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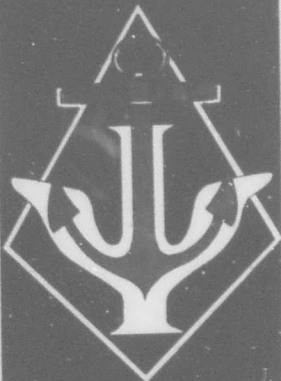
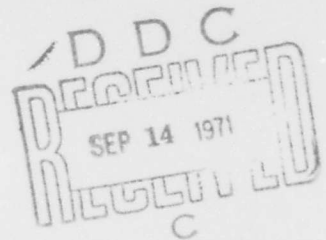
WRR 72-1

August 1971

ASSESSMENT OF ATTITUDES AND MOTIVATIONS
OF CATEGORY IV MARGINAL PERSONNEL

Demographic Characteristics, Attitudes and Personal
Adjustments During Recruit Training

Aaron Katz
Milton R. Goldsamt



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<p>The purpose of this longitudinal research is to identify the motivational behavioral and attitudinal characteristics of Category IV marginal personnel and (a) ascertain how these characteristics assist in adapting to the Navy while determining if (b) Navy experiences prepare these men for the "civilian world". This report presents results of two attitudinal assessments made upon entry and completion of recruit training.</p> <p>The study group of 1,837 enlisted men consists of 1,340 Upper Category IV (AFQT 16-30) and 497 Lower Category IV (AFQT 10-15) men. The total cohort has a median age of 18.5 and mean AFQT score of 19. Demographic results in this study parallel other research findings as to: the large family sizes, disadvantaged socio-economic backgrounds, ethnic composition and unskilled character of family occupational history.</p> <p>Category IV men joined the Navy because they saw it as more of a personally rewarding environment than civilian life. These men primarily joined to obtain technical training. However, wanting to travel, obtain time to resolve their lives, serve one's country and not wait until drafted also strongly affected enlistment decisions. Men thought that in the Navy they could do the work they liked best, work on important jobs and obtain fairer treatment. Lower Category IV men seem to be more drawn to the Navy and besides are more satisfied with recruit training than Upper Category IV men. At entry into the Navy, Category IV men were socially interactive, self-confident and self-assertive but pessimistically viewed their future expectations. About 25% feel unqualified for the general apprenticeship they received; 40% said it was not the one they wanted.</p>			

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WRR 72-1

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August 1971

**ASSESSMENT OF ATTITUDES AND MOTIVATIONS
OF CATEGORY IV MARGINAL PERSONNEL**

**Demographic Characteristics, Attitudes and Personal
Adjustments During Recruit Training**

**Work Unit No.
(574057101)**

**Aaron Katz
Milton R. Goldsamt**

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**NAVAL PERSONNEL RESEARCH AND DEVELOPMENT LABORATORY
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FOREWORD

The authors wish to express their gratitude to the Recruit Training Commands at Great Lakes, Orlando and San Diego for their invaluable assistance in data collection.

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SUMMARY

Problem

Since 1966 the military services have embarked on a program of enlisting men who previously had not been eligible for service because of failure to meet minimal mental standards. To assist Navy managers to plan policy, develop training requirements and determine assignments for these marginal personnel, information is required on their needs, perceptions, attitudes and motivations.

Purpose

The purpose of this research, primarily longitudinal in nature, is to identify the motivational, behavioral and attitudinal characteristics of Category IV enlisted men (i. e. , AFQT scores in the 10th - 30th percentiles), and:

- (a) ascertain how these characteristics account for successful or unsuccessful adaptation to the Navy
- (b) determine if their Navy experiences helped prepare them for the "civilian world".

This report, the first in a series, presents results based on the first two attitudinal assessments, those made upon arrival at boot camp and upon completion of boot camp. Naval experiences and adjustments are dealt with to: (a) graphically appraise how these men adapt to the Navy and (b) provide baselines for future reports on Category IV men.

Approach and Design

The overall research strategy primarily uses a time series or longitudinal analysis technique to study the cohort sample, at different points during their first enlistment. Attitudinal changes, as related to varying Navy experiences, will be measured, thus providing a picture of overall attitudinal shifts between any series of assessment points.

The current report presents demographic profiles of the total Category IV respondent group and any manifest differences between upper and lower divisions of this group. Questionnaires used in these assessments contain relevant items dealing with personal characteristics, demographic information, attitudes toward specific necessary adjustments in Navy life, and self-description rating scales.

Description of Respondents

The study group consists of 1,837 Category IV men who had enlisted during February and May 1970 and had successfully completed recruit training. Of this group 1,340 were upper Category IV (AFQT 16-30) and 497 were lower Category IV men (AFQT 10-15). Category IV men in this study had a median age of 18.5 years and a mean AFQT score of 19. The majority were white. The typical Category IV man completed between 9 and 11 years of high school, studied business or vocational training or perhaps received a general education. Most men had not been in school for nine months before joining the Navy and over four in ten were working full time. The median weekly salary of employed men was \$74. Although three in ten expected to be employed in a skilled trade a few years after leaving the Navy, one in ten didn't know what they would be doing at that time.

Lower Category IV men compared to upper Category IV men: (a) are slightly older (b) have proportionately more blacks, (c) have a mean AFQT in this study of 12.2 (vs. 21.8 for upper Category IV men) and in civilian life, (d) were more often working on a full-time basis and had a higher median income.

Findings

1. Background

The present cohort of Category IV men come from backgrounds and homes who are characterized by, as in other studies: (a) large family sizes, (b) disadvantaged socioeconomic backgrounds, (c) ethnic composition and (d) relatively unskilled character of parental employment history.

The Category IV men in the study came from large families (a median size of four brothers and sisters). They mainly have lived in moderate-sized cities, small cities or towns, generally located in either the Central, Middle Atlantic and South Atlantic states, without often moving their residences in the last ten years.

More mothers of Category IV men than fathers have completed high school or attained GED diplomas. Fathers either have worked in production worker or skilled occupations.

Lower Category IV men, more so than upper Category IV men: (a) are from larger and less intact families, (b) are from the South Central States, (c) have fewer fathers employed in skilled trades, (d) have fewer fathers who have served in the armed forces but have more close friends who have done so.

2. Reasons for Joining the Navy

Category IV men primarily joined the Navy to obtain technical training. However, wanting to travel, obtain time to find out what to do with one's life, serve one's country, obtain educational benefits after leaving the service, and not wait until drafted were almost as relevant reasons for one's enlistment decision. They perceived the Navy, more so than the civilian sector, as a personally rewarding environment in which they would in general have a good life. In the Navy they believed they would be more apt to do the kind of work they liked best, do a "man's job", obtain faster promotions to important jobs and work on important jobs under good working conditions. Interpersonally, they also would get fairer treatment, be more apt to work with good people and have good supervisors. They also see the Navy as more strongly associated with a need to have high personal standards of conduct and appearance. Civilian life, on the other hand, is viewed as more of a setting in which to get high pay, fringe benefits and have good working hours. Lower Category IV men, more so than upper Category IV men, see the Navy as more appropriate for them than civilian life and are more satisfied with the aspects they have been exposed to thus far.

3. Personal and Interpersonal Adjustments to Recruit Training

At the onset of recruit training the Category IV man strongly liked people and various activities, was fairly responsible, self-confident and self-assertive but had low or moderate feelings of pessimism regarding his future expectations. Over four in ten men had not received any counselling but of those who had, three-quarters of them found it helpful. More than half of the recruits felt they could approach their company commander with personal problems and even more so with training problems.

Interpersonally, almost all Category IV men had satisfactory relationships with other recruits and when needing help received it from them. The majority of Category IV men adapted to following orders early in recruit training. However, three percent stated they never were able to do so.

4. Attitudes Towards Experiences in Recruit Training

At the beginning of recruit training, most men thought they were treated either satisfactorily or very well. Eight in ten felt they had benefited from swimming instruction and six in ten from reading instruction, when each of these was needed. Six in ten also felt training instructors set good examples for them to follow. Two-thirds of the men felt "winning the flag" was stressed sufficiently while an equal proportion of the remainder felt it to be either over- or under-stressed.

Most men believed they had gained some or a great deal of information about the Navy from their company commanders. Nonetheless, four in ten men wanted to learn more about ratings or what it was like to serve in the Fleet.

Lower Category IV men were more satisfied than upper Category IV men with various aspects of recruit training, as, (a) the general treatment, (b) information about ratings they received, and interest in them shown by the classification interviewer, (c) quality of medical treatment while on sick call, (d) amount of respect shown them, (e) reading and swimming skills instruction provided, (f) training methods used, including running from one activity to another, and (g) the leader chosen for the recruit company.

5. Attitudes Towards the Navy

Upon leaving boot camp, 23% felt they had not received the general rate apprenticeship for which they felt best qualified. One half also said it was not the one they wanted. Almost six in ten were assigned to a ship and 16% to Class A school as first assignments.

Over six in ten indicated they liked Navy life at least a little so far, nine percent disliked it to some extent, and 27% were undecided. Over eight in ten believed boot camp training would be relevant to their first duty assignment and that they would be able to utilize prior civilian education, training and/or experience.

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I. INTRODUCTION

A. Purpose

The purpose of this research is to systematically collect attitudinal, motivational and behavioral information about marginal personnel in AFQT Category IV (AFQT scores 10th-30th percentiles), in attempting to answer the following questions:

- (1) How does a man's background, his attitudes and perceptions of civilian life and the Navy relate to his success in the military?
- (2) Do attitudes and perceptions change during military service, and if so, at what point in time? Specifically, can positive or negative changes in the individual's motivation and morale be attributed to specific conditions of military life and his experiences with them?
- (3) How does the Category IV man regard the support given to him by the military service? How does this perceived support relate to success in the service? Specifically, does he feel he is being supported and helped by his supervisors?
- (4) How does the man's military experience affect his later adjustment to civilian life?

As the first in a series of reports, this report presents results gathered from administration of two questionnaires, the first administered upon arrival at boot camp and the second at completion of boot camp. The current report presents demographic profiles of the total AFQT Category IV respondent group and any manifest differences between upper and lower divisions of this group. Naval experiences and adjustments of these Category IV groups are dealt with, to (a) graphically appraise how these men adapt to the Navy and (b) provide baselines for future reports on Category IV men.

B. Operational Implications

This research has the following operational implications:

- (1) If it is shown that there is a relationship between certain characteristics and attitudinal measures of success in the service, it would then be possible to develop assessment techniques that would identify those men who would be least successful in the service.
- (2) If it is shown that certain specific service conditions and experiences have detrimental effects, it may be possible to modify those conditions to reduce or reverse these effects.
- (3) This research may identify possible special training needs for supervisors of Category IV men, as these men require special understanding, particularly in regard to training and handling in the military environment.
- (4) In addition, a pool of manpower resources for military service may be developed, by gaining estimates of the type of man likely to volunteer and information as to his adaptability.
- (5) Last but not least the research will shed light on whether military training has contributed to the social and economic welfare of the former Category IV man. If military training has provided the separated individual with adequate job skills, and has improved his general outlook on life, then these men may function more effectively in civilian roles.

C. Background

Under Project 100,000 the military service has been enlisting men who had previously not been eligible for service because of failure to meet minimal mental and/or physical standards. These men have been designated as "New Standards" men.

Project 100,000 was initiated in August 1966 for two prime reasons (Greenberg, 1967): (1) "to broaden the opportunities for enlistment and the obligations for military service" and (2) "to use the training establishment of the armed forces to help certain young men become

more productive citizens when they return to civilian life." The lowering of mental and enlistment standards for induction to meet these goals broadened the interpretation of the term "marginal personnel".

As defined by Rundquist (1967), the concept of marginal personnel is relative to enlistment standards at a given time but might generally refer to performance at the lowest acceptable level in a particular situation (job assignment, career goal, etc.). This could apply to an enlisted man who has not more than a 50-50 chance to meet the minimal standards of recruit training and the first duty assignment beyond that. Marginally trainable personnel have been, in part, so classified on the basis of their Armed Forces Qualification Test (AFQT) scores placing them in Category IV (10-30 percentiles).

The definition of upper and lower Category IV men varies among the armed forces branches. The Army and Air Force use a 10-20th percentile designation of lower Category IV men, while the Marines use a 10-19th percentile definition. Generalizations from results based on these definitions seem fully applicable to the Navy designation of 10-15th percentile, since the standard error of measurement of AFQT scores is about eight percentile points (calculated by the writers from Valentine's 1968 data based on 1,076 trainees).

D. Literature Review

1. Characteristics of Category IV Men Compared to Regular Recruits

Racial composition differs between Category IV men and regular recruits. A study by Grunzke et al. (1970) perhaps yielded the most reliable estimates of population characteristics, since it dealt with a comparison of 14,215 Air Force Category IV men (6,125 of them, AFQT scores of 10-20) and 12,700 non-Category IV men. (This seems to be the largest single investigation of Category IV men to date.) Three percent of Category I-III men were black compared to 33% of Category IV men. Racial differences between upper and lower Category IV men were also striking, 27% vs. 41% being black.

No relationship between AFQT score and marital status was found by Goffard et al. (1966) or Vineberg et al. (1970). About 91% of Category IV or non-Category IV men were single.

Van Matre et al., (1968) evaluated aptitudes, training achievement and early shipboard performance of 116 Category IV men and 82 non-Category IV men. Their Category IV sample had, on the average, a lower chronological age, (19 years 11 mos. vs. 20 years 7 mos.) and a shorter length of formal education (11.0 vs. 12.3 years) than the non-Category IV sample. Similar results were confirmed by Vineberg et al., (1970) and Grunzke et al., (1970).

In the Grunzke et al. study the percentage of men who were high school graduates in each AFQT group declined from 98% for categories I-III to 87% for Category IV men. Ninety-six percent of upper Category IV men, compared to 74% for lower Category IV men, were high school graduates. A direct relationship between race, completion of high school and AFQT also existed, as 85% of Negroes not completing high school were members of lower Category IV, while 60% of whites completing high school were members of Categories I-III.

Goffard et al., (1966) also found that more non-Category IV men than Category IVs were in school and for a longer time during the year before they came into the Army. In that study, while a few more Category IVs than non-Category IV men said they would get more education if they had a chance, only 52% of the Category IVs (and 56% of the non-Category IV men) had made actual plans for further education or training when they got out of the Army. Among one sub-sample, only 15% of the Category IVs compared to 44% of non-Category IV men said they would like most to go to school when they got out of the Army.

Several studies conducted on Category IV personnel in the U. S. Army (Goffard et al., 1966; Vineberg et al., 1970) have found that men of this ability level are more likely to come from lower socioeconomic levels and less culturally advantaged segments of the population than men of Categories I-III.

Category IV men tend to come from larger families; 38% of them had five or more brothers and sisters compared to 22% of non-Category IV personnel (Goffard et al., 1966). The Category IV median figure was 3.5. Category IV men also were more likely to have both younger and older brothers and sisters.

The home backgrounds of Category IV and non-Category IV men appear to be similar. About the same proportions of men came from large cities. However, fewer Category IV than non-Category IV men stated their fathers or other male figures were the adults which most influenced them when they were children. Category IV men were significantly younger than non-Category IV men when their parents ceased living together (Goffard et al., 1966). One or both parents being deceased, rather than for other reasons, was more of a primary factor for Category IV men (33% vs. 25%). Parents (either sex) of Category IV men also were likely to be less educated than non-Category IV men and to work in less skilled occupations (Goffard et al., 1966).

Vineberg et al. (1970) used a checklist instrument, the Environmental Participation Index (EPI), to measure exposure to common middle-class experiences. As an indication of environmental background, this is akin to socioeconomic status. Two scores were obtained: (a) the Possessions score, a tally of how many household articles were available in a man's home at age 15 (telephone, dictionary, etc.), an estimate of the "richness" of the material home environment and (b) the Activities score, a tally of whether a man had engaged in a variety of activities by age 18 (having a bank account, making a long distance call, etc.). The latter score provided an estimate of the degree of exposure to common American cultural experiences.

Possessions and Activities scores directly varied with AFQT range; Activities scores showed more differences among AFQT groups. This may indicate differential exposures to common experiences. However, neither EPI score type discriminated among upper and lower Category IV groups, perhaps indicating these two levels have overall similar backgrounds.

In general, the vocational history of Category IV men parallels their educational history of low achievement relative to non-Category IV men. About one third of the Category IVs but only one sixth of non-Category IV men were unemployed and looking for a job at some time during the year before coming into the Army. (Goffard et al., 1966). Of those who were working, more Category IVs (68%) than non-Category IV men (58%) were in unskilled jobs and many more Category IVs (62%) than non-Category IV men (44%) were making less than \$80 a week. Since proportionately more Category IVs than non-Category IV men were under 21 (42% vs. 27%), this may account for some differences in skill and earning power.

The difference between the two groups also was clearly seen in their economic aspirations and expectations. More Category IVs than non-Category IV men said that they would like to and expect to earn more than \$160 a week by the time they are age 35. Occupational aspirations of these two groups were only moderately different. Non-Category IV men, as might be expected, tended to aim somewhat higher on the job scale than Category IVs. Although both groups valued security in a job above income, more Category IVs than non-Category IV men felt that way. (94% vs. 80%).

2. Experiences in Recruit Training

Goffard et al. (1966) intensively examined the military experience of Category IV men and their attitudes towards the Army, compared to non-Category IV men. Differences between these groups were present.

More Category IVs had tried to enlist in another branch of the Armed Services before entering the Army. Of the men who joined the Army via the draft or by enlisting, about half of the Category IVs said they did so because of some personal inadequacy in civilian life, while only about a third of non-Category IV men gave that as a reason.

Recruit training made varying impressions on these groups. Overall, about a quarter of both groups said they did not like recruit training at all. A good many more Category IVs said they found something in recruit training hard to learn, but their difficulties were not concentrated in any particular area or subject. A majority of the men in both groups, however, (68% of Category IV vs. 82% of non-Category IV men) 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.

Surprisingly, more than 20% of the Category IVs but fewer than 10% of non-Category IV men said they found nothing in recruit training hard to get used to. Half of non-Category IV men and less than a third of the Category IVs said they found it hard to get used to such things as loss of autonomy, communal living, inspections, and the uninteresting routine of recruit training. An additional 26% of Category IV men found physical demands the hardest to get used to.

In general, Category IVs were more favorably disposed toward military life than were non-Category IV men. When asked if they thought they might reenlist, consistently more Category IVs answered "Yes", or

"It depends", or "I don't know", rather than flatly "No". The proportions of Category IV men holding favorable attitudes varied widely in three sub-samples, from 42% to 73%.

Category IV overall performance in recruit training was only a little poorer than those of other men. Goffard et al. (1966) found that Category IV men:

- (1) were rated by their peers as having only slightly less aptitude for leadership,
- (2) were just as often the objects of administrative and disciplinary action,
- (3) achieved, as a group, an only slightly (but significantly) lower mean score on the final proficiency test although somewhat more of them failed individually to qualify on the test,
- (4) 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,
- (5) were only somewhat less often identified as among the five quickest learners, the five best all-around soldiers in the platoon.

Seven percent of Category IV men also were selected as leaders, compared to 11% of non-Category IV men. This indicates that while Category IVs are less likely than non-Category IV men 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 Category IVs, like their peers, apparently see them as somewhat less able than non-Category IV men, but clearly not entirely incompetent.

3. Performance and Retention of Category IV Men

Grunzke et al. (1970) investigated military performance from personnel records over periods of time ranging from nine months to twenty-one months. The 14,215 Air Force Category IV recruits he studied were performing at a significantly lower (but still meaningful) proficiency level than non-Category IV men. Ninety-four percent of

Category IV men, compared to 98% of non-Category men IV had completed recruit training. Among Category IV men, 30% had attained a skilled level (vs. 41% of non-Category IV men), 14% of technical school trainees had changed job specialities (vs. 7%), and 54% had attained paygrade E-3 or higher (vs. 70%).

Van Matre et al. (1968) found Category IV men had more recorded discipline problems, although Anderson et al. (1969) found these types of disciplinary actions primarily were unauthorized absence (AWOL, AOL) infractions.

Grunzke et al. (1970) found that upper and lower Category IV men were quite similar in the percentage that received disciplinary actions. However, they differed on several other measures. Proportionately more upper Category IV than lower Category IV men completed recruit training, attained skilled levels and attained E-3 paygrades or higher. Anderson et al. (1969) found that Category IV men were rated as often as having strong qualities of professional performance and leadership ability and were about equal to non-Category IV men in military behavior and appearance or adaptability.

Katz (1967) compared 2,465 draftees who had no prior military service; 597 were Category IV personnel. After eight months, 93% of Category IV men were still in the Navy (vs. 97% of non-Category IV men). Of those Category IV men who had left, 60% were lower Category IV personnel, probably due to various difficulties in adjusting to the requirements of Navy life. Helme and Anderson (1964) also found that Army Category IV early discharges were slightly higher in ability (mean AFQT = 26.3 vs. 25.4), were younger and had less formal education than those still serving.

Cory (1971) used BTB scores on 19,584 men to predict unavailable AFQT scores (multiple correlation = .77). Of 3,365 men still in the Navy on 30 June 1967, 12% of the original recruit sample and 7% of the total men retained were Category IV men. The mean paygrade for these retained Category IV men was E-5, based on almost ten years of service.

Investigating further these retained men, Cory (1971) found that despite an overall lower than average retention rate, Category IVs had higher rates of retention for many ratings than other mental levels. Category IV men were retained in 35 ratings, more than Category I men

but much less than Categories II-III, Using the criterion of above average retention level, the 12 ratings for which Category IVs appeared to be most suitable were:

Aviation Machinist's Mate (AD),
Aviation Structural Mechanic (AM),
Boilerman (BT),
Machinist's Mate (MM),
Ships Serviceman (SH),
Steward (SD),
Commissaryman (CS),
Boatswain's Mate (BM),
Gunner's Mate (GM),
Engineman (EN),
Shipfitter (SF), and
Storekeeper (SK).

Other ratings for which Category IVs might be suitable (in DOD occupational areas having retention problems) are:

Construction Mechanic (CM),
Aviation Ordnanceman (AO),
Aircrew Survival Equipmentman (PR),
Aviation Boatswain's Mate (AB),
Equipment Operator (EO), and
Builder (BU).

Helme and Anderson (1964) followed up 1,222 Category IV Army enlistees 12-18 months later to predict military adjustment using job performance ratings. For upper Category IV men (21-30) in combat ratings, age correlated .05, education .11 and job adaptability self-descriptions, .21 with job performance scores. For similar men in technical ratings, age correlated .16 and education .03. To predict military adjustment, age correlated .13 and education .14 for upper Category IV men in combat ratings. Age correlated .19 and education .07 for similar men in technical ratings.

Plag et al. (1968) used an effectiveness criterion of completion of the first enlistment (about four years after joining the Navy) and subsequent recommendation for reenlistment. Background variables were combined, via multiple applied linear regression methods, to obtain a

"best" set of unique predictor variables. Probabilities of predicting effectiveness were also developed as a function of different combinations of relevant characteristics. (Plag, 1968).

Four characteristics of new Category IV enlistees were found to be uniquely related to four-year effectiveness. These were (a) years of schooling completed (b) number of expulsions and suspensions from school (c) AFQT score itself and (d) number of arrests. The cross-validity of this predictor composite was found to be .309. The probabilities or odds for effectiveness varied with these four characteristics. For example, a Category IV applicant who has an AFQT score of 25 to 30, is a high school graduate with no arrest history and has no expulsions or suspensions from school (probability of effectiveness = .859) is to be preferred for military service over a Category IV applicant who possesses similar characteristics, but who has completed only eight years of schooling. (probability of effectiveness = .521). Plag (1968) based his effectiveness odds on approximately 11,000 enlistees since 1960. Using different sets of relevant predictors at each AFQT level, he found that years of schooling completed and number of expulsions and/or suspensions from school were the best predictors for Category IV personnel. For example, a man has a 62% chance of rendering effective Naval service if he has ten or fewer years of schooling and no expulsions or suspensions. As evidence of the validity of these latter factors, 22% of men with these odds actually reenlisted who were eligible to do so. This amounted to 13% of the total sample. In fact, these effectiveness odds (62%) actually were obtained by 43% of Category IV personnel used. Tables of odds for predicting military effectiveness of New Standards Marines also are presented in Plag et al. (1970).

Generalizations from these operationally promising results by Plag and his associates (1967, 1968) must be somewhat restricted. Almost three fourths of Category IV scores are clustered above the 25th percentile. Some results are based on both Navy and Marine enlistees introducing possible selection biases. The estimated size of the standard error of measurement (about eight percentile points) also makes other study results based on AFQT Category IV groupings of "29-30", "26-28" and "less than 25", imprecise, and also difficult to generalize from because these groupings do not match standard military service AFQT definitions. The investigators were aware of some constrictions on these results, calling them "suggestive".

Plag et al. (1970) used multiple linear regression methods to predict the effectiveness of 1,255 New Standards recruit training graduates. Educational level, age, race, and parental marital status were the four most predictive variables (of the eight found to be statistically significant). However, the rather low obtained multiple correlation coefficient of .287, which was .214 when applied to a cross-validation sample, led the authors to conclude that recruit training performance measures add little unique predictive ability. Differences in the performance of men in recruit training, instead, are highly related to preenlistment characteristics.

Category IV men have a substantial reenlistment and career potential in the Navy, as 81% of Category IV personnel (vs. 94% of non-Category IV men) were recommended for reenlistment by immediate supervisors (Anderson et al., 1969). These supervisors also were asked to evaluate a man's current performance (after six months or more in the fleet) and gauge to what paygrade he would probably advance if he chose the Navy as a career. Although the two paygrade distributions for Category IV and non-Category IV men significantly differed, as might be expected, 39% of Category IV were thought likely to earn E7-E9 billets (vs. 76% of non-Category IV men). More Category IV men were judged likely to reach the E-6 level (29% vs. 17%).

Plag et al. (1967) in his study of 1,260 Navy Category IV personnel found that 66% of these men completed their initial enlistment and were recommended for reenlistment by their commanding officers. Almost six in ten men with AFQT scores less than 25, perhaps similar to lower Category IV men, were similarly recommended. Helme and Anderson (1964) also found that 50% of Army Category IV personnel in combat MOS ratings attained acceptable performance levels and 43% met career level performance standards. Percentages for both upper and lower Category IV men were at these levels.

Plag et al. (1970) compared the performance and adjustment of 3,156 New Standards Marines with enlistees of higher mental ability. Over 60% of New Standards Marines (compared to 73% and 75% of two control groups) were termed militarily effective during their two-year obligation, based on a five-stage multiple-hurdle definition of non-effectiveness. An individual was classified as non-effective on any one of these measures: (a) existence or non-existence of court-martial action, (b) paygrade achieved at time of release from active duty, (c) number of officer hours (non-judicial punishment), (d) average conduct mark and (e) average proficiency mark.

4. Overview of Literature

In summary, Category IVs, more so than non-Category IV men, come from depressed and deprived circumstances, have low levels of achievement and aspiration, but have more favorable attitudes toward military service. They also have a definite potential for completing recruit training, being recommended for reenlistment and even attaining E-6 paygrade levels.

In addition, background differences between Category IV and non-Category IV men, while often highly significant, were never extreme (in data collected by Goffard et al., (1966). In no case did almost all of the Category IVs and almost none of the non-Category IV men answer a question in a given way. Invariably, many Category IVs and others answered in the same way. The utility of Category IV men for military service perhaps also is similar to that of non-Category IV men.

Most studies have investigated: (a) background variables and their interrelationships with AFQT or (b) used retention criteria and background variables to develop estimates of effectiveness in military service. Few studies (Helme and Anderson, 1964; Goffard et al., 1966 and Vineberg et al., 1970 are exceptions) have also used self-description, personality or attitudinal response measures in attempts to "get inside" the Category IV man and determine if these types of factors mediate military adjustment, satisfaction with duty assignments, career plans, etc.

Moreover, none of the studies reviewed utilized a theoretical formulation or model to explain and predict Category IV adjustment processes. A variety of theoretical approaches, which fit all or part of the data, may therefore be tenable, including (among others):

- (a) Sociological and holistic theories of a person in his environment, satisfactions from that environment facilitating acculturation and replacement of civilian aspects with new mores and social customs
- (b) Personnel job satisfaction theories, wherein interpersonal attitudes toward job supervisors and specific duty assignment aspects affect morale and career plans

- (c) Need and value hierarchy systems, which predict an initial satisfaction with basic needs, then a progress to fulfillment of more sophisticated needs
- (d) Psychological and personality theories of attitude formation, attitude change, cognitive dissonance influences, etc.

A place exists in Category IV research for the: (a) intensive investigation of attitudes and self-perceptions (b) implementation of theoretical bases and hypothesis-testing, where feasible, in the course of evaluating military adjustment and subsequent reacclimation to civilian life.

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II. APPROACH

A. Design Rationale

The overall research strategy employed primarily utilizes a time series or longitudinal study technique (Campbell in Harris, 1963) whereby a single body of men are surveyed at different points in time, to measure attitudinal trends as a function of the particular associated experience or time stage. A picture of overall attitudinal transitions as well as shifts between any pair of data collection stages, is thus available.

Some of the benefits of a longitudinal study technique for a Navy setting are: (Applebaum and Blakelock, 1969, p. 11)

"Management would profit by knowing which attitudinal factors cause changes in attitudes toward other factors. Analysis of longitudinal data can provide information of this nature. For example, it might be found that 'attitude toward supervision' is causing a negative attitude toward the Navy. This would provide management with an indication of one of the more critical areas in need of attention.

"It would be of value for management to know exactly when during the first enlistment the career decision crystalizes, as well as the role which relevant factors play in the decision. For example, if 'attitude of wife or family' toward a Navy career shows a strong correlation with decision to reenlist, as past studies have indicated, then as the point of crystallization approaches, efforts could be made to make a Navy career more attractive in the eyes of family and significant others.

"Finally, it would be beneficial to know whether or not attitudes toward incentives, policies, and conditions of Navy life start out as undifferentiated (immediately after boot camp) and later become more well defined as experience with the real Navy accumulates. By knowing if certain factors invoke relatively neutral

attitudes at an early stage of Navy life, and how they later relate to retention as they develop and change, management could attempt to encourage favorable attitudes toward these factors early in the first enlistment.

B. Description of Respondents

The respondent group consists of 1,837 recruits in Category IV of AFQT, all of whom had enlisted during February and May 1970 and had successfully completed recruit training. Personnel who also had: (a) previously served in another branch of the armed forces (b) been in the Reserves or (c) enlisted for a four-year obligation were screened out of the study. Initially 2,586 had begun recruit training during this period but due to various reasons had not completed it.* It is felt those men successfully completing training constitute a more realistic source of manpower to the Navy, and thus the research population of interest.

Of these 1,837 men, 1,340 had AFQT scores from 16 to 30 (referred to as upper Category IV in the text of this report) and 497 had AFQT scores of 10 to 15 (referred to as lower Category IV in the text of this report).

Table 1 presents the means and standard deviations of AFQT scores of Category IV groups used in this study.

Fifty-four percent of the study population were from the Great Lakes Training Center, 29% were from San Diego and 17% were from the Orlando Training Center. More lower Category IV men than upper Category IV men were from the Orlando Training Center (23% vs. 15%, p less than .05; similar proportions of both ability levels came from the other two recruit training centers).

* A comparison of these 1,837 men who completed recruit training and the 212 men who did not do so for unfavorable reasons will be presented in a subsequent report.

TABLE 1
 MEANS AND STANDARD DEVIATIONS OF AFQT SCORES BY
 RESPONDENT GROUP

	N	Mean	S. D.
Upper Category IV	1,340	21.76	4.27
Lower Category IV	497	12.16	5.51
Total Respondents	1,837	19.48	5.31

C. Data Analysis

At each point of questionnaire administration, analyses will be conducted of respondents; non-respondents will be dropped from further questionnaire administrations (after some attempt to reach them). In order to measure any shifts in attitudes that might occur over time, a number of identical questions will be included in all questionnaires.

Where feasible, statistical significance tests were conducted to check for differences between the responses of upper and lower Category IV personnel. The chi-square technique was used for all tests of statistical significance except where indicated in this report that the significance of differences in specific proportions (not overall patterns of group responses) was tested. The 95% level of confidence was adopted as a general decision rule to decide when a result differed from another. For the most part, only results which definitely indicated significant group differences will be discussed.

D. Measurement Instruments and Administration Procedures

The first data collection instrument was administered on a group basis at the three Recruit Training Commands, in the first week of boot camp during February 1970 for most recruits and during May or early June 1970 for others.

The data collection stages when study instruments are to be administered are shown in Table 2.

TABLE 2
DATA COLLECTION SCHEDULE

Measurement Instrument Number	Survey Point	Accumulative Time in the Navy (mos.)
1	Beginning of Recruit Training	1
2	End of Recruit Training	3
3	Nine Months After Completion of Recruit Training	12
4	Prior to Completion of Military Service	21
5	Follow-up - 12 Months After Completion of Initial Enlistment	36

Questionnaire I was termed the "Survey of New Recruits" and consisted of 169 structured multiple choice items dealing with background variables, comparisons of the Navy with civilian life, reasons for enlisting, and self-description evaluations. Presented below is the specific content of this measurement instrument. (A copy of the questionnaire is found in Appendix A.)

TOPIC CONTENT OF THE "SURVEY OF NEW RECRUITS"
MEASUREMENT INSTRUMENT

	<u>Number of Questions</u>
Background and Demographic Information	24
Influence of Various People on Decision to Enlist	17
Military Background of Relatives and Friends	3
Draft Lottery	2
Reasons for Enlisting	12
Preconceived Notions about Recruit Training	5
Comparisons of Navy with Civilian Life on Possible Motivating Factors	21
Importance of these Possible Motivating Factors	21
Liking for People and Activities	10
Anomie (Pessimism) Scale	10
General Satisfaction with Life Scale	4
Responsibility Scale (Form A)	20
Ego Strength Scale	18
Career Plans	<u>2</u>
Total Number of Questions	<u>169</u>

The second data collection instrument was administered on a group basis at the three Recruit Training Commands, at the completion of boot camp during May-June 1970. Questionnaire II was termed the "Survey of Recruits Completing Training" and consisted of 169 structured

multiple choice items dealing with experiences and treatment while in recruit training, influences of various people on career decisions, comparisons of the Navy with civilian life and self-description evaluations. It will be noted that the last-mentioned sections of both Questionnaires I and II contain the same items and constitute the bases for the longitudinal analyses planned. Presented below are the specific content areas of this measurement instrument. (A copy of the questionnaire is found in Appendix B.)

TOPIC CONTENT OF THE "SURVEY OF RECRUITS COMPLETING TRAINING" MEASUREMENT INSTRUMENT

	<u>Number of Questions</u>
Background and Service Obligation	4
Experiences and Treatment in Recruit Training	65
Liking for Navy Life	1
Influence of Various People on Navy Career Decision	11
Comparison of Navy with Civilian Life on Possible Motivating Factors	21
Importance of these Possible Motivating Factors	21
Liking for People and Activities	10
Anomie (Pessimism) Scale	10
General Satisfaction with Life	4
Responsibility Scale (Form B)	20
Career Plans	<u>2</u>
Total Number of Questions	<u>169</u>

Several self-description inventory scales are considered to have construct validity. These scales are still undergoing improvement, but nevertheless, seem useful at this time. Two general satisfaction scales and the two anomie (pessimism) scales were included in both the Survey of New Recruits and Survey of Recruits Completing Training questionnaires. One responsibility scale was included in the Survey of New Recruits questionnaire and the other psychometrically equivalent scale was included in the Survey of Recruits Completing Training questionnaire. The Ego Strength scale only was included in the Survey of New Recruits questionnaire as a descriptive measure of recruits' initial level of this trait (i. e. , upon entering the Navy environment).

These scales have been included in the study both to provide some meaningful dimensions along which men can be described and to reveal the measurable change likely to occur as a consequence of recruit training experiences. These scales are to be found in Appendix A (Q 106-167) and Appendix B (Q 124-167). A brief description of these scales is presented below:

1. General Satisfaction scales are designed to measure general happiness and satisfaction with life. There are two such scales:

a. The Liking for People and Activities scale consisted of 10 five-alternative items and was especially constructed for the present study. It was hypothesized that the higher the scores on these items in the direction of liking for people and activities, the greater would be the satisfaction with life. A maximum score of 50 is possible.

b. Index of Satisfaction with Life consisted of 4 two-choice items which were developed by Ferman and Aiken through use of factor analytic methods (1964). The higher the score on this scale, the greater would be the general satisfaction with life. A maximum score of 4 is possible.

2. Anomie (Pessimism). Items are keyed to measure feelings of futility or pessimism with respect to expectations for the future. There are two such scales, resulting in maximum scores of 5 on each or a combined score of 10:

a. Five negatively-worded items included in the Index of Anomie developed by Ferman and Aiken through use of factor analytic methods (1964).

b. Five newly constructed positively-worded items (The above two scales were used singly and in combination to balance any acquiescence response biasing tendencies by individuals to respond in the direction of an item's phrasing).

3. Responsibility. These items were developed by Katz through use of centroid factor analytic methods (Katz, 1961, 1963). This set of items refers to (1) having a sense of obligation not only for one's possessions but the group's as well, (2) a willingness to do more than one's job in helping to reach group goals, and (3) subordinating one's personal needs for comfort, recognition or aggrandizement to that of achieving group goals. Two psychometrically equivalent 20-item scales were used to measure this dimension. The higher the score, the greater would be the possession of the aforementioned qualities. A maximum of 20 on either scale form is possible.

4. Ego Strength. The 18 items used were developed by Katz through centroid factor analytic methods (Katz, 1961, 1963) and refer to such characteristics as self-confidence, self-assertion and having the courage of one's convictions. The higher the score on this scale, the greater would be the possession of these qualities. A maximum score of 18 is possible.

III. RESULTS AND DISCUSSION

A. A Demographic Profile of the Category IV Man

The following section presents an overview of the Category IV man, i. e., his personal characteristics and family background. Any meaningful differences between upper and lower Category IV personnel are highlighted. Such demographic and personality information can provide the perspective against which a Category IV man's decision to enlist, his experiences in recruit training and subsequently in the Navy proper can be appraised more accurately.

1. Personal Characteristics

The median age of the Category IV man is 18.5 at the time he entered recruit training. [Van Matre et al. (1968) found a mean age of almost 20 years, which, when subtracting 10 months of military service, yields a mean entrance age of 19.1 years].

Over 3 in 5 of the total respondents (63%) are white and 28% are black. [Grunzke et al. (1970) found that 33% of his sample were black]. The distributions of racial membership for upper and lower Category IV groups significantly differ from each other (after combining other than white or black individuals into one group to facilitate the comparison). More upper Category IV men are white (67% vs. 52% of lower Category IV men).

Although 95% of the total respondents had never been married, 90% reported they had no dependents, thereby indicating that 5% of unmarried men also furnish support for a parent.

Forty-eight percent of the total respondents had completed between 9-11 years of formal education while an additional 34% had graduated from high school. [Grunzke et al. (1970) found 87% were high school graduates, a striking difference]. However, 36% of the present group had received business or vocational training in high school and 24% had received a general education.

When comparing Category IV groups, a surprising, yet explainable, result exists: Over half of upper Category IV men (51%) compared to 40% of lower Category IV men had completed between

9-11 years of schooling, yet more lower than upper Category IV men had completed high school or obtained GED diplomas (44% vs 31%). These differences may be due to the type and quality of high school educations obtained by lower Category IV men, as the largest proportion of them (25%) had lived in the South Central states for most of their lives. Further indicative is that 39% of lower Category IV men had received business or vocational training and an additional 23% had received general educations in high school. Overall, these differences in upper and lower Category IV educational patterns are statistically significant (p less than .05).

2. Family Background

The typical Category IV man comes from a large family, of four brothers and sisters (median figure); 75% of parents were living together while that individual was growing up, thus making the average family size about 7, (i. e., Siblings and two parents). The median number of brothers and sisters is larger (by one) than that statistic gathered from 6,800 Category I-III personnel (in a parallel study, Katz 1971). [Goffard et al. (1966) found a median of 3.5 brothers and sisters]. Lower Category IV men came from slightly larger families, having more brothers and sisters than upper Category IV men (median sibling sizes of 4.13 vs 3.90, p less than .05).

At the time Category IV men joined the Navy, 8 in 10 men were living with one or both parents. Twelve percent were living with guardians or relatives. More upper Category IV men were from intact families in which one or both parents were present (81% vs 76%, p less than .05). Over 18% of lower Category IV men were living with guardians, relatives or friends (in that order) compared to 13% of upper Category IV men. (p less than .05).

Almost half of the total respondent group (43%) primarily lived in moderate-sized cities of 25,000 - 100,000 inhabitants for most of their lives, while an additional 28% mainly lived in towns or small cities (defined here as less than 25,000 people). [35% of the Goffard et al. (1966) sample had lived in large cities until their teenage years.] Residence mobility patterns have been fairly stable, as half of the men reported their families had not moved from that city or town in the last 10 years. Over 4 in 10 (44%) came from the central U. S., including 24% from the North Central states. An additional 33% came from the Middle Atlantic and South Atlantic states. More lower than

upper Category IV men came from the South Central states (25% vs 18%, p less than .05).

Mothers of Category IV men had more education than their fathers. More mothers than fathers had graduated from high school or passed the General Educational Development Test (26% vs 18%, p less than .05). About equal numbers of the total respondents said their mother either had worked full time or been a housewife (each about 35%), while their father generally had worked in either semi-skilled (17%), skilled (16%) or heavy laborer (11%) occupations. Upper and lower Category IV groups differed most in the proportions of fathers employed in skilled trades (upper IVs - 17%, lower IVs - 11%).

Sixty-nine percent of the total respondents said that their fathers (or male guardians) had served in the armed forces. This was true of more upper than lower Category IV men. (72% vs. 62%, p less than .05). Of the respondents who knew their father had served and his length of military service, more upper than lower Category IV men's fathers had served between 1 and 10 years (59% vs. 46%). The distribution of fathers' active military service was significantly different for these upper and lower Category IV men. (p less than .05). Four in 10 of the total respondents had brothers who were in the armed forces. One in five with close friends reported that more than half of them had been in military service; more lower than upper Category IV men (23% vs. 18%) said this was true of their close friends. Thus a picture of military service emerges in which more fathers of upper Category IV men had served, while more close friends of lower Category IV men had served in the armed forces. This also may highlight the differential influences of parents and close friends or others on each AFQT group's enlistment decision, since more upper Category IV men had lived with parents (81% vs. 76%) and more lower Category IV men had lived with guardians, relatives or friends at the time they joined the Navy (18% vs. 13%). These comparisons are statistically significant (p less than .05).

3. Schooling and Employment at the Time Men Joined the Navy

Seventy-nine percent of the total respondents were not in school and almost one in six men (16%) were attending school on a full-time basis when they joined the Navy. Of those Category IV men who

were not attending school, the average man waited nine months after leaving school to join the Navy. Forty-five percent of the total respondents were working full-time and an additional 27% were looking for a job when they joined the Navy. One in three men of the total respondents has held one job since they stopped going to school full time. The median income for the 62% of employed Category IV men was \$74 per week. [Goffard et al. (1966) found 62% were earning less than \$80]. More lower than upper Category IV men were working on a full-time basis (49% vs. 44%) and, perhaps to be expected, had a higher median weekly income, \$78 vs. \$73.

The Category IV group also was asked what type of work they expected to be doing seven years from now (i. e., five years after their obligation, to allow for any transient employment patterns) and for the rest of their lives. Twenty-seven percent expected to be employed in seven years in a skilled trade and an additional 10% as apprentices learning a skilled trade. Eleven percent of the total group didn't know what they would be doing in seven years and one in four expected to be working in a skilled trade for the rest of their lives.

B. A Self-Description of the Category IV Man

The means and standard deviations of scores attained on the six self-description scales are presented in Table 3 for the total Category IV group, as well as for upper and lower Category IV respondent groups.

At the beginning of recruit training, the Category IV recruits had on the average:

- high scores on Liking for People and Activities (Mean point score = 44.314) and Index of Satisfaction with Life (Mean = 3.214)
- moderate scores on the negatively - worded Anomie (Pessimism) scale (Mean = 2.087) and low scores on the positively - worded Anomie (Pessimism) scale (Mean = .855)
- fairly high scores on the Responsibility scale (Mean = 15.467)
- moderate scores on the Ego Strength scale (Mean = 10.091)

TABLE 3
MEANS AND STANDARD DEVIATIONS OF SELF-DESCRIPTION SCORES AT THE
BEGINNING OF RECRUIT TRAINING

Self-Description Scales	Total Category IV (N=1,837)		Upper Category IV (N=1,340)		Lower Category IV (N=497)	
	M	S. D.	M	S. D.	M	S. D.
Liking for People and Activities	44.314	5.034	44.272	4.906	44.429	5.363
Index of Satisfaction with Life	3.214	1.020	3.238	1.021	3.149	1.016
Anomie (Pessimism) - Ferman & Aiken *	2.087	1.380	2.044	1.383	2.203	1.365
Anomie (Pessimism) - new items *	.855	.900	.827	.878	.932	.953
Anomie (Pessimism) - Ferman & Aiken * plus new items	2.942	1.695	2.871	1.695	3.135	1.680
Responsibility	15.467	3.204	15.482	3.160	15.425	3.319
Ego Strength	10.091	3.268	10.204	3.315	9.785	3.121

* Significant at .05 level between Category IV groups

These results imply that, at the onset of recruit training the Category IV man strongly liked people and such activities as working or enjoying his free time. He had low or moderate feelings of pessimism regarding his future expectations. He was a fairly responsible individual and had a moderate amount of self-confidence and self-assertion. To place these results in perspective, a similar study of 6,800 Category I-III men now being conducted (Katz, 1971) found statistically significant differences from those of Category IV men in the direction of higher liking for people and activities, higher responsibility, greater ego strength and lesser expression of pessimism.

As indicated in Table 3, four statistically significant differences between Category IV groups existed on these self-description measures. Lower mean scores were obtained by the upper Category IV group on all three Anomie or Pessimism scales, indicating a more positive attitude toward life. The upper Category IV group also had higher Ego Strength scores.

Although these results confirm to theoretical and empirical evidence, they may not be useful for prediction purposes. Using a formula developed by Tilton (cited in Dunnette, 1966) the percentage of overlap between the two Category IV score distributions was computed on statistically significant results. In the four instances, 94% or more overlap existed, indicating a substantial similarity between upper and lower Category IV self-description evaluations despite their statistical significance (the latter probably due to the large sample size).

C. Reasons for Joining the Navy and Influences on Enlistment Decision

Table 4 presents the distribution of possible reasons for joining the Navy stated by the total respondent group. The percent of respondents is shown who rated each reason (by itself) as having "a lot" to do with their decision to join the Navy (i. e., being very much related). In another question men were asked which of these reasons for joining the Navy "had the most to do with making up your mind". These percentages of preference for each reason, a kind of intensity or personal commitment score, were also converted to numerical ranks to aid in summarizing the data and are presented in Table 4. (Where two or more percentages of preference were identical, the respective ranks were averaged).

TABLE 4

REASONS FOR NAVY ENLISTMENT DECISION STATED BY
TOTAL CATEGORY IV RESPONDENT SAMPLE

Reason for Enlistment	Extent Very Much Related to Enlistment Decision	Rankings as Most Important Reason	
		Percent	Ranking
Wanting to get technical training	37%	21	1
Wanting to travel	40	14	2
Wanting to serve your country	40	11	3.5
Need for time to find out what you wanted to do with your life	33	11	3.5
Wanting to get educational benefits after leaving the service	37	10	5.5
Not wanting to wait until you were drafted	30	10	5.5
Wanting a Navy career	28	9	7
Some other reason	*	4	8
Wanting to be more on your own	27	3	9.5
Believed could get a better job in the Navy than in Civilian life	22	3	9.5
Needing a job	12	2	11.5
Wanting to live a military life	13	2	11.5

* Not appropriate to ask here

For the total number of respondents, the desire to obtain technical training was the primary reason for joining the Navy, if one examines the ranked relative importance of each reason. Yet several other reasons seem to be strongly related to enlistment decision (column 1 of Table 4) and, keeping in mind the overall importance of each reason, perhaps should be jointly considered with the desire to obtain technical training as then the most important group of reasons. These are: wanting to travel, obtain time to find out what to do with one's life, serve one's country, obtain educational benefits after leaving the service and not wait until drafted.

Table 5 presents some of the most salient reasons that Category IVs had for preferring the Navy over civilian life at their entrance into military life. These men perceived the Navy as much more of a setting in which: to do "a man's job," have good supervisors, obtain faster promotions to important jobs, work on important jobs, work with good people and get fair treatment. On the other hand, civilian life was perceived as an environment having good food, offering high pay and good working hours. Obviously the first-mentioned cluster of factors in joining the Navy (working on important jobs, etc.) are more central in their lives and therefore desirable to these Category IV men.

The indirect influence of the draft and the draft lottery perhaps should be considered a stronger factor affecting enlistment decision than indicated above (Valentine and Vitola, 1970). Thirty-eight percent of those expressing opinions about the draft lottery thought it was fair or very fair, 13% said it was unfair or very unfair and 35% had no opinion. Even in the absence of the draft lottery, 30% of the total group were sure they would have joined the Navy. However, a response biasing artifact may be operating here, in that men may have reacted to mention of the draft lottery mechanism, not the draft induction system itself. This seems likely, judging from examination of responses to the question - "Did not wanting to wait until drafted have anything to do with making up your mind to join the Navy?" To this question (also presented in Table 4), 56% of the total Category IV group said it had "a lot" or "a little" to do with their decision and thus felt pressure on them from the impending draft call. Fifty-eight percent of lower and 55% of upper Category IVs also stated this opinion.

Several types of people also may have influenced Category IV men to enlist in the Navy. By far the most adverse influence on joining the Navy were girlfriends of Category IV men, cited by 46% of the total

TABLE 5
PREFERENCES FOR THE NAVY TO CIVILIAN LIFE

Reason	% Preferred Navy	% Preferred Civilian life	% Equal Preference
Get good food	20%	42%	30%
Get high pay and good allowances	20	46	14
Have good working hours	31	37	19
Have good living conditions	31	31	26
Have a good life in general	39	28	19
Have good working conditions	42	17	30
Do the kind of work most preferred	42	29	15
Get fair treatment	44	16	20
Work with good people	45	9	39
Work on important jobs	59	13	16
Obtain faster promotions to important jobs	59	11	9
Have good supervisors	64	7	21
Get technical training	66	5	8
Do a man's job	68	6	21
Have to keep good standards of conduct and appearance	72	4	21

Note: Data is based on those reasons for preferring the Navy which mattered a great deal to three-fourths or more of Category IV men.

respondent group. More upper than lower Category IV men stated their girlfriends had not wanted them to join the Navy (48% vs. 42%). These differences were statistically significant (p less than .05).

For upper Category IV men the proportion of each type of person who generally wanted them to join the Navy were (in decreasing order): Navy recruiters (74%) fathers (45%) mothers (44%) and friends now in the service (41%). In another question 22% of upper Category IV men said the person who most helped them in deciding to join the Navy was some person other than those mentioned among the alternatives provided respondents. However, next most influential were: fathers (cited by 18%), Navy recruiters (13%), and mothers (12%). For lower Category IV men, Navy recruiters strongly influenced them to join the Navy (72%), followed by fathers (18%), mothers (12%), and friends once in the service (9%).

Here, too, 23% of lower Category IV men said another person, other than those presented them, was the prime influence on their joining the Navy.

D. Treatment and Experiences in Recruit Training

The first face-to-face experiences with Navy life occur in boot camp. Here recruits form their first impressions of Navy life and what it holds in store for them. The importance to the Navy of these early impressions lies in the difficulty of counteracting them, should they be of an unfavorable nature, which in turn can lead to a lessened effectiveness of the recruit. This section is concerned with the attitudes recruits have of their treatment and experiences while in boot camp.

1. Initial Expectations, Actual Experiences and Amount of Relevant Orientation Information Received

Most recruits were satisfied with the treatment received during the first few days of boot camp prior to the formation of companies; 16% thought they were treated very well during this period and 67% thought the treatment was satisfactory. More men in lower Category IV than in upper Category IV (20% vs. 15%) thought they were treated very well (p less than .05).

Regarding the Basic Test Battery, the vast majority of Category IV recruits (80%) thought they had been forewarned prior to test administration of its importance as a factor in their future Navy assignments; about 9 in 10 believed these tests would be, at least, of some importance. Men in lower Category IV more than those in upper Category IV believed the BTB tests to be very important in deciding on their future assignments (66% vs. 60%). Of interest is that 44% of the men reported that they were physically tired or very tired before they started taking the Basic Test Battery.

Some aspects of the information and orientation activities provided to recruits were very favorably regarded by them, but others were considerably less so. On the more favorable side, 93% of these recruits had gained some or a great deal of information from their company commander in boot camp. In addition, 97% of men in Category IV thought that the movies on the Navy which had been shown to them while at boot camp were "fair", "good" or "very good".

Seventy-five percent of the Category IV recruits had been given sufficient information about the facilities (libraries, Navy exchanges, etc.) available for use by recruits while in boot camp. Too, 60% of the men reported that while in boot training they had been adequately informed on what it was like to serve in the fleet. Conversely, 25% reported that they had not been given sufficient information about facilities to meet their needs and 40% reported that they had been given less information about serving in the fleet than they needed to know.

Fifty-nine percent of the total Category IV group had been given sufficient information about the different ratings prior to their classification interview. The remaining 41% had not been given sufficient information. Men in lower Category IV more than upper Category IV (9% vs. 5%) believed that they had received more information than they needed to know (p less than .05). When asked about the amount of time allotted to the classification interview, 46% believed that it was adequate and 35% were of the opposite opinion. Men in upper Category IV more than those in lower Category IV (38% vs. 27%) thought it was inadequate (p less than .05). Forty-two percent of the total Category IV group believed that the classification interviewer was interested in what they had to say, 34% were not sure and 24% did not believe he had much interest. Upper Category IV men more than lower Category IV men (26% vs. 18%) thought that the classification interviewer had not displayed any interest (p less than .05). However, men in lower Category

IV to a greater extent (49% vs. 40%) believed he had demonstrated interest (p less than .05).

In summary, it would seem that less information about boot camp facilities and ratings was supplied a sizable proportion of Category IV men than they felt was adequate. Men were also dissatisfied with the amount of time allotted to the classification interview and the interviewer's possible lack of interest in what they had to say. Lower Category IV men generally were more satisfied with what they learned than upper Category IV men.

2. Personal Treatment Given Category IV Men

Category IV recruits were more displeased (62%) than pleased (13%) with the haircuts received in boot camp; an additional 25% were neutral. When asked whether or not they had the living space they required in their barracks, 80% answered that it was adequate. Seven percent only had less room than they required, while 13% even said they had extra room.

The food at boot camp was evaluated as being of high quality by 16%, medium quality by 65% and of low quality by 19% of these recruits. About 3 in 4 believed that there was enough variety to the food received and that its preparation was fair or better.

Forty-two percent of the Category IV men believed that they had been given enough liberty during recruit training, 39% did not agree and 19% were uncertain as to whether or not this was so.

Of the 80% of Category IV recruits who had been on sick call, 72% felt that the care received was fair or better and 29% felt that it was poor or very poor. Upper Category IV men more than those in lower Category IV (30% vs. 22%) believed they were treated in a better manner (35% vs. 26%) than did men in upper Category IV (p less than .05).

3. Interpersonal Relations, Assistance and Counseling Provided

Men in Category IV probably have had less successful experiences in the past, either at school or on jobs, than have men in higher AFQT ability categories. The motivation of Category IV men to do the best job they could in the military situation probably would depend more

so, than for those men of more ability, upon an atmosphere of harmonious interpersonal relations being present and the providing of adequate supportive assistance and counseling. How do Category IV men view the interpersonal relations, assistance and counseling experienced in boot camp?

The evidence from this study indicates that most Category IV recruits were able to maintain good relationships with their peers as 97% of these men stated that these relationships were satisfactory or better. The extent to which recruits help each other also indicates good interpersonal relations. Of the 8 in 10 men who did need help in learning things they needed to know, 89% reported that they had received at least some help from other recruits. Twenty-one percent of Category IV recruits reported having been assigned to help other recruits, 47% had not received such assignments but nevertheless did render such help, and 19% had not been assigned to give help, but believed they could have done so. An additional 13% of these men had not been assigned to help, but believed they were incapable of providing assistance. Twelve percent of men in Category IV indicated they did not require any help in learning the things they needed to know while in boot camp.

Furthermore, 70% of the recruits to a great extent had been given a definite feeling that they were part of a military company while in boot camp; 23% had been given this feeling to a lesser degree. The remaining 7% had been made to feel that they barely belonged or did not belong at all. Too, 76% of these Category IV men believed they were shown some respect by those who did the training in boot camp, and 24% indicated they had received hardly any or no respect. Men in upper Category IV more than men in lower Category IV (26% vs. 18%) believed they were shown hardly any or no respect (p less than .05).

To what extent do recruits seek counseling and how worthwhile do they find it? Of the almost 6 in 10 men who had received counseling, 75% reported that it had been helpful to them. The remaining 25% were barely helped or did not benefit by counseling.

Did the recruits feel that they could approach those in positions of higher authority for assistance? Sixty-three percent of the Category IV recruits reported that they had some chance at least to talk things

over with those in a higher grade. More recruits in upper Category IV than those in lower Category IV (39% vs. 31%) reported having hardly any or no opportunities to talk things over with their superiors (p less than .05).

What kind of help does the recruit feel he can get from his company commander? Recruits understandably felt somewhat more at ease about approaching their company commander with training problems (65%) than with personal problems (56%). Twenty-five percent believed they could sometimes approach him with a training problem (vs. 22% with a personal problem). Ten percent definitely did not feel they could approach their commanders for help with a training problem; 23% of the men felt they could not do so with a personal problem.

To what extent did Category IV men require assistance in acquiring needed skills and how effective was this assistance? Forty-nine percent of the recruits reported that they had not received any help to improve their reading skills since they did not require it. But of those who had received help in reading, 59% said they had benefited from it to some degree, while the remaining 41% had barely benefited from the assistance received. Men in upper Category IV more than those in lower Category IV (45% vs. 32%) indicated that they hardly had benefited from the assistance received in improving their reading (p less than .05).

Assistance given in swimming was more effective than was assistance in improving reading ability (77% vs. 59% said they benefited from each each type of instruction). Fifty-six percent of Category IV recruits indicated that they had not needed any help in order to qualify in swimming. Of those who did require help, 77% had benefited to some extent from it and 23% derived little or no benefit from the swimming instruction. Of those needing help, men in upper Category IV to a greater degree than men in lower Category IV (27% vs. 16%) reported that they had received little or no benefit from swimming instruction (p less than .05). [In the present study 51% of Category IV men had needed help in reading and 44% in swimming; Goffard et al. (1966) found about 25% needed extra help in acquiring skills, indicating the present study may deal with a less advantaged population].

The emulation of desired behavior can more often be achieved by setting a good example rather than by rhetoric. Were these examples perceived as effective? Fifty-eight percent of recruits in Category IV felt that those who did the training set a good example for them to follow,

12% did not think so and 29% were uncertain. More men in upper Category IV than in lower Category IV (31% vs. 25%) were uncertain of their feelings in this matter (p less than .05), a possible measure of the lesser effectiveness of training or motivational differences among these men.

The methods of instruction were highly regarded by almost all Category IV recruits although weekly testing was not viewed so favorably. Ninety-five percent of the total Category IV men surveyed thought the way they were taught in boot camp was average or better. Men in lower Category IV more than those in upper Category IV (39% vs. 32%) were highly impressed with the methods of instruction (p less than .05). Fifty-two percent of the men to some extent liked being tested each week, 14% disliked this arrangement and 34% were neutral in the matter. Lower Category IV men (19% vs. 13%) more than those in upper Category IV disliked weekly testing (p less than .05).

In addition, 15% of the men felt too many activities were engaged in each day during boot camp. Thirty percent of the Category IV men liked having to run from one activity to another in boot camp, 28% disliked it and 42% were neutral towards this aspect of training. Men in lower Category IV had much more positive feelings toward this requirement (38% vs. 26%) than did men in upper Category IV (p less than .05).

Almost 7 in 10 recruits had some difficulty in meeting the demands of boot camp. Thirty-three percent thought the training was too easy. [Twenty-two percent of the Goffard et al. (1966) sample found there was nothing hard to get used to in recruit training.]

4. Company Competition and Leadership

Competition among companies at boot camp is centered on "winning the flag." The recruits were queried on their feelings about two aspects of this activity: the amount of attention devoted to it, and the choice of the winner. Sixty-seven percent of the total Category IV group believed that adequate attention had been given to "winning the flag" at boot camp. The remainder of the recruits were evenly divided - 16% thought it was given too much attention and 16% thought it had not been given enough attention. These statistics imply that a sizable proportion of men see "winning the flag" as an important component of boot camp. Regarding the choice of company to "win the flag", 58% of the total Category IV group believed the choice of the winner was a fair one, while 7% thought it was an unfair choice.

The recruit with considerable authority over other recruits is the company leader. Recruits were, therefore, asked for their opinions on the selection of leader. Fifty-five percent of the men in Category IV believed that the leader for the company was among the best recruits who could have been selected for this job. Twenty percent of these men did not agree and another 25% were uncertain if the choice was made from among the best men in the company for this job. Men in upper Category IV more than those in lower Category IV (21% vs. 16%) had an unfavorable opinion of the choice of the leader for the company (p less than .05). There was no consensus of opinion on whether or not the company commander had enough of a chance to get to know the recruits before he chose the leader for the company, as one third of Category IV men either thought that he did have enough time to know the recruits, did not think he had enough time, or were not sure. The two Category IV groups differed in this respect (p less than .05). Men in upper Category IV more frequently than those in lower Category IV (33% vs. 28%) believed that their company commanders did not have enough time to get to know the recruits before deciding on the leader for the company.

In general, most Category IV men found that an excellent interpersonal atmosphere was present in boot camp, with the majority of men offering to assist others. Respect towards the recruit was shown and a sense of military pride instilled into the individual. More than half thought the choice of the company leader was an effective one. Although 4 in 10 had not received any counseling, three-quarters of those receiving it were helped. Men saw their company commanders as approachable with training or personal problems, the latter area understandably less so. Skills instruction and training in general was effective for three-fifths or more of the men who needed it.

A consistent (and statistically significant) note of upper Category IV dissatisfaction with boot camp (or perhaps more aptly, lesser expectations on the part of lower Category IV men) also runs through this phase of study findings. Upper Category IV men believed: they were shown hardly any respect, had few opportunities to talk things over with those above them, did not benefit from reading or swimming instruction (although they acknowledged they needed it), disliked running between boot camp activities and thought the company commander's choice of leader for the company was a poor one based on insufficient time to know the recruits. Thus lower Category IV men may have been more psychologically receptive to the recruit training and Navy environment than upper Category IV men.

E. The Category IV Man's Future in the Navy

Several types of factors may affect the Category IV man's perceptions of the Navy. Not only do biographical and experiential components (i. e., recruit training) influence perceptions, as already discussed but also ratings, duty assignments and knowledge of special Navy program incentives with which one is provided. Furthermore, as familiarity with the Navy environment is gained, comparisons are frequently made of the latter against the Category IV man's successes and failures in various areas of civilian life. All these factors, and no doubt others, converge into an enlistment decision, or more succinctly: "Is this the right place for me?" This section will attempt to describe some of these factors operating at the onset of one's first duty assignment and their implications for a Naval career.

1. Ratings and Duty Assignments

Category IV recruits had been given the following general rate apprenticeships: Seaman - 61%, Airman - 20%, Fireman - 14%, Constructionman - 3%, Stewardsman - 2% and Hospitalman - 1%. How did these men feel about the assigned rates? Forty-five percent of the recruits indicated that the general rate they had been given was the one they wanted, 49% stated it was not. (Another 6% were indifferent.) Thirty-three percent of Category IV recruits believed that the general rate assigned to them was the one for which they were best qualified, while 23% of these men did not think this was so, and 44% were not sure. More men in upper Category IV than in lower Category IV (24% vs. 18%) believed they had not been given the general rate for which they were best qualified (p less than .05).

Fifty-six percent of the Category IVs reported that their first duty station after recruit training would be a ship, 16% were going to "A" School, 13% were being assigned to a shore station, 8% to some other type of activity and 7% did not know what it would be. Sixty-five percent of Category IV recruits had a favorable expectation of their first duty assignment, 8% had an unfavorable opinion and 27% were neutral - neither expecting to like nor dislike it. Furthermore, 81% thought the training received in boot camp would help them in their first duty assignment, while 15% were uncertain as to its being helpful. Only 5% believed the training would be of no help to them. Over 8 in 10 Category IV men (84%) believed that they would have at least some opportunity to make use in their first duty assignment of the education, training and/or experience

they already had when they entered the Navy. Twelve percent believed they would have little or no chance to use the education, training and/or experience they had acquired in civilian life.

Interestingly, 64% of Category IV recruits also indicated that they liked Navy life at least a little so far, 9% disliked it to some extent and 27% were unable to give an opinion.

2. Career Plans

Examination of the distribution of responses indicates that the most prevailing opinion among relatives and friends of Category IV recruits is for the recruit to make his own choice of whether or not to follow a Navy career. No particular category of relatives or friends has to any great degree influenced these recruits toward a Naval career. The most negative influence on a Navy career decision comes from girlfriends, although almost as large a percentage of girlfriends (30%) feel that the recruit should make up his own mind as those who feel that he should not make a career of the Navy (34%). These recruits also indicate that their sisters (12%) and their friends, regardless of whether or not (each, 18%) they have had military experience, are more of a negative than a positive influence on the decision to make a career of the Navy.

Differences exist between upper and lower Category IV men as to the influence of friends who are currently in the service. Men in lower Category IV more than those in upper Category IV (16% vs. 11%) reported that these friends wanted them to make a career of the Navy (p less than .05).

Did Category IV men shift in their career plans between the beginning and end of recruit training? At entry, 13% of the Category IV recruits reported that they planned to reenlist, 56% were undecided and 32% planned to return to civilian life. At the close of training, 17% reported that they would like to stay in the Navy after their present enlistment, 61% were unsure and 23% reported that they would not like to serve after their current enlistment was completed. This amounts to a total shift of 9% of those who at entry were definitely returning to civilian life. Four percent now have decided to reenlist and five percent are undecided.

When asked whether Category IV men planned to stay in the Navy long enough to collect retirement, at entry 10% of these recruits indicated that they planned to stay in the Navy long enough to collect retirement, 60% were undecided and 30% did not plan to stay in the Navy

until retirement. At the end of training, 18% planned to remain in the Navy until retirement, 54% were undecided and 28% did not plan to remain in the Navy until retirement. Of those initially undecided, 6% more persons now intended to remain in the Navy.

Men in upper and lower Category IV groups were very similar with respect to their Navy service plans, but in general, exposure to recruit training seems to have had some positive influence on those Category IV men initially undecided and those definitely set against a Navy career, so much so that some men changed their minds. The overall benefits of Navy life relative to civilian life seemed to prevail.

F. Suggested Future Research

Category IV men come from poor social, economic, educational and occupational backgrounds. They have low expectations and aspirations for their future lives. Lower Category IV men, more so than upper Category IV men, benefited from recruit training and are more satisfied with Navy life. Study findings generally have both confirmed to and extended previous research in this area. The present results on Category IV men have agreed with the literature re: (a) the large family sizes, disadvantaged socioeconomic backgrounds, ethnic composition and unskilled character of occupational history (b) nature of necessary intra-personal adjustments to recruit training and favorable disposition towards military life and (c) possible feasibility of utilizing Category IV men in military service since most of them were able to successfully adapt to it.

Future research might deal fruitfully with: (among other topics)

1. Comparisons of early discharges and those remaining in military service to determine what attitudes and demographic variables characterize these two types of individuals.
2. Delineation of specific trends in preferences for Navy life over civilian life and other shifts in motivation or morale (the technique of "path analysis").

3. Measures of the value and relevancy of recruit training in improving the social and economic welfare of the Category IV man.
4. Methodological studies in self-description inventory development, alternative attitude scaling approaches, etc.
5. Adequacy of various theoretical formulations in such areas as need satisfaction, attitudes toward work supervisors, interpersonal relationships, attitude formation and change, etc.

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APPENDIX A

**COPY OF
SURVEY OF NEW RECRUITS QUESTIONNAIRE**

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SURVEY OF NEW RECRUITS



The Navy has a deep interest in the well-being of its men. One way in which the Navy keeps in close touch with its men and how they are getting along is by means of its continuous program of finding out how men feel about Navy life and how Navy life can be improved. As you continue to serve in the Navy, from time to time you can expect to be asked about how you are getting along and how you think Navy life can be made better than it is. In the questionnaire you will be filling out today, you will be asked about your interests, civilian experiences and thoughts about Navy life.

Your answers will not become part of your official record and your identification is being used for statistical purposes only. However, by telling us how you really feel and think, you will be helping the Navy to find out what it can do to improve Navy life. So, it is very important that you do the best job you can in answering this questionnaire as carefully as possible.

Your help in carrying out this study will be sincerely appreciated.

NAVAL PERSONNEL RESEARCH AND DEVELOPMENT LABORATORY

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HOW TO ANSWER THE QUESTIONS

Before you begin, tear out the answer sheet which is on the back page of this booklet. After reading each question, choose the answer you want to give to that question. Notice that each answer has a letter before it. Print the letter for the answer you choose in the box on the answer sheet for the question you are answering.

Here is an example that has already been filled out.

Sample Answer
Sheet

EX. 1. IN WHAT SERVICE ARE YOU
NOW SERVING?

- A. Navy
- B. Army
- C. Air Force
- D. Marine Corps

A

EX. 1.

1. WERE YOU EVER IN THE ARMED FORCES BEFORE JOINING THE NAVY?

- A. No
- B. Yes - Air Force
- C. Yes - Army
- D. Yes - Marines
- E. Yes - some other branch

2. HOW OLD WERE YOU ON YOUR LAST BIRTHDAY?

- A. 17
- B. 18
- C. 19
- D. 20
- E. 21
- F. 22
- H. 23
- I. 24
- J. 25 or over

3. ARE YOU MARRIED OR SINGLE?

- A. Married
- B. Single (never married)
- C. Single (widowed, divorced)

4. HOW MANY DEPENDENTS DO YOU HAVE? (Do not count yourself. Count your wife and children, and all others who get more than half their support from you.)
- A. None
 - B. One
 - C. Two
 - D. Three
 - E. Four
 - F. Five or more
5. HOW MANY BROTHERS AND SISTERS DO YOU HAVE?
- A. I don't have any brothers or sisters
 - B. One
 - C. Two
 - D. Three
 - E. Four
 - F. Five or more
6. WHICH OF THE FOLLOWING BEST DESCRIBES YOU?
- A. White
 - B. Negro
 - C. American Indian
 - D. Oriental
 - E. Puerto Rican
 - F. Mexican American
 - H. Filipino
 - I. Other
7. WHERE HAVE YOU SPENT MOST OF YOUR LIFE UP TO NOW?
- A. On a farm or ranch
 - B. In the country, but not on a farm or ranch
 - C. Town or small city (less than 25,000 people)
 - D. City (25,000 to 100,000 people)
 - E. Large city (over 100,000 people)
 - F. Suburb of a city (up to 100,000 people)
 - H. Suburb of a large city (more than 100,000 people)

8. IN WHAT PART OF THE UNITED STATES (or in which country) HAVE YOU SPENT MOST OF YOUR LIFE UP TO NOW?

- A. New England (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut)
- B. Middle Atlantic (New York, New Jersey, Pennsylvania)
- C. South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida)
- D. North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa)
- E. South Central (Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Oklahoma, Louisiana, Texas)
- F. Mountain (Montana, Idaho, Wyoming, Colorado, Utah, New Mexico, Arizona, Nevada)
- H. Pacific (California, Oregon, Washington, Alaska, Hawaii)
- I. Philippine Islands
- J. Puerto Rico
- K. Other country

9. WITH WHOM DID YOU LIVE AT THE TIME YOU JOINED THE NAVY?

- A. One or both parents
- B. Wife
- C. Other relative(s)
- D. Guardian
- E. Friend(s)
- F. Orphanage
- H. Alone
- I. Other

10. DID YOUR PARENTS LIVE TOGETHER MOST OF THE TIME WHILE YOU WERE GROWING UP?

- A. Yes
- B. No, they were separated
- C. No, they were divorced
- D. No, one or both died
- E. Don't know
- F. Other

11. HOW MANY TIMES HAS YOUR FAMILY MOVED DURING THE PAST TEN YEARS (do not count moves within the same city or town)?

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more
- H. Don't know - have not been living with family

12. WHAT KIND OF PROGRAM DID YOU FOLLOW IN HIGH SCHOOL?
- A. I did not go to high school
 - B. A program which gets you ready for college
 - C. A program which gets you ready for working in a business
 - D. A program which gets you ready for working in a vocation or trade
 - E. A program which gets you ready for working on a farm
 - F. A program which gets you ready for doing no one special thing
 - H. Other
13. WHAT IS THE HIGHEST AMOUNT OF EDUCATION YOU HAVE FINISHED?
- A. Less than 8th grade
 - B. 8th grade
 - C. 9th, 10th or 11th grade but did not graduate
 - D. High school graduate or passed GED test
 - E. Vocational/trade school after finishing high school
 - F. Some college, but less than two years
 - H. Two or more years of college, but no degree
 - I. Associate degree
 - J. College bachelor's degree
 - K. Graduate study beyond the college bachelor's degree
 - L. Other
 - M. Don't know
14. WHAT IS THE HIGHEST AMOUNT OF EDUCATION FINISHED BY YOUR FATHER?
(USE LIST FOR QUESTION 13 TO ANSWER THIS QUESTION)
15. WHAT IS THE HIGHEST AMOUNT OF EDUCATION FINISHED BY YOUR MOTHER?
(USE LIST FOR QUESTION 13 TO ANSWER THIS QUESTION)
16. WERE YOU GOING TO SCHOOL WHEN YOU JOINED THE NAVY?
- A. Yes, I was going to school full time
 - B. Yes, I was going to school part time
 - C. No, I was not going to school
17. HOW LONG AFTER LEAVING SCHOOL DID YOU JOIN THE NAVY?
- A. I was going to school when I joined
 - B. Less than one month
 - C. 1 to 3 months
 - D. 4 to 6 months
 - E. 7 to 12 months
 - F. More than one year

18. WERE YOU WORKING WHEN YOU JOINED THE NAVY?
- A. Yes, I was working full time
 - B. Yes, I was working part time
 - C. No, but I was looking for a job
 - D. No, and I was not looking for a job
19. IF YOU WERE WORKING WHEN YOU JOINED THE NAVY, HOW MUCH WERE YOU MAKING A WEEK?
- A. I was not working
 - B. Less than \$25
 - C. \$26 to \$50
 - D. \$51 to \$75
 - E. \$76 to \$100
 - F. Over \$100
20. HOW MANY JOBS HAVE YOU HAD SINCE YOU STOPPED GOING TO SCHOOL FULL TIME?
- A. None
 - B. One
 - C. Two
 - D. Three
 - E. Four or more

21. WHAT KIND OF WORK DOES YOUR FATHER DO, OR DID YOUR FATHER DO (if he is retired or is no longer living)? From the list below (A-I), choose the one group which has work most like the work your father does or did.

- A. FARM or RANCH OPERATOR or WORKER
- B. PRODUCTION WORKER in a factory or in a mine such as a machine operator, assembler, inspector, or packer
- C. TRANSPORTATION WORKER such as truck, bus, or cab driver, deliveryman; gas station or parking attendant
- D. HEAVY LABORER such as truck driver's helper, loader, stevedore, ditch digger, yardman, or gardener
- E. APPRENTICE LEARNING SKILLED TRADE (carpentry, engraving, electrician, mechanic, etc.)
- F. SKILLED TRADE such as carpenter, electrician, auto mechanic, TV repairman, baker, machinist, painter, plumber, etc.
- H. CLERICAL WORKER such as office or file clerk, office machine operator, bank teller, cashier, stock clerk, messenger, dispatcher, etc.
- I. SALES CLERK in store or outside salesman (insurance, real estate, door-to-door selling, etc.)
- J. SERVICE WORKER such as barber, janitor or porter, cook, waiter, police or fireman, hospital attendant, or usher
- K. PROPRIETOR or OWNER of retail store, restaurant, service establishment or other business
- L. MANAGER or OFFICIAL of company, bank, government office, or similar establishment
- M. TECHNICAL WORKER such as draftsman, surveyor, medical or dental technician, laboratory assistant, computer programmer, etc.
- N. PROFESSIONAL WORKER such as doctor, dentist, lawyer, accountant, engineer, scientist, clergyman, artist, teacher, pharmacist, etc.
- O. STUDENT
- R. Other
- S. Never had a job
- T. Don't know

22. DID YOUR MOTHER WORK WHILE YOU WERE GROWING UP?

- A. Yes, she worked full time
- B. Yes, she worked part time
- C. No, she was a housewife
- D. Don't know

23. WHAT KIND OF WORK DO YOU EXPECT TO BE DOING SEVEN YEARS FROM NOW?
Choose the one group (A-F) from the list for question 21 which has work most like the work you expect to be doing seven years from now.
24. WHAT KIND OF WORK DO YOU EXPECT TO BE DOING FOR MOST OF YOUR LIFE?
(Use list for question 21 to answer this question.)

FOR EACH QUESTION (25-40) PLEASE INDICATE WHAT THE PERSON OR PERSONS LISTED BELOW WANTED YOU TO DO ABOUT JOINING THE NAVY.

25. FATHER
- A. Wanted me to join the Navy
 - B. Did not want me to join the Navy
 - C. Was not sure what I should do
 - D. Did not care one way or the other
 - E. Don't know
26. MOTHER
- A. Wanted me to join the Navy
 - B. Did not want me to join the Navy
 - C. Was not sure what I should do
 - D. Did not care one way or the other
 - E. Don't know
27. GUARDIAN
- A. Wanted me to join the Navy
 - B. Did not want me to join the Navy
 - C. Was not sure what I should do
 - D. Did not care one way or the other
 - E. Don't know
 - F. Does not apply - don't have any or didn't have any
28. WIFE
- A. Wanted me to join the Navy
 - B. Did not want me to join the Navy
 - C. Was not sure what I should do
 - D. Did not care one way or the other
 - E. Don't know
 - F. Does not apply - don't have any or didn't have any

29. GIRL FRIEND

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

30. BROTHER(S)

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

31. SISTER(S)

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

32. OTHER RELATIVE(S)

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

33. FRIENDS WHO HAVE NEVER BEEN IN THE SERVICE

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

34. FRIENDS WHO WERE IN THE SERVICE BUT ARE OUT NOW

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

35. FRIENDS WHO ARE IN THE SERVICE NOW

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

36. NAVY RECRUITER

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - didn't see any

37. A RECRUITER FROM ARMY, AIR FORCE OR MARINES

- A. Suggested that I join their service
- B. Suggested that I join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Does not apply - didn't see any

38. SCHOOL GUIDANCE COUNSELOR

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - didn't have any

39. PHYSICAL EDUCATION TEACHER OR ATHLETIC COACH

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - didn't have any

40. FAVORITE TEACHER

- A. Wanted me to join the Navy
- B. Did not want me to join the Navy
- C. Was not sure what I should do
- D. Did not care one way or the other
- E. Don't know
- F. Does not apply - don't have any or didn't have any

41. OF THE PEOPLE LISTED BELOW (A-S), WHO HELPED YOU THE MOST IN MAKING UP YOUR MIND ABOUT JOINING THE NAVY? Choose one answer.

- A. Father
- B. Mother
- C. Guardian
- D. Wife
- E. Girl friend(s)
- F. Brother(s)
- H. Sister(s)
- I. Other relative(s)
- J. Friends who have never been in the service
- K. Friends who were in the service but are out now
- L. Friends who are in the service now
- M. Navy Recruiter
- N. A recruiter from Army, Air Force, or Marines
- O. School Guidance Counselor
- R. Favorite teacher
- S. None of the above

42. HOW MANY YEARS OF ACTIVE MILITARY SERVICE HAS YOUR FATHER (or male guardian) COMPLETED?

- A. None
- B. Less than 10 years
- C. 10 but less than 20 years
- D. 20 but less than 30 years
- E. 30 years or more
- F. Don't know

43. DO YOU HAVE ANY BROTHERS WHO ARE NOW IN OR HAVE EVER BEEN IN THE ARMED FORCES?
- A. Yes
 - B. No
 - C. Does not apply - do not have any
44. HOW MANY OF THE CLOSE FRIENDS YOU HAD BEFORE YOU JOINED THE NAVY ARE NOW IN OR HAVE BEEN IN THE ARMED FORCES?
- A. Does not apply - had no close friends
 - B. None of them
 - C. Less than half of them
 - D. Half or more of them
45. WHAT DO YOU THINK OF THE DRAFT LOTTERY AS A WAY OF DECIDING WHO SHOULD BE IN THE SERVICE?
- A. Very fair
 - B. Fair
 - C. Neither fair nor unfair
 - D. Unfair
 - E. Very unfair
 - F. No opinion
46. WHAT DO YOU THINK YOU WOULD HAVE DONE ABOUT JOINING THE NAVY IF THERE WAS NO DRAFT LOTTERY?
- A. I'm sure that I would have stayed out
 - B. I think I would have stayed out
 - C. I don't know what I would have done
 - D. I think I would have joined the Navy
 - E. I'm sure that I would have joined the Navy
47. DID WANTING A NAVY CAREER HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
48. DID WANTING TO TRAVEL HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing

49. DID NEEDING A JOB HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
50. DID WANTING TO GET TECHNICAL TRAINING HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
51. DID WANTING TO LIVE A MILITARY LIFE HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
52. DID WANTING TO SERVE YOUR COUNTRY HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
53. DID NOT WANTING TO WAIT UNTIL YOU WERE DRAFTED HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
54. DID WANTING TO BE MORE ON YOUR OWN HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing

55. DID THE NEED FOR TIME TO FIND OUT WHAT YOU WANTED TO DO WITH YOUR LIFE HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
56. DID THE BELIEF THAT YOU COULD GET A BETTER JOB IN THE NAVY THAN IN CIVILIAN LIFE HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
57. DID WANTING TO GET EDUCATIONAL BENEFITS AFTER LEAVING THE SERVICE HAVE ANYTHING TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Yes, a lot
 - B. Yes, a little
 - C. Hardly anything
 - D. No, not a thing
58. WHICH ONE OF THE FOLLOWING REASONS (A-M) HAD THE MOST TO DO WITH MAKING UP YOUR MIND TO JOIN THE NAVY?
- A. Wanted a Navy career
 - B. Wanted to travel
 - C. Needed a job
 - D. Wanted to get technical training
 - E. Wanted to live a military life
 - F. Wanted to serve country
 - H. Did not want to wait until I was drafted
 - I. Wanted to be more on my own
 - J. Needed time to find out what I wanted to do with my life
 - K. Believed that I could get a better job in the Navy than in civilian life
 - L. Wanted to get educational benefits after leaving the service
 - M. None of the above

59. HOW DO YOU FEEL THE PHYSICAL TRAINING IN BOOT CAMP WILL BE?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
 - F. I have not thought about it
60. HOW DO YOU FEEL THE MARCHING IN BOOT CAMP WILL BE?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
 - F. I have not thought about it
61. HOW DO YOU FEEL THE CLASS WORK IN BOOT CAMP WILL BE?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
 - F. I have not thought about it
62. HOW DO YOU FEEL FOLLOWING ORDERS IN BOOT CAMP WILL BE?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
 - F. I have not thought about it
63. HOW DO YOU FEEL GETTING ENOUGH SLEEP IN BOOT CAMP WILL BE?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
 - F. I have not thought about it

64. WHERE DO YOU THINK YOU CAN GET MORE TECHNICAL TRAINING - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
65. HOW MUCH DO YOU CARE ABOUT GETTING TECHNICAL TRAINING?
- A. A lot
 - B. A little
 - C. Not at all
66. WHERE DO YOU THINK YOU CAN GET FASTER PROMOTIONS TO MORE IMPORTANT JOBS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
67. HOW MUCH DO YOU CARE ABOUT GETTING FAST PROMOTIONS TO MORE IMPORTANT JOBS?
- A. A lot
 - B. A little
 - C. Not at all
68. WHERE DO YOU THINK YOU ARE MORE LIKELY TO DO THE KIND OF WORK YOU LIKE BEST - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
69. HOW MUCH DO YOU CARE ABOUT DOING THE KIND OF WORK YOU LIKE BEST?
- A. A lot
 - B. A little
 - C. Not at all
70. WHERE DO YOU THINK YOU CAN GET MORE EDUCATION - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

71. HOW MUCH DO YOU CARE ABOUT GETTING MORE EDUCATION?
- A. A lot
 - B. A little
 - C. Not at all
72. WHERE DO YOU THINK YOU CAN GET FAIRER TREATMENT - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
73. HOW MUCH DO YOU CARE ABOUT GETTING FAIR TREATMENT?
- A. A lot
 - B. A little
 - C. Not at all
74. WHERE DO YOU THINK YOU ARE MORE LIKELY TO WORK ON IMPORTANT JOBS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
75. HOW MUCH DO YOU CARE ABOUT WORKING ON IMPORTANT JOBS?
- A. A lot
 - B. A little
 - C. Not at all
76. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET THE CHANCE TO TALK THINGS OVER WITH THOSE ABOVE YOU - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
77. HOW MUCH DO YOU CARE ABOUT GETTING THE CHANCE TO TALK THINGS OVER WITH THOSE ABOVE YOU?
- A. A lot
 - B. A little
 - C. Not at all

78. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE LONG SEPARATIONS FROM HOME AND FAMILY - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
79. HOW MUCH DO YOU CARE ABOUT HAVING LONG SEPARATIONS FROM HOME AND FAMILY?
- A. A lot
 - B. A little
 - C. Not at all
80. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET LOTS OF OFF DUTY TIME FOR DOING WHAT YOU WANT - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
81. HOW MUCH DO YOU CARE ABOUT GETTING LOTS OF OFF DUTY TIME FOR DOING WHAT YOU WANT?
- A. A lot
 - B. A little
 - C. Not at all
82. WHERE DO YOU THINK YOU ARE MORE LIKELY TO DO A "MAN'S JOB" - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
83. HOW MUCH DO YOU CARE ABOUT DOING A "MAN'S JOB"?
- A. A lot
 - B. A little
 - C. Not at all

84. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE A GOOD LIFE IN GENERAL - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
85. HOW MUCH DO YOU CARE ABOUT HAVING A GOOD LIFE IN GENERAL?
- A. A lot
 - B. A little
 - C. Not at all
86. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD LIVING CONDITIONS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
87. HOW MUCH DO YOU CARE ABOUT HAVING GOOD LIVING CONDITIONS?
- A. A lot
 - B. A little
 - C. Not at all
88. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET HIGH PAY AND GOOD ALLOWANCES - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
89. HOW MUCH DO YOU CARE ABOUT GETTING HIGH PAY AND GOOD ALLOWANCES?
- A. A lot
 - B. A little
 - C. Not at all
90. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD WORKING HOURS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

91. HOW MUCH DO YOU CARE ABOUT HAVING GOOD WORKING HOURS?
- A. A lot
 - B. A little
 - C. Not at all
92. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE TO KEEP GOOD STANDARDS OF CONDUCT AND APPEARANCE - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
93. HOW MUCH DO YOU CARE ABOUT HAVING TO KEEP GOOD STANDARDS OF CONDUCT AND APPEARANCE?
- A. A lot
 - B. A little
 - C. Not at all
94. WHERE DO YOU THINK YOU ARE MORE LIKELY TO WORK WITH GOOD PEOPLE - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
95. HOW MUCH DO YOU CARE ABOUT WORKING WITH GOOD PEOPLE?
- A. A lot
 - B. A little
 - C. Not at all
96. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD WORKING CONDITIONS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
97. HOW MUCH DO YOU CARE ABOUT HAVING GOOD WORKING CONDITIONS?
- A. A lot
 - B. A little
 - C. Not at all

98. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD SUPERVISORS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
99. HOW MUCH DO YOU CARE ABOUT HAVING GOOD SUPERVISORS?
- A. A lot
 - B. A little
 - C. Not at all
100. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET GOOD FOOD - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
101. HOW MUCH DO YOU CARE ABOUT HAVING GOOD FOOD?
- A. A lot
 - B. A little
 - C. Not at all
102. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET PHYSICAL TRAINING - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
103. HOW MUCH DO YOU CARE ABOUT GETTING PHYSICAL TRAINING?
- A. A lot
 - B. A little
 - C. Not at all
104. WHERE DO YOU THINK YOU ARE MORE LIKELY TO TAKE PART IN SPORTS EVENTS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

105. HOW MUCH DO YOU CARE ABOUT TAKING PART IN SPORTS EVENTS?

- A. A lot
- B. A little
- C. Not at all

HOW DO YOU FEEL ABOUT THE PEOPLE OR THINGS MENTIONED IN EACH OF THE QUESTIONS (106-115) BELOW?

106. THE MEMBERS OF YOUR FAMILY

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

107. THE NEIGHBORS YOU HAVE HAD

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

108. YOUR FRIENDS

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

109. PEOPLE WITH WHOM YOU HAVE WORKED

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

110. PEOPLE WITH WHOM YOU HAVE GONE TO SCHOOL

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

111. OLDER PEOPLE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

112. PEOPLE ABOUT YOUR OWN AGE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

113. YOUNGER PEOPLE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

114. WORKING

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

115. THE WAY YOU SPEND FREE TIME

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

DO YOU "AGREE" OR "NOT AGREE" WITH WHAT IS SAID IN EACH
OF THE FOLLOWING QUESTIONS (116 - 125)?

116. NO ONE IS GOING TO CARE MUCH ABOUT WHAT HAPPENS TO YOU WHEN
YOU GET RIGHT DOWN TO IT.
- A. Agree
B. Not agree
117. IT IS NOT HARD TO FACE THE FUTURE.
- A. Agree
B. Not agree
118. YOU SOMETIMES CAN'T HELP WONDERING WHETHER LIFE IS WORTHWHILE
ANYMORE.
- A. Agree
B. Not agree
119. IT IS WELL WORTH THE TROUBLE TO PLAN AHEAD.
- A. Agree
B. Not agree
120. ONE SHOULD TRY TO ENJOY LIFE EVEN IF THERE ARE MANY PROBLEMS.
- A. Agree
B. Not agree
121. IN SPITE OF WHAT SOME PEOPLE SAY, THE LOT OF THE AVERAGE MAN
IS GETTING WORSE, NOT BETTER.
- A. Agree
B. Not agree
122. THESE DAYS I GET A FEELING THAT I'M NOT A PART OF THINGS.
- A. Agree
B. Not agree
123. THERE ARE MANY PLEASANT EXPERIENCES IN LIVING.
- A. Agree
B. Not agree

124. MOST PEOPLE DON'T REALLY CARE WHAT HAPPENS TO THE NEXT FELLOW.
A. Agree
B. Not agree
125. IT IS POSSIBLE TO FIND SOME WAYS OF HANDLING ONE'S PROBLEMS.
A. Agree
B. Not agree

FOR EACH OF THE FOLLOWING QUESTIONS (126 - 167), TELL IF
WHAT IS SAID IS "TRUE OF YOU" OR "NOT TRUE OF YOU."

126. EXPLANATIONS I GIVE ARE SHORT AND TO THE POINT.
A. True of me
B. Not true of me
127. I DO WHAT NEEDS TO BE DONE WITHOUT HAVING TO BE TOLD TO DO SO.
A. True of me
B. Not true of me
128. I FIND A GOOD DEAL OF HAPPINESS IN LIFE.
A. True of me
B. Not true of me
129. I RETURN BOOKS ON OR BEFORE THE DAY THEY ARE DUE.
A. True of me
B. Not true of me
130. I FINISH WHAT I START OUT TO DO.
A. True of me
B. Not true of me
131. I FIND IT HARD TO MAKE SUGGESTIONS WITHOUT HURTING THE OTHER
FELLOW'S FEELINGS.
A. True of me
B. Not true of me

132. I HAVE TROUBLE FINDING THE RIGHT WORDS TO SAY WHAT I MEAN.
A. True of me
B. Not true of me
133. I USUALLY WAIT UNTIL THE LAST MINUTE TO GET MY WORK DONE.
A. True of me
B. Not true of me
134. I WOULD TAKE CARE OF ANY EQUIPMENT FOR WHICH I WAS RESPONSIBLE.
A. True of me
B. Not true of me
135. I LOSE PATIENCE WITH PEOPLE WHO DISAGREE WITH ME.
A. True of me
B. Not true of me
136. I OFTEN HAVE FEELINGS THAT I HAVE FAILED TO DO WHAT I SHOULD HAVE DONE.
A. True of me
B. Not true of me
137. OTHER PEOPLE RESPECT MY JUDGMENT.
A. True of me
B. Not true of me
138. I FIND IT DIFFICULT TO SPEAK IN FRONT OF A GROUP OF STRANGERS.
A. True of me
B. Not true of me
139. I ONLY PUT ENOUGH FOOD ON MY PLATE AS I CAN EAT.
A. True of me
B. Not true of me
140. WHEN I GET STARTED TALKING ABOUT MY PERSONAL EXPERIENCES, I OFTEN FORGET THE WORK I SHOULD BE DOING.
A. True of me
B. Not true of me

141. I PUT OFF REPAIRING MY CLOTHES FOR AS LONG AS POSSIBLE.
A. True of me
B. Not true of me
142. MY LIFE HAS A USEFUL PURPOSE.
A. True of me
B. Not true of me
143. I KNOW WHERE I KEEP THE THINGS I NEED.
A. True of me
B. Not true of me
144. I WOULD REFUSE TO LET A MISUNDERSTANDING OF WHAT I HAVE SAID GET BY WITHOUT CORRECTING IT.
A. True of me
B. Not true of me
145. IN GROWING UP, I OFTEN WAS BLAMED FOR THINGS WHICH WERE DONE BY OTHERS.
A. True of me
B. Not true of me
146. MY CLOTHES AND EQUIPMENT ARE IN GOOD SHAPE SO THAT I CAN PUT THEM TO USE AT ONCE.
A. True of me
B. Not true of me
147. I GET ANGRY AND FIND IT DIFFICULT TO DO MY BEST WHEN GIVEN A JOB I DISLIKE.
A. True of me
B. Not true of me
148. IF I HAD A JOB I LIKED BUT ON WHICH I FELT I WAS BEING UNDERPAID, I WOULD LOOK FOR ANOTHER JOB RATHER THAN ASK MY BOSS FOR A RAISE IN SALARY.
A. True of me
B. Not true of me

149. AS A CHILD, I RECEIVED ALL THE CARE AND ATTENTION I NEEDED.
- A. True of me
 - B. Not true of me
150. WHEN I AM IN A HURRY, I SOMETIMES PUT DOWN A LIT CIGARETTE IN A PLACE SOME PEOPLE CONSIDER UNSAFE.
- A. True of me
 - B. Not true of me
151. I AM VERY SATISFIED WITH LIFE.
- A. True of me
 - B. Not true of me
152. I OFTEN HESITATE TO TRY SOMETHING NEW BECAUSE I FEEL THAT I WOULD BE UNABLE TO DO IT RIGHT.
- A. True of me
 - B. Not true of me
153. IN GROWING UP, I WAS ALWAYS BEING COMPARED WITH CHILDREN WHO HAD DONE BETTER THAN I.
- A. True of me
 - B. Not true of me
154. I THINK IT IS FOOLISH TO WORK TOO HARD ON YOUR NAVY JOB WHEN YOU GET PAID ANYHOW.
- A. True of me
 - B. Not true of me
155. I HAVE STAYED AWAY FROM SCHOOL OR WORK BECAUSE I WAS UNABLE TO GET UP ENOUGH ENTHUSIASM TO GO.
- A. True of me
 - B. Not true of me
156. I AM A CAREFUL DRIVER.
- A. True of me
 - B. Not true of me
 - C. I don't drive
157. WHILE GROWING UP, I HAD VERY LITTLE PERSONAL CONTACT WITH MEN WHO CARED WHAT HAPPENED TO ME.
- A. True of me
 - B. Not true of me

158. I OFTEN FIND THAT I HAVE THROWN AWAY THINGS WHICH I NEED LATER.
- A. True of me
 - B. Not true of me
159. AS A CHILD, I FOUND THAT THE ADULTS AROUND ME WERE HARD TO PLEASE.
- A. True of me
 - B. Not true of me
160. I WOULD BE INTERESTED IN FINDING OUT BETTER WAYS OF DOING MY NAVY JOB WHATEVER IT MIGHT BE.
- A. True of me
 - B. Not true of me
161. I BELIEVE IT IS A WASTE OF EFFORT TO REPAIR TORN CLOTHES; I WEAR THEM UNTIL THEY ARE USELESS.
- A. True of me
 - B. Not true of me
162. AS A CHILD, THE ADULTS AROUND ME WERE FIRM BUT FAIR IN THE WAY THEY TREATED ME.
- A. True of me
 - B. Not true of me
163. I AM SHY ABOUT SAYING WHAT I THINK.
- A. True of me
 - B. Not true of me
164. THE ADULTS I'VE KNOWN BEST HAVE FELT THAT CHILDREN SHOULD BE SEEN AND NOT HEARD.
- A. True of me
 - B. Not true of me
165. I GENERALLY FEEL IN GOOD SPIRITS MOST OF THE TIME.
- A. True of me
 - B. Not true of me
166. IN A GROUP, I AM SURE TO DO MY SHARE OF THE WORK.
- A. True of me
 - B. Not true of me

167. WHILE I WAS GROWING UP, THE OLDER PEOPLE AROUND ME EXPECTED MORE OF ME THAN I COULD POSSIBLY DO.
- A. True of me
 - B. Not true of me
168. WHAT DO YOU PLAN TO DO WHEN YOU COMPLETE THIS ENLISTMENT?
- A. I plan to return to civilian life
 - B. I am undecided
 - C. I plan to reenlist in the Navy
169. DO YOU PLAN TO STAY IN THE NAVY LONG ENOUGH TO COLLECT RETIREMENT?
- A. Yes
 - B. Not sure
 - C. No

THANK YOU FOR YOUR COOPERATION

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SURVEY OF NEW RECRUITS ANSWER SHEET

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PRINT YOUR NAME AND SERVICE NUMBER IN THE BOXES BELOW

NAME LAST FIRST M.I.

SERVICE NUMBER

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1-37-43

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Card 3
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169

THANK YOU FOR YOUR COOPERATION

GPO 885-501

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APPENDIX B

**COPY OF
SURVEY OF RECRUITS COMPLETING TRAINING QUESTIONNAIRE**

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B-2

SURVEY OF RECRUITS COMPLETING TRAINING



The Navy has a deep interest in the well-being of its men. One way in which the Navy keeps in close touch with its men and how they are getting along is by means of its continuous program of finding out how men feel about Navy life and how Navy life can be improved.

Most of you have already had the experience of filling out a survey questionnaire when you reported to the Recruit Training Command. In the questionnaire you will be filling out today, you will be asked about your experiences in boot training, your interests and thoughts about Navy life.

Your answers will not become part of your official record and your identification is being used for statistical purposes only. However, by telling us how you really feel and think, you will be helping the Navy to find out what it can do to improve Navy life. So, it is very important that you do the best job you can in answering this questionnaire as carefully as possible.

Your help in carrying out this study will be sincerely appreciated.

NAVAL PERSONNEL RESEARCH AND DEVELOPMENT LABORATORY

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HOW TO ANSWER THE QUESTIONS

Before you begin, tear out the answer sheet which is on the back page of this booklet. After reading each question, choose the answer you want to give to that question. Notice that each answer has a letter before it. Print the letter for the answer you choose in the box on the answer sheet for the question you are answering.

Here is an example that has already been filled out.

Sample Answer Sheet

EX. 1. IN WHAT SERVICE ARE YOU
NOW SERVING?

- A. Navy
- B. Army
- C. Air Force
- D. Marine Corps

A

EX. 1.

1. BEFORE YOU CAME ON ACTIVE DUTY, WERE YOU A MEMBER OF THE NAVAL RESERVE REQUIRED TO ATTEND MEETINGS FOR TRAINING?
 - A. Yes
 - B. No
2. AT THE TIME YOU CAME ON ACTIVE DUTY, HOW LONG WAS YOUR ACTIVE DUTY OBLIGATION?
 - A. Two years
 - B. Four years
 - C. Six years
 - D. Other
3. DID YOU SIGN UP FOR MORE TIME DURING BOOT TRAINING SO THAT YOU WOULD HAVE A TOTAL OF SIX YEARS OF OBLIGATED SERVICE?
 - A. Yes
 - B. No, I had already enlisted for six years
 - C. No, and I had not already enlisted for six years

4. HAS YOUR FATHER MADE A CAREER OF THE MILITARY SERVICE?
- A. Yes and he is retired now
 - B. Yes and he is still on active duty
 - C. No
 - D. Don't know
5. WHAT GENERAL RATE APPRENTICESHIP HAVE YOU BEEN GIVEN?
- A. Airman (AA)
 - B. Constructionman (CA)
 - C. Dentalman (DA)
 - D. Fireman (FA)
 - E. Hospitalman (HA)
 - F. Seaman (SA)
 - H. Stewardman (TA)
6. IS THE GENERAL RATE YOU HAVE BEEN GIVEN THE ONE YOU WANTED?
- A. Yes
 - B. No
 - C. I didn't care what rate I got
7. IS THE GENERAL RATE YOU HAVE BEEN GIVEN THE ONE YOU FEEL YOU ARE BEST QUALIFIED FOR?
- A. Yes
 - B. I'm not sure
 - C. No
8. WHAT WILL YOUR NEXT DUTY STATION BE AFTER YOU LEAVE RECRUIT TRAINING?
- A. A ship
 - B. A shore station
 - C. Class A school
 - D. Other
 - E. Don't know
9. WHAT DO YOU THINK OF YOUR NEXT DUTY ASSIGNMENT?
- A. Like very much
 - B. Like
 - C. Neither like nor dislike
 - D. Dislike
 - E. Dislike very much

10. DO YOU FEEL THAT THE TRAINING YOU RECEIVED IN BOOT CAMP WILL HELP YOU IN YOUR NEXT DUTY ASSIGNMENT?
- A. Yes
 - B. Not sure
 - C. No
11. HOW MUCH OF A CHANCE DO YOU FEEL YOUR NEXT DUTY ASSIGNMENT WILL MAKE USE OF THE EDUCATION, TRAINING, AND/OR EXPERIENCE YOU ALREADY HAD WHEN YOU CAME INTO THE NAVY?
- A. A lot
 - B. A little
 - C. Hardly at all
 - D. Not at all
 - E. Does not apply - do not think I have had any education, training, and/or experience which the Navy could use
12. HOW DO YOU FEEL YOU WERE TREATED DURING THE FIRST FEW DAYS IN BOOT CAMP BEFORE YOUR COMPANY WAS FORMED?
- A. Very well
 - B. All right
 - C. Pretty badly
13. BEFORE YOU TOOK THE BASIC TEST BATTERY, WERE YOU TOLD HOW IMPORTANT THE TESTS WERE IN DECIDING WHAT YOU WOULD BE DOING WHILE IN THE NAVY?
- A. Yes
 - B. Don't know
 - C. No
14. HOW IMPORTANT DO YOU BELIEVE THE BASIC TEST BATTERY REALLY IS IN DECIDING WHAT YOU WILL BE DOING IN THE NAVY?
- A. Of much importance
 - B. Of some importance
 - C. Of little importance
 - D. Of no importance
15. HOW DID YOU FEEL ABOUT THE CONDITIONS OF THE ROOM (the quiet, heat, etc.) IN WHICH YOU TOOK THE BASIC TEST BATTERY?
- A. Very good
 - B. Good
 - C. Fair
 - D. Poor
 - E. Very poor

16. HOW DID YOU FEEL PHYSICALLY BEFORE YOU STARTED TAKING THE BASIC TEST BATTERY?
- A. Very tired
 - B. Tired
 - C. Neither tired nor rested
 - D. Rested
 - E. Well rested
17. HOW MUCH HAD YOU BEEN TOLD ABOUT THE DIFFERENT RATES (radioman, commissaryman, gunner's mate, etc.) BEFORE YOU HAD YOUR CLASSIFICATION INTERVIEW?
- A. More than I needed to know
 - B. All I needed to know
 - C. Less than I needed to know
18. WHEN YOU HAD YOUR CLASSIFICATION INTERVIEW, DID YOU FEEL YOU WERE GIVEN ENOUGH TIME TO TALK TO THE INTERVIEWER?
- A. Yes
 - B. Not sure
 - C. No
19. DID YOU FEEL THAT THE CLASSIFICATION INTERVIEWER WAS INTERESTED IN WHAT YOU HAD TO SAY?
- A. Yes
 - B. Not sure
 - C. No
20. HOW DO YOU FEEL ABOUT THE HAIRCUT YOU WERE GIVEN IN BOOT TRAINING?
- A. Liked a lot
 - B. liked a little
 - C. Neither liked nor disliked
 - D. Disliked a little
 - E. Disliked a lot
21. DID YOU FEEL YOU HAD ENOUGH DIFFERENT KINDS OF FOOD IN BOOT TRAINING?
- A. Yes
 - B. No

22. WHAT DID YOU FEEL WAS THE QUALITY OF THE FOOD YOU RECEIVED AT BOOT CAMP?
- A. High
 - B. Medium
 - C. Low
23. WHAT DID YOU THINK OF THE WAY THE FOOD WAS PREPARED AT BOOT CAMP?
- A. Very good
 - B. Good
 - C. Fair
 - D. Poor
 - E. Very poor
24. WHAT DID YOU THINK ABOUT THE CARE YOU RECEIVED IN BOOT TRAINING WHEN YOU WENT ON SICK CALL?
- A. Very good
 - B. Good
 - C. Fair
 - D. Poor
 - E. Very poor
 - F. Does not apply - never went on sick call
25. HOW DID THE CORPSMEN ACT TOWARDS YOU WHEN YOU REPORTED FOR SICK CALL?
- A. Very polite
 - B. Polite
 - C. Neither polite nor rough
 - D. Rough
 - E. Very rough
 - F. Does not apply - never went on sick call
26. WERE YOU PUT ON ANY WORK DETAILS WHILE YOU WERE IN THE HOSPITAL FOR TREATMENT?
- A. Yes
 - B. No
 - C. Does not apply - never was in the hospital for treatment
27. HOW MUCH ROOM DID YOU HAVE IN YOUR BARRACKS WHILE IN BOOT TRAINING?
- A. I had more room than I needed
 - B. I had the room I needed
 - C. I had less room than I needed

28. WHAT DID YOU THINK OF THE ATTENTION GIVEN TO WINNING THE FLAG WHILE IN BOOT TRAINING?
- A. It was too much
 - B. It was about enough
 - C. It was not enough
29. WHAT DID YOU THINK OF THE CHOICE OF THE COMPANY TO WIN THE FLAG?
- A. Very fair
 - B. Pretty fair
 - C. Not sure whether it was fair or unfair
 - D. Pretty unfair
 - E. Very unfair
 - F. No opinion
30. HOW MUCH OF A FEELING DID YOU GET THAT YOU WERE PART OF A COMPANY WHILE IN BOOT TRAINING?
- A. A lot
 - B. A little
 - C. Hardly any
 - D. Not at all
31. DID YOU FEEL THAT THE LEADER FOR THE COMPANY WAS AMONG THE BEST RECRUITS THAT COULD HAVE BEEN PICKED FOR THIS JOB?
- A. Yes
 - B. Not sure
 - C. No
32. DO YOU THINK YOUR COMPANY COMMANDER HAD ENOUGH OF A CHANCE TO GET TO KNOW THE RECRUITS BEFORE HE CHOSE THE LEADER FOR THE COMPANY?
- A. Yes
 - B. Not sure
 - C. No
33. HOW MUCH OF A CHALLENGE DID YOU FIND BOOT TRAINING?
- A. It was too easy
 - B. It was just about all I could do to get by
 - C. It was too hard

34. HOW DID YOU FEEL ABOUT THE NUMBER OF DIFFERENT ACTIVITIES YOU HAD EACH DAY WHILE IN BOOT TRAINING?
- A. It was too many
 - B. It was just about enough
 - C. It was not enough
35. HOW DID YOU FEEL ABOUT HAVING TO RUN FROM ONE ACTIVITY TO THE NEXT ACTIVITY WHILE IN BOOT TRAINING?
- A. Liked a lot
 - B. Liked a little
 - C. Neither liked nor disliked
 - D. Disliked a little
 - E. Disliked a lot
36. HOW DID YOU FEEL FOLLOWING ORDERS IN BOOT CAMP WAS?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
37. HOW SOON IN BOOT TRAINING DID YOU GET USED TO TAKING ORDERS?
- A. Early in training
 - B. About the middle of training
 - C. Toward the end of training
 - D. Never did get used to taking orders
38. HOW DID YOU FEEL ABOUT THE WAY YOU WERE TAUGHT IN BOOT TRAINING?
- A. Very good
 - B. Good
 - C. Fair
 - D. Poor
 - E. Very poor
39. HOW DID YOU FEEL ABOUT BEING TESTED EACH WEEK TO FIND OUT HOW MUCH YOU HAD LEARNED?
- A. Liked a lot
 - B. Liked a little
 - C. Neither liked nor disliked
 - D. Disliked a little
 - E. Disliked a lot

40. HOW DO YOU FEEL THE PHYSICAL TRAINING IN BOOT CAMP WAS?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
41. HOW DO YOU FEEL THE MARCHING IN BOOT CAMP WAS?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
42. HOW DO YOU FEEL GETTING ENOUGH SLEEP IN BOOT CAMP WAS?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
43. HOW DID YOU FEEL ABOUT THE SPORTS EVENTS IN WHICH YOU TOOK PART WHILE IN BOOT TRAINING?
- A. Liked a lot
 - B. Liked a little
 - C. Neither liked nor disliked
 - D. Disliked a little
 - E. Disliked a lot
 - F. Does not apply - did not take part in sports events
44. HOW DO YOU FEEL THE CLASS WORK IN BOOT CAMP WAS?
- A. Very hard
 - B. Hard
 - C. Neither hard nor easy
 - D. Easy
 - E. Very easy
45. WHAT DID YOU THINK ABOUT THE MOVIES ON THE NAVY WHICH HAVE BEEN SHOWN TO YOU WHILE IN BOOT TRAINING?
- A. Very good
 - B. Good
 - C. Fair
 - D. Poor
 - E. Very poor

46. HOW MUCH INFORMATION ABOUT THE NAVY DID YOU LEARN FROM YOUR COMPANY COMMANDER WHILE IN BOOT TRAINING?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
47. HOW MUCH HAD YOU BEEN TOLD ABOUT THE FACILITIES (such as libraries, Navy exchanges, etc.) WHICH CAN BE USED BY RECRUITS WHILE IN BOOT TRAINING?
- A. More than I needed to know
 - B. All I needed to know
 - C. Less than I needed to know
48. HOW MUCH HAD YOU BEEN TOLD ABOUT WHAT IT WAS LIKE TO SERVE IN THE FLEET WHILE IN BOOT TRAINING?
- A. More than I needed to know
 - B. All I needed to know
 - C. Less than I needed to know
49. HOW MUCH DO YOU KNOW ABOUT THE TUITION AID PROGRAM?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
50. HOW MUCH DO YOU KNOW ABOUT THE PROGRAM FOR AFLOAT COLLEGE EDUCATION (PACE)?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
51. HOW MUCH DO YOU KNOW ABOUT THE UNITED STATES ARMED FORCES INSTITUTE PROGRAM (USAFI)?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all

52. HOW MUCH DO YOU KNOW ABOUT THE FOREIGN LANGUAGE SELF-STUDY PROGRAM?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
53. HOW MUCH DO YOU KNOW ABOUT THE NAVY ENLISTED SCIENTIFIC EDUCATION PROGRAM (NESEP)?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
54. HOW MUCH DO YOU KNOW ABOUT THE ADVANCED ELECTRONICS FIELD PROGRAM?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
55. HOW MUCH DO YOU KNOW ABOUT THE NUCLEAR FIELD PROGRAM?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
56. HOW MUCH DO YOU KNOW ABOUT THE OFFICER CANDIDATE SCHOOL PROGRAM (OCS)?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all
57. HOW MUCH DO YOU KNOW ABOUT THE UNITED STATES NAVAL ACADEMY PROGRAM?
- A. A lot
 - B. A little
 - C. Hardly anything
 - D. Nothing at all

58. HOW WELL DID YOU GET ALONG WITH OTHER RECRUITS WITH WHOM YOU WERE TRAINED?
- A. Very well
 - B. Fairly well
 - C. All right
 - D. Somewhat poorly
 - E. Very poorly
59. HOW MUCH OF A CHANCE DID YOU GET TO TALK THINGS OVER WITH THOSE ABOVE YOU WHILE IN BOOT TRAINING?
- A. A lot
 - B. A little
 - C. Hardly any
 - D. Not at all
60. HOW MUCH HELP DID YOU FEEL YOU GOT FROM THE COUNSELING YOU RECEIVED WHILE IN BOOT TRAINING?
- A. Does not apply - did not receive any counseling
 - B. A lot
 - C. A little
 - D. Hardly any
 - E. None at all
61. HOW MUCH HELP HAVE YOU RECEIVED TO IMPROVE YOUR READING ABILITY WHILE IN RECRUIT TRAINING?
- A. Does not apply - I have not needed any help in reading
 - B. A lot
 - C. A little
 - D. Hardly any
 - E. None at all
62. HOW MUCH HELP HAVE YOU BEEN GIVEN TO QUALIFY IN SWIMMING WHILE IN RECRUIT TRAINING?
- A. Does not apply - I have not needed any help to qualify in swimming
 - B. A lot
 - C. A little
 - D. Hardly any
 - E. None at all
63. DID YOU FEEL THAT YOU COULD GO TO YOUR COMPANY COMMANDER FOR HELP WITH A TRAINING PROBLEM WHILE IN BOOT TRAINING?
- A. Yes
 - B. Sometimes
 - C. No

64. DID YOU FEEL THAT YOU COULD GO TO YOUR COMPANY COMMANDER FOR HELP WITH A PERSONAL PROBLEM WHILE IN BOOT TRAINING?
- A. Yes
 - B. Sometimes
 - C. No
65. HOW MUCH HELP HAVE OTHER RECRUITS GIVEN YOU IN LEARNING THE THINGS YOU HAD TO KNOW IN RECRUIT TRAINING?
- A. Does not apply - I have not needed any help
 - B. A lot
 - C. A little
 - D. Hardly any
 - E. None at all
66. WERE YOU ASSIGNED TO HELP ONE OR MORE RECRUITS IN LEARNING THE THINGS THEY HAD TO KNOW IN BOOT TRAINING?
- A. Yes
 - B. No, but I helped them anyhow
 - C. No, but I could have helped if I had been assigned to do it
 - D. No, and I don't think I could have been of much help to other recruits
67. WHILE IN BOOT TRAINING, HOW MUCH RESPECT FOR RECRUITS DO YOU FEEL WAS SHOWN BY THOSE WHO DID THE TRAINING?
- A. A lot
 - B. A little
 - C. Hardly any
 - D. None at all
68. DID YOU FEEL THAT THOSE WHO TRAINED YOU SET A GOOD EXAMPLE FOR RECRUITS TO FOLLOW?
- A. Yes
 - B. Not sure
 - C. No
69. DO YOU THINK YOU HAVE BEEN GIVEN ENOUGH LIBERTY DURING RECRUIT TRAINING?
- A. Yes
 - B. Not sure
 - C. No

70. HOW MUCH DO YOU LIKE NAVY LIFE IN GENERAL SO FAR?

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

FOR EACH QUESTION (/1-81), TELL WHAT THE PEOPLE ASKED ABOUT WANT YOU TO DO ABOUT MAKING A CAREER OF THE NAVY.

71. FATHER

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what he wants me to do

72. MOTHER

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what she wants me to do

73. GUARDIAN

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what he(she) wants me to do
- H. Does not apply - don't have any

74. WIFE

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what she wants me to do
- H. Does not apply - don't have any

75. GIRL FRIEND

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what she wants me to do
- H. Does not apply - don't have any

76. BROTHER(S)

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what he wants me to do
- H. Does not apply - don't have any

77. SISTER(S)

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what she wants me to do
- H. Does not apply - don't have any

78. OTHER RELATIVE(S)

- A. Wants me to make a career of the Navy
- B. Does not want me to make a career of the Navy
- C. Is not sure what I should do
- D. Feels it is up to me to make up my own mind
- E. Does not care one way or the other
- F. I don't know what he/she wants me to do
- H. Does not apply - don't have any

79. FRIENDS WHO HAVE NEVER BEEN IN THE SERVICE

- A. Want me to make a career of the Navy
- B. Do not want me to make a career of the Navy
- C. Are not sure what I should do
- D. Feel it is up to me to make up my own mind
- E. Do not care one way or the other
- F. I don't know what they want me to do
- H. Does not apply - don't have any

80. FRIENDS WHO WERE IN THE SERVICE BUT ARE NOW OUT
- A. Want me to make a career of the Navy
 - B. Do not want me to make a career of the Navy
 - C. Are not sure what I should do
 - D. Feel it is up to me to make up my own mind
 - E. Do not care one way or the other
 - F. I don't know what they want me to do
 - H. Does not apply - don't have any
81. FRIENDS WHO ARE IN THE SERVICE NOW
- A. Want me to make a career of the Navy
 - B. Do not want me to make a career of the Navy
 - C. Are not sure what I should do
 - D. Feel it is up to me to make up my own mind
 - E. Do not care one way or the other
 - F. I don't know what they want me to do
 - H. Does not apply - don't have any
82. WHERE DO YOU THINK YOU GET MORE TECHNICAL TRAINING -
IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have n thought about it
83. HOW MUCH DO YOU CARE ABOUT GETTING TECHNICAL TRAINING?
- A. A lot
 - B. A little
 - C. Not at all
84. WHERE DO YOU THINK YOU CAN GET FASTER PROMOTIONS TO MORE IMPORTANT JOBS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
85. HOW MUCH DO YOU CARE ABOUT GETTING FAST PROMOTIONS TO MORE IMPORTANT JOBS?
- A. A lot
 - B. A little
 - C. Not at all

86. WHERE DO YOU THINK YOU ARE MORE LIKELY TO DO THE KIND OF WORK YOU LIKE BEST - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
87. HOW MUCH DO YOU CARE ABOUT DOING THE KIND OF WORK YOU LIKE BEST?
- A. A lot
 - B. A little
 - C. Not at all
88. WHERE DO YOU THINK YOU CAN GET MORE EDUCATION - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
89. HOW MUCH DO YOU CARE ABOUT GETTING MORE EDUCATION?
- A. A lot
 - B. A little
 - C. Not at all
90. WHERE DO YOU THINK YOU CAN GET FAIRER TREATMENT - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
91. HOW MUCH DO YOU CARE ABOUT GETTING FAIR TREATMENT?
- A. A lot
 - B. A little
 - C. Not at all
92. WHERE DO YOU THINK YOU ARE MORE LIKELY TO WORK ON IMPORTANT JOBS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

93. HOW MUCH DO YOU CARE ABOUT WORKING ON IMPORTANT JOBS?
- A. A lot
 - B. A little
 - C. Not at all
94. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET THE CHANCE TO TALK THINGS OVER WITH THOSE ABOVE YOU - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
95. HOW MUCH DO YOU CARE ABOUT GETTING THE CHANCE TO TALK THINGS OVER WITH THOSE ABOVE YOU?
- A. A lot
 - B. A little
 - C. Not at all
96. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE LONG SEPARATIONS FROM HOME AND FAMILY - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
97. HOW MUCH DO YOU CARE ABOUT HAVING LONG SEPARATIONS FROM HOME AND FAMILY?
- A. A lot
 - B. A little
 - C. Not at all
98. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET LOTS OF OFF DUTY TIME FOR DOING WHAT YOU WANT - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

99. HOW MUCH DO YOU CARE ABOUT GETTING LOTS OF OFF DUTY TIME FOR DOING WHAT YOU WANT?
- A. A lot
 - B. A little
 - C. Not at all
100. WHERE DO YOU THINK YOU ARE MORE LIKELY TO DO A "MAN'S JOB" - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
101. HOW MUCH DO YOU CARE ABOUT DOING A "MAN'S JOB"?
- A. A lot
 - B. A little
 - C. Not at all
102. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE A GOOD LIFE IN GENERAL - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
103. HOW MUCH DO YOU CARE ABOUT HAVING A GOOD LIFE IN GENERAL?
- A. A lot
 - B. A little
 - C. Not at all
104. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD LIVING CONDITIONS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
105. HOW MUCH DO YOU CARE ABOUT HAVING GOOD LIVING CONDITIONS?
- A. A lot
 - B. A little
 - C. Not at all

106. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET HIGH PAY AND GOOD ALLOWANCES - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
107. HOW MUCH DO YOU CARE ABOUT GETTING HIGH PAY AND GOOD ALLOWANCES?
- A. A lot
 - B. A little
 - C. Not at all
108. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD WORKING HOURS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
109. HOW MUCH DO YOU CARE ABOUT HAVING GOOD WORKING HOURS?
- A. A lot
 - B. A little
 - C. Not at all
110. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE TO KEEP GOOD STANDARDS OF CONDUCT AND APPEARANCE - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
111. HOW MUCH DO YOU CARE ABOUT HAVING TO KEEP GOOD STANDARDS OF CONDUCT AND APPEARANCE?
- A. A lot
 - B. A little
 - C. Not at all

112. WHERE DO YOU THINK YOU ARE MORE LIKELY TO WORK WITH GOOD PEOPLE - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
113. HOW MUCH DO YOU CARE ABOUT WORKING WITH GOOD PEOPLE?
- A. A lot
 - B. A little
 - C. Not at all
114. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD WORKING CONDITIONS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
115. HOW MUCH DO YOU CARE ABOUT HAVING GOOD WORKING CONDITIONS?
- A. A lot
 - B. A little
 - C. Not at all
116. WHERE DO YOU THINK YOU ARE MORE LIKELY TO HAVE GOOD SUPERVISORS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
117. HOW MUCH DO YOU CARE ABOUT HAVING GOOD SUPERVISORS?
- A. A lot
 - B. A little
 - C. Not at all
118. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET GOOD FOOD - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it

119. HOW MUCH DO YOU CARE ABOUT HAVING GOOD FOOD?
- A. A lot
 - B. A little
 - C. Not at all
120. WHERE DO YOU THINK YOU ARE MORE LIKELY TO GET PHYSICAL TRAINING - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it.
121. HOW MUCH DO YOU CARE ABOUT GETTING PHSYCIAL TRAINING?
- A. A lot
 - B. A little
 - C. Not at all
122. WHERE DO YOU THINK YOU ARE MORE LIKELY TO TAKE PART IN SPORTS EVENTS - IN THE NAVY OR IN CIVILIAN LIFE?
- A. Navy
 - B. Civilian life
 - C. Both the same
 - D. I have not thought about it
123. HOW MUCH DO YOU CARE ABOUT TAKING PART IN SPORTS EVENTS?
- A. A lot
 - B. A little
 - C. Not at all

HOW DO YOU FEEL ABOUT THE PEOPLE OR THINGS MENTIONED
IN EACH OF THE QUESTIONS (124-133) BELOW?

124. THE MEMBERS OF YOUR FAMILY
- A. Like a lot
 - B. Like a little
 - C. Not sure
 - D. Dislike a little
 - E. Dislike a lot

125. THE NEIGHBORS YOU HAVE HAD

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

126. YOUR FRIENDS

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

127. PEOPLE WITH WHOM YOU HAVE WORKED

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

128. PEOPLE WITH WHOM YOU HAVE GONE TO SCHOOL

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

129. PEOPLE ABOUT YOUR OWN AGE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

130. OLDER PEOPLE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

131. YOUNGER PEOPLE

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

132. WORKING

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

133. THE WAY YOU SPEND FREE TIME

- A. Like a lot
- B. Like a little
- C. Not sure
- D. Dislike a little
- E. Dislike a lot

NOT ALL PEOPLE LOOK AT THE SAME THING IN THE SAME WAY. WE WOULD LIKE TO KNOW THE WAY YOU LOOK AT THINGS. DO YOU "AGREE" OR "NOT AGREE" WITH WHAT IS SAID IN EACH OF THE FOLLOWING QUESTIONS (134-143)?

134. NO ONE IS GOING TO CARE MUCH ABOUT WHAT HAPPENS TO YOU WHEN YOU GET RIGHT DOWN TO IT.

- A. Agree
- B. Not agree

135. IT IS NOT HARD TO FACE THE FUTURE.

- A. Agree
- B. Not agree

136. YOU SOMETIMES CAN'T HELP WONDERING WHETHER LIFE IS WORTH-
WHILE ANYMORE.

- A. Agree
- B. Not agree

137. IT IS WELL WORTH THE TROUBLE TO PLAN AHEAD.
A. Agree
B. Not agree
138. ONE SHOULD TRY TO ENJOY LIFE EVEN IF THERE ARE MANY PROBLEMS.
A. Agree
B. Not agree
139. IN SPITE OF WHAT SOME PEOPLE SAY, THE LOT OF THE AVERAGE MAN IS GETTING WORSE, NOT BETTER.
A. Agree
B. Not agree
140. THESE DAYS I GET A FEELING THAT I'M NOT A PART OF THINGS.
A. Agree
B. Not agree
141. THERE ARE MANY PLEASANT EXPERIENCES IN LIVING.
A. Agree
B. Not agree
142. MOST PEOPLE DON'T REALLY CARE WHAT HAPPENS TO THE NEXT FELLOW.
A. Agree
B. Not agree
143. IT IS POSSIBLE TO FIND SOME WAYS OF HANDLING ONE'S PROBLEMS.
A. Agree
B. Not agree

FOR EACH OF THE FOLLOWING QUESTIONS (144-167), TELL IF WHAT IS SAID IS "TRUE OF YOU" OR "NOT TRUE OF YOU".

144. I USUALLY GET TO WORK ON TIME.
A. True of me
B. Not true of me
145. I AM ANNOYED WITH PEOPLE WHO CORRECT ME.
A. True of me
B. Not true of me

146. WHEN MY CLOTHES TEAR, I USUALLY THROW THEM AWAY.
- A. True of me
 - B. Not true of me
147. I PAY MY DEBTS WITHOUT HAVING TO BE REMINDED TO DO SO.
- A. True of me
 - B. Not true of me
148. I HAVE BOUGHT MANY THINGS FOR WHICH I LATER FIND I HAVE LITTLE USE.
- A. True of me
 - B. Not true of me
149. I FIND A GOOD DEAL OF HAPPINESS IN LIFE.
- A. True of me
 - B. Not true of me
150. I FIND IT HARD TO MAKE ORDERS FROM OTHER PEOPLE.
- A. True of me
 - B. Not true of me
151. THERE HAVE BEEN TIMES WHEN I HAVE FORGOTTEN WHERE I PUT DOWN CIGARETTES I HAVE LIT.
- A. True of me
 - B. Not true of me
152. I HAVE TO BE REMINDED TO RETURN THINGS I HAVE BORROWED.
- A. True of me
 - B. Not true of me
153. I HARDLY EVER OR NEVER GET THE FEELING THAT LIFE IS NOT USEFUL.
- A. True of me
 - B. Not true of me
154. IF I HAVE FINISHED MY WORK I FEEL THAT IT WOULD BE UNREASONABLE TO EXPECT ME TO HELP THE OTHER FELLOW WITH HIS WORK.
- A. True of me
 - B. Not true of me

155. I TAKE AS GOOD CARE OF THINGS I HAVE BORROWED AS I DO OF MY OWN THINGS.
- A. True of me
 - B. Not true of me
156. I OFTEN BUY MORE OF AN ARTICLE THAN I LATER HAVE USE FOR.
- A. True of me
 - B. Not true of me
157. I USUALLY WAIT UNTIL THE LAST MINUTE TO GET MY WORK DONE.
- A. True of me
 - B. Not true of me
158. I OFTEN DO NOT GIVE FULL ATTENTION TO WHAT I SHOULD BE DOING WHEN DRIVING A CAR.
- A. True of me
 - B. Not true of me
159. I GENERALLY FEEL IN GOOD SPIRITS MOST OF THE TIME.
- A. True of me
 - B. Not true of me
160. TEACHERS OR SUPERVISORS HAVE FOUND IT DIFFICULT TO GET ME TO DO WHAT THEY WANTED.
- A. True of me
 - B. Not true of me
161. I THINK IT IS A SERIOUS OFFENSE TO GO AWOL.
- A. True of me
 - B. Not true of me
162. I OFTEN FIND THAT I HAVE FORGOTTEN TO GET READY FOR AN ACTIVITY ABOUT WHICH I HAD BEEN WARNED AHEAD OF TIME.
- A. True of me
 - B. Not true of me
163. I KNOW EXACTLY WHERE I KEEP MY IMPORTANT PAPERS.
- A. True of me
 - B. Not true of me

164. I AM VERY SATISFIED WITH LIFE.
- A. True of me
 - B. Not true of me
165. AT THE END OF THE DAY, I CAN SAY THAT I HAVE PUT IN A GOOD DAY'S WORK.
- A. True of me
 - B. Not true of me
166. IF I WERE STRANDED AND HAD TO GET ALONG WITH FEW CHANGES OF CLOTHES, I BELIEVE THAT I COULD KEEP THEM IN GOOD CONDITION FOR A LONG TIME.
- A. True of me
 - B. Not true of me
167. PEOPLE HAVE HAD TO KEEP ON MY TAIL TO GET ME TO DO THINGS I DISLIKED.
- A. True of me
 - B. Not true of me
168. WOULD YOU LIKE TO STAY IN THE NAVY AFTER YOU HAVE FINISHED YOUR PRESENT ENLISTMENT?
- A. Yes
 - B. Not sure
 - C. No
169. WOULD YOU LIKE TO STAY IN THE NAVY LONG ENOUGH TO COLLECT RETIREMENT?
- A. Yes
 - B. Not sure
 - C. No

SURVEY OF RECRUITS COMPLETING TRAINING
ANSWER SHEET

Card
Cols
1-1-3

PRINT YOUR SERVICE NUMBER IN THE BOXES BELOW

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YOUR SERVICE NUMBER WILL BE USED FOR
STATISTICAL CONTROLS ONLY.

1-4

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	2	3	4	5	6	7	8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	10	11	12	13	14	15	16
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17	18	19	20	21	22	23	24
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25	26	27	28	29	30	31	32
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33	34	35	36	37	38	39	40
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41	42	43	44	45	46	47	48
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49	50	51	52	53	54	55	56
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
57	58	59	60	61	62	63	64
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65	66	67	68	69	70	71	72
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73	74	75	76	77	78	79	80

1-11

End
1-74

Card 2
2-4

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CONTINUE ON OTHER SIDE

2-20

81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104
105	106	107	108	109	110	111	112
113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128
129	130	131	132	133	134	135	136
137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152
153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168
169	THANK YOU FOR YOUR COOPERATION						

End
2-75

Card
3-4

End
3-37