A bibliography has been compiled to provide as complete information as is feasible about research publications and by-products from the Human Resources Research Office (HumRRO). It includes abstracts for many items; key word out of context indexing; author indexes; and AD numbers, indicating items available to qualified users through the Defense Document Center (DDC) and, if appropriate, through the Clearinghouse for Federal Scientific and Technical Information. Publications bulletin (PB) numbers are to be found also as appropriate for items listed in DDC under the Publications Board code. The bibliography is organized into three main parts: the first, which is the list of fiscal year (FY) 1968 items; the second, which is a cumulative listing of all material for external distribution published by HumRRO since its inception; and the third section, which is a listing of research by-products and experimental materials. Two appendixes list HumRRO reports in the numbered series according to both the current and earlier reporting categories, and the research divisions that have been assigned to them and have resulted in at least one publication. (nl)
Human Resources Research Office

Bibliography of Publications

As of 30 June 1968
Human Resources Research Office

Bibliography of Publications

As of 30 June 1968

September 1968
The George Washington University
HUMAN RESOURCES RESEARCH OFFICE
The Human Resources Research Office is a nongovernmental agency of The George Washington University. The research reported in this Bibliography was conducted under contract with the Department of the Army (DA 44-188-ARO-2). HumRRO's mission for the Department of the Army is to conduct studies and research in the fields of training, motivation, and leadership.

Requests for information concerning items in the Bibliography or other aspects of HumRRO work should be addressed to the Director's Office or to the Director of Research of a division. The addresses are listed below.

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Director of Research, HumRRO Division No. 1 (System Operations), 300 North Washington Street, Alexandria, Va. 22314
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The contents of this publication are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.
FOREWORD

The objectives of the Human Resources Research Office in research for the Department of the Army are to discover, develop, and apply human factors and social science principles and techniques so as to enhance the efficiency of both training and operational performance of military personnel. The chief product of such HumRRO work is information; thus, reporting the Army-supported research efforts to the military and technical civilian communities is a major endeavor.

To this end, the HumRRO Bibliography of Publications, As of 30 June 1968 has been compiled to provide as complete an accumulation of information about HumRRO research reporting as possible. It supersedes earlier HumRRO bibliographies, including the Bibliography of Publications, As of 30 June 1967, and the Interim Bibliography of Publications, 1 July to 31 December 1967.

Research of the Human Resources Research Office, a nongovernmental agency of The George Washington University, was initiated under Army Contract DA 44-109-QM-650, effective 30 July 1951; from 1 January 1956, it was conducted under Army Contract DA 49-106-QM-1; starting 1 September 1961, the current Army Contract DA 44-188-ARO-2 became operational. HumRRO research for the Department of the Army is conducted under Project Numbers 2J024701A712 01, Training, Motivation, and Leadership Research, and 2J014501B74B 02, Basic Research.
DESCRIPTION OF THE BIBLIOGRAPHY

Purpose

The HumRRO Bibliography of Publications, As of 30 June 1968, has been compiled to provide as complete information as is feasible about HumRRO research publications and HumRRO research by-products. This information is intended for use by research and development personnel concerned with human factors problems, and operational personnel concerned with utilization of training and other research information and by-products. Researchers and users of Research and Development in the military services, other government agencies, and elsewhere concerned with training and other Human Factors Research and Development will find the Bibliography a useful aid in their work.

Scope

The FY 1968 Bibliography has been designed to serve as many reference requirements as possible. The reporting items issued during FY 1968 are listed separately as well as in the cumulative total output, so that the user may quickly identify new materials available. In addition to HumRRO-published reports, FY 1968 and cumulative lists include professional publications and presentations by staff members. Abstracts have been provided for many items. A comprehensive and descriptive listing of research by-products has been developed. KWOC and author indexes are included.

Information supplied includes AD numbers, indicating items available to qualified users through the Defense Documentation Center (DDC) and, if appropriate, through the Clearinghouse for Federal Scientific & Technical Information, U.S. Department of Commerce. Also, PB numbers are included as appropriate for items listed in DDC under the Publications Board code.

Organization

The Bibliography has been organized into three main parts, the first of which is the list of FY 1968 items. The publications are listed chronologically under the research code name (Work Unit) or under the type of research effort other than Work Unit (Exploratory Study, Basic Research, Technical Advisory Service) to which they relate, or under a General section if they are not directly related to a specific research effort or are related to several efforts. Part I also includes a supplementary listing of publications and presentations from earlier years that were issued in the HumRRO Professional Paper series during FY 1968.

Part II is a cumulative listing of all material for external distribution that has been published by HumRRO since its inception, including that published in FY 1968. Part II is arranged in the same order as Part I. Work Units are listed alphabetically, with current research—that is, Work Units included in the FY 1968 Work Program—indicated by the word "ongoing" after the code name. Exploratory Studies and Basic Research Studies are listed sequentially by number; Technical Advisory Service publications are arranged by date. Publications and presentations not specifically related to a single research effort, or those related to several efforts, are grouped chronologically under the General section.

Part III is a listing of research by-products and experimental materials. Included in this section are such items as documents, materiel, manuals, and other materials that may be suitable for adaptation for operational use. By-products range from specific training programs and technical manuals to training items for new equipment. They are briefly described under the research
code names or general category to which they relate; if they originate in or with a publication, it is cited. If the information is available, reference is made to Army publication of the material.

Two appendices are included: Appendix A lists HumRRO reports in the numbered series according to both the current and earlier reporting categories, and papers in the numbered Professional Paper series. Appendix B lists the HumRRO research divisions and all the Work Units that have been assigned to them and have resulted in at least one publication.

Two indexes are also included, an author index and a key-word-out-of-context (KWOC) index. The KWOC index contains bibliographic titles alphabetized on the basis of key words contained in the title. With this index the reader may locate items on topics that interest him by framing a question, extracting from it the key words, looking up the titles containing the key words or their synonyms, and using the reference code with the title to locate the citation in the Bibliography.

NOTES

Current designations for the HumRRO divisions are used in the Bibliography, without reference to name changes that have occurred over the years.

The publications of two divisions that are no longer operational are included: the Motivation, Morale, and Leadership Division was terminated in 1955 and the Psychological Warfare Division was terminated in 1956. Requests for information concerning publications of these divisions should be addressed to Director's Office, HumRRO.

The psychological associations frequently mentioned in the Bibliography, and the abbreviations used for them, are: American Psychological Association (APA), Eastern Psychological Association (EPA), Midwestern Psychological Association (MPA), Rocky Mountain Psychological Association (RMPA), Southeastern Psychological Association (SEPA), Southwestern Psychological Association (SWPA), and Western Psychological Association (WPA). The APA meets in September; all the other associations, in the spring.

Military personnel assigned in support of a research effort occasionally appear as one of the authors of an item; no special note has been made where this is the case.
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Part I: Publications and Presentations
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CONTACT (Division No. 7)


ECHO (Division No. 6)


IMPACT (Division No. 1)


LEAD (Division No. 4)


Crew Duties and Tasks for Operation of the M551, Research By-Product by R.E. Kraemer, 272 pp., March 1968.


SKYFIRE (Division No. 5)


SOJOURN (Division No. 7)


SPECTRUM (Division No. 3)


SPUR (Division No. 5)


STAR (Division No. 5)


STRANGER (Division No. 3)


TRAINFIRE (Division No. 4)


TRANSITION (Division No. 3)

"A Follow-up Study of the Performance of Army Recruits in Their First Tour," briefing by John S. Caylor and Howard H. McFann, to Deputy Chief of Staff for Personnel, Department of the Army, and to Deputy Chief of Staff for Personnel, U.S. Continental Army Command, October 1967; issued as Professional Paper 10-68, 12 pp., April 1968.
Exploratory Studies

Exploratory Study 27 (Division No. 3)

Exploratory Study 38 (Division No. 6)

Exploratory Study 40 (Division No. 7)

Exploratory Study 50 (Division No. 6)

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Exploratory Study 61 (Division No. 6)

Basic Research Studies

Basic Research 8 (Division No. 2)
Basic Research 16 (Division No. 5)


AD-672 853

Basic Research 18 (Division No. 2)


AD-672 484

Technical Advisory Service


Instructor's Guide to Performance Counseling, Research By-Product by Joseph A. Olmstead, 21 pp., March 1968. (Div. 4)

General


AD-669 079


AD-660 013


Utilization of Behavioral Science Research in a Large, Operational System, Professional Paper 7-68, by William A. McClelland with the technical assistance of Angela D. Bentz, 7 pp., March 1968; based on a paper for Conference on Social Research and Military Management of the Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. (Dir. Off.)

AD-667 631


AD-673 435

Items in this section either are not directly related to specific elements of the Work Program, or are related to several elements.

In addition to the preceding items that were published or presented during FY 1968 for the first time, a number of presentations and articles listed in the Bibliography in previous years were published during FY 1968 in the form of HumRRO Professional Papers. This was done to make these items more readily available, in view of their continuing interest and relevance to research or operations.

Some Effects of Differential Pretask Instructions on Auditory Vigilance Performance, Professional Paper 34-67, by G.L. Neal, 8 pp., July 1967; previously listed as paper for annual meeting of Southwestern Psychological Association, Houston, Tex., April 1967. (Div. 5) (see Exploratory Study 54) AD-656 942


Simulation Exercises in Area Training, Professional Paper 39-67, by Edward C. Stewart, 8 pp., September 1967; previously listed as paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965. (Div. 7) (see AREA) AD-660 012

Development of a Short, Practical, Programed Vietnamese Course, Professional Paper 41-67, by Alfred I. Fiks, 9 pp., September 1967; previously listed as paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965. (Div. 7) (see MALT) AD-660 740


The Simulation of Cross-Cultural Communication, Professional Paper 50-67, by Edward C. Stewart, 26 pp., December 1967; previously listed as paper for symposium of the German Development Institute, Berlin, Germany, March 1966. (Div. 7) (see AREA) AD-665 053

Human Performance in the Cold, Professional Paper 2-68, by William F. Fox, 21 pp., January 1968; previously listed as published in Human Factors, vol. 9, no. 3, June 1967. (Div. 4) (see Technical Advisory Service) AD-665 213

Leadership at Senior Levels of Command, Professional Paper 5-68, by Joseph A. Olmstead, 7 pp., February 1968; previously listed as paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965. (Div. 4) (see HIGHLEAD) AD-666 070


Part II: Cumulative Listing of Publications and Presentations
AAA—Division No. 3 (Recruit Training)

Factors Affecting Efficiency and Morale in Antiaircraft Artillery Batteries


This article describes the development of realistic measures to identify highly efficient and less efficient antiaircraft batteries and discusses the extent to which the several measures of performance are related. Under specific discussion are range of radar pickup, firing range scores, radar maintenance, artillery maintenance, defense commander's rating, and adverse personnel actions.


This paper presents results pertaining to the group dimensions variables Harmony, Intimacy, Procedural Clarity, and Stratification of the Ohio State University's Crew Dimensions Description Questionnaire. It was shown that the four CDDQ scales are generally reliable; that with one exception the dimensions were empirically independent; and that leader and follower agreement was high on Procedural Clarity and Stratification but not on Harmony and Intimacy. The leader's stratification rating of the crew correlated highly with group effectiveness.


Radar crews of 8 to 13 men, from 40 antiaircraft batteries, were studied. Each crew consisted of three status individuals and subordinate members whose primary roles were operation of the equipment. The complex team process of identifying, acquiring, and locking-on an aerial target is the crucial point in battery effectiveness. The measure of productivity was the average range of pickup for each of the 40 crews over a three-month period of locking-on targets during 104 air strikes. Sociometric scores determined for each unit were a total score, a score for status individuals, and a score for subordinates. As measured in this study, social interaction was negatively related to group productivity.


This article discusses research on leadership and leader training as related to multiple group goals and performance in the achievement of those goals. Although relating research in a military setting, some implications for nonmilitary contexts are included.
ACCIDENT—Motivation, Morale, and Leadership Division

Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Off-Duty Driver Accidents

Army Accident Reporting: Results of Some Exploratory Interviews, interim report by Berton Winograd, September 1954.

ACHILLES—Division No. 5 (Air Defense)
An Evaluation of the Maintenance Proficiency of Fire Control System Technicians


A job sample performance test and a written test covering the Nike-Ajax IFC technicians' course were administered to 91 technicians immediately after graduation and to 98 with experience beyond graduation. Performance test scores increased as experience increased while written (theory oriented) test scores decreased. This decrease and the low correlations between written and performance test scores (for both groups) suggest that a portion of course content is irrelevant to the job. A drop in the electronic aptitude-maintenance proficiency correlation from the inexperienced to the experienced group suggests the need for job validated rather than training validated aptitude measures.


To evaluate technical training courses given Nike-Ajax IFC maintenance technicians, two tests were developed: (a) a performance test, including troubleshooting and adjustment operations on a Nike-Ajax IFC system, and removal and replacement of a soldered-in component; (b) a written test, measuring retention of knowledges acquired by the technicians during school training. The tests were administered to 91 inexperienced and 18 package-trained technicians, and to 98 technicians with field experience (average, 19 months). The groups were compared on performance and on knowledge retained, using the inexperienced group's scores as
ACHILLES (Cont.)

baselines. With more field experience, performance scores increased and written scores decreased. The written and performance total scores and subscores showed little relationship, although the subtests of each test were highly interrelated. Most technicians at all experience levels failed to use good soldering techniques.

A General Note on the Development and Use of Job Performance Tests and a Detailed Description of Performance Tests for NIKE IFC Technicians, Research Memorandum by W.L. Williams, Jr., and Paul G. Whitmore, Jr., March 1959. AD-478 735L

The development and utilization of performance tests within the context of technical training, and the content and administrative procedures of a series of performance tests developed for Nike IFC maintenance technicians are described.

Research By-Products resulting from this research effort are listed in Part III.

ACROSS-RETURN—Psychological Warfare Division
Evaluation of Effects of Intercultural Contact Between U.S. Army Personnel and Their Dependents and Foreign Nationals

Some Effects of Overseas Duty on the Attitudes of American Troops Toward Host Populations, Staff Memorandum by Milton Jacobs and Louis Schatz, June 1954. AD-480 317
Research for Improvement of Infantry Stability Operations Training


ADCIVA—Motivation, Morale, and Leadership Division

Studies of Psychological Adjustment to the Requirements of Military Life: Factors in Recruits' Adjustment


A group of 555 men was chosen at random from among inductees at Fort Dix to study whether the success of transition from civilian to Army life is influenced by (a) reduced contact with family and civilian friends, (b) assignment to squads of high cohesiveness, (c) participation in positions of responsibility and leadership, and (d) instruction in techniques of adjustment to Army life. The results of the study confirm the hypothesis that (for single men) training far from home increases likelihood of successful adjustment to Army life. Hypotheses concerning the other three factors were not confirmed.
ANSCALE—Division No. 1 (System Operations)

Development of an Anxiety Scale for Use in Army Training Research

Anxiety Scales for Use in Army Training Research, Staff Memorandum by Joseph C. Hammock, June 1954.

The adaption for military use of two forms of the A-Scale—the original true-false version of the Taylor Anxiety Scale, and a forced-choice modification constructed by Heineman—is described, and the procedure used in adapting them is presented. Data are then provided concerning some characteristics of the new scales, including norms for a basic training sample and reliability and "susceptibility to biased responding" for groups of different general aptitude. Copies of the revised scales are included.

APTITUDE—Division No. 2 (Armor)

Basic Training Achievement in Infantry Squads With Controlled Aptitude


This study was designed to test (a) a method of raising the performance of basic trainees of below average intelligence, and (b) a method of raising the motivation-to-learn of trainees of all aptitudes. Low-aptitude men appeared not to benefit from training with high-aptitude men; their performance varied little, regardless of the number of high-aptitude men in the squad. However, squad competition and rewards decidedly increased the motivation-to-learn of trainees of all aptitudes, bringing low-aptitude men above the proficiency of average men in squads lacking incentive.


This study investigated the effectiveness of heterogeneous ability grouping as a method of increasing proficiency in Army Basic Combat Training. In each of two companies, low-ability trainees were trained under three conditions of ability grouping. One group of low-ability men trained in squads containing only low-ability men (low), one group in squads containing high- and medium-ability men also (low-medium-high), and one group in squads containing high men also (low-high). In spite of a system of competition that made privileges dependent on squad performance, a proficiency test given at the end of eight weeks of training failed to show a significant difference between the learning of low-ability men who had high-aptitude men in their squads and those who did not. Achievement at all ability levels was unusually high, but low men who were trained in squads by themselves were just as proficient as low men who were trained in squads with higher ability men.
Development of Concepts and Techniques for Area Training


AREA (Cont.)

(ONGOING)

Sub-Unit

simulated cross-cultural encounter was constructed which provided a realistic face-to-face encounter with a counterpart. In addition, the simulation permitted the conceptualization of a number of interrelated intervening criteria susceptible to measurement and useful to assessing the performance of the trainee. It is concluded that the specific discovery potential and heuristic value of the technique are distinct assets in this new area of research.


Evidence indicates that the nature of overseas work requires an increased emphasis on the people-related functions of job performance. The importance of these functions is further accentuated by the contrast between American and non-American values, assumptions, and perceptions, upon which effective communications and interpersonal behavior depend. Existing knowledge and experience in human relations training is reviewed in order to determine its relevance to preparing personnel for the cross-cultural aspects of overseas assignments. The training techniques of training groups (T-groups), role-playing, and case study are examined. Each is treated with respect to (a) a general description, (b) evidence as to its effectiveness, (c) its applications in area training, and (d) possible modifications for its use in training people for overseas work.


An approach for training Americans to work overseas is outlined. It is very important that the American understand himself as well as the people in another culture since communication between them invokes the personal and cultural predispositions of both. Various concepts for constructing a schemata of American culture with which trainees could identify as individuals are discussed. Role-playing exercises may be used to simulate cross-cultural communication between Americans and the idealized type of Contrast American.


This paper describes aspects of work in area studies—the development of simulation, the concept of the "contrast American," and the conceptualization of culture and cultural differences in terms of dimensions. The intent of the work is threefold: (a) to increase the American's understanding of himself as a cultural being; (b) to provide him with concepts facilitating observations and classifications of any other culture to which he may go; and (c) to present to him culture and cultural differences at the interpersonal level rather than at an exotic or abstract level. These techniques have been tested in cross-cultural training and in the training for cross-cultural interaction.


There is growing acceptance of the view that personnel being assigned overseas require some special preparation for the inter-cultural aspects of such assignments. At present such training generally takes the form of short pre-departure orientation programs designed to provide a fund of relevant information. This paper points to the limitations of such an approach, suggests some of the alternative objectives of inter-cultural training, describes some current efforts toward new techniques, and points to the need for empirical assessment of the training value of the new approaches and techniques.

This report lists resources that may be useful to individuals responsible for area training programs, especially if the trainees are being sent to developing nations. Part I gives descriptions, source data, and evaluative information about films likely to be of more than average value in area training. It also contains items concerned with technical assistance, development, social change, and cross-cultural communication. Part II lists some novels that capture the attitudes, feelings, and aspirations of other cultures. The first two parts are classified primarily by cultural-geographic areas and by country. Part III is an annotated list of readings which describe and analyze American values in ways that may enable the reader to become more sensitive to the values and assumptions which determine his behavior. Part IV describes several organizations and publications other than novels or movies which provide information about sources of area training materials.


As part of a research study to develop new concepts and techniques for area training, the construction of cross-cultural simulation exercises was guided by a model using culturally derived values and assumptions as the significant variables. The model is cognitive-functional and the overall perspective sociopsychological. Excerpts from live simulated cross-cultural encounters involving Americans and "Contrast Americans" provide examples of how basic cultural assumptions and core values can be effectively contrasted under controlled conditions. Implications for training are discussed.

Research By-Products resulting from this research effort are listed in Part III.
ARMORCOM—Division No. 2 (Armor)
Improvement of the Communications Proficiency of Armor Personnel


The control panel of the standard series tank radio was modified in certain minor ways to evaluate the effect on operator performance. Armor trainees were trained and tested on sets with the eight most important controls coded in one of three ways: (a) painted a single distinctive color, (b) painted three different colors according to their function, or (c) numbered according to their order of use. Performance of these trainees was compared with that of control groups trained and tested on standard sets. Recommendation is made for coding the controls on tank radios.

Research By-Products resulting from this research effort are listed in Part III.

Two groups of enlisted men, totaling 178 subjects and comparable with respect to age and intelligence, were tested and retested for nine visual skills on two types of testers. In general, the Armed Forces Vision Tester measured the skills with more consistency than did the experimental instrument. The two testers were essentially the same in ease of administration and in amount of testing time required.

A Survey of Human Factors in Military Night Operations (With Special Application to Armor), Special Report 11, 66 pp., by Donald A. Gordon, November 1957. PB-132528 AD-149 357

Scientific and technical literature dealing with human factors in night military operations was reviewed, primarily for its applicability to problems of night Armor operations. Although the formulation of research problems in Armor night training is dependent upon the further stabilization of night operations doctrine, a number of studies are presently required, especially in (a) effectiveness of and countermeasures against various illuminants and (b) the development of proficiency measures for Armor units and personnel in performance of night operations.

Illumination and Terrain As Factors Affecting the Speed of Tank Travel, Special Report 12, by C.J. Bailey and Howard C. Olson, 40 pp., March 1958. AD-156 766

This study was conducted to obtain data on the travel time of tanks under various combinations of terrain and illumination conditions. Conditions included (a) five different kinds of terrain, (b) four different levels of natural illumination, and (c) five different kinds of artificial illumination. Two hundred tank commander-driver teams (drawn from six medium tank battalions at Fort Knox) drove M48 tanks over a test course; each team drove under only one level of natural illumination and one condition of artificial illumination. Tank speeds were most affected by terrain, followed by the position of the driver's hatch (open or closed), and the artificial illuminant employed; the effects of varying nighttime natural illumination were less marked.


Information useful for night combat tactics was gathered on how soon average observers facing a searchlight recognized tank-size vehicles approaching from the light. Variables included observer distance and position, and vehicle path and type. Similar recognition data were collected under conditions of darkness. When vehicle path and observer were near beam center, recognition generally occurred about 250 yards sooner than did when vehicle path was across the beam from the observer; under the latter condition recognition generally did not occur until the vehicle neared or entered the beam (or almost as long as in darkness). Recognition range was 75 yards greater for tank than for truck; a masking noise had little effect on recognition range.

1Presence of a star to the left of the abstract indicates that the item is one of the ARMORNITE papers or presentations included in Collected Papers Prepared Under Work Unit ARMORNITE: Human Factors in Armor Operations Under Conditions of Limited Visibility, Professional Paper 12-68, May 1968.
Model Simulator Studies of the Visibility of Military Targets at Night, Subcontractor's report by Charles E. Hamilton, 84 pp., August 1958 (Subcontractor: Engineering Research Institute, Vision Research Laboratories, University of Michigan). The report summarizes experimental studies using a scale model simulator to determine visibility distances of military targets under certain nighttime illumination conditions. The experiments concerned both detection and identification of targets, which were observed along ground paths under simulated natural and artificial nighttime illumination. The studies were intended to provide a basis for better understanding and specifying the stimulus factors that influence target visibility under such conditions. Photometric data were used to relate the simulator conditions to actual field conditions.

The Effectiveness of 90mm Tank Gun Fire Against the 18-Inch Searchlight (U), Technical Report 56, by Alfred J. Kraemer, June 1959 (CONFIDENTIAL). To estimate probable effectiveness of fire from main guns of enemy tanks against 18-inch tank-mounted searchlights used to illuminate targets at night, experienced gunners fired at the mirrored image of a searchlight using main guns of M48 tanks. Ranges were 800 and 1500 yd. and firing positions were in beam center and 10° off beam center. First- and cumulative-round hit probabilities were derived from dispersion data collected by using large target panels and color-coded rounds of ammunition. Time needed for tanks to obtain a hit after light was turned on, and sensing capabilities for in-beam and out-of-beam firing positions were determined. (U)


The Effects of Practice on the Performance of Basic Armor Skills at Night, Research Memorandum by Robert A. DeBurger, 43 pp., January 1961. Performance in ten basic armor skills was studied under reduced visibility. Illumination ranged from full red lighting to complete darkness inside the turret, and from high to very low natural light outside. Some skills acquired in daytime training transferred readily to nighttime, but others would require additional training. The implication is that a training program with a certain proportion of night training may overtrain in some skills and undertrain in others.


"Localization of Peripheral Light Flashes," by Alfred J. Kraemer, David L. Easley, and Meredith J. Hall, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1961. * The purpose was to determine what kind of constant errors occur when observers are required to localize flashes in a nearly empty visual field. Stimulus positions varying in both the radial and the eccentric dimensions were used; observers localized the flashes by pinpointing their positions. In two groups of 12 enlisted men there was a large constant error toward the center of the field. This error increased as a linear function of the distance of the flash location from the center.

Absolute Identification of Munsell Hues Under Red Illumination, Research Memorandum (revised) by Kliem R. Miller, 10 pp., July 1961. AD-632 690

Nine surface colors which are identifiable on an absolute basis in daylight were viewed under red light. Observers received practice in identifying them by number. Three different neutral gray masks were used to preclude identification on the basis of contrast. It was found that no more than four of these surface colors could be used together for coding under red light when absolute identification is required. Three groupings of four colors each can be used.
An Evaluation of Flash Localization Performance With the Fire Control System of the M48 Tank, Technical Report 78, by Alfred J. Kraemer, 30 pp., June 1962. The object of this study was to evaluate the nighttime performance of tank gunners in localizing gun flashes with the fire control system of the M48 tank. Two nightsimulated tests were conducted with 11 experienced and 20 inexperienced gunners, with these results: (a) In localizing 40 flash positions in a simulated periscope field of view, accuracy was fair within the reticle area but dropped off sharply outside it; (b) in laying the main tank gun against those flashes, accuracy was very poor. Error both in flash localization and in moving the gun controls contributed substantially to gun-laying error. It is concluded that the reticle of the M20 series periscopes (and presumably other periscopes and telescopes in which the reticle design covers only a small part of the field of view) is inadequate for localizing enemy gun flashes at night, and that the fire control system of the M48 series tank is inadequate for rapid laying of the main gun against nighttime targets that can be localized only by gun flashes.

Flash Localization and Reticle Design, Research Memorandum by Alfred J. Kraemer, David L. Easley, and Meredith J. Hall, 13 pp., October 1962; presented under the title, "Gun Flash Localization as a Function of Reticle Design," at American Psychological Association convention, New York, September 1961. The purpose of this study was to determine the accuracy with which simulated gun flashes could be localized in the field of view of a tank periscope with the aid of four different grid-type reticles. Each of four groups of enlisted men localized 48 single flashes using one of the four reticles. For three of the reticles data were also obtained from three groups of officers. Localizations were made by reading the azimuth and elevation of the perceived flash positions. No differences of consequence in performance were obtained between groups using different reticles. Enlisted men performed best with Reticle 4. Officers were found to localize more accurately than enlisted men, and it was suggested that the difference might be attributed to motivational factors.

The Effects of Two Types of Coordinate Systems on Localization of Peripheral Light Flashes, Research Memorandum by Alfred J. Kraemer and David L. Easley, 15 pp., April 1963; paper for American Psychological Association convention, New York, September 1961. Ten groups of subjects localized single flashes, viewing monocularly, and responding with a projection pointer. Flash sources were located within a 64-degree circular field in a blacked-out room. One group saw only a fixation point. For another group only a cross was projected. Four groups were shown Cartesian coordinates, and four groups were shown polar coordinates. The density of the coordinate lines for the respective groups was increased by successive rectangular or polar bisection of the coordinate units, beginning with the cross. There were no appreciable differences in localization error between the groups which used one type of coordinate system and those which used the other. Introduction of the coordinate cross, and the bisection of the cross, led to successively smaller errors in localization, but further increases in line density did not. All groups made constant errors of localizing flashes closer to the visual axis than they actually were.

"The Effect of Flash Duration on the Localization of Peripheral Light Flashes," by David L. Easley and Myles A. Jackson, paper for annual meeting of Southeastern Psychological Association, Miami Beach, Fla., April 1963. * Four groups of 12 subjects each were used in localizing two dimensions of a brief stimulus in a large visual field. Each subject localized 48 single flashes under four conditions of flash duration. Although overall localization accuracy improved with increasing flash duration, this effect did not hold for all radial and eccentric positions.
ARMORNITE (Cont.)

Operator Proficiency in Interpreting Ground Surveillance Radar Signals (AN/TPS-33),

To measure operator proficiency in identifying audio signals from the AN/TPS-33 ground surveillance radar, a test of 120 tape-recorded signals generated by representative military targets was administered to 43 trained operators. It was found that they could discriminate between personnel and vehicle targets. An experiment was run to determine whether operators can be trained to identify vehicles on the basis of signal characteristics unique to each vehicle type. After two days' training, 10 naive officer subjects learned to discriminate reliably between tracked and wheeled vehicles, although there were marked differences in operator aptitude. (U)


An experiment was designed to determine the effects on target detection of observer location and method of viewing in relation to several types of targets at selected distances. Data were collected from 336 observers stationed at the searchlight source and at various distances up to 160 yards from the light, along a line at approximately a right angle to the axis of the beam. Using the tank range finder, periscope, binoculars, or unaided vision, observers tried to detect and identify a jeep, tank, and APC at each of four distances. Observers farther away from the light source detected and identified more targets than observers close to the searchlight. Binoculars and, for the first 30 seconds, unaided vision were more effective than the range finder or periscope in detecting and identifying targets.

An Evaluation of a New Reticule Design System for Gunlaying Against Flashes, Research Memorandum by David L. Easley, 22 pp., November 1964 (Technical Advisory Service); portions of this material were presented at the American Psychological Association convention, Philadelphia, September 1963.

The purpose of the research was to determine the effectiveness of utilizing a grid-type reticle, graduated in turns of the azimuth and elevation controls of the M60 tank, for gunlaying against enemy gun fire at night. Using the experimental reticle in a simulated firing situation, six experienced and seven inexperienced gunners localized and laid an M60 tank gun on each of 40 flashes. Though no group differences were significant, these two groups of gunners performed somewhat more accurately, but laid less quickly on the average, than a third group, which used the standard reticle. In the simulated situation, performance was better than it was in a field study. Factors which may have operated in the field study to degrade performance are discussed.


Results of studies to identify and solve auditory and visual training problems peculiar to Armor operations of the Army, under conditions of limited visibility, are discussed in this publication. The research reported includes a study of constant errors that occur when observers localized peripheral light flashes; an experiment on the effects of increasing flash duration on localization accuracy of peripheral light flashes; and a test of the reliability of an experimental vision tester for armed forces use.

Research By-Products resulting from this research effort are listed in Part III.
ARSUR—Division No. 2 (Armor)

A Survey of Training Problems in Armor


BASICTRAIN—Division No. 4 (Infantry)¹
Improved Training Procedures for Basic Combat Training (ATP 21-114)

§ Some Problems of Basic Training Effectiveness, interim report by Richard Snyder, September 1954.
AD-479 107L
This report presents questionnaire data from 272 trainees representing five first-cycle training companies. Major findings of the survey, which are considered within the context of the new soldier's first Army training, indicated that the soldiers felt there was (a) lack of sleep and of time for their personal affairs, (b) poor coordination resulting in wasted time, (c) harsh treatment and harassment, (d) ineffective leadership, and (e) lack of communication between trainees and cadre. The findings were interpreted as indicating organizational rather than individual problems.

§ Achievement in Basic Training, Staff Memorandum by George D. Greer and Benjamin W. White, July 1955.
AD-479 069L
This report describes what was learned in eight weeks of basic combat training by a sample of Sixth Infantry Division trainees. Performance and written test results are reported and levels of knowledge at the outset of basic training are compared with those attained by the end of eight weeks. There was a gain of training in a Military Information Test (included in the report) consisting of 147 multiple-choice items. In-the-field performance test results indicate that some skills are learned by the vast majority of trainees during the course, while others are learned by only a small minority of the men. Suggestions regarding the use of this information in the planning and revising of the curriculum are made.

§ Basic Military Information and Combat Effectiveness, Staff Memorandum by George D. Greer, Jr., and Martha Myers, July 1955.
AD-478 558L
Over 300 combat infantrymen in Korea, identified as fighters or non-fighters, were given a 300-item written Military Information Test covering combat-relevant information taught in Basic Combat and Advanced Individual Training. Sixty-four fighter/non-fighter pairs were matched on Aptitude Area I scores. Fighters were superior to non-fighters on the total test and on the operation, maintenance, and mechanics of weapons; preparation for and behavior during defense; and behavior during imminent or actual contact with the enemy. On more than 15% of the items, neither group possessed accurate relevant information. For the combined group, the highest level of information was in tactics; next highest, weapons; lowest, general subjects.

§ Basic Infantry Skills Performance Test, ATP 21-114, Staff Memorandum by George D. Greer, Jr., Finis W. Wilson, and Morton G. Wolpert, March 1956.
AD-479 070L
This research by-product is a performance achievement test of military skills and knowledge used as a criterion measure in a broad survey of Basic Training. For a detailed presentation of the total test station and item scores, and the test's reliability, refer to Achievement in Basic Training, Staff Memorandum by George Greer and Benjamin White, July 1955.

This study was an attempt to determine the correlates of peer evaluations of existing and potential trainee squad leaders in the Army. Between 200 and 250 men in

¹This Work Unit was initiated at Division No. 3 (Recruit Training). The symbol § indicates an item prepared at Division No. 3.
each of 40 Basic Training companies were given batteries of tests at several points during training. It was found that trainee evaluation of their fellows was reliable; between the fourth and eighth week of Basic Training the average correlation for positive votes was .85, and for negative votes, .77. There were significant and consistent relationships of background and descriptive variables. It appeared that a sociometric test might be useful as a criterion in developing other squad leader selection instruments.

§ "An Analysis of Results of the Leader Behavior Description Questionnaire Technique Applied to Army Basic Training Companies and Platoons," by Richard A. Duryea and George D. Greer, Jr., paper for annual meeting of Western Psychological Association, Spring 1956.

§ "Predictors, Descriptions and Correlates of Basic Training Delinquents," by George D. Greer, Jr., paper for annual meeting of Western Psychological Association, Spring 1956. This study deals with the personal, as distinguished from situational, variables related to delinquent behavior during the eight weeks of Basic Training. Over a six-month period nearly 10,000 trainees were categorized into four groups: three delinquent and one "normal." Members of all three delinquent groups had a history of lower socioeconomic associations, more civilian arrests, less formal education, and a greater frequency of "hooky playing" and running away from home as children. On the Army Aptitude Area I score, the mean score of the normal group was 108 and the average scores of the three delinquent groups were 101, 97, and 89. The findings of this study closely paralleled results of research on juvenile delinquents.

§ "Evaluation of Four and Eight Weeks Basic Training for Men of Various Intelligence Levels," by Victor B. Cline, Alan Beals, and Dennis Seidman, paper for American Psychological Association convention, September 1956. Army inductees who received the usual eight weeks basic training course were compared with other trainees who received a condensed four weeks training cycle. On tests of a paper-pencil type, four-week trainees and eight-week trainees performed equally well. When tests involving performance-type activities such as assembling weapons and operating communications equipment were compared, high intelligence soldiers learned as much in four weeks as in eight but middle and low intelligence men did profit by the additional training. Soldiers of high intelligence learned just as much when trained alongside men of middle and low intelligence as when trained in special companies by themselves.

§ Evaluation of Four-Week and Eight-Week Basic Training for Men of Various Intelligence Levels, Technical Report 32, by Victor B. Cline, Alan Beals, and Dennis Seidman, November 1956. This study was designed (a) to determine the effects on trainee performance of substitution of an accelerated four-week for the conventional eight-week basic training program, and (b) to examine the possibilities for more efficient utilization of high-aptitude personnel. Results indicated that, with regard to military information, all aptitude levels learned as much in the four-week course as in the standard eight-week course. On performance-type tests, middle- and low-aptitude men benefited from the full eight weeks' training. With respect to rifle marksmanship and physical fitness, the full eight weeks' training yielded better results at all intelligence levels. The high-aptitude personnel in the four-week training program acquired as much military information, and did as well on performance tests, as high-aptitude personnel in the eight-week course, and were superior to the normal-input eight-week trainees.
§ Basic Training Effectiveness: A Discussion of Instruction Centralization, the Training Curriculum and Achievement Evaluation, Staff Memorandum (revised) by George D. Greer, Jr., June 1957.

This paper is a discussion of three factors important to Basic Training in the Army: the organizational structure within which the training occurs, the curriculum, and the evaluation procedures necessary for affording indication of training effectiveness. The discussion is based on personal observations and on a survey in which 10,000 trainees, 40 officers, and 200 NCO cadre from 40 training companies were tested at three periods in a Basic Training cycle.

Content Outline and Reference Data, ATP 21-114 (14 November 1958), Research Memorandum, August 1959.


The Basic Combat Training Program (ATP 21-114, Nov 58) was analyzed in relation to each of 17 supporting Army Subject Schedules. Discrepancies between the ATP and its referenced subject schedules were noted and revisions suggested. On the basis of this analysis, a list of minimum training goals was devised for each subject presented in the report. These suggested training goals cover the minimum knowledge and skills needed by the individual basic combat trainee.


This report presents findings from the assessment of various programmed materials that suggest no difference between live and taped lecture, a significant advantage of read material over heard material, a significant advantage of self-paced reading over class-paced reading, and a significant advantage of the plain book format over the scrambled book format. Results also suggest that recognition form tests based on neo-rote contents might be used in lieu of recall form tests in that there is a generally stable relationship between the two test forms.


Research By-Products resulting from this research effort are listed in Part III.

On the basic assumption that persons faced with a difficult important decision will tend to avoid positive action, 80 Army recruits were studied to determine the frequency with which they might make a request either to change or continue an assigned activity. The results supported the prediction that persons in conflict about changing from one activity to another will change less frequently when they must make a request to change, than when they must make a request to continue.

"Effects of Uncertainty About Original Enlistment on Reported Change in Opinion Toward the Army," by Richard Snyder and Harry A. Burdick, paper read at meeting of APA, 1961.
From dissonance theory it was predicted that recruit opinions about the Army will tend to become more favorable following initial exposure to service as a function of the uncertainty about the original enlistment decision, and the importance of the decision. Subjects were 635 volunteer recruits. Uncertainty was inferred from responses to the question: "Would you have enlisted in the Army if there had been no draft?" Importance was inferred from expressed career interest. Results confirmed both predictions. The curvilinear relationship between reported opinion change and responses from which uncertainty was inferred is difficult to interpret plausibly by alternative theories.

Avoidance of Commitment and Need for Closure as Determinants of Behavior in Decision Situations, Research Report 12, by Richard Snyder and Judson Mills, June 1963. AD 478 519L
Investigation was made of behavior in decision situations involving choice among mutually exclusive alternatives, in which action did not necessarily have to be taken. Three hypotheses were tested which concerned the influence of certain variables upon the tendency to avoid commitment to a specific course of action. Choices were recorded by subjects in a four-part questionnaire. Results were analyzed in terms of several variables and their experimental manipulations. It was concluded that a subject, in a situation in which he does not need to take action in order to know the outcome, will not be likely to express his real preference unless that preference is strong.

Samples of men in Mental Category IV and men in categories of higher mental ability (I, II, and III), who were matched according to their Army component, were selected from companies in Basic Combat Training (BCT). Information about their backgrounds, aspirations, attitudes, aptitudes, and performances during and at the end of BCT was gathered from individual interviews, ratings, and Army records. The differences between the men in Category IV and those in Categories I, II, and III on most of these measures were small but statistically stable. The socioeconomic backgrounds of Category IV personnel tended to be poorer, and their performances in BCT were only slightly less adequate, and their attitudes toward military service were more favorable. Overlapping between the two groups was very extensive on almost every measure and on MOS assignment.


This study was undertaken to develop a research instrument that would assess the degree of severity with which NCOs and company grade officers react to various types of situations in which trainees fail to perform properly. A preliminary version of a Corrective Action Questionnaire was developed, and it was administered to 131 subjects in order to develop information to revise the research instrument. Results of the trial administration suggested that: (a) more severe corrective action would be taken by older cadre who had spent more time in the Army, served longer in a training company, and had not attended college; (b) officers consistently proposed less severe corrective action than NCOs; (c) First Sergeants and those NCOs rated by their superiors as above average tended to be more severe than those NCOs rated as below average; and (d) officers and NCOs showed a high degree of agreement as to the relative seriousness of trainee performance failures. The Corrective Action Questionnaire as revised, may be expected to be an effective research instrument.


In an effort to get a useful measure of subjective reward values for Basic Combat Training personnel, 43 possible incentives were rated by two groups of trainees on a 7-point scale, from most attractive to least attractive. Nineteen incentives were identified as being reliable and of low variability. Of these, the 10 most attractive incentives were categorized into one of three classes: Recognition (Peer and/or Social), Material Reward, or Autonomy (Freedom). It was concluded that the 10 specific incentives identified and the categories of Recognition and Autonomy might be controlled and varied to measure the effectiveness of variations in BCT.
This report summarizes a survey of the factors that contribute to achieving credibility for a propaganda message. It is designed specifically for Army psychological warfare personnel and is intended to serve as a "primer on credibility" for the basic indoctrination of (a) the students and faculty at the Psychological Warfare School, (b) officers assigned to the staff of the Chief of Psychological Warfare, and (c) personnel in operational psywar units. As a primer, it provides only a starting point for more specialized inquiry in the field of communications credibility.

This study investigated two problems of procurement of trainees for the Counter Intelligence Corps: the setting of quotas for the basic training centers and the feasibility of extending the enlistment program to three years. Quotas as presently based on estimates of future strength of the training centers were compared with quotas based on actual input and on the number of men eligible for CIC training; quota-setting procedure based on the number of eligible men at each training center would be somewhat more accurate than the other methods. The proportion of recommended eligibles who were willing to extend their enlistment to three years indicates that a three-year enlistment requirement could be instituted without reducing the current quality standards.

This bibliography is designed to aid in educating and training United States personnel who will assist the military personnel of developing nations to play an active role in the socioeconomic advancement of their countries. It should also be of interest to personnel of agencies that are concerned with providing technical assistance to the developing nations. The chief goal of the compilation is to provide a selected list of items which a busy officer could reasonably expect to read in entirety within a few weeks before going overseas. Priority has been given to items that are nontechnical and thought-provoking, have relevance to most underdeveloped areas, are of article rather than book length, and emphasize the problems of working across cultural barriers. Basic divisions of the bibliography are—Philosophy of Civic Action and Foreign Aid, The Nature of Underdeveloped Countries, The Techniques of Planned Change, and Individual Effectiveness.


This paper explores cross-cultural innovation by analyzing data based on actual field studies. The primary criterion for case selection was that the characteristics of the innovator and the recipient groups be described. The country where the innovation was attempted is listed, along with the specific type of innovation proposed and the specific description of the change effort. The cases are then evaluated in terms of success and failure, and the most important factors, positive or negative, influencing the outcome are analyzed. The emerging pattern of the total process is discussed.


This report is a bibliography of case histories each of which describes an effort by a change agent, or agents, to introduce a new idea or technique into a culture other than his own. In compiling this selection, the normal range of technical aid projects was included, such as community development, agricultural extension, education, public health, and so forth. The cases are grouped by country or political unit in alphabetical order. Each citation is followed by a statement of the goal of the innovator and, when available, the size and time period of the project.


From comparative analyses of 171 cases, the principal factors that acted as sanctions or barriers in the introduction of innovations were extracted. They divide themselves into three types of behavior: (a) the techniques, such as communication, demonstration, and flexibility, of the innovator; (b) the motivation—in the form of felt need, practical economic benefit, novelty—for acceptance or rejection by the recipients; and (c) the reaction, such as leadership, theological beliefs, and economic patterns, produced by the traditional cultural patterns.

An examination of the nature of negativism in developing countries resulted in isolation of three main types—supernatural, situational, and project negativism. Although all these forces are significant in sociotechnical change, they do not constitute a critical influence nearly as often as do other characteristics of traditional society such as leadership patterns, social structure, and economic patterns. They are still less significant in the total change process than communication techniques, type of participation obtained, or degree of utilization of traditional culture.


Normal resistances to new foods being introduced in local communities, based chiefly on traditional habits and beliefs, can be overcome by selecting proper innovations and using proper techniques. The innovation most likely to be successful is one that adapts to local habits and beliefs, is based on needs recognized by the local people, and provides a clearly perceived practical benefit to them. This means that a minimum understanding of the local culture is needed for new ideas to be successfully introduced. The primary requirements for introducing the idea are efficient communication channels for transferring the knowledge of it (most critical being the creation of feedback channels from the grass-roots level), and obtaining the sanction of local leaders.


This paper discusses the major technique that influences the process of introducing socioeconomic innovations in local communities of non-industrial countries: the establishment of effective communication. Positive gossip is shown to be an index of efficient information flow, and the author describes several case histories in which this is the most important factor in a project's success. Other innovation techniques used by change agents to bring about innovations in a local community, as noted in the case histories, include adaptation to local cultural patterns, utilization of local leadership, and utilization of positive motivation.

As an initial step in standardizing training procedures and developing proficiency measures for guided missile personnel, a survey of training problems and an analysis of Nike-Ajax team procedures were undertaken. Data on school and on-site training were obtained from various Nike-Ajax installations and from the AAA & CM School. Operating procedures were analyzed through summarization and integration of the procedures which are followed by a number of Nike-Ajax batteries in the Pittsburgh, Chicago, and New York Areas. Training modifications are recommended, and a new set of standardized alert procedures was developed and is presented. (U)


Research By-Products resulting from this research effort are listed in Part III.

¹This Work Unit terminated at Division No. 5 (Air Defense).
COLDSPOT—Division No. 1 (System Operations)¹

Human Factors in Military Performance in Extreme Cold Weather


This research was undertaken to study the training problems of infantry forces in the Strategic Army Corps during cold-weather operations. A research team was attached to CONUS forces to observe troop performance during the training and maneuver phases of Exercise LITTLE BEAR in Alaska during the winter of 1960. The data indicated areas of training content needing greater emphasis, and included suggestions regarding the context in which certain portions of the training should be given. (U)

COMPRAC—Psychological Warfare Division

Preliminary Investigation of Communication Practices in Pre-Maneuver and Maneuver Situations

Soviet Military Defectors and Western Propaganda: A Pilot Study [U] [Information Report], by Herman Turk and Alice Jwaideh, January 1955 (CONFIDENTIAL). AD-375 884L

¹This Work Unit was initiated in the Director's Office. The symbol § indicates an item prepared at Director's Office.
Tactual Communication as a Medium for Increasing Control in Small-Unit Operations


Recognition thresholds and maximum accuracy levels were established on 12 subjects as a function of number of electrodes (2, 3, 4, and 5) and inter-electrode distance for various body regions (chest, abdomen, and back). There was little systematic difference among body regions with respect to the threshold and accuracy data; however, the number of electrodes proved to be significant. The abdomen appeared to be a slightly more favorable electrode site with a 5-electrode array.


The two experiments described were concerned with defining the optimal parameter values for an electropulse stimulus and the extent of subject differences. In the first experiment, touch and pain threshold variations were established on 12 subjects as a function of pulse number (1, 4, 8) and pulse duration (0.5, 1.0 msec.). Significant support was obtained for use of a single pulse of 0.5-msec. duration. In the second experiment, touch and pain thresholds were obtained on 20 subjects coincident with body region and session variation. The abdomen and chest appear to be ideal electrode sites. Subject differences over time were discussed.


Twelve subjects were exposed to electropulse stimulation under three moisture treatments: dry, water immersion, and a fluid approximation of sweat. Touch threshold data were obtained under these conditions during the first half of the experiment and electropulse recognition responses during the second half. A significant threshold rise occurred with increased amounts of moisture on the skin. Similarly, recognition accuracy decreased but remained within a 90 to 100% range. Human engineering implications pertinent to a tactual communication are discussed.


Recognition accuracy was observed on 25 subjects with variation in the type placement (single- and multi-body regions) when varying numbers (1, 2, 3, 5, and 7) of electrode sites were pulsed simultaneously from among a 10-electrode array. Accuracy dropped drastically with increased number of sites pulsed and was most pronounced when the electrode array was restricted to a single region of the body. The accumulated data appear to cast serious doubt on the use of patterning of simultaneous electropulses as a fruitful approach to tactual communication. An alternative approach was proposed.


The study presents the results of a content analysis of communications within Army small-unit patrolling operations. Field observations and recordings were

1For earlier work in this area, see Exploratory Study 30.
made of all communication acts which occurred during the course of seven Ranger patrols at both the jungle and mountain training sites. For each communication act the following details were recorded: (a) time of transmission, (b) content of message, (c) means of transmission, (d) designation of sender and receiver, and (e) nature of communication failures. This information provided: (a) a view of the informational flow within the organizational structure of a patrol, and (b) the basis for developing a set of brief codes suitable for use both with the proposed tactual communication system and existing signal techniques.

Research By-Products resulting from this research effort are listed in Part III.

CONTACT—Division No. 7 (Language and Area Training)

Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War


Popularity of commercial, machine-taught, "do-it-yourself" foreign language courses is widespread. The effectiveness of such courses, especially in teaching speaking and understanding, is not usually evaluated. A special machine-taught course in speaking and understanding Russian was constructed to answer such questions as: Can basic skills in speaking and understanding foreign languages be programed and machine-taught? Can students learn to pronounce Russian adequately without human (live) instruction or assistance? Can course material be programed to produce and sustain student motivation? Administration and evaluation of this course supports the feasibility of machine-teaching foreign languages.


In order for combat troops to obtain perishable tactical information from newly captured prisoners of war, knowledge of the enemy language is necessary. A limited language model or prototype to be used specifically for obtaining tactical information from newly captured prisoners of war was constructed in English. An equivalent Russian version was made, and students learned the English-Russian

This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.
CONTACT (Cont.)

limited language in 20 days. In a simulated POW situation they questioned Russian-speaking personnel and were able to obtain information which could have been of value in actual combat, thus demonstrating the feasibility of the model in the Slavic language family.


The possibility of constructing a core language course that would be completely automated, or self-instructional, for the purpose of teaching foreign students to speak and understand English is discussed. In order to avoid superimposing English instruction upon the original educational goal of foreign students in the United States, a self-instructional English course built for the student's specific country might be given to him before he leaves for the United States, or soon after arrival if necessary. As an example of a self-instructional course, the author describes an automated course in the Russian language which was designed for a specialized military need. The problems faced in creating it, and their solutions are described. Course effectiveness, in terms of student ability to speak and understand the Russian material given, supports the feasibility of machine-teaching a limited language course.


This research explored the feasibility of machine-teaching enough of a foreign language to combat soldiers to enable them to obtain tactical information from newly captured prisoners of war. The course material used in the pilot study (Russian) was limited to tactical subject matter, presented by means of dual-track tape recorders, and arranged to build and sustain motivation and maximize learning efficiency without use of human instructors. The results of this study, as measured by both academic and job-simulated tests, support the feasibility of machine-teaching limited foreign language skills. The methodology developed has further possible application in foreign language teaching.


To enable the combat soldier to obtain perishable, tactical information from newly captured prisoners of war, a brief, self-instructional Russian language course was developed and evaluated. Materials obtained from questionnaires administered to
contact (cont.)

combat-experienced personnel were reviewed and refined, resulting in a final version
of course content that covered areas of information likely to be used in any offen-
sive or defensive questioning situation. The course was taken by 13 students
having language aptitudes ranging from 0 to the 97th percentile on the Army Lan-
guage Aptitude Test. Upon completion, they were tested on content acquisition of
all material in the course and on ability to use the material to obtain information
from native Russians during simulated combat-area questioning. The results were a
mean of 93% correct for speaking and understanding Russian and an 89% mean in
translating answers given by the Russians, thus demonstrating the feasibility of
such a course. The structure and questioning techniques seem effective in helping
to elicit understandable answers from non-English-speaking personnel and may
serve as a basis for development of similar courses in other languages.

Development and Evaluation of a Tactical Mandarin Chinese Language Course, Technical

To meet the need for a short, self-instructional tactical language course in a Far
Eastern tonal type language of potential military significance, a course in Mandarin
Chinese was developed, by adapting the methods described in Sub-Unit CONTACT II
with reference to a European type language (Russian). The purpose of the course
was to enable combat soldiers to acquire perishable tactical information from newly
captured POWs. The course was programed in the format of the Russian model with
a major change in the addition of tone-discrimination and tone-production lessons.
Six male students, high school seniors and graduates with varied language-learning
aptitudes, took the course and completed it in 61 to 84 hours. Their final test
scores, indicating ability to speak and understand all the assigned Chinese vocab-
ulary, ranged from 55% to 98% correct. In a simulated questioning test, the mean
percentage of correctly translated answers was 86%. Although low language-learning
aptitude was associated with lower scores, the overall achievement appeared to
be satisfactory.

"The Development and Test of a Special Purpose Foreign Language Training Concept,"

Research By-Products resulting from this research effort are listed in Part III.
CULTECH—Division No. 7 (Language and Area Training)
Technical Training Across Cultural Barriers


The research objectives in this study were (a) to obtain information on the academic achievement of foreign students in selected Army technical schools, (b) to assess the relationship between English language proficiency and academic achievement, and (c) to describe the viewpoints and recommendations of U.S. instructors on the problems involved in training foreign personnel. Information was collected from the academic records maintained by the U.S. Army Engineer, Signal, Ordnance, and Transportation Schools and from a survey of instructors with experience in teaching foreign students. The data thus obtained form the basis for the findings and conclusions presented in this report. (U)

DECISION—Division No. 3 (Recruit Training)
Factors Influencing Command and Tactical Decision Making


This paper presents comments on some aspects of trends in research on "discussion," broadly defined as all processes of social communication that mediate group and organizational problem solving or decision making.


An Investigation of Flexibility in Tactical Decision Making, Staff Memorandum by Richard Snyder, Carl H. Rittenhouse, and George E. Deane, December 1957.

Combat arms officers were given a tactical problem presented in stages; initial information strongly favored holding certain dominating terrain, while subsequent information favored withdrawal. Officers in a control group were required to make only a final decision. Data from the second of three experiments yielded significant relationships between the subjects' final decisions and their scores on tests of tolerance for dissonance, and between the decisions and the subjects' military rank. In the third experiment, only the relationship with rank was significant. Interpretations of these contradictory findings and some implications for training are discussed.
A major objective of this exercise was to evaluate psychologically the troops' reactions to the maneuver before indoctrination, after indoctrination, after the detonation, and after a lapse of about three weeks. Attitude research techniques as well as physiological measures were used to estimate (a) the effectiveness of the indoctrination procedures in increasing the troops' knowledge about atomic warfare and (b) the effects of the detonation, together with its accompanying consequences, on the troops' confidence in their ability to do well in A-bomb fighting.

To study the psychological reactions of troops who witnessed the detonation of an atomic weapon as part of a field maneuver, armored infantry troops were stationed in trenches four miles from ground zero. Some of the men had received limited indoctrination and others were given a special four-hour indoctrination the day before the maneuver. The men were measured before and after indoctrination and after the maneuver to determine the amount and kind of information they had learned regarding atomic effects, the ways in which the two groups reacted during the exercise, and the nature and extent of their fears and their self-confidence. The extent to which participant troops disseminated information to nonparticipants after returning to their home station was also measured.
DESERT ROCK V—Division No. 3 (Recruit Training)

Psychological Study of Troop Reactions at an Atomic Explosion

**DESERT ROCK V: Reactions of Troop Participants and Forward Volunteer Officer Groups to Atomic Exercises, Information Report by Benjamin W. White, August 1953 (For Official Use Only).**

Questionnaires were administered to troops participating in an atomic test maneuver to ascertain what and how much the troops learned on these maneuvers and the degree to which the experience changed their attitudes toward atomic warfare. Reactions of volunteer officers who took forward positions during the test maneuvers were determined through interviews. Questionnaire and interview responses are reviewed in this report.

**Spread of Information Following an Atomic Maneuver, Information Report by Richard Snyder and Eli Saltz, February 1954.**

This study investigated the effectiveness of word-of-mouth communication in spreading the information gained by three enlisted men who were observers at an atomic test explosion to other men of their home units. Questionnaire measures of information and attitudes about atomic effects, protective measures, and related topics were obtained from all battery members before the observers departed for the atomic test and again two weeks after they had returned. The observers' information and opinions were also measured at the end of their stay at the test site camp. As measured by the questionnaires, observer information gains were small, but there was considerable spread of information to the remaining members of the observers' units. Actively involving all members of home units in the advance preparation of observers produced important effects in increasing observers' information gains and in spreading information in the batteries.

**Gain in Information in the DESERT ROCK A-Bomb Maneuvers, Staff Memorandum by Berton Winograd, March 1954.**

Findings from HumRRO studies on three different DESERT ROCK atomic-bomb maneuvers have been organized around the subject of troops' information gain from indoctrination on atomic weapons and warfare. In all three studies, the indoctrinations were evidently pitched at such a level that they produced about the same effects among troops of varying backgrounds and attitudes. Men who learned a substantial number of facts from the indoctrination were more likely than other men to become self-confident and willing to volunteer for potentially hazardous duty.

**“Communication and Leadership Roles,” by Richard Snyder, paper for meeting of West Coast Society for Small Group Research, April 1955.**

A theoretical formulation of "group roles" as related to the abstract model of a group regarded solely as a communication structure is presented. A review of some research related to role functions in this theoretical context is also included.

**“Group Participation and Informal Status of Source as Determinants of Spread of Information in Organizational Groups,” by Richard Snyder, paper for American Psychological Association convention, September 1955.**

**Experiences at Desert Rock VIII, Staff Memorandum by Robert D. Baldwin, March 1958.**

1 Related research is reported under Work Unit YUCCA.
2 This report, consolidating information from the DESERT ROCK I, IV, and V research studies, was prepared by the Motivation, Morale, and Leadership Division.
3 This report, the final HumRRO report originating in the DESERT ROCK series of atomic bomb maneuvers by the Army, was prepared by Division 1.

Too often people in education and training tend to forget that a simulator does not train; the training program trains. The simulator is potentially one of the most useful tools for training, but it is just that—a tool for the training program. The best sequence of procedures for new devices and training programs is examined. The presentation includes examples of psychologists applying their skills to development of training devices and working with engineers to produce the best simulator for the particular purpose.


The reduction of flight attrition in primary helicopter training through the use of a synthetic contact flight training device is described. The device, a one-man helicopter mounted on a ground effects machine through an articulated linkage which allows freedom of movement in six dimensions, preserves the handling characteristics and visual, auditory, and proprioceptive cues of the in-flight task. Two experimental groups received 3¼ or 7¼ hours device training, and their attrition rates during subsequent flight training were compared to that of controls. The synthetic training groups experienced lower attrition (p<.01) than the controls. No significant difference existed between experimental groups.


Research was conducted to determine whether student performance on helicopter contact flight training could be improved with the use of a helicopter training device. Four groups of subjects, two experimental and two control, were used. Results showed that the experimental subjects acquired the necessary skills with less inflight training during the Pre-Solo phase of training. The most significant improvement occurred in the reduction in elimination rates during subsequent flight training.


Two groups of trainees at the U.S. Army Primary Helicopter School were trained to "fly" a captive helicopter mounted on a ground effects machine. The device had the approximate handling characteristics of a free-flying vehicle, yet it allowed the trainees to obtain "aeronautical experience" not otherwise possible at their level of training. It was found that the device-trained subjects, when compared with non-device-trained controls, were significantly less likely to be eliminated from subsequent primary helicopter training for reasons of flight skills deficiency. Further, measures of relative performance during primary flight training indicated the device-trained group s. loed the helicopter earlier and made better flight grades during the pre-solo phase of training than did the controls.


Three areas of human factors concern in aviation—performance assessment, prediction of performance, and simulation in training—are discussed. Emphasis is placed on the necessity for providing objective and standardized evaluation of flight trainees, rather than using the unreliable subjective evaluation methods. Methods for predicting trainees' performance, particularly in combat situations, are being sought. Use of simulation in training helicopter pilots has been minimal, but recently two devices have been developed to provide better transfer of training from the device to the actual helicopter situation.


Three groups of Warrant Officer Candidates, enrolled in the Tactical Instrument Phase of the Officer/Warrant Officer Rotary Wing Aviator Course, were given zero, 10, or 20 hours of synthetic instrument flight training in Device 1-CA-1. End-of-phase flight proficiency measures were obtained from photographic records of the aircraft instrument panel taken during a hypothetical tactical instrument mission. The results indicated generally that there were no significant differences in flight performance among the three groups in terms of the relative incidence of aircraft control and procedural errors. It is concluded that synthetic device training, as given during the conduct of this study, has little, if any, measurable effect on end-of-phase flight performance.


The research objective was to determine the effectiveness of a new device concept for helicopter contact flight training and the usefulness of such a device for predicting performance during subsequent flight training. The device was a commercially available captive helicopter attached to a ground effects machine. Two experimental groups of trainees received 3/4 or 7/4 hours of device training prior to primary helicopter training. In comparison with control groups, both device trained groups (a) were significantly less likely to be eliminated from subsequent flight training for reasons of flying deficiency; (b) required less flight training to attain the proficiency required to solo the helicopter; and (c) received higher grades during early training. Trainees who performed well on the training device tended to perform well during subsequent flight training. Instructors using devices such as this one need not be proficient in the helicopter used for subsequent flight training.
* This study involved a complex discrimination task in response to an auditory stimulus with many parameters (such as loudness, pitch, frequency, speed of repetition, and numerosity) appearing against certain background noise. All parameters except numerosity were held constant. It was found that error was directly related to numerosity and that a reduction in error was attributable to knowledge of results and was itself positively related to numerosity.

* The subjects (42 basic trainees of superior intelligence) were taken into a semilightproofed office and given instructions of a positive-suggestive or negative-suggestive nature with respect to the possibilities of actual visual sensations in semi- or complete darkness. The positive instruction group reported a significantly greater number of visual sensations than did the negative instruction group and the sensations reported were significantly more complex.

A modified digit span test was devised to assess ability to concentrate and recall. A scrambled arrangement of series length 5 through 10 was used, the total test consisting of six such blocks of scrambled items. There was no evidence that the "Random Digits" procedure adversely affected motivation; however, an inverse practice or "fatigue" effect was found. Reliability estimates for the "Random Digits" method were obtained separately for two groups of individually tested subjects. The obtained reliabilities were .86 and .79.

* Thirty Army trainees received verbalization experience on selected Rorschach cards; another 30 had no Rorschach pretest. Subsequently, half of the subjects in each group were instructed that it was normal to experience visual sensations in the absence of light; the other half were told that psychiatric patients experienced these visual sensations. Each subject then put on opaque goggles and lay on a bed in a darkened room. After ten minutes the subject was asked to describe the visual sensations he was actually seeing. The positive instructions resulted in significantly more reports of visual sensations than the negative instructions; prior verbalization had no effect.
This report is designed to analyze and describe some basic methodological distinctions deemed pertinent to the research area of sensory deprivation.

* This study was part of a series concerned with effects of sensory deprivation and social isolation on the individual. A major research problem in this specific area is the development of measures that introduce minimum stimulation to the subject. This study is designed to develop a visual task that could be used to measure the effect of deprivation upon behavior.

"The Effects of Misinformation Upon the Counting of Auditory Stimuli," by Richard A. Monty, Thomas I. Myers, and Donald B. Murphy, paper for annual meeting of Western Psychological Association, San Diego, Calif., Spring 1959.  
* Subjects were given misinformation on "blip" items, interspersed with correct information in an experiment involving the ability to count auditory stimuli.

* Experiments were conducted to develop a simple motor task which would indicate the efficiency of reception of complex instructions in complete darkness after sensory or social deprivation. Army trainees were administered 10 tape-recorded problems. Analysis of variance indicated significant improvement in performance over trials; other experimental treatments had no effect.

Effects of Correct and Incorrect Knowledge of Results on Ability to Count Auditory Stimuli,
Research Report 3, by Richard A. Monty, Thomas I. Myers, and Donald B. Murphy, 21 pp., March 1960.  
PB-148728 AD-234 599
The purpose of this study was to develop a measure which would be useful in detecting changes both in utilization of correct information and in susceptibility to misinformation under conditions of partial or complete sensory deprivation. Two experiments are reported in which the effects of correct and incorrect feedback on ability to count rapidly produced auditory stimuli were studied. Correct knowledge of results contributed to better performance; misinformation contributed to disruption of counting ability; and both effects were evident over time in the absence of all feedback. The technique was considered useful as a measure of the effects of sensory deprivation upon a variety of variables.

AD-478 520L
Special dark, quiet cubicles were used as a means of effecting the isolated confinement of troop volunteers in a limited sensory environment. It was concluded that the seemingly innocuous and comfortable laboratory environment, which was characterized by a dearth of sensory events, was a stressful and formidable experience. Intellectual efficiency was temporarily impaired and subjects reported visual sensations of a highly repetitive nature.

1Included in Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation, Basic Research Study 6, Research Memorandum by Staff, February 1962.  AD-478 300

An auditory vigilance technique was developed for use in research involving sensory deprivation and social isolation. Subjects were placed separately in special rooms constructed to provide an average sound transmission loss of 40db to sounds from the outside. They took the test while lying on a bed in a quiet lighted room. The subject's task was to operate a Lindsley manipulandum by releasing it as quickly as he could each time he heard a short tone. The technique produced a vigilance effect and a significant performance deterioration over time, and also minimized the adverse effects of such factors as sensory thresholds, motivation, signal rate expectancy, and drowsiness.

"A Technique for Studying Attitude Change," by Donald B. Murphy and George L. Hampton, paper for annual meeting of Western Psychological Association, Seattle, Wash., Spring 1961.1

A technique for studying attitude change by the use of propaganda in a limited sensory environment was developed and tested. Post-propaganda tests indicated that the groups receiving propaganda showed significantly greater shift in attitude than did the groups receiving no propaganda; the changes were limited to the dimension propagandized and did not shift to related dimensions. The essential elements for this technique are (a) positive and negative propaganda material of similar potency, and (b) a test for measuring attitude both before and after exposure to propaganda.


This collection of papers given at meetings of the Western Psychological and the American Psychological Associations during the years 1958-1961 reports on specific phases of research to evaluate experimentally the effects of sensory deprivation and social isolation upon a variety of human behaviors. The phases reported on include a study involving a complex discrimination task in response to an auditory stimulus; an experiment involving positive-suggestive or negative-suggestive instructions concerning the possibilities of actual visual sensations in semi- or complete darkness; an experiment on the influence of positive and negative instructions concerning visual sensations; an experiment to develop a simple motor task to indicate efficiency of reception of instructions in complete darkness after sensory or social deprivation; an experiment to assess the effects of misinformation on the counting of auditory stimuli; a study to assess the effects of sensory deprivation and social isolation on reception of complex instructions; and a study of an auditory vigilance technique.

1Included in Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation, Basic Research Study 6, Research Memorandum by Staff, February 1962. AD-478 300
FICON—Division No. 1 (System Operations)

A Study of the Activities of Ordnance Fire-Control Maintenance Personnel in the Field and the Relationship Between These Activities and Training


Information concerning the job in the field of third- and fourth-echelon electronics maintenance personnel in ordnance detachments (IFC M33) was sought in this study as a basis for relating school training as closely as possible to job requirements. Data were obtained on the background and training of the personnel studied, the job activities they performed, the equipment and procedures they used, and estimates of their proficiency.


Data describing the job done in the field by third- and fourth-echelon electronics maintenance personnel were obtained in 22 ordnance detachments (IFC T38) in the United States and overseas. Field maintenance activities and procedures, test equipment and manual usage, job proficiency, on-the-job training experiences, and the “value in maintenance” of school training subjects were analyzed for graduates of both basic and advanced electronics courses. Recommendations are made for emphasis on specific areas of training and for reorientation of training programs.
Incidental Observations Gathered During Research in Combat Units, Information Report by Robert L. Egbert, Robert V. Katter, and George D. Greer, Jr., October 1953. AD-478 562L

In the course of interviews with 650 infantrymen recently engaged in Korean combat, seven continuing problem conditions were noted: (a) Many troops never become offense minded; (b) at the squad and platoon levels, leader-follower contacts sometimes fail unnecessarily; (c) the foot soldier often does not have a sufficient understanding of the ongoing battle situation; (d) some troops have not been well trained in problems specific to their combat situations; (e) squad members frequently do not know how much they can count on the men around them; (f) the weapon that inspires the most individual confidence is often not the weapon the man carries into combat; and (g) breakdown in combat communications is sometimes paid for with loss of life.


The papers in this symposium covered the methodological considerations in the selection, testing, and analysis of results of fighter (men who demonstrated good combat behavior) and nonfighter (men whose combat behavior was reported as inadequate) personalities. Ten major areas in which fighters were superior to nonfighters were found to be general intelligence, emotional stability and psychological soundness, masculinity, physical good health, the "doer" syndrome (fighters are doers, nonfighters are non-doers), socioeconomic level, stable home life with stronger affectional ties with parents, social acceptance by peers, leadership syndrome, and social responsibility.


Groups of men actively engaged in combat in Korea were interviewed. On the basis of eyewitness accounts, 310 men were selected who had either performed well in repelling final enemy attacks, or whose performance in the same action was inadequate. Differences revealed by 28 personality and intelligence tests clearly distinguished the fighter from the nonfighter; the numbers were roughly equal.

"Invariance of Motivational Measures Derived by Factor Analysis," by Tor Meeiland, paper read at meeting of WPA, 1956.

In the criterion development of a motivational measure of attitude structure, the two best items from nine factors derived from a college student sample were presented to 300 subjects in Korea in a Preference Test which paired each item with every other one. In spite of the extreme differences in the samples used and the smaller number of variables included for the soldier sample, there were some noteworthy consistencies in the factor structure of attitude (motivation) measures. Although some useful data were lost when the attitude measurement was restricted to a Preference Test source, the simple structure obtained in the soldier sample was so good it seemed profitable to pursue this area with the easily administered Preference Test.
"Relationship of Life History, Family Background, and Intelligence Data to Performance in Situations Employing Height, Fire, Distraction, Shock, Dark, and Noise as Sources of Stress," by Jerald N. Walker and Tor Mee land, paper for annual meeting of Western Psychological Association, Spring 1956.

This study was concerned with an examination of performance under stress (effective and ineffective combat performance) as related to life history data and intelligence. The sample consisted of 110 subjects who had no prior military service and had just completed their eight weeks of Basic Training. A Stress Index was developed from a composite score of ten measures of performance under a variety of stressful situations. It was found that a specific identifiable life history pattern related to how an individual would perform under stress; however, the results were specific to the particular stress situations in this study.

"Dimensions of Stress Performance in Field and Laboratory Situations," by Tor Mee land and Robert L. Egbert, paper for American Psychological Association convention, September 1956.

One hundred soldiers who had completed a 29-mile march and had very little sleep for two nights were subjected to three days of stress performances in the laboratory and in the dark, including fighting oil fires, jumping off a 30-foot tower, performing in the dark, combat-in-cities, and so forth. Fifty performance scores and stress indices were factor-analyzed and ten factors rotated to simple structure. The factors are related to: intelligence, accuracy, stress index, eosinophil level, dark, fire fighting, pulse-rate change, autonomic efficiency, and two residuals.

Detailed Results of the FIGHTER I Assessment Program, Supplementary Appendices to Special Report 13, Staff Memorandum by Robert L. Egbert, Tor Meeland, Victor B. Cline, Edward W. Forgy, Martin W. Spickler, and Charles Brown, February 1957.

These appendices contain results of questionnaire-type personality tests for the total sample; content analysis groupings of discriminating items from MMPI and CPI; scoring of clinical interviews; results on life history inventory; objective test results; results of picture preference tests; write-a-story test (modified TAT); multiple choice rating forms; results of word suggestion inventory; empirical fighter scales (interest opinion questionnaires), scoring key, and item sources; and case histories of two fighters and two nonfighters.

Observations of Seven Armed Forces Specialized Training Schools, Staff Memorandum by Tor Meeland and Morris Showel, February 1957.

Information was gathered from a series of trips to special training schools in continental United States and Alaska concerning aims, curricula, and procedures. Special elements that contribute to training for combat effectiveness were identified and the extent to which this research could be linked with existing training research programs was appraised. Several characteristics are common to all the schools: the volunteer status of participating enlisted men, the emphasis on physical fitness, the use of fear-provoking situations to build confidence, and the teaching of specific skills to produce competence in combat.


In a study of the influence of a partner on tolerance to stress, subjects were tested on their maximum tolerance for a self-administered electric shock in two settings: one in which they were alone, and one in which a partner also appeared to receive the shock. Results indicate that tolerance to electric shock was significantly increased when a partner was perceived as sharing the stress than when the subject was alone.

Near the close of the Korean War 310 fighters and nonfighters were given a week's assessment. This involved administering 86 separate tests and procedures one of which was a TAT-like picture projective test. Using a special scoring system, four psychologists independently analyzed 100 test protocols. Fair rater agreement was obtained with the median interrater correlation being .72; however, differences between fighters and nonfighters were only at the chance level. This was in sharp contrast to such test instruments as the MMPI, Humor Test and the clinical life history interview, where a plethora of differences emerged.

"Subsequent Army Careers of Effective and Ineffective Combat Soldiers," by Jerald N. Walker, paper for annual meeting of Western Psychological Association, Spring 1957.

This study deals with the Army careers, subsequent to Korean combat, of peer-nominated effective and ineffective combat performers (150 fighters and 150 nonfighters). Fighters and nonfighters did not differ on frequency of occurrence of disciplinary actions for military offenses, on mean date of separation from the service, or on reenlistment rate. However, fighters enjoyed a significantly greater mean increase in rank. No difference in intelligence and age was found between those subjects who were separated from the service and those who remained in the service.

Field Stress: A Preliminary Study of Its Structure, Measurement, and Relationship to Combat, Staff Memorandum by Tor Meeland, Robert L. Egbert, and Irwin Miller, May 1957.

This study was concerned with development of stress situations suitable for military testing and proposed training that would make demands demonstrably similar to those of combat. A variety of control stress situations was tried with an emphasis on realistic field activities. Many conventional psychological tests and questionnaires were also given. Correlation of rankings of the stress situations made independently by the men studied and by expert observers indicated that the relative stressfulness of each situation was determined with high reliability.

"Effect of Intelligence and Race on the Correlation Between Barron-Welsh Figure Preferences and Performance in Combat," by Mitchell Berkun, Victor B. Cline, Robert Egbert, and Tor Meeland, paper for American Psychological Association convention, September 1957.

As part of an extensive research program, samples of extremely effective and of extremely ineffective combat infantrymen were selected in Korea in 1953 and given a large battery of objective and personal inventory tests, one of which is reported here. The pattern of figures selectively preferred by one or the other sample was slightly altered when fighters and nonfighters were matched for intelligence, the mean intelligence of fighters being significantly higher than that of nonfighters. The general maturity of the fighters as indicated by the other tests is related to their preferences. No significant racial differences were found.


The purpose of this study was to identify the characteristics that differentiate very good combat performers (fighters) from very poor combat performers (nonfighters). Knowledge of these characteristics can be used in the development of experimental procedures for training, and also for selection and organization of fighting units. The sample of 310 front-line soldiers in Korea was chosen for psychological testing.
on the basis of information about their recent combat behavior furnished by their peers and by themselves. The findings report the differences between fighters and nonfighters revealed by the test scores.


Sociometric tests examining the effects of race and combat performance were given to 309 infantrymen immediately following Korean combat. The men were divided into 20 groups who lived together for a week of psychological testing. They were then given a sociometric test in which they were to choose and reject men to be with during rest and recreation, combat, and in a bunker, and to have as a combat leader. Results indicated (a) sociometric preferences show effects of race and characteristics associated with combat performance quality; (b) ineffective fighters were sociometrically rejected by both effective and ineffective fighters; and (c) ingroup and outgroup reactions to an outgroup are stronger in terms of rejecting the outgroup than in accepting the ingroup.


A persistent problem in field research is the measurement of subjects' perception of their own reactions or feelings. In innumerable situations, especially in stress and frustration experiments, this response is highly desirable and is usually accomplished either by a simple checklist or by asking the subject to verbally recollect after the experiment is completed. As a result, experimenters have been unable to derive measures of this response which would meet the criteria of objective measurement. The unique application of Thurstone scaling techniques to this problem has shown, empirically, the possibility of obtaining valid and reliable measures of affect which are amenable to conventional statistical manipulations.


This research was designed to obtain as complete a description as possible of the differences between soldiers who were judged to be effective and ineffective combat performers in the Korean conflict. Tests were administered in Korea to 310 combat infantrymen who had previously been identified as fighters or nonfighters on the basis of descriptions of their recent combat behavior. The 40-hour test battery consisted of a wide variety of instruments, including personality questionnaires and projective tests, sociometrics, a life history questionnaire and interview, and objective tests designed to study various characteristics of the group. This report deals with the methodology of the research, describing the assessment procedures and the analyses performed on the data.

Inferred Correlation Between Combat Performance and Some Field Laboratory Stresses, Research Memorandum by Mitchell M. Berkun, Jerald N. Walker, and Tor Meeland, November 1958.

Subjects were examined to determine whether there is a correlation between performance in combat and performance in particular artificial stress situations. One sample group of 300 infantrymen (classified as either effective or ineffective combat performers) was tested during and immediately after Korean combat. The second
sample of 120 trainees at Fort Ord were exposed to field and laboratory stresses (simulated combat, mock parachute jumps, electric shock, fire fighting), and were ranked for effectiveness of performance. Results of tests administered to men undergoing the artificial stress situations and to combat performers did not correlate sufficiently to allow use of the situations as stress criterion indicators.


Fourteen men given the opportunity to observe a test shot at close range did not reveal any stressful responses either by superficial conversation with the experimenters or by altered urinary constituents. However, responses on a self-descriptive verbal checklist did shift significantly from a control measurement of the same subjects. The control mean was the word "cool-headed"; the mean word on the experimental day was "timid," a shift of 3.1 points on an 11-point equal-appearing-interval scale. This scale is thus promising for many applications in evaluating a subjective emotional response.


Army trainees were taken on a flight, presumably for a study of altitude effects, and the plane appeared to malfunction, with emergency conditions developing. The subjects were given, as a performance test, a contrived "official emergency data form" to complete, presumably as part of the ditching procedure. This form was actually a stress measure, with garbled and complicated instructions. One control group was given the measure on a normal flight; another, on the ground. The mean score of the experimental group was significantly lower than that of either control condition, indicating that the measure was sensitive to stress and that it did not reveal the pretense.


The test-retest reliabilities of the McQuarrie Mechanical Abilities Test and the Army Rifle Assembly Test were checked. During their fifth week of Basic Training, 93 Army trainees were divided into six groups counterbalanced to control for order of test presentation. The Rifle Assembly Test did not obtain the high measure of reliability of the McQuarrie test. The correlation between the tests was too low to warrant substitution of the Rifle Assembly Test in subsequent measures of mechanical ability.

"Validity of Two Types of Stress-Sensitive Measures in Military Field Studies: Experimentation and Discussion," by Patrick Capretta, Tor Meeland, and Hilton Bialek, paper read at meeting of WPA, 1959.

To determine the degree of psychological stress in several military field problems, two categories of response-field performance (firing proficiency, message recall, retention of emergency instructions) and psychological test behavior (rigidity-flexibility, ideation, and perseverance)—were examined. The performance measures had a greater overall sensitivity to stress than the psychological tests. The latter failed to discriminate between experimental stress and non-stress (control) in the field. Firing accuracy scores and recall of instructions showed highly significant effects.

Mitchell M. Berkun was on the staff of Division No. 3 (Recruit Training); Paola S. Timiras and Nello Pace were employees of the subcontractor.

After engaging in cold weather maneuvers, 32 preferred, 32 rejected, and 18 sociometrically indifferent Army subjects were selected by tentmates who substantiated nominations with observed incidents of effective or ineffective behavior. Subsequently, an intensive two-day battery of tests was given to study characteristics distinguishing among these groups. The preferred subjects are reliably older and have more "automotive information." They are also better (statistically significant) on measures of eye-hand coordination, ability to handle complex information, masculinity, and ego strength. Other measures of intelligence gave differences consistently in favor of the preferred group being higher, but these differences failed of statistical significance. Age, ego strength, maturity, and perhaps intelligence distinguish preferred from nonpreferred peers in a hostile environment.


This presentation deals with some of the theoretical aspects of, and two empirical situations of, simulated stress in combat. A review of the conceptualization of and research methodology involved in simulation of real life stress situations is also included.


A 50-item short form of the Taylor Manifest Anxiety Scale was studied in relation to an Army enlisted population. The short form was found to be adequate for selecting anxious subjects from Army enlisted men. On this sample, MAS correlated negatively with ego strength and zero with intelligence.


A military field problem used direct eosinophil counts as an index of psychological stress. Seventeen subjects, led to believe they had caused serious injury to a companion through misuse of explosives, were required to attempt to repair a switchboard to call for medical assistance. A control group of 24 subjects attempted the same repair for routine calls. When compared with the control group and to themselves after a week of rest, results showed eosinopenia (a significant decrease in eosinophils) occurred in the stressed group.

"Intercorrelations of Taylor MAS With Certain Other Personality Measures and a Physiological Measure," by Mitchell M. Berkun, paper read at meeting of WPA, 1960.

A random sample of 150 Army trainees was tested with a variety of instruments. Correlations were computed between the Taylor Manifest Anxiety Scale and ego strength, multiple-choice Rorschach, intelligence, and peripheral circulation eosinophils. Correlations with ego strength and intelligence were essentially the same as those found in previous studies. Correlation with multiple-choice Rorschach was essentially zero. There was a slight tendency for higher MAS subjects to have a higher basal eosinophil count, giving some support to relating these two manifestations of anxiety.
Validity and Reliability of Certain Indicators of Psychological Stress, Research Memorandum by Patrick J. Capretta, James L. Berry, Robert H. Kerle, and Hugh L. LaMonaca, June 1960; paper read at meeting of WPA, 1959, under the title, "Backward Digit Memory Span and Stress."

By utilizing a stressor with a high face validity and a measure which had previously discriminated transitory anxiety states, this study investigated the behavioral effects of stress on backward digit memory span, digit symbol substitution, number checking, and speed of rifle disassembly and assembly. It was determined that exposure of human beings to an apparently affect-producing situation produced concomitant performance effects on backward digit memory span tested during the situation, but not on subsequent performance of other tasks. Habituation reduced both the affective and behavioral response.


Eosinophil level is determined before and immediately after and at four successive two-hour intervals after strenuous voluntary exercise. An immediate rise in count is followed by a drop of at least two hours duration, recovery to normal being noted at 5½ hours after end of exercise. This is compared with the immediate drop previously found following emotional stress.


The Adjective Check List developed by Nowlis was given to 147 enlisted military personnel as part of a larger research project. In addition to the standard instructions, the subjects were asked to cross out words they did not know or understand. By dropping reports with more than 10% (15 or more) of the words crossed out, or reports with several contradictory responses, or reports with four or more instances of disagreement in response to the same word, only 38% of the reports could be retained. It was concluded that the Adjective Check List was not an appropriate instrument to be used with this particular enlisted population without major modifications.


Five specific stress situations are briefly described and results of experimental studies in these situations are depicted graphically.

"Blood and Urinary Responses of Man to an Ordered Series of Realistically Stressful Situations," by Mitchell M. Berkun, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961.

This is one of four papers describing research on the physiological and psychological effects of stress, utilizing natural-appearing stress stimuli and embedded measures. In the experimental situations, subjects believed their survival or that of another person was in jeopardy. The realistic stress situations produced a decrement in performance of a relevant task, an increase in negative affect, and a physiological alteration, relative to control groups.


Experimental and control subjects in three realistic stress situations were divided into high performance and low performance categories. Effectives displayed less manifest anxiety, were significantly higher on an interest-attitude scale keyed for selecting highly rated combat men in Korea, were more intelligent, had more formal schooling, and had higher reading comprehension and mechanical ability. Ineffective performers tended to complain of worrying and nervousness and were introspective, ruminative, and over-ideational.

Individual differences in reactions to experimental stressor situations were examined through an investigation of the clinical concept of defensive functioning and its role in relation to intensity of emotional arousal, perception of the physical harm threat, and quality of performance. Post-stress interviews and emotional arousal ratings obtained from a subjective stress scale supplied the data. It was concluded that defensive functioning, when it is assessed by means of retrospective report material, fills no useful function in accounting for individual differences in resistance to severe stressors.

"Quantitative Subjective and Projective Responses to an Ordered Series of Realistically Stressful Situations," by Kan Yagi, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961.

A subjective stress scale (SSS) was used to assess the intensity of emotional arousal produced by four realistic stress situations. The mean SSS rating for each of the situations was used as the index of the intensity of threat. In each case, the experimental group means were higher (more negative) than those of their appropriate controls. Circulating eosinophils and urinary steroids were examined as a function of mean SSS. A plotted curve for blood eosinophils proved to be erratic; however, the steroid curve indicated a rise, then a fall, as SSS increased. Mean performance level showed a decrement at the more intense end of the continuum.


"Urinary Responses to Psychological Stresses," by Mitchell M. Berkun, paper read at meeting of Society for Psychophysiological Research, Denver, October 1962.

Urine samples were collected from 124 males, each of whom underwent briefly one of the following contrived but apparently genuine experiences: an aircraft emergency aloft with a crash landing threatened; a comparable flight but with no emergency; an Army field exercise in which artillery shells were mistakenly shot at them; an Army exercise which was interrupted by a brush fire which threatened the subject's safety; an Army exercise in which the subject accidentally became exposed to nuclear fallout; a comparable Army exercise in which no emergency developed; an accident for which the subject considered himself responsible which appeared to seriously injure another person; and two comparable control situations with no accident. The pattern of urinary responses for stressed groups and independent control groups, and data for both groups on their "experimental" day and a "base line" day when all subjects rested are presented.


This research consisted of efforts to develop stressful situations that could be used to determine individual reactions to stress. To establish that an effect is produced similar to the effect evoked by a naturally occurring event, three criteria were proposed: (a) a subjective self-report of the stress situation; (b) an objective measurement of the performance of acts relevant to the stressful environment; (c) a measurement of the physiological response to the stress situation. Five experimental situations were tested against these criteria, from 13 to 27 subjects exposed to each situation. Observations on subjects are presented, with brief descriptions of differences between more effective and less effective performers.

To predict, from experimentation, the ability of men to cope with real stresses requires first a validation of the experimental situation as a substitute criterion for uncontrollable reality. Simulation of a stressful environment must avoid cues which invite the subject to deliberately assume a role or which provide him with more psychological support than he will receive in the reality to which the findings must generalize. The task he is to perform must be meaningful in the stress-producing context. Stressors which fulfill these requirements ought to produce (a) a measurable disturbance of performance, (b) a report of awareness of a feeling of discomfort, fear, threat, or unpleasantness, and (c) a measurable perturbation of physiological processes.


This article discusses the relation of combat training, personality, and attitudes and their effects on a trainee's performance under hazardous conditions. Such performance is viewed as a joint function of technical skills and the relative strength of two opposing attitudes—confidence or despair. When training contributes unnecessarily to a man's sense of despair, it can unintentionally undermine his ability to cope with the stresses of combat. Skills can be taught, however, in such a way as to increase a man's confidence and thus his resistance to combat stress, and it might be expected to make him less vulnerable during initial exposure to combat and more effective over a longer period of time.


On the basis of reported observations of the behavior of individuals under various prolonged physical harm conditions, a sequential pattern of behavioral reactions is described, reflecting the behavioral manifestations of a stress process. This sequential pattern of behavior would be expected, over time, to apply to any individual in any severe physical harm threat. The rate of development of this behavioral pattern under a given set of environmental stressor conditions represents the individual's stress resistance. A conceptual model was developed to describe the mode of operation of key attitudinal variables and environmental stressor variables in producing this behavioral pattern as well as the individual differences in stress resistance. Design of training to increase stress resistance in combat or other hazardous jobs is discussed from the basis of this conceptual framework.
FIREPOWER—Division No. 2 (Armor)
Methods for Improving Performance in Tank Gunnery

Error in the Use of the M1 Gunner's Quadrant, Staff Memorandum by Charles A. Bancroft, June 1955.


Motion picture records of the lay-fire sequence were made of 23 armor trainees and 11 expert gunners firing a series of six live rounds at a simulated target. The motion picture data were studied with a view toward describing the consistency with which trainees and experts lay the main tank gun. In addition, factors contributing to variable lay error in the live-fire situation were discussed. (U)


Two types of range finders have been developed for use in Armor as a means for determining target distance. In 1952 the stereoscopic instrument was adopted; subsequently, a new and improved model of the coincidence range finder was produced. In field tests, a controlled comparison was made of the operator's rate of learning and the final level of proficiency achieved on the two types of instrument. (U)


A comparison was made of the performance of highly skilled range finder operators using the stereoscopic range finder, M12, and the coincidence range finder, T43, on targets likely to be encountered at night. Rangings were made on tank targets set at varying distances from the line of observation, by daylight and at night with the targets under two different conditions of illumination. Findings indicated the superiority of the coincidence range finder as the optical ranging device for use in tank gunnery at night.

The Training Effectiveness of Table VII of the Tank Gunnery Qualification Course, Research Memorandum by Ronald C. Kelsay, April 1959.


Target Detection: Study 3. The Relative Usefulness of Active Participation and Verbal Description Techniques in Target Detection Training, Research Memorandum by Peter C. Wolff and Joseph Van Loo, July 1962.

The study dealt with active participation, verbal descriptions, and transfer from stationary to moving targets during training in target detection and identification. Findings indicated that target detection was improved by active participation but false detection was increased. Findings also suggested that target detection and target identification skills should be trained separately. Appendices list slides used, subject instruction, and slide test descriptions.

responses. Results indicated no loss of effectiveness for group training, but that verbal reinforcement did not significantly increase target detection performance. Graded sequences of difficulty in detection problems were more effective than the randomly sequenced problems.


Seven training programs including total task practice and component skill groups were compared to determine relative effectiveness for simulator training (particularly S-55 simulator). Total task practice was superior to the others. It was concluded that the S-55 is not so complex as to require training fractionation.


Collective reinforcement, feedback in the form of providing partial point-out of targets according to one of six schedules, was studied during target detection training. Although there were significant differences between groups on different schedules of reinforcement, none of the groups performed as well as a comparison group receiving 100 percent reinforcement.


To determine whether the effects of group reinforcement are similar to those of individual reinforcement, 105 U.S. Army trainees in seven groups in target detection were given various schedules of verbal praise. Of three groups which saw the slides in a graded sequence of difficulty, one group received verbal praise whenever 60% made the correct response, one received praise whenever the cumulative total of correct responses was 24, and one received no reinforcement. Three other groups, similarly reinforced, saw the slides in a random sequence. The results were consistent with those obtained elsewhere. The graded sequence of slide presentation led to significantly better performance on the post-training test. Consistent reinforcement of "easy responses" led subjects to make only easy detections; whereas, reinforcement of "easy and difficult responses" led them to make difficult detections. That is, the ratio method led to better performance, and the percentage method to poorer performance, than the no-reinforcement method.


Eighty enlisted men matched on visual acuity and color discrimination were divided into four equal groups: a demonstration method, an active participation method, an untrained group, and a group of "experts." Actively trained subjects detected significantly more targets than untrained subjects but, also made significantly more false detections. The expert group did not make any more detections than the active participation group but made fewer false detections than either the active participation group or the demonstration group.

Research By-Products resulting from this research effort are listed in Part III.
FLINCH—Division No. 2 (Armor)
The Effect of Flinch Upon M1 Rifle Marksmanship

The Effect of Flinching on M1 Rifle Marksmanship, Staff Memorandum by Eugene F. MacCaslin and Leo Levy, March 1955.
FORECAST—Division No. 1 (System Operations)

Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems


* This paper describes the rationale employed in developing the FORECAST I experimental M33 weapon system training program. In addition to describing the application of Cue-Response analysis to maintenance tasks, the paper also describes its use in operator tasks in the context of the same experiment.

“The Approach and Results in the FORECAST I Experimental Study,” by William A. McClelland, presented to Department of the Army, Washington, October 1958; also presented to U.S. Continental Army Command, Fort Monroe, Va., November 1958.

* This briefing was one of the first reports on FORECAST research, and describes the results of the FORECAST I experimental training program at Aberdeen, Maryland, in 1958. (HumRRO Technical Report 63 describes the FORECAST I research more fully.)


* Studies relating to the use of mockups and transfer potential of cue-response methods of job analysis were conducted under FORECAST II, using a subcourse of the FORECAST I M33 program. Significant increases in troubleshooting proficiency were obtained through the use of low-cost mockups.


The object of this study was to develop methods of analysis that would (a) accurately define the skills and knowledges needed for the operation and repair of electronic systems, and (b) be applicable to such systems in preproduction stages so that they could be used in forecasting training needs. Methods of analyzing the operation and maintenance (through fourth echelon) from the system itself were developed for the M33 radar system, and a cue-response training content was derived. A nine-day performance test (including about the same number and type of field malfunction problems that an average MOS 232.1 repairman would encounter during his first 8 to 12 months on the job) was used to evaluate the proficiency of about 40 students trained by the experimental and the standard courses. Although the experimental training required less than half as much time as the standard course, there was no practical difference in the proficiency of the two groups.


* Detailed guidance on the method of writing task analyses and the use of FORECAST training techniques to develop a more pertinent and better-organized electronics course is provided in this supplement to Technical Report 63. Although this manual devotes some attention to other areas of maintenance, it is primarily concerned with the problem of proficient troubleshooting of electronic equipment.

*Presence of a star to the left of the abstract indicates that the item is one of the FORECAST papers or presentations included in Collected Papers Prepared Under Work Unit FORECAST: Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems, Professional Paper 16-68, June 1968.
**FORECAST (Cont.)**

**FORECAST Mockup System Technical Description, Research By-Product by C. Dennis Fink, Robert C. Trexler, James E. Birdsall, and Edgar L. Shriver, 92 pp., September 1961.**

This research by-product describes in technical detail the FORECAST system of mockups used to teach electronics repairmen the fundamental principles of troubleshooting and repairing electronics equipment without requiring expensive real equipment for training purposes.


* This paper distinguishes between logical troubleshooting wherein functional block diagrams are used as a means to convey systems operation information, and FORECAST troubleshooting block diagrams which result from the application of cue-response analysis to electronic maintenance diagnostic tasks. It refers to the early FORECAST I research as well as to subsequent applications of the FORECAST analytical methods.

**A Description of SNAP Programming, Research Memorandum by Edgar L. Shriver and Robert C. Trexler, 23 pp., May 1963.**

SNAP is a simplified training method of presenting programmed materials to avoid unduly exacting and boring techniques. SNAP—Socratic Non-Anacoluthic Programming—refers to tutorial interplay between program and student (Socratic) with unbroken sequence and coherence especially within single thoughts (Non-Anacoluthic). Material is presented in scrambled book form, interspersing what normally would be end-of-chapter questions throughout the chapter. In this way the learner participates actively, as he is expected to respond correctly in one step before he continues to the next.

**Implementation and Checkout of the FORECAST Concept of Electronic System Repair at the U.S. Army Ordnance Guided Missile School, Consulting Report by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, 75 pp., August 1963.**

The FORECAST concept of electronic system repair was implemented and checked out on the Improved Nike-Hercules high power acquisition radar (HIPAR). The report goes into the basic concepts, mockup equipment used in training, and details of the training. The FORECAST portion is 10 weeks of the total training period, and covers overall system functioning and practice. Appendices give course outlines, equipment illustrations, and sample lesson plans.

**SNAP Programming: Troubleshooting the Improved NIKE Hercules HIPAR Transmitter, by Edgar L. Shriver and Robert C. Trexler, 175 pp., February 1964, Research By-Product supplement to A Description of SNAP Programming, Research Memorandum, May 1963.**

This research by-product presents samples of SNAP programming prepared for the Nike Hercules HIPAR course, which uses the FORECAST concept for training repairmen. The material is divided into four areas of troubleshooting: Troubleshooting Block Diagram and Technical Story; symptoms; within block troubleshooting; and practical exercises in troubleshooting the HIPAR transmitter.


* The underlying principles of SNAP programming are described in this memorandum. In addition, an example of SNAP programmed materials is provided in a scrambled text format in keeping with the denotative aspect of the technique.
The research presented in this report was directed primarily toward troubleshooting electronic weapon systems. Its principal findings bear upon three interconnected problems: (a) developing training content based upon a cue-response paradigm; (b) developing training and job methods and aids, such as mockups, substitute or obsolete equipment, and block diagrams for troubleshooting; (c) planning and managing personnel, with special reference to transition training from old to new weapon systems. Results of the studies made suggest that training based on FORECAST methods of analysis produces men capable of effectively performing the job with less training time than needed for traditional instruction in electronics maintenance.

"Two Jobs for One in Electronic Maintenance," by Edgar L. Shriver and Robert C. Trexler, paper for American Psychological Association convention, Chicago, September 1965. * Splitting the electronics maintenance job into two jobs is proposed in this paper. The jobs are identified according to their function: planning and execution. The proposal suggests that second enlistment planners, with appropriate training, can develop the job aids required by first enlistment technicians in executing maintenance operations.

Reports on research in the area of electronics maintenance include descriptions of the results of the FORECAST I experimental electronics maintenance training program; the application of cue-response analysis to the development of an experimental M33 weapon system training program; use of mockups and cue-response methods for troubleshooting proficiency in FORECAST II; the distinguishing characteristics of the FORECAST method of troubleshooting; SNAP programming; and a proposal to split the electronics maintenance job according to planning and executing functions.

Research By-Products and other related research materials are listed in Part III under FORECAST, and also under Technical Advisory Service.

*See Technical Advisory Service for HumRRO Technical Report 65-3, prepared for the Department of the Navy, an additional publication that was based on FORECAST work.
Conservation of Tank Ammunition Through an Improved Training Method: Subcaliber Substitution

An Analysis of the M-48 Troop Test Firing Data, Staff Memorandum by Charles A. Bancroft, March 1955.

The Effect of Increased Subcaliber Substitution Training on 90mm Gunnery Proficiency, Staff Memorandum by Vonne F. Porter, Donald J. Baerman, and John G. Reddan, June 1955.


This study was designed to measure the degree to which accuracy of fire in tank gunnery is limited by the operator’s ability to re-lay the weapon on the same aiming point. Tests made on the M48 tank show that (a) highly consistent re-laying is possible with the range finder, the telescope, and the periscope; (b) variability in ranging and in action of the computer is a larger source of inconsistency than is aligning the sight reticle on the target; (c) consistency in re-laying is directly related to refinement and optical power of the fire control device used; and (d) consistency in re-laying by tank crews reaffirms the need for having boresight retention checks made by skilled technicians using special aids. Tests made on the M47 tank showed that both tank gunnery experts and trainees re-lay with high consistency, but that re-laying consistency of trainees as measured in this study is only very slightly related to gunnery proficiency.
HAWKEYE—Division No. 5 (Air Defense)
Methods for Improving Performance of Radar Technicians
Research By-Products and other related research materials are listed in Part III.

HELFIREDivision No. 6 (Aviation)
Methods for Improving Training and Performance in Aerial Firepower Systems


Major Haid was the Unit Chief of the U.S. Army Aviation Human Research Unit.
HIGHLEAD—Division No. 4 (Infantry)
Training for Leadership at Senior Levels of Command


In HumRRO Work Unit HIGHLEAD, an effort has been made to integrate, systematize, and apply relevant existing knowledge from the social sciences in order to provide a better understanding of the organizational role of the high-level military commander. The study deals with leadership as it is relevant to a broad range of upper-level command positions. A source document in book form, "Leadership at Senior Levels of Command," is being processed for publication as part of the official U.S. Army literature.


HILO—Division No. 4 (Infantry)
An Experimental Study of Habitation to Height at the Mock Tower


As the final phase of a research study of attrition in basic Airborne training, experimental variations were introduced into the mock tower jumps: Group A, all from 18 ft.; Group B, all from 26 ft.; Group C, all from 34 ft. (standard procedure); and Group D, progressing from 18 to 26 to 34 ft. Performance comparisons showed that the first two groups learned jump form more readily than did Group C; Group D did not appear to be superior to Group C in learning jump form. The attrition rate for the experimental was less than for the standard group during mock tower training; however, the four groups did not differ significantly in attrition by the end of the course.

In the context that a general systems approach to the development and maintenance of optimal learning conditions is a point of view rather than a doctrine, two empirical examples are given. To illustrate the desirability of the systems-like approach in studying the nature of learning, the organisms chosen were representative of two widely separate points on the phylogenetic scale. The first comes from a study done with the hooded rat, and the second from research on human behavior. Finally, an illustration of a total systems approach is given by describing the development of an instructional model *a priori* to experimentation.


This is a critical analysis of Schurdak's suggestion that science has not yet adequately conceptualized the instructional process. The authors present several suggestions for judging theory and research on computer-administered instruction.
INGO—Division No. 5 (Air Defense)
Methods for Deriving Instructional Objectives


Instructional objectives that are stated in terms of the performance expected of a student upon completion of instruction are intended to communicate to both students and instructors. Sample objectives, a history of the development of ideas about objectives, and methods of preparing suitable objectives are given.

A study of the objectives for 40 courses from eight schools is summarized. Objectives varied in level of specificity of student action, extent to which action is described, completeness, and relevance. Each of these factors is illustrated and discussed. Suggestions are given for promoting objectives to better meet these factors as criteria of useful communicating objectives.

"The Content Validity of Instructional Objectives," by Paul G. Whitmore.
Instructional objectives are equated to specifications for test construction, which should lead to the construction of essentially similar tests. These objectives should relate to some later job situation. The content validity of the test situations is a function of those job descriptive characteristics that affect the required performances in the job situations. Such characteristics are identified during the development of task descriptions. The various classes of task descriptions are related to the design of instructional testing procedures, printed job aids, and instructional communications.

"Instructional Objectives and Measuring Success of Instruction," by John A. Cox.
Given instructional objectives, test items to measure these objectives are relatively easy to conceive. Content validity for the test can be attained by sampling procedures; construct validity is prima facie; predictive validity can be computed, if it is reasonable to do so. The logic of developing a curriculum independently from the test is discussed, and use of the test for controlling the quality of trainees is emphasized.

An examination of the methods, terms, and criteria associated with the determination of student performance objectives was made in order to synthesize and apply the relatively new developments in Human Factors research on this subject. Educational and training research literature on the subject was examined to identify procedures currently being used or proposed. A survey of eight Army service schools was conducted to determine procedures employed by instructional personnel in determining course content. On the basis of data obtained, important problems arising in connection with the development of objectives are identified and analyzed. A system for analyzing instructional objectives by identifying factors that influence their meaningfulness and usefulness was developed. Types of student performance objectives are listed, and a classification scheme for terminal objectives is suggested. The classification is based on five factors on which a statement of an objective may vary, affecting the nature of the student action description and the communicability of the statement itself. The variety of terms associated with objectives are discussed.


Research materials resulting from this research effort are listed in Part III.

1This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

2Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.
INTERSQUD--Division No. 3 (Recruit Training)

A Study of the Factors Which Account for the Differences Between Effective and Ineffective Rifle Squads


This paper presents a sociograph derived from the positive and negative valuations of 28 riflemen in one platoon. Each soldier was asked to nominate the three platoon mates with whom he would most like to share a bunker and the three with whom he would least like to live. The sociographic sequence for organizing the sociometric valuations is presented along with a sociographic analysis of the platoon under study.


Members of 69 rifle squads on the Korean front lines during the winter of 1952-53 completed questionnaires about their civilian and military backgrounds, skills, and attitudes. In addition, each man was interviewed about himself, his squad, its activities, and the men in it. Platoon leaders and other platoon personnel, company commanders, and battalion commanders contributed performance ratings of their units. Analyses revealed two kinds of variables, leadership functions and group structures of values, which were related to squad combat effectiveness and to each other. From these data, the functional theory of leadership indicated that the activities of a leader which increase effectiveness of group performance are those activities that change the group structure of values.


The purpose of the study was to determine some of the factors accounting for the difference between effective and ineffective combat rifle squads, with particular attention to differences in squad leadership which may be related to squad effectiveness. Leadership functions, in addition to squad management, found to be important to rifle squad combat effectiveness are: defining goals, setting appropriate examples, teaching, and giving emotional support to the squad. These leadership functions can be effectively performed by squad members other than the squad leader. Findings of this study point to a need for constructing a squad leader training program directed toward development of squad leadership potential. (U)

"The Use of the Q-Sort for Collecting Attitude Data From Company Commanders Under Field Conditions," by Rodney A. Clark, paper read at meeting of WPA, 1956.

A division-size field maneuver to test certain changes in division organization required evaluating the effect of the changes on the attitudes of company commanders toward their jobs. A 36 item Q-sort was prepared to obtain the commanders' self-descriptions. Each commander described himself in three ways: (a) as he saw himself commanding under the new organization; (b) as he used to see himself commanding under the previous organization; and (c) as he would like to see himself commanding under the best possible organization. Subjects recognized the Q-items as of consistent descriptive relevance to a commander's performance, and it was demonstrated that, in spite of administrative difficulties, utilization of a Q-sort under field conditions is possible.
JOBTRAIN—Division No. 1 (System Operations)

Development of a Method for Building Training Programs for Signal Corps Electronics Repairmen

The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS’s: II. How to Analyze Performance Objectives to Determine Training Content, Research Memorandum by Arthur J. Hoehn, January 1960. AD-623 944

This is the second of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. The purpose of the series is to assist instructors in (a) reducing the time required for formal school training, and/or improving the initial job capabilities of electronics repairmen, and (b) improving individual technical training provided at the unit level for electronics repairmen in units with a full-time training mission. This report is concerned with how to analyze performance requirements in order to define training content. Divided into two parts, it consists of a statement of assumptions, concepts, and principles relating to the analysis of performance requirements, and describes procedures for applying the concepts.


This is the third of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. This report consists of concepts and principles relating to handbook design and describes procedures for applying the principles.


This is the fourth of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. This report states concepts and principles relevant to the design of training methods and materials, and includes a brief outline of the procedure for applying these concepts and principles.


This is the first of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. The purpose of these documents is to assist training officers in (a) reducing the time required for formal school training, and/or improving the initial job capabilities of electronics repairmen, and (b) improving individual technical training provided at the unit level for electronics repairmen in units with a full-time training mission. This first document focuses primarily on the design of formal school programs by defining training objectives.


Two among the many parameters which determine the maintainability of military electronic systems are of special interest to behavioral technicians because they contribute so greatly to efficiency in terms of training time, repair time, and equipment downtime. These parameters are, respectively, the data processing function,
JOBTRAIN (Cont.)

which provides decisions about possible malfunctioning piece parts, and the information matrix, which provides test data and programs the data processing system. An experimental comparison is reported evaluating a method for structuring the information matrix so as to capitalize on superior capabilities, from among Gagné's hierarchy of human functioning, which are easily programed.

Research By-Products resulting from this research effort are listed in Part III.

JUMPBOOT—Motivation, Morale, and Leadership Division
An Investigation Into Causes and Methods of Overcoming Attrition in the Army Airborne Training Program


This study was made (a) to identify the source of conflicts between the Kazakhs' way of life and the policies imposed on them by the Communist regime and (b) to describe communication patterns and facilities relevant to possible psychological warfare needs. The study indicated that the Kazakhs' conflicts are related to loyalties to nationality and culture, strong ties to their kinsmen, and persistence of folk religion. The Kazakhs appear to be opposed to many aspects of Sovietization, but their resistance is largely passive.
LEAD--Division No. 4 (Infantry) (Ongoing) Sub-Unit

Development of Training for Improving the Combat Skills of Leaders in Small Infantry Units


One hundred and twenty infantry lieutenants studied fundamentals of defensive tactics by programed booklet instruction, using four different response conditions: constructed-overt, constructed-covert, prompted-overt, and prompted-covert response conditions were compared. No significant differences in criterion scores were observed between the response conditions as measured by immediate and delayed retention tests. There was no significant difference in test scores between the programed methods and the standard lecture method, although the latter method required twice the training time of the fastest programed method. Observations were made concerning attitude change toward programed instruction after eight weeks.


The objective was to evaluate the effect on criterion scores of programed instruction requiring subjects either to write or not to write their responses, under either constructed or prompted conditions, with military tactics as the content. One hundred and twenty Infantry lieutenants in groups of 30 used the programed booklet instruction with the four response conditions: constructed-overt, constructed-covert, prompted-overt, and prompted-covert. Two control groups were also tested. Although test scores from conventional lecture and programed instruction methods did not differ significantly, the lecture method required twice the average training time of the fastest programed method. The similarity in effectiveness resulting from the disparate response conditions suggests that, for content of this nature and length, constructed responses (either overt or covert) may be dispensed with in favor of prompted-covert responses, which require less learning time without compromising the training effectiveness of programed instruction.


Research By-Products resulting from this research effort are listed in Part III.
LIFT—Division No. 6 (Aviation)¹
Army Aviation Helicopter Pilot Training²

§ Survey of the Army Cargo Helicopter Pilot Course, Staff Memorandum by Albert I. Prince and Hobart G. Osburn, 51 pp., June 1957. AD-400 458
This report describes research conducted to (a) develop a simple “patter-type” instructional booklet for helicopter training, (b) identify the instructional and training problems in the Basic Cargo Helicopter Pilot Course to provide a basis for subsequent research, and (c) collect maneuver difficulty information.

* The problem of low or variable flight proficiency measurement reliability, whether the measure is subjective or relatively objective, is attributed to marked, identifiable differences in the standards applied by different check pilots. A technique is described for selecting pairs of check pilots whose standards are sufficiently uniform so that the ride-ride reliability of the flight proficiency evaluation system can go from less than .20 up to .65 or higher.


As part of a world-wide survey of Army aviators, 743 rotary wing aviators completed a 166-item questionnaire, giving detailed information on their operational activities and evaluating their school and unit training. Data are presented on such topics as frequency of types of missions and of various operations or maneuvers, the flying techniques used in these operations, and type and amount of unit training received. In addition, interviews were conducted with 90 unit commanders, instructor pilots, and operations officers to obtain their evaluations of the proficiency of aviators received from the Aviation School and of the unit training given rotary wing aviators.

As part of a world-wide survey of Army aviators, 578 fixed wing aviators completed a 121-item questionnaire, giving detailed information on their operational activities and evaluating their school and unit training. Data are presented on such topics as frequency of types of missions and of various operations or maneuvers, the flying techniques used in these operations, and type and amount of unit training received. In addition, interviews were conducted with 90 unit commanders, instructor pilots, and operations officers to obtain their evaluations of the proficiency of aviators received from the Aviation School and of the unit training given fixed wing aviators.

¹This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.
²Presence of a star to the left of the abstract indicates that the item is one of the LIFT papers or presentations included in Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training, Professional Paper 18-68, June 1968.
³Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

A method was devised for evaluating helicopter pilots' end-of-phase performance in primary helicopter training on the basis of a standard check ride evaluated with more objective measures. The measures—termed the Intermediate PPDR (Pilot Performance Description Record) and the Advanced PPDR—consist of scales for the critical maneuvers given in primary helicopter training, on which the check pilot can record his observations of each component of performance during the actual flight. The PPDR system of evaluation was found to be more reliable and diagnostic than the method used in the past. In addition to the PPDR booklet, the new system includes a training program for check pilots in the use of the PPDR and classroom practice in scoring the PPDRs for the correction of atypical standards of evaluation.


* The development of the Pilot Performance Description Record (PPDR), a means of standardizing the evaluation of student helicopter pilot proficiency, is described in this paper. The detailed scoring device also serves as a standardizing instrument for check pilots, a diagnostic method of detecting weaknesses in instructor pilots, and a quality control program of benefit to a training system.


This report describes the manner in which the concepts and principles of quality control were applied to the flight training course at the U.S. Army Primary Helicopter School. The quality control system described is characterized by: (a) comprehensive and consistent testing of students' flight proficiency; (b) accurate and equitable evaluation of the efficiency of training personnel; (c) a high degree of uniformity of flight-check procedures and scoring practices; and (d) objective and detailed school standards by which individual students or classes may be evaluated.


* A quality control system to develop and standardize means of evaluating the performance of student helicopter pilots is described. Means of controlling the training given by instructor and check pilots are also discussed.

PPDR Handbook: Use of Pilot Performance Description Record in Flight Training Quality Control, Research By-Product by George D. Greer, Jr., Wayne D. Smith, Jimmy L. Hatfield, Carroll M. Colgan, and John O. Duffy, 58 pp., December 1963.

This handbook provides a description of the Pilot Performance Description Record (PPDR), its characteristics, and general instructions for its use. It also offers a description of the check-pilot training program. An appendix contains a description of the Primary and Basic PPDR performance scales as used in helicopter flight evaluation.


* A quality control program implemented at the U.S. Army Primary Helicopter School consists of systematic evaluation of checkrides given to students at two levels of proficiency during training. Data are used to evaluate student performance; compute
LIFT (Cont.)

a class error score per maneuver and a school standard of errors per maneuver; determine sources of class deviation from the average; evaluate instructor pilot performance; regulate check pilot performance and standardizations; and indicate changes in school standards.


(LIFT items included in this Professional Paper are indicated with a star in the left margin of the abstract.)

Results of studies to develop more efficient and more effective methods for Army helicopter pilot training are discussed. Topics covered include a technique of pairing check pilots with uniform standards to improve reliability of flight proficiency measurement; a description of the Pilot Performance Description Record (PPDR); a description of a quality control system for helicopter training; and a program to systematically evaluate student proficiency from checkrides.

Research By-Products and other related research materials are listed in Part III under LIFT, and also under INTACT.
Adapting Service School Courses for Enlisted Men With Minimal Qualifications

The Effectiveness of Different Training Methods in School Situations, Staff Memorandum by Robert S. Beecroft, September 1955. AD-480 457


Previous studies of verbal learning have indicated that interference in learning increases with the number of competing associations. Four paired adjective lists, varying in the number of competing associations per pair were learned by the anticipation method and recalled 24 hours after learning. The results agree with previous findings that competing associations handicap performance early in learning and that intralist similarity does not affect recall.

Effectiveness of Increased Repetition in Classroom Learning, Staff Memorandum by Robert S. Beecroft and Robert Anneser, July 1957; paper for annual meeting of Midwestern Psychological Association, Spring 1957. AD-655 281

An experiment evaluating the effectiveness of increased repetition of major points in classroom instruction found student achievement increased by this technique.


This memorandum contains a series of special lesson plans providing integrated nomenclature and operation instruction on the gasoline engine fuel system. These plans are intended for use by persons who are concerned with gasoline engine maintenance training and may be used in providing such instruction or as a model in developing lessons for similar subject areas. Included are five lesson plans on nomenclature and operation of the fuel system, a plan which condenses three of these hours, and one lesson plan on troubleshooting and maintenance. Furnished as a guide for testing student achievement are three objective paper-and-pencil tests: a Fuel System Nomenclature and Operation Test, a Fuel System Troubleshooting and Maintenance Test, and a Carburetor and Operation Test.


This study is the last of a series dealing with methods of training designed to improve the achievement in technical courses of men with minimal qualifications for technical training. In this study, the three-week Basic Electronics section of the Field Radio Repair course (MOS 296.1) was reorganized according to the principle of "functional context." No item of information or training was presented until it could be fitted into a context of material already learned; training was in whole-to-part rather than in the conventional part-to-whole order. One group of standard input classes (a total of 184 men) was trained by the functional context method and another group (a total of 202 men) was trained by the conventional method. A battery of 10 tests on basic electronics was administered after the three weeks of training. The functional context training proved to be superior, particularly for men at the lower levels of aptitude for electronics training.

Research By-Products resulting from this research effort are listed in Part III.

A method of training inexperienced Nike integrated fire control (IFC) operators on-site was developed and experimentally tested. The experiment involved 24 Nike batteries, six in each of four training methods (N=424 operators). The four experimental methods were: The Experimental Program, Periodic Evaluation, Experimental Program plus Periodic Evaluation, and Controls (conventional training). Periodic Evaluation consisted of frequent evaluations of operator performance. Operators given the Experimental Program were significantly superior to Controls in both performance (split-half reliability .91) and written test results (split-half reliability .95). Periodic Evaluation offered no significant training benefits.


The study was concerned with developing and testing a method of training Nike IFC operators on site. In a five-month field test, three experimental methods were compared with conventional training. The principal experimental method—Operational Context Training—was incorporated in a Training Guide that included (a) a step-by-step breakdown of all operator procedures, (b) specific instructional techniques for use by battery personnel without experience as instructors, and (c) a systematic method of evaluating trainees. Operators trained by the various methods were compared by means of job-sample and written criterion tests, and by other measures. Operators trained by the OCT method were more proficient than those trained by the other methods in the study; OCT-trained operators were as proficient as school-trained personnel with greater on-site experience.


A study was undertaken to obtain estimates of the effects of morale and supervisory dependency measures on battery operator proficiency. The subjects used were operators in 24 Nike batteries in the United States. Twelve batteries received "military inspections" and twelve did not. Six measures were available: Four evaluations of operator proficiency, one supervisory dependency measure, and one morale measure. Cross correlations of mean battery scores were made for (a) total batteries, (b) inspected, and (c) non-inspected batteries. Proficiency was not related to morale but was negatively correlated with supervisory dependency for the total sample; in the sub-groups the relationships between variables differed markedly.


This supplement to Technical Report 64 presents the evaluation materials used to develop and test a training program suitable for use in an operational missile battery setting. Materials include a personnel information form, training proficiency checks, a procedures written test, and an attitude scale.

Research By-Products resulting from this research effort are listed in Part III.
LOWENTRY—Division No. 6 (Aviation)
Methods for Improving Navigation Training for Low-Level Flight


This report seeks to describe what a pictorial navigation display system for use in Army aviation should do, how it should look, and what tactical and training implications such a device might have. Several devices commercially available are examined. While none of the three displays discussed will meet all of the major requirements, all three systems appear to be steps in the right direction.


This study examined the feasibility of using direct perceptual estimation on maps to determine angles of drift, and the effect of training on this ability. Subjects were divided into a control group and two training groups, one of which was trained using angles drawn on plain white cards, and the other using angles drawn on both cards and tactical maps. Both training groups initially estimated the size of angles, ranging from 1° to 18°, with a mean absolute error of 2.57° and a mean algebraic error of −0.20°. After training, absolute error was 1.34° and algebraic error was +0.43°. A job aid consisting of reference angles of 5°, 10°, and 15° did not significantly affect performance on map items, although on card items, performance of the training groups shifted from underestimation to slight overestimation of angle size.

This study was conducted to determine the relationship between field position location and map scale. Two map scales were used: 1:25,000 and 1:250,000. Twelve subjects were required to mark their position on a map at each of 12 terrain positions. The task was then repeated, utilizing the other scale map. The error in position location was approximately 10 times greater with the 1:250,000 scale map than with the 1:25,000 scale map. However, a significant scale-by-position interaction was found. It was concluded that maps of 1:100,000 or 1:125,000 scale would best meet the tactical target area requirements of Army aviators, and that the 1:250,000 scale map, with certain format changes, would provide the information necessary for en route tactical navigation over moderate or long distances.

The study compared the efficiency of decimal and sexagesimal, or normal, time systems in the solution of addition problems, using the time required to reach a

¹Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.
solution and the number of errors as dependent variables. Twelve subjects solved sets of addition problems composed of 8, 16, or 24 digits, using the decimal and sexagesimal time systems. When the conversion process required by the sexagesimal system was included in the analysis, the results clearly showed that addition using the sexagesimal system required significantly more time (1½ to 2½ times as much) and produced significantly more errors (1½ to 3 times as many). When the conversion process required by the sexagesimal system was excluded from the analysis, there was no significant difference between the two time systems on either dependent variable.


Geographic orientation information available to the pilot flying at very low levels, and cartographic displays that can help him use this information more effectively, are discussed. Attention is given to characteristics of a cartographic presentation emphasizing perception of feature detail, relief, and vegetation. Considerations involved in developing such a presentation are discussed.


The objective was to study the effects of map scale, map reference point variables, and training on the ability of pilots to estimate direction using Army tactical maps for low-level navigation. Twenty-four experienced officer and warrant officer pilot personnel working with various map reference point conditions made direction estimates using 48 maps with a scale of 1:100,000 and 48 maps with a scale of 1:250,000. The effect of training was studied by using a test-train-retest-delay-retest procedure. Performance was measured in terms of absolute error, in degrees, between the estimated direction and the correct direction. Analyses showed that average error in direction estimation using tactical maps was reduced significantly by training, dropping from a mean of 6.1° before training to 4.8° after training. There were also significant differences in accuracy of direction estimates as a function of map scale, distance between reference points, and compass octant in which the reference points were located.
MAINTRAIN—Division No. 5 (Air Defense)

Maintenance Proficiency and Its Relation to Training Procedures for Guided Missile Personnel


References in this 368-item bibliography are divided into the following sections and listed alphabetically by senior author: Maintenance research programs and their management; design of equipment and work situations for maintainability; job description and forecasting; selection; training; training equipment; proficiency measurement and criteria of job performance; job aids and handbooks; collected works; and bibliographies and indexes.


Data from three previous HumRRO studies (RADAR IV, RADAR VI, and ACHILLES) were pooled and analyzed to identify problems of maintenance and maintenance training. The data consisted of (a) observations of maintenance activities made during the administration of job-sample proficiency tests to M33 and Nike-Ajax fire control system maintenance technicians, and (b) responses to multiple-choice items on a written test given to Nike-Ajax fire control system maintenance technicians. The set of coded categories used in recording activities did not meet the requirements for describing the technician’s troubleshooting procedures; consequently, the technician’s knowledge and skills could not be clearly inferred. It was not possible to isolate “knowledge” classes for the written test items related to overall proficiency. The generalization of modifications introduced into the M33 FCS experimental training programs to Nike-Ajax FCS training was supported at a very gross level of analysis.


The present study provides further data on the effectiveness of an experimental subcourse in basic electronics developed in earlier research as part of a training program for air defense electronics technicians. One class of trainees was given the standard 12-week subcourse in basic electronics and another received the shorter experimental course; both groups completed the standard program of instruction for maintenance of M33 equipment. Results of performance and written tests revealed no significant differences in proficiency between graduates of the two courses. The shorter basic electronics subcourse is recommended for adoption as standard preliminary instruction in electronic fire control maintenance courses and for possible application to maintenance training programs for other electronic equipment.


A Survey of Organizational Maintenance of the Nike Ajax Missile, Research Memorandum by Robert A. Goldbeck, Emanuel Key, W.L. Williams, Jr., and James P. Rogers, July 1960 (Subcontractor: American Institute for Research).1


1Dr. Goldbeck and Dr. Key were employees of the subcontractor; Dr. Williams and Dr. Rogers were on the staff of Division No. 5 (Air Defense).


To develop a maintenance manual that would permit a trained technician to troubleshoot electronic equipment faster and more accurately, hypotheses were developed about what information should be presented. An experimental manual was prepared for troubleshooting the Nike Ajax and its test equipment; it contained some information not found in conventional manuals and was organized according to when and how information is to be used. An experimental group using the experimental manual was able to troubleshoot faster and more effectively than a control group using standard schematic and functional diagrams and personal notes. A list of desirable contents for troubleshooting manuals was drawn up, and procedures for preparing troubleshooting manuals were written.

Research By-Products resulting from this research effort are listed in Part III.
MALT—Division No. 7 (Language and Area Training)
Construction and Evaluation of a Short, Automated Vietnamese Language Course


The paper describes the methodology used to construct a course that would enable a student to achieve some predetermined skill levels in understanding and speaking a tonal language like Vietnamese using only programed, audio-lingual material. The psychological and linguistic rationale for the techniques used is discussed. Problems in shaping foreign language comprehension and verbal production skills are explored. Empirical evaluation of the course, to determine how much of the foreign language phonology, syntax, and vocabulary is learned by actual students, is described.


While constructing a programed Vietnamese course, these research issues were investigated: Does prior listening exposure to phonology of a foreign language (FL) facilitate learning to speak the FL? How much variability in FL speaking test scores is attributable to heterogeneity of native listeners and to sequence effects? What factors attenuate the correlation between FL aptitude and achievement measures? Regarding the first question, no facilitation was demonstrated. To the second, listeners differed by as much as 25% from each other; test scoring sequence accounted for a 13% difference. Thirdly, r attenuation from +.79 to -.24 is attributed to differential aptitude ranges.


This presentation reports the goals, approach, and results of developing a Vietnamese language course that could be taught without the presence of an instructor. The 50-lesson course that was developed was given to 19 Military Assistance Training Advisor students, all officers at the Special Warfare Center. These students did as well as or better than a traditionally trained group when both were tested on the Army Language Proficiency Test.


The project reported in this paper demonstrates the feasibility of teaching elementary Vietnamese language skills with a short, self-instructional, automated program. The course was tailored for military advisors. Nineteen subjects were used in the course evaluation. The performance of the 16 subjects who completed the 50-lesson taped course, in auditory comprehension and oral-production tests, was considered satisfactory (90 and 73%, respectively) and their attitude toward the course was generally favorable.
MALT (Cont.)


Language skill is an especially important element in the performance of overseas military operations that are primarily advisory in nature. This research project sought to develop and assess the value of a short, self-instructional, job-oriented Vietnamese language program. A fifty-lesson taped course was constructed. The program was evaluated on Military Assistance Training Advisor students. Learning achievement was satisfactory, and trainees in general reported liking the course. Language aptitude was related to performance in the course, which was in turn related to performance in subsequent more advanced language training.

Research By-Products resulting from this research effort are listed in Part III.

MANICON—Division No. 5 (Air Defense)

Determination of Performance Capabilities and Training Requirements for Manual Command and Control Functions of the NIKE-X Weapon System


A problem that has long plagued system designers and human factors engineers is that of allocation of functions between man and machine. This paper reports an attempt to isolate and identify factors pertinent to making allocation decisions. From an analysis of the functions and missions of several automated systems, six factors were shown to be highly relevant to allocation decisions. One factor, man's role in automated systems, emerged as a variable of particular interest. In addition, four classes of manual functions common to all automated systems were identified. It was determined that these classes, in turn, constituted a meaningful description of the role of man in today's automated systems.
MAP—Division No. 7 (Language and Area Training)°

Development of Guidelines for Training Personnel for Military Assistance Advisory Duties


This paper deals with the design of training for military advisors, with particular attention to the objectives toward which the training should be directed and the kinds of content coverage needed. Factors that make the advisor's assignment quite different from typical military assignments include the unusual physical and cultural setting, the unfamiliar functions to be performed, and the complex intercultural, international, and interpersonal aspects of the job. Adequate preparation requires high-order knowledges and skills that can be developed only by adoption of new perspectives for area training. These new perspectives relate not only to objectives and content but also to the overall plan for programming area training into the larger pattern of education and training spanning the military officer's career.

MAPREADING—Division No. 2 (Armor)

Assessment of Effectiveness of Basic Map-Reading Training


Objectives of this study were to (1) determine how well basic trainees learn from the standard ATP course (a) to read maps fully and accurately and (b) to utilize a contour map and lensatic compass successfully in the field, and (2) develop a training method which would increase trainee map and compass proficiency. Proficiency was tested by means of written and performance tests. It was found that low-aptitude trainees did not learn satisfactorily in the standard ATP course; men of high aptitude did. A lesson plan employing five "critical skills" was developed but its importance was not adequately tested.


Research By-Products resulting from this research effort are listed in Part III.

°For earlier work in this area, see Exploratory Study 2.

To identify important skills in field navigation, 96 trainees took tests of six map-compass skills, two spatial relations tests, and a criterion test and a short test of field navigation. Subjects' scores on these tests and three classification tests were factor analyzed (centroid) and yielded five factors: Field Navigation, Verbal-Arithmetic Reasoning, Field Skills, Spatial Relations, and Compass Skills. Since criterion and short tests loaded only on Field Navigation, the short test appeared valid. Skills most closely identified with Field Navigation were direction estimation and contour visualization.


A study was conducted to determine whether representations of terrain and the symbols associated with those representations are more effectively taught when they are concrete or abstract in nature. Results were inconclusive on the concrete-abstract methods of teaching representation of terrain, but symbols were more effectively taught when fairly concrete in nature.


Ninety-six recent graduates of basic combat training were scored on 14 tests: the Map Patrol Test (a comprehensive test against which performance on the other tests was measured), the Location Test, two compass skills tests, five location skills tests, and five standard aptitude tests. Location skills, particularly direction estimation and the ability to visualize terrain from contour lines, proved more important than compass skills. The Location Test method offers promise as a way of giving instruction and practice in location skills, and of testing ability in land navigation when longer, free-movement tests are not feasible.


The degree to which each of 53 map skills and map skill applications is required for infantry, armor, and reconnaissance combat personnel was investigated for each of seven levels of responsibility, ranging from squad members (tank crewmen in armor and reconnaissance units) to battalion commanders. The summary derived as to the relative importance of the 53 skills may be used as a guide in developing or revising training programs pertaining to map skills, and as a means for assessing the degree to which tactical doctrine and actual map using practice correspond.

Research By-Products resulting from this research effort are listed in Part III.
Crew Duties and Tasks for Operation of the M551, Research By-Product by R.E. Kraemer, 272 pp., March 1968.

This document provides job task descriptions for crew operation of the M551 vehicle, and describes the sequence of task elements necessary in performing each task. It collates and delineates all vehicle-related tasks required in operation by the vehicle crew. The material will serve as a partial basis for research analyzing forthcoming training requirements for the Main Battle Tank (MBT-70).

Research By-Products and other related research materials are listed in Part III.

MEDICORPS—Motivation, Morale, and Leadership Division
Research on Career and Recruitment Problems of the Army: Opinion Survey of Army Medical Men


At the request of the Surgeon General, an Army-wide survey was made of Medical Corps officers to ascertain: (a) their attitudes toward military service and military medicine and their suggestions for improvements; (b) the degree of interest in continuation in the Medical Corps after required service was completed; (c) how well informed and how interested they were in Medical Corps advanced training programs; (d) background information on general characteristics of Medical Corps officers. It was found that the attitudes and morale of regular Medical Corps officers differed from those of reserve officers but common areas do exist which furnish a basis for integration of the two groups.

Supplementary MEDICORPS Study Findings for Medical Officers in Various Types of Installations Within the Various Theatres, Staff Memorandum by Don Cahalan, July 1953.
METHOD—Division No. 1 (System Operations)
Research for Programed Instruction in Military Training

Organizing the Presentation of Concepts in Education and Training: The Lattice Technique, Research Memorandum, November 1962.

"Verbal Paired-Associate Learning as a Function of Grouping Similar Stimuli or Responses," by Iris C. Rotberg and Myron Woolman, J. Exp. Psychol., vol. 65, no. 1, January 1963. Verbal paired-associate learning was measured when similar or dissimilar stimuli were grouped, and when similar or dissimilar responses were grouped. The following measures were employed: number of correct responses; type of errors made, i.e., errors indicating confusion between similar items and those indicating confusion between dissimilar items. The results indicated that learning was better when groups of stimuli were composed of similar items rather than dissimilar ones. The findings were interpreted in terms of discrimination and coding of the similar items.

Gibson (1940) has hypothesized that stimulus generalization during discrimination learning must increase before it can decrease. This hypothesis can be either supported or rejected, depending on the procedures and measures used in testing it. This article suggests a different approach to the measurement of the trend of generalization during discrimination learning. The proposed methodology compares similar and dissimilar confusion errors on the first learning trial and the rates of decrease of the exponential functions of the two error types on subsequent trials. The implications of the methodology for transfer and predifferentiation studies are discussed.
METHOD (Cont.)


Previous experiments, in which similar and dissimilar stimulus groupings were compared, indicated the superiority of similar stimulus grouping. In those experiments, the similarity categories were clearly isolated during learning. In the present experiment, procedures were employed that provided a less marked separation of the similarity categories. Although the results confirmed the findings of the previous experiments in certain respects, similar stimulus grouping was not superior to dissimilar grouping. It is hypothesized that the superiority of similar stimulus grouping depends on the functional isolation of similarity categories.


Subjects were required in programmed instruction to learn to write computer programs (CPs) without verbalization, or while additionally stating the rules they were using to write the CPs, or simply naming these rules. In addition, subjects served under a prompting or confirmation condition. Most subjects scored about 80% or better on the criterion tests. During learning, prompting was superior to confirmation, but the reverse appeared on the criterion. Subjects stating rules during training did worse on tests than subjects naming rules or subjects with neither requirement. Data are discussed in terms of dangers in generalizing from P-A or serial learning to conceptual learning.


Sixty high school students were trained on computer program (CP) writing. They were run in a 3 x 2 factorial design concerned with effects of (a) writing explicitly the rules used in constructing the CPs, (b) writing the names of these rules in conjunction with writing CPs, or (c) writing only the CPs. The other factor was prompting vs. confirmation. During learning, prompting was significantly superior to confirmation, but a reverse tendency appeared in the criterion tests. Results suggest that naming the rules in addition to writing CPs during training aids later performance when writing more complex CPs on the criterion tests. Writing rules during training actually hindered subjects in writing CPs later on the criterion tests.


In a 10-week, five-part course in computer programming, two factorial experimental designs were used. Design 1 compared prompting and confirmation, naming (writing names of rules used in practice problems) and no-naming in Parts 1 and 2. Design 2 was a 5x3x2 factorial of prompting, confirmation, and variety. Naming surpassed no-naming on Part 2 test. Prompting showed fewer errors than confirmation during training; the reverse occurred on both tests. Variety of practice was superior to no variety. Stimulus support (prompting and confirmation) was related negatively to student dropout and learning error but positively to error on tests.
In continuing research into training technology, the aim was to devise guidelines for applying programed instruction to training that involves learning principles and rules for use in problem solving. A portion of the Army's ADPS Programming Specialist Course was programed to explore factors in using automated instruction to teach computer programming. Experimental versions of the course were administered to over 900 subjects in various experimental groupings. Criterion and retention tests based on actual job problems were used to measure subjects' performance, along with in-training measures. A series of prompting/confirmation variations indicated that giving subjects extensive stimulus support during training helps motivate them and improves scores during training, but hampers them in using what they have learned. Requiring subjects to fully write out rules during training hindered them in developing problem-solving skills applying these rules; however, using mnemonics (writing only the names of the rules) during training aided subjects in retaining what they had learned, particularly for more complex material. Working with a variety of practice problems facilitated the learning of problem-solving skills.

Research By-Products resulting from this research effort are listed in Part III.
MOBILITY—Division No. 2 (Armor)

Methods for Improving Vehicle Maintenance

The Effect of Fuel Conservation Training on M-48 Tank Gasoline Consumption, Staff Memorandum by Howard C. Olson and Donald J. Baerman, September 1955. AD-480 547

Malfunction Indicator Lists for the M48A1 Tank, Staff Memorandum by Ronald C. Kelsay, Ronald G. Shock, and Donald F. Haggard, May 1958. AD-480 551


As one step in improving the maintenance of armor equipment, a study was made of organizational maintenance, and of tank maintenance problems and training methods. The M48 tank equipment system, types of maintenance operations, and maintenance activities of organizational personnel in four tank battalions were analyzed. It was found that (a) unit maintenance records were not a satisfactory index of maintenance activity; (b) checking, inspecting, and servicing constitute the bulk of organizational maintenance; (c) the activities of turret and track vehicle mechanics overlap; (d) equipment problems were mentioned most often, and training problems least often; (e) supervised job practice was the preferred training method.


The Development of Performance Criteria for Turret Mechanics, Research Memorandum by Jack Mumford and John P. Smith, July 1961. AD-677 647L

The Effectiveness of Visual Demonstrations of Signs of Malfunction and Wear in Equipment, Research Memorandum (revised) by Donald F. Haggard and Ronald G. Shock, June 1962. AD-489 892L


As one step in improving vehicle maintenance in armor units, an 8-hour performance test on troubleshooting, testing, adjusting, and inspecting was given to 413 track vehicle mechanics (TVMs) and 69 maintenance sergeants. Average successful test performance by the TVMs was lower than had been expected and was not significantly affected by amount of job experience. The men who had had a TVM course showed no more gain in proficiency from job experience than did those who had not had such a course. The results were confirmed by a questionnaire given to 46 Ordnance Corps civilian maintenance technicians. For diagnostic purposes, errors were analyzed by types and suggestions for improving training were derived from the test results. (U)

Research By-Products resulting from this research effort are listed in Part III.
MOONLIGHT—Division No. 4 (Infantry)
Improved Methods for Training the Soldier Under Limited Visibility Conditions

MOONLIGHT II: Training the Infantry Soldier to Fire the M1 Rifle at Night, Technical Report 15, by Francis E. Jones and CWO William F. Odom, December 1954.

The objective of this study was to develop a realistic method for training individuals to fire effectively at night, particularly with the M1 rifle. Of five experimental methods tested, the best was based on alignment of the rifle without the use of sights. Under starless and starlight natural illumination, use of this method resulted in a 60% to 210% (depending on target type) increase in accuracy over the standard (day) method.


Methods for training rifle squads in controlled fire for offensive and defensive night operations were developed. Squads trained by the experimental methods were two to three times as effective as squads not so trained. In addition, several alternative combinations of rapid-fire weapons were compared with TOE weapons; TOE-equipped squads performed as well as, or better than, squads otherwise armed.


An Investigation of Individual Night Rifle Firing Under Illumination Ranging From No Moon Through Full Moon, Staff Memorandum by John Sivy and John E. Taylor, August 1956.

Experimental Training in Night Technique of Fire and Squad Tactics, Research Memorandum, November 1959.


Research By-Products resulting from this research effort are listed in Part III.
A Description of Work Flow in Support of a HAWK Missile System, Research Memorandum
by Edgar L. Shriver, Robert C. Trexler, Frank L. Hibbits, Robert Lodge, Peter Gillson,
and Arnold Pressgrove, November 1964.

This report describes in a block diagram format the flow of work which occurs in
electronics maintenance in a Hawk missile Direct Support Unit (DSU) and Battery. The
description is based on detailed observation of a single unit, confirmed by
observations of other units, supported by discussion with unit personnel, literature
review, and empirical simulation of the work flow process. In addition to job flow
charts and diagrams for the entire system, individual job flow charts are presented
for the battery mechanic, the battery supply clerk, the direct exchange clerk, the
job order clerk, the ordnance repairman, and the technical supply clerk.


A Description and Analytic Discussion of Ten New Concepts for Electronics Maintenance,

Ten new concepts of electronics maintenance are described and analyzed in this
report. These concepts differ from the conventional approach in that they advocate
an equipment analysis for troubleshooting be made once by experts, then transmitted
to the repairman, with appropriate supporting data, to obviate the need for repeated
analyses by maintenance personnel on the job. Evidence from experimental eval-
uations of some of the concepts indicates the potential for marked increases in
proficiency and/or decreases in training time as compared to current practice.
Comparative evaluation of these concepts should consider system-wide implications
rather than any single index, such as reduced training time or cost of preparation of
manuals. It would appear that some maintenance situations would be best served
by a combination of features from several of the new approaches; in other cases it
is possible that one of the concepts is uniquely suited to the particular circuitry
or equipment configuration.
NCO—Division No. 3 (Recruit Training)
Research in Support of Training of Potential Noncommissioned Officers

Observations on a Number of Noncommissioned Officer Academies, Staff Memorandum by Richard P. Kern, May 1958.

Ten Noncommissioned Officer Academies were visited; programs of instruction were reviewed; and staff members, graduates, and company commanders of graduates were interviewed. Students in any one class may reflect considerable heterogeneity as regards age, rank, length of service, basic Military Occupational Specialty, knowledge and experience in current MOS, type of leadership position held, amount of experience in leadership positions, educational background, and general and intellectual ability. The predominant emphasis in the orientation of the training programs is towards the role of the noncommissioned officer as an instructor.


In the development of a junior noncommissioned officer training program, approximately 1600 critical incidents were listed by interviewing 135 persons subordinate to and 135 persons superior to junior NCOs. Researchers divided the incidents into some 4000 specific behaviors which appeared to contribute to the subjects' evaluations ("good" or "bad") of the incidents. These behaviors were classified into nine general areas: planning and foresight, informal teaching and briefing, supervising and checking, correcting and rewarding or punishing, manner of dealing with subordinates, concern with welfare of men, attitude toward job, deportment, and technical job knowledge and ability.


Results of this experiment indicate that economies may be introduced through the use of follower stooges who simultaneously serve as evaluators. Global evaluations of "leader potential" provided by follower stooges correlated .89 with standardized behavior checklists of leader behavior. Reliabilities of the global ratings were .9. When only global evaluation is desired and only minimal attention need be directed to highly specific behavior, it seems feasible to dispense with both the development of behavior checklists and trained observer-raters. This practice seems questionable for administrative assessment but may have utility in certain research applications.


This study investigated the relationship between the possession of interpersonal knowledge about others and the ratings received as to leader potential. Four measures of interpersonal knowledge and five measures of leader potential were secured. Subjects were two platoons of soldiers completing a six-month tour of duty in the Army. The data indicate that the more interpersonal knowledge nonleader trainees had, the higher was the leader potential ratings they received from trainee leaders and trainee nonleaders. The correlation drops when intelligence is controlled, but that between total knowledge possessed and ratings received from one group of trainee leaders, trainee sergeants and guides, still remains statistically significant. It is hypothesized that the ratings given by trainee sergeants and guides are more valid than the ratings given by the cadre, by trainee squad leaders, and by trainee nonleaders. Additional findings were that trainee squad leaders had more interpersonal knowledge and received higher leader potential ratings than trainee nonleaders. Trainee squad leaders and trainee nonleaders did not differ significantly in regard to intelligence.
NCO (Cont.)


This report covers the first year of work in research designed to improve the caliber of noncommissioned officer performance in the Army by establishing appropriate curricula and techniques for the development of NCOs as early as possible in their Army careers. The report includes an extensive examination of the Army's training system for enlisted personnel and methods of selecting and training NCOs; notes on a comprehensive literature review; formulation of a detailed job description of NCO leadership functions; and development of a textbook reference manual which evolved into USCONARC Pamphlet 350-24, A Guide for the Infantry Squad Leader.


This paper presents an outline of the general mission of HumRRO Division No. 3, significant past work, research in progress at that time, problems for leadership research, and current and projected research for Work Unit NCO.


A five-year research program, now nearing completion, has undertaken a parametric investigation of factors involved in evaluating a leadership preparation system for potential Army small unit leaders. The factors under experimental control include: aptitude and interpersonal effectiveness of leader candidate input, duration of leadership preparation phase, methods of leadership training, cost of training, amount of training given OJT instructors, and differences in job requirements. The experiment involves approximately 500 trainee leaders and 5,000 followers who train together in squads and platoon units for eight weeks. The interaction of several organization levels on leadership is also under study.


The problems of leadership selection, prediction, and evaluation were examined in collaboration with the Personnel Research Branch (PRB) of the Adjutant General's Office. Provisional measures of leadership potential among recruits were applied as such measures emerged from ongoing PRB research. Data were collected on 230 Reserve trainees during their BCT, AIT, and BUT cycles. Information was obtained on consistency of sociometric and superiors' ratings as measures of leader potential; nature of performance tests as indicators of military proficiency; value of written tests as selection and evaluation measures; value of the Army Classification Battery as possible selection measures; usefulness of self-evaluation measures; and problems of assessing motivation interests and attitudes relevant to NCO leader training.


This study considered two interrelated general problems: (a) how to impart to the inexperienced soldier in basic training a positive attitude and motivation toward leadership training; and (b) how to cope with the practical problems of motivating the Army basic trainee to enter willingly into a leader development program, train in it, and continue under his own motivation. Orientation and motivational materials were developed.
NCO (Cont.)


These studies were concerned with the means available for introducing or expanding upon opportunities for junior NCO preparation training that might be integrated with the normal training context. In addition, a set of elementary skills which all junior leaders should possess was defined, the contributions of these skills and methods of teaching them were developed, and the problems of introducing such training methods into the AIT program were examined.


This interim report describes leadership climate measures and how they interact with other measures collected in a field experiment related to the development of a Leader Preparation Program for potential junior noncommissioned officers. The several measures of trainee leaders' and trainee followers' morale and esprit displayed among themselves and with the cadre leadership input measures an intricate and subtle pattern of relationships involving several correlations. There was no evidence of a direct relationship between platoon leadership climate and trainee performance on the AIT Graded Proficiency Test. Implications for further analyses of the field experiment data are discussed.


A pilot study was conducted to assess aspects of the end-of-cycle (Advanced Individual Training) Graded Proficiency Test of military proficiency, used to evaluate experimental training for the potential noncommissioned officer. The primary purposes of the study were (a) to assess the effects of concentrated review for the test, and (b) to estimate the effects of such review on retention and learning in Basic Unit Training. The results of the study suggest the desirability of using review techniques other than those narrowly focused on test content.


As part of a continuing research effort on junior NCO leadership preparation training for advanced basic trainees, exploratory studies were conducted on: (a) problems of selection and assessment of potential leaders among new recruits, (b) feasibility of course compression within the Light Weapons Infantryman MOS training to permit introduction of leadership preparation material, (c) development of an orientation program and motivational techniques for prospective leadership candidates, (d) definition of leadership skills fundamental to job performance at the junior NCO level and appropriate for training at the AIT level, and (e) exploration of methods for introducing junior NCO preparation within the Advanced Individual Training program. The studies yielded preliminary information relative to junior NCO leadership training on aptitude and sociometric ratings as promising selection factors, possible improvements in training methods, the need for development of criteria to assess technical proficiency and leadership skills, and the relation between training environment and effective leadership performance.


A method of presenting roughly one-seventh of the Army’s two-week Leadership Preparation Course (LPC) through automated instruction was developed. The automated instruction method included the use of tape-recorded lectures, supported by visual aid frames, and programed workbooks. Automated presentation proved to be at least as effective as conventional instruction in imparting the leadership knowledge covered by automation. In addition, those students who learned through the automated method appeared to retain their knowledge better than the conventionally trained students. The automated method also exhibited practicality in reduction of instructor requirements, flexibility of scheduling, and consistency of level of presentation. The automated program was adopted for use at Army Training Centers presenting the LPC.


As a result of research and development efforts conducted under HumRRO Work Unit NCO, a Leader Preparation Program (LPP) for advanced basic Army trainees was developed and subsequently implemented by the Army to meet the needs of its partial mobilization in 1961. HumRRO’s technical advisory services to the Army in implementing the LPP are described, as well as other applications of the LPP. Also included are descriptions of visual and written materials and preparatory orientation courses developed and used to aid in the implementation.


Three alternative leadership training systems were studied as a preliminary to formal evaluation of what might be the most feasible method of meeting Army needs for identifying and training potential junior NCOs as early as possible in their Army careers. Training objectives were defined for each system along with training materials and methods. A second, coordinated activity was directed toward developing assessment devices to support training or to evaluate training accomplished in each system. Considerable information was obtained regarding the kinds of environmental conditions which are most conducive to successful leadership training, factors which affect trainee leader morale and attitudes, acceleration or compression of some technical instruction, relation of selection variables to subsequent performance, and the relative merits of three different methods of presenting leadership training in connection with the Advanced Individual Training (AIT) program. Overall, it was determined that presentation of formal leadership training in a separate course between Basic Combat Training and AIT, followed by practical, on-the-job leadership training in the AIT cycle showed the most value and promise as a leadership training system.


As a result of research and development efforts conducted under HumRRO Work Unit NCO from 1957 to 1961, a Leadership Preparation Program for advanced basic Army trainees was developed and was subsequently implemented by the U.S. Army. This paper presents background information and an overview of the research effort and describes the leader training program in relation to the Army Training Program. Utilization of the junior leader program is also discussed.
In research on junior NCO leadership preparation for advanced basic Army trainees, a large-scale experiment contrasted three leadership training treatments and two control treatments. These were systematically applied to each of five companies in a single Battle Group at an Army Training Center in 1961. The study involved more than 400 trainee leaders, 4,000 followers, and 145 cadre organized in more than 20 cycles and 80 platoons. Intensive analysis of 21 selected criteria indicated that, among other findings, trained leaders received higher ratings; they and their followers performed better on military proficiency tests; their squads showed higher esprit; they prepared, briefed, and controlled their squads better on a tactical field exercise. They also held more favorable attitudes toward the Army, although their followers tended to be less favorable toward the Army and toward trainee leaders in general. Among the leader training treatments, both criterion measures and administrative considerations indicated that a Leader Preparation Course (LPC) training system was preferred over leadership training integrated with AIT.

Research By-Products and other related research materials are listed in Part III.
NICORD—Division No. 1 (System Operations)

Training of Ordnance Guided Missile Maintenance Personnel

Troubles Reported by Electronics Repair Personnel in Nike Ordnance Detachments, Staff Memorandum, March 1957.


Progress Report on Task NICORD, briefing booklet [by A. James McKnight], June 1962.


To identify the requirements most appropriate for Ordnance electronics maintenance training, methods of analyzing electronics maintenance tasks were developed. The process included system, task, and knowledges and skills analyses, and determination of training objectives. A representative MOS, Nike Track Radar Repairman, was analyzed by these methods and the results reflected in a 22-week experimental course; more emphasis was placed on practical maintenance procedures and certain technical aspects, and less on circuit operation theory. Graduates of the experimental course surpassed graduates of the 39-week standard course on an overall job-sample measure, and on troubleshooting the radar system and components. They ranked almost as well as field-experienced repairmen in troubleshooting radar components, but somewhat below them in other areas tested. It was concluded that the kinds of content identified in the NICORD analysis need to be given greater emphasis in current electronics maintenance training.
OBSERVE—Division No. 6 (Aviation)1

Improved Methods for Training Aerial Surveillance Personnel


An earlier study suggested that aerial visual search was made relatively ineffective by prolonged fixation upon sighted target objects. When the observer possessed the goal-set to "find a target," upon the realization of this goal, his search activity momentarily ceased. By reorienting the observer's goal-set "to visually cover all the search area," it was assumed more targets could be sighted. By emphasizing this latter goal and by providing the observer with techniques for its accomplishment, previously untrained aerial observers were able in in-flight observation to match their classroom proficiency in target recognition accuracy.


Research on Human Aerial Observation. Part II: Description of Tactical Field Test, Research Memorandum by John A. Whittenburg, Alvin L. Schreiber, and CPT Barton F. Richards, July 1960 (Subcontractor: Human Sciences Research, Inc.).


1This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.
2George D. Greer, Jr., was on the staff of Division No. 1 (System Operations) and John A. Whittenburg was an employee of the subcontractor.
3John A. Whittenburg and Alvin L. Schreiber were employees of the subcontractor; Captain Richards was the HumRRO Military Advisor.
4John A. Whittenburg and Alvin L. Schreiber were employees of the subcontractor; SP 4 Clive Barlow, SP 4 Kenneth L. Devaney, and PFC Robert D. Warne were assigned to the Aviation Unit.
5Colonel Eliasson was Unit Chief of the U.S. Army Aviation Human Research Unit.
OBSERVE (Cont.)


A field test, in which combat situations were simulated, was administered to aerial observers as a means of identifying the basic skills involved in low altitude aerial observation. The main skill areas were found to be visual search, target recognition, geographical orientation, and target location. Methods and techniques for teaching the identified skills were developed and evaluated in five field experiments, and were incorporated in an aerial observer training course. In a final evaluation, students trained under the experimental course performed as well as experienced observers who had been trained in the conventional program.


An Army training course on low altitude aerial observation was converted into programed format. The programed content consisted of both verbal material and perceptual material, i.e., photographs and maps. Criterion testing of an experimental group (N=10), who took instruction, and a control group (N=10), not taking instruction, revealed learning gains in Target Location accuracy of approximately 50%. A 47% reduction in Target Location response time accompanied the gains in accuracy. Study time was less for programed compared to conventional instruction (15 versus 16 hours) despite increased content in the programed course.


An Army training course on low altitude aerial observation was converted into programed format. The programed content consisted of both verbal and visual (i.e., photographs and maps) material, on four basic aerial observer skills. Criterion testing on target location indicated that the group of students receiving the experimental training made reliable learning gains, in comparison with a control group which did not receive the training. A reduction in time required to locate targets accompanied the increase in accuracy. On the average, study time for the self-paced programed course was less than that required for the classroom version of the course (15 hours vs. 16 hours).


Research By-Products resulting from this research effort are listed in Part III.
OCS—Division No. 3 (Recruit Training)

An Investigation Into the Characteristics of Qualified Applicants for Officer Candidate Schools and the High Attrition in These Schools

Attitude and Information Patterns of OCS Eligibles, Research Memorandum 2, by Milton G. Holmen and Robert V. Katter, October 1953.

To determine reasons for the low application rate and the high attrition rate in officer candidate schools, attitudes of eligibles toward OCS schools were assessed and the amounts and accuracy of their information about the schools were surveyed. It was learned that (a) most eligibles overestimated the academic requirements and underestimated the leadership requirements; (b) longer service obligation was the most important deterrent to applying; (c) personal advancement and self-improvement were the most important attractions.


To determine which OCS evaluation techniques are useful in predicting performance of lieutenants in combat divisions, ratings by commanding officers were obtained on the performance of Infantry OCS graduates who served as officers in combat divisions in Korea. These ratings were compared with eight OCS ratings and four pre-OCS ratings. Performance in combat divisions was predictable, though not accurately, from student, platoon leader, and company commander ratings, and final class standings. However, academic scores in OCS, physical efficiency scores, rifle marksmanship scores, or number of demerits did not prove to offer a basis for prediction. The findings emphasize the need for developing measures which will predict combat performance with accuracy for use in OCSs.

The Effect of Different Methods of Motivating Men to Apply for OCS, Technical Report 9, by Irving F. Richardson and Milton G. Holmen, July 1954.

The effects of different methods of motivating men to apply for Officer Candidate School were investigated. The experimental motivating conditions were (a) an intensive information program, (b) a buddy nomination procedure, and (c) a combination of conditions (a) and (b). These methods were compared with concurrent normal recruitment results. The study indicates that the rate of application is lower for eligibles when they have received extensive orientation than when they have not. The use of buddy nomination procedure tended to increase the rate of application for OCS.

The Relationship Between Leaders' Course Evaluations and OCS Evaluations, Staff Memorandum by Ann M. Jones, August 1954.

During 1952 and 1953 approximately one half of the men attending the Army officer candidate schools had completed one to eight weeks of a Leaders' Course prior to entering OCS. The Leaders' Schools were intended primarily for leadership training at the noncommissioned officer level, and were available to men who had made a good record during basic training. OCS records and Leaders' Course records were obtained on 155 graduates of the Fort Ord Leaders' Course and 161 graduates of the Camp Roberts Leaders' Course. Composite ratings obtained at both Leaders' Courses were found to be valid predictors of OCS success. The part-score of greatest predictive value was the peer rating.

Research on Motivation and Attrition Problems of the Army Officer Candidate Schools, interim report by Milton G. Holmen, Robert V. Katter, Ann M. Jones, and Irving F. Richardson, September 1954.

This summary of the research findings on Officer Candidate School (OCS) problems includes implications for OCS policy. Also included in this review are the areas of attitude and information patterns of OCS eligibles; the effect of different methods of motivating men to apply for OCS; branch preferences of officer candidates; the
Military Interest Blank as a predictor of motivation to complete OCS training; the officer candidate applicant assessment center; research on the OCS evaluation system; relationships between the attrition rate and composite ratings, situational tests, and leadership scores.

**Relationships Between School Preference and Success in OCS, interim report by Milton G. Holmen and Irving F. Richardson, December 1954.**

There is a weak overall trend at all officer candidate schools for candidates attending the school of their first or second choice to be more likely to graduate. This trend is somewhat more pronounced at the combat arms OCSs than at the technical service OCSs. Of the candidates questioned at the technical service OCSs, about one out of five had expressed preference for a combat arms OCS on his application form.

**Predicting Motivation to Complete OCS With Interest Inventories, Staff Memorandum by Milton G. Holmen and Robert V. Katter, May 1955.**

This study was concerned with whether interest items could predict motivational failure in the Army Officer Candidate Schools and, if so, what kind of items are the best predictors and how the item should be scored to improve predictions. Scales for three OCSs were developed in two separate interest tests: a commercially available interest blank and a test using specially written military items. The scales produced very useful predictions at two of the three schools.


This study investigated factors affecting the prediction of OCS success and failure by procedures which might be useful in screening candidates. Assessment procedures were developed which had some success in evaluating the candidates tested, and in addition appeared to have orientation and training effects useful to the candidates. There did not seem to be much relationship between measurable personality characteristics and the OCS criteria.
Studies in Leadership and Leadership Training


A leadership course for Army officers utilized sound films for the presentation of officer problems, based on descriptions of leadership situations collected from Army officers and NCOs in combat and non-combat areas. Each film terminated at the point where the leader was faced with making a decision and taking action; a small group discussion followed. A manual for instructors included the purpose of the course, the technique used, the function of the instructor, and narrative descriptions of the leadership problems. The course was used for leadership training, with control groups taking conventional classes. Analyses indicated that the experimental training was superior to the conventional training.


A technique for training junior officers in military leadership, using sound films depicting characteristic leadership problems followed by small group and panel discussions of the films, was developed and evaluated. In comparison with students who received the regular training, students who received this special training showed greater improvement in the quality of their solutions to leadership problems, and were better able to evaluate leadership in others.

§ "Relationships Among Leader Effectiveness Ratings, Intelligence and Job Knowledge," by Vincent Campbell, Carl J. Lange, and Fred J. Shanley, paper for annual meeting of Western Psychological Association, Spring 1957.

Two rating questionnaires were administered as criteria of overall effectiveness of leadership. One superior and an average of seven subordinates rated each of 42 junior officers serving as platoon leaders of infantry platoons. Within the population studied, variation in intelligence was found to be unrelated to leader effectiveness using the criteria concerned. Technical job knowledge was found to be a small source of variation in platoon leader effectiveness.


A method was developed for studying behavior of the formal leader in small groups. The method was designed to provide a set of behavior description variables which were comprehensive and stated in terms of overt behavior. Descriptions of observed leader behavior were obtained in interviews with subordinates. A set of behavior variables was formulated, and trained scorers transformed the interview data into quantitative information on these variables according to an objective set of rules. Final scores derived from this quantitative information yielded distributions showing substantial variation among leaders for most variables.


Two exploratory field studies using correlational design are discussed with special emphasis on methodological problems commonly faced.

1This Work Unit was initiated at Division No. 3 (Recruit Training). The symbol § indicates an item prepared at Division No. 3.
The purpose of this study was to obtain information about the on-the-job leadership behaviors which distinguish between effective and ineffective infantry platoon leaders. Sources of data included (a) interviews with 281 platoon members to provide detailed descriptions of leader behaviors in specific situations, (b) a questionnaire in which platoon members rated platoons and platoon leaders, (c) ratings of platoon leaders by company commanders, (d) tests of intelligence and military information given to platoon leaders. Considerable agreement exists between subordinate and superior ratings. The effective leader emphasizes performance as the basis of reward and punishment, uses punishment instructively and for motivational failures, and communicates clearly about the standards desired, providing precise information about needed improvement when reacting to below-standard performance.


A Leader Activities Questionnaire (LAQ) was developed to measure leader behavior variables found in an earlier study to be associated with judgments of leader effectiveness. The LAQ was planned for use as a measure of the effectiveness of experimental platoon leader training based on the leader behavior variables identified earlier. Results of the tryout indicated that most of the LAQ scoring categories were satisfactory as to internal consistencies and the extent to which platoon members agreed in describing behavior of their platoon leaders. Validities of parallel variables in the two studies were in substantial agreement. The close agreement between the two sets of results increases the confidence with which the findings of the earlier study can be used as a basis for training platoon leaders.


The effect of a leader's actions on his followers in small military units was the subject of several research studies conducted to explore the nature of the leadership process. The results of the studies emphasized the leader's active role in facilitating and motivating effective performance and minimizing disrupting influences. A framework for leadership training concepts was formulated.

Basic Problems in Small-Unit Leadership, Research By-Product by T.O. Jacobs, February 1962.

This student textbook is part of a program of instruction to help junior officers acquire the skills necessary for effective military leadership during both combat and non-combat situations.

effect of his actions both on the motivation and morale of his men and on the unit's ability to perform assigned tasks. Student reactions to the course immediately after its completion were good. Follow-up data from the final evaluation group indicate that these favorable reactions do not diminish significantly over a period of four months.


Research By-Products and other related research materials are listed in Part III.
A study was made to determine the relative effectiveness of different orientation procedures for Airborne trainees. The men were divided into four groups; three were given different types of pretraining orientation ("Standard," "Non-fear," and "Glory") and the fourth was given no orientation. No statistically significant differences were found among the four groups in proportion of men successfully completing the course, reasons for noncompletion, and rate of washout. Occasional statistically significant differences were found among groups in certain attitudinal areas.
PATROL—Division No. 4 (Infantry)

Methods for Increasing Accuracy, Extent, and Reliability of Information Obtained From Reconnaissance Patrols

Improving the Ability of the Individual Soldier to Employ a Map and Compass in Land Navigation, Staff Memorandum by Henry S. Rosenquist and John E. Taylor, January 1957.


This report presents the test which was used to evaluate the adequacy of the twelve-hour training program in land navigation for both day and night conditions appropriate to the basic training level of instruction. The test was administered to approximately 300 basic trainees, all of whom had received the training program.

Possible Combat Application of Experimental Stealth Measuring Device, Research Memorandum by Frank L. Brown, January 1959.

Capabilities and Limitations of the Lensatic Compass, Research Memorandum by Henry S. Rosenquist, October 1959.


This report represents an experimental program of basic instruction in land navigation under day and night visibility conditions. The program stresses the acquisition of a degree of skill appropriate to the Basic Individual Combat Training level. Included in the Instructor's Guide are descriptions of the instruction, training aids, physical facilities required for training, a subject schedule and detailed lesson plans.


This report presents the rationale and supporting data that were the basis for establishing a performance requirement and a proficiency standard to be used in evaluating a program of instruction in basic land navigation. The combat reference situation in which navigation ability ultimately will be required was described, and the performance requirement and the means for accomplishing it were assessed. Generation of the requirement was based on characteristics of position defense by a ROCID division.


This report describes development and evaluation of a 12-hour Program of Instruction in basic land navigation, for use in Army Basic Combat Training (ATP 21-114). The specification of a performance requirement for basic land navigation by enlisted personnel is summarized in an appendix. The experimental program of instruction, which was built around instruction in dead reckoning and map-terrain association, is outlined. A sample of basic trainees was trained by the POI and tested on a night proficiency test, with about 75% of the sample meeting the performance requirement.

Research By-Products resulting from this research effort are listed in Part III.

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Development of Methods and Concepts for Training and Motivation Research

This Work Unit was the original vehicle for HumRRO's basic research work, which became programed as separate Basic Research Studies beginning FY 1965. The PIONEER Sub-Units I-X have been presented as correspondingly numbered Basic Research Studies and reporting is listed in the Basic Research section.

PLATTRAIN—Division No. 4 (Infantry)
Experimental Development of Procedures and Methods Designed
to Improve the Tactical Proficiency of the Rifle Platoon


Some Factors Which Have Contributed to Both Successful and Unsuccessful American Infantry Small-Unit Actions, Research Memorandum by John B. McKay, Salvatore Cianci, Charles E. Hall, and John E. Taylor, April 1959.

A search of American infantry small-unit combat literature of World War II and Korea has yielded information concerning some of those factors in American employment of battlefield techniques that have figured in differentiating successful from unsuccessful small-unit actions. Presented in this paper is an enumeration of these factors—supporting fires, control and communications, preparation for conditions on the battlefield, information dissemination, availability of time for planning, accurate and timely reporting, security and surprise, combat losses of key personnel, choice of weapons and personnel for specific missions, and dispersion and tactical utilization of terrain.
POLICY—Division No. 1 (System Operations)

An Analysis of Committee Problem-Solving Techniques at the National War College


The problem-solving methods of student committees of the National War College were assessed with a view to determining how the committees should operate, how they do operate, and how their operation might be improved. Information was obtained through observation, questionnaire, and interview techniques. Specific suggestions for improving the usefulness of the committee method were made.

PRESSURE—Division No. 1 (System Operations)

An Experimental Study of the Relationship Between Anxiety Level and Performance in a Military (Rifle Firing) Situation


A Study of the Effects of Manifest Anxiety and Situational Stress on M-1 Rifle Firing, Staff Memorandum by Joseph C. Hammock and Albert I. Prince, October 1954.

After an intensive study of current proficiency testing practices, ATPs, and combat reports, performance tests were developed to measure proficiency attained by trainees in basic and advanced infantry training. The Individual Proficiency Test: Basic Combat and the Individual Proficiency Test: Light Infantry were developed for administration at the end of the Basic Combat Training Program (ATP 21-114) and the Advanced Light Infantry Training Program (ATP 7-600) respectively. Each test consisted of 17 subtests of critical combat skills. Each test was evaluated for its validity, reliability, objectivity, ease of administration, and ease of scoring.

Research By-Products resulting from this research effort are listed in Part III.
The Performance of Military Personnel Wearing Protective Masks

The Effects of Protective Masking Upon Smoke Generator and Fuel Supply Team Performance: An Analysis of an Experiment Conducted by the U.S. Army Chemical Corps, Research Memorandum by Richard I. Moren and William E. Montague, April 1959. AD-628 146


The effects of wearing the protective mask on individual combat skills were measured during the first hour and after five consecutive hours of masking. Performance test scores of masked soldiers were compared with their scores when tested under comparable conditions without masks. Military activities tested were: driving vigilance, radio communication, target detection with unaided vision and with binoculars, firing shoulder weapons, cross-country running, and unaided voice communication. During the first hour, performance by masked troops was lower than for unmasked, losses ranging from 1 to 36%. With one exception, five-hour effects of masking also produced lower scores, average losses ranging from 2 to 41%. The greatest decrement appeared in tests of unaided voice communication, indicating a need for additional emphasis on the use of other means of communication in combat.


The effects of wearing the protective mask on individual combat skills were measured. Performance test scores of masked soldiers were compared with their scores when tested under comparable conditions without masks. Military activities tested were: driving vigilance, radio communication, target detection with unaided vision and with binoculars, firing shoulder weapons, cross-country running, and unaided voice communication. Average losses due to masking ranged from 1 to 41%. The greatest decrement appeared in tests of unaided voice communication, indicating a need for additional emphasis on the use of other means of communication in combat.


Troops were tested in hot weather under three conditions of CBR protection: in normal field uniform (no protection), wearing the model E139R9 mask, and wearing the entire permeable protective uniform (including the mask). The tests were: setting up and taking down smoke generators, road marching, running, rifle loading and unloading, rifle disassembly and assembly, rifle bore cleaning, spark plug changing, carbine marksmanship, radio communication, and unaided voice communication. (U)

This study was designed to identify factors which differentiated those U.S. Army PWs who resisted Communist exploitation in Korea from those who participated in the captor's program of exploitation. A sample of 579 PWs was selected for study from the population of 3,323 repatriated Army PWs, and three distinct groups of PWs—Participators, Resisters, and Middle—were contrasted on over 300 items of information drawn from interrogations conducted by the Army. Recommendations for the content of troop orientation programs are made, and the specific resistance skills and attitudes required for resistance are identified.


American prisoners in Korea, under continuing threat of punishment for resistance to their captors, could either submit to the enemy's demands and get preferential treatment, or resist and suffer the consequences. Few understood that the enemy was primarily seeking psychological warfare gains in their efforts to win prisoners to collaboration. A small proportion (15%) of the American POWs in Korea capitulated, and another 5% refused to submit although threatened with personal danger and abuse, deprivations, and imprisonment. Approximately 80% of the men managed to maintain a neutral position.

This paper includes a survey of potential problems in the areas of interrogation and resistance, a working conceptualization of the interrogation process, and the informal results of a number of pilot studies originating from the conceptualization. These activities resulted in a proposal for a formal research effort.(U)

An Experimental Approach to Tactical Interrogation, Research Memorandum by Hilton M. Bialek, Jerald N. Walker, and Joanne J. Hood, February 1963.

The purpose of this study was to determine whether experimental simulation of a tactical interrogation situation was feasible. The report describes the experimental situation, the derivation and description of scores measuring interrogation input and output, and the basis and limits for generalizing from the specific experimental setting. Effects of variations in interrogator technique and arousal of source resistance on the amount and accuracy of information obtained are reported. Both variables are shown to have significant effects under particular conditions. The salient finding is that almost three-fourths of potentially available information is lost under the best of conditions. Suggestions for implementation and further research conclude the report.


The purpose of this experiment was to determine the relative effectiveness of screening sources individually, in 4-man groups, and in 12-man groups. It was concluded that screening is most efficient when sources are dealt with in groups of four; however, this conclusion is restricted to cases where the interrogator is dealing with cooperative enlisted sources and has essential elements of information about as specific as in this study. Although substantial variation existed, the accuracy of the interrogators' screening appeared satisfactory.
RADAR—Division No. 5 (Air Defense)

Training of Radar Operators and Maintenance Personnel

§ A Bibliography of Human Factors in Radar Operation and Maintenance [Staff Memorandum], by Abram M. Barch, Donald F. Haggard, Herbert Seiden, Robert Vineberg, and George J. Wischner, 44 pp., September 1953 (Unclassified, with CONFIDENTIAL supplement).

The major categories in this bibliography are reviews and bibliographies, radar operator research, human engineering, electronics maintenance, and peripheral, basic, and methodological aspects.


This report discusses studies conducted on the AAFCS M33 radar mechanic. Topics covered include the requirement, orientation, and plan of study; field activities and problems of the M33 mechanics; field factors regulating echelon maintenance activities; implications for training mechanics; and a preliminary report on the M33 radar operator.


This study was designed to obtain a complete description of the activities, problems, and training of M33 radar operators in antiaircraft installations. Present training is evaluated in terms of administrative factors, curricula, instructional methods, and training materials, and specific criticisms and suggestions from trainees and instructors are included.


* The development of a performance test designed to measure ability of radar mechanics in the energizing and operation of equipment, in field adjustments and preventive maintenance, and in troubleshooting, is described. Data from the administration of the test to experienced and inexperienced antiaircraft mechanics are furnished.


* In this paper a description of three studies of field activities, problems, and difficulties of Army electronics maintenance personnel offers information bearing on the methodology employed, the kind of data gathered, and their utility and implications for training. The objective of the research was to work toward job-oriented training geared more directly to field use.

§ Supplement to a Bibliography of Human Factors in Radar Operation and Maintenance, Staff Memorandum by J. Daniel Lyons, August 1955.

This supplement lists unclassified publications that appeared between September 1953, when the first bibliography was issued, and March 1955.

1This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

2Presence of a star to the left of the abstract indicates that the item is one of the RADAR papers or presentations included in Collected Papers Prepared Under Work Unit RADAR: Training of Radar Operators and Maintenance Personnel, Professional Paper 20-68, June 1968.
* This paper presents an analysis of the approach troubleshooting mechanics take—ranging from symbolic processes to physical manipulations—in maintaining electronic equipment. The symptom-formulation-performance sequence is described. Research into the role of different variables affecting troubleshooting responses is suggested.

See Technical Report 38.

A complete list of operationally correct AAFCS M33 radar operating procedures was developed for use within an over-all Work Unit designed to improve and standardize the training required for radar operator personnel. The list can be modified to suit the needs of a specific command area, and subdivisions by activity can be separately bound for use by trainees for each operating position. It is believed that operator trainees will more quickly achieve a satisfactory level of operating skill when their individual instruction at the controls is supplemented by the study of this manual of step-by-step procedures.

PB-129373 AD-133 219
As part of long-range research in electronics maintenance and operator training, maintenance proficiency of AAFCS M33 mechanics at time of graduation from the AAA & GM School and after on-the-job experience was assessed. Experienced and inexperienced mechanics were tested with the AAFCS M33 Mechanic Proficiency Test (14 problems in troubleshooting, adjustment, preventive maintenance, energizing and operation of the M33 radar). Results suggest that after the general improvement in skills during the first six months on the job, additional experience has little effect on the skills tested—except for troubleshooting ability, which continues to develop with field experience. Characteristic deficiencies in the performance of new mechanics were identified and steps were recommended to alleviate them.

* A five-stage research program resulting in Army adoption of an improved curriculum for M33 Anti-Aircraft Fire Control System maintenance mechanics is described. The sequence of research activities involved: job analysis and definition, construction of a criterion test of maintenance proficiency, critical evaluation of the training program, using data obtained from the two preceding steps, development of two revisions of the training curriculum, and experimental tryout of the revised curricula.

AD-200 850
As part of a long-range research in electronics maintenance and operator training, an experimental training program for AAFCS M33 technicians was developed and
evaluated. Experimental curriculum modifications included a one-week introductory course in fire control system operation, a marked reduction in time spent in basic electronics theory, and a shift in over-all emphasis from electron-flow theory to signal-flow analysis of circuitry. Experimental course graduates scored much higher on a performance proficiency test than did appropriate comparison groups. Curriculum modifications were recommended to the U.S. Army Air Defense School.

Course Achievement of Students With Unsatisfactory Academic Averages in Basic Electronics, Staff Memorandum by Harry E. Anderson, Jr., and James E. Whipple, 24 pp., September 1958.

This study was conducted to investigate academic achievement of students in a fire control maintenance course. Four experimental classes, involving a total of 92 trainees, for whom complete data were available, were allowed to complete the course regardless of grades and without undergoing boarding action. This experimental procedure permitted analysis of grades throughout the course for each trainee. An electronics aptitude test was given to each trainee prior to the course. The study showed that a substantial number of students, normally removed from their class as a result of deficient grades in Basic Electronics, possessed the ability to make satisfactory grades in later phases of instruction on the equipment.


Several aspects of research in the area of training radar operators and maintenance personnel are reported here. Studies covered include the development of a performance test to measure radar mechanic's ability; a description of three studies concerning electronics maintenance personnel, aimed at improving job-oriented training geared to field use; an analysis of the approach mechanics take to troubleshooting; and a description of a five-stage research program that resulted in improved training for M33 Antiaircraft Fire Control System mechanics.

Research By-Products and other related research materials are listed in Part III.
RADEV--Division No. 2 (Armor)
A Comparison of the Training Effectiveness of the Stereo Range Finder Device OROPT-T1 and the Tank-Mounted Range Finder


This study assesses a device (OROPT-T1) designed to (a) identify trainees who will not benefit from range finder training, (b) facilitate remedial instruction, and (c) replace the tank-mounted range finder in training. The device will distinguish, with 300 or fewer rangings, between normally apt students and those requiring special training; it is not useful for remedial training; it can replace the tank-mounted range finder in some phases of training for the first 300 practice rangings.

RADOP--Division No. 1 (System Operations)
Improvement of Student Performance in Radio Operation Courses

Development of a Measure of Skill at Receiving International Morse Code, Staff Memorandum by S. James Goffard, May 1957; paper for American Psychological Association convention, September 1958.

On the basis of earlier work, an unconventional but more general measure of skill at receiving International Morse Code has been developed. This measure, the speed score, estimates the speed at which a man can get just 90% of the characters correct. From empirically derived tables, a speed score is found for each test. The average of these is used as a measure of skill. This measure has been found useful in making experimental evaluations of programs of code practice material.


The practice required to increase the speed of receiving International Morse Code is monotonous; students soon find it extremely difficult to attend to the practice material, and their motivation to learn code quickly vanishes. New practice materials designed to be more interesting were devised for one course segment. Students practicing with the new material found it less boring and progressed at least as fast as those practicing with the old.


This research was directed at improving the motivation of students practicing International Morse Code. A new method of measuring skill at copying code was used in evaluating two experimental modifications of the program of practice material. Both modifications proved more interesting than the original program, but neither produced a significant increase in the rate of learning. A new program of progressive code practice is presented for use in code courses. It is believed that this practice system would be most advantageous in a course where the amount of time each student was required to spend in code instruction depended directly on the rate at which he learned code.
Methods for Improving the Effectiveness of Small Groups Under Stress


Performances of 44 subjects working together in face to face pairs (Real Pairs group) and 60 subjects working in pairs but separated from each other (Random Pairs group) were compared on a task which required the counting of long series of tones. These tone series contained from 52 to 196 tone segments presented at a constant rate of eight per second. Real Pair teams were asked to reach agreement on their estimates while the subjects of each Random Pair separately turned in their estimates which were averaged for each problem. All subjects gave individual ratings of their confidence in each problem judgment. The Real Pairs reported lower estimates of the number of tones in the problems they judged than did the Random Pairs. The confidence scores for the two groups were not appreciably different.

“Cohesiveness and Motivation,” by Harry A. Burdick, Donald B. Murphy, Seward Smith, and Joan S. Nettler, paper read at meeting of APA, 1963.

Task success and desired personality traits were varied making four subgroups. Solitary subjects were led to believe they were working with a partner on a tone matching problem. After each trial, success feedback was reported. The experimenter arbitrarily failed half of the persons. Subsequently a measure of cohesiveness, involvement, n Achievement, and n Affiliation were obtained. Success groups were higher in cohesiveness. Persons high in n Affiliation liked the partner better. Persons more attracted to the group tried harder, but only in success groups. If in failure groups, persons less attracted to the group tried harder.


This is a report on a series of experiments designed to study behavioral contagion in two-man groups. Results indicated that the California F scale per se did have some value in predicting conformity behavior, but that (within the limited range tested) intelligence per se did not.


Four separate experiments on the contagion of game-playing behavior were conducted. Experiment I indicated that contagion occurred whether the game engaged in by the confederate was of high or low valence to the subject, that mere activity on the part of the experimental confederate did not lead to game playing, and that contagion tended toward specificity. Experiment II indicated specificity of contagion was not necessary, that contagion was not entirely due to a desire to compete in game playing. Experiment III failed to produce contagion of a low-valence game with no restraints against game playing. Experiment IV failed to produce contagion of a high-valence game with no restraints against game playing. Throughout the four experiments there was no relationship between contagion and Asch-type conformity. The observed contagion was mediated by reduction of restraints. The data were not adequate to specify the manner in which restraints were reduced, although several alternatives were discussed and evaluated.

1This Work Unit was terminated at Division No. 4 (Infantry).
RANGEFINDER—Division No. 2 (Armor)

A Study of Training and Selection of Stereoscopic Range Finder Operators for Armor


"The Distribution of Instrumental Diopter Settings in the Army Population and Their Relation to Pertinent Vision Variables," by Howard C. Olson and Norman Willard, Jr., paper for 34th meeting of the AF-NRC Vision Committee, April 1954.


PB-132409 AD-117 726

Data were gathered during training of 179 men as operators of the stereoscopic range finders included in the fire control equipment of medium and heavy tanks. Analysis showed that the standard method of evaluating ranging performance in terms of Units of Error was too difficult to compute in the field and did not always give a true picture of operator error. A scoring graph involving only simple computation was developed as a simplified and accurate method of evaluating operator performance on Range Finder M12 and T46.


Using Armor trainees without previous rang-finder experience, the study sought to determine the amount of training needed to make men proficient operators of the stereoscopic range finder, the proportion of trainees who fail, and various combinations of vision and other tests which might serve to screen these men. (U)

READ—Motivation, Morale, and Leadership Division

Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Evaluation of the Basic Education Program


PB-132407 AD-91 212

The effects of a brief period of special prebasic training on the potential military usefulness of marginally literate men were evaluated in this study. Three types of special training were considered: (a) instruction in academic skills—reading, writing, arithmetic; (b) instruction in military skills; (c) instruction in both academic and military skills. In comparison with marginally literate men who had received no special training, specially trained men showed negligible improvement in performance and written proficiency and no appreciable changes in attitudes.
RECON—Division No. 2 (Armor)

Training Methods and Techniques for Improving Combat Readiness of the Armored Cavalry Platoon


The objectives of this research were to formulate the job requirements of personnel assigned to armored cavalry platoons and find out the importance in combat of each job in order to know which skills should be emphasized during training. Field personnel rated prepared lists of platoon personnel job requirements for their importance in combat. Final lists included only the duties and skills the field personnel rated essential for combat or for basic performance of the job. The lists are felt to be useful for giving students a preview of their jobs, evaluating platoon efficiency, diagnosing and correcting deficiencies, and developing and standardizing proficiency tests for armor schools, training establishments, and armored cavalry units.


Research By-Products resulting from this research effort are listed in Part III.
Survey Investigations in Foreign Language Learning


A list is given of foreign language programmed materials available to the educational community and to the general public as of February, 1966. Included are items of information such as title, author, publisher, supplier, price category, average hours required for completion time, course objectives, student level, format and price category of components such as texts, tapes, and records, type of response, and an index which is the ratio of number of frames to completion time.


This paper covers student attitudes to foreign language learning, with emphasis on general interest, pragmatism (career or material advantage), xenophilia (identification with other cultures), and course satisfaction. Samples of U.S. military language students were studied to see if they showed similar attitudes to those resulting from other studies. It was hypothesized that attitudinal measures could contribute more to predicting course achievement than could general ability or language aptitude tests.


This article was prepared as a part of studies on selected factors involved in the foreign language teaching and learning process. A survey of nine schools indicated a regular relationship between vocabulary size in course objectives and duration of the course. Course density, defined as the ratio of vocabulary size to duration, was observed to be perceived fairly objectively by students.


This report presents detailed, non-evaluative description of instructional methods used in a sample of outstanding language training centers. Included are 19 different training programs which together represent a student age range from subteens to adults, both intensive and non-intensive courses, military and civilian students, and governmental as well as nongovernmental programs. For each program surveyed, the report presents fairly detailed description of such features as training objectives; methods of teaching phonology, grammar, and vocabulary; language laboratory activities; student evaluation procedures; and faculty characteristics. Of the language teaching programs, 15 out of 19 were characterized by their respective officials as adhering to the "audio-lingual" (A-L) methods. Two key features were shared by the training centers: primary emphasis on aural comprehension and speaking skills, and an inductive approach to grammar.
REFLECT—Division No. 6 (Aviation)
Flight Trainer Requirements in Army Aviation Pilot Training

A Preliminary Training Study of the H-34 Cockpit Procedures Trainer, Research Memorandum by Maurice Siskel, Jr., and Wayne D. Smith, October 1960. AD-489 301
REPAIR—Division No. 1 (System Operations)  
Training of Electronics Maintenance Personnel


This memorandum contains information from records of repair activities performed by field radio repairmen on the RT-66, 67, or 68 transmitter-receiver. The information was reproduced from 166 Repair Activity Forms completed by 82 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.


This memorandum contains information from records of repair activities performed by field radio repairmen on components of the standardized series of FM sets except the RT-66, 67, or 68 transmitter receiver. The information was reproduced from 121 Repair Activity Forms completed by 84 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.


This memorandum contains information from records of repair activities performed by field radio repairmen on FM transmitters and receivers including man-packed sets except those in the standardized series of FM sets. The information was reproduced from 174 Repair Activity Forms completed by 109 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

Summary Records of Repairs Reported by Field Radio Repairmen, IV - AM Transmitters and Receivers and Associated Components, Staff Memorandum, July 1956.

This memorandum contains information from records of repair activities performed by field radio repairmen on AM transmitters and receivers and associated components. The information was reproduced from 179 Repair Activity Forms completed by 104 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.
REPAIR (Cont.)

Summary Records of Repairs Reported by Field Radio Repairmen, V - Equipment Items Other Than AM or FM Sets and Associated Components, Staff Memorandum, July 1956.

This memorandum contains information from records of repair activities performed by field radio repairmen on equipment items other than AM or FM sets and associated components. The information was reproduced from 81 Repair Activity Forms completed by 56 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.


Data were obtained on the activities of 1,085 field radio repairmen (MOS 296) in field units in the continental United States and the U.S. Army in Europe. Questionnaires, checklists, and interviews were used to (a) identify skills and knowledge critical to the repairman's job, (b) obtain evaluations from repair and supervisory personnel on training in relation to the job, and (c) determine field requirements to be used in developing a field-oriented proficiency test. Recommendations are given for changes in emphasis and modification in the Field Radio Repair course.


Information obtained in a field study was the basis for revising a course of instruction for Field Radio Repairmen, MOS 296.1. The new course emphasizes recognizing and correcting the most common troubles in the most frequently repaired items of equipment. In addition to providing the repairman with a systematic troubleshooting procedure, the new course incorporated "functional context training" features (e.g., theoretical material presented in a maintenance-oriented context). To evaluate the new course two groups of 100 students each were given the new course and the standard course respectively and were then administered a comprehensive battery of job-related proficiency tests. Graduates of the experimental course were superior on four of the tests (Trouble Shooting, Test Equipment, Repair Skills, and Achievement); neither group was superior on the remaining three tests.


A new training course was developed for Army radio repairmen. The new course was characterized by: (a) the teaching of only those electronics fundamentals which could be explicitly related to the maintenance job, (b) more intensive instruction on fewer radio sets, (c) the use of a whole-to-part sequence instead of the traditional part-to-whole sequence in the instruction on specific sets. A group of 86 men trained in the new course was reliably superior to a matched group of 86 conventionally trained men on proficiency tests of troubleshooting skill, test equipment skill, and on a paper and pencil test of maintenance information.


The paper describes the functional context method of instruction for radio repair training. Although limited here to electronics, it is applicable in other types of training. The basic premise of the method is twofold: The context of the material to be learned must be meaningful to the learner and must at the same time be directly relevant to the goals of the training program. A "whole-to-part" training sequence is used rather than the conventional "part-to-whole" method. Within this framework, basic electronics is taught in the broader context of overall equipment functions and maintenance operations.


Approximately 70 graduates each of an experimental and a conventional Field Radio Repair course were recontacted after about nine months' field experience to determine their relative proficiency at that time. The experimental course had emphasized recognition and correction of the most common troubles in the most frequently repaired items of equipment and provided the repairman with a systematic troubleshooting procedure; it also incorporated "Functional Context Training" which featured, for example, presentation of theoretical material in a maintenance-oriented context. The experimental course had produced graduates who were markedly superior to the standard course graduates at the time of graduation. At the time of retesting, the two groups of graduates were substantially equivalent in their repair proficiency. It is concluded that although the instruction received by the experimental graduates was less oriented toward theory than was the standard instruction, this did not place the experimental subjects at any disadvantage as compared with the standard graduates.


An experimental course strongly oriented towards the performance of the job in the field and embodying the application of an instructional method termed Functional Context Training was developed for Army radio repairmen. The end-of-course proficiency test battery was readministered to graduates of the experimental and standard courses after they had been in the field an average of nine months. The superiority of the experimental group which had existed at the time of graduation had largely disappeared. Initial high proficiency of the experimental group was not sustained under conditions of minimal exposure to relevant job activities.
RIFLEMAN—Division No. 3 (Recruit Training)

Sub-Unit

Improvement of the Combat Proficiency of the Light Weapons Infantryman


RIFLEMAN II: An Advancing Small Arms Target, Research Memorandum by Howard C. Sarvis, March 1959. AD-478 298.

2 "Is This Enough?" by COL Henry E. Kelly, USA Ret., Infantry, vol. 50, no. 4, June-July 1960.


Ability to navigate over unfamiliar terrain was assessed by a test which measured component skills separately and by negotiation of routes which offered three levels of navigational difficulty. Eight variables were used to define and control route difficulty. Results, based on the performance of 60 light weapons infantrymen, support the validity of the difficulty-defining variables and indicate that proficiency demonstrated on tests which measure skills separately does not necessarily predict proficiency on tasks which require an integration of skills. Scores on the Pattern Analysis test of the Army Classification Battery did not predict ability to negotiate routes.


To evaluate combat readiness and to reduce factors contributing to unsatisfactory performance, an evaluation exercise, which simulated the first 21 hours of combat experienced by replacements assigned to a rifle squad, was administered to 51 men upon completion of 16 weeks of basic and advanced military service. The men were evaluated individually in a variety of situations which required response to commands, decision making, and the choice and use of weapons under combat-like conditions. Acceptable levels of performance were defined by military personnel familiar with each situation and with the conditions that prevailed during the evaluation. The results provide a detailed empirical basis for specific recommendations concerning instruction and tactical training designed to result in greater combat readiness at the end of 16 weeks of individual training.


1This Work Unit was initiated at Division No. 4 (Infantry). The symbol § indicates an item prepared at Division No. 4.
RIFLEMAN (Cont.)

§ "Rifleman or LWI?" by COL Henry E. Kelly, USA Ret., Infantry, vol. 53, no. 6, November-December 1963.


To enable infantrymen to acquire proficiency in advanced land navigation (ALN) techniques, an ALN performance requirement at the level of infantry advanced individual training (AIT) was developed in this study. Graduates of infantry AIT were tested on navigational routes of the level of difficulty prescribed by the performance requirement. This diagnostic assessment provided guidance for development of a 10-hour prototype program of instruction in ALN. The program was administered to 100 enlisted men whose performance was then evaluated on the prescribed navigational routes. In the experimental group, 50% of the men met the prescribed daytime performance requirement, as opposed to 5% of those without the experimental training; 76% met the performance requirement for nighttime navigation. The 10-hour program of instruction in ALN can be used to train enlisted men to navigate accurately over unfamiliar terrain under all conditions of visibility.


This report, on the final Sub-Unit of Work Unit RIFLEMAN, presents and evaluates the improved Rifles Squad Tactical and Patrolling training programs developed to increase the combat proficiency of the Light Weapons Infantryman in Advanced Individual Training (MOS 111.0). The specific objective was to enable the trainee (a) to integrate previously learned skills and knowledge into effective combat behaviors, (b) to coordinate their use with those of fellow squad members, and (c) to execute tactical actions on orders of squad leaders. The method of research included (a) observation of current training and interviews with experienced instructors at Army training centers in order to identify LWI performance deficiencies, (b) derivation of training content from official Army literature and RIFLEMAN I LWI job descriptions, and (c) sequencing of training content into learning units consisting of exercises to form a complete combat action, progressing from emphasis on individual skills to integration of those skills in the squad. The resulting experimental program was administered to two companies of AIT trainees at Fort Ord, California, and was rated as more, or much more, effective than existing programs.


Research By-Products resulting from this research effort are listed in Part III.
RIM—Psychological Warfare Division

Research on Methods of Interviewing Foreign Informants


The purpose of this study was to develop and improve methods for use in interviewing prisoners of war and refugees to obtain information of the sort useful in psychological warfare operations. Interviews were conducted with recent male refugees from the East Zone of Germany to assess the effect of four interrogation factors on the amount of information gained. The variables chosen were the educational level of the source, the interrogator, the manner of interrogation (formal or permissive), and the pattern of questioning. It was found that (a) more highly educated sources gave more information than did those with less education; (b) individual interrogators differed in their performance with sources of different educational levels; (c) the manner of interrogation had no significant effect (sources may have perceived the methods, as applied in this study, in substantially the same way); (d) variations in the pattern of questioning did not produce significant differences, but provocative statements yielded more information than related open-end questions.

RINGER—Division No. 5 (Air Defense)

Fidelity Requirements for Training Devices


This report describes a method of converting proficiency scores to learning time scores for use in evaluating alternate types of training devices using differences in learning times as the basis for comparison. It also recounts an empirical application of the conversion technique, and demonstrates the failure of the process to show valid prediction of learning time because of differences in the training methods used.


Twelve training devices of reduced fidelity were prepared. Several five-man groups were trained using each device, and then each man was given a proficiency test. Intelligences of trainees, teaching method, and instructor effects were statistically controlled. No significant differences in proficiency or length of training time were found to be associated with the training device used, regardless of degree of functional or appearance fidelity. As a field test under more realistic Army conditions, with military instructors and soldiers chosen at random, a low fidelity device was used to train one group while another group was instructed with high fidelity equipment. A comparison of proficiency levels and training times showed only chance differences between these two groups.

Research By-Products resulting from this research effort are listed in Part III.
ROCOW-Division No. 4 (Infantry)

Development of Methods and Techniques for Improving the Output of ROTC

"The Development of a Basis for a Common Core Curriculum," by Theodore R. Powers, paper for American Psychological Association convention, Chicago, September 1965. It was determined by a survey of General Military Science (GMS) course graduates that these junior officers are assigned many different types of duties, all showing a relatively low frequency of occurrence. The extensive range of assignments precluded the possibility of using any type of classical job analysis to identify knowledges and skills for a particular job. In partial fulfillment of the ultimate goal of determining training objectives for the GMS curriculum of the Army ROTC program, a method was developed to identify common knowledge and skill areas of various jobs that could be included under seven essential training dimensions. These common knowledge and skill areas were assigned a numerical rating based on frequency of appearance in job analysis literature and also frequency of assignment for ROTC graduates. Those areas having a high rating, and determined to be appropriate for ROTC instruction, will be expanded and clarified as a means of developing training objectives for the ROTC program. This detailed set of duty-oriented training objectives could then be used as a basis for curriculum development.

An Analysis of Initial Active Duty Assignments of Army ROTC Graduates, Technical Report 66-16, by Joseph W. Scott, Theodore R. Powers, and Paul Sucansky, 38 pp., October 1966. To determine the nature and range of initial duty assignments of Army ROTC graduates, an analysis was conducted of Items 1 through 14 of the Officer Efficiency Report (DA Form 67-5) of 1,898 junior officers serving in 10 different branches. At least 520 different principal duties were identified that may be assigned to junior officers, although no one duty appeared in the total sample more than 12% of the time. Seven essential training dimensions were designated under which some 83% of the principal duties identified could be grouped.


Training Requirements for the General Military Science Curriculum of the Army ROTC Program, Technical Report 67-16, by Theodore R. Powers, Harry Kotses, and Arthur J. DeLuca, 60 pp., December 1967. As part of research toward improving the effectiveness of Army ROTC training, training requirements were developed that could be used as a basis for revising the Army ROTC general military science (GMS) curriculum. On the basis of an earlier study analyzing initial duty assignments of Army ROTC graduates, the generalized instruction areas that would be appropriate for the largest number of graduates were identified, and statements of training requirements were developed. Two appendices are included, which present (a) specific knowledge and skill areas within ranked descriptive dimensions, and (b) duty-oriented training requirements for the Army ROTC GMS curriculum.

Research By-Products resulting from this research effort are listed in Part III.

As part of the research on rotary wing training devices, an analysis was conducted of the necessary and sufficient cues for maintaining vehicle stability in pitch, roll, yaw, altitude, range, and latitude, and a model was developed that expresses the relation between the cue sources and the information they provide about stability in flight. This paper discusses that part of the analysis that deals with the cue structure of the pilot's visual environment and the development of the model.
SAMOFF—Division No. 5 (Air Defense)
Systematic Analysis of Training Requirements and
Procedures for Surface-to-Air Missile Battery Officers


Survey of Opinions of Graduates of the Surface-to-Air Missile Officer Basic Course, Staff Memorandum by Charles L. Darby, John L. Morse, and William F. Brown, August 1958. AD-487 524

The Effect of Intercession and Altruistic Appeals Upon Questionnaire Return Rates, Staff Memorandum by Charles L. Darby, Ronald A. Gardner, and William F. Brown, January 1959. AD-487 760L


This study is the first stage of a research project designed to determine the level of skill and knowledge required of officers assigned to Nike-Ajax batteries, so that courses of instruction can be scientifically devised to train officers for maximum effectiveness. Job descriptions were developed for the positions of Battery Commander, Battery Executive Officer, Integrated Fire Control Platoon Leader, and Launcher Platoon Leader. Information was obtained from experienced battery officers, based on the job descriptions, through checklist responses indicating the training needs associated with selected activities. The activities judged most important for all four officer positions were: serving as battery control officer, insuring equipment readiness, and training and evaluating operators.


Weighted Scores, Ranks, and C-Scale Scores for Evaluated Activities of Job Descriptions of NIKE AJAX Battery Officers, Research Memorandum by Charles L. Darby, William F. Brown, and John L. Morse, June 1959. AD-488 600L


This report describes the sources of information and procedures used to revise the job descriptions of the Nike-Ajax integrated fire control platoon leader and launching platoon leader positions to make them applicable to Nike-Hercules platoon leader jobs. It outlines the methods found generally useful for revising and developing job descriptions to keep them up to date, and recommends their use by training agencies. The Hercules fire control and launching platoon leader job descriptions developed in this study are included in the appendix to the report.


The SAMOFF Proficiency Test was developed to provide standardized testing materials and procedures to assess the proficiency of Nike-Ajax platoon leaders.
The test, which consists of eight stations with both performance and written items, was administered experimentally to students about to graduate from the Surface-to-Air Missile Officer Basic Course and to unit-experienced Nike-Ajax platoon leaders. The test was judged to be suitable for administration by Army personnel to identify areas in job performance that require more training. (U)


"How Much Technical Knowledge Does a Military Officer Need?" by Edgar M. Haverland, paper read at meeting of SWPA, 1962.

"Description of Supervisory Jobs," by Harry L. Ammerman, paper read at meeting of MPA, 1963.


A job description procedure was developed for use by Army service schools in identifying all of the tasks performed by junior officers in a job assignment. This procedure was based on a model of officer job behavior, illustrating the nature and sequence of tasks performed to attain specific goals within each area of responsibility. The behavior model was itself developed from considerations of existing job descriptions, the nature of job information typically provided by interviews with officers, and an information-processing view of purposive behavior. Application of the description technique to one officer job yielded 816 tasks covering troop leadership and unit management, as well as tactical and technical functions. General statements of work were effectively broken into task-level statements of job activities. The technique should provide a practical means for describing most supervisory and command jobs characterized by a high proportion of variable, nonroutine, and covert activities.


This study summarizes the comments and suggestions of 57 air defense battery officers concerning the types of managerial aids that would be useful for junior officer performance and learning. Based on discussions, a suggested format for a handbook was developed covering what the inexperienced unit officer needs most to know about operational and system checks of electronic equipment. Suggestions about the nature and content of desired aids should be applicable in many other junior officer managerial job situations.


Research was undertaken to develop a systematic method that could be used by service school personnel to prepare job-oriented training objectives for junior officers, primarily in the form of behavioral statements of student performance.
expected after training. The procedures developed are divided into four phases: A—Listing of all tasks for a job; B—Selecting tasks for some formal training; C—Identifying the training emphasis needed in the selected tasks; D—Specifying the knowledges and skills necessary for the selected training aspects. The procedures included administration of experimental questionaires, both by personal interview and by mail, reviews of pertinent directives and publications, and visits to field units. As the procedures were developed, they were tried out on a sample officer job (Nike-Hercules Fire Control Platoon Leader). In the trial application, a task inventory of 452 items provided the basis for choosing, by use of definite selection rules, 101 job activities (22%) for some formal schooling; of 160 training objectives stated for these activities, 46 were performance-type objectives for which detailed activity descriptions were required. It is believed that use of these procedures by service school personnel to prepare junior officer training objectives is feasible, and that these procedures provide a method for deriving behavioral statements of relevant and essential objectives.


The checks and procedures necessary to determine whether the major functions of the Nike-Hercules fire control system could be satisfactorily accomplished were chosen, and programed instructional materials were written to teach junior officers the relevant technical information. Evaluation of these materials indicated (a) that they taught a substantial amount of technical information additional to that taught in the Officer Basic Course (44-A-C20) at the U.S. Army Air Defense School, and (b) that more technical information was learned from the SAMOFF IV programed instruction than was learned from directed study of existing Army reference material.

Research By-Products resulting from this research effort are listed in Part III.
SCALO—Motivation, Morale, and Leadership Division
A Further Study of Linear Segments Technique of Scalogram Analysis
Including the Problem of Reliability


SCOPE—Division No. 1 (System Operations)
Survey of the Educational and Training Programs of the AA and GM Branch, the Artillery School, Ft. Bliss, Texas

Survey of the Educational Program of The Artillery School, Antiaircraft and Guided Missiles Branch, Fort Bliss, Texas, Special Report 1, December 1952.

Experts in vocational education, tests and measurements, and teaching methods surveyed the Artillery School to evaluate and suggest improvements in (a) methods of instruction, training devices, and use of auditory and visual aids; (b) organization of course content for instruction and practice; and (c) methods of determining student progress and proficiency. Another objective was to identify problems that might be the subject of experimental research. Detailed recommendations were presented in connection with the various departments of the school, its organization, the grading and evaluation system, and the student body.
As a first step in improving tank crew proficiency, a study was made of what each member of a tank crew needs to know in order to do his job. Training literature and crew activities were studied, and experienced officers were consulted. Lists of job requirements covering the duties and skills for the four crew positions (tank commander, gunner, driver, loader) were established. The lists are being used in the construction of an experimental armor replacement training program and are potentially useful in various aspects of training and performance evaluation.

This study sought to determine (a) the armor knowledge and operational skill of trained, experienced tank crewmen and (b) the existing degree of crew interchangeability (i.e., how well crew members can serve in other crew positions as well as their own). Knowledge and performance tests on the essential armor skills (given to 256 TOE tank crewmen) showed that individual proficiency levels are low; job activity records showed that little time is given to training in TOE units. Paper-and-pencil tests on the four crew jobs (given to 715 TOE crewmen) showed that crew members tend to specialize rather than to be interchangeable.

The purpose of this study was to determine (a) the level of fundamental armor skills of tank crew enlisted personnel in active-duty units, and (b) the status of armor training in the National Guard and the U.S. Army Reserve. The Armor Proficiency Test, a 198-item paper-and-pencil test, was administered to more than 5,000 armor personnel at five levels of training and experience: (a) armor personnel with no armor training, (b) armor personnel with eight weeks of Advanced Individual Armor Training, (c) tank crew personnel in TOE armor organizations within the continental United States, (d) tank crew personnel maintained at “combat-ready” status in Europe, and (e) tank crew personnel from National Guard and U.S. Army Reserve armor units. Information was obtained on aptitude, crew assignment, enlisted rank, previous training and experience in armor, and combat experience of the individuals tested. In addition, information was obtained from the unit commander or Army advisor, or both, at each of the reserve units on strength and training status and problems.

As a basic step toward increasing efficiency in armor training, this study was conducted primarily to determine how the proficiency of the typical armor trainee varies, in the most important skill areas, with the amount of instruction time. Secondary purposes were (a) to identify skills not easily mastered with increased practice alone, and (b) to determine the effect of aptitude on learning these skills. Twenty subjects and skills were selected by armor training personnel as the most important subjects covered in the AIT phase of ATP 17-201. Comparable groups
(120 per group) received training for the standard period or for half, twice, or three times the standard period in the selected subject matter, and were tested after completing each instruction unit. Results were compared by training time and by aptitude level, and the most difficult skills were identified. Recommendations for developing improved training methods are discussed.


As the final phase in research on tank crew proficiency, an experimental Armor AIT program was developed to improve training for the jobs of tank driver, loader, and gunner. Performance of a company trained by the six-week experimental program was compared with performance of a control company just completing the standard eight-week AIT program. The experimental company performed better than the control company in 11 of 21 skill areas tested, including the more complex gunnery skills essential in combat, and scored comparably in 7 skill areas. Adoption of the experimental program was recommended as requiring less time and training cost, without lessening proficiency in essential armor crew skills. The principles and techniques used in the training program for improving instruction were recommended for use, where appropriate, in other Army training programs.


Research By-Products resulting from this research effort are listed in Part III.
SKYFIRE—Division No. 5 (Air Defense)
Training Methods for Forward Area Air Defense Weapons


Six pilot studies were conducted to determine the effects of training on range estimation performance for aerial targets, and to identify some of the relevant variables. Observers were trained to estimate ranges of 350, 400, 800, 1,500, or 2,500 meters. Several variations of range estimation training methods were studied, including immediate knowledge of results after making an estimation, "paired associate" presentation of observed aircraft position with actual range information, and the use of an occluding object as a range estimation aid. Two variables that tended to influence performance were aircraft elevation and incoming-outgoing directions of flight.

Research By-Products resulting from this research effort are listed in Part III.

SOJOURN—Division No. 7 (Language and Area Training)
Overseas Military Posts and Communities


Written from the point of view of a user of U.S. census data, this paper deals with interpreting and analyzing the data provided on overseas school enrollments, as well as the collection and processing functions. It is suggested that educational characteristics of children overseas be given special emphasis in future enumerations.
In evaluating performance with a rating scale, it was questioned whether forcing the distribution of responses would affect the reliability of the responses. Seventy-nine subjects responded to 51 situational leadership problems on two tests. Three raters independently scaled the 79 subjects' responses to each problem, using a five-point scale, first rating without regard to the ultimate distribution of responses, and then forcing the distribution into an essentially normal, symmetrical shape. Reliabilities estimated by intraclass correlation ranged from .72 to .88. There were no significant differences between the reliabilities resulting from the free distribution and the forced distribution ratings.

The report describes the Knowledge-Free Span of Control Test (K-F Test), which was designed to increase knowledge of four functions of span of control in a setting in which specific knowledge will have a minimal effect on test performance. The particular functions tested were span of attention, memory, planning, and judgments. Test apparatus is described and illustrated. Appendices show construction and operation of test, test manual, and test items.

Related research is reported under Work Units CIVIC and AREA.

Training tasks of varied complexity were presented under laboratory conditions to newly inducted Army basic trainees who were divided into three groups—high, middle, and low—on the basis of their Armed Forces Qualification Test (AFQT) scores. Learning performance was found to be directly and highly related to aptitude level. In some tasks, group differences were in rate of learning only; in others, the groups differed in rate and in final levels of performance. Individual performance was highly consistent across tasks. Performance was found to be related to training method for both high and low aptitude groups. The low aptitude trainees did poorly on all tasks, taking an average of two or three times as long to learn as the higher aptitude trainees.


In an effort to build programs to teach cognitive-type material to men of widely differing aptitudes, exploratory work was conducted in Military Justice, one of the more abstract subjects in Basic Combat Training. Objectives were identified and alternative tape and slide training programs developed—one Slow-paced (designed for low-aptitude men), the other Fast-paced (for high-aptitude men). The programs differed most in speed of presentation and amount of repetition. One group of trainees attended the Slow program, and a comparable group, the Fast program; both groups were made up of trainees with a similar distribution of AFQT scores. Both groups were tested immediately after the class to measure recall and again four weeks later for retention. A comparable group of trainees was tested before attending any Military Justice classes to measure entry-level knowledge. Men at all levels of aptitude learned from the programs and tended to remember what they had learned. The programs did not have differential effectiveness for men of different aptitudes. Whatever their aptitude, the trainees who took the Fast program were more favorable to it than trainees who took the Slow program were toward it.
In a study to determine whether group competition is effective in improving motivation in technical training, two experimental classes were divided into four groups each, equal in size and mean aptitude. Each group competed with each of the other groups during successive two-week intervals. The winner in each pairing was the group that failed the smallest percentage of regularly scheduled school examinations during the period. Low-cost and recognition-type rewards were presented to members of winning groups. Peer ratings and an attitude questionnaire were administered before the first examination, and again after four weeks. The peer rating on desire to succeed and the questionnaire, both presumably measuring motivation, seemed to be valid predictors of success. Group competition did appear to be an effective means of improving academic performance of the lower aptitude men. The competition grouping was found to influence friendship choices on the peer ratings.
SQUADTRAIN—Division No. 4 (Infantry)

Use of the Rifle Squad Field Problem for the Evaluation and Improvement of the Tactical Training of the Infantry Rifle Squad


This study was designed to develop training methods to improve the effectiveness of rifle squads. A new squad-training program was developed by combining elements from four experimental methods. As tested by combat readiness performance test scores, this method was superior to standard squad-training methods.

STALK—Division No. 2 (Armor)

The Time Required to Achieve a Hit With the Main Armament of Several U.S. Tanks in Their Present State of Development

Studies Made by Human Research Unit Nr 1 During Project STALK: III. Selection and Training of Stereoscopic Range Finder Operators (U), Staff Memorandum by Norman Willard, Jr., February 1957 (CONFIDENTIAL).

Studies Made by Human Research Unit Nr 1, CONARC During Project STALK: Part I—Results of Interviews With the STALK Crew Members (U), Special Report 8, by Andrew J. Eckles III, Melvin A. Schmitz, and Norman Willard, Jr., June 1957 (CONFIDENTIAL).

As part of Project STALK, conducted jointly by the Ballistics Research Laboratory and Office, Chief of Army Field Forces, in 1953, the Armor Human Research Unit measured crew preferences and attitudes toward the different tanks and equipment used in the project. The 140 crew members (25 five-man crews, with alternates) were interviewed with regard to such factors as advantages and disadvantages of operating the various tank models, vision characteristics, comfort and safety, range finder operations, and job load.

A prototype classroom training program was developed to train observers to recognize 16 jet fighter/attack aircraft to a criterion performance level of 95% correct recognition at five-second exposures. Previously developed experimental 35mm color slides were used for training. The training method placed emphasis on recognition feature learning, discrimination learning by means of similarity groupings of aircraft and simultaneous paired comparisons, cumulative practice and review, periodic testing, and remedial training. The 95% level was reached during the 16th 50-minute session, an average of one aircraft per session. On a transfer test using degraded images the class averaged 61%—three times higher than a traditionally trained class in a previous pilot study. Most of this gain, however, may be due to increased training time. There was a substantial correlation between the transfer test and achievement, indicating that the recognition skill acquired during training would transfer to some other image condition. There are suggestions for improvement of the prototype program.

Research By-Products resulting from this research effort are listed in Part III.


Training problems which might arise due to establishment of new Department of the Army Scientific and Technical Information (DA STINFO) systems were examined with respect to projected manpower requirements, personnel supply, and training requirements. It was concluded that (a) future needs for system designers can be met through the use of contractor and senior DA STINFO personnel; (b) future needs for administrators and operators of STINFO centers and systems will not be great, provided that the DA can retain those persons now in the DA STINFO system; (c) training of STINFO system administrators and operators can be improved, and suggestions were made regarding the use of handbooks, job aids, and monthly publications; (d) training of administrators and operators for new STINFO systems should await the development of fairly precise specifications for these systems; and (e) the need to train and/or familiarize "users" of STINFO systems is a crucial problem which needs immediate attention. User training procedures and materials, to include the development of user handbooks and job aids, are discussed.
A Study of Factors Contributing to Delinquency in the Army


A general survey was made of the many possible factors influencing delinquency (especially AWOL) in the military service. Delinquency was found to be more highly related to background and personal characteristics than to specific Army situations, although some Army situations appear to be related to soldiers' delinquent behavior.


Performance data were collected in the three general Basic Combat Training proficiency areas (rifle marksmanship, physical combat fitness, end-of-cycle tests) from independent groups of soldiers (60 per group) during BCT, during Advanced Individual Training (AIT) and Combat Support Training (CST), and for permanent-party personnel in the Army six to 12 months. These data were collected at three U.S. Army Training Centers under comparable conditions. Results on the three areas tested indicated a general performance decrement over the one-year period sampled. While these performance decrements were statistically significant, the percentage decrements from the BCT level were relatively small and their practical significance is open to question.
SWINGSHIFT—Division No. 3 (Recruit Training)

Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility


§ A Provisional Core Curriculum for Infantry Night Operations Training: Conceptualization and Proposed Content, Research Memorandum by Gilbert L. Neal, December 1960. AD-265 399


A summary and discussion of published data and information relevant to visibility under low levels of natural illumination is presented. Those changes that occur in the nature and intensity of light between sunset and sunrise are described and related to the visibility of objects of military significance. Six field studies of night target detection are reviewed and assessed as to comprehensiveness in terms of a set of factors that affect visual perception. Procedures for the preparation of moon diagrams and charts that provide comprehensive information on the potential availability of moonlight are described.

This Work Unit was initiated at Division No. 4 (Infantry). The symbol § indicates an item prepared at Division No. 4.
TANKER—Division No. 2 (Armor)

Improved Methods for Training Tank Commanders


A test evaluating the tactical performance of tank commanders was developed and two forms were administered to 41 TCs. Subjects were scored on preparation for the mission, navigation, target detection, fire commands, gunnery, accuracy of reporting, speed of reporting, and use of phonetic alphabet. Performance varied considerably among the areas, and the results suggested where remedial training for TCs might be appropriate. Sufficient gains were made between first and second testing in four areas to suggest that the test might have considerable utility for training.

Research By-Products resulting from this research effort are listed in Part III.

TEXTRUCT—Division No. 5 (Air Defense)

Methods of Instruction in Technical Training


Results of Exploratory Investigations Conducted for the Purpose of Planning a Research Program on Instructional Methods, Research Memorandum, March 1961.

Exploratory studies of military training were conducted in order to aid the development of a systematic program for more efficient and less time consuming technical instruction. The studies dealt with group instruction and response, and automated instruction. Developing a systematic research program involved studying training objectives and content, programing and sequencing, and training administration, including appropriate techniques for student motivation and evaluation.


A series of orientations on teaching machines and programed instruction was given to military and civilian personnel responsible for making decisions and directing actions to be taken regarding programed instruction. The text gives a comprehensive description of programed instruction and what is involved in developing it, its advantages and problems, useful information for determining its applicability to specific training situations, and general knowledge to assist in realistic evaluations and decisions regarding programed instruction. Appendices list pertinent objectives, terms, tests, and slides.


Research By-Products resulting from this research effort are listed in Part III.
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<td>Wang Tsun-Ming, Anti-Communist: An Autobiographical Account of Chinese Communist</td>
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<td>A number of Chinese Communist prisoners of war during the Korean conflict were</td>
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<td>of Soldiers From the Chinese Communist Forces in Korea, Staff Memorandum by</td>
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<td>Motivations of Chinese Communist Soldiers: A Basis for Research in Support of</td>
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<td>The Political Behavior of Korean and Chinese Prisoners of War in the Korean</td>
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<td>to Communist Military-Political Control, Staff Memorandum by Samuel M. Meyers,</td>
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<td>Memorandum by Jeane J. Kirkpatrick and Pio D. Uliassi, February 1959.</td>
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TRACE—Division No. 1 (System Operations)

Development of Improved Electronic Trouble Shooting Procedures and Teaching Methods


Pilot studies were conducted on a brief course in general principles of trouble shooting logic for electronics maintenance training. It was found that, after prolonged periods dealing with a particular signal-flow pattern, students tended to concentrate on specific symptom-cause relations rather than on principles. This experience suggested that important general aspects of trouble shooting logic should be covered before training in any particular system, and that prolonged practice on a particular system should be confined to those the man being trained will use. Several signal-flow simulators were developed for training and training research.

TRACK—Division No. 2 (Armor)

The Training Effectiveness of the Track and Suspension Trainer Device

TRADER—Director’s Office¹
Developing Guidance for Establishing Requirements and Characteristics of Training Devices


Data were processed with Ward Edwards’ formulation of value of training which includes estimates of proficiency level attained, worth of a trained man in dollars, and training costs in dollars. Difficulties which were encountered and techniques of overcoming them are reported. Results of the evaluation, which appear to be realistic, are reported.

TRAINER—Division No. 2 (Armor)
An Evaluation of the Prototype Model of a Tank Hull Trainer


Tank Hull Trainer 3-T-3 was used to teach three phases of tank driving and maintenance: (a) Starting and Stopping Procedures, (b) Driver’s Instruments and Controls, and (c) Track and Suspension System. A mock-up of the instrument panel and driver’s controls was used as a second training aid for the first two lessons. The effectiveness of these aids in comparison with the ATP method was determined by written and performance tests. For the first lesson, the mock-up was better than the hull trainer and almost as good as the ATP method; costwise, the mock-up gave optimum results. For the second lesson, no significant difference was found among the three procedures; again, the mock-up appeared to be the most economical. Trainees acquired more information on track and suspension system from the hull trainer than from working with M47 tanks.

¹Research under Work Unit TRADER was performed at several HumRRO research divisions; items listed reflect research performed by Division No. 5 (Air Defense).
TRAINFIRE—Division No. 4 (Infantry)
Experimental Development of Improved Proficiency Tests and Training Methods for Improving the Effectiveness of Combat Riflemen

The Effect of Personalized Stocks on Rifle Marksmanship, Staff Memorandum by Charles K. Ramond, Howard H. McFann, and Seward Smith [April 1954].

Target Placement on a Detection Proficiency Course, Staff Memorandum by Charles K. Ramond and Charles R. Mighell [June 1954].

A Comparative Test of Accuracy and Speed of Fire With the Improved Loop Sling, With the Combat Rifle Sling, and Without a Sling, interim report by John A. Hammes, Howard H. McFann, and Albert A. Ward, August 1954.

A Comparative Test of Accuracy of Fire With the Loop Sling, the Combat Rifle Sling, the Hasty Sling, and Without a Sling, Parts II and III, interim report by John A. Hammes, Howard H. McFann, John E. Taylor, and John O. Cooper, February 1955.


This study was designed (a) to develop a practical basic course of rifle marksmanship instruction which will prepare the soldier to use his rifle effectively in combat and (b) to develop proficiency tests, based upon combat criteria, to measure the adequacy of this training. As measured by the ability to detect combat-type targets, and the ability to hit those targets, once detected, the experimental training course, without increasing training time, better prepares the soldier for effective use of his rifle in combat than does the conventional course.


"More About TRAINFIRE I"—by COL Henry E. Kelly, USA Ret.; Combat Developments Office, USAIS; and Weapons Department, USAIS—Infantry, vol. 47, no. 2, April 1957.

"From TRAINFIRE I to TRAINFIRE II," by LTC E.S. Sanders, Army, vol. 7, no. 10, May 1957.


As part of research to improve the effectiveness of combat riflemen, an experimental course in Technique of Fire and Squad Tactical Training was designed and compared with conventional training. Two hundred twenty inductees were trained in two groups, one by the standard program and the other by the experimental course. Comparisons following training were made by means of three proficiency tests: Squad in Day Defense, Squad in Day Attack, and Squad on Day Combat Patrol. In all three areas the experimental program better prepared the rifle squad than did the conventional program.

*Improved Silhouette Targets for Marksmanship Training*, Research Memorandum, October 1958. AD-480 147L

*Extension of Research in TRAINFIRE I Basic Rifle Marksmanship Course*, Research Memorandum, December 1958. AD-479 630L

*An Aiming Point Comparison Study*, Research Memorandum, July 1959. AD-489 599L

*TRAINFIRE V: Extension of Research on TRAINFIRE I Rifle Marksmanship Course (Subsequent to Technical Report 22, October 1955)*, Research Memorandum, November 1959. AD-479 631L


"What's Wrong With the Squat?" by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 1, August 1961.


"Assembly Areas," by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 4, November 1961.

TRANSITION—Division No. 3 (Recruit Training)

Research on Factors of Civilian-Military Transition of Army Recruits

A Follow-up Study of the Performance of Army Recruits in Their First Tour, Professional Paper 10-68, by John S. Caylor and Howard H. McFann, 12 pp., April 1968; based on a briefing to Deputy Chief of Staff for Personnel, Department of the Army, and to Deputy Chief of Staff for Personnel, U.S. Continental Army Command, October 1967.

A follow-up study was conducted on the first-tour performance of 8,000 Army recruits who had been intensively studied in Basic Combat Training at Fort Ord, California in 1961. Performance was measured by data from Army administrative records: (a) ineligibility to reenlist; (b) a composite score reflecting terminal pay grade, and bonus and penalty points for other recorded factors. For both volunteers and draftees, satisfactory first-tour performance was reliably and positively related to age, education, GT Aptitude Area, BCT proficiency test performance, and evaluation by fellow trainees in the BCT platoon. Men low on these variables were two to three times as likely to be ineligible to reenlist. This study concludes that (a) it is the older, better-educated, higher-aptitude men—categories whose early response to the Army is least favorable—whose service is evaluated most highly by the Army during their typical single tour of duty; and (b) standard Army administrative data could be used effectively to predict or evaluate how changes in recruit selection and training affect first-tour performance.

TREBLE—Psychological Warfare Division

Exploratory Survey of Music as Used in Propaganda


The major areas of vulnerability in target countries to the use of music in psychological warfare were studied, and compositions most appropriate for exploiting those vulnerabilities were selected. This report analyzes the music situation in target countries, estimates vulnerabilities, and suggests ways for exploiting those vulnerabilities. A catalog of music recordings appropriate for use in psychological warfare broadcasts was developed. (U)
TRIGGER—Division No. 2 (Armor)

Monitoring an M1 Training Program Designed to Reduce Flinching

*The Relationship Between 1000" Range and Known-Distance Range Rifle Scores, Research Memorandum 3, by Frank J. McGuigan, December 1953.*

Statistics obtained from a study of performance of basic trainees on the rifle range showed that scores on the 1000" and the known-distance rifle ranges correlate significantly for slow fire, sustained fire, and total scores. However, individual known-distance performance cannot be accurately predicted on the basis of 1000" range scores, nor can the 1000" range be substituted for the known-distance range as a measure of proficiency.


This study evaluated a special trigger-squeeze exercise developed at Fort Dix as a means of improving M1 rifle performance by eliminating or reducing "flinch." The procedure included extra rounds fired by the trainee during the exercise and the help of specially trained coaches, as well as the anti-flinch trigger-squeeze exercise itself. With each of these variables controlled, the analysis of the findings indicated that the trigger-squeeze exercise did not improve performance.

TV—Division No. 1 (System Operations)

Evaluation of Television in Army Training


This study undertook to measure the comparative teaching effectiveness of television instruction and the Army's regular instruction for representative portions of basic training. The relative teaching effectiveness of kinescope recordings and of regular instruction were also compared. The experimental design permitted separate analysis of the effects of these methods for high- and low-aptitude trainees. Results of the study indicate that (should conditions require) instruction of the types used in this study could be presented by television with the strong assurance that there would be no loss in learning effectiveness.
UNIFECT—Division No. 4 (Infantry)  
Procedures for Increasing the Effectiveness of Small Infantry-Type Units

AD-624 204

AD-627 214


AD-637 311

An experiment was performed to study intrateam interaction under controlled conditions. Coordination was a prerequisite for completing a team task and verbal interaction was the sole means of coordination. All such communications were tape-recorded. Communication content was categorized into two major areas related to task demands and to organizational efforts. With time to solve held constant, number of errors correlated negatively with number of communications specifically concerned with effective response to task demands, but did not yield consistent correlations with interaction related to organizational aspects.


Opinion questionnaires were administered to 2550 military personnel to ascertain their reactions to a newly introduced program of unit rotation (Operation GYROSCOPE). Reactions were obtained from 1200 officers and men in the first three TO&Es units to be phased into the GYROSCOPE program, from 900 inductees in three reception centers, and from 450 men in six recruiting stations. The GYROSCOPE plan provided important inducements for reenlistment; over 90% of those surveyed felt that unit rotation would be an improvement over the current system. A greater proportion of men with prior service reacted favorably to GYRO than men without prior service.


A questionnaire dealing with attitudes about a new unit rotation plan (Operation GYROSCOPE), reenlistment intentions, and promotion policy was given to a random sample of officers and enlisted men in an infantry division overseas while the division was making final plans for rotating back to the United States.

A Comparison of Reenlistment Intentions With Later Reenlistment Behavior in Three GYROSCOPE Units, Staff Memorandum by Fred J. Shanley, Morris Showel, Victor B. Cline, and Irving Richardson, July 1955.

Questionnaires were administered to 1200 officers and men in three TO&Es units about to enter a new program of unit rotation, Operation GYROSCOPE, to establish the number and types of men who intended to sign up for the program. Actual reenlistment behavior was then determined by examining each man’s 201 file and utilizing recruiting office records and the post locator at each post. It was found that men’s reactions to specific features of the GYRO plan related most highly to reenlistment behavior, followed by reactions to various aspects of life in their present Army unit (job satisfaction, personal freedom, etc.). The men’s expectations regarding the new GYRO program did not seem to have much to do with their subsequent GYRO reenlistment behavior.
UNIT—Division No. 2 (Armor)
Evaluation and Improvement of Tank Platoon Training


To analyze the job requirements for tank platoon leaders and sergeants, and to determine the relative importance of the job activities in combat, a master list was prepared on the basis of relevant literature and interviews with key personnel. The jobs in the list were rated by several hundred armor officers and noncommissioned officers in TOE units. A final list of jobs which they considered essential in combat was staffed, and prepared for use by the Army as a basis for determining the content of relevant curricula and proficiency tests, and for expanding the description for MOS 131.7.


To obtain military judgments on the requirements for armor tactical training essential to combat proficiency and to identify problems that reduce training effectiveness, 71 questions in eight problem areas were constructed. They were used as a basis for tape-recorded interviews with 40 armor battalion commanders in CONUS and Seventh Army. The results of the interviews in general confirmed the military opinion that led to the survey. Specific suggestions for improving tactical training of armor units were made by the commanders interviewed. (U)


The Development and Evaluation of the Tank Platoon Combat Readiness Check, Research Memorandum by Robert A. Baker and John G. Cook, April 1963. AD-408 840


To provide favorable learning conditions under which to conduct tank platoon tactical training, and to overcome the training difficulties of space and cost, a series of tactical training exercises and two training systems—a Miniature Armor Battlefield (MAB) and an Armor Combat Decisions Game (CDG) (portable war gaming devices)—were developed and evaluated. Tank platoon leaders and crews trained for a week on the MAB performed better (by 18% and 23% respectively) on a field performance test than comparable officers and crews not so trained; platoon leaders trained for a week on the CDG performed better (by 25%) than comparable officers. Both systems will effectively prepare tank platoon personnel for field training with operational equipment. The advantages and disadvantages of the systems are discussed.

Research By-Products resulting from this research effort are listed in Part III.
UPSTREAM—Division No. 5 (Air Defense)

Procedures for Anticipating Training Requirements for Future Air Defense Guided Missile Systems


This study included: (a) A review and summary of several earlier AIR studies concerned with prediction of job and training requirements, delineating problem areas for which solutions must be found if a complete and systematic procedure for predicting the training requirements of future weapon systems is to be developed; (b) an attempt to develop training requirements information for a specific missile system (Hawk) just prior to development of a complete prototype, listing sources of information available at this stage and assessing their relevance in predicting future training needs. Administrative arrangements needed with system-development agencies to facilitate effective predictions of human factor requirements are discussed.


The current state of the art—particularly that of the Army—for predicting personnel and training requirements during weapon system design and development was determined by means of a literature review. The main object of this study was to develop procedures for effectively and economically providing human factors data, and products based upon them, needed for concurrent building of a Personnel Support System (conceived to be the operator and maintenance personnel for a weapon system and the basic job data, equipment, and materials required for selecting and training these personnel).

Research By-Products resulting from this research effort are listed in Part III.
Methods and Techniques for Improving Performance of Air Defense Missile Operator Personnel


The Accuracy of Two Modes of Radar Tracking for Two Visual Noise Levels, Research Memorandum by Bruce O. Bergum, I. Charles Klein, and Robert D. Baldwin, May 1960.

Detectability on a PPI Scope as a Function of Target Velocity and Noise Level, Research Memorandum by Robert D. Baldwin, Davis J. Chambliss, and A. Dean Wright, February 1960; published under the title, "Target Detectability as a Function of Target Speed, Noise Level, and Location," in J. Appl. Psychol., vol. 46, no. 1, February 1962.

An experiment was conducted using a PPI radar display on which 40 subjects observed targets displayed in each of four contiguous 30-degree scope sectors at each of four radial velocities under two levels of visual noise. Analysis of variance of the mixed latin-square design did not reveal reliable differences in scores due to velocity, noise level, or velocity orders. More target designations occurred for the inner than the outer contiguous scope sectors, although the ratios of correct to total calls per sector were not different. These results were interpreted as being due to differences in scan frequency rather than reinforcement frequency.

"Vigilance Research," by Bruce O. Bergum, paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961.


The object of this study was to develop individual tests of proficiency suited to augmenting crew rating procedures used in Army Air Defense systems. Specifically, job skill and job knowledge tests were developed for two Nike-Ajax launching platoon operator positions—the Section Operating Control Indicator Operator and the Chief of Section—based on crew drill procedures prescribed for air defense alert. The tests proved to have value (a) as a quality control device, that is, they provide feedback on training needs which command personnel can use to improve subsequent training, and (b) in detecting personnel errors not observed in crew ratings made during Annual Service Practice.


To evaluate the effect of selected training, personnel, and job factors on accuracy of angle tracking by radar operators, 36 subjects were briefly trained in tracking, half with simulated jamming and half without. Divided into four equal groups, they were tested with simulated targets having alternate headings of 1600 and 4800 mils. Results indicated that pattern and magnitude of tracking errors differed as a function of target heading, and tracking errors tended to increase with task duration. Differences in GT aptitude within a score range of 90-120 were not found to be related to accuracy of aided-rate azimuth tracking.

Empirical data drawn from a survey of the research literature on vigilance behavior are presented in terms of the effects on vigilance of variables discussed under the groupings of task, environmental, and motivational factors. The adequacy of current interpretations of vigilance data is considered for three classes of theories: conditioning, expectancy, and motivation. Approaches to the solution of the vigilance problem are discussed in terms of anticipated technological developments, and areas of research on monitoring problems associated with air defense systems are suggested.


An experiment was conducted to determine the effect of horizontal and vertical video amplification upon time to detect targets in noise on an A-type radar display. Statistical analysis revealed a significant inverse relationship between target detection time and horizontal video amplification. In contrast, vertical video amplification by itself, or in conjunction with horizontal video amplification, did not significantly affect detection performance. The facilitative effect of horizontal video amplification was attributed to the amplification of specific target characteristics which perceptually differentiate the target from the noise. The effect of vertical video amplification was attributed to the Weber-Fechner phenomenon.

The Effects of Pairing, Rest Intervals, Signal Rate, and Transfer Conditions on Vigilance Performance, Research Memorandum by Bruce O. Bergum and Donald J. Lehr, March 1962.


As a possible means of improving the effectiveness of radar operators, a short screening test—a by-product of previous research—was given to air defense missile crewman trainees in an attempt to identify individuals likely to be particularly adept at target detection. Subjects were given a proficiency test to validate the training implications of the earlier findings. The high correlations originally found between scores on the screening test and the proficiency test were discovered to have been a consequence not of consistent differences in human abilities, but of instability in simulator output signals. It was concluded that it is not feasible to develop any type of screening test using radar simulation equipment having tolerances in "burn through" range greater than 1% maximum radar range.

The Relation Between Radar Detection and the Observer's Concept of a Target, Research Memorandum by Robert D. Baldwin, A. Dean Wright, and Donald J. Lehr, June 1962.

"Vigilance Performance as a Function of Paired Monitoring," by Bruce O. Bergum and Donald J. Lehr, J. Appl. Psychol., vol. 46, no. 5, October 1962.

Two experiments were performed to determine the effect of pairing of observers upon individual monitoring performances. Both studies employed two groups of 20 subjects each. Group 1 consisted of paired monitors and Group 2 consisted of isolated monitors. Experiment I employed a rate of 24 signals per hour; Experiment II employed a rate of 6 signals per hour. All subjects monitored a circular light
display for a period of 90 minutes. Neither experiment indicated an overall facilita-
tion of performance resulting from pairing, but both demonstrated significant relations-
ships between performances of the members of the pairs. It was hypothesized that the degree of conversational interaction between members of the pairs might account for the observed effect.

"Vigilance Performance as a Function of Interpolated Rest," by Bruce O. Bergum and Donald J. Lehr, J. Appl. Psychol., vol. 46, no. 6, December 1962.
Two experiments were performed on the effects of interpolated rest upon monitoring performance at both high and low signal rates. Experiment I employed two groups of 20 subjects each; Experiment II employed two groups of 10 subjects each. One group of subjects worked on a light monitoring task for three 30-minute periods separated by 10-minute rest periods. The second group worked continuously for 90 minutes on the same task. Experiment I employed 24 signals per hour; Experiment II employed 6 signals per hour. The results indicated a highly significant facilitation of detection performance as a result of interpolated rest at both signal rates and demonstrate the effectiveness of relatively brief rest intervals in maintaining high performance even with low signal rates.

"The Effects of Authoritarianism on Vigilance Performance," by Bruce O. Bergum and Donald J. Lehr, J. Appl. Psychol., vol. 47, no. 1, February 1963.
An experiment was performed on the effects of authoritarian monitoring conditions upon vigilance performance. Two groups of 20 subjects each were employed. One group worked at a light monitoring task for a period of 135 minutes without rest and alone. The second group worked at the same task for the same amount of time but was observed by either a commissioned or noncommissioned officer according to a random visiting schedule. Signal rate was 12 signals per hour. The results indicated a highly significant facilitation of detection performance resulting from observation by the officers. It was suggested that these conditions represent an extreme point along a dimension of perceived threat to the monitor.

Vigilance Performance as a Function of Task and Environmental Variables, Research Report 11, by Bruce O. Bergum and Donald J. Lehr, May 1963.
Experiments were conducted to compare the effects on vigilance of paired monitoring, high and low signal rates, rest periods, knowledge of pretest performance and of monitoring scores, rewards, supervision, and false signals. A final study compared four combinations of the three most effective variables—multiple monitoring, rest periods, and supervision. The results suggest that significantly high levels of performance can be maintained over fairly extended time periods, with careful selection of conditions.

The Defence Research Board of Canada developed a Filter Method of adjusting plan position indicators using neutral density filters. To determine how this method could be applied to U.S. Army air defense radars, and to identify the neutral density values resulting in adjustments giving optimum visibility conditions, tests were conducted using P-19 and P-7 phosphor screens on the PPIs of the Nike-Hercules and Hawk systems. It was found that no filter was needed to adjust the Sweep Intensity level. For the Hercules system, using a normal receiver, a 2.0 neutral density filter provided an optimum adjustment of the Video Gain control; for the Hawk system, using moving target indicator receiver, an optimum level was achieved with a 3.0 filter. The results indicate that type of phosphor screen used does not determine filter density, whereas type of receiver circuit used does affect optimum density. (U)
"The Influence of Task and Environmental Variables on the Maintenance of Vigilant Performance," by Bruce O. Bergum, paper read at 9th Annual Army Human Factors Research and Development Conference, October 1963.


This Research Bulletin presents an informal report on the key findings or implications that have emerged so far from experimental studies of vigilance performed by various agencies. The emphasis is not upon theories of vigilance behavior but on implications for action in setting up vigilance situations. References from which material was drawn for various topics are listed at the end of the report.

"Monetary Incentives and Vigilance," by Bruce O. Bergum and Donald J. Lehr, J. Exper. Psychol., vol. 67, no. 2, February 1964.

A visual vigilance experiment was performed in which (a) the effects of monetary incentives, and (b) the effects of removal of these incentives were tested. Twenty experimental and twenty control subjects were tested in two sessions of 60 and 90 minutes each. The experimental group received 20¢ for every signal correctly detected and had 20¢ deducted for every signal missed in the first session, but received no reward in the second session. The control group was never rewarded. The rewarded group performed better than the controls in the first period of the first session, and poorer in the final period of the second session. These effects were interpreted as resulting from experimentally induced changes in the motivational level of the reward group.


An experiment tested the hypothesis that target detectability on a PPI radar display depends on observer's knowledge of the attributes defining a target. Equal numbers of observers were given either a brightness, a form, or a combined brightness-form set during training. A fourth group was given only demonstration training. The criterion test involved detection of two target sizes in two levels of visual noise for three target speeds. Analysis of variance revealed an interaction between set and noise level, confirming the hypothesis for the high noise level only.

Radar Target Detection as Influenced by Experience and Training, Research Memorandum by A.D. Wright, Edward W. Frederickson, and James L. Claflin, October 1964.

The detection task employed a 9¼-inch Plan Position Indicator (PPI) and simulated targets. Thirty Army trainees served as subjects. Each subject performed the nine combinations of viewing distance—6, 12, and 18 inches—and of search area—whole scope, 1/4 scope, and 11/16-inch-diameter circle within the whole scope. A treatments x treatments x subjects analysis of variance indicated significant main and interaction effects: (a) As viewing distance increases, detection performance is degraded; (b) as search area increases, detection performance is degraded; (c) optimum viewing distance when searching the whole scope is approximately 12 inches, while optimum viewing distance for a small area (11/16-inch diameter) within a larger area is 6 inches or less.


An experiment tested the hypothesis that an observer's risk-taking set is related to his target detection performance on a radar display. Subjects were given an equal
number of trials under neutral, risky, and cautious sets, where differential sets were produced by instructions. As hypothesized, when instructed to adopt a risky set, subjects made earlier detections of targets and had a higher false positive identification rate than the same subjects when instructed to adopt a cautious set. These findings support the contention that radar detection performance can be regarded as a decision task.


The unit proficiency scores obtained during Missile Annual Service Practice firings during 1958 were analyzed. The objectives of the analyses were to identify the major factors affecting unit proficiency scores and to identify systematic sources of variance in the scores obtained. The analyses indicated (a) essentially no correlation existed between the Crew Performance and Firing Result Scores obtained, (b) differences in the total ASP Scores were primarily dependent upon differences in Firing Result Scores, and (c) differences in Firing Result Scores obtained were distributed in accordance with a random model.

Research By-Products resulting from this research effort are listed in Part III.
VISION—Division No. 2 (Armor)

Evaluation of an Experimental Armed Forces Vision Tester


VOLAIR—Motivation, Morale, and Leadership Division

A Study of the Comparison of Basic Trainees (Non-Airborne Volunteers) and Airborne Volunteers on Demographic, Attitude, and Personality Characteristics


Exploration for Guttman Scales in a Study of Airborne Volunteers, Staff Memorandum by Rita O. Hausknecht, Robert Dressel, and Janet Heilmann, September 1954.
WHOLEPART—Division No. 2 (Armor)  
A Comparison of the Whole and Part Methods of Marksmanship Training

Accuracy of M1 Rifle Scores Obtained on the Known-Distance Range, Research Memorandum 4, by F.J. McGuigan and Victor H. Denenberg, January 1954.  
A comparison between scores as recorded in the pits and on the firing line disclosed discrepancies such that the firing line scores could not be used for research purposes; also, pit scores on the known-distance range indicated that marksmanship proficiency was considerably lower than that called for by Army standards.


The aims of the present study were (a) to estimate the reliability of an ataximeter test of rifle steadiness, (b) to estimate the relationship between rifle steadiness and rifle marksmanship, and (c) to determine the effect of rifle training on rifle steadiness. The study was replicated twice, each time at a different military installation, once with 148 subjects, once with 200 subjects. Target scores were used as Criterion data. This study agrees with previous studies in finding the rifle ataximeter test to be a reliable instrument. It fails, however, to find as high a relationship (.72; .61) between steadiness and marksmanship as the other studies reported. The present study finds the relationship between rifle steadiness and rifle marksmanship to be about -.24 for slow fire, and generally insignificant (although consistent in sign) for sustained (rapid) fire (the coefficient is negative because the test actually measures unsteadiness). No evidence is found that rifle training affects rifle steadiness.


This study obtained multiple correlations showing the relationship between seven pretraining variables (rifle steadiness, firing experience, educational level, two measures of intelligence, mechanical aptitude, and mechanical information) and end-of-training marksmanship. It was found that two of the variables, intelligence and firing experience, predicted end-of-training marksmanship substantially as well as all seven variables taken together. It was also found that higher predictability was obtained by using the whole method than by using a part method. The average two-variable responses for the whole method were .61 for slow fire and .67 for sustained (rapid) fire; for the part method, .38 for slow fire and .32 for sustained fire.

Research By-Products resulting from this research effort are listed in Part III.
This research was conducted in 1954 to determine the differences in motivation and morale of students at the Signal School, and the differences in their reactions to certain aspects of training, since a survey conducted in 1952. In spite of instructional changes made on the basis of the earlier study, end-of-course proficiency test scores had declined. Among the findings of the second survey were these: The educational qualifications of the students had increased; fewer of the 1954 students were motivated to receive Signal School training; the motivation of the students was related to their proficiency scores. Compared with other background groups studied, noncollege men with previous technical experience were most highly motivated for Army technical training and college men with no technical experience had the lowest motivation.

Related research is reported under DESERT ROCK V.
EXPLORATORY STUDIES

Exploratory Study 2—Division No. 7 (Language and Area Training)¹
Military Assistance Program


As part of an Exploratory Study to obtain information on human factors training problems in the Military Assistance Program, a questionnaire was sent to 115 advisors and 155 counterparts in one country (Republic of China), asking about the most important problems they have encountered, obstacles to solution of these problems, sources of information that led to action on the problems, and degree of satisfaction with progress. Questionnaires were returned by 77 advisors and 77 counterparts. Advisors reported that their most important problems were in the areas of command responsibility, maintenance, and supply, and the commonest obstacle to solution of problems was the difference in values between themselves and their counterparts. Counterpart statements about problems and obstacles most often dealt with shortages of equipment and supplies. In general, advisors indicated more satisfaction than dissatisfaction with their progress. Counterparts expressed slightly more satisfaction with progress than advisors did. Personal observation constituted the primary source of information leading advisors to attempt changes, while counterparts were influenced in this respect by their advisors and their superior officers.

Exploratory Study 12—Division No. 2 (Armor)²
Tactical Command Decision Making


Army officer groups performed a simulated combat task involving signal detection, decision making and risk taking. Results confirmed predictions from Herbst's theory: risk taking increased and performance generally deteriorated under stress (supervisory threat) for task-involved conditions; risk taking decreased and performance improved under stress for the non-task-involvement condition.


To take into account the psychological complexity of most real-life decision problems, and to develop a tentative organization of decision behavior that will embrace the many, highly diverse types of problems which are presumed to result in "decision," an attempt was made to delineate the component response processes that lead to these decisions. The procedure followed was (a) to identify and descriptively define the relevant stimulus and organismic factors, and (b) especially to schematize the response dimensions involved, in such a way as to derive a tentative response matrix. The result is an organizational schema for use in analyzing the response aspects of the decision-making process in terms of the pertinent psychological dimensions of decision behavior.

¹Work Unit MAP was initiated as a result of ES-2.
²Basic Research Study 12 was initiated as a result of ES-12.
Exploratory Study 20—Division No. 1 (System Operations)  
Driver Training  
This paper describes the status of efforts to improve the safety of motor vehicle operation through training. The following types of programs are described: (a) safety components of driver education and improvement courses, (b) remedial training of traffic violators, (c) programs utilizing simulation techniques, and (d) use of mass media, such as books and films. A general lack of conclusive evidence concerning various training approaches is noted. A greater research effort should be directed toward (a) better identification of means by which accidents can be anticipated and avoided, (b) methods of coping directly with driver habits and skills, and (c) techniques of maintaining safe driving behavior through periodic evaluation and retraining.

The purpose of this research was to determine the effectiveness of automobile simulators in fostering the safe operation of automobiles. A 20-hour driver improvement course was administered to 238 licensed drivers at Fort Lewis, Washington. Approximately half of the trainees received a program taught entirely by conventional methods, while the other half received a program of similar content but including eight hours of simulator instruction. Results of specially constructed tests indicated that simulators were superior to conventional media for developing good driving habits but were no more effective in teaching driving knowledges or influencing driver attitudes. It was concluded that, while simulation represents a potentially valuable means of improving driver habits and skills, substantial modification of current simulator equipment and film is needed to attain this potential.

Two groups of experienced drivers were administered a 20-hour driver safety course. One group received eight hours of instruction in a motion picture automobile simulator, while the other received similar material by conventional methods. Measures of driving knowledge, habits, and attitudes were administered following training. The simulator group was slightly superior on those knowledges and habits emphasized in simulator films. The conventional group was slightly superior in other driving knowledges. No differences were observed on the remaining measures. It was concluded that existing simulator programs are not well suited to the needs of experienced drivers.

Exploratory Study 24—Division No. 2 (Armor)  
Extended Operations  
This report comprises a summary of a review of psychological literature pertaining to performance for extended periods of time. The material is organized into the following topics, as they relate to performance: sleep loss, temperature, nutrition, prolonged performance, drugs, stress, vibration, confinement, rest and personnel replacements, noise, radiation, and clothing. In addition, a brief summary of vigilance literature is included. The inconclusive nature of the reviewed research precludes supporting or denying the thesis that troops can be expected to remain effective for 48 hours or longer. Endurance limits may vary significantly from one task to another.

1Work Unit ENDURE was initiated as a result of ES-24.
Exploratory Study 27—Division No. 3 (Recruit Training)
Individual Night Training


This literature survey was undertaken to explore information on the nature of and conditions for effective visual perception at low light levels. From the survey, 407 reports or studies were selected for inclusion in the annotated bibliography. With a few exceptions, the material falls within the areas of detection, identification, and localization. Many laboratory studies are included which could undergo appropriate modification for repetition in natural settings at low light levels. In each annotation the purpose and the results or conclusions of the study are stated; method and procedure are indicated only briefly.

Exploratory Study 30—Division No. 4 (Infantry)
Tactual Communication


Thirty-six enlisted men identified a series of electropulse messages under varying auditory noise conditions. Three levels of message complexity were combined factorially with intermittent noise, continuous noise, and no-noise conditions. Subjects in Simple message groups were asked to indicate on each trial which one of five electrode locations was stimulated. Compound message groups identified both location of stimulation (one of five loci) and pulse duration (.2, 1.6, or 2.5 sec.). Finally, subjects in Complex message groups received electropulses at one of five loci, one of three durations, and one of two intensities (1.0 or 1.3 v d. c.). The amount of information transmitted (I_x) under differing noise conditions did not differ significantly. I_x did increase significantly with an increased number of coded elements. However, discrimination accuracy was not affected by the increased code difficulty. It was concluded that intense auditory noise has little effect upon the reception and processing of cutaneously presented information.


Twelve subjects were asked to interpret a series of coded electrocutaneous pulses while engaged in a visual discrimination task of varying complexity. All subjects performed both tasks in each of four body positions (standing, sitting, kneeling, and prone). Subjects were asked to indicate on each trial which one of four electrode locations was stimulated and whether duration of stimulation was .6 or 1.6 sec. A constant intensity of 1.5 v at 60 cps was employed. Three levels of complexity (no visual stimuli, 4 x 4 metric figures, and 8 x 8 metric figures) were employed in the visual task. In the cutaneous task, analysis of information transmitted, location errors, duration errors, and total errors indicate that time-sharing demand significantly impaired performance, whereas variation in body position had negligible effect.

1Work Unit COMTAC was initiated as a result of ES-30.
Exploratory Study 38—Division No. 6 (Aviation)
Research in Training Requirements for Warrant Officer Aviators


Exploratory Study 40—Division No. 7 (Language and Area Training)
Troop Orientation in the Program of Korean Augmentation to the U.S. Army


The program of Korean augmentation to the U.S. Army (KATUSA) is outlined. Portions of the findings based on interim analyses of data from Human Resources Research Office's studies of the program are summarized by using selected themes. The implications these themes have for establishing similar programs in countries other than Korea are examined.

Exploratory Study 42—Division No. 1 (System Operations)
Organization of Instruction


The paper indicates some pertinent issues in the field of programmed instruction (PI) and suggests promising directions for future growth of PI, both as a medium for the application of principles of learning and as a means of furthering understanding of learning processes. Practical and theoretical implications are touched upon and combined to give a position statement on PI as a pedagogical and psychological research tool. In this vein the utility and inevitability of computer-aided instruction are discussed.


In this paper an attempt is made to assay the economics of computer-administered instruction (CAI) versus traditionally administered instruction (TAI) in controlling the structure of the learner's stimulus environment in teaching and training situations. There is a discussion of the need for a sound, objective economic appraisal of the value to society as a whole of increments in the breadth and depth of education in the population, and of the influence of varying rates with which these increments are brought about. The necessity for reliable, objective information concerning cost data is emphasized. Projected cost/effectiveness comparisons based on the assumption of equal effectiveness for CAI and TAI are discussed for both civilian and military instruction.

Exploratory Study 43—Division No. 1 (System Operations)
Alternate Combinations of Necessary Elements of Effective Training

Exploratory Study 44—Division No. 5 (Air Defense)

Training Methods for Forward Area Air Defense Weapons


A study of man's ability to visually detect, recognize, and estimate range to low-altitude military aircraft is described. Twenty-seven Army enlisted men, who were given training and field experience in detecting and recognizing aircraft, served as observers. Observers were randomly assigned to the nine combinations of observer offset from the aircraft flight path (head-on, 650-, and 1,400-meter offset) and use of binoculars (binoculars for detection and recognition, binoculars for recognition, and no binoculars). Jet and propeller aircraft provided the low-altitude targets. Observers were provided early warning in time and aircraft position prior to each trial. Results of the study are presented.


The purpose of this test was to determine man's capability to visually detect, recognize, and estimate range to low-altitude aircraft. Twenty-seven Army enlisted men served as observers. The results indicate that man can detect and recognize low-altitude aircraft at a considerable range under near-optimum field conditions. The value of binoculars for aircraft detection was found to be dependent upon (a) observer offset from the aircraft flight path, (b) accuracy of early warning, (c) aircraft speed, and (d) exhaust smoke trail characteristics of the aircraft. Under the test conditions employed, binoculars reduced the detection range on the most potentially threatening targets, high-speed, head-on jet aircraft. The data show that large range estimation errors occurred. Filmed simulation of the recognition task appears promising as a training tool.


Detection tests with low-flying jet aircraft were conducted to determine the effect of (a) varying the location of observers from the flight path, (b) using optical aids vs. unaided observation, and (c) varying the amount of temporal early warning. Also tested were man's ability to (a) visually estimate the distance to high-speed jets, (b) track aircraft by ear, and (c) determine the distances at which various aircraft structural features were recognized. When distant terrain masking existed, unaided and optically aided detections occurred at approximately the same time, but for near terrain masking, unaided detections occurred sooner. A change of temporal early warning did not reliably affect detection range. As offset increased detection range increased. The range estimation tests were inconclusive. The auditory tracking tests revealed that untrained observers tracked ahead of the target. The order in which structural features were recognized was consistent within each class of aircraft.


The stimulus situation in dynamic range estimation is examined. The solid angle, taking into account the area of the target as well as the distance, is used as the visual concept, and the prediction made that range estimation would follow Weber's Law. The results support the hypothesis that absolute errors in range estimation are an inverse function of the acceleration of the increase in size of the solid angle representing the target. The study suggests that one problem in research dealing with dynamic range estimation is that the results to be expected are highly dependent on the experimental conditions.

1Work Unit SKYFIRE was initiated as a result of ES-44.
Exploratory Study 50—Division No. 6 (Aviation)

Aviator Stress


Inventories designed to measure confidence in dangerous situations were administered to about 3,000 potential Army aviation warrant officers from January to December 1967. These paper-and-pencil inventories are based on a clinical-experimental fractional anticipatory response conceptualization of reactions to the psychological stresses of combat. Military performances of the men are subjected to longitudinal analysis to determine the relationship of scores on these inventories to various criterion performances. In this paper relationships of scores on two of these inventories—the Background Activities Inventory and the Situational Confidence Inventory—to peer ratings, attrition during flight training, and accident information, are presented.


This study was undertaken as part of research on aviator stress to obtain information on the varieties of ineffective combat performance peculiar to Army aviation and to obtain a preliminary list of combat aviation effectiveness criteria. A small sample—62 Vietnam returnees—completed a critical incident survey in which they described, in narrative form, their combat reactions and those of other pilots. Incidents of ineffective behavior occurring both in the air and on the ground were obtained and were categorized using Kern's conceptual model of behavior under stress.

Exploratory Study 51—Division No. 4 (Infantry)

Human Factors in Organizational Effectiveness


This bibliography contains 141 annotated references on the subject of the simulation of complex social organizations. It is part of a study whose goal is to determine the feasibility of using simulation methods to conduct research upon human factors that influence organizational effectiveness. It is divided into three principal areas: man-centered simulation, man-machine simulation, and machine-centered simulation. Within each of these areas, publications are separated into those directly concerned with the simulation of organizations, and those indirectly related to the subject. A general section covers reference works and bibliographies useful as source material. An KWIC index is provided.
Exploratory Study 54—Division No. 5 (Air Defense)
Human Performance Degradation

In this study of the evaluation of pretask instruction effects on vigilance performance, the researchers made an assessment of demand characteristics. Subjects were 203 students from University of Oklahoma classes who were given four possible reasons for the experiment; the treatments were called Required Chore, Important Task, Subject Important, and Combined Treatments. It was demonstrated that subject motivation level via pretask instructions can influence the course of the monitor's performance, at least in the short run.

Exploratory Study 61—Division No. 6 (Aviation)
Reconnaissance and Surveillance

In this paper the roles and functions of man in the evolution and development of two complex specific systems within the Army operational environment are discussed. It is pointed out that throughout the course of historical development, the basic system functions and objectives have remained unchanged even though the system equipments have varied. With equipment changes, man's physical functions in system operation have also changed. In predicting the effectiveness of man in a future system operational environment, an approach independent of equipment differences is required. Such an approach, in which man is conceived as an information processor, is described. The approach is applied to the human operator roles in manned aerial reconnaissance and surveillance and in target acquisition.
Basic Research Studies

Basic Research 1—Director’s Office
An Analysis of Army Training


The training requirements of 519 Army jobs contained in The HumRRO Training Analysis Directory were reduced to the more elementary components of "subject matter," "subject-matter modifiers," and "proficiencies involved." Next, "basic ideas," representing potential generalized training areas, were derived by a process of determining the systemic generality of various subcomponents of the training requirements. Finally, from a single idea, TECHNIQUES/PROCEDURES/METHODS, a model was constructed to illustrate the actions and interactions of various factors within the performer as they affect his performance of a given task for which he is trained. Practical examples of the application of the TPM analysis to command decisions were given.

Research By-Products resulting from this research effort are listed in Part III.

Basic Research 6—Division No. 3 (Recruit Training)
Integrating and Systematizing the Findings of Military Psychotechnology


Tabular results of questionnaire content areas, and experimental/control responses on a subjective stress scale, an intellectual efficiency test battery, a visual task performance, and reported visual sensations measured are presented.


Material is presented from experiments designed to appraise the potency of a limited sensory and social environment. Soldier volunteers were confined for four days in dark, quiet cubicles which were as physically comfortable as possible. Sensory and social experiences of the control group were normal. The experimental subject evidenced feelings of stress, boredom, restlessness, anger, worry, disorientation, and vague physical symptoms that were only rarely reported by his control counterpart. Evidence of intellectual inefficiency in the cubicle environment (as compared to the control condition) was obtained from tests given during isolation and from retrospective evaluations.


Exploratory studies into the occurrence of hallucinatory phenomena were conducted under "dark cell" conditions. A total of 15 subjects experienced limited sensory environment.

1Basic Research Studies 1-10 originated as research efforts under Work Unit PIONEER. For convenience, all reporting on these Sub-Units is presented here rather than under PIONEER.

2Research begun as Work Unit ENDORSE was continued as PIONEER VI, then as BR-6. The earlier reports are listed under Work Unit ENDORSE.
some for as long as four days. The results of the studies indicated that when non-psychiatric subjects are isolated in the dark for 10 minutes, they report "seeing" a variety of visual sensations. It was found that attitudes or "sets" resulting from the instructions given a subject can affect both the number and complexity of reported visual sensations under conditions of minimal sensory deprivation.


"Visual Sensations Experienced in the Dark as a Function of Instruction and Prior Verbalization," by Donald B. Murphy, Edward J. Kandel, and Thomas I. Myers.


"Reported Visual Sensations During Brief Exposure to Reduced Sensory Input," by Thomas I. Myers and Donald B. Murphy.

"A Technique for Studying Attitude Change," by Donald B. Murphy and George L. Hampton.

"A Simple Tracking Apparatus for Classroom or Experimentation," by Seward Smith and Paul M. Haas.

"Selected References to Research in Sensory Deprivation," by Thomas I. Myers, Donald B. Murphy, and Seward Smith.

"Auditory Perception of Numerosity as Affected by Number and by Correct and Incorrect Knowledge of Results," by Richard A. Monty, Human Factors, August 1962.


"Activity Pattern and Restlessness During Sustained Sensory Deprivation," by Seward Smith, Thomas I. Myers, and Donald B. Murphy, paper read at meeting of APA, 1962.

"The Role of Expectancy in Ss' Responses to Sustained Sensory Deprivation," by Thomas I. Myers, Donald B. Murphy, and Donald F. Terry, paper read at meeting of APA, 1962.


"Conditioning of Connotative Meaning as a Function of Sensory Deprivation and Social Isolation," by Donald B. Murphy, Seward Smith, and Thomas I. Myers, paper read at meeting of APA, 1963.

"The Effect of Sensory Deprivation and Social Isolation on Conformity to a Group Norm," by Seward Smith, Donald B. Murphy, and Thomas I. Myers, paper read at meeting of APA, 1963.

"The Effect of Sensory Deprivation and Social Isolation on Self-Exposure to Propaganda and Attitude Change," by Thomas I. Myers, Donald B. Murphy, and Seward Smith, paper read at meeting of APA, 1963.


Conformity to a Group Norm as a Function of Sensory Deprivation and Social Isolation, Research Memorandum by Seward Smith, Thomas I. Myers, and Donald B. Murphy, November 1963. AD-439 430

Reported Visual Sensations as a Function of Sustained Sensory Deprivation and Social Isolation, Research Memorandum by Donald B. Murphy, Thomas I. Myers, and Seward Smith, November 1963. AD-439 431
Basic Research 6 (Cont.)

Vigilance as a Function of Sensory Deprivation and Social Isolation, Research Memorandum by Thomas I. Myers, Seward Smith, and Donald B. Murphy, [November 1963].


This study demonstrated the generality of the Asch group influence effect to a new task employing auditory rather than visual stimuli, a situation in which the bogus group was not physically present, and a subject population of U.S. Army enlisted personnel.


To evaluate experimentally some of the psychological effects of sensory deprivation and social isolation, 176 randomly selected volunteers were placed in dark, soundproofed cubicles for four days, while an equal number of other randomly selected volunteers followed a normal routine. Psychological tests and measures were given both Cubicle and Control subjects before, during, and after isolation. Cubicle subjects reported the isolation experience to be unpleasant, boring, and stressful. One-third of them requested early release from the cubicles. In comparison with the Control subjects, Cubicle subjects were better on simple intellectual tasks and on auditory vigilance. They were worse on more complex intellectual tasks, and under some conditions, appeared to be more susceptible to influence. They more often sought meaningful stimulation but also showed some tendency to avoid stimulation. Sensory deprivation and social isolation do have psychological effects, but they are neither simple nor clear-cut.

Basic Research 7—Division No. 5 (Air Defense)

Precision of Statement and Perception of Meaning of Written Language in Military Training


"Elements of a Methodology for Prose-Learning Research," by Joseph F. Follettie, paper for annual meeting of Rocky Mountain Psychological Association, Albuquerque, N.M., May 1966. List-learning and prose-learning methodologies are compared and contrasted regarding their enumerative units, trial defining conditions, performance measures, and proficiency criteria. Problems underlying the assessment of prose-learning performance when using a comprehension criterion are touched upon. Preliminary findings are presented which suggest that data based upon a comprehension criterion may be predicted from data based upon a memorization criterion.


The effects of certain measurable characteristics of written material upon speed of memorization were studied. These characteristics were of four general classes: (a) load factors reflecting informational density of a selection, (b) length of the selection, in grammatical units of various kinds, (c) factors dealing with alternative, grammatically equivalent ways for presenting the same semantic material, and (d) word frequency factors. Of the four types of stimulus characteristics studied, length factors were found to have the clearest and most potent effects upon rote memorization.
Basic Research 8–Division No. 2 (Armor)  
Common Job Elements

The Feasibility of Developing a Task Classification Structure for Ordering Training Principles and Training Content, Research Memorandum by Donald F. Haggard, January 1963. AD-628 162


A three stage reverse mediation paradigm, A-B, B-C, C-A, and its control paradigm A-B, D-C, C-A, was studied at two test list anticipation intervals to determine the effects of temporal factors on reverse mediation. Forty-eight subjects learned three word lists consisting of low-frequency five-letter words by the paired-associate method. The results indicated that temporal factors play a significant role in facilitating reverse mediation.


Results of two experiments on transfer between paired-associate verbal lists are reported here. Army enlisted men averaging around the civilian mean were the nonvolunteer subjects. A low degree of List I learning was used, but List II was learned to one perfect trial. Trials to successive criteria showed nonsignificant negative transfer in Experiment II and nonsignificant positive transfer in Experiment I. When the upper halves of subjects of known general aptitude in the two groups in Experiment I were compared, positive transfer was barely significant (p = .05).


A short-term memory experiment attempted to (a) separate the effects of interference due to interpolated activity (IA, digit counting) and elapsed time in a retroactive inhibition paradigm, and (b) assess the effects of rate of information processing (rate of counting) on the retention of individual items. Word frequency, retention interval, and rate of counting were significant sources of variation. The results indicated the importance of rate of information processing, as opposed to amount of interpolated activity, and elapsed time in the retention of individual items in short-term memory.


This journal article reports a paired-associate transfer experiment comparing three variations of the A-B, C-A paradigm to the A-B, C-D control. Four separate groups of 20 subjects each learned both lists to a criterion of one errorless trial. In two of the experimental groups, the stimulus of List II was the primary word association to the response of List I. These were more difficult to learn than the control, but easier than the A-B, C-A paradigm without the interlist primary word-associations.


Both random and constrained (Redundancy-I) 4 by 4 metric figures were used as stimuli and were paired with numerals. In terms of correct anticipations, perceptual learning with random figures was better than with constrained. Effects of interstimulus interval were
found to be identical to those previously demonstrated in paired-associate learning situations. The results are discussed in terms of supporting and extending previous investigations in demonstrating the consistency of results when sampling rules for metric figures are employed.


In two experiments with 120 subjects in each, the A-B, B-C and the A-B, C-A paired-associate paradigms were compared with an A-B, C-D control, using two levels of ability. For both lists of Exp. I and List I of Exp. II, a modified anticipation procedure in which the stimuli were not pronounced was used. For List II of Exp. II a multiple-choice procedure was also used to equate response availability between groups. List I results showed superior learning by the high ability groups. List II results showed faster learning for the A-B, B-C paradigm for the high ability groups, but were equivocal for the A-B, C-A paradigm.

Basic Research 9—Division No. 2 (Armor)

Learning of Military Skills


To determine whether selective reinforcement of pursuit rotor performance facilitates acquisition of skill and promotes its retention, five groups of subjects were individually trained for ten sessions of 15 trials each. Selective reinforcement of longer than average target contacts was introduced for one group of subjects during Sessions 6 and 7 and for another during Sessions 4 to 7. Continuous reinforcement of target contacts was introduced for two other groups. A control group received no reinforcement. dependable improvements in time-on-target scores were obtained for all experimental groups except the one which was selectively reinforced for four sessions, but the superior performances were not maintained when reinforcement was withdrawn. The results suggest that this improvement as a function of feedback was attributable to motivational rather than learning or informational effects.
Basic Research 9 (Cont.)


The objective was to determine whether pursuit rotor performance would be facilitated, and the level of achievement sustained, with the use of the reinforcement technique of shaping. The procedure used in this study was progressively lengthening, from session to session, the continuous target contact required to obtain a reinforcement, keeping the duration requirement constant within each session. Two groups of four subjects each practiced under the experimental conditions for ten 15-trial sessions. Reinforcement was provided during Sessions 2-7. Half of the experimental subjects improved appreciably during the reinforced practice. When reinforcement was withdrawn, the differences between the mean performance levels of the experimental subjects and a control group of eight subjects, who practiced without any reinforcement, were negligible.

Basic Research 10—Division No. 3 (Recruit Training)

Nonverbal and Extraverbal Communication in Groups

"Effect of Knowledge of Test Results on Subsequent Test Performance as a Joint Function of Need Achievement and Test Anxiety," by Mitchell M. Berkun and Harry A. Burdick, paper read at meeting of APA, 1963.

Approximately 400 men from two randomly selected Army basic training companies were given Sarason's scale of Test Anxiety, a preliminary Coins Test, a Creative Imagination test (after McClelland) to get a measure of n-Ach, and a second Coins Test containing new problems. Subjects were given contrived positive and negative feedback regarding their performance on the first Coins Test. Following the second Coins Test, the subjects were given an opinion and attitude questionnaire. Among the low n-Ach subjects, a specific response was found to the truth or falsity of the contrived feedback information, implying that these people apparently detected the truth or falsity of the report concerning their first Coins Test performance.

Need Aggression Measurement, Research Memorandum by Harry A. Burdick and Hiroshi Ono, October 1963.

This report presents a manual of instructions which was developed for scoring TAT stories for aggression imagery (n-Agg), and describes an experiment in which the manual was used on scoring stories written by subjects on six TAT pictures. The reliability of scoring with the manual was assessed during the experiment, an attempt was made to vary level of n-Agg by introducing unpleasant stimuli into the environment, and the relationship between the perception of parents and of punishment during childhood and the need for aggression was examined. Scores were found to be positively related to the introduction of mild aversive stimuli into the environment and to the memory of early socialization experiences with punishment, to perception of parents, and to more generalized aggressive feelings.


In a study in which moderately frustrated groups were given a series of measures of hostility or aggression, half of the 162 Army basic trainee subjects took Rosenzweig's Picture Frustration test just before taking an abbreviated modification of the TAT, and half just after the TAT. Experimental and control treatments were equally represented in both subgroups. The n-Agg score means were the same for both groups, indicating no effect of prior intrusion of the PF. On the other hand, the group whose PF immediately followed the TAT had a significantly higher extrapunitive and significantly lower intropunitive mean score than the group whose PF came first. The PF failed to discriminate among the different
levels of induced hostility. Intelligence level appeared to have no demonstrable effect. It was concluded that pre-PF administration of the TAT significantly increased the repertoire of extrapunitively aggressive responses available to the subject.

"Four Motive Measures," by Harry A. Burdick and Joan S. Nettler, paper read at meeting of APA, 1964.
From scoring 1308 stories written by young male recruits coming into the U.S. Army (on six Atkinson pictures and six TAT cards), some internal consistency aspects of needs for achievement, affiliation, power, and aggression were studied. Those pictures of cards which "pulled" the greatest number of negative points on each dimension are reported. A strong negative relationship between F scale scores and n-Ach was also found.

Basic Research 11—Division No. 5 (Air Defense)
Programed Instruction

The results of several programed instruction studies recently accomplished by HumRRO Division No. 5 (Air Defense) at Fort Bliss were compared with regard to the relationship between measures of ability and measures of programed instruction performance. Although there were some exceptions, each ability measure tended to be substantially related to each measure of program-test performance. The contention that programed instruction eliminates achievement differences due to intellectual ability was not substantiated.

The effect of special practice frames upon programed instruction performance was examined using a program in Counterinsurgency. The individuals who served as subjects represented two levels of verbal ability. Practice frames enabled subjects to proceed through the program at a faster rate per frame, make fewer program errors, and score higher on a recall type of achievement test. Subjects of higher verbal ability were able to proceed through the program at a faster rate, make fewer program errors, and exhibit higher scores on all measures of achievement.

Research on schematic concept formation (SCF) using VARGUS 7 patterns at high redundancy levels has indicated that 0% and 100% knowledge of results (KOR) does not differentially affect task performance. An experiment to determine the effect of 0%, 25%, 50%, 75%, and 100% KOR in the SCF task indicated that SCF occurred but was not differentially affected by the KOR variable. The subject's certainty of the correctness of his responses was reliably higher for correct than for incorrect responses, but was not reliably influenced by the KOR variable. These data, and earlier studies, indicate that KOR does not facilitate concept formation when the high redundancy VARGUS 7 patterns are used. There is some evidence in this study that intermediate levels of KOR may interfere with SCF.


This paper reviews theoretical background and recent developments in contingency management. The contingency management approach applies psychological principles of reinforcement (reward) in attempting to manage behavior (or learning) by manipulating the immediate effects, or contingencies, occurring as a consequence of performance. A survey of related literature includes studies with the retarded, with deviant behavior, and with children.

Mr. Wright was on the staff of Division No. 5 (Air Defense); Mr. Dixon was with Texas Christian University.
TECHNICAL ADVISORY SERVICE

An Analysis of the REDEYE System With Some Suggestions for Training (U), Research Memorandum by W.L. Williams, Jr., R.R. Ridenour, D. Cooper, and T.S. Luce, December 1961 (CONFIDENTIAL). (Div. 5) AD-379 523L

A Study of Mathematical Skills Requirements for Basic Electronics in the U.S. Army Air Defense School, Consulting Report by John A. Cox and Richard C. Montgomery, October 1964. (Div. 5) AD-628 701


This paper is a brief description of an extensive study made by HumRRO on the psychological effects of nuclear warfare. The general objectives of the study were to draw together information that might provide a basis for predicting human behavior in nuclear warfare, to analyze this information for implications concerning possible preparation for such warfare, and to develop a means for estimating psychological casualties. The major findings and conclusions are presented. Emphasis is given to certain specific social, psychological, military, and training factors which affect casualty rates. There is a description of a method which was developed for adjusting casualty rates, based on psychological factors, for use in war games.


The general objectives of this study are to gather information that may provide bases for predicting human behavior in nuclear warfare, to analyze this information for implications concerning possible preparation for such warfare, and to develop a means for estimating the psychological casualties that are likely to occur on the nuclear battlefield. Part I is a description and analysis of man’s response to extreme stress, based on a review of relevant literature. Part II is a description of a method developed for estimating the extent of psychological casualties to be expected in tactical nuclear combat. It is concluded that man can, in general, cope with the severest forms of stress in civilian and military life. Nevertheless, because the greater and continuing stresses of nuclear combat may increase neuropsychiatric casualties, implications are that special training, given simultaneously with his training in specific skills and knowledges, would prepare the soldier to fight and survive in a nuclear environment.


This report describes the Technical Advisory Service rendered to the Navy in connection with Work Unit FORECAST concept of electronics maintenance. This concept is presented as a collection of policies, methods, techniques, and services integrated in a plan for improved level of electronics maintenance in the services. Special reference is made to the application of the FORECAST concept to the Navy LORAN system and to the resulting products and level of performance achieved. In implementing FORECAST procedures, Navy chief petty officers, working with FORECAST scientists, produced a technical manual and training program, using an especially designed device and programmed instruction. The same tests in identifying malfunctions in LORAN systems were given to 86 Navy electronics technicians, FORECAST trained, and to 12 graduates of a conventional Navy course. FORECAST students identified 39% of the bad parts; conventionally trained students, 13%.
Recent graduates of Advanced Individual Training, Armor were tested on a tracking simulator to estimate their ability to meet anticipated Shillelagh gunnery requirements. Estimates of time to lay and fire and percent time on target after firing were obtained. These estimates were compared with estimates obtained for experienced gunners. Re-laying after sight displacement, and maintaining a tracking rate during periods of target obscuration, were very difficult when diagonal movement was necessary, but not when only horizontal movement or only vertical movement was sufficient. Missile flare effects did not reduce tracking ability, but appeared to interfere with the learning of tracking skills. Simulator performance compared favorably with dry-run tracking performance at White Sands Proving Ground. (U)

Equipment Serviceability Criteria (ESC) are required by Army regulation on maintenance-significant, mission-essential equipment. The ESC is used to determine the combat readiness of equipment and thus of combat units. Therefore, the validity of the information provided is critical and can best be assured by a systematic method for preparing the ESC. Developing systematic procedures on an exploratory basis involved two phases. In the first, checks are selected to determine the equipment's immediate and ensuing 90-day capability to perform as required by its mission, and in the second, performance requirements are established for accomplishing the checks. Suggestions were developed for a communication system for effectively transmitting the requirements to the man who will perform the checks.

The literature dealing with human performance in the cold is reviewed. Seven major areas are discussed: tactile sensitivity, manual performance, tracking, reaction time, complex behaviors, maintaining hand skin temperature (HST) as a means of maintaining operator effectiveness, and adaptation and acclimatization to low ambient temperatures. Performance decrements at low ambient temperatures appear to result principally from lowered HST and competing stimuli provided by the cold environment.

Aspects of flight evaluation data input at the Rotary Wing Department, U.S. Army Aviation School, during 1961-63, were studied with reference to formal quality control system requirements. It was found that significant agreement did exist between instructor and checkpilot evaluations, but that this agreement could be a reflection of information available to the checkpilot prior to the checkride, rather than commonality of instructor and checkpilot standards. Checkride grades were also found to reflect individual checkpilot standards and the student's stage of training. Current grading practices were studied to determine the usefulness, for quality control purposes, of the kinds of detailed diagnostic information available on individual student performance.
Technical Advisory Service (Cont.)

Instructor’s Guide to Performance Counseling, Research By-Product by Joseph A. Olmstead, 21 pp., March 1968. (Div. 4)

This guide presents fundamental concepts and techniques for the conduct of performance counseling by instructors, tactical officers, and other personnel who may be required to appraise the performance of students and to communicate the results of their appraisals to students. Along with specific suggestions for the counseling interview, the special responsibilities of the instructor are detailed. The materials may be applicable in a variety of instructional contexts.

Research By-Products resulting from Technical Advisory Service are listed in Part III.
GENERAL
(Items Not Directly Related to Specific Elements in the Work Program or Items Related to Several Elements)

1952


Some theoretical considerations are presented regarding the nature of the problem of groups and of leadership.

1953

Psychological Warfare Research: A Long Range Program—Part One, Essential Background Information (U), Special Report 2, March 1953 (CONFIDENTIAL). (Psywar)

Background information bearing on planning of long-range psywar research is discussed. (U)

Analysis of Variance Designs With Disproportionate Subclass Numbers, Staff Memorandum by Victor H. Denenberg, August 1953. (Div. 2)

A Study of Groups: A Review of the Literature, Staff Memorandum by Richard Blum, August 1953. (Div. 3)

A review of the evolution of and methodology in group research, including group dimensions, leadership, morale, inter-group relations, types of groups, group membership and individual stress reactions, and foreign military applications of group techniques. A bibliography of 785 references is included.

A Follow-up Study of NCO Leaders School Graduates, Information Report by Carl H. Rittenhouse, September 1953. (Div. 3)

Two matched groups of enlisted men, one composed of graduates of NCO Infantry Leaders Schools, were compared on the characteristics of ranks, assignments, and awards. Although the Leaders School graduates attained a somewhat higher average final rank, received more infantry assignments, and received more combat infantry badges, little clear evidence of superior leadership among Leaders School graduates was found in the comparisons.

"Recording and Evaluating the Performance of Individuals as Members of Small Groups," by Launor F. Carter, paper for American Psychological Association convention, September 1953. (Div. 3)

College men were formed into groups of four or eight members and run on a reasoning task, a mechanical assembly task, and a discussion task, either in emergent-leader or appointed-leader situations. At the end of each task, two observers rated the subjects on 19 variables (such as the individual's cooperation, efficiency, confidence, prestige, insight, initiative, and leadership). In spite of considerable variation in groups, three factors emerged: individual prominence, group goal facilitation, and group sociability. These results indicated that leadership is not a single basic dimension.

1954


What HumRRO Is Doing, Research Bulletin 1, March 1954. (Dir. Off.)
1955


A methodological approach to generalization of criteria in studies of group effectiveness is discussed.


A Survey of the Basic Airborne Training Course at Fort Benning, Georgia, Special Report 4, by Charles Windle, April 1955. (Div. 4)

A survey of the basic Airborne training course revealed that those who completed the course successfully were well trained for parachuting into combat with minimum likelihood of injury. The report offers suggestions, based on the findings of the survey, for changes in selection and training methods which should tend to reduce attrition during training.


A Survey on Morale and Leadership as Affected by the ATFA-1 Armored Division, Staff Memorandum by Boyd L. Mathers, September 1955. (Div. 2)

"The Planning of Program Research," by Meredith P. Crawford, paper for symposium at American Psychological Association convention, September 1955. (Dir. Off.)


1956


"Dig That Atomic Foxhole," by Henry E. Kelly, Army, June 1956. (Div. 4)

1957

"Twice-Told Tales About One-Tailed Tests," by Mitchell M. Berkun, Psychol. Newslltr., no. 9, 1957. (Div. 3)

This paper presents a methodological discussion of the use of a one-tailed test based on prediction of the outcome in a reported study of conformity.

Annotated Bibliography of Research Studies in Aviation Mechanical Maintenance Training, Staff Memorandum by Robert T. Root, March 1957. (Div. 1)

An Annotated Bibliography of Research on Training Aids and Training Devices, Staff Memorandum by Robert T. Root, August 1957. (Div. 1)

"A Method of Wide Applicability for Testing Hypotheses About the Structure of Qualitative Variables," by R.G. Demaree, paper for American Psychological Association convention, September 1957. (Div. 5)


1958

The Conduct of Field Studies, Staff Memorandum by Ralph H. Kolstoe, March 1958. (Div. 1)

"Are Initial Responses to a Learning Sequence Random?" by Hilton M. Bialek, paper for American Psychological Association convention, September 1958. (Div. 3)

College students, randomly placed into 24 groups of 15 each, were told to look at a panel of lights arranged in a circle and to guess which one of the lights would be turned on. They indicated their choice before the light appeared, during 60 trials. The number of alternatives was varied from three to six. In all but two cases, the groups were doing something other than random guessing from the beginning of the sequences. Randomness of initial responses to the established binary random sequence and methodological implications are discussed.

"Methodology of Establishing Military Research Requirements," by Joseph C. Hammock, paper for American Psychological Association convention, September 1958. (Div. 5)

"The Man-Rifle Weapon in Atomic War," by Howard Sarvis, Guns, December 1958. (Div. 4)


1959


"Some Considerations on Human Factors in Future Combat," by John L. Finan, paper read at the Army War College, Carlisle, Pa., January 1959. (Dir. Off.)


"Gradients of Generalization in Secondary Reinforcement," by Bruce O. Bergum, paper for annual meeting of Midwestern Psychological Association, Spring 1959; published in J. Exp. Psychol., vol. 59, no. 1, January 1960. (Div. 5)


"Focus on Man," by John L. Finan, Army, vol. 9, no. 12, July 1959. (Dir. Off.)


"The Use of Part-Task Trainers and Operational Equipment as Training Devices," by William A. McClelland, paper for American Psychological Association convention, September 1959. (Div. 1)


Training Methodology and Training Research: Their Application in the Development of Training Programs, by Robert Vineberg, paper for Institute for Federal Employee Development Officers, National War College, Washington, November 1959. (Div. 1)


This paper contains a discussion of the common problems of educational and military establishments in regard to the teaching and learning of new knowledges and skills. Developments in military research that have possible application to civilian educational fields are presented. The state of the technology of training and education is described in a six-step procedure of job analysis, specification of knowledges and skills, construction of the training program, achievement testing, construction of proficiency tests, and evaluation of training programs.

1960

"Army Research in Human Factors" [by LTC David Cooper], paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960. (Div. 5)

"The Concept of a Technology of Training," by Robert G. Smith, Jr., paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960. (Div. 5)

"The Utilization of Master's Level Personnel in Military Training Research," by Robert G. Smith, Jr., paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960. (Div. 5)

"Research in Military Laboratories," by J.D. Lyons, paper for symposium at meeting of Southern Society for Philosophy and Psychology, April 1960. (Div. 6)

Colonel Cooper was the Unit Chief of the U.S. Army Air Defense Human Research Unit.

Scales and Standards for Military Training Research, Research Memorandum by Robert G. Smith, Jr., May 1960. (Div. 5)

"How Fast Can You Hit Him?" by Howard C. Sarvis, Guns, vol. 6, July 1960. (Div. 4)


Human Factor Problems Associated With Flight at Low Altitude and High Speed, Subcontractor's report, August 1960 (Subcontractor: Lockheed Aircraft Corporation). (Div. 6)

The primary objective of this annotated bibliography is to provide a compilation of studies concerned with the effects of prolonged high-speed low-altitude flight on aircrew performance. Most of the human factor problems involved result from vibration and buffeting, acceleration forces, motion sickness, and overburdened visual and psychomotor processes. Most of the studies are concerned with human performance under conditions involving some of the specific characteristics of such flight.


1961


Chi square tests of need for achievement, need for affiliation, and need for power scores on six pictures for two independent groups, 215 college students and 201 recent members of the U.S. Army, indicated that these measures of motivation were statistically independent and might be combined in research.

"An Overview: HumRRO Organization and Research" [by W.L. Williams, Jr.], paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961. (Div. 5)


"Let's Take a Look at HumRRO Activities" [by LTC A.H. Eliasson], *Army Aviation*, May 1961.²


*Leadership at Higher Levels of Command as Viewed by Senior and Experienced Combat Commanders*, Research Memorandum by MG Edmund B. Sebree, USA Ret., December 1961 (For Official Use Only). (Div. 3)

This special research project was established for exploration of (a) the respects in which higher-level leadership varies from leadership below division level; (b) the knowledge of psychology or sociology required by higher commanders; (c) the importance of traits of the leader in the exercise of high-level leadership; and (d) the impact of the group being led, and of the situation, upon the exercise of high-level leadership. This paper is a compilation of information on these topics obtained from personal letters to 100 senior and experienced combat officers and supplemented by other source material such as official records and military biographies. The text also includes profiles of six leaders successful at high levels of command. The diversity in personality and techniques characterizing successful leaders facing various command problems is illustrated.

¹"Double Tenth" is a two-part article celebrating the tenth anniversary of HumRRO, and the tenth anniversary of the University's Navy Graduate Comptrollership Program.

²Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

³Colonel Michaelson was Chief, Research Division, Individual Training Directorate, DCS Individual Training, USCONARC, Fort Monroe, Va.
"Let's Take a Look at Aviation Training Research," by LTC Arne H. Eliasson, Army Aviation, vol. 10, no. 12, December 1961.¹

"Responses to Transformations: Remembering and Understanding" [by Edmund B. Coleman], paper for meeting of the Linguistic Society of America, Chicago, December 1961. (Div. 5)

"Selected Current Research in Military Psychology," by Carl J. Lange, paper for U.S. Military Academy, West Point, N.Y., December 1961. (Div. 4)

1962


"When It's Dark in the Daytime," by COL Henry E. Kelly [USA Ret.], Army, vol. 12, no. 6, January 1962. (Div. 4)

"Why Prone?" by COL Henry E. Kelly [USA Ret.], Army, vol. 12, no. 8, March 1962. (Div. 4)


"Signal Detection by Multiple Monitors," by Robert A. Baker, J. Roger Ware, and Raymond R. Sipowicz, Psychol. Rec., vol. 12, no. 2, April 1962. (Div. 2)

"Teaching Machines and Programmed Learning in Use: In the Army - The Past and Plans," by J. Daniel Lyons, paper for symposium at meeting of Southern Society for Philosophy and Psychology, Memphis, April 1962. (Div. 6)


"The Effects of Reward and Knowledge of Results on the Performance of a Simple Vigilance Task," by Raymond R. Sipowicz, J. Roger Ware, and Robert A. Baker, J. Exp. Psychol., vol. 64, no. 1, July 1962. (Div. 2)

"Sustained Vigilance I - Signal Detection During a 24-Hour Continuous Watch," by Robert A. Baker, J. Roger Ware, and Raymond R. Sipowicz, Psychol. Rec., vol. 12, no. 3, July 1962. (Div. 2)

¹Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

What HumRRO Is Doing, Research Bulletin 9, September 1962. (Dir. Off.)


“Current Views on Psychology and Leadership,” by Carl J. Lange, paper for U.S. Military Academy, West Point, N.Y., December 1962. (Div. 4)


1963


“Programmed Instruction and the Technology of Training,” by Robert G. Smith, Jr., paper for meeting of National Society for Programmed Instruction, March 1963. (Dir. Off.)


“The Effects of Verbal and Non-Verbal Knowledge of Results on Detection Performance,” by J. Roger Ware, Boyd Kowal, and Robert A. Baker, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1963. (Div. 2)


AD-654 818

Several conceptual propositions in regard to man and the computer are offered. The nature of training research is examined. There is also a brief categorization of human behavior to suggest some of the uses and some of the difficulties in the utilization of computers in training research. The role of the training research psychologist dealing with large groups of people in mass instruction in a military setting is discussed, as is the importance of the computer for data processing and as a tool for simulating complex behavior.


AD-657 246

Methods of evaluating, or validating, an experimental training program are discussed, and needs for improvement in methodology are noted. An adaptation of HumRRO's seven-step paradigm of the development of the training program is used as a frame of reference. The paper includes description of various aspects of evaluating a program, including assessing proficiency, assessing costs and feasibility, and developing and evaluating the system job model.


1964


"The Role of Experimenter Attitude and Contingent Reinforcement in a Vigilance Task," by J. Roger Ware, Boyd Kowal, and Robert A. Baker, Human Factors, vol. 6, no. 1, February 1964. (Div. 2)

"Assembly (?) or Defensive (?) Areas," by COL Henry E. Kelly, USA Ret., Infantry, vol. 54, no. 2, March-April 1964. (Div. 4)

"Beyond Programed Instruction," by Robert G. Smith, Jr., Presidential Address for meeting of National Society for Programmed Instruction, San Antonio, April 1964. (Dir. Off.)

"The Improvement of Human Performance Through Research," by Meredith P. Crawford, paper for the Institute of Research Administration, American University, Washington, April 1964. (Dir. Off.)

"Discipline," by MG E.B. Sebree [USA Ret.], Army, vol. 14, no. 10, May 1964. (Div. 3)
This article discusses the positive and negative aspects of discipline as interpreted by commanders in the U.S. Army in a variety of situations. It is proposed that the proof of real discipline is in achievement, that discipline is gained by motivation, and that discipline is manifested not by "spit and polish" but by a cheerful and intense desire to obey. It is further postulated that discipline is motivated by personal recognition and a sense of being fairly treated both by superiors and by the Army as an institution, and that the end product held together by discipline is that important characteristic of the commander—leadership.

This paper is a discussion of the interrelation between Human Factors Research and Operations Research. The two disciplines share objectives, and they have many similarities in how they approach a problem and how they judge the critical elements in the work and in the results. The special viewpoints and skills of each discipline seem to complement those of the other. The author suggests some of the problem areas in which closer contact between the two disciplines would be of advantage to them and to the Army.

An Annotated Bibliography on Proficiency Measurement for Training Quality Control, Research Memorandum by Robert G. Smith, Jr., June 1964. (Dir. Off.)
This annotated bibliography is a comprehensive list of literature available in the field of proficiency measurement for training quality control; it supplements Controlling the Quality of Training, Technical Report 65-6, June 1965.

An Annotated Bibliography on the Determination of Training Objectives, Research Memorandum by Robert G. Smith, Jr., June 1964. (Dir. Off.)
This annotated bibliography lists literature available on developing training objectives. It supplements The Development of Training Objectives, Research Bulletin 11, June 1964.

The Development of Training Objectives, Research Bulletin 11, by Robert G. Smith, Jr., June 1964. (Dir. Off.)
This Research Bulletin is the first of several publications designed to present general accounts of the technology for developing training. It describes modern concepts and techniques used in determining training objectives, selected as being practical for Army training personnel. An annotated bibliography of literature available in the field, An Annotated Bibliography on the Determination of Training Objectives, Research Memorandum, June 1964, supplements this report.

"Vigilance: A Symposium, by Donald N. Buckner and James J. McGrath (eds.)," review by Robert A. Baker, Psychol. Rec., vol. 14, no. 3, July 1964. (Div. 2)

"Command Leadership," by Joseph A. Olmstead, paper for Air Command and Staff College, Air University, Maxwell AFB, Ala., September 1964. (Div. 4)

While the problems and methods of learning theory and training technology seem similar they are in fact subtly different. Illustrations of dissonance are discussed, using the following natural but inefficient extrapolations from academic traditions: to test a training program, compare two candidate programs, to compare two training devices, hold Ss.
time, and method constant; the problem of a training program is a special case of transfer of training; a single objective task analysis may be used for any of several research purposes; and training methods for psychomotor performance and sensory discrimination are the best investment of training research.


“A Military Career,” by MG Edmund B. Sebree [USA Ret.], Infantry, vol. 54, no. 5, September-October 1964. (Div. 3)

This article examines the problem of junior Army officer attrition as related to motivation and morale.

“Army Human Factors Information Developments,” by A. James McKnight, paper for symposium at meeting of Human Factors Society, Washington, October 1964. (Div. 1)

“Effects of Method of Presentation, Modes and Response Category Knowledge of Results on Detection Performance in a Vigilance Task,” by J. Roger Ware and Robert A. Baker, J. Eng. Psychol., vol. 3, no. 4, October 1964. (Div. 2)


“Training Oriented Human Factors Engineering of Army Aircraft,” by Robert H. Wright, paper for symposium at Army Human Factors Research and Development Conference, Fort Rucker, Ala., October 1964. (Div. 6)

1965

“Military Applications of Programed Instruction” and “Management Considerations in Programed Instruction,” by Robert G. Smith, Jr., papers for NATO Conference on Military Applications of Programed Instruction, Naples, Italy, April 1965; issued as Professional Paper 7-57, February 1967. (Dir. Off.)

AD-647 840

The first paper indicates the influence of military applications of programed instruction on the development of modern concepts of programing, and describes a number of specific applications of its use by the Air Force, Army, and Navy. The discussion in the second paper is directed toward the training officer considering the use of programed instruction and covers such areas as: advantages; costs; factors to be considered in selecting courses to be programed; how to obtain programs; how to decide whether or not an available program is suited to a particular need; what to consider in planning to contract with a programing firm, and writing a program. Necessary attitudes of a programer and the demands of his job are outlined, as are the problems of management that must be faced and solved.


AD- 47 841

This paper provides a view of some existing self-instructional programs for foreign language training, especially for use by the military in training large numbers of men with
varied abilities. The advantages of good self-instructional language training programs over conventional courses are discussed, and the development of one program is traced from its inception to its successful conclusion. By comparison, self-instructional materials for literacy training in the United States have not been developed to the same extent, and problems in this area are discussed.

Controlling the Quality of Training, Technical Report 65-6, by Robert G. Smith, Jr., June 1965. (Dir. Off.)

AD-618 737

The need for a quality control system in a military training program and methods of establishing such a unit are described and evaluated in this report, which is part of a research project in the technology for developing training. It is stated that the purpose of quality control is to ensure a satisfactory standard of competence among the students who graduate, to maintain this quality by a continuous monitoring process, and to improve training where it is found to be deficient. In order to function successfully, a quality control system should constitute a separate unit, independent of but cooperating with the instructional departments. Attention is given to proficiency testing as the chief means of measuring the success of the training program, with emphasis upon the importance of a uniform standard and consistent method in the preparation, administration, and scoring of tests. The report is supplemented by An Annotated Bibliography on Proficiency Measurement for Training Quality Control, Research Memorandum, June 1964.

"Disaster at Little Big Horn," by MG E.B. Sebree [USA Ret.], Infantry, vol. 55, no. 4, July-August 1965. (Div. 3)

This paper presents an example of the lack of communications, tactics, unity, and leadership that became the disaster at Little Big Horn.

"Dimensions of Simulation," by Meredith P. Crawford, Presidential Address for Division of Military Psychology at American Psychological Association convention, Chicago, September 1965; published in Amer. Psychol., vol. 21, no. 8, August 1966; also issued as Professional Paper 5-66, October 1966. (Dir. Off.)

The uses of simulation in research and development training as well as in the broader field of education are explored. The major uses of simulation are discussed, with special emphasis on the perceptual structuring of environments in relation to occupations prefacing a discussion of the uses of simulation for training and the measurement of its outcomes. Some suggested psychological dimensions of simulations emerge from the discussion.


Thirty men were trained to perform a 72-action procedure on Nike Hercules equipment. Three different training techniques were used, 10 men being trained with each technique. First, the actions were organized into seven operant spans and taught in reverse chronological order. Second, the same operant spans were taught in chronological order. Third, the complete procedure was taught without grouping actions into operant spans. Each subject was required to learn the procedure to one perfect performance. The amount of training time was collected as the score for each subject. Comparisons were made between the mean training times for the three techniques. No differences larger than chance were found.


AD-653 820

In order to establish a frame of reference for the British audience, HumRRO's role and mission in Army research and development, the U.S. Army personnel and maintenance systems, and a procedure for curricular control are briefly described. The bulk of the paper is devoted to selected examples of HumRRO R&D in electronics maintenance training. FORECAST, JOBTRAIN, MAINTRAIN, LIMIT, and REPAIR are cited.

The bibliography is divided into 12 areas: Information Theory; Proactive and Retroactive Interference and Interpolated Activities; Set, Subject-Strategies, and Coding Techniques; Paired-Associate Studies; Simultaneous Listening and Memory Span Studies; Rate and Mode of Stimulus Presentation; Rate and Order of Recall, and Serial and Sequential Tasks; Methods, Theory, and Review Articles; Meaningfulness, Degree of Learning, and Stimulus Organization; Age Differences; Comparisons of Short-Term Memory and Long-Term Memory; Perceptual Studies. There are 170 articles annotated, and extensive cross-indexing to facilitate location of articles. Although the earliest study included is dated 1910, the majority of articles were published from 1959 through 1964. Use of multiple presentation of stimuli, even if the material was "immediately recalled," was labeled "learning" rather than "memory" and was excluded.

1966

"The Relationship between Vigilance and Monotonous Work," by Robert A. Baker and J. Roger Ware, Ergonomics, vol. 9, no. 2, March 1966. (Div. 5)

"Factors Influencing Utilization of Research Findings in Institutional Change," by J. Daniel Lyons, paper for annual meeting of Southeastern Psychological Association, New Orleans, April 1966; issued as Professional Paper 2-66, April 1966. (Div. 1)

Some of the factors and conditions which appear to have influenced the utilization by the U.S. Army of HumRRO research findings are presented and discussed.


The common elements of recently developed new concepts of electronics maintenance are described. Some possible applications of these concepts for changes in the jobs of technical writers are discussed.


This article presents an historical examination of leadership and characteristics of the leader. Statements on the issue by prominent military leaders of the world and a "career pattern" derived from personnel records of more than 200 officers are presented. Leadership is defined broadly as a social interaction between the leader as an individual, the men being led, and a vast number of varying situational factors. Essential leadership traits are condensed under the headings: professional knowledge, setting and demanding high standards, and showing consideration for others. Leadership is characterized as a dynamic interaction process which is learned, not taught.


The thesis of this presentation is that in conducting field performance measurement, the researcher wishes to obtain an estimate of individual or group performance with respect to some larger system. Three general points where he frequently fails to apply this objective to the field measurement process are discussed. First, in defining the tasks, the performance is often unwittingly changed so that it no longer conforms to the goals of the system. Secondly, the ability to obtain an estimate of field performance is frequently degraded by failure to maintain representative sampling in the selection or weighting of performance tasks. Finally, departure from observable system behavior in favor of some judgmental estimate of behavioral effectiveness in selecting performance measures leaves the relation of behavior to system goals unknown, and limits the utility of the data with regard to other aspects of the same system or to other systems.


This report, based on an extensive survey of current literature, describes and discusses a system approach to designing training and considers factors bearing on training effectiveness. An efficient instructional system is conceived as one in which the components form an integrated whole, achieving maximum effectiveness at the least possible cost. Components considered in this report include presentation media, student management, techniques for practicing knowledge and performance, knowledge of results, directing student activities toward the goals of the training program, and testing and evaluating the system in terms of efficiency and cost. The report is supplemented by An Annotated Bibliography on the Design of Instructional Systems, Technical Report 67-5, May 1967.


After a short description of HumRRO and its research program, techniques that have evolved for developing an effective training program are described. The steps are: (a) Analyze the military system in which the job is located; (b) analyze the particular job and its place in the system; (c) develop proficiency measures; (d) specify the knowledges and skills needed by the individual in the job; (e) determine training objectives; (f) construct the training program; and (g) test the program.


I. "The Formulation of Training Problems," by Harold G. Hunter (Exploratory Study 43); II. "Models of and for Training," by Eugene A. Cogan (General).

The first paper covers training from the systems perspective—including such aspects as specificity of training objectives, resources available, job context, technologies used—and describes a system for training development. Communication at interfaces of user/training developer, trainer/user, and trainer/monitoring HQ is critical. The need for research on the information flow between the agencies and toward generalized training models is emphasized. The second paper discusses models for and of training. Models for training include job performance, feedback, allocation, Management-Production, and Psychometrics. The state-of-the-art provides no single model of the training process. Additional work on modeling is needed for the process of training, realism in training, standards of performance, and mission effectiveness.


"The View From the Top—The Demands of Organizational Leadership," by Joseph A. Olmstead (HIGHLEAD); "The Apprentice Leader—Preparation for a Role," by Paul D. Hood (NCO); "The View From the Underside—Task Demands and Group Structures," by Clay E. George (UNIFECT); "The Man in the Middle—A Mixed Role," by T.O. Jacobs (OFFTRAIN).

These presentations are concerned with leadership in hierarchical organizations. Leadership theory and practice have been characterized by conflicting views of trait theorists, "human relations" advocates, and "reality-centered" proponents. Research dealing with military leadership and with small group effectiveness within a military setting has led to a more coherent picture of leadership, integrating certain aspects of these views applicable to several different levels within the military organization. From this work, symposium members have made extrapolations meaningful to leadership theory in goal-directed organizations other than the military.

HumRRO Research on Human Performance, Professional Paper 14-67, by Meredith P. Crawford, April 1967; based on a paper for Department of Psychology, Purdue University, May 1966. (Dir. Off.)

This paper is a discussion of the operation of an organization performing basic and applied psychological research and exploratory development for a large client system. The Human Resources Research Office of The George Washington University is used as a case study in the ways in which research psychologists deal with practical problems. The organizational framework is explained, with particular emphasis on HumRRO's relationship with the Army as client. The current major research activities directed toward improving Army training and performance, and the steps between a research idea and the use of the final product of that idea, are discussed.


The bibliography is divided into seven major areas: I, Systems—General; II, Training Systems; III, Presentation of Knowledge; IV, Practice of Knowledge; V, Practice of Performance; VI, Management of Students; and VII, Additional Material. The major areas are further divided into sub-topics where appropriate. There are 449 annotated entries in the bibliography, dating from 1950 to 1965. Key-word-in-context (KWIC) and author indexes are included. This bibliography supplements The Design of Instructional Systems, Technical Report 66-18, November 1966.


Particular training programs are described in these five papers based on numerous research projects concerned with military training and training methods. A review and assessment of training research, primarily that for the Army combat arms, are in the first paper. The second paper deals with the coordination requirements imposed on rifle squads, and with methods of training for coordination. In the third paper a method of job assessment of ROTC graduates' initial-duty assignments is described with a view toward the design of training objectives. The ten steps in a complete job of curriculum engineering of an
individual training program are described in the fourth paper. In the final paper there is a discussion of orienting instruction to take into account the important dimensions of the way people differ from one another.

Human Factors Research in Support of Army Aviation, Professional Paper 27-67, June 1967; papers for symposium at annual meeting of Southeastern Psychological Association, Atlanta, Ga., April 1967. (Div. 6) AD-655 126


These three papers were presented as part of a symposium concerned with human factors implications in Army aviation performance and training. The first paper deals with human factor problems in complex systems, particularly problems encountered in the aerial reconnaissance and surveillance subsystem of the Combat Intelligence System. The initial concern has been to improve human effectiveness in collecting battle area information through new training methods and techniques. The second paper deals with the effectiveness of the synthetic helicopter flight training devices and their usefulness for transfer of training from a rotary-wing instrument flight qualification course to performance on the actual helicopter. The third paper concerns research on aviator stresses during combat missions. The research objectives were to provide the Army with readily usable information on variables that affect aviator performance, and to integrate this information into a system of performance prediction.


While it is obvious that a trainee technical editor needs to learn editorial skills and techniques, it is less obvious but not less important for the trainee to acquire certain attitudes in and toward his work as an editor. Viewpoints and work patterns that characterize experienced editors are used as a basis for formulating a series of concepts about the key elements in the training of an editorial apprentice. These concepts are discussed in terms of the development, in a tutorial-type on-the-job training environment, of attitudes and viewpoints that will increase the professional capabilities of the trainee.

"Training Research for the Army," by Saul Lavisky, Phi Delta Kappan, vol. XLVIII, no. 9, May 1967. (Dir. Off.)


The key concepts of system and simulation as they are applied to training and education are discussed in this paper. Five general characteristics of machine-ascendant systems that facilitate the orderly design process of training simulators are presented. The conceptualization of the behavior of organizations and their members in systems terms is cited as an important resource for determining objectives of education.


In an article in observance of the 25th anniversary of U.S. Army aviation, some research activities are described to illustrate the attention being given to the most important factor in Army aviation—the human factor. Research in sub-areas that are part of the human factors field, such as personnel selection, training methods, prediction of performance, performance assessment, training devices, simulation, and human engineering, is also described.

This paper considers electronics maintenance concepts and research findings in relation to development and use of technical manuals for use in maintenance. The experimental development of maintenance manuals that give attention to easy-to-follow troubleshooting procedures is described, with special reference to effective utilization of military personnel on their first tour of duty. Some projections regarding the use of technical manuals are included.

1968


Utilization of Behavioral Science Research in a Large, Operational System, Professional Paper 7-68, by William A. McClelland with the technical assistance of Angela D. Bentz, 7 pp., March 1968; based on a paper for Conference on Social Research and Military Management of the Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. (Dir. Off.) AD-667 631

The operation and organizational framework of the Human Resources Research Office are described with particular emphasis on the research and development relationship with the U.S. Army as a client. Some of the factors and conditions which appear to have influenced the utilization by the U.S. Army of HumRRO findings are presented and discussed.


In the term "technical editor," "technical" means something different for virtually every individual and every job, but "editor" provides common ground across jobs and disciplines. As a basis for considering how a technical editor can contribute to his own professional development, the paper discusses skills, attitudes, and activities that characterize the professional editor, taking into account the special problems faced by the editor who works with technical subject matter.


The problem of converting research results into training practice in the area of U.S. Army electronics maintenance is discussed. The need for a systematic, generalized procedure for designing, testing, and revalidating training courses is emphasized. Functional context training and a course using new instructional techniques are described.
Part III: Research By-Products
RESEARCH BY-PRODUCTS
AND EXPERIMENTAL MATERIALS

Human factors research and development directed toward the improvement of a specific Army activity often produces by-products, such as documents, materiel, manuals, or textual materials used in the study, which may be suitable for operational use by the Army. Although direct utilization may be possible, such materials typically require adaptation for operational application. These by-products, which are devised as part of the research process, range from specific items such as training programs or job aids to more general materials having human factors relevance in training and other activities.

ACHILLES
Job performance test for Nike IFC maintenance technicians:

AREA
Illustrations of problems for instructor use in area training:

AREA I
Listing of films, books, and readings useful for instructors of area training programs:

ARMORCOM I
Communications training program (ASubSch 17-600) and performance test for tank radio operators:

ARMORCOM XIII
Ground surveillance radar signals taped for target discrimination training:

BASICTRAIN
Performance test of basic infantry skills for BCT graduates:
Staff Memorandum, Basic Infantry Skills Performance Test, ATP 21-114, by George D. Greer, Jr., Finis W. Wilson, and Morton G. Wolpert, March 1956.
BASICTRAIN I
Minimal training goals and analysis by subject of the Army Training Program for Basic Combat Training:

CIVIC II
Case histories of cross-cultural technical aid projects:

CLASSIC I
Operating procedures for guided missile personnel:

COMTAC I
Compilations of message content in patrol operations, and tentative system for development of a code:

CONTACT II-III
Self-instructional taped courses with related printed materials for Russian and Mandarin Chinese languages:

EBAT
Combat readiness check for light weapons infantryman:

ECHO II
A device training program for the captive helicopter training device:

FIREPOWER IV
Target detection training program including slides:
Supplementary materials and Appendices to Research Memorandum, Target Detection: Study I, A Preliminary Investigation of the Trainability of Target Detection and Distance Estimation Skills, by Edward A. Stark, Peter C. Wolff, and Donald F. Haggard, July 1961.

FIREPOWER VI
Firing tables for tank gunners:
FORECAST II-III
Guide to task analysis and use of training techniques for electronic systems maintenance:

Description of mockups used to teach electronics repairmen the fundamental principles of troubleshooting and repairing equipment.

FORECAST IV
Practical exercise equipment for Sergeant missile system maintenance training:

Scrambled books for teaching troubleshooting of the HIPAR transmitter:

HAWKEYE
Technical materials for training of Hawk CW radar maintenance technician:
Instructor’s manuals and guides:
*Operation and Symptom Collection, CWAR, AN/MPQ-34*, instructor’s manual, November 1966.
*Operation and Symptom Collection, HPIR, AN/MPQ-34*, instructor’s manual, February 1967.
Instructor’s guides for signal tracing:
*CWAR* – Displays – 18 Practical Exercises
*CWAR* – Antenna – 16 Exercises
*CWAR* – Receiver – 18 Exercises
*CWAR* – Transmitter – 24 Exercises
*CWAR* – Miscellaneous – 15 Exercises
Instructor’s Guide for Student Practice in Setting Up Meter (TS 505A/U) and Reading Scales.
Manuals:
*Troubleshooting Within a Stage*, manual, 93 pages (covers 93 HAWK CW circuits).
Training aids:
A special Oscilloscope Signal Generator.
A test panel for Multimeter training.
Ninety circuit boards (and power supplies) which duplicate Hawk CW circuits for practical exercises in troubleshooting within a stage.
INGO
Guidelines and materials for preparation of instructional objectives:

INTACT
Standardized performance checklist (PPDR) and progress records on fixed wing aircraft proficiency measurement (based on material prepared for Work Unit LIFT):
- Pilot Performance Description Record, O-1.
- Pilot Performance Description Record, U-6.
- Pilot Performance Description Record, TL-180.
- Daily Progress Records, O-1.

Manual of flight maneuvers required in the Primary Phase of Army Flight Training:

JOBTRAIN I-II
Guidance for design and development of training programs for electronics maintenance repairmen:

JOBTRAIN III
Procedural guides for checking equipment, necessary troubleshooting steps:

LEAD I
Critical Combat Performances, Knowledges, and Skills Required of the Infantry Rifle Platoon Leader:
- Counterintelligence, July 1966.
- Observation, Combat Intelligence, and Reporting, July 1966.
LEAD I (Cont.)

Wire Communication, July 1966.
Use of Indirect Supporting Fires, April 1967.
Infrared Weaponsight & Image Intensification, August 1967 (For Official Use Only).
Cover, Concealment, and Camouflage, September 1967.
Physical Conditioning, November 1967.
Rifle, 5.56mm M16, by Staff, LEAD I, March 1968.
Hand Grenades, by Frank L. Brown, April 1968.
Mounted and Dismounted Platoon Combat Formations, by Staff, LEAD I, April 1968.
Tactical Movement, by Henry E. Kelly, April 1968.
Squad Formations, Battle Drill, and Elementary Fire and Maneuver, by Arthur J. DeLuca and George J. Magner, June 1968.

LEAD II

Programed booklets for training of leaders of small infantry units:

Combat Formations and Battle Drill, June 1966.

LIFT

Standardized performance checklist (PPDR) for flight proficiency measurement on rotary wing aircraft and manual of instructions for check pilot training in use of PPDR:

Pilot Performance Description Record, OH-13.
Pilot Performance Description Record, OH-23.
Pilot Performance Description Record, H-19.
Pilot Performance Description Record, CH-21.
Pilot Performance Description Record, CH-34.
Pilot Performance Description Record, UH-1.

Daily Progress Records, H-23.


LIFT I

Instructors' standardized description of helicopter maneuvers for student pilots:


Standardized helicopter maneuver descriptions for instructor and trainee use:


LIFT IV

SOPs for scheduling, conducting, and evaluating class results of checkrides:

LIMIT I
Program of instruction on the operation of a gasoline engine fuel system, lesson plans and
achievement tests for low-aptitude enlisted personnel:
Staff Memorandum, Special Lesson Plans: Gasoline Engine Fuel System, by Robert

LOCK-ON I
Scales, checks, and forms for evaluating Nike IFC operators:
Research Memorandum, On-Site Training of Guided Missile Operators: Evaluation

Training program for on-site Nike IFC operators:
Training manual, USARADCOM Integrated Fire Control Training Guide, July 1957, and
supplementary materials to Technical Report 64, On-Site Training of Guided Missile
Operators, by Myron Woolman, August 1960; also published as Army Training Circulars
TC 44-4, NIKE-AJAX Launching Area Training Guide, September 1961, TC 44-5, NIKE-
AJAX Battery Control Area Training Guide, October 1961, and TC 44-6, NIKE-

MAINTRAIN III
Procedures for maintenance on complex weapon systems for the Nike-Ajax launcher and
assembly area personnel:
Research Memorandum, A Survey of Organizational Maintenance of the Nike Ajax
Missile, by Robert A. Goldbeck, Emanuel Kay, W.L. Williams, Jr., and James P.
Rogers, July 1960 (Subcontractor: American Institute for Research).

MAINTRAIN V
Troubleshooting manual for guided missile systems:
Experimental manual, Assembly Area Trouble Shooting Manual—Missile Guidance Set
AN/DPW-11, Guided Missile Test Set AN/DSM-12, Guided Missile Electrical Test Set M22
(Nike-Ajax Antiaircraft Guided Missile System), undated.

Guide to the preparation of improved manuals for use in the troubleshooting of complex
electronic equipment:
Preparation of MAINTRAIN Troubleshooting Manuals, Working Paper, by James P.
Rogers and Julia S. Harris, October 1964.

Proposed contents for troubleshooting manuals:
Electronics Troubleshooting Manual, by James P. Rogers and H. Walter Thorne,
March 1965.

MALT
Short, self-instructional, job-oriented Vietnamese language program:
Self-instructional taped course with related printed materials for programed Basic
Vietnamese Course.
Description, course content, and examples of speaking and comprehension tests and
speaking lessons, in text and appendices of Technical Report 67-1, Programed Learning
in Vietnamese: Construction and Evaluation of a Short Practical Language Course,

MAPREADING
Mapusing training program including proficiency test:
Appendices to Technical Report 11, The Map-Using Proficiency of Basic Trainees,
by Robert B. Tallarico, William E. Montague, and Victor H. Denenberg, Sep-
tember 1954.
MAPUSING
Requirement indices of map skills for infantry, armor, and reconnaissance combat personnel in each of seven levels of responsibility:
Table 3 of Technical Report 43, A Survey of Map Skills Requirements, by Eugene A. Cogan, Norman E. Willmorth, and Donald C. Findlay, September 1957.

MAPUSING VI
Survey test of map reading for officers:

MBT I
Lists of job duties for crew members of the Main Battle Tank (MBT-70):

METHOD II
Programed Instruction for portions of the ADPS (Fielddata) Programming Course:
Samples of course content and problems from experimental portions used for the ADPS (Fielddata) Programming Course:

MOBILITY I
Tank maintenance and operation checklist:

MOBILITY IV-V
Job requirements for maintenance duties of armor mechanics and supervisors:
MOBILITY VI

Malfunction indicator lists for the M48A1 tank:

Picture guide for junior officers conducting maintenance inspections on M48A1 and M48A2 tanks:

MOBILITY X

Test exercises for turret mechanics:

MOONLIGHT IV

Instructor’s manuals for training and testing TOE rifle squads in defensive and offensive action:

MOONLIGHT XII

Program of instruction and instructor’s guide for day-night basic training in squad technique of fire:
Research Memorandum, Experimental Training in Night Technique of Fire and Squad Tactics, November 1959.

MOSAIC

Training manual for Hawk missile operator:
MOSAIC Hawk Operator Manual.

NCO II

Manual for noncommissioned officers for use in training and as reference:

NCO III

Leadership preparation program for BCT graduates including program of instruction, training materials, and films:

Leadership orientation course (LOC) for basic trainees including student handbook, automated tapes and slides, and materials to supplement the basic course:

Leadership preparation program (automated version) for BCT graduates including manuals, workbooks, electronic programer, and training materials:
NCO III (Cont.)

Statistical analysis tables, research instrument descriptions, and sample forms and summaries of auxiliary studies related to NCO leadership training treatments (for detailed technical study purposes):


OBSERVE I

Training aids and color slides for basic target recognition, and location and geographic orientation for aerial observers:


OBSERVE II

Programed course on low altitude aerial observation—administrative manual, training manuals, achievement tests, and training aids:


OFFTRAIN IV

Program of instruction in officer leadership, consisting of student text and instructor’s guide, in basic problems in small units:


PATROL I

Program of instruction, including subject schedule, training aids, and requirements for training facilities, in land navigation appropriate to the BCT level:


PATROL II

Program of instruction, including subject schedule, training aids, and requirements for training facilities, on nighttime reconnaissance patrolling for the infantry soldier:

PROFICIENCY
Individual proficiency tests for light infantry and basic combat trainees of critical subjects and skills:

RADAR V
Operating procedures for the M33 operator:

RADAR VI
Training program for the AAFCS M33 technician including lesson plans and practical exercises:

RADOP
Systems of practice and standardizing performance measures for International Morse Code operator trainees:

RECON I
Job requirements for armored cavalry platoon personnel:

RECON II
Guide for use of the armored cavalry trainer:

RECON III
Workbook on tactics for armored cavalry platoon leader:
A detailed tactical performance checklist of the combat skills required of armored cavalry platoon personnel:
A self-instructional booklet on disassembly, assembly, loading, immediate action, and unloading of the M-73 machine gun:

REFILL
Forms for data collection in survey of current foreign language training practices:
RIFLEMAN I
Proficiency requirements for combat of light weapons infantryman:

RIFLEMAN III
Description of special devices and procedures to simulate combat realism in testing performance of light weapons infantrymen:

RIFLEMAN IV
Program of instruction, including instructor's guide and lesson plans, of rifle squad tactics, and technique of fire:
Instructor's Guide, Description of Course and Detailed Lesson Plans for Technique of Fire and Tactics, Rifle Squad (MOS 111.0, 112.0 and 114.0), by Joseph S. Ward and N.I. Fooks, May 1965; published as part of Army TC 23-9, Technique of Fire and Tactics, Rifle Squad, September 1964.

Scrambled book for teaching defensive combat:
Fundamental Considerations for Defensive Combat, June 1965.

Scrambled book for teaching offensive combat:
Fundamental Considerations for Offensive Combat, June 1965.

Instructors' guide for training techniques in clearing buildings:

Training films to introduce the program of instruction for technique of fire and tactics, rifle squad:

RIFLEMAN V
Manual for instructors of land navigation as part of AIT:

RINGER
Variety of training devices applicable to training for fixed-procedures tasks:

ROCOM I
Analyses of initial assignments of ROTC graduates:

Ranking of essential training dimensions and duty-oriented training requirements for the Army ROTC program:

AD-666 034
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SAMOFF I

Job descriptions for Nike-Hercules platoon leaders:

Job requirements for the Nike-Ajax battery commander, executive officer, IFC platoon leader, and the launcher platoon leader:

SAMOFF II

Nike-Ajax platoon leader proficiency tests, August 1959.

Proficiency tests for Nike-Ajax platoon leaders:

SAMOFF III

Manual of procedures for developing training objectives for junior officer jobs:

Model of junior officer job behavior:

Performance aids for air defense battery junior officers:

SAMOFF IV

Set of training materials on air defense equipment for the Nike-Hercules officer, consisting of programmed textbooks (10 Sections grouped in seven volumes) and a volume of illustrations.
SAMOFF Checks and Procedures for the Nike-Hercules Officer:
Section A. Important Controls and Indicators on the Battery Control Console (U), June 1964 (CONFIDENTIAL).
Section B. 15-Minute Alert Procedures (General Outline), June 1964;
Section C. 15-Minute Alert Procedures (Detailed Description), June 1964.
Section D. Power Checks, Battery Control Area (U), June 1964 (CONFIDENTIAL);
Section E. Launcher Acquire and Command Checks, Battery Control Area (U), June 1964 (CONFIDENTIAL);
Section F. Gyro Azimuth Transmission Check, Battery Control Area (U), June 1964 (CONFIDENTIAL);
Section G. Introduction to Data Recorder Tape Reading (U), June 1964 (CONFIDENTIAL); includes separate chart, not bound in Section G volume.
Section H. Simultaneous Tracking Test (U), June 1964 (CONFIDENTIAL).
Section I. Dynamic Check: Courses 1 and 2 (U), June 1964 (CONFIDENTIAL).
Section J. Brief Description of Other Important Checks, June 1964.
Illustrations, June 1964.
SHOCKACTION I

Job requirements for tank crewmen:

Handbook for tank commanders:

SHOCKACTION II

Proficiency tests for the armor TOE and AIT trainees:
Supplementary materials to Staff Memorandum, *The Development of Tests for Two Levels of Armor Proficiency*, by Eugene F. MacCaslin, September 1956.

SHOCKACTION VI

Picture guides for skills of tank crewmen—gunner, driver, and loader:

Advanced Individual Training program for armor tank crewmen:

SKYFIRE

A proposed program for training in use of infantry weapons for an air defense role:

SPECTRUM I

Weighted list of Military Justice training objectives and a Military Justice questionnaire:

SPUR I

Motivational items (sample newspaper article, letter) and student attitude survey:

STAR

Materials and techniques for aircraft recognition training:

SYNTRAIN

Cockpit procedures mockup trainer (paper device):
HumRRO trainer for the U-21 UTE, by Paul W. Caro, Jr. [1968].

SWINGSHIFT I

Fundamental individual skills for infantry night training core curriculum:
TANKER
Tactical proficiency test for tank commanders:

TEXTRUCT
Manuals for automated remedial mathematics teaching program:
Pocketschool Series, Mathematics I, Multiplication and Division (Decimals): Part One, Part Two, and Part Three; Mathematics II, Multiplication and Division (Cancellation); Mathematics III, Powers and Roots: Part One and Part Two; Mathematics IV, Powers of Ten; Mathematics V, Simple Equations: Part One, Part Two, and Part Three; Mathematics VI, Proportions: Part One and Part Two; Mathematics VII, Stated Problems: Reference Items for Parts One and Two, Part One, Part Two, and Part Three; Mathematics VIII, Nomograms, July 1960; Mathematics IX, with Supplemental Graph Book, June 1963; published as training manuals by the U.S. Army Air Defense School.

Training booklets on the section control indicator for the Nike-Hercules, extra study materials for AIT:

TEXTRUCT II
Procedures outline for programming a course of instruction:

Orientation course on automated instruction for course planners:

Procedural task analysis for trainee use of the OS-8 C/U oscilloscope, the TS-505 A/U VTVM, and the TS-352 A/U multimeter:

Guide for developing programmed instruction courses:

Training objectives of the first week of the U.S. Army Air Defense School's Basic Electronics Course:

Procedural manual for the AN/USM-24C Oscilloscope:

TRADER
Training device for AO-1 Mohawk:
Mockup cockpit procedures trainer for AO-1 Mohawk, by Wallace W. Prophet and H. Alton Boyd, Jr. [1962].
TRAINFIRE

Basic course of rifle marksmanship instruction—including proficiency tests—designed to prepare a soldier to use a rifle effectively in combat:


UNIT I

Combat readiness check for individual tank crew members, individual tank crews, and tank platoons:


Combat job requirements for tank platoon sergeants and leaders:


UNIT II

Tests of armor platoon leader's knowledge and capability for combat decisions:


Manuals for miniature armor battlefield and combat decisions game:


UPSTREAM III

Management procedures for providing human factors information during the development of new weapons systems:


VE-TRAIN I

Job requirements for automotive mechanics:


VIGIL I

Drill procedures and knowledge tests for Nike-Ajax section operating control indicator operator and chief of section:


VIGIL II

Method of adjusting PPIs:

Appendix of Technical Report 85, A Filter Method of Adjusting PPI's, by Robert D. Baldwin and A. Dean Wright, June 1963 (For Official Use Only).

WHOLEPART

Criterion firing tables for marksmanship training for M1 rifle:

Exploratory Study 44
Data on human performance in aircraft detection and range estimation:

Basic Research 1
Training requirements for enlisted personnel MOS 101-MOS 357 and MOS 401-MOS 075:

Technical Advisory Service
Instruction in the use of mil formula in tank gunnery:

Diagnostic arithmetic test for the U.S. Army Air Defense School’s Basic Electronics Course:

Model for estimating psychological casualties as a consequence of continuing combat stresses:

- **FORECAST Within Block Troubleshooting Procedures for LORAN Receiving Set: AN/UPN-12 and AN/UPN-15**, scrambled book (prepared jointly by HumRRO and Fleet Training Center, Norfolk), [June 1964].

Manual for use by training personnel:

General

Guidance for the development, design, and quality control of military training programs:


Appendices
Appendix A
REPORTS AND PROFESSIONAL PAPERS BY NUMBER

Technical Reports

1 DESERT ROCK I: A Psychological Study of Troop Reactions to an Atomic Explosion, February 1953. (DESERT ROCK I)
2 DESERT ROCK IV: Reactions of an Armored Infantry Battalion to an Atomic Bomb Maneuver, August 1953. (DESERT ROCK IV)
3 The Training Effectiveness of a Tank Hull Trainer, February 1954. (TRAINER)
4 Communist Vulnerabilities to the Use of Music in Psychological Warfare, with Catalogue of Music Recordings for Propaganda Broadcasts to Selected Communist Countries and Instruction Manual, March 1954. (TREBLE)
5 A Preliminary Investigation of Delinquency in the Army, April 1954. (STIR)
6 Evaluation of a Special Live-Firing Trigger-Squeeze Exercise, May 1954. (TRIGGER)
8 Infantry OCS Evaluations and Combat Performance, June 1954. (OCS)
9 The Effect of Different Methods of Motivating Men to Apply for OCS, July 1954. (OCS II)
10 Committee Problem-Solving Techniques at the National War College, September 1954. (POWIC POLICY)
11 The Map-Using Proficiency of Basic Trainees, September 1954. (MAPREADING)
12 The Training Effectiveness of a Stereoscopic Range-Finder Trainer, October 1954. (RADEV)
13 Transition From Civilian to Army Life, October 1954. (INTERSQUAD)
14 Television in Army Training: Evaluation of Television in Army Basic Training, November 1954. (TV I)
15 MOONLIGHT II: Training the Infantry Soldier to Fire the M1 Rifle at Night, December 1954. (MOONLIGHT II)
16 Training Achievement in Basic Combat Squads With Controlled Aptitude, January 1955. (APITUDE)
17 MOONLIGHT IV: Training the Rifle Squad in Night Technique of Fire, May 1955. (MOONEIGHT IV)
18 Tactical Training of the Infantry Rifle Squad, June 1955. (SQUADTRAIN)
19 Development of Proficiency Tests for Basic Combat and Light Infantry Training, July 1955. (PROFICIENCY)
20 The AAFCS M-33 Operator: Analysis of Field Activities and Problems With Implications for Training, August 1955. (RADAR I)
21 Leadership in Rifle Squads on the Korean Front Line, September 1955. (INTER SQUAD)
22 TRAINFIRE I: A New Course in Basic Rifle Marksmanship, October 1955. (TRAINFIRE I)
23 The Kazakhs: A Background Study for Psychological Warfare, November 1955. (KAZPO)
24 Changes in Student Motivation at an Army Technical Training School, December 1955. (WIGWAG II)
25 Consistency in Re-laying as a Factor in Tank Gunnery, December 1955. (GUNNERY II)
26 An Assessment Program for OCS Applicants, February 1956. (OCS III)
27 Films and Group Discussions as a Means of Training Leaders, March 1956. (OFFTRAIN I)
28 An Experimental Evaluation of a Basic Education Program in the Army, April 1956. (READ)
29 The Effect of Rock Tower Height in Airborne Training, May 1956. (HILERO)
30 Research on Methods of Interviewing Foreign Informants, August 1956. (RIM)
32 Evaluation of Four-Week and Eight-Week Basic Training for Men of Various Intelligence Levels, November 1956. (BASICTRAIN II)
33 Factors Related to the Collaboration and Resistance Behavior of U.S. Army POW’s in Korea, December 1956. (PSYFREE)
34 A Simplified Method for Rating the Performance of Stereoscopic Range Finder Operators, December 1956. (RANGEFINDER I)
35 Several Methods of Teaching Contour Interpretation, January 1957. (MAPREADING)
36 A Study of Training of Stereoscopic Range Finder Operators for Armor, February 1957. (RANGEFINDER II)
39 Consistency in Laying the Main Tank Gun in a Live-Fire Situation, June 1957. (FIREPOWER II)
40 Identification of the Important Skills in Daylight Land Navigation, July 1957. (MAPREADING)
41 TRAINFIRE II: A New Course in Basic Technique of Fire and Squad Tactics, July 1957. (TRAINFIRE II)
42 Comparison of the Stereoscopic Range Finder, M12 With the Coincidence Range Finder, T43, August 1957. (FIREPOWER I)
91 The Effects of Observer Location and Viewing Method on Target Location in the 18-inch Tank-Mounted Searchlight, June 1964. (ARMORNITE V)
92 Determination of Combat Job Requirements for Armored Cavalry Platoon Personnel, December 1964. (RECON I)


65-3 Application and Test of the FORECAST Concept of Electronics Maintenance on Navy LORAN Equipment, May 1965.

65-4 Functional and Appearance Fidelity of Training Devices for Fixed-Procedures Tasks, June 1965. (RINGER)

65-5 Advisor and Counterpart Activities in the Military Assistance Program in the Republic of China, June 1965. (ES-2)

65-6 Controlling the Quality of Training, June 1965.

65-7 The Achievement of Foreign Students in U.S. Army Technical Schools, June 1965. (CULTECH)

65-8 The Effect of Training on Accuracy of Angle Estimation, August 1965. (LOWENTRY I)

65-9 The Effect of Map Scale on Position Location, September 1965. (LOWENTRY I)

65-10 A Model of Junior Officer Jobs for Use in Developing Task Inventories, November 1965. (SAMOFF III)

65-11 Performance Aids for Junior Officers, December 1965. (SAMOFF III)

65-12 Measures of Ability and Programmed Instruction Performance, December 1965. (BR-11)

65-13 Short-Term Memory: An Annotated Bibliography, December 1965.

65-14 A Self-Instructional Tactical Language Course in Russian, December 1965. (CONTACT II)


65-16 Development of Improved Rifle Squad Tactical and Patrolling Programs for the Light Weapons Infantryman, December 1965. (RIFLEMAN IV)


66-1 The Influence of Practice Frames and Verbal Ability on Programmed Instruction Performance, January 1966. (BR-11)

66-2 A Study of Category IV Personnel in Basic Training, April 1966. (CENTER)

66-3 Development of Procedures for Deriving Training Objectives for Junior Officer Jobs, May 1966. (SAMOFF III)

66-4 The Derivation, Analysis, and Classification of Instructional Objectives, May 1966. (INGO)

66-5 The Corrective Action Questionnaire: Development and Administration to Officers and NCOs, May 1966. (CENTER)

66-6 Development of Technical Training Materials for Nike Hercules Junior Officers, June 1966. (SAMOFF IV)


66-8 Experimental Studies of Sensory Deprivation and Social Isolation, June 1966. (BR-9)


66-10 Interaction Content and Team Effectiveness, June 1966. (UNIFECT I)

66-11 Pursuit Rotor Performance: I. Effects of Reinforcing the Longer Intervals of Continuous Tracking Within Each Trial, June 1966. (BR-9)

66-12 A Conceptual Model of Behavior Under Stress, With Implications for Combat Training, June 1966. (FIGHTER V)

66-13 Sources of Variability in Missile Unit Evaluations, June 1966. (VIGIL)


66-15 An Analysis of Human Relations Training and Its Implications for Overseas Performance, August 1966. (AREA I)

66-16 An Analysis of Initial Active Duty Assignments of Army ROTC Graduates, October 1966. (ROCOM I)

66-17 Speed and Accuracy of Addition in Normal Time and Decimal Time Systems, October 1966. (LOWENTRY II)


66-20 The Effect of Programmed Instruction Response Conditions on Acquisition and Retention, December 1966. (LEAD II)


66-23 A Description and Analytic Discussion of Ten New Concepts for Electronics Maintenance, December 1966. (MOSAIC)


67-2 Implementation and Utilization of the Leader Preparation Program, March 1967. (NCO III)


67-4 Techniques for Low Altitude Navigation: Direction Estimation From Tactical Maps, April 1967. (LOWENTRY II)


67-6 Shillalah Guidance Requirements and Gunner Tracking Proficiency (U), June 1967. (TAS)

67-7 A Content Analysis of Communications Within Army Small-Unit Patrolling Operations, June 1967. (CONTRAC I)

67-8 Preliminary Assessment of Three NCO Leadership Preparation Training Systems, June 1967. (NCO III)

67-9 Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists, June 1967. (BR-7)

67-10 A Suggested General SOP for the Preparation of Equipment Serviceability Criteria, June 1967. (TAS)

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67-11 Some Resources for Area Training, September 1967. (AREA I)
67-12 Evaluation of Three Experimental Systems for Non-commissioned Officer Training, September 1967. (NCO III)
67-13 Retention of Military Skills Acquired in Basic Combat Training, December 1967. (STRANGER I)
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67-16 Training Requirements for the General Military Science Curriculum of the Army ROTC Program, December 1967. (ROCOM I)
68-1 A Classroom Method of Training Aircraft Recognition, January 1968. (STAR I)
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68-7 The Effects of Group Competition Upon Student Performance, June 1968. (SPUR I)
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68-9 The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept, June 1968. (ECHO II)
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1. A Study of Leadership in Army Infantry Platoons, November 1958. (OFFTRAIN II)
2. Some Problems in the Analysis of Trouble Shooting Behavior, October 1959. (MAINTRAIN II)
3. Effects of Correct and Incorrect Knowledge of Results on Ability to Count Auditory Stimuli, March 1960. (ENDORSE I)
5. Leadership in Army Infantry Platoons: Study II, July 1960. (OFFTRAIN III)
8. A Survey and Analysis of Vigilance Research, November 1961. (VIGIL IV)
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2. Psychological Warfare Research: A Long Range Program—Part One, Essential Background Information, March 1953. (CHATTER)
4. A Survey of the Basic Airborne Training Course at Fort Benning, Georgia, April 1955. (Radar V)
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7. Determinants of Loyalty and Disaffection in Chinese Communist Soldiers During the Korean Hostilities: An Exploratory Study, October 1956. (TICK I)
8. Studies Made by Human Research Unit Nr. 1, CONARC During Project STALK: Part I—Results of Interviews With the STALK Crew Members, June 1957. (STALK I)
9. Simplification of the Panel Layout on Standard Series Tank Radios, July 1957. (ARMORCOM I)
10. Procurement of Counter Intelligence Corps Trainees, October 1957. (CINCO I)
11. A Survey of Human Factors in Military Night Operations (With Special Application to Armor), November 1957. (ARMORNITE)
12. Illumination and Terrain as Factors Affecting the Speed of Tank Travel, March 1958. (ARMORNITE I)
13. FIGHTER I: A Study of Effective and Ineffective Combat Performers, March 1958. (ARMORNITE I)
15. The Achievement of Active-Duty and Reserve Tank Crewmen in Areas of Essential Armor Knowledge, November 1958. (SHOCKACTION III)

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6. HumRRO Presentations to Third Meeting of NIKE ZEUS Training Panel, Ordnance Guided Missile School, Redstone Arsenal, November 1959.
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2-66 Factors Influencing Utilization of Research Findings in Institutional Change.
3-66 Men, Machines and the Software Middleman.
4-66 A Review of the Analysis of Visual Discriminations in Helicopter Control. (ROTAR)
5-66 Dimensions of Simulation.
6-66 Effects of Written Verbalization and Timing of Information on Problem Solving in Programed Learning. (METHOD II)
7-66 Helicopter Trainee Performance Following Synthesis Flight Training. (ECHO)
8-66 The Importance of Training Requirements Information in the Design and Use of Aviation Training Devices.†
9-66 An Experimental Evaluation of a Driver Simulator for Safety Training. (ES-20)
10-66 Deriving, Specifying, and Using Instructional Objectives. (INGO)
11-66 Group Consensus and Judgmental Accuracy: Extension of the Asch Effect. (BR-6)
12-66 The Design of Cross-Cultural Training for Military Advisors. (MAP)
13-66 Training Models: I. The Formulation of Training Problems; II. Models of and for Training. (ECHO)
14-66 An Approach to Cultural Self-Awareness. (AREA)
15-66 HumRRO Techniques in Course Development. (REFILL)
17-66 Human Factors in Tactical Nuclear Combat.† (TAS)
18-66 Recognition Thresholds and Accuracy for Differing Body Regions as a Function of Number of Electrodes and their Spacing. (COMTAC I)
19-66 Stimulus Parameter Considerations and Individual Differences in Cutaneous Sensitivity to Electropulse Stimulation. (COMTAC I)
20-66 Language Programming for the Foreign Student.† (CONTACT)
21-66 New Perspectives in Training and Assessment of Overseas Personnel. (AREA)
22-66 Military Applications of Programmed Instruction, and Management Considerations in Programmed Instruction.†
23-66 The Application of Programmed Instruction to Foreign Language and Literacy Training.†
24-66 Food Habits and the Introduction of New Foods. (CIVIC)
25-66 The Utility of Data From Field Performance Measurement.
26-66 Goal-Directed Leadership: Superordinate to Human Relations?
27-66 Interfacing Between Operations Research and Human Factors Research.†
29-66 HumRRO Research on Human Performance.
30-66 The Skills of Leadership. (HIGHHEAD)
31-66 Electropulse Responsivity to Changes in Skin Moisture. (COMTAC I)
32-66 Programmed Learning: Prologue to Instruction. (ES-42)
33-66 Research and Development in Training and Education.†
34-66 The Simulation of Cultural Differences. (AREA II)
35-66 Factors Influencing the Visual Detection and Recognition of Low-Altitude Aircraft.† (ES-44)
36-66 Individual and Small-Unit Training for Combat Operations.
37-66 Psychological Research in Electronics Maintenance Training.†
38-66 Training Research Utilizing Man-Computer Interactions: Promise and Reality.†
39-66 Leadership in Small Military Units: Some Research Findings.† (OFFTRAIN)
40-66 Intra-Group Communication and Induced Change. (CIVIC II)
41-66 Weber's Law Applied to Distance Estimation. (ES-44)
42-66 Human Factors Research in Support of Army Aviation.
43-66 Training the Editor: Skills Are Not Fixed. (ECHO)
44-66 Human Factors in Aviation: Some Recurrent Problems and New Approaches. (ECHO)
45-66 Computer-Administered Instruction Versus Traditionally Administered Instruction: Economics. (ECHO)
46-66 A Differential Comparison of Two Types of Electropulse Alphabets Based on Locus of Stimulation. (COMTAC)
47-66 Peasant Fatalism and Socioeconomic Innovation. (CIVIC II)
48-66 Some Effects of Differential Pretask Instructions on Auditory Vigilance Performance. (ES-54)
49-66 The Functional Context Method of Instruction.† (REPAIR)
50-66 The Process of Cross-Cultural Innovation.‡ (CIVIC II)
52-66 Paired-Associate Transfer for the A-B, C-A and the A-B, B-C Paradigms. (BR-8)
53-66 Simulation Exercises in Area Training. (AREA)
54-66 Simulation in Training and Education.
55-66 Development of a Short, Practical, Programmed Vietnamese Course.† (MALT)
57-66 The Human Factor in Army Aviation.
58-66 Course Density and Student Perception. (REFILL)

† An asterisk (*) indicates publication, as a Professional Paper, of a presentation given at an earlier date (more than a year prior to the Professional Paper date) and listed in previous Bibliographies.
45-67 A Program for Developing Potential Noncommissioned Officers. (NCO)
46-67 Effects of Amount of Interpolated Activity in Short-Term Memory. (BR-8)
47-67 Differential Approaches to Training. (SPECTRUM)
48-67 Human Factors in the Operation of U.S. Military Units Augmented with Indigenous Troops. (ES-40)
49-67 Live Simulation of Affect-Laden Cultural Cognitions. (AREA II)
50-67 The Simulation of Cross-Cultural Communications. (AREA)
2-68 Human Performance in the Cold. (TAS)
3-68 The Effect of Unidirectional Primary Word Associations on A-B, C-A Paired-Associate Transfer. (BR-8)
4-68 A Short Vietnamese Language Program: Training Course and Research Vehicle. (MALT)
5-68 Leadership at Senior Levels of Command. (HIGHLEAD)
6-68 Collected Papers Prepared Under Work Unit ENDORSE: Effects of Controlled Isolation on Performance. (ENDORSE)
7-68 Utilization of Behavioral Science Research in a Large, Operational System. (SOJOURN)
8-68 Some Guides to Interpretation of School Enrollment Figures Among Americans Overseas in the 1960 Census. (ECHO IV)
9-68 The Need for Innovative Approaches for Training in Inter-Cultural Interaction. (AREA)
10-68 A Follow-up Study of the Performance of Army Recruits in Their First Tour. (TRANSITION I)
11-68 Paired-Associate Transfer as a Function of Ability Level in the A-B, C-A and the A-B, B-C Paradigms. (BR-8)
14-68 A Concept of the Role of Man in Automated Systems. (ES-40)
15-68 Review of Concepts and Literature on Contingency Management. (BR-18)
17-68 Knowledge of Results in Schematic Concept Formation. (BR-16)
18-68 Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training. (LIFT)
19-68 The Role of the Technical Editor in His Professional Development. (BR-16)
21-68 From Research to Practice in Electronics Maintenance Training. (BR-16)
22-68 Background and Situational Confidence: Their Relation to Performance Effectiveness. (ES-50)
23-68 Inflight Performance After Zero, Ten, or Twenty Hours of Synthetic Instrument Flight Training. (ECHO IV)
24-68 A Preliminary Application of the Critical Incident Technique to Combat Performance of Army Aviators. (ES-50)
25-68 A View of Man's Role and Function in a Complex System. (ES-61)
Appendix B

WORK UNITS BY DIVISION'

Director's Office

COLDSPOT—Human Factors in Military Performance in Extreme Cold Weather
PIONEER—Development of Methods and Concepts for Training and Motivation Research (Subtasks were assigned to various Divisions)
SPECIAL—Training in Special Warfare, Counter-Insurgency and Related Missions
TRADER—Developing Guidance for Establishing Requirements and Characteristics of Training Devices (Subtasks were assigned to various Divisions)

Division No. 1 (System Operations)

ANSCALE—Development of an Anxiety Scale for Use in Army Training Research
CINCO—Procurement, Classification, and Training Problems at the Army Intelligence School
CLASSIC—A Program of Research on the Activities and Training of Guided Missiles Personnel
COLDSPOT—Human Factors in Military Performance in Extreme Cold Weather
CONTACT—Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War
FICON—A Study of the Activities of Ordnance Fire-Control Maintenance Personnel in the Field and the Relationship Between These Activities and Training
FORECAST—Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems
IMPACT—Instructional Model/Prototypes Attainable in Computerized Training
INTACT—Integrated Contact/Instrument Training
JOBTRAIN—Development of a Method for Building Training Programs for Signal Corps Electronics Repairmen
KNOWHOLD—The Assessment of Military Knowledge at Different Stages of the Career Cycle
LIFT—Army Aviation Helicopter Pilot Training
LIMIT—Adapting Service School Courses for Enlisted Men With Minimal Qualifications
LOCK-ON—Training of Guided Missiles Operator Personnel
METHOD—Research for Programed Instruction in Military Training
MOSSAIC—Studies on Organization and Operation of Electronic Maintenance Units
NICORD—Training of Ordnance Guided Missile Maintenance Personnel
OBSERVE—Improved Methods for Training Aerial Surveillance Personnel
OVERDRIVE—Analysis of Training Requirements for Operation of an Amphibious Ground Effect Machine
POLICY—An Analysis of Committee Problem-Solving Techniques at the National War College
PRESSURE—An Experimental Study of the Relationship Between Anxiety Level and Performance in a Military (Rifle Firing) Situation

1Work Units that have been transferred from one Research Division to another are listed under both Divisions.
PROTECT—The Performance of Military Personnel Wearing Protective Masks
RADAR—Training of Radar Operators and Maintenance Personnel
RADOP—Improvement of Student Performance in Radio Operation Courses
REPAIR—Training of Electronics Maintenance Personnel
SCOPE—Survey of the Educational and Training Programs of the AA and GM Branch, the Artillery School, Ft. Bliss, Texas
STINTRAC—Training of Scientific and Technical Information System Personnel
TRACE—Development of Improved Electronic Trouble Shooting Procedures and Teaching Methods
TV—Evaluation of Television in Army Training

Division No. 2 (Armor)

APITUDE—Basic Training Achievement in Infantry Squads With Controlled Aptitude
ARMORCOM—Improvement of the Communications Proficiency of Armor Personnel
ARMORNITE—Human Factors in Armor Operations Under Conditions of Limited Visibility
ARSUR—A Survey of Training Problems in Armor
FIREDRA—Methods for Improving Performance in Tank Gunnery
FLINCH—The Effect of Flinch Upon MI Rifle Marksmanship
GUNNERY—Conservation of Tank Ammunition Through an Improved Training Method: Subcaliber Substitution
MAPREAD—Assessment of Effectiveness of Basic Map-Reading Training
MAPUSING—The Mapusing Proficiency of Army Personnel
MBT—Training Guidelines for the US/FRG Main Battle Tank
MOBILITY—Methods for Improving Vehicle Maintenance
PROFICIENCY—Proficiency Testing: The Development of Performance Proficiency Tests for Basic Trainees
RADEVA—A Comparison of the Training Effectiveness of the Stereo Range Finder Device OROPT-TI and the Tank-Mounted Range Finder
RANGEFINDRA—A Study of Training and Selection of Stereoscopic Range Finder Operators for Armor
RECON—Training Methods and Techniques for Improving Combat Readiness of the Armored Cavalry Platoon
SHOCKA—Evaluation and Improvement of Individual Training for Tank Crewmen
SPANOCFAC—Human Factors Influencing Span of Control Within Military Organizations
STALK—The Time Required to Achieve a Hit With the Main Armament of Several U.S. Tanks in Their Present State of Development
TANKER—Improved Methods for Training Tank Commanders
TRACK—The Training Effectiveness of the Track and Suspension Trainer Device
TRAINER—An Evaluation of the Prototype Model of a Tank Hull Trainer
TRIGGER—Monitoring on MI Training Program Designed to Reduce Flinching
UNIT—Evaluation and Improvement of Tank Platoon Training
VISION—Evaluation of an Experimental Armed Forces Vision Tester
WHOLEPART—A Comparison of the Whole and Part Methods of Marksmanship Training

Division No. 3 (Recruit Training)

AAA—Factors Affecting Efficiency and Morale in Antiaircraft Artillery Batteries
BASICTRAIN—Improved Training Procedures for Basic Combat Training (ATP 21-114)
CAREER—The Army as a Career for Existing and Potential Qualified Personnel
CENTER—Improvement of Effectiveness of Basic Combat Training Graduates
DECISION—Factors Influencing Command and Tactical Decision Making

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DESERT ROCK V—Psychological Study of Troop Reactions at an Atomic Explosion
ENDORSE—Effects of Controlled Isolation on Performance
FIGHTER—Factors Related to Effectiveness and Ineffectiveness of Individuals in Combat
INTERSQUAD—A Study of the Factors Which Account for the Differences Between Effective and Ineffective Rifle Squads
NCO—Research in Support of Training of Potential Noncommissioned Officers
OCS—An Investigation Into the Characteristics of Qualified Applicants for Officer Candidate Schools and the High Attrition in These Schools
OFFTRAIN—Studies in Leadership and Leadership Training
QUIZ—Psychological Techniques for Facilitating and Countering Interrogative Processes
RAID—Methods for Improving the Effectiveness of Small Groups Under Stress
RIFLEMAN—Improvement of the Combat Proficiency of the Light Weapons Infantryman
SPECTRUM—Development of Effective Training Across All Aptitude Levels
STRANGER—Long-Term Memory of Motor Skills
SWINGSHIFT—Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility
TRANSITION—Research on Factors of Civilian-Military Transition of Army Recruits
UNIROTE—A Study of Combat Arms Unit Rotation

**Division No. 4 (Infantry)**

ACTION—Research for Improvement of Infantry Stability Operations Training
BASICTRAIN—Improved Training Procedures for Basic Combat Training (ATP 21-114)
COMTAC—Tactial Communication as a Medium for Increasing Control in Small-Unit Operations
HIGHLEAD—Training for Leadership at Senior Levels of Command
HILO—An Experimental Study of Habituation to Height at the Mock Tower
LEAD—Development of Training for Improving the Combat Skills of Leaders in Small Infantry Units
MOONLIGHT—Improved Methods for Training the Soldier Under Limited Visibility Conditions
OFFTRAIN—Studies in Leadership and Leadership Training
PATROL—Methods for Increasing Accuracy, Extent, and Reliability of Information Obtained From Reconnaissance Patrols
PLATTRAIN—Experimental Development of Procedures and Methods Designed to Improve the Tactical Proficiency of the Rifle Platoon
RIFLEMAN—Improvement of the Combat Proficiency of the Light Weapons Infantryman
ROCOM—Development of Methods and Techniques for Improving the Output of ROTC
SQUADTRAIN—Use of the Rifle Squad Field Problem for the Evaluation and Improvement of the Tactical Training of the Infantry Rifle Squad
SWINGSHIFT—Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility
TRAINFIRE—Experimental Development of Improved Proficiency Tests and Training Methods for Improving the Effectiveness of Combat Riflemen
UNIFECT—Procedures for Increasing the Effectiveness of Small Infantry-Type Units

**Division No. 5 (Air Defense)**

ACHILLES—An Evaluation of the Maintenance Proficiency of Fire Control System Technicians
INGO—Methods for Deriving Instructional Objectives
MAINTRAIN—Maintenance Proficiency and Its Relation to Training Procedures for Guided Missile Personnel

MANICON—Determination of Performance Capabilities and Training Requirements for Manual Command and Control Functions of the NIKE-X Weapon System

RADAR—Training of Radar Operators and Maintenance Personnel

RINGER—Fidelity Requirements for Training Devices

SAMOFF—Systematic Analysis of Training Requirements and Procedures for Surface-to-Air Missile Battery Officers

SKYFIRE—Training Methods for Forward Area Air Defense Weapons

SPUR—Studies of Motivation in Technical Training

STAR—Aircraft Recognition Training

TEXTROCT—Methods of Instruction in Technical Training

UPSTREAM—Procedures for Anticipating Training Requirements for Future Air Defense Guided Missile Systems

VIGIL—Methods and Techniques for Improving Performance of Air Defense Missile Operator Personnel

Division No. 6 (Aviation)

ECHO—Synthetic Flight Training Programs and Devices

HELIFIRE—Methods for Improving Training and Performance in Aerial Firepower Systems

INTACT—Integrated Contact/Instrument Training

LIFT—Army Aviation Helicopter Pilot Training

LOWENTRY—Methods for Improving Navigation Training for Low-Level Flight

OBSERVE—Improved Methods for Training Aerial Surveillance Personnel

REFLECT—Flight Trainer Requirements in Army Aviation Pilot Training

ROTOR—Design of Rotary Wing Training Devices

Division No. 7 (Language and Area Training)

AREA—Development of Concepts and Techniques for Area Training

CIVIC—Guidelines for Civic Action Advisors

CONTACT—Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War

CULTECH—Technical Training Across Cultural Barriers

MALT—Construction and Evaluation of a Short, Automated Vietnamese Language Course

MAP—Development of Guidelines for Training Personnel for Military Assistance Advisory Duties

REFILL—Survey Investigations in Foreign Language Learning

SOJOURN—Overseas Military Posts and Communities

Motivation, Morale, and Leadership Division

ACCIDENT—Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Off-Duty Driver Accidents

ADCVIA—Studies of Psychological Adjustment to the Requirements of Military Life: Factors in Recruits' Adjustment

DESERT ROCK I—Factors Influencing Performance of Troops Exposed to an Atomic Shot

DESERT ROCK IV—Factors Influencing Performance of Troops Exposed to an Atomic Shot

JUMPBOOT—An Investigation Into Causes and Methods of Overcoming Attrition in the Army Airborne Training Program
MEDICORPS—Research on Career and Recruitment Problems of the Army: Opinion Survey of Army Medical Men

ORIENT—Orientation Procedures for Airborne Trainees

READ—Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Evaluation of the Basic Education Program

SCALO—A Further Study of Linear Segments Technique of Scalogram Analysis Including the Problem of Reliability

STIR—A Study of Factors Contributing to Delinquency in the Army

VOLAIR—A Study of the Comparison of Basic Trainees (Non-Airborne Volunteers) and Airborne Volunteers on Demographic, Attitude, and Personality Characteristics

WIGWAG—Survey of a Technical Training School

YUCCA—Reactions of Troops at an Atomic Maneuver: (a) Study of Palmar Sweating; (b) Information and Attitudes of Troops at DESERT ROCK V.

**Psychological Warfare Division**

ACROSS-RETURN—Evaluation of Effects of Intercultural Contact Between U.S. Army Personnel and Their Dependents and Foreign Nationals

CHATTER—Factors Contributing to the Gaining of Attention, Understanding, and Credibility in Communications

COMPRAC—Preliminary Investigation of Communication Practices in Pre-Maneuver and Maneuver Situations

GAMBIT—Identification of Personnel Characteristics for Evaluating Special Forces Training

KAZPO—A Study of the Vulnerabilities of the Kazakh Population

MELITE—Pilot Research on a Comparative Study of Military and Scientific Leaders in Selected Countries

PSYFREE—Communist Indoctrination and Use of Prisoners of War for Psychological Warfare Operations

PSYJOB—Determination of Training Requirements for Propaganda Personnel

RIM—Research on Methods of Interviewing Foreign Informants

TICK—A Study of Communist Motivation

TREBLE—Exploratory Survey of Music as Used in Propaganda
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KEY-WORD-OUT-OF-CONTEXT (KWOC) INDEX

Description of the KWOC Index

A key-word-out-of-context (KWOC) index is included in this Bibliography for the convenience of readers. The index is based on the information in Part II of the Bibliography.

Constructing the Index

The KWOC index is designed to provide an efficient method of searching the bibliography for references on a particular subject. The index is constructed by alphabetizing bibliographic titles on the basis of "key words"—those words in the title that present the greatest amount of subject-oriented content. Titles typically contain several such key words, and each title is listed separately and completely for each key word occurring in its title, as the following examples show. Titles are listed in the order of alphabetic occurrence of its key words, which are printed out of context down the left of the page for easy scanning. A key word is followed by all of the titles containing that key word. In the title itself the key word is set off with arrows: thus, >key word<.

Examples: (Key words are underlined for these samples)
- Simulation Exercises in Area Training/ Cross-Cultural Communication
- The Simulation of Cross-Cultural Communication/ Area Training
- Live Simulation of Affect-Laden Cultural Cognitions

Titles as they appear in the KWOC index:

AFFECT-LADEN
AREA
LIVE SIMULATION OF AFFECT-LADEN CULTURAL COGNITIONS
SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING

COGNITIONS
COMMUNICATION
SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING

CROSS-CULTURAL
EXERCISES
SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING

CULTURAL
SIMULATION
SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING

TRAINING
LIVE SIMULATION OF AFFECT-LADEN CULTURAL COGNITIONS
SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING

The titles are not always listed in the index exactly as they are in the Bibliography. Because of space limitations of the computer printout, some long titles had to be edited; however, every effort was made to retain the original context. Those titles that have been truncated are indicated by an asterisk (*) with the code. In some cases, words were abbreviated in order to retain as much as possible of the original title; when these words are key words, they appear abbreviated in the title, but in the out-of-context list they appear in their full form. Where the original title did not contain sufficient subject matter for effective reference, words were added to the title to serve as additional key words. These are indicated by a virgule (/) at the end of the title and between the added words (see titles listed above for two examples of titles with added words). In some cases the listing of titles for a key word may continue from the bottom of
Using the Index

To use the index:
1. Frame a search question and select from it the key words.
2. Search the alphabetical key word list for key words and inspect the titles in which they occur for relevance. If titles listed under the first-selected key words do not prove useful, then synonymous words will usually disclose useful titles. For instance, if titles listed under "training" do not provide enough information, such words as "education," "curriculum," and "course" may provide the desired items.
3. When titles that appear relevant are found, use the reference codes following each title to locate the complete citations in the Bibliography. This reference code is keyed directly to the page numbers in Part II of this Bibliography. In all cases the page number—the first segment of the code—refers to the page on which the title appears.

From the second segment of the code, the year, the searcher knows how recent the item is, and also can locate the item more quickly on the page.

The last segment varies with the type of research effort to which the item is related. The Work Units are identified by not more than five letters of the code word, e.g., COMTA = COMTAC. Usually they are the first five letters, but in some cases an exception was made to distinguish between Work Units with similar names. The Exploratory Studies and the Basic Research Studies are identified by number, e.g., ES-20, BR-9. Technical Advisory Service and General items are coded as such, and are most easily located by the page and year segments of the code.

Example of research code:
- 58/63/FIGHT Page 58, year 1963, Work Unit FIGHTER.
- 193/60/GENRL Page 193, year 1960, General section.

The alphabetical ordering by subject content of the key words make it possible to enter the KWOC index at any point and scan only those titles that contain concepts of current interest to the literature searcher.
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LEADERSHIP SKILL
MILITARY POLICY

A survey of organizational maintenance of the M48 tank is discussed. The survey included the maintenance of the tank's mechanical and electrical systems, as well as the training of maintenance personnel. The study also examined the effects of different maintenance practices on the tank's performance and the cost of maintenance.

MILITARY POLICY

The survey findings suggest that a comprehensive maintenance program, including regular inspections, preventive maintenance, and repair training, can significantly improve the tank's reliability and reduce maintenance costs. The study also highlights the importance of maintaining a skilled maintenance workforce to ensure the tank's readiness for combat.

MILITARY POLICY

The survey of maintenance practices also revealed that effective communication between maintenance personnel and tank operators is crucial for identifying and addressing maintenance issues promptly. Moreover, the study underscores the need for continuous training and professional development programs for maintenance personnel to stay abreast of the latest maintenance technologies and practices.

MILITARY POLICY

This survey contributes to a better understanding of the maintenance challenges faced by tank units and provides valuable insights for improving maintenance practices and logistics support in future tank operations. Further research could focus on specific maintenance issues and implementing strategies to address them effectively.
A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL GRESTES ON RIFLE FIRING SKILLS

SITUATIONAL

SKILLS

A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL GRESTES ON RIFLE FIRING SKILLS

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KEEPING UP WITH STUDY MATERIAL AS A BASIS FOR BACKGROUND RESEARCH IN ALL SETS OF SITUATIONS

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A PROCEDURE FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS - COMPONENT AND TOTAL SKILL LEVELS

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This bibliography is divided into three main sections. Part I is a separate listing of FY 1968 publications, arranged chronologically under code name or type of research other than Work Unit or under a general section (the Part I list also includes some papers from previous years that were published in FY 1968 as Professional Papers). Part II is a similarly arranged listing of all material that has been published by HumRRO under the Department of Army contract, and incorporates the 1968 titles from Part I. Part III is a collection of research by-products and other experimental materials, such as specific training programs or technical manuals; these are briefly described under research code names or general categories, with citation of publications in which they appear or to which they are related. Appendix A lists all Technical Reports, as well as reports published in earlier reporting categories, and the papers that have been published in the Professional Paper series; Appendix B lists, by HumRRO research division, all Work Units that have resulted in any published items. An author index and an extensive key-word-out-of-context (KWOC) index are provided to assist the user in locating desired information.
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## HUMAN RESOURCES RESEARCH OFFICE

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### RESEARCH DIVISIONS

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<td>HumRRO Division No. 1 (System Operations)</td>
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