

were kept alert by the television instructor's practice of questioning individual students throughout the lesson. Absence of a class of students in the classroom in the walkie-talkie study apparently did not work to the disadvantage of the viewing audience and gave them the feeling that he was talking to them personally. It was concluded from this evaluation that the studio-class is desirable from the standpoint of the instructor who is placed in a conventional teaching situation; however, the remote classes do not receive the instructor's attention. Simple yet effective intercommunication systems can be devised which help keep students alert when individually questioned and help students feel that they are part of the presentation rather than merely onlookers.—*L. Twyford.*

KANNER, JOSEPH H.; RUNYON, RICHARD P.; and DESIDERATO, OTELLO. "Television in Army Training: Evaluation of Television in Army Basic Training." *Technical Report No. 14, Human Resources Research Office, The George Washington University, Washington 7, D. C. 61 pages. November 1954.*

Purpose: To obtain a measure of the relative teaching effectiveness of television instruction as compared to regular instruction, utilizing Army basic training subject matter as it is presently given.

Procedure: Information was obtained by making comparisons: (1) between television and regular instruction for 14 selected hours of basic training instruction; (2) between kinescope recordings of the live television instruction and the regular instruction; (3) between the television and regular instruction to discover the relative retention from each; (4) between low- and high-aptitude trainees on the immediate learning and retention effects of television and regular instruction; and (5) between retention without further training and with kinescope review, for low- and high-aptitude trainees. Information was obtained bearing upon the effectiveness and feasibility of the medium, qualifications of instructors for television instruction, problems and procedures in adopting present training to television and its general acceptance. The procedure included the selection of 14 hours of instruction; preparation of television instruction; giving training by television and by regular instruction with the same instructors; and administration of achievement tests immediately and after one month. The experimental data was analyzed for high- and low-aptitude trainees.

Results: Experimental comparisons indicated that: (1) television instruction was at least as effective as regular instruction; (2) television instruction was remembered at least as well as regular instruction; and (3) television instruction was more effective for lower-aptitude groups. The comparisons between showings of kinescope recordings of instruction and regular instruction indicated that they were equally effective. When the kinescopes were used for review in conjunction with regular training it was found that learning was greater than that which resulted from regular training alone. The kinescope review technique caused low-aptitude trainees to score more nearly like high-aptitude groups who had had regular instruction. The appendices give information on: (1) "novelty" or motivational effects; (2) trainee-reaction questionnaire; (3) program production techniques; (4) use of participation procedures; and (5) an analysis of the effectiveness of instructional components. The results "suggest that, should conditions require the Army to adopt a mass medium of instruction such as television, 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."—*L. Twyford.*