ments, are considered a distinctive step forward."[13]

Following the recommendation of this board, Test AC-10-A was officially put into use on January 15, 1942. All educational restrictions were removed and attainment of a passing score on the Qualifying Examination was established as the sole mental requirement for appointment as an aviation cadet.[14] About two hundred Aviation Cadet Examining Boards throughout the country began to administer the test to applicants. Examinations were held daily, or as often as circumstances warranted. Those who had failed the written educational examination on November 12, 1941, were notified that they were eligible to qualify under the revised educational requirements.[15] Under this new plan candidates failing in one examination were required to wait thirty days before taking a re-examination.[16]

Test AC-10-A was used for approximately two and one half months, after which it was replaced by Test AC-10-B. Other improved forms have been released periodically.[17] While the Aviation Cadet Qualifying Examination was not a speed test, a time limit of three hours was established. This limit gave the average candidate ample time to complete the test.[18]

The fundamental purpose of the Aviation Cadet Qualifying Examination was to qualify for aviation cadet training those men who were sufficiently alert and intelligent to be capable of learning an aircrew assignment and who could measure up to the intellectual and leadership standards required of officers in the Army. The test was designed to measure aptitude rather than specific technical information, formal educational achievement, or specialized training.

Analysis of Test AC-10-A

Various types of items were included to insure that individuals passing the test would possess those qualifications required for success in aircrew assignment. Test AC-10-A consisted of six main parts--Part I, Vocabulary; Part II, Reading Comprehension; Part III, Practical Judgment; Part IV, Mathematics; Part V, Alertness to Recent Developments; and Part VI, Mechanical Comprehension.

Each item in the vocabulary section (Part I) consisted of an incomplete sentence followed by five possible endings, one of which completed the sentence most satisfactorily. This section was designed to select men of good general intelligence who would be able to comprehend directions. Vocabulary tests were designed to predict the candidate's ability to understand and remember the sort of material that was covered in aircrew ground schools, where the student would be expected to remember what he read and heard. Sample items from the vocabulary section are shown below:

20. Pyrotechnic signals make use of
    20-A cannon.
    20-B depth charges.
    20-C Fireworks.
    20-D smoke columns.
    20-E radio.

25. Two circles which overlap but do not have the same center are
    25-A elliptical.
    25-B eccentric
    25-C congruent.

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13. Report of Special Board to Chief, AAF, Jan. 14, 1942, in AAG 211 E #2, Cadets.
14. Annual Report of the Psychological Division (1942), 3.
15. Assistant Chief, Aviation Cadet Section, MPD, to Commanding General, Fifth Corps Area, Jan. 15, 1942, in AAG 352.12, Examinations.
16. Assistant Chief, Aviation Cadet Section, MPD, to Librarian, Public Library, Cedar Rapids, Iowa, March 6, 1942, in ibid.
17. Annual Report of the Psychological Division (1942), 10.
18. AG to Commanding General, Second Corps Area, March 10, 1942, in files of Aviation Cadet Branch.