets

ABSTRACT

A functional job-related reading program was developed to cope with literacy problems of Army personnel; the program involves students who work individually on instructional worksheets in six main modules, each designed to teach a specific job-related reading task. This paper presents an overview of background research for the program, which was aimed at defining the Army's literacy problem and identifying objectives for a literacy training program. It then discusses the following aspects of the program: instructional principles on which it is based, student selection, first day inprocessing, procedures for administering student worksheets and for moving students through the instructional modules, types of items included on the worksheets, record keeping, and student characteristics. Data are then presented that indicate the success of the program, and its current implementation status in Army literacy schools around the country is noted. The paper includes charts showing program procedures and provides samples of such materials as the job reading task test administered prior to the program, student worksheet records, and worksheet exercises. (GW)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED157014

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned
this document for processing
to

CS CE

In our judgement, this document
is also of interest to the clearing-
houses noted to the right. Index-
ing should reflect their special
points of view.

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY, AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGI-
NATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

NO FURTHER CLEARANCE
COMBINED NECESSARY

A PROGRAM FOR JOB-RELATED READING TRAINING

01-31-74
074
js

Lynn C. Fox and Thomas G. Sticht
Human Resources Research Organization

Spring 1974

Working Draft
Not For Distribution Or Citation

THE VIEWS EXPRESSED IN THIS PAPER/ABSTRACT ARE
THOSE OF THE AUTHOR(S) AND DO NOT NECESSARILY
REFLECT THE VIEWS OF THE UNITED STATES ARMY OR
OF THE DEPARTMENT OF DEFENSE.

004 219

A PROGRAM FOR JOB-RELATED READING TRAINING

The purpose of this paper is to describe, in detail, an adult functional job-related reading program, which has been systematically developed for the specific needs of a specific user. The research for the program was sponsored by the Department of the Army and the Department of Defense; first, to define the Army's literacy problem; and second, to develop a prototype reading program to cope with these problems. Initially, I will present a brief overview of this research.

Afterwards, I will describe the program in detail; including the instructional principles, the materials, and the record keeping procedures. In conclusion, I will present some data about the effectiveness of the program; and discuss its current implementation status.

BACKGROUND RESEARCH

Background research for the program, begun in 1968, was aimed at defining the literacy problem by:

1. Assessing the difficulty level of the materials used by a job-incumbent.
2. Assessing the reading level of actual job performers.
3. Assessing the job-incumbent's job performance in terms of actual "hands-on" job performance tests and written job-knowledge tests.

The results indicated that:

1. There is a wide gap between the reading difficulty level of the job materials a man must use on the job, and the reading ability of the actual job performers. The average difficulty level, for most materials, was at the 12th plus grade level, while the average reading level of the job performers ranged from 7.5 to 9.5 grade levels.
2. There is a positive relationship between a person's reading ability and his successful performance of a job, as measured by both "hands-on" performance and written job knowledge tests.
3. There is a minimal reading requirement which a job incumbent must have in order to be a competent job performer: 7th grade for Cooks, 8th for Mechanics, and 9th for Clerks.
4. There are specific job-reading tasks which a person must be able to do in order to perform these jobs successfully. One must be able to use a table of contents and an index, read a table or graph, extract information from the main body of the manual, follow written procedural directions, and fill out forms.

Thus, the research, at this point, had identified two sets of terminal objectives for a literacy training program: minimal general reading levels for different jobs; and specific job-related reading tasks. The next step in the research was to develop a literacy program aimed at achieving these objectives.

✓ INSTRUCTIONAL PRINCIPLES

In designing and developing the program, six instructional principles were used:

1. Individualized instruction: This permits students to progress through the program at their own rate using materials oriented toward their jobs.
2. Performance-oriented instruction: This training permits the men to perform the kinds of reading tasks they will encounter in job training and out on the job; thus, there is a direct transfer of skills learned in the literacy school to the job training school and the job.
3. Functional instruction: Through the use of actual job reading material, the man sees the purpose for the reading training in concrete terms of job proficiency, not in general educational development, which he has failed many times in the past.
4. Student-assisted instruction: Students are used in the more routine records management activities in the classroom. Periodically a student may tutor another student on a skill which he, himself, has previously learned. These activities cut down the teacher's administrative paper-correcting load, and help the student "stamp-in" more deeply some of the skills he has just learned.

5. Programmed instruction: The program is composed of six separate modules of linearly sequenced job-reading skills. Each module contains a set of pre-module and post-module proficiency tests; printed worksheets; audio worksheets; and branching loops for remedial instruction.
6. Quality control monitoring of performance: As mentioned above, each module has its own set of proficiency tests. These are used to assure that the student has developed a certain mastery of the reading task before proceeding to the next module. Each proficiency test (or pro-test as they are generally referred to) is made up of four sections, each with its own set of five questions. There is no time limit to the test; however, to satisfactorily master the task, the dual criteria of 90% or more correct, in 20 minutes or less, must be met.

STUDENT SELECTION

The following is an in-depth description of the program, starting with the selection of students. (Table 1 presents a flow chart picture of the program.) Prospective students, those whose Armed Forces Qualification Test scores are 30 or below, are screened twice before entering the literacy school. The screening instruments are two different forms of a general reading comprehension test, called the USAFI Intermediate Achievement test. To be selected, a student must consistently demonstrate a reading grade level at or below 6.1 (i.e. raw score of 24 or less correct out of a possible 44 points).

FIRST DAY INPROCESSING

Inprocessing into the school includes: an orientation to the program; completion of a background questionnaire; and administration of an alternate form of the USAFI general reading test as well as a job reading task test (JRPT). The latter is a four section test which samples how well a person can use an index, extract information from continuous prose and illustration, read a table, and fill out a form. (See figures 1 and 2 for examples of the JRPT.) The text for these tests are taken from regular Army manuals, and the skills measured are "real-life" job-related reading tasks. If a student scores 7.5 or above on both tests, he is released from the school and sent directly to his job training school. Otherwise, he enters the job reading program.

JOB READING PROGRAM

As mentioned earlier, the program is comprised of 6 main instructional modules, each of which is designed to teach a specific job-reading task. The first instructional module is the Table of Contents (TOC). (See Table 2 for a flow chart of the module.) Initially, the student is given a didactic, or brief instructional session, as to the "what, why, and how" of a Table of Contents. After this, the student takes a pre-training proficiency test (pro-test) on the TOC. (See figure 3 for a sample of the pro-tests.) If the student achieves criteria (90% or more correct in 20 minutes or less) he skips the TOC module, and goes to the Index module. If he does not meet the criteria, the man is assigned 10 worksheets on the TOC. Prior to his beginning

the worksheets, the teacher reviews the student's mistakes on the pro-test with him, so that he understands where he made his errors.

To answer the worksheet questions, the student must use the manual's TOC, and write his answers directly on the consumable worksheet. The student hands in his worksheet to the student scorer as soon as he completes it for scoring. If he gets 100%, the worksheet is retained by the scorer, and the score is entered on the student's printed worksheet record (See figure 4). The latter is returned to him and always remains in the student's file, since it serves as his own progress record. If he does not get 100%, the score is entered on the record sheet, and the worksheet is returned to the student for correction. If the student is unable to correct his mistakes, he requests teacher assistance. When the worksheet has finally been scored as 100%, it is retained by the teacher, and the student begins work on the next worksheet.

After completion of the 10 worksheets, the student is given another form of the pro-test for the TOC. If he achieves criteria, he goes to the Index module. If he does not achieve criteria, he is assigned 10 additional worksheets. Before beginning the worksheets, the teacher again reviews the student's errors with him so that he understands why his responses were incorrect.

With the 10 new worksheets, the student follows the same procedure as in the first packet of materials. After he completes these worksheets, he is given 10 audio exercises. The audio worksheet is a previous worksheet which has been tape recorded. After

hearing each question, the student must find the answer in the TOC and write it down on his audio answer sheet. These are corrected using the same procedure as for the printed worksheets. There is also a separate audio worksheet record on which the % correct entries are to be recorded (See figure 5). When the student has satisfactorily completed the 10 audio exercises, he is given a third alternate form of the proficiency test. If he meets criteria, he moves to the Index module. If he does not, then the student receives individually prescribed instruction (IPI); i.e., using such information as the student's pro-test results and his performance on the worksheets, the teacher works closely with the student in analyzing his problem. Afterwards, the student is recycled back through the first packet of worksheets. The recycle procedures of testing and assignment follow the same sequence as in the initial run-through of the module.

Once the student has mastered the TOC module, he moves to the next module, the Index, and repeats the same didactic, pre-test, assignment sequence as in the TOC module. Using this procedure, the student works his way through all six modules at his own pace. When he has satisfactorily finished his last pro-test on forms, he is administered an alternate form of the job-reading task test and the general reading comprehension test. If he scores at, or above, 7.0 on both tests, he is released from the school and sent to his job-training school. If he is unsuccessful on one or both tests, he is re-entered in the appropriate part of the program, with individually prescribed activities, to reinforce the areas in which he appears to be weakest.

These activities are prescribed according to the test data and other information known about him. This re-entry occurs only if the student still has time remaining in the course. Unfortunately, for example, if he is in his sixth week, he is sent on to his career training regardless of his achievement level.

WORKSHEET DESCRIPTION

The worksheets in all modules were developed along two major guidelines:

1. Introduce the student to the structure of the materials first and then expose him to the content.
2. Arrange the exercises on the worksheet so that they go from simple to complex.

Each worksheet, except those in the forms module, contains 10 items. Sets of worksheets from the same manual within a module followed the same guidelines as the individual worksheets, i.e., structure to content, simple to complex. For instance, the TOC worksheets were designed so that the first worksheet for a manual asks questions about: the number of chapters in the manual--the number of sections within a particular chapter--the page on which the Index begins, etc. (See figure 6). The purpose of the TOC worksheet is to direct the student's attention to the different parts of the manual and let him come to realize that the manual is comprised of large units under which other information is subsumed, i.e., to teach the student that a table of contents has certain structural features.

Worksheet #2 requires that the student actually locate specific topics, or bits of information within the TOC (See figure 7). When the man finds the topic, he writes down the page

and paragraph numbers where he would turn in the manual for the information. Thus, it teaches the student to attend to the content of a table of contents. The first ten worksheets cover five different manuals in the student's career field.

Figures 8, 9, 10, and 11 show the worksheets designed for the BOM module. Worksheet 1 (See figure 8) introduces the structure of the BOM by starting with the largest unit in the manual and then gradually moving down to the smallest section subsumed in the manual. Worksheet #2 (See figure 9) calls for the students to identify missing words and then to transcribe them verbatim into the empty blanks. In order to do this task, the student must locate the appropriate section of the manual (attention to structure) and then identify the proper sentence for transcribing the desired information (attention to content). Worksheet #3 (See figure 10) focuses attention on the content of the manual by requiring the student to answer specific questions from the continuous prose sections of the manual. Again, the student must locate the appropriate section of the manual before he is able to answer the questions. Worksheet #4 (See figure 11) introduces the student to the task of extracting information from illustrations and figures. Thus, the student is gradually exposed to the entire structure and content of the body of the manual.

RECORD KEEPING

Three kinds of records are maintained:

1. The administrator keeps a class data roster of each student's entry and exit USAFI reading and JRTT scores.

2. The student receives a job reading record for each module in which he works. This record contains the student's % correct scores for each worksheet. (See figure 4.)
3. The teacher maintains a control card for each student for each module. (See figure 12.) This serves as a quick reference for the instructor when having to decide what to do with a student, or when checking a student's progress. The card contains complete proficiency test information: time, date, % correct, and assignment. Also, the date of completion of the worksheets is recorded so that the teacher can monitor productivity and time spent on each group of worksheets.

STUDENT CHARACTERISTICS

All students are young adult males who have been in the Army for 2 months. Of the first 16 classes completing the school, over 60% reported having a high school diploma or a GED equivalency; the median age is 19; and the average entry reading grade level is 6.0. The ethnic composition of the school is diverse, including Anglo American, Black, Oriental, Spanish-American, Polynesian, and American Indian. However, only 60% of these students reported having English as their primary language. An additional insight into the literacy-language problem is that about 25% of these men were foreign born with more than half of them having lived in this country for one year or less.

PROGRAM EFFECTIVENESS

The effectiveness of the FLIT program is indicated by:

- a. the number of people who reach criterion after going through each section of the module (criterion-referenced tests);
- b. the improvement in raw and job reading test scores obtained in the first and last weeks of the literacy program (normative referenced tests);
- c. the number of men who achieve the minimal target objective of grade 7.0 performance on the job reading task tests.

As mentioned earlier, each module has its own set of pre and post module proficiency tests to monitor the quality of student performance. Table 3 shows the percentage of students who successfully achieved the criterion level of performance after having failed the pre-test and then completing the module. Also given is the percentage who did not have time to complete the module. (Students are moved along to be sure that they are exposed to all modules of instruction in their six-week training period. While this practice precludes strict adherence to mastery performance criteria, the modules are not hierarchical and so cumulative deficits in skills do not result.) These data are for all six career clusters combined and include the 20 weeks of input to the school just prior to writing this paper.

Table 3

Module Proficiency Test Performance

Module		% Passed Post Test	% Did Not Complete
Table of Contents	N=82	90%	10%
Index	N=95	81%	19%
Tables and Graphs	N=70	84%	16%
Body of the Manual	N=107	70%	30%
Procedural Directions	N=78	36%	64%

Attempting to achieve mastery did, however, result in a fairly large number of students (64%) who did not have time to complete the procedural directions module satisfactorily. Notice that this module comes near the end of the program, and many slower learners had to be moved along to obtain some experience in the Forms module without meeting the Procedural Directions post-test criterion. However, the criterion-referenced data shown in Table 3 do indicate that a high percentage of the students are acquiring job-relevant reading skills.

Table 4 shows how well a group of students who received literacy training did on their entry and exit general reading and job reading task tests, as compared to a group of students in a job training program who received no literacy training.

Table 4
General Reading and Job Reading Task Tests Performance

		General Reading			Job Reading Task Test		
		Entry	Exit	Gain	Entry	Exit	Gain
Literacy Training*	N=94	5.1	6.6	1.5	5.4	8.0	2.6
No Literacy Training	N=39	5.6	6.6	1.0	6.3	7.4	1.1

* Date are for 20 weeks of input into school prior to writing paper.

Note that the no literacy group had a general reading gain of 1.0, while the literacy group received a 1.5 gain. Previous analysis of data on this test indicate a 0.9 retest regression factor for the test. If this factor is subtracted from the gain score, the adjusted gains are 0.1 for the no literacy group and 0.6 for the literacy group. The latter gain is compatible with, or better than, some general reading programs, particularly since we are not even trying to improve a student's general reading ability. However, the average JRTT-exit score is 8.0, for an average gain of 2.6 years. In comparing this gain with gains for students who were in job training and who did not receive literacy training, but who had been exposed to the job materials and the job reading tasks, the literacy group made more than twice the improvement of the no literacy group. This demonstrates the effectiveness of direct training in job-related reading.

Table shows the percentage of students who achieved the 7.0 grade level during the six-week period.

Table 5
Students Achieving Grade Level 7.0*

Testing	General Reading Test		Job Reading Task Test	
	N	%	N	%
Entry Week	67	12	67	18
Exit Week	67	55	67	84
Gain		43		66

* Data are for 20 weeks of input into the school prior to writing of this paper.

It should be recalled that the cutoff score for selection into the program is 6.1. Hence, the data of Table 5 for the entry general reading test show how many people scored at or above the 7.0 level when retested during the first day in processing at the school. As indicated, 12% of the people were at or above the 7.0 level. At the exit week testing, 55% of them obtained the 7.0 level for a gain of 43% of the students achieving the seventh grade level in general reading.

We see a larger gain for personnel who achieved the 7.0 level on the job reading task test, with 84% of the men reaching the targeted

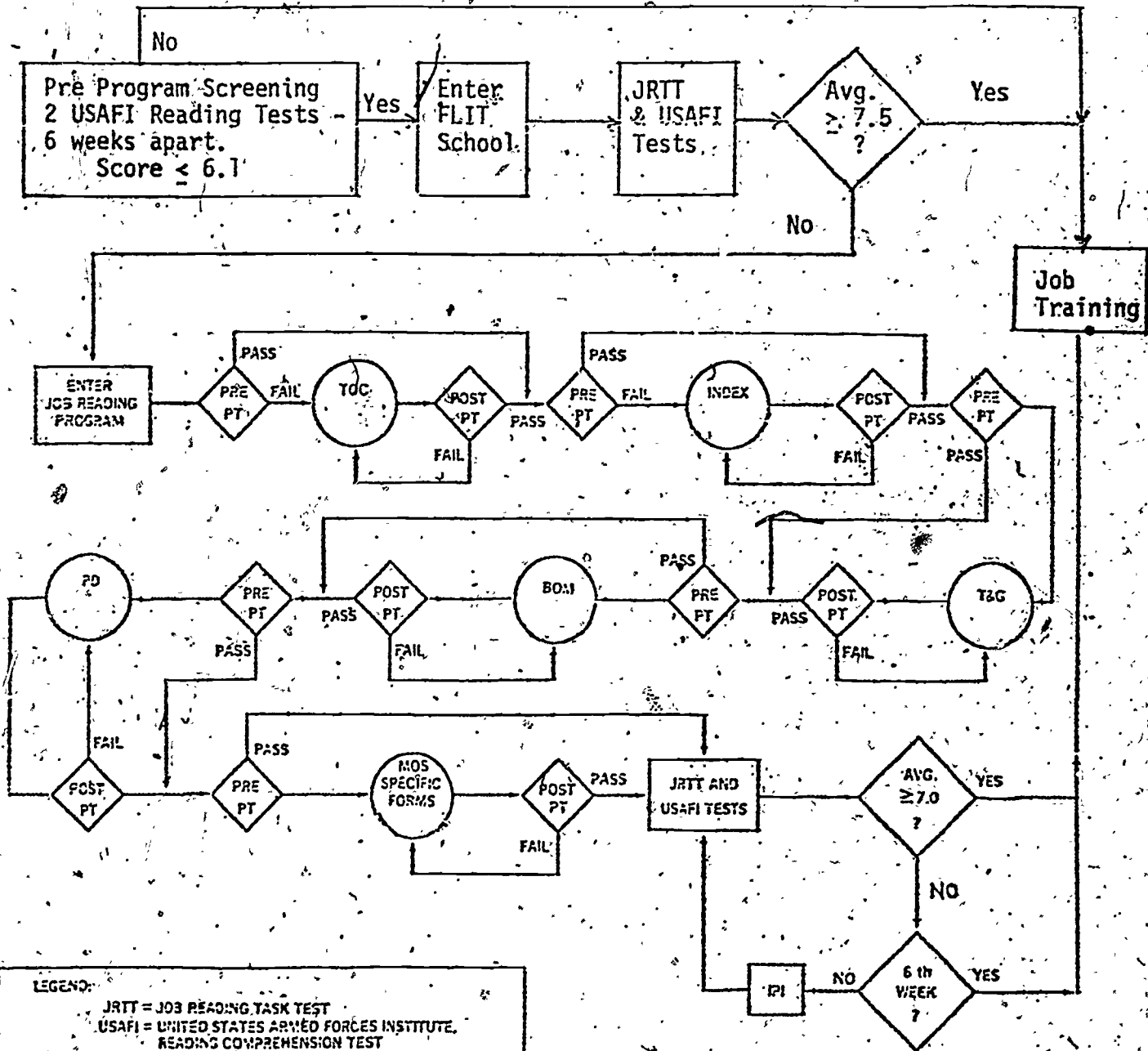
level, representing a 66% gain in personnel achieving minimal job reading proficiency.

PROGRAM IMPLEMENTATION.

These data, and other evaluation data reported elsewhere, indicate that the job-related reading program can, indeed, improve a man's ability to use his job reading materials. Because of the demonstrated success of the program, it is currently being implemented in five other Army literacy schools around the country. Two of these schools are in full operation while the other three are in various stages of preparation and changeover to the new program. Results on the effectiveness of the program in these schools is being obtained, and will be reported in a future report.

Table 1

Job-Related Reading Program



LEGEND:

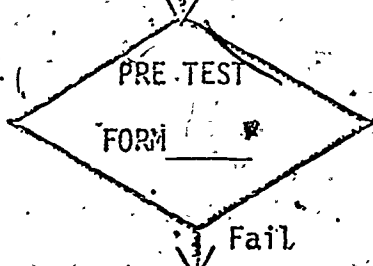
- JRTT = JOB READING TASK TEST
- USAFI = UNITED STATES ARMED FORCES INSTITUTE, READING COMPREHENSION TEST
- PT = PROFICIENCY TEST
- TOC = TABLE OF CONTENTS
- T&G = TABLE AND GRAPHS
- BOM = BODY OF MANUAL EXTRACTING INFORMATION;
- PD = PROCEDURAL DIRECTIONS
- IPI = INDIVIDUALLY PRESCRIBED INSTRUCTION

MEDIC TABLE OF CONTENTS MODULE

ENTER

INDEX

TABLE OF CONTENTS-
DIDACTIC

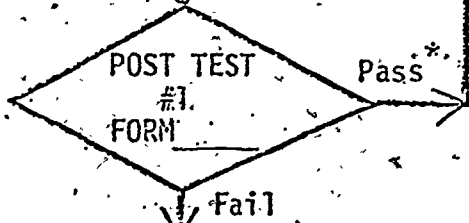


Pass*

EXIT TO

Printed Worksheets

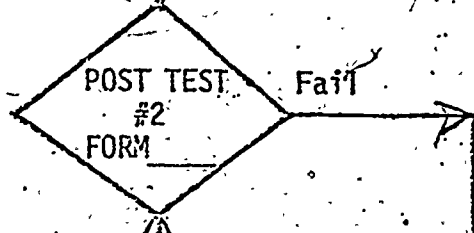
Manual #	Worksheet #
1.	FM 8-10 1
2.	FM 8-10 2
3.	FM 8-35 1
4.	FM 8-35 2
5.	FM 8-50 1
6.	TM 8-230 1
7.	TM 8-230 2
8.	FM 21-10 1
9.	FM 21-10 2
10.	FM 21-11 1



Pass*

Printed Worksheets

Manual #	Worksheet #
1.	TM 8-231 1
2.	AR 40-4 1
3.	AR 40-4 2
4.	AR 40-2 1
5.	AR 40-2 2
6.	AR 40-400 1
7.	AR 40-400 2
8.	AR 40-501 1
9.	TM 8-243 1
10.	TM 8-243 2



Pass*

Fail

Audio Worksheets

Manual #	Worksheet #
1.	FM 8-10 1
2.	FM 8-35 1
3.	FM 8-50 1
4.	TM 8-230 2
5.	FM 21-10 2
6.	AR 40-4 2
7.	AR 40-2 2
8.	AR 40-400 2
9.	AR 40-501 1
10.	TM 8-243 2

I P I **

*Pass Criteria: 90% or more correct in 20 min. or less.
**Individually Prescribed Instruction.



CHAPTER 2 ARMY ADOPTED ITEMS OF MATERIEL SR 700-20

LIN	SC	CIC	GENERAL NOMENCLATURE		UN	FAC	CIC	CIC	INC	DATE	TYPE OF REQUIREMENTS
			FSN NOMENCLATURE	UNIT PRICE							
8465720	0	0	8465720	BATTERY STORAGE, 12 V 6 AMP HR CAPACITY	EA	1	1	B	0	31 JUL 60	TOE TDA
8465721	0	0	8465721	BATTERY STORAGE, 12 V 6 AMP HR CAPACITY 20 HR 17 AMP	EA	2	1	B	0	31 JUL 60	TOE TDA OF
8465722	0	0	8465722	BATTERY THERMAL BAG/BU	EA	1	1	G	B12	31 JUL 60	
8465723	0	0	8465723	BATTERY THERMAL BAG/BU	EA	1	1	G	B10	31 JUL 60	
8465724	0	0	8465724	BATTERY THERMAL BAG/BU	EA	1	1	G	B11	31 JUL 60	
8465725	0	0	8465725	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465726	0	0	8465726	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465727	0	0	8465727	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465728	0	0	8465728	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465729	0	0	8465729	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465730	0	0	8465730	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465731	0	0	8465731	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465732	0	0	8465732	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465733	0	0	8465733	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465734	0	0	8465734	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465735	0	0	8465735	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465736	0	0	8465736	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465737	0	0	8465737	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465738	0	0	8465738	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465739	0	0	8465739	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465740	0	0	8465740	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465741	0	0	8465741	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465742	0	0	8465742	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465743	0	0	8465743	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465744	0	0	8465744	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465745	0	0	8465745	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465746	0	0	8465746	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465747	0	0	8465747	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465748	0	0	8465748	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465749	0	0	8465749	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465750	0	0	8465750	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465751	0	0	8465751	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465752	0	0	8465752	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465753	0	0	8465753	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465754	0	0	8465754	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465755	0	0	8465755	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465756	0	0	8465756	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465757	0	0	8465757	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465758	0	0	8465758	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465759	0	0	8465759	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465760	0	0	8465760	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465761	0	0	8465761	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465762	0	0	8465762	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465763	0	0	8465763	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465764	0	0	8465764	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465765	0	0	8465765	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465766	0	0	8465766	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465767	0	0	8465767	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465768	0	0	8465768	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465769	0	0	8465769	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465770	0	0	8465770	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465771	0	0	8465771	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465772	0	0	8465772	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465773	0	0	8465773	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465774	0	0	8465774	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465775	0	0	8465775	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465776	0	0	8465776	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465777	0	0	8465777	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465778	0	0	8465778	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465779	0	0	8465779	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465780	0	0	8465780	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465781	0	0	8465781	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465782	0	0	8465782	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465783	0	0	8465783	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465784	0	0	8465784	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465785	0	0	8465785	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465786	0	0	8465786	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465787	0	0	8465787	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465788	0	0	8465788	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465789	0	0	8465789	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465790	0	0	8465790	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465791	0	0	8465791	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465792	0	0	8465792	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465793	0	0	8465793	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465794	0	0	8465794	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465795	0	0	8465795	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465796	0	0	8465796	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465797	0	0	8465797	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465798	0	0	8465798	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465799	0	0	8465799	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	
8465800	0	0	8465800	BATTERY WET PRIMARY, BA-750U	EA	1	1	G	B10	31 JUL 60	

PART 2

INSTRUCTIONS: WRITE THE ANSWERS TO THE FOLLOWING QUESTIONS ON YOUR ANSWER SHEET.

(NOTICE THAT THE STOCK CATALOG HAS MORE THAN 1 PAGE.)

TO USE THE STOCK CATALOG, YOU NEED TO KNOW 2 NUMBERS:

1. LIN NUMBER LOOK AT THE FIRST COLUMN ON THE LEFT SIDE OF THE LEFT PAGE. THE LIN NUMBER IS THE ONE THAT STARTS WITH B.
2. FSN NUMBERS THESE ARE THE LONG NUMBERS UNDER THE LIN NUMBER.

11. WHAT IS THE UNIT PRICE OF THE HOISTING BEAM: H4158?
12. WHAT IS THE LIN NUMBER FOR A BEACON RADIO SET: AN/TRN-25?
13. WHAT IS THE FSN NUMBER FOR AN ORTHOPEDIC BED WITH A LIN NUMBER OF B 54971?
14. WHAT IS THE UNIT PRICE FOR A BLACK LEATHER MILITARY POLICE BELT?
15. WHAT IS THE FSN NUMBER FOR A BEARING JUNCTION LINK?
16. WHAT IS THE CORRECT FSN NOMENCLATURE FOR A BED PAN?
17. WHAT IS THE FSN NUMBER FOR AN OLIVE DRAB FOLDING BED?
18. WHAT IS THE "TYPE CLASS" FOR A MILITARY POLICE BELT WITH A FSN NUMBER OF 8465-924-7952?
19. WHAT IS THE UNIT PRICE OF A FED AA-H-625 TI BEDSTEAD?
20. WHAT IS THE FSN NUMBER FOR LIN NUMBER B60752?



FIGURE 1. SAMPLE OF THE TABLE SECTION OF THE JOB READING TASK TEST.

399. Taking Blood Pressure

a. Method of Taking Blood Pressure (fig. 110).

- (1) Have the patient in either a sitting or lying down position.
- (2) Expose the upper arm and remove any restricting clothing.
- (3) Place the rubber bladder against the inner surface of the upper arm and wind the cloth cuff about the arm smoothly and firmly, but not tightly, binding the bladder in place.
- (4) Locate the brachial artery by feeling with the finger tips. Place the stethoscope over the brachial artery.
- (5) Close the screw valve on the rubber bulb by turning the screw clockwise, and inflate the cuff by pumping the bulb. Pump enough air into the bladder to collapse the brachial artery. (This will probably be 150 mm.; however, if sounds can be heard at this point, you must pump in more air until no sound is heard.)
- (6) Allow air to escape slowly from the bladder by opening the screw valve on the bulb. (Turn screw counter clockwise.) At the same time, watch the column of mercury dropping in its tube. Suddenly you will hear through the stethoscope a clear sound, which means that the blood has just started to come back through the artery. This occurs when the heart contracts, forcing the blood through the arteries. The blood pressure is at its highest peak. This is the *systolic* pressure. At this point make a reading of the level of the mercury column in its tube.
- (7) Allow the air to continue to escape slowly, while you listen to the sounds and watch the fall of the mercury in the tube. When you hear the last distinct sound, take a second reading of the level of mercury. This is when the heart is relaxing and the pressure in the artery is at its lowest point. It is called the *diastolic* pressure.
- (8) If an aneroid sphygmomanometer is used, the dial is clipped onto the cuff and readings are made as indicated by the needle (fig. 110).

PART 3

INSTRUCTIONS: WRITE THE MISSING WORD OR WORDS ON YOUR ANSWER SHEET. SOME ANSWERS ARE ONLY 1 WORD; SOME ANSWERS MAY BE MORE THAN 1 WORD. NOTICE THAT THERE IS MORE THAN 1 PAGE OF READING MATERIAL.

21. TO MEASURE BLOOD PRESSURE, YOU FIRST FASTEN THE BLADDER AND CUFF TO THE PERSON'S -----.
22. THEN, USING YOUR FINGER TIPS, LOCATE THE -----.
23. NEXT, PLACE THE ----- AT THIS POINT.
24. INFLATE THE CUFF BY PUMPING THE -----.
25. RELEASE AIR BY TURNING THE SCREW IN THE ----- DIRECTION.
26. TAKE THE FIRST BLOOD PRESSURE READING WHEN YOU HEAR -----.
27. THIS FIRST READING IS CALLED ----- PRESSURE.
28. WHILE STILL RELEASING AIR FROM THE CUFF, TAKE A SECOND READING OF THE MERCURY LEVEL WHEN YOU HEAR THE -----.
29. THIS SECOND READING IS CALLED ----- PRESSURE.
30. BLOOD PRESSURE IS WRITTEN AS A FRACTION, WITH THE ----- PRESSURE AS THE TOP OR NUMERATOR OF THAT FRACTION.

21 October 1966

C 1, AR 40-4
AR 40-4

ARMY REGULATION

No. 40-4

HEADQUARTERS
DEPARTMENT OF THE ARMY
WASHINGTON, D.C., 16 July 1967

MEDICAL SERVICE

ARMY MEDICAL DEPARTMENT FACILITIES

Effective: 1 July 1967

CHAPTER Section	Paragraph	Page
I. TYPES OF FACILITIES		
1. GENERAL PROVISIONS		
General	1-1	1-1
Applicability	1-2	1-1
II. FIXED MEDICAL TREATMENT FACILITIES		
General	1-3	1-1
Medical Department Activity	1-4	1-1
Named general hospitals	1-5	1-2
U.S. Army hospitals	1-6	1-2
U.S. Army clinics	1-7	1-2
Dispensaries	1-8	1-2
Memorially named medical department facilities	1-9	1-2
Unit dispensaries	1-10	1-2
Numbered medical treatment units	1-11	1-2
III. NONFIXED MEDICAL TREATMENT FACILITIES		
General	1-12	1-3
Aid stations	1-13	1-3
Clearing stations	1-14	1-3
Dispensaries	1-15	1-3
Hospitals	1-16	1-3
IV. ESTABLISHMENT, REDESIGNATION, OR DISCONTINUANCE OF FIXED MEDICAL DEPARTMENT FACILITIES		
Establishment	1-17	1-3
Redesignation	1-18	1-1
Discontinuance	1-19	1-1
Orders	1-20	1-1
V. MISCELLANEOUS PROVISIONS (Rescinded)		
VI. FIXED DENTAL FACILITIES		
General	1-24	1-1
U.S. Army dental clinics	1-25	1-1
U.S. Army Institute of Dental Research	1-26	1-1
U.S. Army regional dental activities	1-27	1-1
Orders	1-28	1-1
VII. MEDICAL LABORATORY FACILITIES		
Types of medical laboratory facilities	1-29	1-5
Medical treatment facility clinical laboratories	1-30	1-5
U.S. Army medical laboratories	1-31	1-5
Numbered medical laboratory (TOE)	1-32	1-6
Medical research and development laboratories and units	1-33	1-7
Technical correspondence	1-34	1-7
Laboratory officers	1-35	1-7
Scope of medical laboratory service	1-36	1-7

This regulation supersedes AR 40-4, 15 May 1961; including C 1, 15 February 1963; C 2, 10 August 1966 and C 1, 1 May 1957.

PRINTED PROFICIENCY TEST

FORM B, PART 3

MEDIC - TABLE OF CONTENTS

AR 40-4, ARMY MEDICAL DEPARTMENT FACILITIES, (JUL. 67)

INSTRUCTIONS

1. READ THE QUESTIONS BELOW.
2. FIND THE ANSWERS ON THE LEFT SIDE OF THE BOOKLET.
3. WRITE YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

QUESTIONS

LIST THE PARAGRAPH AND PAGE NUMBERS FOR EACH OF THE FOLLOWING TOPICS:

11. LABORATORY OFFICERS
12. DEPARTMENT OF DENTISTRY
13. AMBULANCE TRAIN POLICIES
14. PERSONNEL DIVISION
15. SPECIAL MEDICAL RESEARCH

FLIT JOB READING RECORD

M E D I C

TABLE OF CONTENTS

NAME _____
 Last First MI

SSN: _____

Week (circle) 1 2 3 4 5 6

NOS _____

(1) Publication	(2) Type of Worksheet	(3) Worksheet Number	(4) % Correct			(5) Date	(6) Comments
			1 st	2 nd	3 rd		
1. FM 8-10	TC	1					
2. FM 8-10	TC	2					
3. FM 8-35	TC	1					
4. FM 8-35	TC	2					
5. FM 8-50	TC	1					
6. TM 8-230	TC	1					
7. TM 8-230	TC	2					
8. FM 21-10	TC	1					
9. FM 21-10	TC	2					
10. FM 21-11	TC	1					
11. TM 8-231	TC	1					
12. AR 40-4	TC	1					
13. AR 40-4	TC	2					
14. AR 40-2	TC	1					
15. AR 40-2	TC	2					
16. AR 40-400	TC	1					
17. AR 40-400	TC	2					
18. AR 40-501	TC	1					
19. TM 8-243	TC	1					
20. TM 8-243	TC	2					

AUDIO WORKSHEET RECORD

MEDIC

TABLE OF CONTENTS

NAME _____

Last

First

Publication	Worksheet Number	% Correct		
		1st	2nd	3rd
1. FM 8-10	1			
2. FM 8-35	1			
3. FM 8-50	1			
4. TM 8-230	2			
5. FM 21-10	2			
6. AR 40-4	2			
7. AR 40-2	2			
8. AR 40-400	2			
9. AR 40-501	1			
10. TM 8-243	2			
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

FIGURE 5

TABLE OF CONTENTS EXERCISE

TM 8-230

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING (NOV 70)

1. HOW MANY CHAPTERS ARE IN THIS MANUAL? _____
2. HOW MANY SECTIONS ARE THERE IN CHAPTER 2? _____
3. HOW MANY SECTIONS ARE THERE IN CHAPTER 9? _____
4. HOW MANY APPENDIXES ARE IN THIS MANUAL? _____
5. WHAT IS THE TITLE OF CHAPTER 5? _____
6. WHAT IS THE TITLE OF CHAPTER 2, SECTION V? _____

7. WHAT IS THE TITLE OF THE SECOND SECTION IN CHAPTER 8? _____

8. WHAT IS THE TITLE OF THE FOURTH SECTION IN CHAPTER 6? _____

9. WHAT IS THE TITLE OF APPENDIX B? _____

10. ON WHAT PAGE DOES THE INDEX BEGIN? _____

FIGURE 6

TABLE OF CONTENTS EXERCISE

TM 8-230

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING (NOV 70)

PROVIDE THE PARAGRAPH AND PAGE NUMBERS THAT CONTAIN INFORMATION ON THE FOLLOWING ITEMS:

<u>ITEM</u>	<u>PARAGRAPH</u>	<u>PAGE</u>
1. ADMINISTRATION OF DRUGS	_____	_____
2. THE CIRCULATORY SYSTEM	_____	_____
3. BURNS	_____	_____
4. HOSPITALIZATION OF A CHILD	_____	_____
5. INTRODUCTION TO NURSING CARE	_____	_____
6. MINOR SURGERY	_____	_____
7. POISONS	_____	_____
8. INTRODUCTION TO PHARMACOLOGY	_____	_____
9. DEATH AND DISCHARGE OF CHILD	_____	_____
10. THE NERVOUS SYSTEM	_____	_____

FIGURE 7

NAME _____

WORKSHEET #1

BODY OF THE MANUAL

TM 8-230 (NOV 70)

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. WHAT IS THE TITLE OF CHAPTER 1, PARAGRAPH 1-2? _____
2. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-6? _____
3. WHAT IS THE TITLE OF CHAPTER 8, PARAGRAPH 8-24? _____
4. WHAT IS THE TITLE OF CHAPTER 10, PARAGRAPH 10-68? _____
5. WHAT IS THE TITLE OF CHAPTER 2, PARAGRAPH 2-8, TOPIC c? _____
6. WHAT IS THE TITLE OF CHAPTER 4, PARAGRAPH 4-47, TOPIC c? _____
7. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-25, TOPIC b? _____
8. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-52, TOPIC b(2)? _____
9. WHAT IS THE TITLE OF CHAPTER 3, PARAGRAPH 3-3, TOPIC c(3)? _____
10. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-48, TOPIC e(1)? _____

FIGURE 8

BODY OF THE MANUAL

TM 8-230 (NOV 70)

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. USING PARAGRAPH 2-22 ON PAGE 2-19, COMPLETE THE FOLLOWING SENTENCE:
MUSCLES HAVE THE _____ TO CONTRACT, AND _____
IS THIS _____ OF MUSCLE CONTRACTION THAT _____
BODY MOVEMENTS.
2. USING PARAGRAPH 5-1 ON PAGE 5-1, COMPLETE THE FOLLOWING SENTENCE:
NURSING _____ IS DOING NEEDFUL AND _____ THINGS
FOR AND WITH A _____ OR INJURED PERSON TO _____
HIM TO THE BEST _____ STATE OF PHYSICAL AND _____
HEALTH.
3. USING PARAGRAPH 2-80 ON PAGE 2-55, COMPLETE THE FOLLOWING SENTENCE:
THE ADRENOCORTICAL _____ INFLUENCE THE SALT AND _____
BALANCE OF THE _____, THE METABOLISM OF _____
AND THE _____ OF THE BODY TO _____ STRESS.
4. USING PARAGRAPH 10-11 ON PAGE 10-8, COMPLETE THE FOLLOWING SENTENCE:
_____ BANDS SHOULD _____ THE NAME, _____
NUMBER, UNIT, AND ANY _____ REQUIRED INFORMATION AND BE
_____ SO AS TO AVOID _____ CIRCULATION.
5. USING PARAGRAPH 10-48 ON PAGE 10-32, COMPLETE THE FOLLOWING SENTENCE:
_____ DOCTOR WILL USUALLY _____ ANTIBIOTICS AND
MAY _____ GASTRIC LAVAGE, _____ OR PARENTERAL
_____ THERAPY.
6. USING PARAGRAPH 5-16, TOPIC b, ON PAGE 5-16, COMPLETE THE FOLLOWING
SENTENCE: IF THE _____ IS UNABLE TO MOVE _____,
HE MUST BE _____ AND REPOSITIONED AT _____ EVERY
2 _____ DAY AND NIGHT.

(CONTINUED)

BODY OF THE MANUAL

TM 8-230 (NOV 70)

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. ACCORDING TO PARAGRAPH 9-24, ON PAGE 9-16, WHO IS THE NURSING CARE PLAN DEVELOPED BY? _____
2. ACCORDING TO PARAGRAPH 7-1, TOPIC a, ON PAGE 7-1, WHAT IS THE BRANCH OF MEDICINE PRIMARILY CONCERNED WITH THE HEALTH AND SAFETY OF THE CHILD-BEARING WOMAN AND HER NEWBORN BABY? _____
3. ACCORDING TO PARAGRAPH 6-9, TOPIC a, ON PAGE 6-8, WHAT IS A PERMANENT, LOCALLY AVAILABLE FILE OF RECORDS PREPARED FOR AN INDIVIDUAL AS HE RECEIVES MEDICAL AND DENTAL CARE? _____
4. ACCORDING TO PARAGRAPH 6-2, TOPIC a, ON PAGE 6-1, WHAT IS A MEDICAL TREATMENT FACILITY OPERATED BY TABLE OF DISTRIBUTION AND ALLOWANCE (TDA) UNITS CALLED? _____
5. ACCORDING TO PARAGRAPH 5-36, ON PAGE 5-41, THE PATIENT'S CLINICAL RECORD IS PREPARED AND MAINTAINED IN ACCORDANCE WITH WHAT MANUAL? _____
6. ACCORDING TO PARAGRAPH 4-8 ON PAGE 4-4, WHAT ARE THE TWO SYSTEMS OF WEIGHING AND MEASURING DRUGS? _____
7. ACCORDING TO PARAGRAPH 2-34, TOPIC a, WHERE DOES THE HEART GET ITS BLOOD SUPPLY? _____
8. ACCORDING TO PARAGRAPH 2-35, TOPIC a, ON PAGE 2-27, WHAT IS FORCED FROM THE CHAMBERS DURING SYSTOLE? _____
9. ACCORDING TO PARAGRAPH 5-123, TOPIC b, ON PAGE 5-209 WHAT ARE THE TWO MAJOR METHODS OF APPLYING TRACTION? _____
10. ACCORDING TO PARAGRAPH 6-11, TOPIC a, ON PAGE 6-9, WHAT IS THE FORM NUMBER OF THE INDIVIDUAL SICK SLIP? _____

BODY OF THE MANUAL:

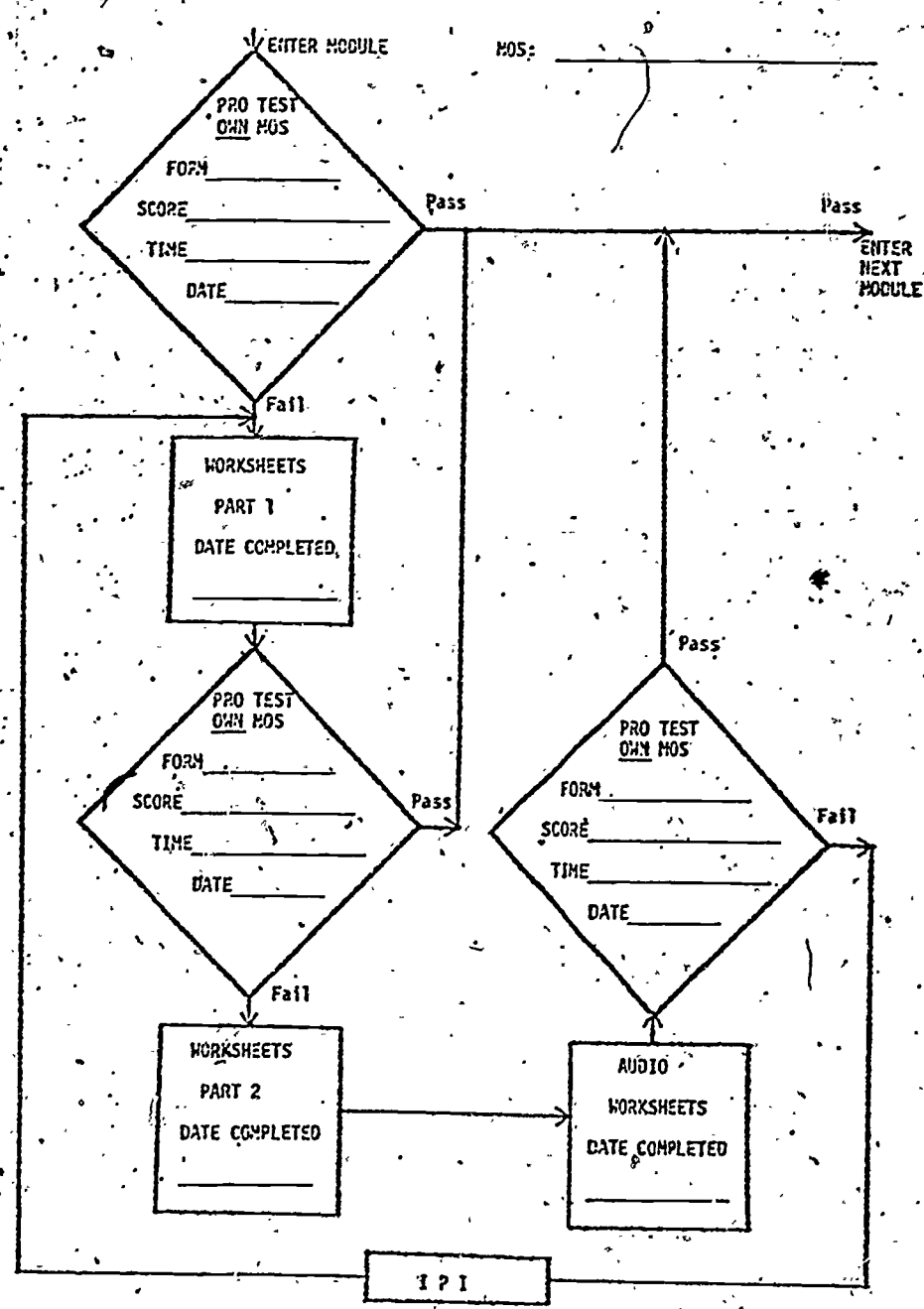
TM 8-230 (NOV 70)

ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. ACCORDING TO FIGURE 2-29 ON PAGE 2-46, HOW MANY PARTS OF THE BRAIN ARE LISTED? _____
2. ACCORDING TO FIGURE 8-6, ON PAGE 8-9, WHAT IS THE FOOT USED FOR? _____
3. ACCORDING TO FIGURE 6-1, ON PAGE 6-14, WHAT IS PICTURED IN (G) ? _____
4. ACCORDING TO FIGURE 5-91 ON PAGE 5-202, WHAT KIND OF FRAME DOES THE BED HAVE? _____
5. ACCORDING TO FIGURE 5-83 ON PAGE 5-182, WHAT KIND OF PULSE DOES A MAN IN SHOCK HAVE? _____
6. ACCORDING TO FIGURE 4-10, ON PAGE 4-19, AT WHAT ANGLE IS THE NEEDLE HELD TO GIVE A PATIENT AN INJECTION? _____
7. ACCORDING TO FIGURE 6-13 ON PAGE 6-42, WHAT WAS PFC SMITH DOING WHEN HE WAS INJURED? _____
8. ACCORDING TO FIGURE 8-26 ON PAGE 8-39, HOW MANY STEPS ARE THERE IN DRESSING A LITTER WITH BLANKETS? _____
9. ACCORDING TO FIGURE 5-108 ON PAGE 5-231, WHAT IS THE SPECIMEN AND SOURCE OF 2LT JONES' BACTERIOLOGY REPORT? _____
10. ACCORDING TO FIGURE 9-11 ON PAGE 9-17, WHAT BED DID INEZ DAYE STAY IN WHEN SHE WAS IN THE HOSPITAL? _____

FIGURE 11

NAME _____ MODULE _____



CONTROL CARD
FIGURE 12

FOOTNOTE FOR PAPER ENTITLED: "A Program for Job Related Reading Training"

The research reported in this paper was performed at HumRRO Western Division, Monterey, California. It was supported in part by Department of Army Contract DAHC 19-73-C-004. The contents of this paper do not necessarily reflect official opinions or policies of the Department of Army. Reproduction in whole or in part is permitted for any purpose of the Department of Army.