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Every year, the U.S. Army must select from an applicant pool in the hundreds of thousands to meet annual enlistment targets, currently numbering in the tens of thousands of new soldiers. A critical component of the selection process for enlisted service members is the formal assessments administered to applicants to determine their performance potential. Attrition for the U.S. military is hugely expensive. Every recruit that does not make it through basic training or beyond a first enlistment costs hundreds of thousands of dollars. Academic and other professional settings suffer similar losses when the wrong individuals are accepted into the wrong schools and programs or jobs and companies. Picking the right people from the start is becoming

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increasingly important in today's economy and in response to the growing numbers of applicants. Beyond cognitive tests of ability, what other attributes should selectors be considering to know whether an individual has the talent and the capability to perform as well as the mental and psychological drive to succeed? Measuring Human Capabilities: An Agenda for Basic Research on the Assessment of Individual and Group Performance Potential for Military Accession examines promising emerging theoretical, technological, and statistical advances that could provide scientifically valid new approaches and measurement capabilities to assess human capability. This report considers the basic research necessary to maximize the efficiency,

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accuracy, and effective use of human capability measures in the military's selection and initial occupational assignment process. The research recommendations of *Measuring Human Capabilities* will identify ways to supplement the Army's enlisted soldier accession system with additional predictors of individual and collective performance. Although the primary audience for this report is the U.S. military, this book will be of interest to researchers of psychometrics, personnel selection and testing, team dynamics, cognitive ability, and measurement methods and technologies. Professionals interested in of the foundational science behind academic testing, job selection, and human resources management will also find this report of interest.

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Esperanto, spoken by thousands of people across the world, is the most successful international language project. In this book, the French linguist and literary critic Pierre Janton describes the history of Esperanto since its invention in nineteenth-century Eastern Europe and offers a comprehensive linguistic description of the language. This book is the best general introduction to Esperanto and its role in the modern world. Rooted in the populism and internationalism of the late nineteenth century, Esperanto owes its origins in part to western European educational currents and in

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part to the cultural history of eastern European Jewry. It is a fascinating historical and sociological phenomenon as well as a remarkable linguistic system. The book contains a survey of today's movement for the promotion of Esperanto as an international language, and a description of the extensive literature in Esperanto, both original and translated. Janton also provides a survey of the other global language projects, explaining why Esperanto has prevailed.

This volume brings together many of the leading researchers on human intelligence and cognition to address issues including definition, measurement, and instructional design. Its publication is a result of the Inaugural Spearman Seminar recently

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held at the University of Plymouth -- a seminar that is slated to become a regularly scheduled event providing a major international forum for the presentation of work on human abilities. To properly inaugurate this series, scientific experts in this field were asked to reflect on various issues raised but not resolved in Charles Spearman's classic work, *The Abilities of Man: Their Nature and Measurement*, published in 1927. As a result of this approach, the book offers a unique overview of the way in which the study of human abilities has developed since 1927, and of current positions in the field. It offers exhaustive discussions on: * the nature of cognitive abilities and intelligence -- a review of how the factor analytic approach to abilities which grew out of Spearman's work

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has developed, thoughts regarding the contribution of a cross-cultural perspective, and an elucidation of some of the conceptual issues which often cloud discussions of ability; * different aspects of the contribution of cognitive psychology to our understanding of abilities -- the relationship between Spearman's g and working memory, links between attention and cognitive style, and the area of spatial abilities; * recent developments in latent variable and item response modeling; and * applied issues -- the argument that little predictive value can be gained in occupational selection from measuring abilities other than Spearman's g, and the question of aptitude treatment interactions in education.

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Spatial thinking is a constructive combination of concepts of space, tools of representation, and processes of reasoning that uses space to structure problems, find answers, and express solutions. It is powerful and pervasive in science, the workplace, and everyday life. By visualizing relationships within spatial structures, we can perceive, remember, and analyze the static and dynamic properties of objects and the relationships between objects. Despite its crucial role underpinning the National Standards for Science and Mathematics, spatial thinking is currently not systematically incorporated into the K-12 curriculum. Learning to Think Spatially: GIS as a Support System in the K-12 Curriculum examines how spatial

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thinking might be incorporated into existing standards-based instruction across the school curriculum. Spatial thinking must be recognized as a fundamental part of K-12 education and as an integrator and a facilitator for problem solving across the curriculum. With advances in computing technologies and the increasing availability of geospatial data, spatial thinking will play a significant role in the information-based economy of the 21st-century. Using appropriately designed support systems tailored to the K-12 context, spatial thinking can be taught formally to all students. A geographic information system (GIS) offers one example of a high-technology support system that can enable students and teachers to practice and apply spatial thinking in many areas of the

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curriculum.

THE STORY: The play chronicles the fate of a fishing family on the East End of Long Island. Walt, father of the family, is a quiet and decent man, who senses he may be the last of his line to make a living from the sea. Alice, his wife, is cut from

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