

associated with each interview. When the number of viewers obtained cumulatively exceeds the established values one can say that the efficiency level has been attained and no further telephone interviews are required.

Results: This method of determining the efficiency of a television program reduces the number of interviews required to a minimum and permits advertisers to check smaller markets and to check more often.—*L. Twyford.*

The University of Nebraska

The Nebraska Experimental Program in the Use of Television and Correspondence Study, 1957-58. Lincoln: The University of Nebraska. 58 p.

Purpose: To discover whether students taught by television-correspondence study in small high schools learn as well as students of comparable ability taught by regular classroom methods in other high schools.

Procedure: Seven subjects were taught entirely by television and correspondence study to 691 students. These were compared with several thousand students in large and small high schools taught by conventional instruction.

Results: Achievement in algebra was essentially the same for the television-group and for control groups in large and small high schools. No differences were found in the teaching of literature or general mathematics. On one of the two final physics tests the large high school control group was superior to but not significantly better than the other. The large high school control group was significantly more favorable for teaching geometry and the mechanics of English. In Spanish both control groups exceeded the television-correspondence group.—*L. Twyford.*

■ TRAINING AIDS

Newton, John M.

Training Effectiveness as a Function of Simulator Complexity. Human Engineering Technical Report NAVTRADEVCEEN 458-1. U. S. Naval Training Devices Center, Port Washington, New York. Research by the General Dynamics Corporation. September 1959. 93 p.

Purpose: To compare the effectiveness of training devices having various degrees of simulation.

Procedure: Trainees were taught on five submarine trainers and then tested on the Universal Submarine Simulator. The most complex simulator was used for testing. Performance was measured in terms of time on ordered course and correct depth.

Results: Generally no significant differences were found among the scores obtained under the five conditions although there were great differences in their complexities; scores tended to increase with simulator complexity. It was recommended that where cost is a factor one should consider a simplified trainer which may give effective training at greatly reduced cost.—*L. Twyford.*