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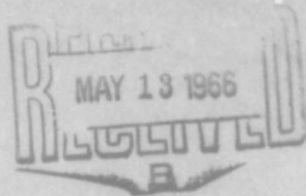
# A Study of Category IV Personnel in Basic Training

by

*S. James Goffard, Morris Showel, and Hilton M. Bialek*

HumRRO Division No. 3 (Recruit Training)

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Attention: Human Factors and Operations Research Division.



April 1966

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Department of the Army

Contract DA 44-188-ARO.2

# HumRRO

The George Washington University  
HUMAN RESOURCES RESEARCH OFFICE  
operating under contract with  
THE DEPARTMENT OF THE ARMY

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HumRRO Division No. 3 (Recruit Training)  
Presidio of Monterey, California  
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Technical Report 66-2  
Task CENTER

## FOREWORD

The research described in this report was conducted in anticipation of the Army's projected Special Training and Enlistment Program (STEP), which had been proposed to upgrade the capabilities of marginal personnel. The purpose of the study, performed by the Human Resources Research Office, was to inquire into the experience of the marginal population during their first eight weeks in the Army. The present report supersedes an interim report dated January 1965.

The study was performed by HumRRO Division No. 3 (Recruit Training), Presidio of Monterey, California, under Dr. Howard H. McFann, Director of Research. Military liaison and support were provided by the U.S. Army Training Center Human Research Unit (USATCHRU) under Lt. Col. Robert H. McClay, Unit Chief.

The data were collected from September 1964 through January 1965 at the U.S. Army Training Centers at Fort Ord, California, Fort Dix, New Jersey, and Fort Jackson, South Carolina. The G-3 office, Records Division, and company cadre at all three training centers provided maximum assistance and cooperation in the project. Pfc Michael B. McNeil, Pfc Jack Golub, Pfc Howard L. Yacker, and Pfc Louis E. Moore, all of USATCHRU, assisted in the collection and analysis of the data.

The research was performed under HumRRO Task CENTER, Improvement of Effectiveness of Basic Combat Training Graduates. HumRRO research is conducted under Army Contract DA 44-188-ARO-2 and Army Project 2J024701A712 01, Training, Motivation, Leadership Research.

MEREDITH P. CRAWFORD  
Director  
Human Resources Research Office

# SUMMARY AND CONCLUSIONS

## Objectives

The objectives of this study were to examine the status of men in Mental Category IV (those with scores between 10 and 30) on the Armed Forces Qualification Test (AFQT) who were in Basic Combat Training (BCT), and to compare such men, in terms of background characteristics, experiences, and achievements in BCT, with men in other categories (those with scores above 30 on the AFQT) who were in BCT. Its more general purpose was to gain some insight into the nature and problems of men who have been called marginal or without the necessary aptitude to assimilate training in even the most fundamental military skills.

## Method

Samples of subjects were obtained from companies in BCT at Fort Ord, Fort Dix, and Fort Jackson. The men in Category IV were matched with the men in other categories on the basis of their Army component. Information about the subjects was gathered from September 1964 through January 1965 from Army records, peer and superior ratings, and a half-hour, individually administered interview.

## Findings

In comparison with the men in other categories, more of the men in Category IV came from poor social, economic, educational, and occupational backgrounds and had low expectations and aspirations for their future life. More of them expressed favorable attitudes toward the Army, and more of them had tried to enlist at some earlier time.

Although their measured aptitudes were, on the average, considerably lower, their overall performance in BCT was only a little poorer than those of the other men:

- (1) They were rated by their peers as having only slightly less aptitude for leadership.
- (2) They were selected by their superiors only a little less often for positions of trainee leadership.
- (3) They were no more often objects of administrative and disciplinary action.
- (4) They achieved, as a group, an only slightly (but significantly) lower mean score on the final proficiency test (ATT 21-2), although rather more of them failed individually to qualify on the test.
- (5) They were only somewhat more often identified by their superiors as being among the five slowest learners, the five poorest disciplined, and the five worst all-around soldiers in the platoon.
- (6) They were only somewhat less often identified as among the five quickest learners, the five best disciplined, and the five best all-around soldiers in the platoon.

Large majorities of men in both Category IV and higher categories were assigned to the same 40 MOSs.

## Conclusions

Although Category IV personnel are on the average inferior—consistently though slightly—to the men in other mental categories in measures of aptitude and of achievement in Basic Combat Training, particularly on measures demanding verbal and symbolic abilities, there is very extensive overlapping of the two groups, particularly on measures of performance.

This study did not collect data on performance after Basic Combat Training. However, some information about performance on the job is available from a study by Helme and Anderson (U.S. Army Personnel Research Office, 1964). Their findings indicated that the performances of Category IV personnel in their MOS jobs were quite comparable to the performances of a control group of Category III personnel.

While there are men in Category IV who lack the aptitude necessary to assimilate training, and the aptitude necessary to perform MOS duties satisfactorily, there are also, apparently, many who are capable in respect of both training and job performance. Such men can be useful to the Army in a large number of MOSs, many of which represent major portions of total Army manpower.

The findings of this study of performance in Basic Combat Training (together with the findings of Helme and Anderson on job performance) suggest that many men who have been thought of as marginal can be fruitfully utilized in the Army without their having gone through a program of general educational development, such as had been contemplated under the proposed Special Training and Enlistment Program (STEP).

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**A Study  
of Category IV Personnel  
in Basic Training**

## INTRODUCTION

A perennial problem in training is the marginal student, the one whose success in a program is made problematical by his low aptitude for the training required by that program. A great deal of effort has gone into devising measures of aptitude for military training. The Armed Forces Qualification Test (AFQT) is one such measure. Every man considered for military service must take the AFQT to determine whether he is mentally qualified for service.

This test is used to measure ability to absorb military training and provide a DOD-wide measure of general usefulness in the service. The test items are equally distributed among four content areas: Verbal Ability, Arithmetic Reasoning, Spatial Relations, and Tool Functions. Examinees are classified as to mental groups in the following manner:

<u>Mental Group</u>	<u>Percentile Score</u>
I	93 - 100
II	65 - 92
III	31 - 64
IV	10 - 30
V	0 - 9

An AFQT score of 10 was fixed by Congress (1951 UMT&S Act) as a minimum for entrance into the service, making mental group V examinees ineligible for service.

Karpinos (1) states, "The Army has found, however, that an appreciable number of those in mental group IV, though they had met the required minimum requirement on the AFQT, did not possess sufficient aptitude to assimilate training in even the most basic military skills. Many of them had to be discharged later from the Army as inapt or unsuitable . . . ."

Since men who fall into Category IV have been considered marginal in that ". . . an appreciable number . . . [do] not possess sufficient aptitude to assimilate training . . ." and since they constitute about one-fifth of the total manpower pool, special programs have been devised from time to time in an attempt to improve their capacity to assimilate later military training. For example, the proposed Special Training and Enlistment Program (STEP), an extensive program of basic education for selected men in Category IV to be given concurrently with their Basic Combat Training, had recently been under consideration. It had been expected that the Special Training and Enlistment Program would make many or most of these men fully eligible for later Army training and service.

Not all men in Category IV are eligible for service in the Army. At the time this research was conducted, only men in the upper portion of Category IV were eligible for enlistment (or induction as a draftee) and then only if they fulfilled additional requirements of education and scores on Aptitude Areas of the Army Qualification Battery. Altogether, at that time approximately half

of the men in Category IV met the minimum requirements for draftees; among those were many who met the requirements for enlistment as well.<sup>1</sup>

### PLAN OF THE STUDY

This study was an examination of the status of men in Category IV (informally called Cat IVs) who were in Basic Combat Training, their background characteristics, and their performances in BCT relative to a comparable group of trainees in the higher mental categories. Its general purpose was to get a better understanding of the roles such men were playing in the Army and, if possible, to uncover some guidelines for future research in the training and utilization of men with marginal aptitudes and abilities.

The general plan of the study was to select companies in BCT at certain posts, identify the Cat IVs in them, and then select a sample composed of Cat IVs and other-than-Cat IVs (Others) individually matched on the basis of their Army component (RA, US, NG, ER).<sup>2</sup> This matching, it was believed, would minimize differences between the groups that were not directly related to differences in their AFQT scores. The samples of Cat IVs and Others would then be examined and compared on the basis of selected background and psychometric information as well as certain aspects of their performances in BCT.

This plan did not provide a rigorously random sample of all Cat IVs nor of all Others in BCT; no practicable plan could. However, because each Cat IV on the platoon roster was matched with the next other-than-Cat IV in the same component, the plan provided a stratified but essentially random sample of the differences between Cat IVs and Others in each platoon and, hopefully, in the entire sample. Although the differences varied somewhat from post to post, the widely separated locations of the posts and the widely dispersed sources of the samples (even though they included only limited numbers of Middle Westerners) suggest that the similarities and differences found are at least fair estimates of the general similarities and differences that exist between Cat IVs and Others. It seems unlikely that findings based on more rigorously randomized, Army-wide samples would differ in essentials from those reported here.

Since a primary concern of this study was with the extent to which Cat IVs cannot be distinguished from Others, and with the extent to which the performances of the two groups overlap, the standard tests of significance— $\chi^2$ ,  $t$ ,  $F$ —are somewhat less relevant here than they would be in another context. Such tests provide the probability that an observed discrepancy or difference between group means could be the result of random fluctuations in sampling; they tell nothing directly about the overlap between the groups or about the discriminability of the individual members of one group from the individual members of the other. Although such tests are not formally relevant to the purpose of the study, they were applied to identify group trends.

<sup>1</sup>Based on data reported by the U.S. Army Personnel Research Office (2), it is estimated that 30% of the men who fall into Category IV would have been eligible for service under STEP and otherwise ineligible for service under the regulations then in force. That is, approximately half of the men who fall into Category IV were already eligible under existing regulations, and there is an additional proportion (those with the lowest AFQT scores) that would not have been eligible for the STEP training either. It is estimated that approximately 6% of the overall potential manpower pool would have been affected by STEP since Category IV represents 20% of the potential manpower and only 30% of the men in Category IV would have been affected.

<sup>2</sup>The abbreviations refer, respectively, to Regular Army enlistees, draftees, National Guard, and Army Reserve.

## PROCEDURES

### Selection of the Samples

The procedures followed in selecting the samples of Cat IVs and Others differed somewhat at the three training centers chosen for data collection. The original data were collected at Fort Ord; corroborating data were gathered at Fort Dix and Fort Jackson. There is no reason to believe, however, that the variations introduced any differential bias. The three samples appear to represent substantially equivalent selections of subjects from the three centers.

At Fort Ord, companies with 7 or more Cat IVs were screened and, all together, 78 men in six BCT companies were identified as Cat IVs—about 6% of the trainees in these companies. The companies under consideration were in training in the period from September through November 1964.

At Fort Dix, 11 BCT companies in their 7th or 8th week of training during the last week of January 1965 were chosen as the source of subjects. Cumulative rosters were available for each company, showing all of the additions and losses in personnel since the company was formed. When the DA Form 20s and 201 Files of the men on these rosters were examined, 135 were identified as Cat IVs—about 6% of the trainees listed on the rosters.

At Fort Jackson, current rosters were obtained from all of the BCT companies in their 6th or 7th week of training during the last week of January 1965. These rosters listed only the men in the company at that time. The Form 20s of all of these men were examined and 218 were identified as Cat IVs—about 13% of the trainees in those companies. The proportion of Cat IVs in individual companies, however, varied from 4 (2%) to 53 (22%). The more sparsely populated of the companies were dropped from consideration, as similar companies had been at Fort Ord, and the final sample of subjects was drawn from only five of the nine companies originally considered.

At all three posts, after the Cat IVs had been identified and the companies to be sampled had been selected, each Cat IV in those companies was matched with an other-than-Cat IV to serve as a control. The man selected to match a Cat IV was the next trainee on the roster, usually in the same squad, always in the same platoon, who was not a Cat IV but was in the same component of the Army. In many cases, no match was possible; in one platoon, for example, all but one of the eight Cat IVs were draftees and all of the draftees were Cat IVs. In half a dozen cases, a man in a different component was arbitrarily selected to match a Cat IV; the rest of the time, however, unmatchable Cat IVs were dropped from further consideration.

### Collection of Data

A considerable body of information was collected in this study. Because the manner of selecting samples differed somewhat at the three posts, the corresponding sets of data differ slightly; in most respects, however, the data are equivalent.

### The Interview

One of the sources of data was a half-hour, individually administered interview covering the trainee's civilian and educational background, his experiences in BCT, and his plans and expectations for his life after his present tour of duty in the Army. Since there was not always enough time to interview

all of the Cat IVs and Others in a company, some of the interviews were of randomly selected pairs of Cat IVs and Others. At Fort Ord, 124 trainees (62 Cat IVs and 62 Others) were interviewed when they were in their 8th week of training. At Fort Dix, 192 trainees (96 of each) were interviewed in their 8th week of training, using a revised version of the interview administered at Fort Ord. At Fort Jackson, 170 trainees (85 of each) were interviewed, some in their 6th week and some in their 8th week of training, also using the revised version of the interview (the interview schedule is shown in Appendix A).

### Military Records

A large amount of information was obtained from military records. At Fort Ord and Fort Dix, this information was obtained on all of the Cat IVs and their matching Others in the sample, whether or not they were interviewed. At Fort Jackson, this information was obtained only on the subjects interviewed. Minor irregularities in collection or in the records themselves will be noted as each one is discussed. The following data were gathered on almost all of the trainees considered:

- (1) AFQT scores
- (2) ACB/AQB scores<sup>1</sup>
- (3) BCT end-of-cycle proficiency test scores
- (4) Leadership Potential Ratings
- (5) MOS assignments
- (6) Leadership status

In addition, at Fort Ord and Fort Dix, the BCT company records of all the Category IV and matching Other personnel in the sample were examined for company punishment (Article 15), courts-martial, discharges for misconduct, unsuitability, and so forth (AR 635-89, 635-206, 635-208), absences without leave (AWOLs), and medical recycles and discharges.

### Behavioral Ratings

The platoon sergeant and the senior trainee leader of each platoon sampled were asked to identify the five best disciplined men and the five worst disciplined men, the five quickest learners and the five slowest learners, the five best all-around soldiers and the five worst all-around soldiers in the platoon. To minimize the tendency for one estimate to be affected by another, each of these three sets of identifications was made on a separate platoon roster. Thus, each rater made a total of 30 nominations. The nominations were collected after the subjects had been interviewed and before they had taken their final proficiency test in BCT (3).

## FINDINGS

Because the AFQT is an "omnibus-type" test covering a great variety of content, it is inevitable that it be correlated more or less with a great variety of other measures of ability and performance. It is just as inevitable, therefore, that groups such as Cat IVs and Others, set up on the basis of AFQT scores, show statistically significant differences between their means on a variety of measures. A statistically significant difference does not imply, however, that the groups being compared are sharply differentiated in respect

<sup>1</sup>Test information available on Form 20s is either the scores of the Army Classification Battery (ACB) or scores derived from the Army Qualification Battery (AQB), a shorter induction battery parallel to the ACB.

of the measure being used. It implies only that, in the long run, a difference will be found between the means of the populations from which the groups were taken, although that difference may be a very small one and the two distributions of individual scores may overlap almost completely. Since statistical significance ( $p < .05$ ;  $p < .01$ ) is a means of identifying group trends, it has been used rather than the overlapping of the two groups.

### Background Data

#### Interview Information

A complete tabulation of the responses to the questions in the interview is given in Appendix B. The highlights reported here are those items on which the Cat IVs and the Others from at least one post differed significantly at the .05 level or better.

Family History. Cat IVs are more likely than Others to come from lower socioeconomic levels and to represent underprivileged or culturally disadvantaged segments of the nation. Overall, for example, 32% of the Cat IVs and only 8% of the Others were Negroes, although there was considerable variation in this from post to post (see Table 1). Cat IVs also tend to come from larger families; 38% of them had five or more brothers and sisters as compared to only 22% of the Others. As a consequence, Cat IVs were more likely than Others to have both younger and older brothers and sisters. In this, too, there was considerable variation from post to post. The parents of Cat IVs are likely to be less well educated and to work in less skilled occupations than the parents of Others. The Cat IVs at Fort Jackson were more likely than the Others to come from rural and small town backgrounds; this was not the case at Fort Dix and Fort Ord.

Overall, there was a very slight tendency for more of the Cat IVs than the Others to be bilingual; but the difference was so small (18% vs. 11%) as to rule out linguistic and cultural difficulties as potent contributions to the relatively lower aptitude of the group. For any specific individual, of course, they might well be the important factors.

Table 1  
Background Data on Category IV and  
Other Personnel in Samples From Three Training Centers<sup>a</sup>

Item	Fort Ord		Fort Dix		Fort Jackson	
	Cat IVs	Others	Cat IVs	Others	Cat IVs	Others
Mean AFQT Score	22.4	68.4	22.7	65.0	22.3	54.9
Army Component (%)						
Enlistees (RA)	8	3	19	20	34	36
Draftees (US)	87	90	56	51	59	58
National Guard (NG)	5	7	18	20	6	5
Enlisted Reserve (ER)	0	0	7	9	1	1
Race (%)						
Caucasian	71	86	79	94	41	84
Negro	13	0	21	6	59	16
Other	16	14	0	0	0	0
Mean Years of Schooling	11.4	12.6	11.5	12.3	11.4	11.5

<sup>a</sup> Although Ns may vary slightly for the data in the table, generally the Ns correspond to the number of subjects interviewed at each center: At Fort Ord, 62 Cat IVs and 62 Others; at Fort Dix, 96 Cat IVs and 96 Others; and at Fort Jackson, 85 Cat IVs and 85 Others.

In other respects, the home backgrounds of the two groups appeared to be fairly similar. Although more of the Cat IVs than the Others at Fort Ord came from broken or disrupted homes, this was not the case at the other posts. Overall, however, fewer of the Cat IVs than the Others identified their fathers or some other male figure as the adult who influenced them the most when they were children. This suggests, at least, that the balance of power and influence in Cat IV families may tend to differ somewhat from that in Other families.

Education. Educationally, of course, there were considerable differences between the two groups, both overall and at the three posts. Overall, one-third of the Cat IVs but fewer than one-fourth of the Others dropped out of school before the end of high school, while one-third of the Others but only one-sixth of the Cat IVs went on beyond the 12th grade (see Table 1). Paradoxically, in the Fort Jackson sample, fewer Cat IVs than Others dropped out of school, many more completed high school, and fewer went on beyond high school. In general agreement with these findings is the further finding that more Others than Cat IVs were in school and for a longer time during the year before they came into the Army. More Others than Cat IVs said they had had above average grades when they were in school, but the difference was neither large nor striking. Despite the generally low level of their verbal skills, more Cat IVs than Others said they had liked English and more also said they had disliked Mathematics when they were in school, reporting that they had found English the easier of the two.

The level of school delinquency in the two groups seems not to have been grossly different. Overall, they were about equally likely to have skipped school, although at Fort Jackson a considerably greater proportion of Cat IVs said they had never skipped school. At Fort Ord it was the Cat IVs who were the more delinquent. There was no difference between the groups at any post in the number who had been in relatively serious trouble in school, overall about 13%.

Uniformly, a few more Cat IVs than Others said they had not wanted to stop school when they did, and a larger proportion of them also said that they had quit school because of financial problems. Although 89% of the Cat IVs (and 86% of the Others) said they would get more education if they had a chance, only 52% of the Cat IVs (and 56% of the Others) had made any plans for further education or training when they got out of the Army. (The trainees at Fort Ord were not asked specifically about their plans for further education.) In answer to another question, however, only 15% of the Cat IVs and 44% of the Others said they would like most to go to school when they got out of the Army.

Vocational History and Expectations. In general, the vocational history of the Cat IVs parallels their educational history of low achievement relative to the Others. About one-third of the Cat IVs but only one-sixth of the Others were unemployed and looking for a job at some time during the year before coming into the Army. Of those who were working, more Cat IVs (68%) than Others (58%) were in unskilled jobs and many more Cat IVs (62%) than Others (44%) were making less than \$80 a week. The fact that 42% of the Cat IVs and only 27% of the Others were under 21 may account for some of the differences between them in skill and earning power. There are regional differences in respect of these findings. For example, more than 75% of the Cat IVs at Fort Jackson were in unskilled jobs and nearly half of the Cat IVs at Ford Ord were making more than \$80 a week. The difference between the Cat IVs and the Others was, however, about the same at all posts.

The differences between the two groups are most clearly seen in their economic aspirations and expectations. More Cat IVs than Others said that they expect to go into unskilled and semiskilled jobs when they get out of the Army and fewer of them said that they expect to work at a professional level. Overall, about twice as many Cat IVs as Others (37% vs. 18%) said that they expect to earn less than \$80 a week when they get started. Less than half of the Cat IVs but nearly two-thirds of the Others said that they would like to and expect to earn more than \$160 a week by the time they are 35. The occupational aspirations of the two groups were only moderately different; the Others, as might be expected, tended to aim somewhat higher on the job scale than the Cat IVs. Although a large majority of both groups (Cat IVs, 90% and above; Others, 75% and above) valued security in a job above income, more Cat IVs than Others felt that way.

Military Experience. The two groups did differ somewhat in their prior experiences with the Armed Services and in their current attitudes toward the Army. More Cat IVs than Others had tried to enlist in some branch of the Armed Services before coming into the Army, particularly in the Fort Ord sample. As might be expected, more than half of the Cat IVs who had tried to enlist had been rejected because they failed the mental test, but only 20% of the Others who had tried to enlist had been rejected for that reason. Since a few more Cat IVs than Others had volunteered for the draft, there were fewer left to be drafted in the usual fashion. This trend was not a marked one. Of the men who had entered the Army either by volunteering for the draft or by enlisting, about half of the Cat IVs said they did so because of some personal inadequacy in civilian life, while only about a third of the Others gave that as a reason.

Basic Combat Training made varying impressions on these groups. Overall, about a quarter of both groups said they did not like BCT at all. At Fort Ord, however, more of the Others disliked it; at Fort Dix, more of the Cat IVs tended to dislike it. A good many more Cat IVs than Others said they found something in BCT hard to learn, but their difficulties were not concentrated in any particular area or subject. A majority of the men in both groups, however (Cat IVs, 68%; Others, 82%), said they found none of it hard to learn. Only about a quarter of each group said they had been given extra help in learning something. Half of the Others and less than a third of the Cat IVs said they found it hard to get used to such things as their loss of autonomy, communal living, inspections, and the uninteresting routine of BCT. More than 20% of the Cat IVs but fewer than 10% of the Others said they found nothing in BCT hard to get used to.

In general, Cat IVs are more favorably disposed toward military life than are Others. When asked if they thought they might reenlist, consistently more Cat IVs than Others answered "Yes," or "It depends," or "I don't know," rather than flatly "No." The proportions of men holding favorable attitudes varied widely, from 73% of the Cat IVs and 31% of the Others at Fort Ord to 42% of the Cat IVs and 40% of the Others at Fort Dix.

In summary, Cat IVs are more likely than Others to come from depressed and deprived circumstances, to have low levels of achievement and aspiration, but to have favorable attitudes toward military service. These differences between the two groups, however, while often highly significant were never extreme. In no case did almost all of the Cat IVs and almost none of the Others answer a question in a given way; invariably, many Cat IVs and Others answered in the same way.

### Army Classification Battery/Army Qualification Battery Scores

On all but two of the tests of the ACB/AQB and on all of the Aptitude Areas derived from the tests, the mean scores of the Cat IVs at all posts were inferior to the mean scores of their corresponding Others by amounts large enough to be significant at the .01 level (see Table 2).

Table 2

**Mean Army Aptitude Test and Army Aptitude Area Scores**

Item	Mean Scores <sup>a,b</sup>					
	Fort Ord		Fort Dix		Fort Jackson	
	Cat IVs (N=62)	Others (N=61)	Cat IVs (N=94)	Others (N=92)	Cat IVs (N=77)	Others (N=79)
Army Classification Battery/ Army Qualification Battery						
Verbal	90	112	96	116	88	105
Arithmetic Reasoning	83	109	86	114	85	103
Pattern Analysis	83	112	74	110	82	106
Classification Inventory	94	108	93	104	96 <sup>c</sup>	104 <sup>c</sup>
Mechanical Aptitude	91	115	88	108	93	108
Army Clerical Speed	104 <sup>d</sup>	99 <sup>d</sup>	106	113	99 <sup>d</sup>	104 <sup>d</sup>
Army Radio Code Aptitude	94	111	92	105	96	109
General Information	91	112	90	108	87	101
Shop Mechanics	92	111	86	110	92	105
Automotive Information	98	118	89	108	96	107
Electronics Information	91	111	92	110	96	105
Motor Vehicle Driver Selection Battery	114	127	106	121	105	119
Aptitude Areas						
Electronic	91	112	91	109	95	106
General Maintenance	89	112	82	110	88	106
Motor Maintenance	95	118	89	108	95	108
Clerical	97	107	101	115	94	105
General Technical	86	112	92	115	87	105
Radio Code	92	113	95	110	92	108
Infantry	90	109	91	107	93	104
Armor-Artillery-Engineer	95	115	90	108	92	104

<sup>a</sup>All scores are in the Army standard score system, mean=100, standard deviation=20.

<sup>b</sup>Differences in means between Category IVs and Others within the three samples are statistically significant at the .01 level unless otherwise noted.

<sup>c</sup>Significant at the .05 level.

<sup>d</sup>Not significant.

On the Classification Inventory the difference between the means of the Cat IVs and the Others at Fort Jackson was significant at only the .05 level, the mean of the Others being higher. On the Army Clerical Speed Test, the difference between the means of the same two groups was not statistically significant, although the mean of the Others was higher than that of the Cat IVs. On the Army Clerical Speed Test at Fort Ord, the mean score of the Cat IVs was higher than that of the Others, although this difference was also too small to be statistically significant.

Consistently on the ACB/AQB tests, the smallest differences between the means of Cat IVs and Others were found in the Fort Jackson sample. Similarly, while the mean AFQT scores of the Cat IVs at the three posts varied little from the overall mean of 22.5, the mean AFQT score of the Others was

markedly lower at Fort Jackson (54.9) than at Fort Ord (68.4) or at Fort Dix (65.0) (see Table 3). This appears to reflect, in turn, the educational levels of the groups. Again, all three groups of Cat IVs had almost exactly the same average amount of schooling—11.4 years. The Others at Fort Jackson, however, averaged only 11.5 years of schooling while those Others at Fort Ord and Fort Dix averaged 12.6 and 12.3 respectively.

Table 3  
Distribution of AFQT Scores Among Personnel Interviewed

AFQT Scores	Fort Ord		Fort Dix		Fort Jackson	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=94)	Others (N=92)	Cat IVs (N=77)	Others (N=79)
91-100		10		9		8
81- 90		13		20		7
71- 80		7		14		5
61- 70		5		11		6
51- 60		12		11		13
41- 50		7		10		13
31- 40		6		17		27
21- 30	39		65		55	
11- 20	20		29		19	
1- 10	0		0		3	
Scores Unavailable	3	2				
Mean Score	22.4	68.4	22.7	65.0	22.3	54.9

The mean ACB/AQB scores of the three groups of Cat IVs often differed considerably. When this difference was statistically significant, it was usually because one group was conspicuously lower or higher than the other two. The Fort Dix Cat IVs, for example, were highest on the Verbal test and lowest on the Pattern Analysis, Shop Mechanics, and Automotive Information tests, while the Fort Ord Cat IVs were highest on the Motor Vehicle Driver Selection Battery. In each case, the means of the other two groups of Cat IVs were quite similar. Among the groups of Others, those from Fort Ord had the highest mean score on 8 of the 11 ACB/AQB tests, on the Motor Vehicle Driver Selection Battery, and on six of the eight Aptitude Areas, while those from Fort Dix were highest on the remainder.

These initial differences among the groups in their levels of skill, knowledge, and aptitude must be taken into consideration in evaluating the other differences observed in these samples.

### Performance During Basic Combat Training

#### Leadership Potential Ratings

During the 5th week of BCT, the men in each squad are asked to rate all of the other men in the squad on their aptitude for leadership, using a 7-point scale from 1—very low, to 7—very high. These ratings are then used in selecting trainees to be sent to a Leader Preparation Course given after BCT to prepare them for leadership responsibilities in Advanced Individual Training.

Such Leadership Potential Ratings (LPR) were available for most of the men in these samples of Cat IVs and Others. Although the mean ratings

of the Cat IVs were lower than those of the Others at all posts, only at Fort Ord was the difference statistically significant. At Fort Jackson and at Fort Dix (where ratings were available on only about half of the cases) the differences between the means of the Cat IVs and the Others were extremely small.

	<u>Cat IVs</u>	<u>Others</u>
Fort Ord	3.3	4.0
Fort Dix	3.0	3.2
Fort Jackson	3.4	3.5

It is evident from these data that the impression made upon their fellow trainees by the Cat IVs is not sharply different from that made by the Others. Their peers apparently see Cat IVs as not much different from anyone else.

#### Leadership Status

There are five positions of nominal leadership in each platoon of a Basic Training Company: one platoon guide and four squad leaders. While the men in these positions are more likely to operate as administrative assistants than as leaders, they do bear a certain amount of responsibility. Assignments to these positions are made by the platoon sergeants, presumably on some such basis as the man's performance early in BCT. Draftees who have attended military schools and enlistees with prior military service are often in favored positions for such assignments. Because the number of trainee leaders is very small—one guide per platoon and one leader per squad—and the Cat IVs were unequally distributed among the platoons, it is difficult to evaluate rigorously the importance of the assignment of a Cat IV to one of these positions.

Since records were kept of the men occupying positions of leadership at the end of BCT, a count could be made of the total number of identified Cat IVs and the total number of Others in positions of leadership and not in positions of leadership. This was done for all platoons containing at least five Cat IVs in training during the period research was undertaken at the three training centers. The combined results are shown in Table 4. It is evident that although Cat IVs are less likely than Others to be chosen for positions of leadership, their chances of being chosen are nowhere near zero, but are, in fact, reasonably high. The superiors of Cat IVs, like their peers, apparently see them as somewhat less able than Others, on the average, but clearly not as totally incompetent.

Table 4  
Leadership Status<sup>a</sup>

Position	Cat IVs		Others		P
	N	%	N	%	
Leaders	18	7	156	11	
Non-Leaders	248	93	1283	89	.05
Total	266	100	1439	100	

<sup>a</sup>Only platoons with at least five men in Category IV were included.

## Disciplinary and Medical Actions

At Fort Ord and Fort Dix, where cumulative company rosters were available, the company records were examined for company punishment (Article 15), courts-martial, AWOLs, medical recycles and discharges, and discharges for misconduct, unsuitability, and so forth (AR 635-206, 635-208, 635-89) pertaining to any Cat IV identified on the cumulative rosters and to his corresponding Other. Again, because of the small numbers of such incidents and the widely varying numbers of Cat IVs in the various companies, a rigorous evaluation of the data is difficult. It appears, however, that only at Fort Ord were Cat IVs more likely than Others to be involved in disciplinary actions. Cat IVs and Others were about equally likely to be the subject of the other actions (see Table 5).

**Table 5**  
**Disciplinary and Medical Actions<sup>a</sup>**  
(Percent)

Action	Fort Ord		Fort Dix		Total	
	Cat IVs	Others	Cat IVs	Others	Cat IVs	Others
Received Article 15, Court-Martial, or currently AWOL	9	2	4	3	6	2
Recycled or discharged for medical reasons; currently in the hospital	0	3	4	5	2	4
Discharged for misconduct, unsuitability, etc. (AR 635-206, 635-208, 635-89)			1	1		

<sup>a</sup>No information was available for Fort Jackson sample.

## End-of-Cycle Proficiency Test Results

During the 8th week of the BCT cycle, every trainee is required to take a standard end-of-cycle proficiency test (ATT 21-2), ". . . to determine whether the individual soldier, upon completing basic combat training, has acquired the skills and knowledge necessary to enter advanced individual training." The test, given by a special testing platoon, consists of eight subtests: two paper-and-pencil primarily verbal tests and six performance tests. To a man's scores on these eight subtests are added his score on a test of Physical Combat Proficiency and his score on a test of Weapons Qualification given earlier in the cycle. A man must achieve a total score of 70 out of a possible 100 points on the ten subtests to qualify as having completed BCT. If he does not do well when he is first tested, he is given another chance later in the week to retake the subtests on which he was least successful and raise his total score to the passing level.

In collecting the data on the proficiency test, every effort was made to get the scores from the first administration, since they would seem to give a more unbiased picture of the performances of Cat IVs vs. Others. It is not certain that this aim was achieved in every instance.

A tabulation of the mean scores of the samples from each post is given in Table 6. Although the Others consistently outperformed the Cat IVs on most of the subtests, the differences between the two groups were usually very small. In a few instances, the Cat IVs outperformed the Others, also by a very small margin.

Table 6  
Mean Scores on End-of-Cycle Proficiency Test

Subtest	Possible Points	Fort Ord		Fort Dix		Fort Jackson	
		Cat IVs (N=60)	Others (N=61)	Cat IVs (N=94)	Others (N=96)	Cat IVs (N=77) <sup>a</sup>	Others (N=79) <sup>a</sup>
1 Military Courtesy and Customs and General Subjects	11	8.6	9.1	9.6	10.0	8.4	9.1
2 Military Justice and Code of Conduct	10	8.1	8.6	8.2	8.6	6.7	7.5
3 Drill and Ceremonies	14	10.2	10.5	8.5	9.1	10.9	10.7
4 First Aid, Individual Protective Measures	8	5.6	6.2	6.5	6.8	4.8	5.5
5 Guard Duty and Reporting	5	4.2	4.3	3.5	3.8	3.0	3.4
6 Hand-to-Hand Combat	6	4.8	5.2	2.9	3.0	4.2	4.2
7 Bayonet	6	5.7	3.7	2.8	3.3	4.9	5.0
8 Individual Tactical Training	11	9.5	9.4	7.0	7.3	7.9	8.1
Subtotal	71	54.8	57.1	49.0	51.9	49.2	51.3
9 Physical Combat Proficiency Test	14	11.2	11.2	12.0	11.8	12.0	11.8
10 Individual Weapons Qualification	15	11.9	12.6	11.4	11.5	11.4	11.7
Total	100	77.9	80.9	72.4	75.2	72.6	74.8
			(p<.01) <sup>b</sup>		(p<.01) <sup>b</sup>		
Number of Failures		2	0	33	18	23	21
Percent of Failures		3	0	35	19	30	27

<sup>a</sup>Because some of the individual subtest scores were missing, the means in this column are not always based on the maximum number of cases.

<sup>b</sup>Statistical significance refers to differences in means.

On the first two subtests of the battery (Military Courtesy and Customs and General Subjects, Military Justice and Code of Conduct) the means for Cat IVs were significantly lower than the means for Others at both Fort Dix and Fort Jackson and comparable in size but not significantly lower at Fort Ord. Since both are written tests, and the AFQT leans heavily on verbal and symbolic abilities, the result is not surprising. Of the other subtests, only on the fourth (First Aid, Individual Protective Measures) were the Cat IVs significantly worse than the Others at all three posts.

Insofar as the total score on the test is an adequate measure of the amount of skill and knowledge acquired during BCT, Cat IVs appear to have learned only slightly less than the Others. The mean of the Cat IVs was significantly lower than the mean of the Others at Fort Ord and at Fort Dix, but not at Fort Jackson. The largest mean difference, that in the Fort Ord sample, was only 3 points out of 100, a difference unlikely to be of practical importance.

The number or proportion of men who failed the test (those whose total score was less than 70) on the first administration gives a somewhat better picture of each group's performance (Table 6). It is not clear why only 3% of the Cat IVs at Fort Ord and none of the Others failed. There were differences in the motivation for service of the trainees: More of the men at Fort Ord had tried to enlist, had volunteered for the draft, and were favorable to the notion of reenlisting, and thus had more positive attitudes toward the Army. There may have been some contamination of the scores by the results of retests. There may have been differences in the caliber of the trainees not reflected by the AFQT or the ACB/AQB. There may have been differences in the

effectiveness of the training regimes or the manner of test administration. Even the weather—a mild West Coast autumn vs. a severe East Coast midwinter—may have had a differential effect. What produced the difference cannot now be determined.

It is evident, however, that the average performance of the Cat IVs on the proficiency test is not grossly inferior to that of the Others, but only somewhat poorer, particularly on items requiring verbal skills. Table 7 gives a summary picture of these scores; the extensive overlapping is obvious.

Table 7  
Performance Ratings on End-of-Cycle Proficiency Test  
(Percent)

Performance Rating	Test Score	Fort Ord		Fort Dix		Fort Jackson	
		Cat IVs	Others	Cat IVs	Others	Cat IVs	Others
Superior	95-100	0	0	0	0	0	0
Excellent	85-94	10	25	1	2	4	10
Satisfactory	70-84	87	75	64	79	66	63
Unsatisfactory	< 70	3	0	35	19	30	27

### Behavioral Ratings

The nominations made by the platoon sergeants and the senior trainee leaders of the five best and the five worst disciplined men, the five quickest and the five slowest learners, and the five best and the five worst all-around soldiers in each platoon are, like leadership status, difficult to evaluate rigorously because of the varying numbers of Cat IVs in the platoons. If only those platoons with five or more Cat IVs in them are considered, the level of performance among the Cat IVs can be estimated by observing the disparity between the proportion of all Cat IVs and all Others nominated at least once for one of these roles.

Since the pattern of nominations was the same at all posts and the numbers of cases at the individual posts were usually too small to yield statistically stable results, only overall results are shown in Table 8. With all posts combined, all of the differences shown are statistically significant. These proportions are based on all Cat IVs and all Others whose records were screened, whether or not the men were interviewed.

Table 8  
Proportion Named in Behavioral Ratings  
(Percent)

Behavioral Rating	Cat IVs (N=266)	Others (N=1439)	p <sup>a</sup>
Best Disciplined Soldiers	10	15	.05
Worst Disciplined Soldiers	18	13	.05
Quickest Learners	8	16	.001
Slowest Learners	24	12	.001
Best All-Around Soldiers	8	15	.01
Worst All-Around Soldiers	20	13	.01

<sup>a</sup>Statistical significances refer to difference in means between Cat IVs and Others.

In the eyes of their superiors, Cat IVs are consistently more likely to appear in undesirable roles and consistently less likely to appear in desirable roles than Others. Neither group appears exclusively in either type of role, however; some Cat IVs appear even among the five quickest learners. The extent to which the two groups overlap is more impressive than the differences between them.

### MOS Assignments

While a man is still in Basic Combat Training, the MOS assignment that he will eventually have is determined for him on the basis of the pattern of his AQB/ACB scores and his past experience, within the constraints presented by current military requirements. These future MOS assignments were obtained for 278 of the identified Cat IVs and 270 of their corresponding Others.

Out of the 400-odd currently listed MOSs, 94, or roughly one-quarter, were represented in the group whose future MOSs were known. The 400 MOSs have been categorized into 10 Occupational Areas, all of which were represented among both the Cat IVs and the Others (see Table 9). Significantly more Cat IVs than Others were assigned to the Clerical Occupational Area and significantly fewer to the General Technical Occupational Area; this is to be expected in view of the Cat IVs' relatively high mean score on the Clerical Aptitude Area and their relatively low mean score on the General Technical Aptitude Area of the ACB/AQB.

Table 9  
Distribution of Future MOS Assignments

Occupational Area	Cat IVs		Others	
	N	%	N	%
Combat	74	26	65	24
Clerical	71	25	51	19
General Technical	36	13	54	20
Motor Maintenance	36	13	34	13
Electrical Maintenance	29	10	21	8
Special Assignment	11	5	20	7
Electronics	7	3	4	1
Military Crafts	8	3	10	4
Precision Maintenance	5	2	6	2
Graphics	1	0	5	2
Total	278	100	270	100

Because the total number of MOSs (400+) greatly exceeds the number of Cat IVs (278) or Others (270) whose future MOSs had been obtained, it would be pointless to examine individual MOS assignments in detail. The overlap between the two groups is impressive, however. While Cat IVs alone were assigned to 18 MOSs and Others alone to 36 MOSs 91% of the Cat IVs and 79% of the Others were assigned to 40 MOSs in common. There were 13 of these 40 MOSs to which 12 or more men were assigned (see Table 10). No more than eight men were assigned to any other one MOS; for most MOSs there were only one or two men assigned. It is noteworthy that, with a few exceptions, the MOS assignments in Table 10 were the most common for both Cat IVs and Others.

Table 10  
Most Frequent MOS Assignments

MOS	Total Assignments	Cat IVs (N=278)	Others (N=270)
760 Supply Clerk	45	37	8
910 Medical Corpsman	44	19	25
111 Light Weapons Infantryman	43	28	15
631 Wheel Vehicle Mechanic	35	20	15
140 Field Artillery Basic	30	17	13
310 Field Communications Crewman	28	21	7
051 Intermediate Speed Radio Operator	28	11	17
951 Military Policeman	22	1	21
711 Clerk-Typist	20	10	10
716 Personnel Specialist	18	9	9
941 Cook	18	15	3
120 Pioneer	14	7	7
112 Heavy Weapons Infantryman	12	3	9

Although Cat IVs cannot be assigned to as wide a variety of jobs as Others, they can be and are assigned to a variety of jobs, particularly to the most common ones.

### DISCUSSION AND IMPLICATIONS

The observations in this study on Cat IVs and Others have shown that the Others are, on the average, superior to the Cat IVs in social, economic, and educational background, in measured aptitudes, in performance in Basic Combat Training, both during training and on the end-of-cycle proficiency test, and in potential utility to the Army, as shown by the greater variety of their MOS assignments. While there are regional differences—the Others and the Cat IVs were more alike at Fort Jackson than at Fort Ord or Fort Dix, the overall level on all measures was a bit higher at Fort Ord than at Fort Dix and Fort Jackson—the pattern is consistent.

Cat IVs are, on the average, consistently inferior to Others, but the differences are relatively large only on the scores from the ACB/AQB; on measures reflecting performance rather than verbal or symbolic skill, the differences are relatively small. Although the scores of the two groups did not overlap at all on the AFQT, the overlap was almost complete on the performance measures. While Cat IVs often got the lowest scores and Others the highest on these measures, the range of scores that included most of one group always included most of the other group as well. On every measure there were many Cat IVs who did better than some Others and many Others who did worse than some Cat IVs.

This study was concerned with aptitudes, background characteristics, and performance during and at the end of Basic Combat Training, and hence does not provide information about performance of Category IV personnel in MOS duties after BCT. Some information is available, however, on comparative job performances of men in Category IV and of personnel of higher aptitude in a U.S. Army Personnel Research Office study by Helme and Anderson (4).

Ratings of performance 12 to 18 months after Basic Combat Training were collected for personnel in the upper half of Category IV—who, except for a special program in 1958, would not have been eligible for Army service—and for personnel in the lower half of Category III in order to compare their performance of MOS duties.

Among men in the Combat Arms MOSs, which represent a large proportion of the enlisted strength in the Army, the proportion whose performance was rated as satisfactory was virtually identical for the two groups. Among men in more technical MOSs, there did appear to be a slightly higher proportion rated as performing satisfactorily in the Category III group than in the Category IV group.

Thus, while there are indications that Category IV personnel are in general not as trainable nor as usable as personnel in higher mental categories, especially for activities involving the use of verbal or symbolic skills, the differences between them appear to be relatively small, and the Army can apparently make good use of a considerable number of men who are in Mental Category IV.

It appears to be unlikely that a program of general educational development such as had been envisaged for STEP could have large effects on subsequent military training and performance. The effects of a program that simply raised the level of performance of trainees in Category IV to that of trainees in higher mental categories would be quite limited, since without a special program there appear to be only small differences in level of performance, either during training or in subsequent MOS performance. This interpretation is supported by previous studies of programs of general educational development (5,6,7), which appear not to be effective in raising levels of performance to a marked degree.

There are many important military performances that were not assessed in either this or other studies. Among them there may be some that normally differentiate sharply between men in Category IV and trainees of higher mental aptitude and are also susceptible to considerable influence by programs of general educational development. Thus, evaluation of such a program would require observation of a wide variety of performances over a long span of time to establish definitive and broad conclusions about the effects of general educational development.

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AND  
APPENDICES**

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## Appendix A

### INTERVIEW SCHEDULE

1. What was your age at last birthday?
2. Where were you born?
3. Do you speak any languages other than English?
4. What languages were spoken in your home while you were growing up?
5. How many brothers and sisters do you have?
6. Are your brothers and sisters older or younger than you?
7. Where did you spend most of your childhood until you were about 12?
8. In what state or country did you spend most of your childhood?
9. From what state were you inducted into the Army?
10. Were you raised by your mother and father?
11. If not, why weren't you raised by your mother and father?
12. How old were you when your parents [separated, divorced, died, etc.]?
13. Of all the adults you knew when you were a child, which one do you think influenced you the most?
14. While you were growing up, did your father [or other adult male] work steadily on the same job, work at different jobs, or was he usually unemployed?
15. What did your father do for a living?
16. Did your mother [or other adult female] work outside of the home on a full-time or part-time job?
17. What kind of work did your mother [or other adult female] do?
18. Did your family have any other source of income besides what your father [and mother] earned? If so, specify.
19. Are you married or single, or have you ever been married?
20. Do you have any children?
21. Did you have a job during the 12 months before you came into the Army?
22. For how many of the 12 months were you working full-time?
23. What kind of work, both full-time and part-time, were you doing?
24. About how much did you make a week?
25. Were you supporting yourself during the year before you came into the Army?
26. Were you supporting anyone else during that year?
27. Were you unemployed and looking for a job at any time during the 12 months before you came into the Army?
28. Were you a student at any time during the 12 months before you came into the Army?
29. If you were a student at any time during the preceding 12 months, what kind of school were you attending?
30. What do you expect to do when you get out of the Army?
31. What kind of job do you expect to get after you finish school or what kind of business do you expect to go into after you finish school?
32. If you plan to get a job or start a business, how much do you expect to make a week when you first get started?

33. What is your ambition as far as the kind of job you would like to get or work you would like to do if you had your way?
34. What is more important for you when it comes to deciding the kind of job you would like—that it be very secure even if it doesn't pay too much, or that it pay very well even if it isn't a secure job?
35. What are your plans when you get out of the Army as far as schooling is concerned?
36. By the time you are 35, how much would you like to be making a week?
37. How much do you think you really will be making by then if everything works out fairly well?
38. Do you think you would be making more by that time if you had more education?
39. How far did you go in school?
40. Have you attended any special schools or training programs outside of regular high school or college?
41. How far did your father [or surrogate] go in school?
42. How far did your mother [or surrogate] go in school?
43. Did you want to go further in school?
44. Why didn't you go further in school?
45. What kinds of grades did you get during your last year in grade [or high] school?
46. Were there any subjects in grade [or high] school that you particularly liked?
47. Were there any subjects in grade [or high] school that you particularly disliked?
48. Were there any subjects in grade [or high] school that you found particularly hard?
49. Were there any subjects in grade [or high] school that you found particularly easy?
50. Did you ever skip school during your last year in grade [or high] school?
51. Were you ever in any kind of trouble in grade [or high] school?
52. If you had a chance, do you think you would go further in school?
53. Were you ever in any kind of trouble with the law?
54. How did you come into the Army?
55. Why did you enlist or volunteer for the draft?
56. Did you ever try to enlist in any branch of the Armed Forces before your present tour?
57. If you tried to enlist, why were you rejected?
58. How do you like Basic Training?
59. Have you found anything in Basic Training particularly hard to learn?
60. Has your platoon sergeant, or any other sergeant in your company, ever given you, individually or in a small group, any extra help (instruction in addition to that given to the whole platoon) with some subjects covered in BCT?
61. If yes, how often did he [or they] do this?
62. What part of Basic Training do you think is the hardest to get used to?
63. If you were given your choice, what job in the Army do you think you would like most?
64. Do you think you might want to reenlist in the Army when you have finished this tour of duty?
65. If "depends" is your answer, what does it depend on?

Appendix B

TABULATION OF RESPONSES TO INTERVIEW QUESTIONS

Table B-1  
Responses to Interview Questions  
(Percent)

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
Demography:								
1. Age at last birthday.	$(p < .01)^a$		$(p < .05)$				$(p < .001)$	
Under 21	40	18	45	27	42	34	42	27
21 or older	60	82	55	73	58	66	58	73
5. How many brothers and sisters do you have?	$(p < .01)$		$(p < .001)$		$(p < .01)$		$(p < .001)$	
0 to 2	40	37	44	68	31	51	38	54
3 to 4	15	40	27	14	26	26	24	24
5 or more	45	23	19	18	43	23	38	22
6. Are your brothers and sisters older or younger than you?					$(p < .05)$		$(p < .01)$	
Older only	12	18	23	22	16	29	18	24
Younger only	26	30	31	40	23	29	27	34
Both	62	52	46	38	61	42	55	42
10. Were you raised by your mother and father?	$(p < .05)$							
No	29	15	12	12	17	10	18	12
Yes	71	85	88	88	83	90	72	82
13. Of all the adults you knew when you were a child, which one do you think influenced you most?	$(p < .05)$				$(p < .05)$		$(p < .01)$	
Male	53	72	60	61	41	61	51	64
Female	47	28	40	39	59	39	49	36
3. Do you speak any languages other than English?							$(p < .05)$	
English only	61	74	85	93	94	96	82	89
English and other	39	26	15	7	6	4	18	11
4. What languages were spoken in your home while you were growing up?								
English only	50	66	67	71	92	96	71	78

(Continued)

<sup>a</sup>Probabilities refer to statistical significance of differences in means between Category IVs and Others. When no *p*-level is indicated, the differences are not statistically significant.

**Table B-1 (Continued)**  
**Responses to Interview Questions**  
*(Percent)*

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
4. What languages were spoken in your home while you were growing up? <i>(Continued)</i>								
English and Spanish	} 21	} 11	2	1	0	2	} 7	} 4
Spanish only			0	0	3	0		
English and other	} 29	} 23	30	27	5	1	} 22	} 18
Other only			1	1	0	1		
8. In what state or country did you spend most of your childhood?								
Army Areas I-II	} 18	} 18	<i>(p &lt; .01)</i>		<i>(p &lt; .001)</i>		} 76	} 75
Army Areas III-IV			83	97	19	46		
Army Areas V-VI	63	58	0	1	2	5	17	17
Other	19	24	2	1	4	4	7	8
7. Where did you spend most of your childhood until you were about 12?								
Large city	26	35	48	45	<i>(p &lt; .01)</i>		35	43
Other	74	65	52	55	27	48	65	57
Parents' Education and Occupation:								
42. How far did your mother [or surrogate] go in school?								
0 to 11 years	<i>(p &lt; .05)</i>				<i>(p &lt; .001)</i>		<i>(p &lt; .001)</i>	
12 or more years	63	44	54	43	80	55	66	47
12 or more years	37	56	46	57	20	45	34	53
41. How far did your father [or surrogate] go in school?								
0 to 11 years	<i>(p &lt; .05)</i>				<i>(p &lt; .05)</i>		<i>(p &lt; .01)</i>	
12 years	66	58	54	52	84	68	67	59
13 or more years	24	17	35	32	16	24	26	25
13 or more years	10	25	11	16	0	8	7	16
15. What did your father do for a living?								
Unskilled	<i>(p &lt; .01)</i>		<i>(p &lt; .05)</i>		<i>(p &lt; .05)</i>		<i>(p &lt; .001)</i>	
Other (Skilled, Owner, Professional)	48	18	38	24	45	29	43	24
Other (Skilled, Owner, Professional)	52	82	62	76	55	71	57	76
17. What kind of work did your mother do?								
Unskilled	<i>(Asked only of those whose parents were employed)</i>							
Other (Skilled, Owner, Professional)	<i>(p &lt; .01)</i>		<i>(p &lt; .01)</i>				<i>(p &lt; .01)</i>	
Unskilled	71	48	72	30	86	70	76	47
Other (Skilled, Owner, Professional)	29	52	28	70	14	30	24	53
16. Did your mother [adult female] work outside of the home? On a full-time or part-time job?								
Yes	45	35	44	43	34	36	41	39
No	55	65	56	57	66	63	59	61

*(Continued)*

Table B-1 (Continued)  
**Responses to Interview Questions**  
 (Percent)

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
<b>Trainee's Education and Occupation:</b>								
39. How far did you go in school?	(p < .01)		(p < .01)		(p < .05)		(p < .005)	
0 to 11 years	40	18	31	15	30	40	33	24
12 years	36	42	54	51	60	35	51	43
13 or more years	24	40	15	34	10	25	16	33
28. Were you a student at any time during the 12 months before you came into the Army?	(p < .01)				(p < .05)		(p < .01)	
No	58	57	63	51	74	57	65	54
1 to 4 months	31	11	7	15	6	4	13	11
5 to 12 months	11	32	30	34	20	39	22	35
45. What kinds of grades did you get your last year in grade (high) school?	(p < .05)				(p < .05)		(p < .05)	
Above average	21	37	35	36	31	46	30	40
Average or below	79	63	65	64	69	54	70	60
46. Were there any subjects in grade (high) school that you particularly liked?	(Comparison of only the three important subject areas)							
English	28	22	28	15	29	17	28	17
Sciences	21	28	36	32	29	27	29	30
Mathematics	51	50	37	53	42	56	43	53
47. Were there any subjects in grade (high) school that you particularly disliked?	(Comparison of only the three important subject areas)							
English	47	49	30	50	45	65	39	54
Sciences	16	19	10	13	11	14	12	15
Mathematics	37	32	60	37	44	21	49	31
48. Were there any subjects in grade (high) school that you found particularly hard?	(Comparison of only the three important subject areas)							
English	37	31	23	43	30	45	29	40
Sciences	17	25	19	19	20	13	19	19
Mathematics	46	44	58	38	50	42	52	41
49. Were there any subjects in grade (high) school that you found particularly easy?	(Comparison of only the three important subject areas)							
English	30	15	49	18	38	23	41	19
Sciences	15	25	20	27	21	22	19	25
Mathematics	55	60	31	55	41	55	40	56

(Continued)

Table B-1 (Continued)  
Responses to Interview Questions  
(Percent)

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
50. Did you ever skip school your last year in grade (high) school?	( $p < .05$ )				( $p < .001$ )			
Never	35	55	53	48	84	61	59	54
Once or more	65	45	47	52	16	39	41	46
51. Were you ever in any kind of trouble in grade (high) school?								
No	82	87	88	86	92	85	88	86
Yes	18	13	12	14	8	15	12	14
53. Were you ever in any kind of trouble with the law?								
No	76	79	85	85	94	88	86	85
Yes	24	21	15	15	6	12	14	15
43. Did you want to go further in school?			( $p < .05$ )				( $p < .05$ )	
Yes	82	81	61	44	61	54	66	58
No	18	19	39	56	39	46	34	42
44. Why didn't you go further in school?			( $p < .01$ )		( $p < .01$ )		( $p < .001$ )	
Financial problems	40	39	35	16	54	32	43	27
Lack of interest	52	53	61	73	43	52	52	60
Poor grades	8	8	4	11	3	16	5	13
23. What kind of work were you doing?	(Asked only of those employed full- or part-time)							
Unskilled	65	50	62	52	76	70	( $p < .05$ )	
Other	35	50	38	48	24	30	68	58
24. About how much did you make a week?	(Asked only of those employed full- or part-time)							
\$80 or under	( $p < .01$ )				( $p < .01$ )		( $p < .001$ )	
\$81 or over	53	29	56	43	77	56	62	44
\$81 or over	47	71	44	57	23	44	38	56
27. Were you unemployed and looking for a job at any time during the 12 months before you came into the Army?								
Never	( $p < .05$ )		( $p < .05$ )		( $p < .01$ )		( $p < .001$ )	
0 to 2 months	58	79	66	80	73	89	66	83
3 to 12 months	10	11	8	8	5	6	7	8
3 to 12 months	32	10	26	12	22	5	27	9

(Continued)

**Table B-1 (Continued)**  
**Responses to Interview Questions**  
**(Percent)**

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
<b>Trainee's Plans and Aspirations:</b>								
31. What kind of job do you expect to get (after you finish school?)	(Does not include those who "Don't Know," or "Plan to reenlist.")							
Unskilled; Semiskilled	20	25	27	15	33	21	27	19
Skilled; Manager, Foreman;	64	61	62	73	63	48	63	62
Professional	16	14	11	12	4	31	10	19
					(p < .01)		(p < .05)	
32. How much do you expect to make a week at that job when you first get started?	(Does not include those who "Don't know what plans are," or "Plan to reenlist.")							
\$80 or under	53	29	26	6	35	20	37	18
\$81 or over	47	71	74	94	65	80	63	82
					(p < .01)		(p < .05)	
					(p < .001)			
36. By the time you are 35, how much would you like to be making a week?	(Does not include those who "Don't know what plans are," or "Plan to reenlist.")							
\$160 or under	51	26	49	34	60	43	53	35
\$161 or over	49	74	51	66	40	57	47	65
					(p < .01)		(p < .05)	
					(p < .05)		(p < .001)	
37. How much do you think you really will be making by then if everything works out fairly well?	(Does not include those who "Don't know what plans are," or "Plan to reenlist.")							
\$160 or under	45	33	45	37	66	46	52	39
\$161 or over	55	67	55	63	34	54	48	61
					(p < .05)		(p < .01)	
33. What is your ambition as far as the kind of job you would like to get if you had your way?	(Does not include those who "Don't know.")							
Unskilled; Semiskilled			7	5	8	4	7	4
Skilled	Not		44	35	45	37	44	36
Manager, Foreman	Asked		23	32	28	25	26	29
Professional			26	28	19	34	23	31
					(p < .05)		(p < .05)	
34. What is more important for you when it comes to deciding the kind of job you would like . . . ?	(Does not include those who "Don't know.")							
Security more important than income	Not		97	78	91	82	94	80
Income more important than security	Asked		3	22	9	18	6	20
					(p < .001)		(p < .001)	
35. What are your plans as far as schooling is concerned?	(Does not include those who "Don't know.")							
No plans	Not		40	38	57	51	48	44
Some plans	Asked		60	62	43	49	52	56

(Continued)

**Table B-1 (Continued)**  
**Responses to Interview Questions**  
**(Percent)**

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
52. If you had a chance, do you think you would go further in school?	(p < .05)							
No	2	13	17	20	8	7	11	14
Yes	98	87	83	80	92	93	89	86
51. What would you most like to do then? (When you get out of the Army)	(p < .001)							
Go to school	15	44	Not Asked		Not Asked			
Other	85	56						
<b>Trainee's Military Experiences:</b>								
56. Did you ever try to enlist in any branch of the Armed Forces before your present tour?	(p < .01)							
No	46	77	76	84	76	81	69	81
Yes	54	23	24	16	24	19	31	19
57. If tried to enlist, what happened?	(p < .001)							
Failed mental test	54	22	52	7	60	29	55	20
Other	46	78	48	93	40	71	45	80
54. How did you come into the Army?	(p < .05)							
Enlisted	8	3	18	19	33	37	21	22
Volunteered for Draft	42	26	22	10	19	13	26	15
National Guard or Enlisted Reserve	5	6	28	30	7	5	15	15
Normal Draft	45	65	32	41	41	45	38	48
55. Why did you enlist?	(p < .05)							
Personal inadequacy	46	26	42	35	60	41	49	36
Other	54	74	58	65	40	59	51	64
9. From what state were you inducted into the Army?	(p < .01)							
Army Area I			99	98	5	15	55	59
Army Area II			1	0	19	32	9	15
Army Area III			0	0	70	51	33	24
Army Area IV			0	0	0	0	0	0
Other			0	2	6	2	3	2
58. How do you like Basic Training?	(p < .05)							
Not at all	17	33	29	20	15	27	21	26
It's all right or I like it	83	67	71	80	85	73	79	74

(Continued)

**Table B-1 (Continued)**  
**Responses to Interview Questions**  
*(Percent)*

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
59. Have you found anything in Basic Training particularly hard to learn?			(p < .001)				(p < .001)	
None	72	75	58	82	77	89	68	82
Cognitive-Verbal	10	17	6	8	14	4	10	9
Other	18	8	36	10	9	7	22	9
60. Has your platoon sergeant, or any other sergeant in your company, ever given you any <i>extra help</i> with some subjects covered in BCT?								
Never		Not	68	65	81	82	74	73
One or more times		Asked	32	35	19	18	26	27
61. How often did he do this? (Give extra help)								
Never			73	72	81	82	77	78
Two or three times		Not	24	21	18	15	21	18
Four or more times		Asked	3	7	1	3	2	4
63. If you were given your choice, what job in the Army do you think you would like most?			(p < .05)					
Clerical-Administrative	19	24	42	28	27	20	31	24
Other	81	76	58	72	73	80	69	76
64. Do you think you might want to reenlist in the Army when you have finished this tour of duty?								
Yes; Depends; Don't know	(p < .001)		73	31	42	40	62	47
No	27	69	58	60	38	53	43	60
62. What part of Basic Training do you think is the hardest to get used to?			(p < .05)		(p < .01)		(p < .001)	
Nothing	27	9	16	9	23	8	22	9
Physical demands	15	15	25	27	34	23	26	22
Long hours	13	15	40	27	9	13	21	19
Lack of autonomy; Inspection; Boredom; Communal living	45	61	19	37	34	56	31	50
<b>Miscellaneous:</b>								
2. Where were you born?								
Continental USA	74	79	96	97	96	96	90	92
Other	26	21	4	3	4	4	10	8

(Continued)

Table B-1 (Continued)  
Responses to Interview Questions  
(Percent)

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
11. Why weren't you raised by your mother and father?								
Parents separated or divorced	53	67	42	50	21	78	39	64
One or both parents dead	35	22	16	30	43	22	33	25
Other reason	12	11	42	20	36	0	28	11
12. How old were you when you parents (separated, divorced, died, etc)?								
0 to 2 years old	59	56	58	40	67	18	61	37
3 to 15 years old	41	44	42	60	33	82	39	63
						(p < .05)		(p < .05)
14. While you were growing up, did your father (adult male) work steadily on the same job, work at different jobs, or was he usually unemployed?								
Worked steadily on same job	92	92	90	95	93	89	92	92
Worked at different jobs or usually unemployed	8	8	10	5	7	11	8	8
18. Did your family have any other source of income besides what your father (and mother) earned?								
No	77	87	79	88	88	94	82	90
Yes	23	13	21	12	12	6	18	10
19. Are you married or single?								
Single	90	87	97	93	88	91	92	91
Married	7	5	0	5	8	6	5	5
Divorced or separated	3	8	3	2	4	3	3	4
20. Do you have any children?								
No	44	62	38	71	64	81	54	74
Yes	56	38	62	29	36	19	46	26
								(p < .05)
21. Did you have a job during the 12 months before you came into the Army?								
Full-time job	71	74	84	80	83	84	80	80
Part-time job or unemployed	29	26	16	20	17	16	20	20
22. For how many of the 12 months were you working full-time?								
Never	15	11	7	5	11	12	10	9
1 to 6 months	24	28	20	27	19	25	21	26
7 to 12 months	61	61	73	68	70	63	69	65

(Continued)

**Table B-1 (Continued)**  
**Responses to Interview Questions**  
**(Percent)**

Questions	Fort Ord		Fort Dix		Fort Jackson		Total	
	Cat IVs (N=62)	Others (N=62)	Cat IVs (N=96)	Others (N=96)	Cat IVs (N=85)	Others (N=85)	Cat IVs (N=243)	Others (N=243)
25. Were you supporting your- self during the year before you came into the Army?								
Yes, completely	61	68	32	33	55	58	48	51
Partly or No	39	32	68	67	45	42	52	49
26. Were you supporting anyone else during that year?								
No	65	74	90	93	76	80	79	84
Yes; Partly; Completely	35	26	10	7	24	20	21	16
30. What do you expect to do when you get out of the Army?								
Don't know	21	10	10	12	13	12	14	12
Get a job; Start a business	53	58	63	68	57	56	58	61
Go to school	19	31	19	12	11	19	16	19
School and job, or business, simultaneously			6	5	4	2	4	2
Plan to reenlist	7	1	2	3	15	11	8	6
65. What does it (your reenlisting) depend on?								
Type of assignment I have	52	73	34	46	52	56	46	55
Rank I have	16	9	21	21	15	9	17	14
Rank and MOS	28	18	14	21	22	26	21	22
How they treat you	4	0	10	8	0	0	5	4
Other reasons	0	0	21	4	11	9	11	5
29. What kind of school were you attending? (During the 12 months before coming into the Army)								
High school; vocational school; Other school	62	39	78	54	68	67	70	55
College	38	61	22	46	32	33	30	45
40. Have you attended any special schools or training programs outside of regular high school or college?								
No	77	77	81	74	86	72	82	74
Yes	23	23	18	26	14	28	18	26
38. Do you think you would be making more by that time if you had more education? (Amount money being made by the time subject is 35.)								
Yes	84	76	73	72	81	80	80	76
No	13	21	27	25	12	19	18	22
Don't know	3	3	0	3	4	1	2	2

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10. AVAILABILITY/LIMITATION NOTICES Each transmittal of this document outside the Department of Defense must have prior approval of the Department of the Army, Office, Chief of Research and Development, Attention: Human Factors and Operations Research Division.		
11. SUPPLEMENTARY NOTES Comparing Category IV personnel, in terms of background characteristics and performance in BCT, with personnel in higher categories	12. SPONSORING MILITARY ACTIVITY Office, Chief of Research and Development Department of the Army Washington, D.C. 20310	
13. ABSTRACT 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) at Fort Ord, Calif., Fort Dix, N.J., and Fort Jackson, S.C. 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 socio-economic 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. Implications concerning possible special remedial educational programs for intellectually marginal manpower are discussed.		

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
<p>Category IV Basic Combat Training Marginal Manpower Remedial Education Special Training and Enlistment Program General Educational Development</p> <p>COSATI Field 5</p>						

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AD-481737

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