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THE MARINE CORPS HUMAN RELATIONS PROGRAM: A
STUDY IN THE INSTITUTIONALIZATION OF SOCIAL
CHANGE. VOLUME II. APENDIXES A - G

American Institutes for Research

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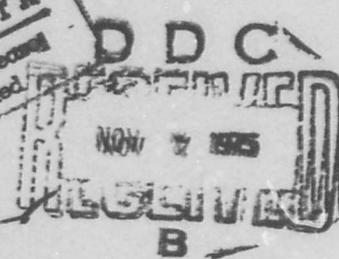
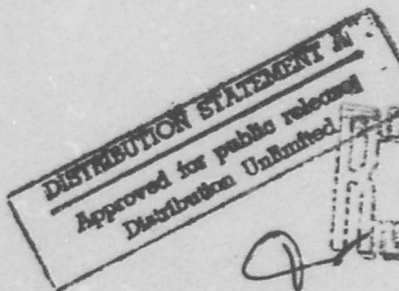
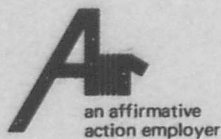
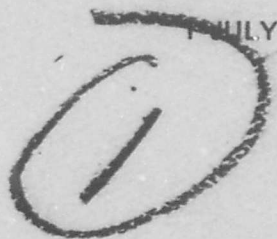
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THE MARINE CORPS HUMAN RELATIONS PROGRAM: A STUDY IN THE INSTITUTIONALIZATION OF SOCIAL CHANGE

Volume II. APPENDIXES A THROUGH G
(to Final Technical Report)

JULY 1975



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A STUDY IN THE INSTITUTIONALIZATION OF
SOCIAL CHANGE

Appendixes A - G to
Final Technical Report on Contract No. N00014-70-C-0267

1 April 1970 - 30 June 1973

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VOLUME II

Appendixes to Final Technical Report
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THE MARINE CORPS HUMAN RELATIONS PROGRAM:
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	<u>Pages</u>
A. Initial Interview Schedule (See Part II, Page 12)	A-1 - A-2
B. Sample Responses to Initial Interviews: "Issues Affecting Black/White Relations (As Reported By Blacks)" (See Part II, Page 13)	B-1 - B-13
C. Initial Orientation (See Part III, Page 19)	C-1 - C-24
D. Visual Aids for Initial Orientation (See Part III, Page 20)	D-1 - D-30
E-1. Camp Lejeune Questionnaire: MCQ/1 (See Part III, Page 25)	E-1-1 - E-1-8
E-2. Camp Lejeune Questionnaire: MCQ/1.1 (See Part III, Page 25)	E-2-1 - E-2-24
F-1. Camp Pendleton Questionnaire: MCQ/2 (See Part III, Page 26)	F-1-1 - F-1-18
F-2. Camp Pendleton Questionnaire: MCQ/2-W (See Part III, Page 26)	F-2-1 - F-2-40
F-3. Camp Pendleton Questionnaire: MCQ/2-B (See Part III, Page 26)	F-3-1 - F-3-39

*See Volume III for Appendixes H-M, Volume IV for Appendixes N-00.

	<u>Pages</u>
F-4. Camp Pendleton Questionnaire: MCQ/2-0 (See Part III, Page 26)	F-4-1 - F-4-40
G. <u>Survey of Women Marine Problems</u> (See Part III, Page 38)	G-1 - G-116

INTERVIEW SCHEDULE

1. What is your key problem as a Marine?
2. Is there a race problem in the Marine Corps?
3. (If yes) Please describe it briefly.
4. What do white Marines do that black Marines dislike?
5. What do white Marines do that black civilians dislike?
6. What do white Marines do that you dislike?
7. What do white Marines do that black Marines like?
8. What do white Marines do that black civilians like?
9. What do white Marines do that you like?
10. What do black Marines do that white Marines dislike?
11. What do black Marines do that white civilians dislike?
12. What do black Marines do that you dislike?
13. What do black Marines do that white Marines like?
14. What do black Marines do that white civilians like?
15. What do black Marines do that you like?
16. Do black and white Marines associate during off-duty time?
17. What kinds of things do they do together?
18. Should there be more off-duty association? Why?
19. What could black Marines do or stop doing to make relations better?
20. What could white Marines do or stop doing to make relations better?
21. What could the Marine Corps do or stop doing to make relations better?
22. In those cases where there are problems between black and white Marines, what are the main reasons?

**Issues Affecting Black/White Relations
(As Reported By Blacks)**

Note: This preliminary list of issues was prepared from limited interviews conducted during the project's initial data collection trip. Therefore, the list is not exhaustive, may not be arranged in a coherent pattern, and is not presented in any order of priority. It is being submitted merely to illustrate the type of analysis that is being conducted. Final reporting of interview data will be accomplished after more complete data collection and a comprehensive analysis.

O.K., Now for the biographic information. Remember, your name isn't necessary. Also, if you feel uncomfortable about giving other information feel free to refuse. However, I assure you that your answers will be combined with those from other Marines and that you will never be identified.

23. Rank: _____

24. Job: _____

25. Age: _____

26. Marital Status: _____

27. Time in Service: _____

28. Where From in U.S.: _____

29. Education: _____

1. Critical Talk, Insults

a) People on both sides who are educated tend to be tolerant, i.e., if seeing something not liked, will not become overly critical. Consequently, no rebuttal is necessary, there is no escalation of bad feeling, and interactions stay smooth. The illiterate of both sides, on the other hand, tend to speak up, to say what is bothering them, no matter how petty. This hurts others, and induces retaliatory behavior.

b) There are shouted insults such as "boy" or "nigger" from time to time, which occurs mostly off-base. Also, it is usually done from a moving car to a black standing or walking on the street. They never do it when close to a black, or on base, because they know they would be found and dealt with. The town around this base consists of nothing but Marines, so anytime you hear a young guy shouting such things you can be sure he is a Marine.

Example A Marine originally from the Philippines once told a black Marine to "Turn off that nigger music." The black Marine answered that "If you ever use that word again, stand by, because there'll be fists flying." The next day the black Marine told the Gunny Sergeant, who in turn told the C.O. The C.O. called in the Filipino Marine and reprimanded him. Also, the C.O. commended the black Marine for his cool handling of the situation.

2. Advancement, Promotions, and Assignments

a) A man should be given a chance to advance for training, etc., not because he is black or white, but because he is a man. After having a chance to prove himself, if a man fails, then he should be dealt with (removed, not promoted, trained in an area requiring less skill, etc.). Screening tests, advancement tests, etc., are appropriate, but their interpretation should not be rigid. For example, some people do well on-the-job, but do poorly on tests because of the tension produced by the requirement to do well in a short time period for high stakes. Or, the test may be culturally biased. Consequently, if a man almost passes a test, he should be given a chance.

Example A black Marine had a GCT score a little low to participate in training conducted under Project Transition. However, he had glowing letters of recommendation from commanding officers for having done outstanding work. The Project Transition official wouldn't bend requirements to allow entry, but did suggest a word knowledge test which would have allowed the black Marine to qualify. He failed by two points, and thus wasn't allowed Project Transition training. The black Marine didn't hate the official, feeling that he was just doing his job. However, it should be possible to bend rules a little in order to give people a chance to move up.

Example An intelligent black Marine sergeant, tried to get an assignment as a Marine recruiter. His reasoning was that as a black he would be better able to judge a young black's potential for the Corps than a white Marine recruiter, and also better qualified to screen out black misfits. On his own, on leave, he persuaded three blacks to join the Marine Corps instead of the Air Force. However, the recruiting assignment was denied because of lack of experience. Several months later, after more Marine Corps experience was acquired, the assignment was available. However, at that time it was declined because at that point it required re-enlisting. It was the interviewee's opinion that if the Marine Corps wanted to improve it's image, recruit higher quality blacks, etc., it should be more willing to bend rules.

b) Whites discount blacks' intelligence and ability. They seem to always want to show a black Marine how to do something, so that the black Marine will know that the white Marine knows a lot.

Example A black Marine had been working in supply for 1 1/2 years. A white Marine, a corporal, came on his own, to show the black Marine how to run the supply office more effectively. The white Marine re-arranged the office, including wall padding (panel). He did not measure, and consequently had an excessive amount of padding left over. His excuse was that he did it on purpose.

Example A white sergeant thought he was perfect. He once came to a black Marine working in supply and asked the black Marine to obtain something that he knew very well how to get on his own, and that it was available. He apparently just wanted a chance to test the black Marine, or to be able to explain what to do. The black Marine responded by telling the white Marine, "If you know so much about it, then get it yourself, don't bother me."

Example A white Gunny Sergeant was prejudiced but no one could really prove it. One day he assigned a black E-5 to work on a head detail with several junior enlisted men. A white E-5 was also sitting there, but was not approached at all by the Gunny. The black E-5 objected, but the Gunny insisted that he do the work or be put on report. He did the work, but later reported the incident to the C.O. who relieved the Gunny of his duties and then transferred him. What the Gunny should have done was to tell the black E-5 to get a detail and see that the work was done.

c) Discrimination in the area of promotions and advancement doesn't really exist in the Marine Corps, although most of the upper ranks are white. The reason for this is that blacks too often lack the drive to maintain high proficiency long enough to really make it. Consequently, when they fail, they yell prejudice. You never hear blacks who have worked hard to get educations and good jobs complaining about prejudice. Another interviewee reported that white Marines are always willing to receive a promotion. Blacks, on the other hand, sometimes worry about increased responsibility, and, therefore, are less eager to move up.

d) Blacks are somehow systematically excluded from good jobs, although it is said that in the Marine Corps the only color is green. Most black Marines have an Infantry MOS, while whites have access to good jobs. For example, in a separation center there is only one black permanent party. Surely out of all of the Marine Corps there is more than one black with the ability to learn and do that kind of work. Also, blacks are systematically assigned to worse jobs, or more dangerous jobs.

e) In Vietnam blacks and whites get along much better than in the United States. Perhaps it's because of the job that everyone has to do--there is forced close association and dependence. When you see a guy bleeding and crying with pain, you realize that everyone is a human being.

f) Promotions are often given to whites over blacks.

Example Within the unit the two drivers were considered equally proficient. However, the black driver kept his vehicle spotlessly clean. The white driver's vehicle was frequently dirty, inside and out. The white driver got the promotion.

Example A black Marine had just arrived in Vietnam. All the black Marines in the unit were talking about race problems, particularly a violent incident that had occurred a few days before, which they said had been caused by whites. The following day all seven blacks in the unit were sent to the bush.

3. Friendships, Good and Bad

a) White Marines tend to be friendly when they want something, but, if not wanting something from you, there is no relationship.

Example A black Marine failed a technical proficiency test and was sent to school on Saturday mornings for training. Later he was on liberty and didn't come back for the class. The white sergeant in charge of training wrote the absence in the company log, although the black Marine had rendered considerable personal assistance to him on several occasions. The sergeant could have taken informal disciplinary action for the absence. However, by writing the incident in the log, formal action was required. The punishment was two weeks voluntary restriction, which was not so bad. The unfortunate part was the publicity, which affects recommendations for promotion, assignments, etc.

b) There are a few bad people on each side, but the majority get along very well. White Marines tend to like black Marines. It is even common to see white Marines try to imitate the talk, clothes, dance, and behavior of blacks.

4. Mixed Marriages or Dating

a) Whites disapprove of a black man having anything to do with a white girl. However, white girls tend to like black men better than whites because of the good times blacks have at parties. This preference hurts the pride of whites.

Example A black Marine had a white roommate from West Virginia. The two had several discussions on race relations. The white Marine stated that he hated to see a white woman with a black man, and that he, a white, could never "make it" with a black girl. The black Marine responded that women are the same, and if you see a girl you like, you'll want her no matter who she is. Later the two went out together on a double date with two white girls. The white Marine had no trouble accepting his black roommate with the white girl. After returning from the date he pointed out to his white roommate, "See, all you needed was a little broader mind." The white Marine agreed that the experience was broadening, and that as a result he should then tolerate seeing other black men with white girls.

Example A white girl, dating a black Marine, was waiting alone for him in his car. While waiting, she overheard some white Marines walking by say, "Look, there's that nigger lover." She reported this to her boyfriend, and he to his friends, but of course nothing could be done because of lack of identification.

b) Black males disapprove of black women Marines dating white Marines.

Example A new black woman Marine from the West Indies was warned by her female friends not to date whites. She was accustomed to dating whites in the West Indies, so didn't really believe or heed the warnings. After a few days she was returning from a date with a white Marine and was kissing him goodnight in front of the barracks. At that moment five or six black Marines appeared, immediately hitting the white Marine over the head with a heavy wooden stick, probably a bat. Then they "worked over" the girl, including cutting her. Because of fearing future additional attacks neither reported the incident.

- c) Whites disapprove of white men and black girls.

Example Two female black Marines were walking on the beach near the base. They encountered a male white Marine, who was lonely, and stopped to drink a beer and talk with him. After they had talked for awhile, an all-white group of M.P.s and civilian policemen appeared, with guns drawn, surrounding the three. The three were doing absolutely nothing wrong ("Maybe they thought we were going to do in the white boy!"). So, they checked their identification cards, assured themselves that the one girl under 21 was not drinking beer, then moved on.

5. Group Pressure to Discriminate

- a) Sometimes efforts to stick together for a cause promotes prejudice. Black militants call blacks who associate with whites an "Uncle Tom," while white militants call whites who associate with blacks a "nigger lover."

Example A black Marine had three white roommates. All four were open-minded. They argued hard together, loaned each other money, did things together. In short, they were the best of friends. One day a black militant came to visit, and then moved into a nearby barracks belonging to the same unit. He needed a roommate. He and the other black Marines in the unit pressured the above described Marine to move into a room with the militant. He refused, saying that he had worked too hard building good relations, and that to move out would show that he, not the whites, was prejudiced, and, further, that there was no need to move in with a specific black Marine to demonstrate regard. After a few weeks the affair blew over and the pressure terminated.

Example A black Marine, newly arrived on base, had never seen the black power symbol before. Consequently, it was not returned when "thrown." When it was not returned other black Marines stopped the newcomer and asked why not, adding, "What are you doing, helping the beasts?" Then, after learning that the new Marine didn't know about the symbol, they merely explained it.

Example The First Sergeant in a company of female Marines apparently passed the word that white girls who associated too much with black women Marines would be in trouble. One white girl associated with female black Marines anyway. To punish her the First Sergeant said that the white girl was supposed to have gone to the photography lab to have her picture taken for an identification card. Since the girl didn't go, in fact, didn't know to go, she got office hours at which she was busted and got restricted.

Example In a club on base, four black Marines were drinking with one white Marine friend. An all-white group of Marines was drinking in a different area of the club. Finally one of their group came by the integrated group, ostensibly to play the juke box. While walking he stumbled against the white drinking with black Marines, saying, "Watch what you're doing nigger lover." He jumped up to poke the guy and both sides joined in to help. The fight was broken up by M.P.s, but no other action was taken.

b) Whites seem to never "cut down" each other. Blacks stick together in a fight, but otherwise they're always condemning each other. If a black Marine achieves something, others say he is an Uncle Tom and was obsequious to get it. Even black Marines with good shoe shines and neat uniforms are subject to ridicule. Other blacks should be proud of a black Marine's achievements.

6. Whites Judge Everybody on the Basis of a Few Examples

a) Most white Marines claim they are from wealthy families. At the same time, they think all black Marines are from poor slum families. In actual fact, some black Marines are from slums, and so are some white Marines. Whites don't seem able to acknowledge that some blacks are not from slums. They want to think that blacks are filthy, undereducated, etc. The whites don't really say this point blank, but give the impression by what is evaded, questions they ask, etc.

Example A black Marine pfc arrived to attend school. He was dirty, from a slum, and uneducated. The white Marines were not antagonistic toward him, but did feel that he was a "typical" black. For example, when he said he was from Los Angeles, they said he must be from Watts. Maybe he was. The point is, they think all blacks from Los Angeles are from Watts. A black Marine from a middle class family observed all of this and took action. He gave the new black Marine some better clothes, and advised him as to how and why to maintain himself better. Also, he told the whites involved to avoid judging all blacks based on the new black Marine, but to take himself as the "typical" black, falling somewhere between the very poor who are from slums, and the very rich.

b) White Marines say that black Marines always try to act "cool." They act this way by the clothes that are worn, jive talk, etc. Some black Marines are like this, but so are some whites. Somehow, they fail to see it when their own do it.

Example White Marines asked a black Marine why he didn't own and wear loud civilian clothes. His response was that he bought clothes to last for more than a month (when the flashy styles change). Also, he asked the whites why didn't they wear tight fitting, "high water" pants. With this, the whites began to be able to understand that blacks, too, are individuals, and that whites do things similar to those things that blacks do. ("You see the things we do that you don't like, but you don't see other whites who do the same or similar things.")

Example A black Marine moved into a new barracks. The whites there asked him, after seeing him smoke Kents, "Where are your Kools?" Answer: "I smoke Kents." The whites said, "We thought all brothers smoke Kools." Answer: "No, some smoke Malboros, some Kents, some Salems, etc., and some do smoke Kools." Now, the white Marines are beginning to understand, if a guy has long hair, he's not necessarily a hippie, if a guy has an Afro, he's not necessarily a militant.

7. Symbols

a) Whites don't like to see black Marines use ("throw") the black power salute. The regulation is (according to one interviewee) that blacks could not "throw" the black power salute on base, or while in uniform. Whites fear the salute, but don't really understand it. Black Marines frequently "throw" the power salute to black women Marines walking with white women Marines to see if they'll return the salute in front of their white friends. If they don't, they spread the word that they're "flaky." Also, many black Marines don't know what it means. They just do it because others are doing it.

Example A black Marine giving a black power salute at the PX was seen by a white lieutenant. The lieutenant tried to reprimand the black Marine, but couldn't really prove that the salute was being given because the black Marine explained that he was merely exercising his arm. Consequently, the lieutenant said that the black's hair was too long, and his uniform was sloppy. The lieutenant then ordered the Marine to report to his desk at 1300 the same day with a haircut and clean uniform. The Marine put on a stocking cap under his uniform cap, which concealed his need for a haircut, put on a clean uniform, and reported at the designated time. The lieutenant inspected the Marine, commended him for having "shaped up" and dismissed him.

b) Whites use retaliatory symbols, e.g., the open palm over a clenched fist, which they say refers to white power controlling black power. Others use the peace symbol, but do it in such a manner that the two fingers stick, or almost stick into the eyes of black Marines.

Example At chow, in the mess hall, several black Marines were eating at one table. When a white Marine came by, one black threw the power salute. The white Marine responded with the peace symbol, almost sticking his fingers in the eyes of the black Marine, whereupon the black Marine punched the white in the middle of his chest. The white Marine kept walking.

c) There is considerable controversy over the Afro hair style. It should not be allowed in the military (and long hair for whites not allowed either), but if allowed in other services, Marines should have the same privilege. Generally it is difficult to determine if blacks need a haircut (as conforming to Marine Corps regulations). The only way is to check how it is growing down the back of the neck. A related issue is the lack of black barbers (white barbers generally don't know how to cut the hair of blacks). Consequently, even black NCOs frequently leave the barber shop looking like trainees. Fewer blacks would mind getting a haircut if proficient barbers were available. The point is, black hair is bushy, won't lay down, so it looks longer than whites' hair of the same length which does lay down. Consequently, blacks get pressured to keep their hair shorter than whites have to keep theirs.

8. The Marine Corps System, Hierarchy

a) The Marine Corps military police treat everyone unfairly, especially black Marines.

Example Some white M.P.s have a habit of stopping the cars of white women Marines and threatening to give them a ticket unless they go out on a date.

Example At times M.P.s stop cars which they suspect of hauling narcotics. In an effort to simplify their search, they use dogs which have been trained to smell narcotics. If the dogs sniff around a car very much, the M.P.s tear up the car searching, then, even if they don't find anything, they require the car's occupants to go to court anyway. (The interviewee who gave this example was prone to exaggerate. For example, it was also pointed out that M.P.s had to put so many people in jail or protective custody in order to remain an M.P., and that drill instructors at Parris Island march recruits into quicksand in order to get rid of them.)

- b) The Marine Corps thinks that if it conceals problems that the problems will go away.

Example A few weeks ago the company commander called everyone together and stated that no one should talk to outsiders about Marine Corps problems because it made the Marine Corps look bad.

- c) The Marine Corps is great for getting to know people, especially it is helpful for blacks in getting to know how to live and get along with whites. In the Corps it is common to think, "how can we survive together."

- d) It is impossible to say any branch of the service is prejudiced.

Example A black Marine with a high school education, from Texas, 21 years old, a Vietnam veteran, reported the above, pointing out that most of his friends were white and that he had made sergeant in 19 months. He added that some blacks use their color as an excuse for minimum performance. He pointed out that out of 20 guys he knew making sergeant recently, two were black and that he knew blacks didn't make up 10 per cent of the Marine Corps. He also said that his best friend, a black Lance Corporal, was recently called in by the C.O. and told that he was qualified to make Corporal, but didn't have enough time in grade, which was true, and that the Lance Corporal would make immediately after completing the necessary time. It came to pass.

Example A black Marine pointed out that if he went UA for three days, nothing would happen. However, if he went UA several times, he would have serious trouble. He keeps himself straight, and feels the system works for him. Other blacks do not do so, and are continually in trouble.

- e) In the military, including the Marine Corps, if you know somebody, you've got it made.

Example A black Marine reported that he had friends in the paint supply shed. Any time he wanted paint of any type to paint barracks, office, etc., he could get it in a minute. But, he knew that other Marines were being told "we don't have any." This, he reported, shouldn't be. If one can get something, all should be able to get it.

- f) The Marine Corps is building white supremacists by the way it operates. Any man higher than you in the chain of command thinks he's better than you are. If you're black, it's even worse. Whites have been "better" all these years. The Marine Corps provides an opportunity to retain this superiority position, which makes it hard for whites to give it up. However, it is also true that if you beat on a dog long enough, he'll fight back. That's what's happening now. The very system, by its operation, is creating militants for the black power movement.

Example The NCO in our barracks came in this morning to be sure we were all awake. I was awake, dressed, ready to go, but had laid back down with a blanket over me waiting for the time to leave. The NCO jerked the cover off me and told me to get up. He just didn't have to do it--I was ready, willing, just waiting for the time to go. Because of the system, he, the NCO, had apparently come to feel like a lord, and that lower ranking Marines were to be pushed around without allowing them to make their own judgments.

Example A black Marine's wife was in the hospital, so he tried to get emergency leave. It was refused. This doesn't happen with just blacks, so it's not racial. What it illustrates is that the Marine Corps thinks of a person as a machine. Blacks, then, rightly or wrongly, take such instances as racial, and it brings on racial behavior.

9. Gang Behavior

a) If whites see a group of blacks together, they think the group is about to cause trouble, or is plotting trouble. Also, they say there are times when a gang of blacks will jump one white. The whites pick up these few cases as a reason to criticize all blacks. In actual fact, such cases are sometimes true. But, there are also cases of one against one, and cases of several whites jumping one black. The thing is, just seeing a group of blacks is no justification for thinking that they are going to cause some kind of trouble.

Example On Okinawa white Marines were jumping on black Marines. So, black Marines began retaliating. The black Marines in one barracks began erecting a barbed wire barricade around the barracks, and whites would throw rocks across the wire at the building. With this the case became noticeable, so the CID came to investigate. They were unable to find any ringleaders, but their investigation apparently caused people to lay low, and the controversy began to die down.

b) Sometimes gang behavior develops over incidents that may not be racial, but which are misinterpreted as being racial because of a charged atmosphere.

Example In Vietnam isolated incidents of shootings, knifings, grenade throwing, etc., were occurring, which, rumor had it, were racial. Finally, at a USO show, the generators broke down causing a light failure. While the lights were out a black Marine stabbed a white, which both sides immediately took as a racial incident. However, no one ever really learned the details

of the case to know if it was racial, or just an argument between two men, or even why the stabbing occurred. Instead, whites and blacks organized into groups, and were planning to attack each other. SNCO and officers were able to calm things down and get everyone back on the job. However, two days later a grenade exploded by a barracks which was rumored to have been thrown by a black Marine.

c) The everyday white Marine (cpl, pvt) knows what is going on. They're not out to get black Marines, so black Marines don't have to respond. It's the pigs who have power and want even more power that blacks must deal with. If they see that a black Marine knows too much, knows too many statistics, cases of discrimination, how to obtain rights, etc., they're out to get him. So, a black Marine has to be careful. In Vietnam, commanders do anything to you, knowing that records can be weeded out before people are moved to the States. For example, a black Marine will get extremely severe punishment for a small infraction of rules--the write up is then simply removed from his record when he is rotated back to the States. It has been noted that white Marines get sent to the rear in Vietnam when they get a Dear John letter while blacks have trouble getting on a chopper when they're wounded.

10. Discipline

a) Often there are differences between what punishment whites and blacks receive for the same infraction of rules and regulations. In Vietnam in particular white Marines get accused, but nothing ever comes of it. Black Marines, on the other hand, do something petty, like look sloppy, and get sent to the brig for safekeeping.

Example A female white Marine, who worked in the company office, was UA for three days. She did not get office hours and got no punishment. A female black Marine was UA for three minutes and did get office hours. Another female black Marine was going to get office hours for being one minute late. Fortunately, there was a four to five minute variation between company clocks at the time, so the charge had to be dropped.

Example A white Marine went UA for three months. He was finally caught and brought back. He has never been punished, has no pending court martial, and is still an E-5, his rank when he left. A black Marine, gone for that long, would have an Undesirable Discharge by now.

b) Male black Marines never really get punished, no matter what they do.

Example One male black Marine has been to office hours eight times, but has never been busted, restricted, or anything. He likes to report back to his friends what he told the officer(s) and how he conned them into doing what he wanted. This guy goes to office hours apparently because he wants a means to sound off. Other black Marines do all kinds of things and never even get called down for it.

11. Music, Recreation, and Other Off-Duty Activities

a) When country music is being played by whites, nothing is said by anyone, including blacks. But, when blacks play soul music, whites scream about turning it off. Blacks like it played loudly, so that it can be felt inside. Some whites also like it, and come around to listen. The guys who yell about turning it down are usually from Alabama, Georgia, and Mississippi. The way it usually develops is you see some whites whispering right after the soul music is turned on. When asked what they're talking about, the response is "nothing." Soon, though, the duty NCO appears, asking the black Marines to turn off the music. This usually angers the blacks, so they attack the whites who were whispering. Then the OD comes to break up the fight.

b) Whites seem to have control of recreational matters on the base.

Example There have been no black bands on base, in a club, USO show or other, in over a year.

c) Blacks and whites tend to separate off-post. Usually there are bars for blacks only and others for whites only.

Example In the town outside the base there is a bar/nightclub where only blacks go, except that there are several white girls who go there. A white male Marine known for not being prejudiced went there alone. Unfortunately, the blacks at the bar didn't know him. They beat him up ("tied up his cage") and ran him out.

d) Over 50 per cent of whites and blacks, E-5 and under, associate off-duty. E-6's and above associate less because they're generally married and consequently spend their free time with their families, and simultaneously have less money for public recreation. At the same time their cross-racial association is more private, e.g., occurring in one home or another where it is not as noticeable. It would definitely help to mix more.

12. The Inhumanity of Whites

a) Whites against whites.

Example A white Marine, on a drug trip, came to the women's barracks to pick up his girl friend, a white woman Marine. She wasn't there so he went away, returning in a few minutes completely nude. First he ran around the barracks screaming, then simply sat down on the steps. Of course someone called the M.P.s so within a few moments they came and hauled him away.

Example When one white Marine gets high on something, pot, LSD, or whatever, he puts on women's clothes and comes to the women's barracks and just wanders around, talking to people, sitting, etc.

Example Another white Marine when high on some drug, beats up his girlfriend, then later, can't remember, or says he can't remember, having done it. The girl thinks she is in love with the guy, so continues going out with him. She's probably hoping to marry him.

Example A black woman Marine was with a white woman Marine and a white male Marine on the beach. A second white male Marine came up to them and tried to seduce the first Marine into a homosexual arrangement, using rather plain language, even though the girls were there and hearing every word. "White Marines engage in this type of thing often," reported the interviewee.

Example Three white women Marines regularly engage in acts of fellatio with a variety of males on the back steps of the barracks, all easily seen because of illumination of the steps with floodlights.

b) Whites against Vietnamese. Whites are beginning to wake up to the fact that they've been wrong all these years. However, they still treat the Vietnamese badly.

Example It is common to see white Marines in Vietnam throw beer cans and rocks at people from the back of a truck. Also, it seems that they are willing to go up to any Vietnamese lady and ask, "Do you want to go boom-boom?" They habitually curse the Vietnamese people about what they're going to do or not do, and make all kinds of noise at night which irritates the old grandmothers. We've got no business being in Vietnam if we're going to offend the people like that. It's easy to see the Vietnamese breaking away because of the way whites lord over them.

GENTLEMEN:

I AM _____ A MEMBER OF THE MARINE CORPS HUMAN RELATIONS TEAM. WE ARE ATTEMPTING TO DEVELOP AND IMPLEMENT A TRAINING AND ACTION PROGRAM DESIGNED TO RESOLVE SOME OF THE PROBLEMS THAT TEND TO HAMPER THE EFFICIENCY OF THE CORPS. THESE PROBLEMS THAT THE MARINE CORPS FACES ARE NOT UNIQUE. THEY ARE THE SAME THROUGHOUT THE NATION.

THE NEWS IS FULL OF CONCERN ABOUT RACIAL STRIFE, POVERTY, THE GENERATION GAP AND THE BREAKDOWN IN RELATIONS BETWEEN AMERICANS AND FOREIGN NATIONALS THROUGHOUT THE WORLD. PEOPLE ARE AWARE, CONCERNED AND TROUBLED OVER THESE PROBLEMS.

COMMANDER'S ONLY

THE OFFICE OF THE SECRETARY OF DEFENSE HAS PREPARED A RACE RELATIONS PACKAGE THAT ALL SERVICES MUST ADOPT. HOWEVER, THE MARINE CORPS HAS BEEN GIVEN THE OPPORTUNITY TO DEVELOP ITS OWN APPROACH. MANY OF YOU ARE PROBABLY ASKING, "WHY DO WE NEED ANOTHER TRAINING PROGRAM?" WELL, THIS PROGRAM, THIS TOOL OF LEADERSHIP WILL HELP THE CORPS, AND THE NATION WITH SOME OF THE ISSUES THAT CONFRONT US AT HOME AND ABROAD.

TO GIVE YOU SOME IDEA OF THE EXTENT OF THE PROBLEM, LET ME READ A QUOTATION FROM THE LATE CHE GUEVARRA, THE CUBAN REVOLUTIONARY. I QUOTE:

"IN CONSIDERING THE DESTRUCTION OF IMPERIALISM, ITS LEADER MUST BE IDENTIFIED, WHICH IS NONE OTHER THAN THE UNITED STATES OF NORTH AMERICA. WE MUST FORCE HIM TO FIGHT IN SITUATIONS WHICH CLASH WITH HIS ACTUAL LIVING HABITS. THE ENEMY MUST NOT BE UNDERESTIMATED, BECAUSE THE AMERICAN HAS VAST TECHNOLOGICAL KNOW-HOW AND IS BACKED BY A MEANS OF FRIGHTENING MAGNITUDE. WHAT THE AMERICAN LACKS, ESSENTIALLY, IS THE IDEOLOGICAL MOTIVATION."

WHAT DID GUEVARRA REALLY SAY? HE SAID THAT WE DON'T KNOW WHAT WE BELIEVE IN AND WHEN WE ARE IN UNFAMILIAR SURROUNDINGS WE DON'T KNOW HOW TO ACT. WAS GUEVARRA RIGHT? ARE THE OTHER CRITICS OF AMERICA RIGHT?

THROUGHOUT THIS PROGRAM WE ARE GOING TO TALK ABOUT THE TOTAL PROBLEM, BOTH AT HOME AND OVERSEAS. WE ARE GOING TO TRY TO DEFINE OUR PRINCIPLES AND SEE IF WE CAN PUT THEM INTO ACTION. WE ARE GOING TO ASK EACH OF YOU TO HELP IN THE FIGHT OF THE WAR OF IDEAS.

WHAT DOES IT MEAN TO FIGHT THE WAR OF IDEAS?

CHART

IT MEANS AT LEAST THIS. A LITTLE SIGN OF RESPECT TODAY,
AND TOMORROW, WHEN YOU REALLY NEED HIM, THERE WILL BE A FRIEND.

CHART

CHART

IT MEANS A SIGN OF DISRESPECT TODAY, AND TOMORROW NO FRIENDS
IN ANY CRISIS SITUATION.

CHART

ON THE INTERNATIONAL SCENE, IT MEANS TOO MANY UNKIND
JOKES AND CUTTING REMARKS OVER TOO LONG A PERIOD OF TIME
ABOUT CUSTOMS THAT SEEM STRANGE TO US, AND TOMORROW AN ENTIRE
NATION MIGHT TURN AWAY. THINK UNEMOTIONALLY ABOUT THIS SIGN
WE SEE EVERYWHERE WE GO WITH THE BEST INTENTIONS.

THINK ABOUT WHAT HAPPENED IN TURKEY, PANAMA OR FRANCE.
AGAIN ASK YOURSELF, "WHY?" YOU'LL PROBABLY GET TWO ANSWERS.
EITHER THE LOCAL NATIONALS ARE ALL WRONG OR ELSE WE MESSED
IT UP OURSELVES.

CHART

ON THE DOMESTIC SCENE, IT'S VERY SIMILAR. WE HAVE TURMOIL
IN THE STREETS AND SCHOOLS. THE YOUNG BLACKS AND YOUNG WHITES
ARE COMPLAINING ABOUT THE SYSTEM. THEY'RE BURNING THE
SCHOOLS AND THE CITIES. ASK YOURSELF, "WHY?" AND YOU'RE

GOING TO PROBABLY GET TWO ANSWERS. EITHER THE YOUNG ARE FOOLS AND THE BLACKS ARE ALL WRONG OR THE SYSTEM IS MESSED UP. THE IMPORTANT THING TO REALIZE IS THAT WE HAVE A PROBLEM AND WE MUST SOLVE IT.

WE SUGGEST THAT IF A NATION'S PRINCIPLES ARE STRONG, IT CAN SOLVE IT'S PROBLEMS TO THE BENEFIT OF ALL OF ITS PEOPLE. WE'RE NOT THE FIRST NATION IN HISTORY TO FACE THESE PROBLEMS.

CHART

THIS CHART REPRESENTS THE PERSIAN EMPIRE. IT WAS THE GREATEST NATION ON EARTH AT THAT TIME. MANY WHO LIVED IN THAT NATION AT THAT TIME THOUGHT THEIR LEADERSHIP WOULD LAST FOREVER.

CHART

BUT, JUST A FEW HUNDRED YEARS LATER THE ALL-CONQUERING ROMANS WERE IN CONTROL. THE ROMAN EMPIRE STRETCHED ALL ACROSS EUROPE, UP INTO THE BRITISH ISLES, INTO ASIA MINOR, AND ACROSS NORTH AFRICA. THEY WERE THE GREATEST NATION IN

THE WORLD BY FAR. THE ROMANS THOUGHT THAT THEY COULDN'T BE BEATEN. BUT FINALLY ROME ITSELF FELL TO BARBARIANS FIGHTING IN THE STREETS WITH CLUBS.

NO NATION IN THE HISTORY OF THIS WORLD HAS ATTAINED A POSITION OF WORLD LEADERSHIP AND STAYED THERE. WHY? THIS POSES A BAD SET OF ODDS TO AMERICA.

CAN A STRONG IDEOLOGICAL FOUNDATION, STRONG PRINCIPLES, KEEP A NATION HEALTHY AND PREVENT ITS DECLINE? CAN AN IDEOLOGY BE THAT STRONG?

CHART

LET'S LOOK AT IT FROM THE STANDPOINT OF A RELATIVELY NEW FORCE ON EARTH, COMMUNISM. IF COMMUNISM DISAPPEARED FROM THE EARTH TODAY WE WOULD STILL HAVE OUR PROBLEMS, SO THE PURPOSE OF THIS PROGRAM IS NOT TO ATTACK COMMUNISM, BUT LET'S THINK ABOUT THIS: JUST FIFTY-FOUR YEARS AGO COMMUNISM DIDN'T HAVE AN INCH OF TERRITORY. NOW, IT CONTROLS ONE-FOURTH OF THE EARTH'S LAND AND ONE-THIRD OF THE EARTH'S PEOPLE. HOW HAS IT DONE SO WELL? AS ONE YOUNG SOLDIER ASKED US IN VIETNAM, "HOW DO THEY DO IT? HOW DO THEY INSPIRE THOSE YOUNG V.C. TO LIE UNDER WATER, IN THE LEECH-INFESTED RICE PADDY, BREATHING THROUGH A STRAW FOR HOURS AT A TIME, JUST TO KILL ONE AMERICAN?"

WE ALL KNOW THEY USE

MILITARY WEAPONS, ECONOMIC WEAPONS, POLITICAL WEAPONS,
TERRORISM, AND THE BIG LIE. BUT ABOVE ALL ELSE THEY SAY,
"WIN THE PEOPLE." HERE'S THE WAY ONE MAN PUT IT. HE WAS
AN EX-COMMUNIST, AN AMERICAN WHO CAME BACK TO OUR SIDE AND
TRIED TO WARN US. HE SAID:

"THE TIE THAT BINDS COMMUNISTS ACROSS THE
FRONTIERS OF NATIONS, ACROSS BARRIERS OF
LANGUAGE AND DIFFERENCES OF CLASS AND
EDUCATION, IN DEFIANCE OF RELIGION, MORALITY,
TRUTH, LAW, HONOR, THE WEAKNESSES OF THE BODY
AND THE IRRESOLUTIONS OF THE MIND, EVEN UNTO
DEATH IS A SIMPLE CONVICTION. IT IS NECESSARY
TO CHANGE THE WORLD. THEIR POWER WHOSE NATURE
BAFFLES THE WORLD, BECAUSE IN LARGE MEASURE
THE REST OF THE WORLD HAS LOST THAT POWER, IS
THE POWER TO HOLD CONVICTIONS AND ACT ON THEM."

DO WE HAVE ANY IDEOLOGY, ANY PRINCIPLES, THAT WE CAN
HOLD TO AND ACT ON TO SOLVE OUR PROBLEMS? MORE IMPORTANT,
DO WE HAVE ANY PRINCIPLES THAT WE CAN HOLD TO AND ACT ON

TO THE BENEFIT OF ALL OUR PEOPLE, AND TO THE HURT OF NO ONE?

CHART

THIS IS ALL WE HAVE. THIS IS OUR IDEOLOGICAL PACKAGE. THE PRINCIPLES ARE BASICALLY SOUND, BUT ARE THEY MORE THAN JUST POLITICAL TALK? THERE MAY BE THOSE WHO WILL WONDER BECAUSE WE HAVEN'T MADE THEM WORK YET FOR THE BENEFIT OF ALL OUR PEOPLE. WHAT IS THIS EQUALITY CONCEPT THAT WE SAY WE BELIEVE?

ABOUT 13 YEARS AGO, WE STARTED THIS PROGRAM ON A VERY LIMITED AND TEMPORARY PROJECT. RELATIONS BETWEEN THE TURKS AND THE AMERICANS ON THE JOB WERE BECOMING DIFFICULT. WE ASKED THE TURKS AROUND THAT PROJECT, "WHAT DO YOU WANT FROM US?" "WHAT SHOULD WE DO OR STOP DOING TO PROMOTE BETTER RELATIONS?" THEY DIDN'T ASK US FOR MORE MONEY OR TO GO HOME, NOT THEN ANYWAY. CAN YOU GUESS WHAT THEY ASKED? 90% SAID,

CHART

WE SHOULD RESPECT THEM AS EQUALS, RESPECT THEM IN SOME WAY. AND 75% OF THE AMERICAN MILITARY MEN WORKING WITH THEM SAID, "THEY'RE RIGHT, AMERICANS ARE NOT SHOWING PROPER RESPECT." WE WERE SAYING TO OURSELVES AND OTHERS THAT WE BELIEVED IN EQUALITY. BUT OUR ALLIES WERE SAYING THAT WE DIDN'T LIVE BY IT, THAT WE BELIEVED IN THE SUPERIORITY OF THE AMERICANS.

THE MAN WHO DEVELOPED THIS PROGRAM WROTE TO SOME OF HIS SCHOLARLY FRIENDS AROUND HARVARD AND MIT WHERE HE HAD RECENTLY BEEN STUDYING AND TEACHING. HE ASKED, "WHAT CAN WE TELL THESE AMERICAN SOLDIERS THAT EQUALITY MEANS? WHAT DOES IT MEAN THAT THEY CAN LIVE BY AND CONVINCE THE TURKISH PEOPLE THAT WE REALLY RESPECT THEM? SO THAT THEY'LL SAY, 'THE AMERICANS TREAT ME WITH RESPECT? AS AN EQUAL HUMAN BEING.'

THE ANSWERS HE GOT WERE SURFACE ANSWERS LIKE "EQUALITY UNDER THE LAW, AND EQUALITY OF OPPORTUNITY." THESE ARE IMPORTANT, BUT THEY DON'T HAVE MUCH MEANING ACROSS INTERNATIONAL BOUNDARIES OR IN PLACES WHERE THERE'S A DIFFERENT OPPORTUNITY SITUATION. WE HAVEN'T EVEN ATTAINED THOSE GOALS YET AT HOME.

WHAT IS THE MORE BASIC MEANING OF EQUALITY THAT WE SHOULD GRASP AND LIVE BY? THE BEST ANSWER CAME FROM AN OLD SERGEANT IN A SITUATION WHERE A GROUP OF AMERICAN SOLDIERS WERE ON A HUNTING TRIP IN THE BACK COUNTRY IN TURKEY.

THE AMERICAN HUNTERS WERE ON THE REAR OF A TRUCK AND TURKISH PEASANTS FROM A VERY POOR AND REMOTE VILLAGE GATHERED AROUND THE TRUCK HOPING TO BE WICKED AS BUSHBEATERS. AS IN MOST POVERTY POCKETS OF THE WORLD, THEY WERE DRESSED IN

RAGS, BAREFOOTED, AND ONE CHILD HAD A SORE ON HIS FACE WITH FLIES AROUND IT. YOU KNOW THE PICTURE. YOU CAN SEE IT IN MANY OF THE DEVELOPING COUNTRIES AND IN MANY OF OUR OWN POVERTY POCKETS. AND THEN TALK STARTS AS IT DID THAT DAY, THAT REVEALS A COMPLETE BREAKDOWN IN ANY BASIC HUMAN EQUALITY CONCEPT.

ONE OF THE AIRMEN OR SOLDIERS SAID, "LOOK AT THOSE POOR BASTARDS, THEY'RE LIKE A BUNCH OF ANIMALS, THEY MIGHT AS WELL BE DEAD." AND EVERYONE SORT OF SAT IN SILENT AGREEMENT. THEN THIS SERGEANT SAID, "DON'T SAY THAT--THAT THEY'VE GOT NOTHING TO LIVE FOR. IF YOU THINK IT, GET DOWN THERE WITH YOUR HUNTING KNIFE AND TRY TO KILL ONE OF THEM."

HE SAID, "I FOUGHT BESIDE THEM IN KOREA. WHEN THE FIGHTING GOT TOUGH AND PEOPLE WERE GETTING KILLED, THEY HUNG IN THERE AFTER A LOT OF AMERICANS WERE YELLING QUIT. MAYBE IT'S FOR THOSE BROADBEAMED WOMEN OR THOSE DIRTY-FACED KIDS, BUT THEY SEEM TO VALUE THEIR LIVES AS MUCH AS WE DO OURS." THEY'RE SAYING I DON'T CARE HOW SWEET YOU SMELL, OR HOW BIG YOU ARE, OR WHAT COLOR YOU ARE, OR WHAT COUNTRY YOU COME FROM, OR HOW POWERFUL YOU ARE, MY LIFE IS AS IMPORTANT TO ME AS YOURS IS TO YOU AND YOU'VE GOT TO GRANT ME THIS."

SO WE CAN'T BE THINKING THOSE THOUGHTS: THAT 'THEY DON'T VALUE THEIR LIVES. THAT THEY MIGHT AS WELL BE DEAD.' THEY ARE GOING TO FEEL IT. AND GO AGAINST US. THE FEELING OF HUMAN LIFE EQUALITY MUST BE RESPECTED OR IT WILL CAUSE TROUBLE.

WHEN WE LEAVE THIS ROOM, WE MUST BE ABLE TO LOOK AT A MAN, NO MATTER WHAT HIS RACE, COLOR, OR ORIGIN, EVEN OVERSEAS IF HE'S A POOR PEASANT, AND REALIZE THAT HE'S A MAN WHO HURTS LIKE WE DO, HOPES LIKE WE DO, AND WANTS FOR HIS KIDS LIKE WE DO. MAKE HIM KNOW IT BY THAT LITTLE PASSING EXPRESSION. IT'S A LITTLE THING, BUT WE MUST DO IT.

THERE'S ANOTHER WAY TO LOOK AT IT, WHEN THE SHOE WAS ON THE OTHER FOOT. THIS ACCOUNT ILLUSTRATES THE SAME POINT AND MAY MAKE IT EASIER TO UNDERSTAND PEOPLE AT HOME OR PEOPLE OVERSEAS IN DEVELOPING COUNTRIES WHO MAY APPEAR TO BE DIFFERENT.

CHART

THE STORY IS ABOUT A BRITISH REDCOAT AFTER HE HAD FOUGHT AGAINST THE AMERICANS IN THE REVOLUTIONARY WAR. WHEN HE RETURNED TO ENGLAND HE HEARD AMERICANS BEING CALLED DIRTY, PRIMITIVE, EX-CRIMINALS WHO LOOKED AND ACTED LIKE ANIMALS. HE SAID SOMETHING LIKE THIS:

"YOU'RE RIGHT ABOUT THE AMERICANS. THEY ARE LIKE ANIMALS. I DON'T EVER WANT TO SEE ANY OF THEM AGAIN, BECAUSE THEY ARE A SLOPPY, REPULSIVE

LOT. I DON'T WANT TO ASSOCIATE WITH ANY OF THEM AGAIN, BECAUSE THEY SMELL OF MAN SWEAT AND HORSE SWEAT. THEY CHEW WITH THEIR MOUTHS OPEN. THEIR MANNERS ARE DISGUSTING. BUT ABOVE ALL ELSE, I DON'T EVER WANT TO FIGHT THEM AGAIN! FOR NO MATTER WHAT WE THINK OF THEM, THEY HAVE THEIR OWN THOUGHTS AND THEY CONSIDER THEMSELVES OUR EQUALS, AND WHEN IT COMES TO A FIGHT--THEY ARE! THEY EVEN PUT THEIR EQUALITY ON ONE OF THEIR FLAGS. IT SAYS, 'DON'T TREAD ON ME.'

WE ARE HAVING TROUBLE PUTTING THIS EQUALITY CONCEPT INTO ACTION. IN SURVEYS AT SIX MAJOR MARINE CORPS INSTALLATIONS LAST YEAR WE ASKED BLACK AND OTHER MINORITY GROUP MEMBERS, "WHAT DO YOU MEAN WHEN YOU SAY YOU'RE NOT BEING RESPECTED AS EQUALS?" THEY HAD MANY OF THE SAME COMPLAINTS THAT FOREIGN NATIONALS MADE ABOUT AMERICANS.

CHART

WE CONDUCTED SURVEYS IN TURKEY, THAILAND, AND KOREA AND WE RECEIVED THIS TYPE OF ANSWER.

"DON'T LOOK DOWN ON US." HOW DO THEY KNOW? PSYCHOLOGISTS TELL US THAT AN ATTITUDE IS COMMUNICATED THIS WAY.

CHART

GET TO KNOW SOMEONE FROM ANOTHER RACE OR A LOCAL NATIONAL IN ANY OF THE DEVELOPING COUNTRIES. ASK HIM AND HE CAN TELL YOU HOW A MAN FEELS ABOUT HIM JUST BY THE EXPRESSION AS HE WALKS BY.

CHART

DON'T ACT LIKE BOSSES.

A BLACK MARINE TOLD US IN AN INTERVIEW, "WHEN YOU GIVE ME A JOB TO DO, DON'T LOOK OVER MY SHOULDER ALL THE TIME TO SEE IF I'M DOING IT. IF YOU'RE LOOKING OVER MY SHOULDER, NOT ONLY DO I FEEL THAT YOU DON'T TRUST ME BECAUSE I'M BLACK, BUT I CAN'T EVEN DO THE JOB WHEN YOU'RE LOOKING."

DON'T DOWNTALK US.

CHART

WHY IS THIS SO IMPORTANT? IN THE INTERVIEWS THAT WE CONDUCTED 74% OF THE MARINES OF ALL RACES SAID NAME CALLING WAS ONE OF THE MAIN PROBLEMS. IF 3 OUT OF 4 MARINES ARE COMPLAINING ABOUT IT, WHY DON'T WE STOP? IS IT JUST THAT OTHER GUY DOING IT OR ARE ALL OF US INVOLVED IN IT? WE FOUND THAT SAME THING OVERSEAS. ONE OLD TURK ONCE TOLD THE ORIGINATOR OF THIS PROGRAM, "YOU AMERICANS HAVE THIS CONCEPT THAT YOU CAN SAY ANYTHING YOU WANT TO EACH OTHER, AND IT SHOULDN'T BOTHER YOU. YOU SAY, 'STICKS AND STONES WILL BREAK MY BONES, BUT WORDS WILL NEVER HURT ME.'" HE SAID, "WELL,

WORDS HURT US. WE'RE STILL POOR, AND WE'VE STILL GOT SELF-DOUBTS. OUR CONCEPT IS IN OUR SAYING: 'THE CUT OF A KNIFE WILL HEAL QUICKLY, BUT THE CUT OF A WORD WILL LAST FOREVER.' YOU JUST KEEP CUTTING US AND CUTTING US, AND SOMEDAY IT'S GOING TO TURN SOUR."

CHART

DON'T CONSIDER OUR LIVES LESS IMPORTANT THAN YOURS.

RESPECT OUR LIVES! NOW, LET'S TAKE A MOMENT TO SEE WHAT THAT REALLY MEANS. WHAT IS THIS LIFE VALUE THAT EVERY MAN DEMANDS BE RESPECTED?

WE ARE SUGGESTING THAT IT'S NOT JUST A SELFISH "ME" OFTEN EXPRESSED IN THE SAYING, "SELF-PRESERVATION IS THE FIRST LAW OF NATURE." IT'S YOU AND ME, SELF AND OTHERS, THE WHOLE HUMAN SPECIES. HERE'S A LITTLE ACCOUNT THAT DEMONSTRATES THIS POINT, THAT LIFE IN ALL SUCCESSFUL SPECIES OF ANIMAL OR MAN, IS A DUAL VALUE. HERE IS AN ACCOUNT FROM ROBERT AUDREY'S AFRICAN GENESIS. IT IS A STORY OF SOME BABOONS AND A LEOPARD. LEOPARDS FEED ON BABOONS. THE OBSERVER, MARIAS, IS TELLING THE STORY. LISTEN FOR THE MORAL, THE DUAL LIFE VALUE.

CHART

"IT WAS STILL DUSK. THE TROOPS OF BABOONS HAD ONLY JUST RETURNED FROM THE FEEDING GROUNDS AND

HAD BARELY TIME TO REACH ITS SCATTERED PLACES IN THE HIGH-PILED ROCKS BEHIND THE FIG TREE. NOW IT SHRILLED ITS TERROR AND MARIAS COULD SEE THE LEOPARD. IT APPEARED FROM THE BUSH AND TOOK ITS INSOLENT TIME. SO VULNERABLE WERE THE BABOONS THAT THE LEOPARD SEEMED TO RECOGNIZE NO NEED FOR HURRY. HE CROUCHED JUST BELOW A LITTLE JUTTING CLIFF OBSERVING HIS PREY AND THE PROBLEMS OF THE TERRAIN AND MARIAS SAW TWO MALE BABOONS EDGING ALONG THE CLIFF ABOVE HIM.

THE TWO MALES MOVED CAUTIOUSLY: THE LEOPARD, IF HE SAW THEM, IGNORED THEM. HIS ATTENTION WAS FIXED ON THE SWARMING, SCREECHING, DEFENSELESS HORDE SCRAMBLING AMONG THE ROCKS. THEN THE TWO MALES DROPPED. THEY DROPPED ON HIM FROM THE HEIGHT OF TWELVE FEET. ONE BIT AT THE LEOPARD'S SPINE. THE OTHER STRUCK AT HIS THROAT WHILE CLINGING TO HIS NECK FROM BELOW. IN AN INSTANT THE LEOPARD DISEMBOWLED WITH HIS HIND CLAWS THE BABOON HANGING TO HIS NECK AND CAUGHT IN HIS JAWS THE BABOON ON HIS BACK. BUT IT WAS TOO LATE. THE DYING, DISEMBOWELED BABOON HAD HUNG ON JUST LONG ENOUGH AND HAD REACHED THE LEOPARD'S JUGULAR VEIN WITH HIS CAININES.

MARIAS WATCHED WHILE MOVEMENT STILLED BENEATH
THE LITTLE JUTTING CLIFF, NIGHT FELL...AND A
SOCIETY OF ANIMALS SETTLED DOWN TO SLEEP." CHART
THAT'S THE NATURE OF THE LIFE VALUE. IT IS A DOUBLE
VALUE INCLUDING SELF AND OTHERS. THAT'S THE NATURE OF
LIFE. THAT'S OUR NATURE. IF IT WERE NOT, OUR SPECIES
WOULD HAVE BEEN KILLED OFF LONG AGO.

NOW, HOW DOES THIS AFFECT THE MILITARY? HOW DOES IT
AFFECT THE MILITARY? WELL, THIS CHART PORTRAYS IT BETTER
THAN ANYTHING ELSE I'VE SEEN.

CHART

IT SHOWS HOW THE MILITARY MAN IS MORE INVOLVED IN THIS
THAN ANYONE. THE HUMAN LIFE VALUE IS MAN'S MOST BASIC VALUE,
AND IT IS MADE UP OF TWO SIDES, SELF AND OTHERS. THE
MILITARY MAN IS IN THE FOREFRONT OF THIS. THAT'S WHAT HE
REPRESENTS. READY TO RISK HIS HALF OF THE WHOLE BIT. THINK
ABOUT ANOTHER THING. THIS MAKES THE MILITARY MAN'S CALLING
THE HIGHEST CALLING. IN OUR SOCIETY YOU'RE ONE OF THE
FEW PROFESSIONS WHO SIGN YOUR LIFE ON THE LINE. WHAT IS
THE MILITARY MAN'S PROPER ROLE? ISN'T IT TO DEFEND AND
PROTECT LIFE? NOT THIS IDEA THAT SO MANY PEOPLE HAVE THESE
DAYS OF THE MAD DOG KILLER. THE MILITARY MAN HAS TO DEFEND

LIFE AND THE VALUES THAT PROTECT LIFE. HE MUST ESPECIALLY APPRECIATE AND DEFEND THE TWO GREAT POLITICAL VALUES THAT SEEM TO PROTECT LIFE.

OR IS EQUALITY JUST AN ABSTRACT TERM? DOES IT HAVE A LIFE-PROTECTING MEANING? IF WE DON'T RECOGNIZE THAT FEELING WHICH EACH MAN HAS, THAT HIS LIFE IS AS IMPORTANT TO HIM AS MINE IS TO ME, THEN WILL MEN BE KILLED BY PREJUDICE OR INDIFFERENCE TO OTHERS? ONE MARINE TOP SERGEANT TOLD US OF AN INSTANCE WHEN HIS BABY'S LIFE WAS THREATENED BECAUSE SOMEONE DIDN'T CONSIDER THAT BASIC EQUALITY. HE SAID, "I TOOK MY BABY TO A HOSPITAL AND SHE WAS BURNING UP WITH FEVER. I WAS AFRAID SHE WAS GOING TO DIE. WE HAD TO WAIT WHILE THE DOCTORS TOOK OTHER PEOPLE WHO WALKED RIGHT BY US. FOR THE FIRST TIME

I REALIZED WHAT YOU MEN WERE SAYING ABOUT THIS EQUALITY THING. I NEED IT TO PROTECT ME, NOT JUST OTHERS."

IS IT THE SAME WITH DEMOCRACY OR LIBERTY? DOES IT PROTECT LIFE? NO RULER CAN EVER KNOW WHAT HURTS EVERY OTHER MAN. FREEDOM LETS A MAN SAY "OUCH" WHEN SOMEONE STEPS ON HIS FOOT OR THREATENS HIS LIFE. IF YOU DON'T HAVE THAT VOICE, OTHERS CAN KILL YOU. ANY DICTATORIAL FORCE, THAT DOES NOT RECOGNIZE EACH MAN'S VOICE, IS DANGEROUS TO ALL

MEN. THE ROLE OF THE MILITARY MAN IS TO DEFEND THOSE LIFE-PROTECTING PRINCIPLES, NOT JUST IN THE CRISIS SITUATION, BUT EVERY DAY. HOW DOES HE SERVE THAT ROLE IN HIS DAILY BEHAVIOR?

CHART

LET'S LOOK AGAIN AT A CHART SHOWING THE NATURE OF MAN, ILLUSTRATING THAT IT'S A DUAL VALUE OF SELF AND OTHERS. WHAT CAN WE DO TO LIVE MORE BY OUR OWN NATURES AND HELP LEAD--AS THE DEFENDERS OF LIFE--TOWARD THE SOLUTION OF OUR GREATEST PROBLEMS? WITH OUR FAMILIES, WHAT CAN WE DO TO HELP PREVENT A GREATER GENERATION GAP? SHOULD WE ALL ENCOURAGE EACH OTHER TO GIVE MORE PERSONAL TIME TO THE CHILDREN? AND TO THE OLD FOLKS? EVEN IF IT MEANS LESS INCOME? WILL THAT HELP SOLVE OUR PERSONAL AND NATIONAL PROBLEMS? PUT IT THE OTHER WAY: IF WE DO NOT DO THIS, ARE WE WORKING AGAINST OUR OWN NATURES? ARE WE MAKING OURSELVES JUST A LITTLE BIT SICK, AS MANY OF OUR YOUNG PERSONS SEEM TO SUGGEST?

THEN, WHEN WE GO BACK TO OUR WORK, ARE WE GIVING ENOUGH CONSIDERATION TO ALL THE PEOPLE WORKING THERE? TO THOSE WHO ARE OLDER OR YOUNGER? TO THOSE WITH LESS RANK? TO THOSE FROM THE MINORITIES? DOES EACH MAN OR WOMAN THERE KNOW THAT I PERSONALLY RESPECT HIM OR HER?

CHART

THEN FINALLY, WHEN WE HIT THE FOREIGN PORTS, DO WE TAKE THE TIME TO GET TO KNOW THE LOCAL MEN? DO WE LET THEM KNOW THAT WE'RE WITH THEM NOT AGAINST THEM? OR DO WE SEE THEM AS FACELESS PEOPLE NOT EVEN WORTHY OF INDIVIDUAL CONSIDERATION? IF WE DO THIS, THEY KNOW AND NO AMOUNT OF MONEY WILL BUY THEM.

CHART

WHEN MARINES AT SIX BASES WERE ASKED, "WOULD MORE ASSOCIATION BETWEEN THE RACES HELP OR HURT RELATIONS?" THIS IS WHAT THEY ANSWERED.

93% OF THE WHITE MARINES INTERVIEWED FELT THAT THERE WAS SOME UNFAIR ATTITUDE SITUATION THAT WAS CAUSING PROBLEMS. 83% OF THESE MEN SAID MORE ASSOCIATION WOULD HELP. WITH THIS TYPE OF CONSTRUCTIVE BASE, AND IF THIS MANY WHITE MARINES FEEL THAT THERE SHOULD BE MORE ASSOCIATION, WHY DON'T THOSE IN MINORITY GROUPS KNOW IT? WELL, PART OF THE ANSWER IS IN THIS 14% THESE MEN TALK LOUD, SOME OF THEM DON'T EVEN LIKE THEMSELVES. AS ONE MARINE SAID, "THEY'VE GOT A BIG MOUTH." THESE MEN HAVE SUCCEEDED IN CONVINCING OVER HALF OF THIS GROUP THAT OTHER WHITES DON'T WANT MORE ASSOCIATION. THEY'VE ALSO CONVINCED THE BLACKS, SPANISH, MEXICANS AND OTHER AMERICAN MINORITY GROUPS THAT ALL WHITES FEEL THAT THEY ARE BETTER THAN THEY ARE. THE OTHER PART OF THE PROBLEM IS THIS: THE 85% WHO DON'T SPEAK UP OR, MORE IMPORTANT, DON'T ACT ON THEIR CONSTRUCTIVE FEELINGS.

CHART

WE FOUND THE SAME SITUATION IN THAILAND, AS THIS CHART SHOWS,
AND IN KOREA.

CHART

NOW, THERE'S ONE OTHER FEAR FOR THOSE WHO WANT TO DO
RIGHT. 80% OF THEM SAY THE BLACKS DON'T WANT US ANYMORE.
THEY WANT TO CAUSE MORE VIOLENCE AND TROUBLE. NOW, IS
THIS TRUE? WE ASKED BLACK MARINES ON SIX BASES AND 36%

CHART

SAID, "YES, MORE ASSOCIATION WOULD HELP." ONLY 11% SAID
NO. THESE 53% WERE IN DOUBT. THEY DON'T KNOW ANYMORE.
WE WEREN'T SURE WHAT WAS INVOLVED IN THEIR ANSWER, SO WE
WENT BACK TO ONE BASE AND ASKED BLACK MARINES, "WOULD YOU
BE RESPONSIVE TO A SINCERE, CONSCIENTIOUS APPROACH AND

CHART

ABOUT 90% (ANSWERING INDEPENDENTLY) SAID, "HELL, YES."

NOW, AFTER YEARS OF TALKING ABOUT THE WAR OF IDEAS, CAN
WE FINALLY GET INTO IT IN PERSON? HOW MANY OF US CAN TAKE
ON SOME INDIVIDUAL ACTION COMMITMENT? IF WE ARE TO BE
SUCCESSFUL IN GETTING PEOPLE TO KNOW THAT WE RESPECT THEM,
IT CAN'T BE ALL TALK. TO PROVE TO PEOPLE THAT WE ARE WITH
THEM, SOME OF US AT LEAST ARE GOING TO NEED TO TAKE ON
INDIVIDUAL ACTION MISSIONS. WHAT DO YOU THINK? IT'S NOT
GOING TO BE EASY BECAUSE THERE WILL BE SOME REAL-LIFE
OBSTACLES THAT MAY CAUSE SOME OF US TO FEEL THAT PEOPLE OF

DIFFERENT RACES AND CULTURES ARE DIFFERENT AND MAYBE INFERIOR. WHEN WE SEE THINGS THAT WE DON'T LIKE, THAT DON'T SEEM TO MAKE SENSE, WE WANT TO AVOID THE PEOPLE AND WITHDRAW BEHIND A WALL OF MENTAL ISOLATION. TO OVERCOME THIS, IN OUR EDUCATIONAL DISCUSSIONS, WE'LL TRY TO FIND THE REASONS FOR THE APPARENT DIFFERENCES. ALL MEN ARE ALIKE IN THE BASIC FEELING OF HUMAN-LIFE EQUALITY. BUT IF THAT IS TRUE, HOW CAN WE EXPLAIN HOW SO MANY LOOK AND ACT DIFFERENTLY?

CHART

HERE ARE SOME OF THE ISSUES THAT MARINES HAVE TOLD US THAT HAVE BECOME REAL-LIFE OBSTACLES TO UNDERSTANDING EACH OTHER. DURING THE DISCUSSION SESSIONS WE'RE GOING TO ASK EACH OF YOU TO HELP FIND MUTUALLY BENEFICIAL SOLUTIONS. HOW DO WE IMPROVE THE SITUATION? HOW CAN WE SOLVE THESE PROBLEMS?

HERE'S AN EXAMPLE OF THE WAY WE WERE ABLE TO WORK OUT A PARTICULARLY ANNOYING ISSUE FOR SOME AMERICANS IN KOREA. WHEN THEY FIRST ARRIVED IN KOREA, AMERICANS WERE SHOCKED BY THE SMELL OF HUMAN WASTE USED ON THE FIELDS. MANY OF YOU WHO HAVE BEEN THERE KNOW WHAT I MEAN. IT CAUSES THE AMERICANS TO LOOK DOWN ON THE KOREANS. THEY SAY, "HOW CAN YOU EXPECT ME TO RESPECT PEOPLE WHO PUT _____ ON THEIR FOODS?" WE

POINTED OUT TO THEM THAT KOREANS HAVE TO USE HUMAN WASTE FOR FERTILIZER OR THERE WILL BE A FAMINE. WE ASKED A KOREAN RESEARCHER TO ASK A FARMER WHY HE DIDN'T USE CHEMICAL FERTILIZERS. THE FARMER SAID, "I SEE THE AMERICANS RIDING BY IN THEIR JEEPS WITH THEIR NOSES IN THE AIR. YOU GO BACK TO YOUR AMERICAN BOSSES AND TELL THEM THAT I'VE GOT FIVE KIDS TO FEED. TELL THEM WHEN I DON'T SMELL THAT STUFF IN THE SPRING IT MAKES ME SICK. TELL THEM THAT TO ME IT SMELLS GREAT."

THEN WE EXPLAIN:

- THAT AMERICANS THEMSELVES USED MILLIONS OF TONS OF HUMAN WASTE ON OUR GARDENS UNTIL 1914 WHEN THE GERMANS INVENTED CHEMICAL FERTILIZER.
- THERE'S ONE GROUP OF AMERICANS TODAY, WHO HAVE A SYSTEM FOR REPROCESSING HUMAN WASTE FOR IMMEDIATE RECONSUMPTION, IF NECESSARY FOR SURVIVAL. DOES ANYONE KNOW WHO THEY ARE?
(THE ASTRONAUTS)
- WHEN IT'S A MATTER OF LIFE OR DEATH THE SMELL OF HUMAN WASTE ISN'T SO BAD AFTER ALL.

ALL THROUGH THE DISCUSSIONS WE WILL ASK YOU TO USE THESE FOUR STEPS TO HELP OTHERS UNDERSTAND THE DIFFERENCES AMONG PEOPLE.

CHART

1. FIND THE SURVIVAL REASONS FOR DIFFERENCES. THE CLUES WILL PROBABLY BE FOUND IN POVERTY.
2. TO GET CLUES TO HOW PEOPLE REALLY FEEL AND THINK LOOK FOR FORGOTTEN SIMILARITIES IN YOUR OWN LIFE OR THE LIVES OF PEOPLE YOU KNOW.
3. KNOCK OFF THE EXAGGERATIONS. DON'T SAY THEY'RE ALL THIEVES OR ALL DUMMIES. THEN, GET THE FACTS STRAIGHT.
4. IF NOTHING ELSE WORKS, ACCEPT THE CHALLENGE. THIS IS A WAR JUST LIKE A HOT WAR. DON'T LET A PROBLEM MAKE YOU LOSE THIS WAR OF IDEAS.

ANOTHER PROBLEM THAT AFFECTS AMERICANS IS THE TENDENCY TO ASSOCIATE WEALTH WITH INTELLIGENCE AND AMBITION. MOST OF US, EVEN AS KIDS, HAVE SAID, "IF YOU'RE SO SMART, WHY AREN'T YOU RICH?" THIS REALLY SAYS, "IF YOU'RE POOR YOU MUST BE DUMB OR LAZY." SO THEN WE LOOK DOWN ON THE POOR. HERE'S ANOTHER WAY TO THINK ABOUT THIS.

CHART
KENTUCKY AND ILLINOIS ARE SIDE-BY-SIDE. ILLINOIS IS ONLY ABOUT 40% BIGGER IN LAND THAN KENTUCKY, BUT OVER THE YEARS IT HAS SUSTAINED THREE TIMES AS MANY PEOPLE WITH 50% MORE TO TWICE AS MUCH INCOME FOR EVERY MAN, WOMAN AND CHILD. IN GENERAL, IT HAS PRODUCED FIVE TIMES MORE WEALTH THAN KENTUCKY EVERY YEAR. DOES THAT MEAN THAT PEOPLE FROM ILLINOIS ARE THAT MUCH SMARTER OR MORE IDUSTRIOUS THAN PEOPLE FROM KENTUCKY?

OF COURSE NOT. PEOPLE FROM ILLINOIS HAVE MORE NATURAL RESOURCES TO WORK WITH THAN PEOPLE FROM KENTUCKY. OF COURSE, THE BASELINE HARDSHIPS ARE WORSE IN THE GHETTOS AND WORSE IN MOST FOREIGN COUNTRIES. CAN WE LEARN TO UNDERSTAND?

CAN WE ARRIVE AT UNDERSTANDING AND BRING ABOUT CHANGE? A LITTLE BIT OF CHANGE IS GOING TO BE HARD. SOME SAY IT CAN'T BE DONE. IT'S TOO LATE. BUT FROM OUR TALKS WITH MARINES, WE KNOW THERE ARE MANY WHO WANT TO MAKE A START.

CHART

LET'S ASK, WHY THE MILITARY MAN? WE'VE (THEY'VE) FOUGHT THE HOT WARS AND NOW THERE'S THIS ADDITIONAL DEMAND. THE ANSWER: THIS IS A WAR, A WAR OF IDEAS, AND IT TAKES MILITARY TYPE LEADERSHIP AND DETERMINATION TO FIGHT ANY WAR.

THE MILITARY IS THE ONLY ELEMENT IN OUR SOCIETY WITH THE ORGANIZATION AND THE NUMBERS AT HOME AND ABROAD TO PULL IT OFF. ALSO, YOU'RE THE ONLY GROUP WITH THE COMPETENCE TO DO IT, TO GET INTO SOCIAL REFORM, A MAN AT A TIME. THIS COMPETENCE GROWS OUT OF A TRADITION THAT SAYS, "WELL, DAMN IT, DO SOMETHING EVEN IF YOU'RE NOT SURE. DON'T WAIT TO GET YOURSELF KILLED."

THEN, THERE ARE PLENTY OF MEN IN THE MILITARY WHO HAVE KNOWN POVERTY AND KNOW THAT IT'S NOT SOMETHING THAT YOU CAN LOOK DOWN ON A MAN FOR JUST BECAUSE HE'S POOR. NEXT, THOSE IN THE MINORITY GROUPS KNOW THE HURT OF DISCRIMINATION AND HOW IT CONTRIBUTES TO THE PROBLEMS OVERSEAS AND AT HOME.

FINALLY YOU HAVE A VERY SELECT GROUP IN THE CORPS TODAY. FOR EVERY 10 MEN WHO WENT TO A MARINE RECRUITER, ONLY 3 FINISHED BOOT CAMP. FOR EVERY FIVE MEN IN ALL THE MILITARY OVER THE PAST FEW YEARS, THREE TO FIVE OTHERS HAVE BEEN REJECTED. IF AMERICA CAN SUCCEED, THEN YOU CAN AND PROBABLY MUST LEAD.

MAYBE SOME OF YOU ARE THINKING THAT SOCIAL CHANGE IS NOT NEEDED; OTHERS THAT IT'S TOO DIFFICULT AND TOO LATE TO START. HOWEVER, MANY MARINES HAVE SAID THEY ARE WILLING TO ATTEMPT A START. OUR QUESTION TO YOU IS, "CAN WE AFFORD NOT TO TRY?"

U.S. MARINE CORPS



HUMAN RELATIONS PROGRAM

**A SIGN OF RESPECT
TODAY 0000—**



**TOMORROW
A FRIEND IN
COMBAT 0000—**



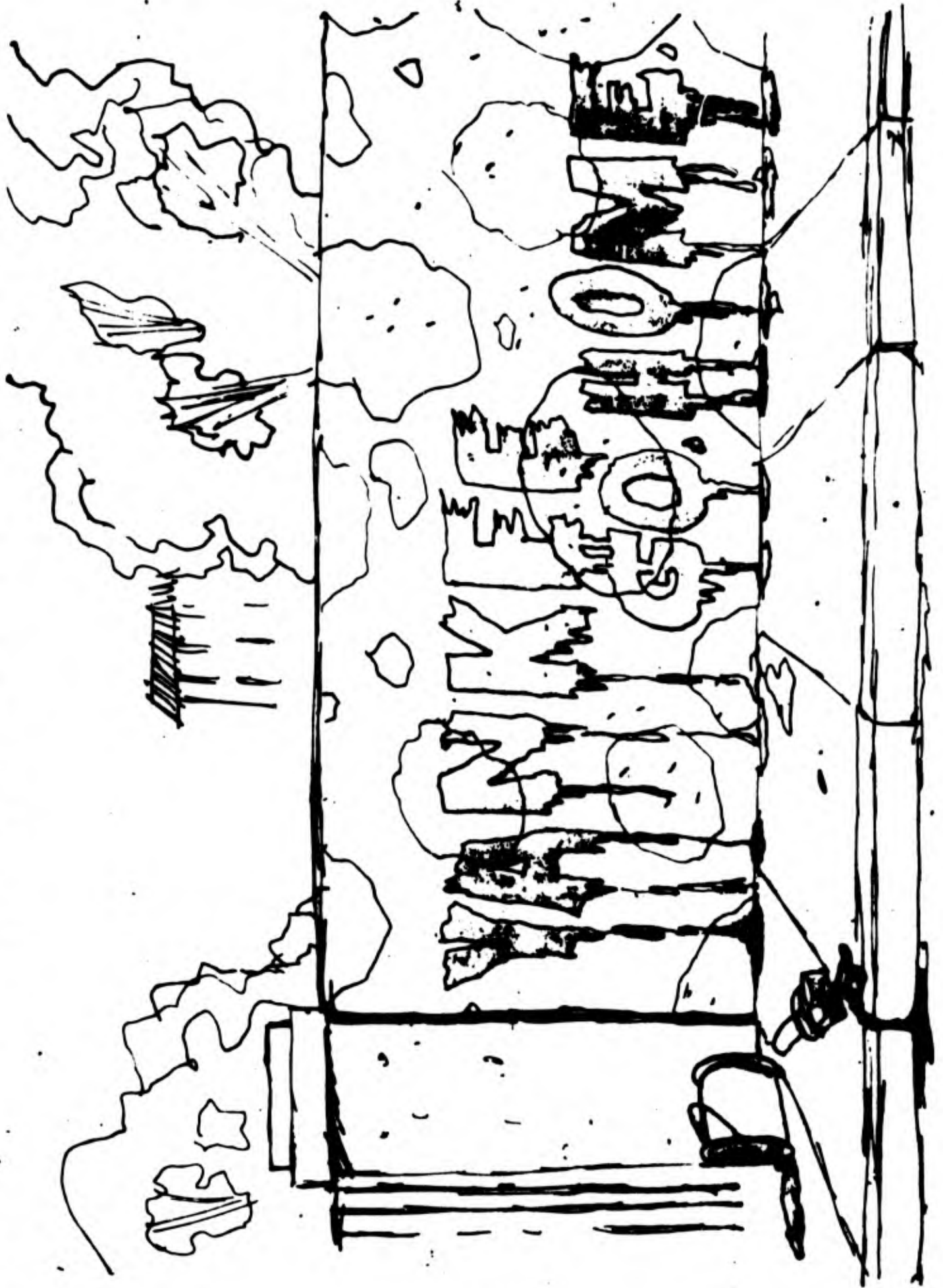
TODAY...

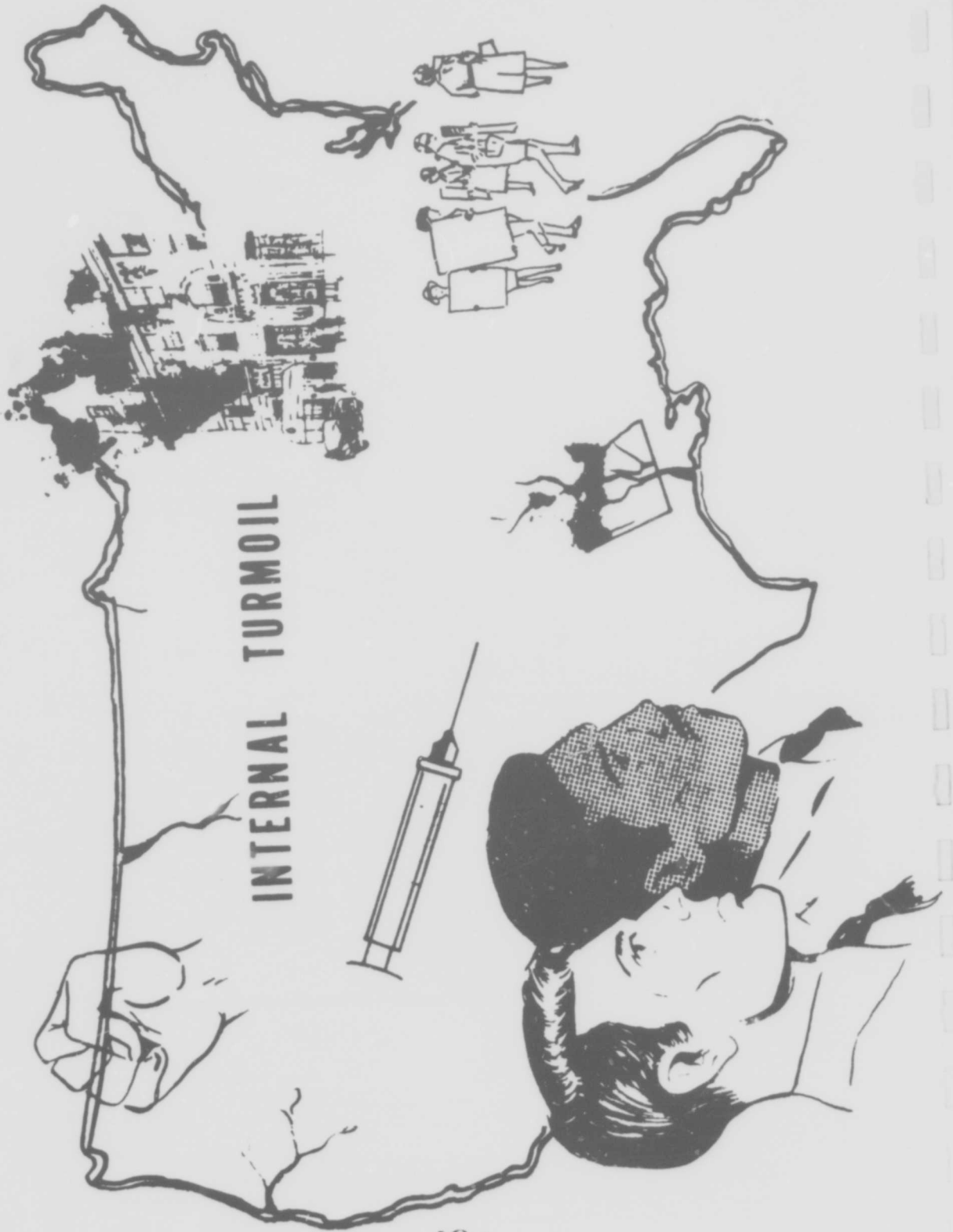
A SIGN OF DISRESPECT.

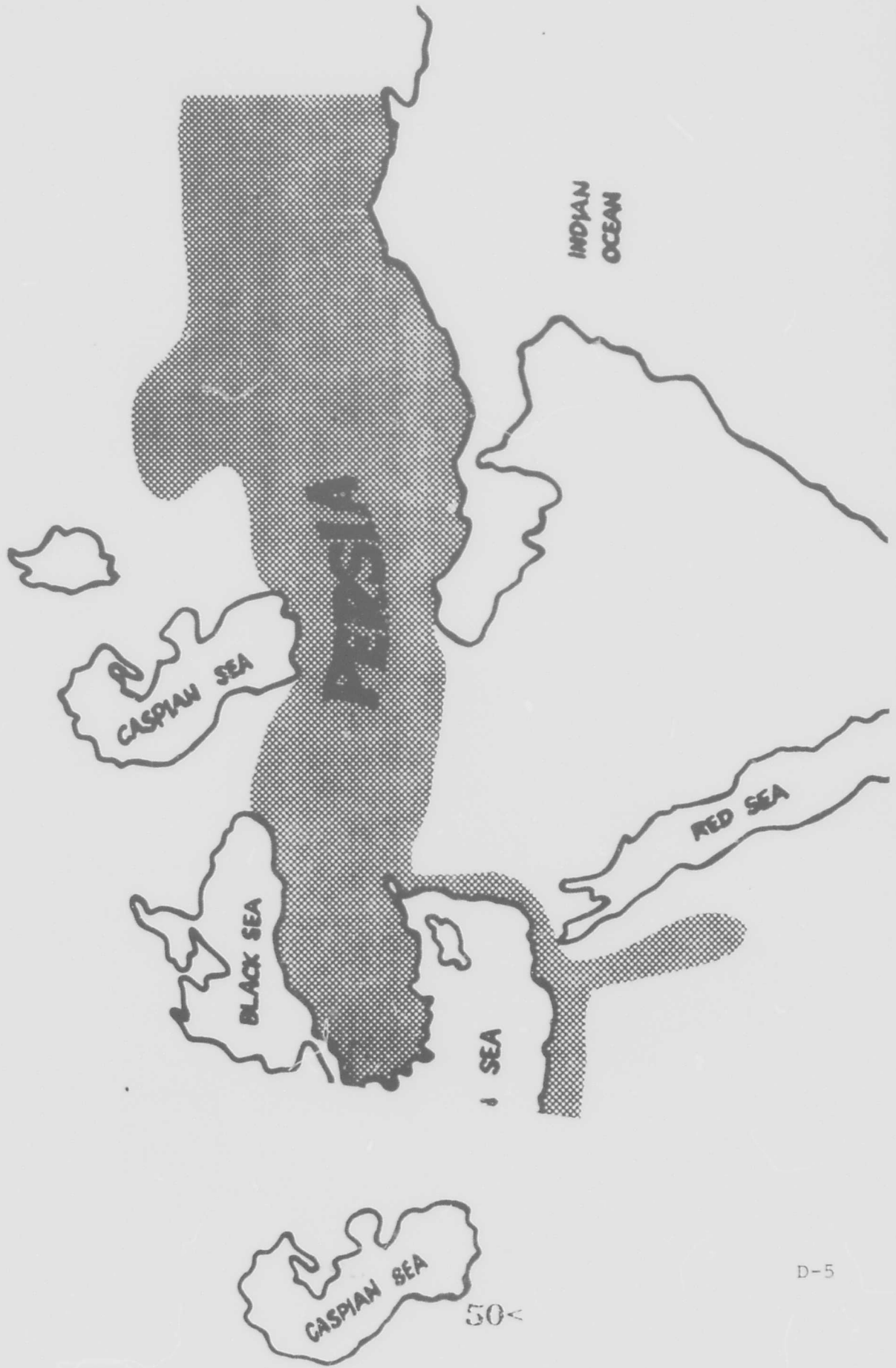
TOMORROW...

NO FRIENDS IN COMBAT.









INDIAN
OCEAN

CASPIAN SEA

BLACK SEA

RED SEA

MIDDLE
SEA

CASPIAN SEA

50<



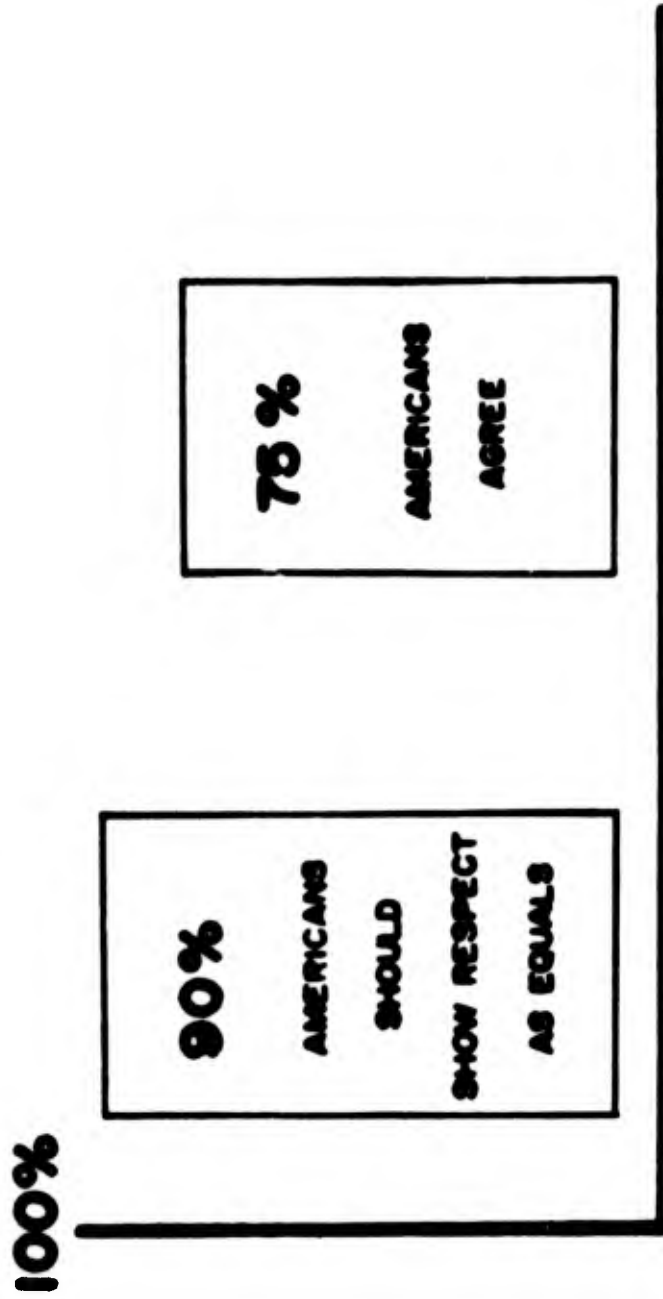


Equality

**LIFE
LIBERTY
PURSUIT of
HAPPINESS**

WHAT SHOULD AMERICANS DO ?

Answers from a sampling of foreign cities:





■ DON'T LOOK DOWN
ON US

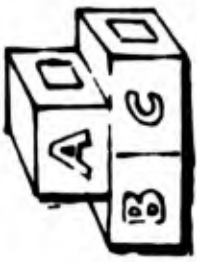
■ DON'T ACT LIKE
BOSSES WHEN NOT

■ DON'T CUT US
DOWN

■ DON'T CONSIDER
OUR LIVES LESS
IMPORTANT...



**COMMUNICATION OF
FEELINGS & ATTITUDES**



7 %

Words



38 %

Tone of Voice



55 %

Expression



■ **DON'T LOOK DOWN
ON US**

■ **DON'T ACT LIKE
BOSSES WHEN NOT**

■ **DON'T CUT US
DOWN**

■ **DON'T CONSIDER
OUR LIVES LESS
IMPORTANT...**

MAIN

PROBLEMS

NAME CALLING

73% WHITE

75% BLACK

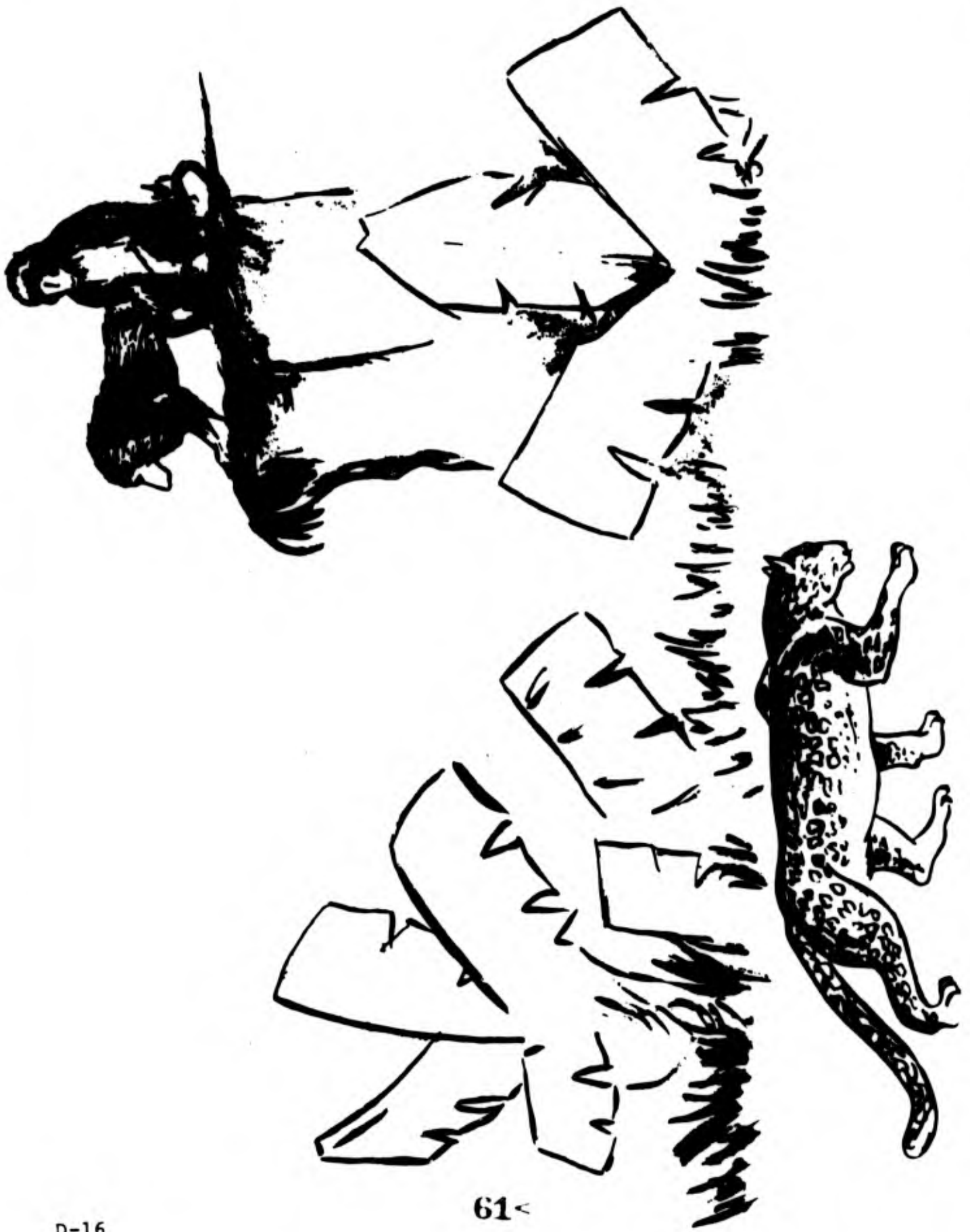
■ **DON'T LOOK DOWN
ON US**

■ **DON'T ACT LIKE
BOSSES WHEN NOT**

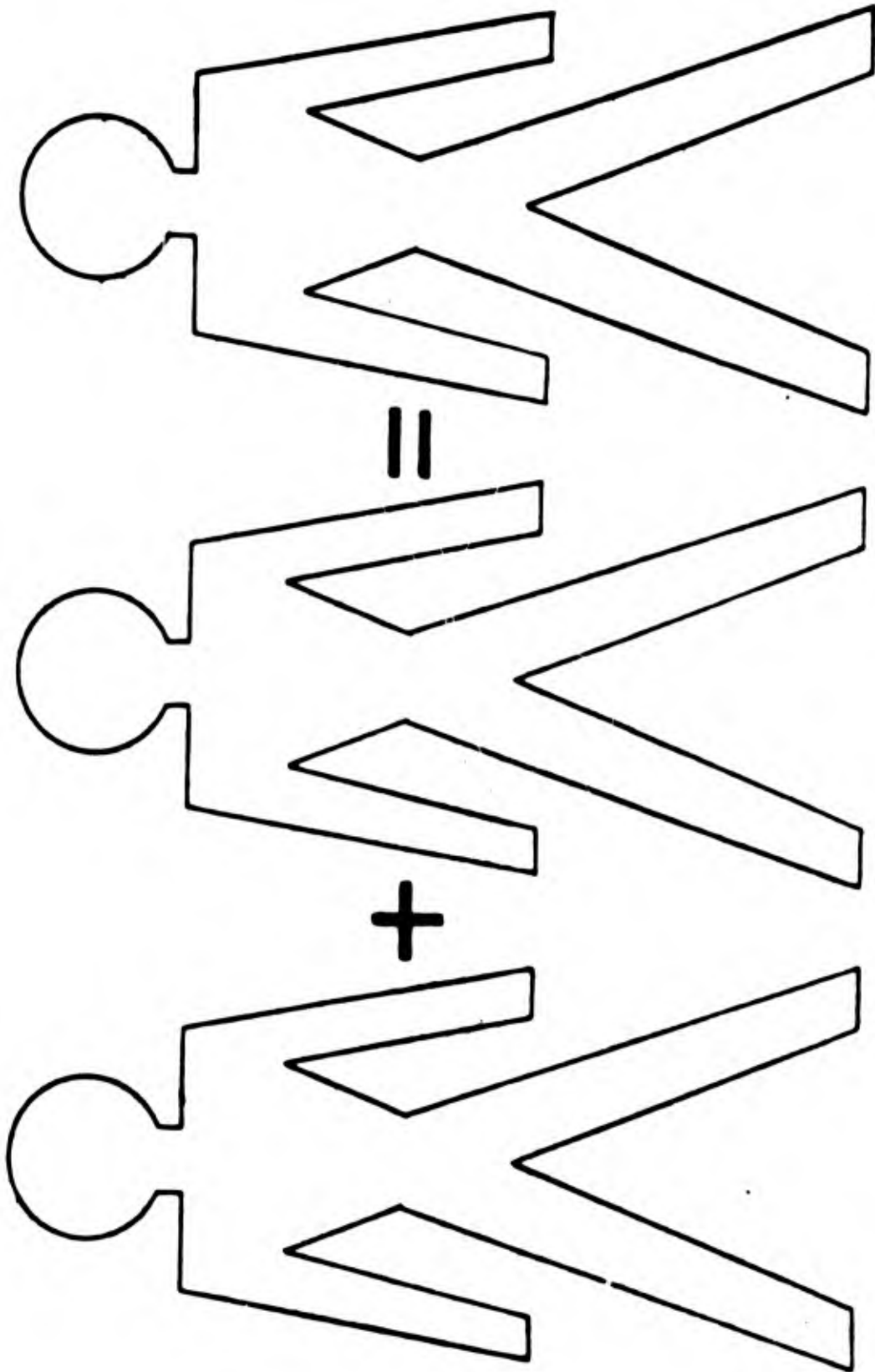
■ **DON'T CUT US
DOWN**

■ **DON'T CONSIDER
OUR LIVES LESS
IMPORTANT...**





61<

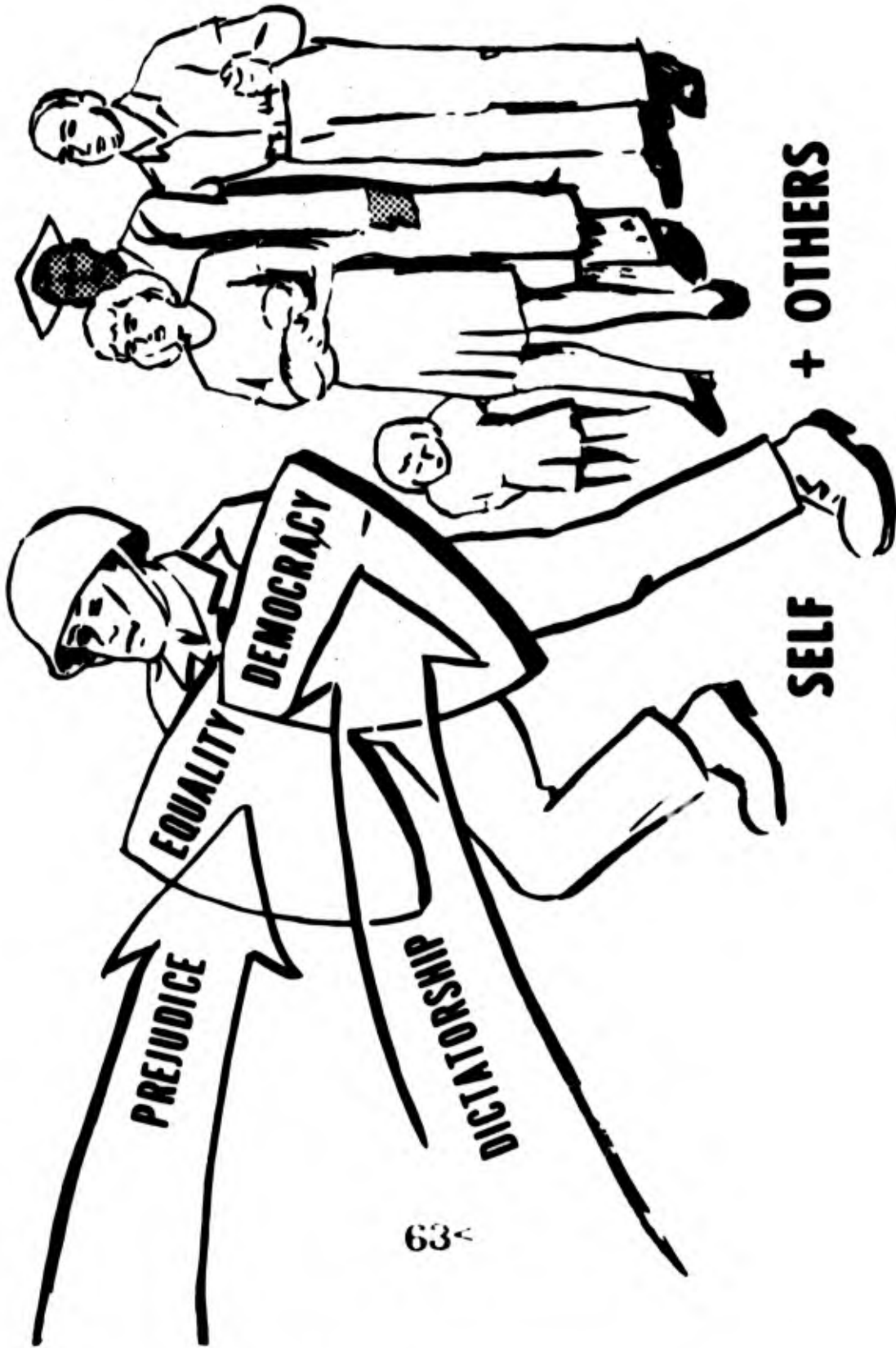


SELF LIFE

OTHERS' LIVES

BASIC HUMAN LIFE VALUE

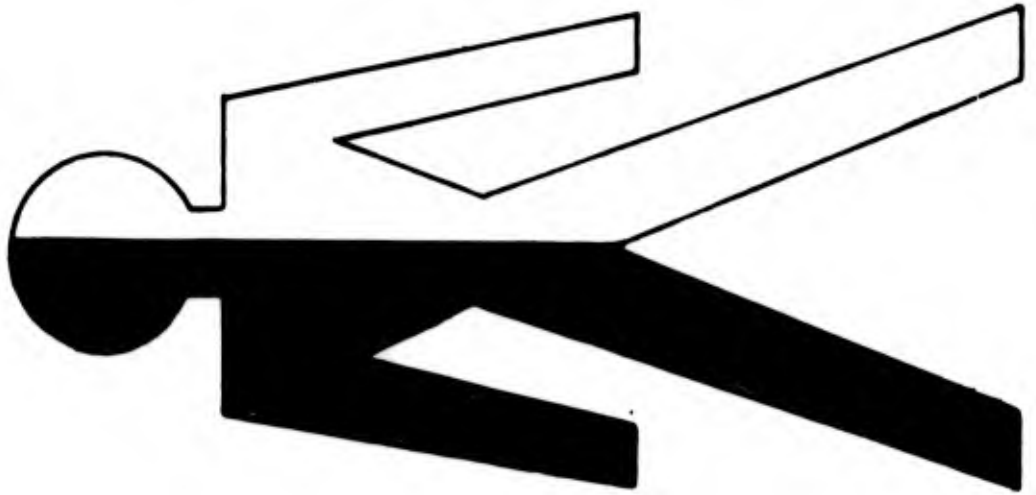
DEFENDER OF LIFE



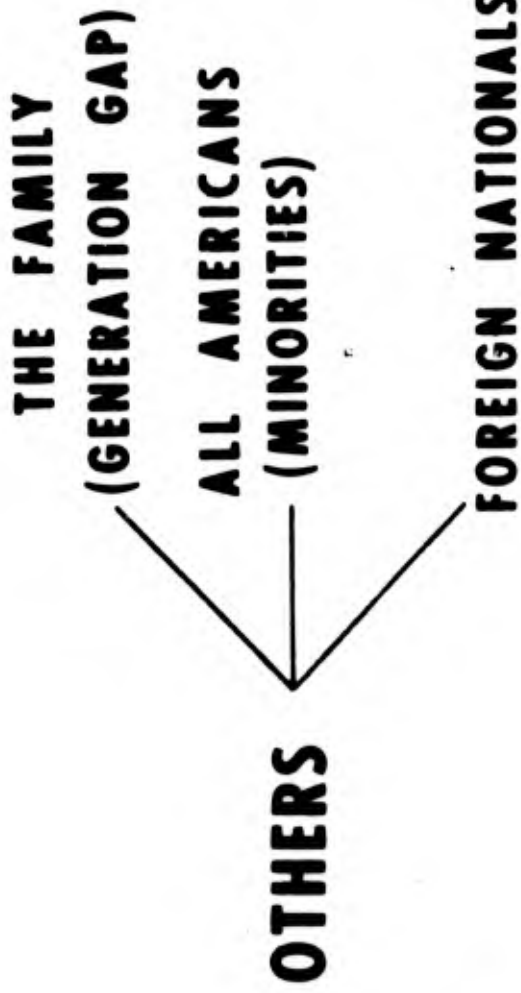
SELF + OTHERS

= THE HUMAN LIFE VALUE

REASON



SELF





D-20

65<

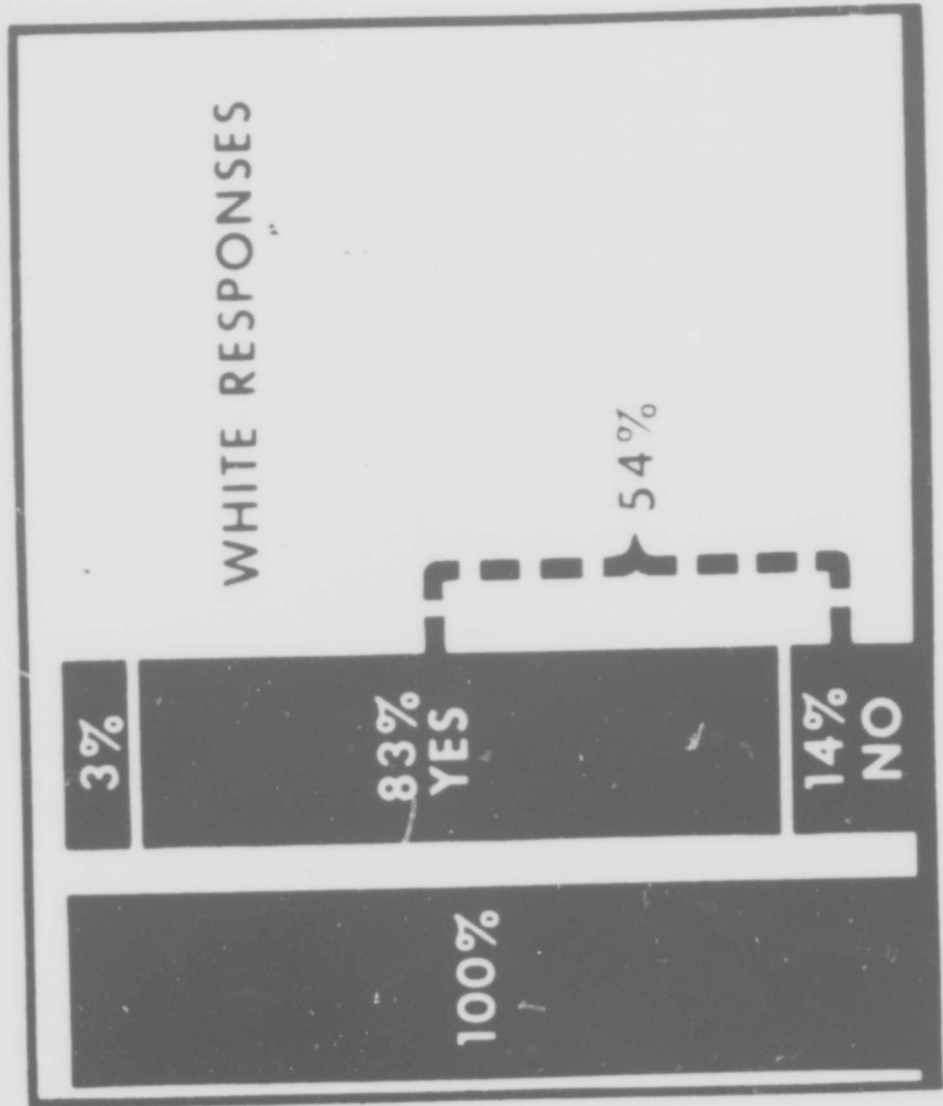
WHITE RESPONSES

6 Bases

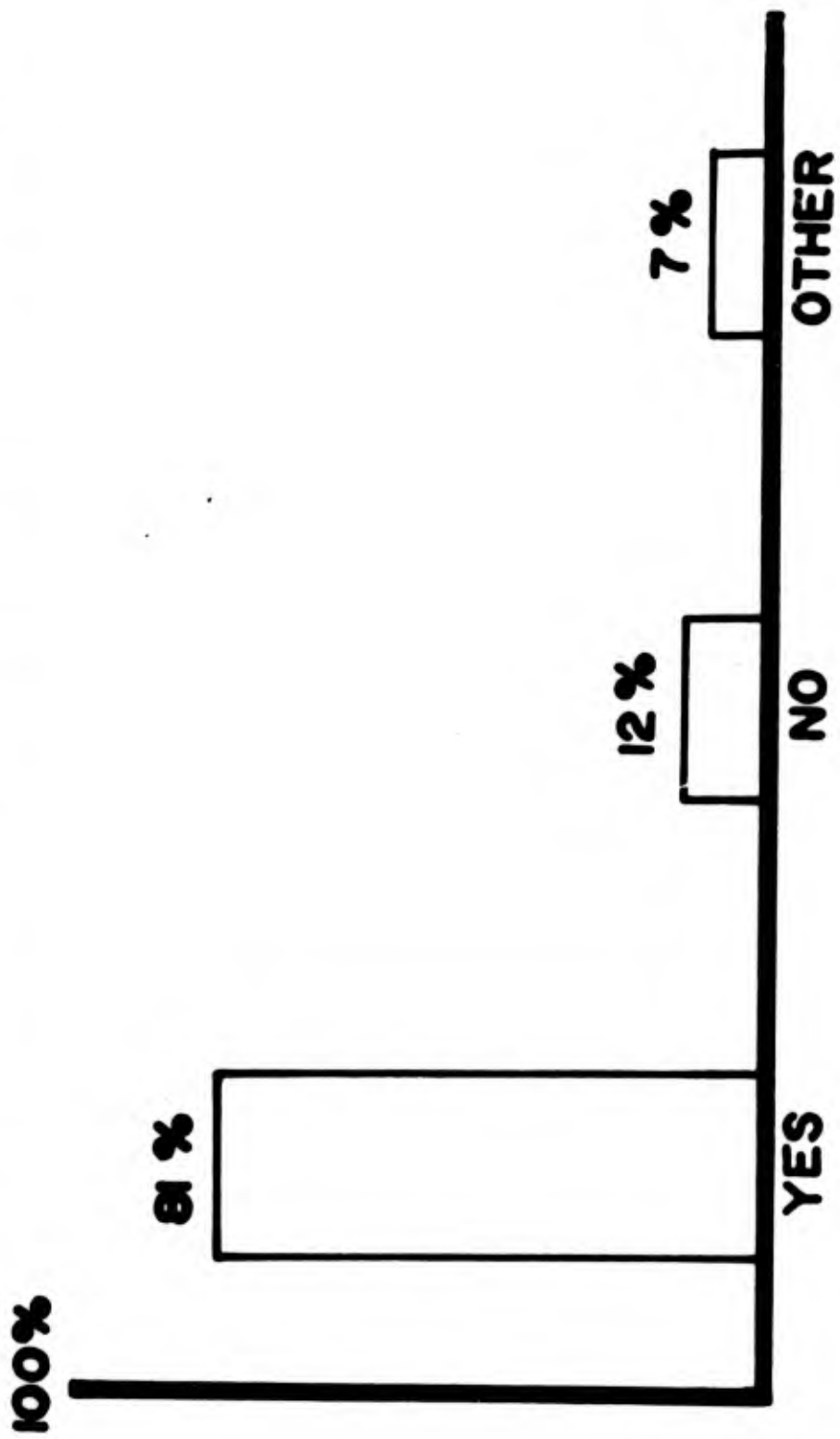
93% ADMIT UNFAIR ATTITUDE SITUATION

83% ADVISE MORE ASSOCIATION WILL HELP

WOULD MORE ASSOCIATION HELP?



DO YOU LIKE THE ON-BASE THAIS?



WHITE RESPONSES

80% SAY BLACKS EXCLUDE WHITES

BLACK RESPONSES

MORE ASSOCIATION?

36% YES

11% NO

53% BLANK

BLACK RESPONSES

ALMOST 100% WILL ACCEPT SINCERE APPROACH

(BUT SUSPICIOUS OF AGITATORS)

**BLACK-WHITE PROBLEM AREAS IDENTIFIED BY RESEARCH
ADVICE BY BLACKS AND WHITES**

Generalizing Against a Group (All Lazy, All Prejudiced, etc.)

Mocking One's Background and Talk (Ghetto, an Accent, etc.)

Name Calling (70% to 80% of Blacks and Whites Complain)

Male-Female Relations

BLACK CONCERN

WHITE CONCERN

Give More Thought to Problems of:

Intimidation

Oversupervision on Job

By Allegations of Prejudice

Fair Promotions

By Black Unity Acts

Fair Punishments

Preferential Treatment

Fair Job Assignments

Club Policies

Housing Policies

Mutually Beneficial Solutions?

: Thought? : Discussion? : Actions?

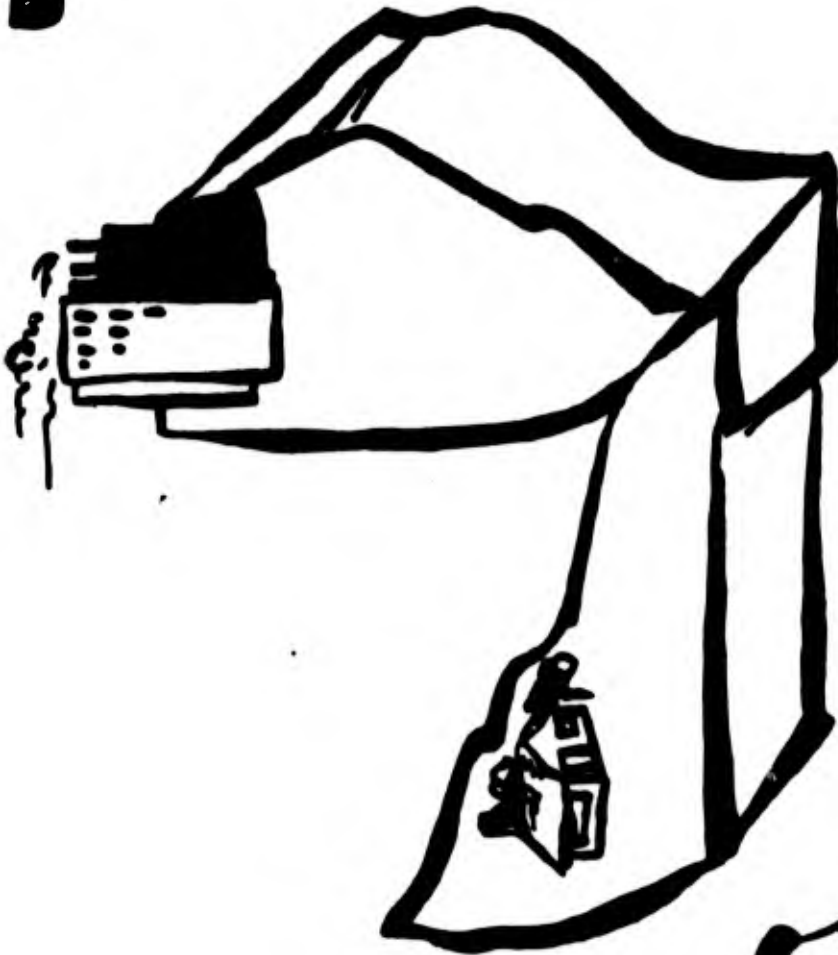
CROSS - CULTURAL ADJUSTMENT GUIDE

UNDERSTAND

MAN'S SAMENESS IS
THE LIFE VALUE

CONSIDER DIFFERENCES

1. FIND THE REASON
2. STOP EXAGGERATIONS
AND GET THE FACTS
3. COMPARE TO OWN CULTURE
(FOR SIMILARITIES)
4. RESIST NEGATIVE REACTION
(TOUGHEN UP)





WHY ME?

1. **WAR**
 2. **NUMBERS**
 3. **UNIQUE COMPETENCE**
- **TRADITION . POVERTY .**
 - **MINORITIES .**
 - **SELECT GROUP**

AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES

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Telephone: (301) 587-8201

IC0/1
March 1971

OPINION QUESTIONS BOOKLET

(Items 1 - 111)

DO NOT MAKE ANY MARKS IN THIS BOOKLET

Mark Your Answers in the MARINE CORPS QUESTIONNAIRE

76<

APPENDIX E-1

1. In the U.S., any man can get ahead if he really wants to.
2. If a man doesn't like the way things are done in the Corps he should leave.
3. The Marine Corps is firmly committed to the principle of equal opportunity.
4. Non-whites should treat whites better than they do.
5. Whites have good reason to be angry.
6. Skin color is unimportant in the Marine Corps.
7. The problem of racial prejudice has been greatly exaggerated by a very few vocal militants.
8. Minorities should not try to use the military to solve any of their problems.
9. Every instance of possible discrimination should be challenged.
10. There should be no dissent in the Marine Corps.
11. There is a good chance that the Marine Corps can reduce racial problems.
12. The Marine Corps should make a greater effort to assist non-whites to qualify for enlistment and technical MOS's.
13. Racism is common among Marines.
14. The black recruit makes a better Marine.

15. White Marines are punished less severely than non-whites for the same offenses.
16. All whites have at least some prejudice toward non-whites.
17. Full integration would be a good thing.
18. Unimportant racial problems should be ignored. Only major problems should be attacked.
19. There is no racial discrimination in military justice in the Corps.
20. Trying to achieve integration is more trouble than it's worth.
21. Every man should have a voice in his own government no matter how poorly educated he is.
22. Too much attention is being given to the black minority and not enough to other minorities.
23. Closer association between the races will improve relations.
24. Non-whites have good reason to distrust whites.
25. If I don't actively try to solve the racial problem, then I'm making it worse.
26. Non-whites get more than their share of dirty details.
27. White M.P.'s treat everyone alike.
28. The U.S. is obligated to help minorities because of past discrimination.
29. Non-whites usually use a foreign language or special words in order to hide things from others.

30. The Marine Corps really doesn't care what people like me think.
31. An unfairly large number of non-whites are assigned infantry MOS's.
32. Non-whites tend to segregate themselves.
33. The military is spending too much time and effort on the minority problem.
34. Many non-whites have become too sensitive.
35. Success and prestige are less important to non-whites than they are to whites.
36. Most non-whites would like to be included in white groups.
37. Most non-whites still need close supervision on technical jobs.
38. Whites do not show proper respect for non-whites with higher rank.
39. Most non-whites tend to be loud and boisterous.
40. The Corps was a more efficient outfit 5 years ago than it is now.
41. Whites and non-whites really think and feel the same way.
42. The best way to solve racial problems in the Marine Corps is to have stronger discipline.
43. One way of reducing racial tension would be to assign individuals to units made up of their own race.
44. Non-whites have good reason to be angry.

45. Most non-whites would like to date white women.
46. There should be more open discussion between the races about racial problems.
47. Whites do not usually have to be as good as non-whites to be promoted in the Corps.
48. Most NCO's are fair in discipline and punishment.
49. Joining the Marines was one of the better decisions I have made.
50. Many non-whites have begun to act as if they are superior.
51. Most Staff NCO's try to be helpful with personal matters.
52. Whites have good reason to distrust non-whites.
53. Non-whites frequently cry "prejudice" rather than accept blame for personal faults.
54. Whites should treat non-whites better than they do.
55. There is less racial prejudice in the Marine Corps than in civilian life.
56. All non-whites feel some prejudice towards whites.
57. Allowing black Marines to wear Afro haircuts amounts to preferential treatment.
58. Black M.P.'s treat everyone alike.

59. In qualifying minorities for enlistment and technical MOS's, their educational disadvantages should be allowed for.
60. Most whites don't care about the problems of minorities.
61. Non-whites don't take advantage of the educational opportunities that are available to them.
62. Non-whites should stay with their own groups.
63. Most whites deliberately discriminate against minorities.
64. It's not good for the Corps for minority people to dress or behave differently from the majority of Marines.
65. It's not use trying to get anywhere in the Corps. Whether or not you are promoted is strictly out of your hands.
66. Most non-whites would be free of racism if whites were free of racism.
67. Non-whites don't feel they have to follow the rules as much as whites.
68. Non-whites do not show proper respect for whites with higher rank.
69. Most whites would like to date non-white women.
70. Tension between blacks and whites is a serious problem in the Marine Corps.
71. Whites should try to understand what it feels like to be a member of a non-white group.
72. Most Marine officers try to be helpful with personal matters.

73. Integration should be left strictly to personal preference.
74. Non-whites should be more united in order to improve things.
75. The tradition of being an elite group has been undercut because the Marine Corps has taken in too many of the wrong people.
76. Non-whites are trying to get ahead too fast.
77. It's up to non-whites to take the lead in associating with whites.
78. It is to every white's advantage to keep non-whites down.
79. It would be better for minorities to emphasize what all Americans have in common rather than to emphasize their differences.
80. The Marine Corps provides a good career opportunity for members of minority groups.
81. Because of all the tensions that have occurred, it looks like the armed forces should have been desegregated more slowly.
82. The Marine Corps should recognize that it is not always fair to apply test standards to minority groups that have been developed for whites.
83. No man should push himself where he is not wanted.
84. There should be many officers who come from minority groups in the Marine Corps.
85. Non-whites are taking advantage of current social and political unrest to gain advantages for themselves.

86. In my opinion most whites would prefer to see non-whites better off than they are.
87. Too many people in the Corps are out for themselves.
88. In spite of what they show on the surface, most whites are pretty much the same in their attitudes towards non-whites.
89. Commanding officers should be more responsive to the needs of minority group members.
90. I think the Marine Corps is the best military service in the world.
91. Reverse discrimination against whites is just as bad as discrimination against non-whites.
92. Most non-whites are just as dependable as whites.
93. The problems for blacks are worse in the Marine Corps than other minority groups, such as Puerto Ricans and American Indians.
94. If the race problem can be solved anywhere, it can be solved in the Marine Corps.
95. Non-whites are less eager than whites to be promoted to positions of responsibility.
96. If things continue the way they are going the blacks will get more than their fair share.
97. It's up to whites to take the lead in associating with non-whites.
98. Whites have more reason to fear blacks than blacks have to fear whites.

99. Members of minority groups have a harder time in the Marines than the others.
100. Whites dislike blacks more than blacks dislike whites.
101. Integration in the Corps doesn't seem to help in reducing racial tensions.
102. Black officers have more trouble commanding white troops than white officers do.
103. In the long run, dating between blacks and whites does more harm than good.
104. Private clubs should have a right to exclude whoever they want to.
105. Calling attention to racial problems only makes things worse.
106. White officers have more trouble commanding black troops than black officers do.
107. Most commanding officers prefer not to deal openly with racial problems.
108. Recruit training helps to break down prejudice for most of the men who are prejudiced when they join.
109. The Corps is doing a very good job in trying to reduce problems and tensions between groups.
110. Discrimination and prejudice are personal matters--they are none of the business of the military.
111. People can be trained to be less prejudiced.



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WASHINGTON OFFICES

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MCQ/1.1
March 1971

MARINE CORPS QUESTIONNAIRE

1. The American Institutes for Research is a non-profit organization working on human relations programs under contracts with the Army, Navy and Marine Corps. This work is being done both in the U.S. and overseas.
2. The purpose of this questionnaire is to get your advice concerning the improvement of human relations in the Marine Corps. This advice is needed to help plan and carry out a more effective human relations program here and at other locations throughout the Corps.
3. Please do not put your name on the questionnaire. Your answers will be combined with many others for statistical purposes only. They will not be analyzed on an individual basis. Your answers will be seen only by the staff of the American Institutes for Research; they will not be seen by any officers or enlisted men in the Marine Corps.
4. Please answer every question to the best of your ability. Do not leave any blanks. You may use the last page of the booklet to make comments. There is no time limit.

For each item from 1 through 111, place a check in the blank that corresponds to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree nor disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
1.	_____	_____	_____	_____	_____	_____	15.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	16.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	17.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	18.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	19.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	20.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	21.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	22.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	23.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	24.	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	25.	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	26.	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____	27.	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____	28.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
29.	_____	_____	_____	_____	_____	_____	46.	_____	_____	_____	_____	_____	_____
30.	_____	_____	_____	_____	_____	_____	47.	_____	_____	_____	_____	_____	_____
31.	_____	_____	_____	_____	_____	_____	48.	_____	_____	_____	_____	_____	_____
32.	_____	_____	_____	_____	_____	_____	49.	_____	_____	_____	_____	_____	_____
33.	_____	_____	_____	_____	_____	_____	50.	_____	_____	_____	_____	_____	_____
34.	_____	_____	_____	_____	_____	_____	51.	_____	_____	_____	_____	_____	_____
35.	_____	_____	_____	_____	_____	_____	52.	_____	_____	_____	_____	_____	_____
36.	_____	_____	_____	_____	_____	_____	53.	_____	_____	_____	_____	_____	_____
37.	_____	_____	_____	_____	_____	_____	54.	_____	_____	_____	_____	_____	_____
38.	_____	_____	_____	_____	_____	_____	55.	_____	_____	_____	_____	_____	_____
39.	_____	_____	_____	_____	_____	_____	56.	_____	_____	_____	_____	_____	_____
40.	_____	_____	_____	_____	_____	_____	57.	_____	_____	_____	_____	_____	_____
41.	_____	_____	_____	_____	_____	_____	58.	_____	_____	_____	_____	_____	_____
42.	_____	_____	_____	_____	_____	_____	59.	_____	_____	_____	_____	_____	_____
43.	_____	_____	_____	_____	_____	_____	60.	_____	_____	_____	_____	_____	_____
44.	_____	_____	_____	_____	_____	_____	61.	_____	_____	_____	_____	_____	_____
45.	_____	_____	_____	_____	_____	_____	62.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
63.	_____	_____	_____	_____	_____	_____	79.	_____	_____	_____	_____	_____	_____
64.	_____	_____	_____	_____	_____	_____	80.	_____	_____	_____	_____	_____	_____
65.	_____	_____	_____	_____	_____	_____	81.	_____	_____	_____	_____	_____	_____
66.	_____	_____	_____	_____	_____	_____	82.	_____	_____	_____	_____	_____	_____
67.	_____	_____	_____	_____	_____	_____	83.	_____	_____	_____	_____	_____	_____
68.	_____	_____	_____	_____	_____	_____	84.	_____	_____	_____	_____	_____	_____
69.	_____	_____	_____	_____	_____	_____	85.	_____	_____	_____	_____	_____	_____
70.	_____	_____	_____	_____	_____	_____	86.	_____	_____	_____	_____	_____	_____
71.	_____	_____	_____	_____	_____	_____	87.	_____	_____	_____	_____	_____	_____
72.	_____	_____	_____	_____	_____	_____	88.	_____	_____	_____	_____	_____	_____
73.	_____	_____	_____	_____	_____	_____	89.	_____	_____	_____	_____	_____	_____
74.	_____	_____	_____	_____	_____	_____	90.	_____	_____	_____	_____	_____	_____
75.	_____	_____	_____	_____	_____	_____	91.	_____	_____	_____	_____	_____	_____
76.	_____	_____	_____	_____	_____	_____	92.	_____	_____	_____	_____	_____	_____
77.	_____	_____	_____	_____	_____	_____	93.	_____	_____	_____	_____	_____	_____
78.	_____	_____	_____	_____	_____	_____	94.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F
95.	_____	_____	_____	_____	_____	_____
96.	_____	_____	_____	_____	_____	_____
97.	_____	_____	_____	_____	_____	_____
98.	_____	_____	_____	_____	_____	_____
99.	_____	_____	_____	_____	_____	_____
100.	_____	_____	_____	_____	_____	_____
101.	_____	_____	_____	_____	_____	_____
102.	_____	_____	_____	_____	_____	_____
103.	_____	_____	_____	_____	_____	_____
104.	_____	_____	_____	_____	_____	_____
105.	_____	_____	_____	_____	_____	_____
106.	_____	_____	_____	_____	_____	_____
107.	_____	_____	_____	_____	_____	_____
108.	_____	_____	_____	_____	_____	_____
109.	_____	_____	_____	_____	_____	_____
110.	_____	_____	_____	_____	_____	_____
111.	_____	_____	_____	_____	_____	_____

117. Name the three people in your company who you would most prefer to work with--assume that they have the right MOS.

118. Name the three people in your company who you would least prefer to work with--assume that they have the right MOS.

119. Name the three people in your company who you would most prefer to spend free time with.

120. Name the three people in your company who you would least prefer to spend free time with.

121. Name the three people in your company who you would most prefer to live with in the same squad bay or to have as roomates.

122. Name the three people in your company who you would least prefer to live with in the same squad bay or to have as roomates.

In the following items (123-131) check the answer you think is most accurate even though you may not be sure of the correct answer.

123. How many blacks have been awarded the Congressional Medal of Honor?

_____ 6

_____ 22

124. How many black millionaires are there in the U.S.?

_____ 10

_____ 30

125. In what year was the Nobel Prize first awarded to a black?

_____ 1930

_____ 1960

126. In what year was the heavyweight championship won by a black for the first time?

_____ 1900

_____ 1920

127. The National Association for the Advancement of Colored People (NAACP) was founded in what year?

_____ 1900

_____ 1930

128. What is the approximate number of non-whites who own their own homes?

_____ 410,000

_____ 215,000

129. How many non-white college professors are there in the U.S.?

_____ 200

_____ 2,000

130. How many Puerto Rican medical doctors are there in the U.S.?

_____ 75

_____ 2,000

131. How many blacks have college degrees?

_____ 100,000

_____ 600,000

132. Would you have any objection if the people listed below held any of the positions described in the columns? Place an X in every box that covers a position that you would object to.

	A member of my family by marriage	A close personal friend	A member of the Marine Corps	An American citizen	Working in the U.S., but not a citizen
a white American					
a black American					
a Puerto Rican					
a Mexican- American					
an American Indian					
an Okinawan					
a Canadian					

If you have no objection to any position at all, check here _____

133. How many fights have you seen in the last month involving Marines? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.
- _____ A. between two white Marines
- _____ B. between a white and a non-white Marine
- _____ C. between two non-white Marines
134. How many near fights (heated arguments) have you seen in the last month? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.
- _____ A. between two white Marines
- _____ B. between a white and a non-white Marine
- _____ C. between two non-white Marines
135. I think non-whites cluster together in groups because: (Check as many as apply)
- _____ A. they want to be with their friends
- _____ B. they seek protection from outsiders
- _____ C. they mean to threaten others, such as whites
- _____ D. they are excluded from white groups
- _____ E. don't know
136. How many fights or arguments have you seen in the last month involving a Marine and a civilian?
- _____ A. between a white Marine and a black civilian
- _____ B. between a non-white Marine and a white civilian

In the last two weeks, did you spend any of your free time with people from the following groups?

137. Spent free time with blacks Yes No
138. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc. Yes No
139. Spent free time with whites Yes No
140. Which of the following would you recommend as ways of improving conditions in the Marine Corps? (Check as many as apply)
- a) Better ways of learning about Marines' grievances
 - b) Stronger discipline
 - c) White Marines should spend more time learning about the problems of Marines who are from minority groups
 - d) More association between black and white Marines
 - e) Blacks should be careful not to cry prejudice so often
 - f) There should be more black officers
 - g) The Marine Corps should pay less attention to racial problems
 - h) More whites should recognize their own prejudice
 - i) More blacks should recognize their own prejudice
 - j) Reduce racial tensions by having each man just do his job well

141. I have been treated unfairly in the past month in connection with:

(Check as many as apply)	by				
	my immediate superior	others superior in my unit	other Marines in my unit	other Marines outside my unit	civilians
Work Assignment	_____	_____	_____	_____	_____
Promotions	_____	_____	_____	_____	_____
Discipline	_____	_____	_____	_____	_____
Liberty	_____	_____	_____	_____	_____
Legal Matters	_____	_____	_____	_____	_____
Personal Affairs	_____	_____	_____	_____	_____
Other (Specify)	_____	_____	_____	_____	_____

We would like to find out what certain things mean to you. For example on the lines below you are asked about BLACK POWER. There are ten lines that look like this:

bad: _____:_____:_____:_____:_____:_____:_____:good

If you think that BLACK POWER is very bad, put an X in the space right next to "bad." If you think that BLACK POWER is very good, put an X in the space right next to "good." If you can't decide if BLACK POWER is bad or good, put an X in the center space between them.

Put your X in any one of the seven spaces to tell us how bad or good you think BLACK POWER is. Then go to the next line and mark one of the spaces with an X to tell us how fair or unfair you think BLACK POWER is. Then go to the next line, and so on until you've put an X on each of the lines.

Some of the lines may seem foolish. Don't worry about it--just give us your first impression.

BLACK POWER

bad: _____:_____:_____:_____:_____:_____:_____:good
 fair: _____:_____:_____:_____:_____:_____:_____:unfair
 strong: _____:_____:_____:_____:_____:_____:_____:weak
 happy: _____:_____:_____:_____:_____:_____:_____:sad
 cruel: _____:_____:_____:_____:_____:_____:_____:kind
 large: _____:_____:_____:_____:_____:_____:_____:small
 bitter: _____:_____:_____:_____:_____:_____:_____:sweet
 beautiful: _____:_____:_____:_____:_____:_____:_____:ugly
 light: _____:_____:_____:_____:_____:_____:_____:heavy
 nice: _____:_____:_____:_____:_____:_____:_____:awful

(There is no page 14; continue on page 15)

BLACK HANDSHAKE

strong: _____: _____: _____: _____: _____: _____: _____: weak

nice: _____: _____: _____: _____: _____: _____: _____: awful

beautiful: _____: _____: _____: _____: _____: _____: _____: ugly

happy: _____: _____: _____: _____: _____: _____: _____: sad

large: _____: _____: _____: _____: _____: _____: _____: small

fair: _____: _____: _____: _____: _____: _____: _____: unfair

cruel: _____: _____: _____: _____: _____: _____: _____: kind

bad: _____: _____: _____: _____: _____: _____: _____: good

bitter: _____: _____: _____: _____: _____: _____: _____: sweet

light: _____: _____: _____: _____: _____: _____: _____: heavy

TWO-FINGER "PEACE" SIGN

cruel: _____:_____:_____:_____:_____:_____:_____:kind

fair: _____:_____:_____:_____:_____:_____:_____:unfair

light: _____:_____:_____:_____:_____:_____:_____:heavy

nice: _____:_____:_____:_____:_____:_____:_____:awful

bad: _____:_____:_____:_____:_____:_____:_____:good

large: _____:_____:_____:_____:_____:_____:_____:small

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

strong: _____:_____:_____:_____:_____:_____:_____:weak

happy: _____:_____:_____:_____:_____:_____:_____:sad

SINGING "DIXIE"

light: _____:_____:_____:_____:_____:_____:_____:heavy

bad: _____:_____:_____:_____:_____:_____:_____:good

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

strong: _____:_____:_____:_____:_____:_____:_____:weak

nice: _____:_____:_____:_____:_____:_____:_____:awful

happy: _____:_____:_____:_____:_____:_____:_____:sad

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

cruel: _____:_____:_____:_____:_____:_____:_____:kind

fair: _____:_____:_____:_____:_____:_____:_____:unfair

large: _____:_____:_____:_____:_____:_____:_____:small

CLENCHED FIST SALUTE

bad: _____:_____:_____:_____:_____:_____:_____:good

nice: _____:_____:_____:_____:_____:_____:_____:awful

cruel: _____:_____:_____:_____:_____:_____:_____:kind

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

light: _____:_____:_____:_____:_____:_____:_____:heavy

happy: _____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:small

fair: _____:_____:_____:_____:_____:_____:_____:unfair

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

strong: _____:_____:_____:_____:_____:_____:_____:weak

THE UNITED STATES

fair: _____:_____:_____:_____:_____:_____:_____:unfair

bad: _____:_____:_____:_____:_____:_____:_____:good

strong: _____:_____:_____:_____:_____:_____:_____:weak

happy: _____:_____:_____:_____:_____:_____:_____:sad

cruel: _____:_____:_____:_____:_____:_____:_____:kind

large: _____:_____:_____:_____:_____:_____:_____:small

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

light: _____:_____:_____:_____:_____:_____:_____:heavy

nice: _____:_____:_____:_____:_____:_____:_____:awful

AFRO HAIRCUTS

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

cruel: _____:_____:_____:_____:_____:_____:_____:kind

bad: _____:_____:_____:_____:_____:_____:_____:good

light: _____:_____:_____:_____:_____:_____:_____:heavy

nice: _____:_____:_____:_____:_____:_____:_____:awful

happy: _____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:small

strong: _____:_____:_____:_____:_____:_____:_____:weak

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

fair: _____:_____:_____:_____:_____:_____:_____:unfair

142. If I were a civilian, I would prefer to live in a neighborhood that is:

- _____ a) all white
 _____ b) mostly white
 _____ c) 50/50 black and white
 _____ d) mostly black
 _____ e) no preference

143. Sometimes I hate black people _____ True _____ False

144. When I talk about blacks, I usually use the word:

- _____ Blacks
 _____ Negroes
 _____ Colored
 _____ Other; Which word? _____
 _____ No preference

145. If I were in combat, I'd rather have a white Marine fighting along side me than a black.

Yes _____ No _____ No preference _____

146. Because I'm white, most of the blacks in my unit like me less than they like the other blacks.

Yes _____ No _____ Don't know _____

147. I like the whites in my unit more than I like the blacks.

Yes _____ No _____ No difference _____

148. How do you feel generally about blacks?

_____ I like them

_____ I trust them

_____ I don't like them

_____ I don't trust them

149. How do you feel generally about members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.

_____ I like them

_____ I trust them

_____ I don't like them

_____ I don't trust them

150. I would rather have a white commanding officer than a black one.

Yes _____

No _____

No preference _____

BIOGRAPHIC INFORMATION

This information is needed only for processing the answers. DO NOT INCLUDE YOUR NAME -- you will remain completely anonymous.

Rank: _____

Unit: _____

Base: _____

Years in the Marine Corps: _____

Years of school completed: _____

Age: _____

Where from in the United States: _____

Check One:

White

Black

Other Minority Group; Which One? _____

Check One:

Male

Female

COMMENTS

AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES

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MCO/2
April 1971

OPINION QUESTIONS BOOKLET
(Items 1 - 111)

DO NOT MAKE ANY MARKS IN THIS BOOKLET
Mark Your Answers in the MARINE CORPS QUESTIONNAIRE

1. In the U.S., any man can get ahead if he really wants to.
2. If a man doesn't like the way things are done in the Corps he should leave.
3. The Marine Corps is firmly committed to the principle of equal opportunity.
4. Non-whites should treat whites better than they do.
5. Whites have good reason to be angry.
6. Skin color is unimportant in the Marine Corps.
7. The problem of racial prejudice has been greatly exaggerated by a very few vocal militants.
8. Minorities should not try to use the military to solve any of their problems.
9. Every instance of possible discrimination should be challenged.
10. There should be no dissent in the Marine Corps.
11. There is a good chance that the Marine Corps can reduce racial problems.
12. The Marine Corps should make a greater effort to assist non-whites to qualify for enlistment and technical MOS's.
13. Racism is common among Marines.
14. The black recruit makes a better Marine.

15. White Marines are punished less severely than non-whites for the same offenses.
16. All whites have at least some prejudice toward non-whites.
17. Full integration would be a good thing.
18. Unimportant racial problems should be ignored. Only major problems should be attacked.
19. There is no racial discrimination in military justice in the Corps.
20. Trying to achieve integration is more trouble than it's worth.
21. Every man should have a voice in his own government no matter how poorly educated he is.
22. Too much attention is being given to the black minority and not enough to other minorities.
23. Closer association between the races will improve relations.
24. Non-whites have good reason to distrust whites.
25. If I don't actively try to solve the racial problem, then I'm making it worse.
26. Non-whites get more than their share of dirty details.
27. White M.P.'s treat everyone alike.
28. The U.S. is obligated to help minorities because of past discrimination.
29. Non-whites usually use a foreign language or special words in order to hide things from others.

30. The Marine Corps really doesn't care what people like me think.
31. An unfairly large number of non-whites are assigned infantry MOS's.
32. Non-whites tend to segregate themselves.
33. The military is spending too much time and effort on the minority problem.
34. Many non-whites have become too sensitive.
35. Success and prestige are less important to non-whites than they are to whites.
36. Most non-whites would like to be included in white groups.
37. Most non-whites still need close supervision on technical jobs.
38. Whites do not show proper respect for non-whites with higher rank.
39. Most non-whites tend to be loud and boisterous.
40. The Corps was a more efficient outfit 5 years ago than it is now.
41. Whites and non-whites really think and feel the same way.
42. The best way to solve racial problems in the Marine Corps is to have stronger discipline.
43. One way of reducing racial tension would be to assign individuals to units made up of their own race.
44. Non-whites have good reason to be angry.

45. Most non-whites would like to date white women.
46. There should be more open discussion between the races about racial problems.
47. Whites do not usually have to be as good as non-whites to be promoted in the Corps.
48. Most NCO's are fair in discipline and punishment.
49. Joining the Marines was one of the better decisions I have made.
50. Many non-whites have begun to act as if they are superior.
51. Most Staff NCO's try to be helpful with personal matters.
52. Whites have good reason to distrust non-whites.
53. Non-whites frequently cry "prejudice" rather than accept blame for personal faults.
54. Whites should treat non-whites better than they do.
55. There is less racial prejudice in the Marine Corps than in civilian life.
56. All non-whites feel some prejudice towards whites.
57. Allowing black Marines to wear Afro haircuts amounts to preferential treatment.
58. Black M.P.'s treat everyone alike.

59. In qualifying minorities for enlistment and technical MOS's, their educational disadvantages should be allowed for.
60. Most whites don't care about the problems of minorities.
61. Non-whites don't take advantage of the educational opportunities that are available to them.
62. Non-whites should stay with their own groups.
63. Most whites deliberately discriminate against minorities.
64. It's not good for the Corps for minority people to dress or behave differently from the majority of Marines.
65. It's not use trying to get anywhere in the Corps. Whether or not you are promoted is strictly out of your hands.
66. Most non-whites would be free of racism if whites were free of racism.
67. Non-whites don't feel they have to follow the rules as much as whites.
68. Non-whites do not show proper respect for whites with higher rank.
69. Most whites would like to date non-white women.
70. Tension between blacks and whites is a serious problem in the Marine Corps.
71. Whites should try to understand what it feels like to be a member of a non-white group.
72. Most Marine officers try to be helpful with personal matters.

73. Integration should be left strictly to personal preference.
74. Non-whites should be more united in order to improve things.
75. The tradition of being an elite group has been undercut because the Marine Corps has taken in too many of the wrong people .
76. Non-whites are trying to get ahead too fast.
77. It's up to non-whites to take the lead in associating with whites.
78. It is to every white's advantage to keep non-whites down.
79. It would be better for minorities to emphasize what all Americans have in common rather than to emphasize their differences.
80. The Marine Corps provides a good career opportunity for members of minority groups.
81. Because of all the tensions that have occurred, it looks like the armed forces should have been desegregated more slowly.
82. The Marine Corps should recognize that it is not always fair to apply test standards to minority groups that have been developed for whites.
83. No man should push himself where he is not wanted.
84. There should be many officers who come from minority groups in the Marine Corps.
85. Non-whites are taking advantage of current social and political unrest to gain advantages for themselves.

86. In my opinion most whites would prefer to see non-whites better off than they are.
87. Too many people in the Corps are out for themselves.
88. In spite of what they show on the surface, most whites are pretty much the same in their attitudes towards non-whites.
89. Commanding officers should be more responsive to the needs of minority group members.
90. I think the Marine Corps is the best military service in the world.
91. Reverse discrimination against whites is just as bad as discrimination against non-whites.
92. Most non-whites are just as dependable as whites.
93. The problems for blacks are worse in the Marine Corps than other minority groups, such as Puerto Ricans and American Indians.
94. If the race problem can be solved anywhere, it can be solved in the Marine Corps.
95. Non-whites are less eager than whites to be promoted to positions of responsibility.
96. If things continue the way they are going the blacks will get more than their fair share.
97. It's up to whites to take the lead in associating with non-whites.
98. Whites have more reason to fear blacks than blacks have to fear whites.

99. Members of minority groups have a harder time in the Marines than the others.
100. Whites dislike blacks more than blacks dislike whites.
101. Integration in the Corps doesn't seem to help in reducing racial tensions.
102. Black officers have more trouble commanding white troops than white officers do.
103. In the long run, dating between blacks and whites does more harm than good.
104. Private clubs should have a right to exclude whoever they want to.
105. Calling attention to racial problems only makes things worse.
106. White officers have more trouble commanding black troops than black officers do.
107. Most commanding officers prefer not to deal openly with racial problems.
108. Recruit training helps to break down prejudice for most of the men who are prejudiced when they join.
109. The Corps is doing a very good job in trying to reduce problems and tensions between groups.
110. Discrimination and prejudice are personal matters--they are none of the business of the military.
111. People can be trained to be less prejudiced.

**AMERICAN INSTITUTES FOR RESEARCH
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MCO/2-W
April 1971

MARINE CORPS QUESTIONNAIRE

1. The American Institutes for Research is a non-profit organization working on human relations programs under contracts with the Army, Navy and Marine Corps. This work is being done both in the U.S. and overseas.
2. The purpose of this questionnaire is to get your advice concerning the improvement of human relations in the Marine Corps. This advice is needed to help plan and carry out a more effective human relations program here and at other locations throughout the Corps.
3. Please do not put your name on the questionnaire. Your answers will be combined with many others for statistical purposes only. They will not be analyzed on an individual basis. Your answers will be seen only by the staff of the American Institutes for Research; they will not be seen by any officers or enlisted men in the Marine Corps.
4. Please answer every question to the best of your ability. Do not leave any blanks. You may use the last page of the booklet to make comments. There is no time limit.

BIOGRAPHIC INFORMATION

This information is needed only for processing the answers. DO NOT INCLUDE YOUR NAME -- you will remain completely anonymous.

Rank: _____

Unit: _____

Base: _____

Years in the Marine Corps: _____

Years of school completed: _____

Age: _____

Where from in the United States: _____

Check One:

____ White

____ Black

____ Other Minority Group; Which One? _____

Check One:

____ Male

____ Female

Did you take a questionnaire like this one before?

____ Yes

____ No

How many human relations classes did you attend? _____

For each item from 1 through 111, place a check in the blank that corresponds to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree nor disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
1.	_____	_____	_____	_____	_____	_____	15.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	16.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	17.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	18.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	19.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	20.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	21.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	22.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	23.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	24.	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	25.	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	26.	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____	27.	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____	28.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
29.	_____	_____	_____	_____	_____	_____	46.	_____	_____	_____	_____	_____	_____
30.	_____	_____	_____	_____	_____	_____	47.	_____	_____	_____	_____	_____	_____
31.	_____	_____	_____	_____	_____	_____	48.	_____	_____	_____	_____	_____	_____
32.	_____	_____	_____	_____	_____	_____	49.	_____	_____	_____	_____	_____	_____
33.	_____	_____	_____	_____	_____	_____	50.	_____	_____	_____	_____	_____	_____
34.	_____	_____	_____	_____	_____	_____	51.	_____	_____	_____	_____	_____	_____
35.	_____	_____	_____	_____	_____	_____	52.	_____	_____	_____	_____	_____	_____
36.	_____	_____	_____	_____	_____	_____	53.	_____	_____	_____	_____	_____	_____
37.	_____	_____	_____	_____	_____	_____	54.	_____	_____	_____	_____	_____	_____
38.	_____	_____	_____	_____	_____	_____	55.	_____	_____	_____	_____	_____	_____
39.	_____	_____	_____	_____	_____	_____	56.	_____	_____	_____	_____	_____	_____
40.	_____	_____	_____	_____	_____	_____	57.	_____	_____	_____	_____	_____	_____
41.	_____	_____	_____	_____	_____	_____	58.	_____	_____	_____	_____	_____	_____
42.	_____	_____	_____	_____	_____	_____	59.	_____	_____	_____	_____	_____	_____
43.	_____	_____	_____	_____	_____	_____	60.	_____	_____	_____	_____	_____	_____
44.	_____	_____	_____	_____	_____	_____	61.	_____	_____	_____	_____	_____	_____
45.	_____	_____	_____	_____	_____	_____	62.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
63.	_____	_____	_____	_____	_____	_____	79.	_____	_____	_____	_____	_____	_____
64.	_____	_____	_____	_____	_____	_____	80.	_____	_____	_____	_____	_____	_____
65.	_____	_____	_____	_____	_____	_____	81.	_____	_____	_____	_____	_____	_____
66.	_____	_____	_____	_____	_____	_____	82.	_____	_____	_____	_____	_____	_____
67.	_____	_____	_____	_____	_____	_____	83.	_____	_____	_____	_____	_____	_____
68.	_____	_____	_____	_____	_____	_____	84.	_____	_____	_____	_____	_____	_____
69.	_____	_____	_____	_____	_____	_____	85.	_____	_____	_____	_____	_____	_____
70.	_____	_____	_____	_____	_____	_____	86.	_____	_____	_____	_____	_____	_____
71.	_____	_____	_____	_____	_____	_____	87.	_____	_____	_____	_____	_____	_____
72.	_____	_____	_____	_____	_____	_____	88.	_____	_____	_____	_____	_____	_____
73.	_____	_____	_____	_____	_____	_____	89.	_____	_____	_____	_____	_____	_____
74.	_____	_____	_____	_____	_____	_____	90.	_____	_____	_____	_____	_____	_____
75.	_____	_____	_____	_____	_____	_____	91.	_____	_____	_____	_____	_____	_____
76.	_____	_____	_____	_____	_____	_____	92.	_____	_____	_____	_____	_____	_____
77.	_____	_____	_____	_____	_____	_____	93.	_____	_____	_____	_____	_____	_____
78.	_____	_____	_____	_____	_____	_____	94.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F
95.	_____	_____	_____	_____	_____	_____
96.	_____	_____	_____	_____	_____	_____
97.	_____	_____	_____	_____	_____	_____
98.	_____	_____	_____	_____	_____	_____
99.	_____	_____	_____	_____	_____	_____
100.	_____	_____	_____	_____	_____	_____
101.	_____	_____	_____	_____	_____	_____
102.	_____	_____	_____	_____	_____	_____
103.	_____	_____	_____	_____	_____	_____
104.	_____	_____	_____	_____	_____	_____
105.	_____	_____	_____	_____	_____	_____
106.	_____	_____	_____	_____	_____	_____
107.	_____	_____	_____	_____	_____	_____
108.	_____	_____	_____	_____	_____	_____
109.	_____	_____	_____	_____	_____	_____
110.	_____	_____	_____	_____	_____	_____
111.	_____	_____	_____	_____	_____	_____

112. Since joining the Marine Corps, my attitude toward other races and groups:
_____ has not changed _____ has become more favorable _____ has become less favorable

113. Race relations on the base:
_____ are getting better _____ are getting worse _____ are not changing much

114. Race relations off the base:
_____ are getting better _____ are getting worse _____ are not changing much

115. Which of the following ranks has been helpful to you in personal matters, and which have not been helpful?

<u>helpful</u>	<u>not helpful</u>	
_____	_____	Corporal and below
_____	_____	Sergeant
_____	_____	Staff Sergeant
_____	_____	Gunnery Sergeant and higher EM
_____	_____	Lieutenant
_____	_____	Captain
_____	_____	Major and above

116. How important to you is each of the following: Write in the number that corresponds to your answer, according to the following scale.

1 = Of no importance 2 = Not very important 3 = Fairly important
4 = Important 5 = Extremely important

- _____ Getting along well with everyone
- _____ Being treated fairly
- _____ Treating others fairly and decently
- _____ Being a good example for others
- _____ Making a contribution to my country
- _____ Promoting equality and democracy
- _____ Becoming a better person
- _____ Helping others
- _____ Living up to my beliefs
- _____ Doing my job well
- _____ Enjoying life

117. Name the three people in your company who you would most prefer to work with--assume that they have the right MOS.

118. Name the three people in your company who you would least prefer to work with--assume that they have the right MOS.

119. Name the three people in your company who you would most prefer to spend free time with.

120. Name the three people in your company who you would least prefer to spend free time with.

121. Name the three people in your company who you would most prefer to live with in the same squad bay or to have as roomates.

122. Name the three people in your company who you would least prefer to live with in the same squad bay or to have as roomates.

In the following items (123-131) check the answer you think is most accurate even though you may not be sure of the correct answer.

123. How many blacks have been awarded the Congressional Medal of Honor?

 0
 2

124. How many black millionaires are there in the U.S.?

 10
 30

125. In what year was the Nobel Prize first awarded to a black?

 1930
 1960

126. In what year was the heavyweight championship won by a black for the first time?

 1900
 1920

127. The National Association for the Advancement of Colored People (NAACP) was founded in what year?

 1900
 1930

128. What is the approximate number of non-whites who own their own homes?

_____ 410,000

_____ 215,000

129. How many non-white college professors are there in the U.S.?

_____ 200

_____ 2,000

130. How many Puerto Rican medical doctors are there in the U.S.?

_____ 75

_____ 2,000

131. How many blacks have college degrees?

_____ 100,000

_____ 600,000

132. Would you have any objection if the people listed below held any of the positions described in the columns? Place an X in every box that covers a position that you would object to.

	A member of my family by marriage	A close personal friend	A member of the Marine Corps	An American citizen	Working in the U.S., but not a citizen
a white American					
a black American					
a Puerto Rican					
a Mexican- American					
an American Indian					
an Okinawan					
a Canadian					

If you have no objection to any position at all, check here _____

133. How many fights have you seen in the last month involving Marines? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.

- A. between two white Marines
- B. between a white and a non-white Marine
- C. between two non-white Marines

134. How many near fights (heated arguments) have you seen in the last month? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.

- A. between two white Marines
- B. between a white and a non-white Marine
- C. between two non-white Marines

135. I think non-whites cluster together in groups because: (Check as many as apply)

- A. they want to be with their friends
- B. they seek protection from outsiders
- C. they mean to threaten others, such as whites
- D. they are excluded from white groups
- E. don't know

136. How many fights or arguments have you seen in the last month involving a Marine and a civilian?

- A. between a white Marine and a black civilian
- B. between a non-white Marine and a white civilian

In the last two weeks, did you spend any of your free time with people from the following groups?

137. Spent free time with blacks _____ Yes _____ No
138. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc. _____ Yes _____ No
139. Spent free time with whites _____ Yes _____ No
140. Which of the following would you recommend as ways of improving conditions in the Marine Corps? (Check as many as apply)
- a) _____ Better ways of learning about Marines' grievances
 - b) _____ Stronger discipline
 - c) _____ White Marines should spend more time learning about the problems of Marines who are from minority groups
 - d) _____ More association between black and white Marines
 - e) _____ Blacks should be careful not to cry prejudice so often
 - f) _____ There should be more black officers
 - g) _____ The Marine Corps should pay less attention to racial problems
 - h) _____ More whites should recognize their own prejudice
 - i) _____ More blacks should recognize their own prejudice
 - j) _____ Reduce racial tensions by having each man just do his job well

141a. I have been treated unfairly in the past month in connection with:

work assignments	<input type="checkbox"/> yes	<input type="checkbox"/> no
promotion	<input type="checkbox"/> yes	<input type="checkbox"/> no
discipline	<input type="checkbox"/> yes	<input type="checkbox"/> no
liberty	<input type="checkbox"/> yes	<input type="checkbox"/> no
legal matters	<input type="checkbox"/> yes	<input type="checkbox"/> no
personal affairs	<input type="checkbox"/> yes	<input type="checkbox"/> no
other _____ (fill in)	<input type="checkbox"/> yes	<input type="checkbox"/> no

141b. I have been treated unfairly in the past month by (check as many as apply):

NCO's in my unit
 officers in my unit
 other Marines in my unit
 NCO's outside my unit
 officers outside my unit
 other Marines outside my unit
 civilians

We would like to find out what certain things mean to you. For example on the lines below you are asked about BLACK POWER. There are ten lines that look like this:

bad: _____:_____:_____:_____:_____:_____:_____ :good

If you think that BLACK POWER is very bad, put an X in the space right next to "bad." If you think that BLACK POWER is very good, put an X in the space right next to "good." If you can't decide if BLACK POWER is bad or good, put an X in the center space between them.

Put your X in any one of the seven spaces to tell us how bad or good you think BLACK POWER is. Then go to the next line and mark one of the spaces with an X to tell us how fair or unfair you think BLACK POWER is. Then go to the next line, and so on until you've put an X on each of the lines.

Some of the lines may seem foolish. Don't worry about it--just give us your first impression.

BLACK POWER

bad: _____:_____:_____:_____:_____:_____:_____ :good
 fair: _____:_____:_____:_____:_____:_____:_____ :unfair
 strong: _____:_____:_____:_____:_____:_____:_____ :weak
 happy: _____:_____:_____:_____:_____:_____:_____ :sad
 cruel: _____:_____:_____:_____:_____:_____:_____ :kind
 large: _____:_____:_____:_____:_____:_____:_____ :small
 bitter: _____:_____:_____:_____:_____:_____:_____ :sweet
 beautiful: _____:_____:_____:_____:_____:_____:_____ :ugly
 light: _____:_____:_____:_____:_____:_____:_____ :heavy
 nice: _____:_____:_____:_____:_____:_____:_____ :awful

(There is no page 14; continue on page 15)

CONFEDERATE FLAG

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

BLACK HANDSHAKE

strong: _____:_____:_____:_____:_____:_____:_____:weak

nice: _____:_____:_____:_____:_____:_____:_____:awful

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

happy: _____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:small

fair: _____:_____:_____:_____:_____:_____:_____:unfair

cruel: _____:_____:_____:_____:_____:_____:_____:kind

bad: _____:_____:_____:_____:_____:_____:_____:good

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

light: _____:_____:_____:_____:_____:_____:_____:heavy

TWO-FINGER "PEACE" SIGN

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

SINGING "DIXIE"

light: _____:_____:_____:_____:_____:_____:_____:heavy

bad: _____:_____:_____:_____:_____:_____:_____:good

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

strong: _____:_____:_____:_____:_____:_____:_____:weak

nice: _____:_____:_____:_____:_____:_____:_____:awful

happy: _____:_____:_____:_____:_____:_____:_____:sad

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

cruel: _____:_____:_____:_____:_____:_____:_____:kind

fair: _____:_____:_____:_____:_____:_____:_____:unfair

large: _____:_____:_____:_____:_____:_____:_____:small

CLENCHED FIST SALUTE

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

THE UNITED STATES

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

had: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

AFRO HAIRCUTS

bitter: _____:_____:_____:_____:_____:_____:_____:_____:sweet

cruel: _____:_____:_____:_____:_____:_____:_____:_____:kind

bad: _____:_____:_____:_____:_____:_____:_____:_____:good

light: _____:_____:_____:_____:_____:_____:_____:_____:heavy

nice: _____:_____:_____:_____:_____:_____:_____:_____:awful

happy: _____:_____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:_____:small

strong: _____:_____:_____:_____:_____:_____:_____:_____:weak

beautiful: _____:_____:_____:_____:_____:_____:_____:_____:ugly

fair: _____:_____:_____:_____:_____:_____:_____:_____:unfair

142. If I were a civilian, I would prefer to live in a neighborhood that is:

- a) all white
- b) mostly white
- c) 50/50 black and white
- d) mostly black
- e) no preference

143. Sometimes I hate black people

True False

144. When I talk about blacks, I usually use the word:

- Blacks
- Negroes
- Colored
- Other; Which word? _____
- No preference

145. If I were in combat, I'd rather have a white Marine fighting along side me than a black.

Yes No No preference

146. Because I'm white, most of the blacks in my unit like me less than they like the other blacks.

Yes No Don't know

147. I like the whites in my unit more than I like the blacks.

Yes No No difference

148. How do you feel generally about blacks?

_____ I like them

_____ I trust them

_____ I don't like them

_____ I don't trust them

149. How do you feel generally about members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.

_____ I like them

_____ I trust them

_____ I don't like them

_____ I don't trust them

150. I would rather have a white commanding officer than a black one.

_____ Yes

_____ No

_____ No preference

151. Do black Marines treat you fairly?

_____ almost always

_____ usually

_____ sometimes

_____ rarely

_____ almost never

152. You can be affected by racial tensions in two ways: either directly, when someone of another group treats you unfairly; or indirectly, when you have a problem because there is racial tension in general. Does general racial tension in the Marine Corps cause problems for you personally?

_____ almost always

_____ usually

_____ sometimes

_____ rarely

_____ almost never

For each item place an X in the space corresponding to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
155. Interracial marriages are no good because the couple would be rejected by both blacks and whites.	—	—	—	—	—	—
156. Blacks should have equal rights through integration.	—	—	—	—	—	—
157. I would have no worries about going to a party with an attractive black date.	—	—	—	—	—	—
158. I would accept an invitation to a New Year's Eve party given by a black couple in their own home.	—	—	—	—	—	—
159. The Black Power idea is a good way to improve conditions for blacks.	—	—	—	—	—	—
160. The black's troubles in the past haven't given him a stronger character than the white man has.	—	—	—	—	—	—
161. It's right for blacks to have a lower position socially than whites.	—	—	—	—	—	—
162. A hotel owner ought to have the right to decide for himself whether he is going to rent rooms to black guests.	—	—	—	—	—	—

A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
163. Blacks and whites are equal by nature.	---	---	---	---	---	---
164. When black demonstrators block city streets the crowd should be broken up and arrested.	---	---	---	---	---	---
165. There should be a strictly enforced law requiring restaurant owners to serve persons regardless of race, creed or color.	---	---	---	---	---	---
166. Making sure that blacks are allowed to vote will help them more than educating them about voting.	---	---	---	---	---	---
167. Blacks sometimes think they've been discriminated against even when they've been treated fairly.	---	---	---	---	---	---
168. If I were a teacher, I would not mind at all taking advice from a black principal.	---	---	---	---	---	---
169. Violence by blacks is a natural reaction to prejudice and discrimination by whites.	---	---	---	---	---	---
170. In a local community charity drive I would rather not have a black chairman even if he's qualified for the job.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
171. Society has a moral right to insist that a community desegregate even if it doesn't want to.	---	---	---	---	---	---
172. Gradual desegregation is a mistake because it just gives people a chance to cause further delay.	---	---	---	---	---	---
173. They shouldn't put black and white children in the same schools because there might be fights and other problems.	---	---	---	---	---	---
174. I probably would feel a little self-conscious dancing with a black in a public place.	---	---	---	---	---	---
175. The people of each state should be allowed to decide if they want integration in their state.	---	---	---	---	---	---
176. It's better to work gradually toward integration than to try to make it happen all at once.	---	---	---	---	---	---
177. I think that blacks have a kind of quiet courage which few white people have.	---	---	---	---	---	---
178. I would not take a black to eat with me in a restaurant where I was well known.	---	---	---	---	---	---

27W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
179. Some blacks are so touchy about getting their rights that it is difficult to get along with them.	---	---	---	---	---	---
180. A person should not have the right to run a business in this country if he will not serve blacks.	---	---	---	---	---	---
181. I would rather not have blacks swim in the same pool as I do.	---	---	---	---	---	---
182. As long as blacks work peacefully for what they want, I'll back them up, but I'll be against them when they make demands.	---	---	---	---	---	---
183. Civil rights workers are right to try to force people to accept desegregation.	---	---	---	---	---	---
184. People are wrong when they say there should be patience and "slow down" in desegregation.	---	---	---	---	---	---
185. I favor gradual changes in the social relations between blacks and whites, instead of sudden changes.	---	---	---	---	---	---
186. I can easily imagine myself falling in love with and marrying a black.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
187. Blacks face things better than most whites because of their suffering and trouble.	---	---	---	---	---	---
188. I believe that the black should have the same social privileges as the white man.	---	---	---	---	---	---
189. I am willing to have blacks as close personal friends.	---	---	---	---	---	---
190. It's not true that blacks face things with more courage than most whites.	---	---	---	---	---	---
191. We should not integrate schools until the black raises his standards of living.	---	---	---	---	---	---
192. Many blacks should get better education, but to prepare them for jobs instead of college.	---	---	---	---	---	---
193. Barbers and beauticians have the right to refuse to serve anyone they please, even if it means not serving blacks.	---	---	---	---	---	---
194. Even though social equality of the races may be the democratic way, many blacks don't have the self-control that goes with it.	---	---	---	---	---	---

29W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
195. If I were being interviewed for a job, I wouldn't mind at all being interviewed by a black personnel director.	---	---	---	---	---	---
196. It would be a mistake ever to have blacks for foremen and leaders over whites.	---	---	---	---	---	---
197. Many blacks spend money for big cars and television sets instead of spending it for better housing.	---	---	---	---	---	---
198. I'd feel funny talking about inter-marriage with blacks I don't know well.	---	---	---	---	---	---
199. Integration will result in greater understanding between blacks and whites.	---	---	---	---	---	---
200. Since we live in a democracy, if we don't want integration it should not be forced upon us.	---	---	---	---	---	---
201. I would not mind at all if my only friends were blacks.	---	---	---	---	---	---
202. Interracial marriages are likely to fail because of serious problems that the couple doesn't think about at first.	---	---	---	---	---	---

30W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
203. There should be a law that rooming houses have to rent to anyone regardless of race, creed or color.	---	---	---	---	---	---
204. Where blacks have had the opportunity to get ahead, they've been good sports and gentlemen.	---	---	---	---	---	---
205. I would willingly go to a black dentist if he's a good one.	---	---	---	---	---	---
206. It is not right to ask Americans to accept integration if they honestly don't believe in it.	---	---	---	---	---	---
207. Moderate efforts to get desegregation will be more successful than trying to force it immediately on people.	---	---	---	---	---	---
208. Blacks should be given every opportunity to get ahead, but they could never be capable of holding top leadership positions in this country.	---	---	---	---	---	---
209. Improving the early education of black children will do more for the black than laws about discrimination in employment.	---	---	---	---	---	---

31W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
210. If a black is qualified for an executive job, he should get it, even if it means that he will be supervising highly educated white persons.	---	---	---	---	---	---
211. I'd be less self-conscious having lunch in a restaurant with a black man than with a black woman.	---	---	---	---	---	---
212. In order to preserve the best of the culture and heritage of both the white and black groups, the two races should <u>not</u> intermarry.	---	---	---	---	---	---
213. Even if there were complete equality of opportunity tomorrow, it would still take a long time for blacks to show themselves equal to whites in some areas of life.	---	---	---	---	---	---
214. Blacks should not associate with black militants who talk tough since this will only make it harder for them to make real progress.	---	---	---	---	---	---
215. Integration of the schools will benefit both white and black children alike.	---	---	---	---	---	---
216. I don't believe that the blacks' suffering in the past has made them a more noble people than whites.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
217. I'd rather not have blacks as dinner guests with most of my white friends.						
218. I think that blacks have a sense of dignity that you see in few white people.						
219. What children of interracial marriages learn about both white and black viewpoints will help to improve relations between the races.						
220. If I were a businessman, I would resent being told that I have to serve blacks.						
221. The unusually strong love and trust that lead to interracial marriages will make them very rewarding.						
222. Local communities should have no right to delay the desegregation of their public places.						
223. Black Power leaders should be arrested and given stiff sentences for inciting blacks to riot.						
224. In the long run desegregation would go more smoothly if we put it into effect immediately.						

- A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
225. Integration should not be tried because it causes too much trouble.	---	---	---	---	---	---
226. Even if blacks are given the opportunity for college education it will be several generations before they are ready to take advantage of it.	---	---	---	---	---	---
227. Getting better teachers into slum areas helps the black more than equal employment opportunities.	---	---	---	---	---	---
228. The fact that blacks are human beings can be recognized without raising them to the social level of whites.	---	---	---	---	---	---
229. There is nothing to the idea that blacks have more sympathy for other minorities than most whites do.	---	---	---	---	---	---
230. I have no objection to attending the movies or a play in the company of a black couple.	---	---	---	---	---	---
231. Blacks haven't raised themselves more because they don't have outstanding leaders.	---	---	---	---	---	---
232. Integration is more trouble than it's worth.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
233. It doesn't work to force desegregation on a community before it's ready for it.	---	---	---	---	---	---
234. The federal government should take strong action to correct the injustice of local authorities against blacks.	---	---	---	---	---	---
235. If desegregation is pushed too fast the black's cause will be hurt rather than helped.	---	---	---	---	---	---
236. Hard work and patience will do more for the cause of black equality than will demonstrating and picketing.	---	---	---	---	---	---
237. Real estate agents should be required to show homes to black buyers regardless of the desires of home owners.	---	---	---	---	---	---
238. If I were a landlord, I would want to pick my own tenants even if this meant renting only to whites.	---	---	---	---	---	---
239. Even though blacks may have some cause for complaint, they would get what they want faster if they were a bit more patient about it.	---	---	---	---	---	---
240. I feel in sympathy with responsible blacks who are fighting for desegregation.	---	---	---	---	---	---

35W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
241. Most blacks really think and feel the same way most whites do.	---	---	---	---	---	---
242. In this day of rush and hurry, the black has handled the problems of living in a much calmer manner than the white man.	---	---	---	---	---	---
243. Before I sponsor a black for membership in an all-white club, I would think about how this would make the other members feel about me.	---	---	---	---	---	---
244. If I were invited to be a guest of a mixed black and white group on a weekend pleasure trip, I would probably not go.	---	---	---	---	---	---
245. If the blacks were of the same social class level as I am, I'd just as soon move into a black neighborhood as a white one.	---	---	---	---	---	---
246. I would rather not serve on the staff of a black congressman.	---	---	---	---	---	---
247. Black leaders who talk Black Power should get no help from whites.	---	---	---	---	---	---
248. The color of a person's skin should <u>not</u> even be considered in choosing a marriage partner.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
249. The problem of racial prejudice has been greatly exaggerated by a few black agitators.	---	---	---	---	---	---
250. If he were qualified, I would be willing to vote for a black for Congress from my district.	---	---	---	---	---	---
251. Many don't agree, but I believe that blacks should picket and sit-in at places where they're not treated fairly.	---	---	---	---	---	---
252. When I look at the way blacks have been treated, I can begin to sympathize with the riots.	---	---	---	---	---	---
253. Desegregation laws often violate the rights of the person who doesn't want to associate with blacks.	---	---	---	---	---	---
254. It's not true that the black's troubles have made him a more understanding person than the average white.	---	---	---	---	---	---
255. Since segregation has been declared illegal, we should integrate schools.	---	---	---	---	---	---
256. I'd be quite willing to consult a black lawyer.	---	---	---	---	---	---
257. Educating blacks for supervising jobs will be better for them than laws about his right to have these jobs.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
258. I would rather not have blacks live in the same apartment building I live in.	---	---	---	---	---	---
259. I would be willing to introduce black visitors to friends and neighbors in my home town.	---	---	---	---	---	---
260. A black would be an excellent supervisor of white people because he's been treated unfairly himself.	---	---	---	---	---	---
261. Blacks will get social equality sooner if their leaders work for integration than if their leaders try to get them to be like white people.	---	---	---	---	---	---
262. Interracial marriage is bad because there will be bad feelings between the couple and their parents.	---	---	---	---	---	---
263. Civil rights laws have helped the blacks more than programs for better education.	---	---	---	---	---	---
264. The best way to integrate the schools is to do it all at once.	---	---	---	---	---	---
265. People who don't have to live with problems of race relations have no right to dictate to those who do.	---	---	---	---	---	---
266. If I were working on a community problem with somebody, I would prefer it if he's not a black.	---	---	---	---	---	---

38W0

- A = Disagree strongly
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- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
267. When I see a mixed couple, I'm more curious about their relationship than if they're both black or both white.	---	---	---	---	---	---
268. If supervisor jobs in business aren't open to blacks, there's little value in trying to get them more interested in working.	---	---	---	---	---	---
269. It is a good idea to have separate schools for blacks and whites.	---	---	---	---	---	---
270. I admire blacks who march through white neighborhoods demanding desegregation.	---	---	---	---	---	---
271. Blacks will improve themselves faster by learning a trade rather than by taking jobs the government forces employers to give them.	---	---	---	---	---	---
272. Race discrimination is not just a local community's problem; it also needs attention from people outside of the community.	---	---	---	---	---	---
273. I have as much respect for some blacks as I have for some whites, but I don't have much in common with the average black man.	---	---	---	---	---	---
274. It makes no difference to me whether I'm black or white.	---	---	---	---	---	---

39W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
275. No matter what he thinks, an employer should be forced to hire workers without regard to race.	---	---	---	---	---	---
276. Interracial marriage is bad because the children will be confused about who they are.	---	---	---	---	---	---
277. The disapproval and dislike of others don't matter if the couple in a mixed marriage love and respect each other.	---	---	---	---	---	---
278. Better education for blacks won't mean much if they don't have equal opportunity in employment and housing.	---	---	---	---	---	---
279. Social mixing of the races won't work until teenage blacks learn to act better.	---	---	---	---	---	---
280. When blacks boycott a store that doesn't hire them, whites should join in the boycott.	---	---	---	---	---	---
281. I could trust a black person as easily as I could trust a white person if I know him well enough.	---	---	---	---	---	---
282. School integration should begin with the first few grades rather than all grades at once.	---	---	---	---	---	---

40W0

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
283. If I were a black, I wouldn't want to go where I wasn't really wanted.	---	---	---	---	---	---
284. Nothing should keep you from marrying someone you love, even if she's of a different race.	---	---	---	---	---	---

**AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES**

Address: 8555 Sixteenth Street, Silver Spring, Maryland 20910

Telephone: (301) 587-8281

MCO/2-B

April 1971

MARINE CORPS QUESTIONNAIRE

1. The American Institutes for Research is a non-profit organization working on human relations programs under contracts with the Army, Navy, and Marine Corps. This work is being done both in the U.S. and overseas.
2. The purpose of this questionnaire is to get your advice concerning the improvement of human relations in the Marine Corps. This advice is needed to help plan and carry out a more effective human relations program here and at other locations throughout the Corps.
3. Please do not put your name on the questionnaire. Your answers will be combined with many others for statistical purposes only. They will not be analyzed on an individual basis. Your answers will be seen only by the staff of the American Institutes for Research; they will not be seen by any officers or enlisted men in the Marine Corps.
4. Please answer every question to the best of your ability. Do not leave any blanks. You may use the last page of the booklet to make comments. There is no time limit.

BIOGRAPHIC INFORMATION

This information is needed only for processing the answers. DO NOT INCLUDE YOUR NAME -- you will remain completely anonymous.

Rank: _____

Unit: _____

Base: _____

Years in the Marine Corps: _____

Years of school completed: _____

Age: _____

Where from in the United States: _____

Check One:

____ White

____ Black

____ Other Minority Group; Which One? _____

Check One:

____ Male

____ Female

Did you take a questionnaire like this one before?

____ Yes

____ No

How many human relations classes did you attend? _____

For each item from 1 through 111, place a check in the blank that corresponds to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree nor disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
1.	_____	_____	_____	_____	_____	_____	15.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	16.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	17.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	18.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	19.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	20.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	21.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	22.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	23.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	24.	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	25.	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	26.	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____	27.	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____	28.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
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C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
29.	_____	_____	_____	_____	_____	_____	46.	_____	_____	_____	_____	_____	_____
30.	_____	_____	_____	_____	_____	_____	47.	_____	_____	_____	_____	_____	_____
31.	_____	_____	_____	_____	_____	_____	48.	_____	_____	_____	_____	_____	_____
32.	_____	_____	_____	_____	_____	_____	49.	_____	_____	_____	_____	_____	_____
33.	_____	_____	_____	_____	_____	_____	50.	_____	_____	_____	_____	_____	_____
34.	_____	_____	_____	_____	_____	_____	51.	_____	_____	_____	_____	_____	_____
35.	_____	_____	_____	_____	_____	_____	52.	_____	_____	_____	_____	_____	_____
36.	_____	_____	_____	_____	_____	_____	53.	_____	_____	_____	_____	_____	_____
37.	_____	_____	_____	_____	_____	_____	54.	_____	_____	_____	_____	_____	_____
38.	_____	_____	_____	_____	_____	_____	55.	_____	_____	_____	_____	_____	_____
39.	_____	_____	_____	_____	_____	_____	56.	_____	_____	_____	_____	_____	_____
40.	_____	_____	_____	_____	_____	_____	57.	_____	_____	_____	_____	_____	_____
41.	_____	_____	_____	_____	_____	_____	58.	_____	_____	_____	_____	_____	_____
42.	_____	_____	_____	_____	_____	_____	59.	_____	_____	_____	_____	_____	_____
43.	_____	_____	_____	_____	_____	_____	60.	_____	_____	_____	_____	_____	_____
44.	_____	_____	_____	_____	_____	_____	61.	_____	_____	_____	_____	_____	_____
45.	_____	_____	_____	_____	_____	_____	62.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
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D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
63.	_____	_____	_____	_____	_____	_____	79.	_____	_____	_____	_____	_____	_____
64.	_____	_____	_____	_____	_____	_____	80.	_____	_____	_____	_____	_____	_____
65.	_____	_____	_____	_____	_____	_____	81.	_____	_____	_____	_____	_____	_____
66.	_____	_____	_____	_____	_____	_____	82.	_____	_____	_____	_____	_____	_____
67.	_____	_____	_____	_____	_____	_____	83.	_____	_____	_____	_____	_____	_____
68.	_____	_____	_____	_____	_____	_____	84.	_____	_____	_____	_____	_____	_____
69.	_____	_____	_____	_____	_____	_____	85.	_____	_____	_____	_____	_____	_____
70.	_____	_____	_____	_____	_____	_____	86.	_____	_____	_____	_____	_____	_____
71.	_____	_____	_____	_____	_____	_____	87.	_____	_____	_____	_____	_____	_____
72.	_____	_____	_____	_____	_____	_____	88.	_____	_____	_____	_____	_____	_____
73.	_____	_____	_____	_____	_____	_____	89.	_____	_____	_____	_____	_____	_____
74.	_____	_____	_____	_____	_____	_____	90.	_____	_____	_____	_____	_____	_____
75.	_____	_____	_____	_____	_____	_____	91.	_____	_____	_____	_____	_____	_____
76.	_____	_____	_____	_____	_____	_____	92.	_____	_____	_____	_____	_____	_____
77.	_____	_____	_____	_____	_____	_____	93.	_____	_____	_____	_____	_____	_____
78.	_____	_____	_____	_____	_____	_____	94.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
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E = Agree strongly
F = Don't know

	A	B	C	D	E	F
95.	_____	_____	_____	_____	_____	_____
96.	_____	_____	_____	_____	_____	_____
97.	_____	_____	_____	_____	_____	_____
98.	_____	_____	_____	_____	_____	_____
99.	_____	_____	_____	_____	_____	_____
100.	_____	_____	_____	_____	_____	_____
101.	_____	_____	_____	_____	_____	_____
102.	_____	_____	_____	_____	_____	_____
103.	_____	_____	_____	_____	_____	_____
104.	_____	_____	_____	_____	_____	_____
105.	_____	_____	_____	_____	_____	_____
106.	_____	_____	_____	_____	_____	_____
107.	_____	_____	_____	_____	_____	_____
108.	_____	_____	_____	_____	_____	_____
109.	_____	_____	_____	_____	_____	_____
110.	_____	_____	_____	_____	_____	_____
111.	_____	_____	_____	_____	_____	_____

112. Since joining the Marine Corps, my attitude toward other races and groups:
___ has not changed ___ has become more favorable ___ has become less favorable

113. Race relations on the base:
___ are getting better ___ are getting worse ___ are not changing much

114. Race relations off the base:
___ are getting better ___ are getting worse ___ are not changing much

115. Which of the following ranks has been helpful to you in personal matters, and which have not been helpful?

<u>helpful</u>	<u>not helpful</u>	
_____	_____	Corporal and below
_____	_____	Sergeant
_____	_____	Staff Sergeant
_____	_____	Gunnery Sergeant and higher EM
_____	_____	Lieutenant
_____	_____	Captain
_____	_____	Major and above

116. How important to you is each of the following: Write in the number that corresponds to your answer, according to the following scale.

1 = Of no importance 2 = Not very important 3 = Fairly important
4 = Important 5 = Extremely important

- ___ Getting along well with everyone
- ___ Being treated fairly
- ___ Treating others fairly and decently
- ___ Being a good example for others
- ___ Making a contribution to my country
- ___ Promoting equality and democracy
- ___ Becoming a better person
- ___ Helping others
- ___ Living up to my beliefs
- ___ Doing my job well
- ___ Enjoying life

117. Name the three people in your company who you would most prefer to work with--assume that they have the right MOS.

118. Name the three people in your company who you would least prefer to work with--assume that they have the right MOS.

119. Name the three people in your company who you would most prefer to spend free time with.

120. Name the three people in your company who you would least prefer to spend free time with.

121. Name the three people in your company who you would most prefer to live with in the same squad bay or to have as roomates.

122. Name the three people in your company who you would least prefer to live with in the same squad bay or to have as roomates.

In the following items (123-131) check the answer you think is most accurate even though you may not be sure of the correct answer.

123. How many blacks have been awarded the Congressional Medal of Honor?

_____ 0

_____ 12

124. How many black millionaires are there in the U.S.?

_____ 10

_____ 30

125. In what year was the Nobel Prize first awarded to a black?

_____ 1930

_____ 1960

126. In what year was the heavyweight championship won by a black for the first time?

_____ 1900

_____ 1920

127. The National Association for the Advancement of Colored People (NAACP) was founded in what year?

_____ 1900

_____ 1930

128. What is the approximate number of non-whites who own their own homes?

_____ 410,000

_____ 215,000

129. How many non-white college professors are there in the U.S.?

_____ 200

_____ 2,000

130. How many Puerto Rican medical doctors are there in the U.S.?

_____ 75

_____ 2,000

131. How many blacks have college degrees?

_____ 100,000

_____ 600,000

132. Would you have any objection if the people listed below held any of the positions described in the columns? Place an X in every box that covers a position that you would object to.

	A member of my family by marriage	A close personal friend	A member of the Marine Corps	An American citizen	Working in the U.S., but not a citizen
a white American					
a black American					
a Puerto Rican					
a Mexican- American					
an American Indian					
an Okinawan					
a Canadian					

If you have no objection to any position at all, check here _____

133. How many fights have you seen in the last month involving Marines? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.
- A. between two white Marines
 - B. between a white and a non-white Marine
 - C. between two non-white Marines
134. How many near fights (heated arguments) have you seen in the last month? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.
- A. between two white Marines
 - B. between a white and a non-white Marine
 - C. between two non-white Marines
135. I think non-whites cluster together in groups because: (Check as many as apply)
- A. they want to be with their friends
 - B. they seek protection from outsiders
 - C. they mean to threaten others, such as whites
 - D. they are excluded from white groups
 - E. don't know
136. How many fights or arguments have you seen in the last month involving a Marine and a civilian?
- A. between a white Marine and a black civilian
 - B. between a non-white Marine and a white civilian

In the last two weeks, did you spend any of your free time with people from the following groups?

137. Spent free time with blacks _____ Yes _____ No

138. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc. _____ Yes _____ No

139. Spent free time with whites _____ Yes _____ No

140. Which of the following would you recommend as ways of improving conditions in the Marine Corps? (Check as many as apply)

- a) _____ Better ways of learning about Marines' grievances
- b) _____ Stronger discipline
- c) _____ White Marines should spend more time learning about the problems of Marines who are from minority groups
- d) _____ More association between black and white Marines
- e) _____ Blacks should be careful not to cry prejudice so often
- f) _____ There should be more black officers
- g) _____ The Marine Corps should pay less attention to racial problems
- h) _____ More whites should recognize their own prejudice
- i) _____ More blacks should recognize their own prejudice
- j) _____ Reduce racial tensions by having each man just do his job well

141a. I have been treated unfairly in the past month in connection with:

work assignments	<input type="checkbox"/> yes	<input type="checkbox"/> no
promotion	<input type="checkbox"/> yes	<input type="checkbox"/> no
discipline	<input type="checkbox"/> yes	<input type="checkbox"/> no
liberty	<input type="checkbox"/> yes	<input type="checkbox"/> no
legal matters	<input type="checkbox"/> yes	<input type="checkbox"/> no
personal affairs	<input type="checkbox"/> yes	<input type="checkbox"/> no
other _____ (fill in)	<input type="checkbox"/> yes	<input type="checkbox"/> no

141b. I have been treated unfairly in the past month by (check as many as apply):

NCO's in my unit
 officers in my unit
 other Marines in my unit
 NCO's outside my unit
 officers outside my unit
 other Marines outside my unit
 civilians

We would like to find out what certain things mean to you. For example on the lines below you are asked about BLACK POWER. There are ten lines that look like this:

bad:____:____:____:____:____:____:____:good

If you think that BLACK POWER is very bad, put an X in the space right next to "bad." If you think that BLACK POWER is very good, put an X in the space right next to "good." If you can't decide if BLACK POWER is bad or good, put an X in the center space between them.

Put your X in any one of the seven spaces to tell us how bad or good you think BLACK POWER is. Then go to the next line and mark one of the spaces with an X to tell us how fair or unfair you think BLACK POWER is. Then go to the next line, and so on until you've put an X on each of the lines.

Some of the lines may seem foolish. Don't worry about it--just give us your first impression.

BLACK POWER

bad:____:____:____:____:____:____:____:good
 fair:____:____:____:____:____:____:____:unfair
 strong:____:____:____:____:____:____:____:weak
 happy:____:____:____:____:____:____:____:sad
 cruel:____:____:____:____:____:____:____:kind
 large:____:____:____:____:____:____:____:small
 bitter:____:____:____:____:____:____:____:sweet
 beautiful:____:____:____:____:____:____:____:ugly
 light:____:____:____:____:____:____:____:heavy
 nice:____:____:____:____:____:____:____:awful

(There is no page 14; continue on page 15)

CONFEDERATE FLAG

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

BLACK HANDSHAKE

strong: _____:weak

nice: _____:awful

beautiful: _____:ugly

happy: _____:sad

large: _____:small

fair: _____:unfair

cruel: _____:kind

bad: _____:good

bitter: _____:sweet

light: _____:heavy

TWO-FINGER "PEACE" SIGN

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

SINGING "DIXIE"

light: _____ :heavy

bad: _____ :good

beautiful: _____ :ugly

strong: _____ :weak

nice: _____ :awful

happy: _____ :sad

bitter: _____ :sweet

cruel: _____ :kind

fair: _____ :unfair

large: _____ :small

CLENCHED FIST SALUTE

bad: _____:_____:_____:_____:_____:_____:_____:good

nice: _____:_____:_____:_____:_____:_____:_____:awful

cruel: _____:_____:_____:_____:_____:_____:_____:kind

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

light: _____:_____:_____:_____:_____:_____:_____:heavy

happy: _____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:small

fair: _____:_____:_____:_____:_____:_____:_____:unfair

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

strong: _____:_____:_____:_____:_____:_____:_____:weak

THE UNITED STATES

fair: _____:_____:_____:_____:_____:_____:_____:unfair

bad: _____:_____:_____:_____:_____:_____:_____:good

strong: _____:_____:_____:_____:_____:_____:_____:weak

happy: _____:_____:_____:_____:_____:_____:_____:sad

cruel: _____:_____:_____:_____:_____:_____:_____:kind

large: _____:_____:_____:_____:_____:_____:_____:small

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

light: _____:_____:_____:_____:_____:_____:_____:heavy

nice: _____:_____:_____:_____:_____:_____:_____:awful

AFRO HAIRCUTS

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

142. If I were a civilian, I would prefer to live in a neighborhood that is:

- a) all black
- b) mostly black
- c) 50/50 black and white
- d) mostly white

143. Sometimes I hate white people. True False

144a I usually call myself:

- a Black
- a Negro
- Colored
- Other; which word? _____

144b I would like whites to use the word:

- Blacks
- Negroes
- Colored
- Other; which word? _____

145. If I were in combat, i'd rather have a black marine fighting along side me than a white.

Yes No No preference

153. Do white Marines treat you fairly?

_____ almost always

_____ usually

_____ sometimes

_____ rarely

_____ almost never

154. You can be affected by racial tensions in two ways: either directly, when someone of another group treats you unfairly; or indirectly, when you have a problem because there is racial tension in general. Does general racial tension in the Marine Corps cause problems for you personally?

_____ almost always

_____ usually

_____ sometimes

_____ rarely

_____ almost never

For each item place an X in the space corresponding to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
155. Interracial marriages are no good because the couple would be rejected by both blacks and whites.	---	---	---	---	---	---
156. Blacks should have equal rights through integration.	---	---	---	---	---	---
157. I would have no worries about going to a party with an attractive white date.	---	---	---	---	---	---
158. I would accept an invitation to a New Year's Eve party given by a white couple in their own home.	---	---	---	---	---	---
159. The Black Power idea is a good way to improve conditions for blacks.	---	---	---	---	---	---
160. The black's troubles in the past haven't given him a stronger character than the white man has.	---	---	---	---	---	---
161. It's right for blacks to have a lower position socially than whites.	---	---	---	---	---	---
162. A hotel owner ought to have the right to decide for himself whether he is going to rent rooms to black guests.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
163. Blacks and whites are equal by nature.	---	---	---	---	---	---
164. When black demonstrators block city streets the crowd should be broken up and arrested.	---	---	---	---	---	---
165. There should be a strictly enforced law requiring restaurant owners to serve persons regardless of race, creed or color.	---	---	---	---	---	---
166. Making sure that blacks are allowed to vote will help them more than educating them about voting.	---	---	---	---	---	---
167. Blacks sometimes think they've been discriminated against even when they've been treated fairly.	---	---	---	---	---	---
168. If I were a teacher, I would not mind at all taking advice from a black principal.	---	---	---	---	---	---
169. Violence by blacks is a natural reaction to prejudice and discrimination by whites.	---	---	---	---	---	---
170. In a local community charity drive I would rather not have a black chairman even if he's qualified for the job.	---	---	---	---	---	---
171. Society has a moral right to insist that a community desegregate even if it doesn't want to.	---	---	---	---	---	---

- A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
172. Gradual desegregation is a mistake because it just gives people a chance to cause further delay.	---	---	---	---	---	---
173. They shouldn't put black and white children in the same schools because there might be fights and other problems.	---	---	---	---	---	---
174. I probably would feel somewhat self-conscious dancing with a white in a public place.	---	---	---	---	---	---
175. The people of each state should be allowed to decide if they want integration in their state.	---	---	---	---	---	---
176. It's better to work gradually toward integration than to try to make it happen all at once.	---	---	---	---	---	---
177. I think that blacks have a kind of quiet courage which few white people have.	---	---	---	---	---	---
178. I would not take a white to eat with me in a restaurant where I was well known.	---	---	---	---	---	---
179. Some blacks are so touchy about getting their rights that it is difficult to get along with them.	---	---	---	---	---	---

- A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
180. A person should not have the right to run a business in this country if he will not serve blacks.	---	---	---	---	---	---
181. OMIT						
182. As long as blacks work peacefully for what they want, I'll back them up, but I'll be against them when they make demands.	---	---	---	---	---	---
183. Civil rights workers are right to try to force people to accept desegregation.	---	---	---	---	---	---
184. People are wrong when they say there should be patience and "slowdown" in desegregation.	---	---	---	---	---	---
185. I favor gradual changes in the social relations between blacks and whites, instead of sudden changes.	---	---	---	---	---	---
186. I can easily imagine myself falling in love with and marrying a white.	---	---	---	---	---	---
187. Blacks face things better than most whites because of their suffering and trouble.	---	---	---	---	---	---
188. I believe that the black should have the same social privileges as the white man.	---	---	---	---	---	---

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 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
189. I am willing to have whites as close personal friends.	---	---	---	---	---	---
190. It's not true that blacks face things with more courage than most whites.	---	---	---	---	---	---
191. We should not integrate schools until the black raises his standard of living.	---	---	---	---	---	---
192. Many blacks should get better education, but to prepare them for jobs instead of college.	---	---	---	---	---	---
193. Barbers and beauticians have the right to refuse to serve anyone they please, even if it means not serving blacks.	---	---	---	---	---	---
194. Even though social equality of the races may be the democratic way, many blacks don't have the self-control that goes with it.	---	---	---	---	---	---
195. If I were being interviewed for a job, I wouldn't mind at all being interviewed by a black personnel director.	---	---	---	---	---	---
196. It would be a mistake ever to have blacks for foremen and leaders over whites.	---	---	---	---	---	---
197. Many blacks spend money for big cars and television sets instead of spending it for better housing.	---	---	---	---	---	---

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- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
198. I'd feel funny talking about inter-marriage with whites I don't know well.	---	---	---	---	---	---
199. Integration will result in greater understanding between blacks and whites.	---	---	---	---	---	---
200. Since we live in a democracy, if we don't want integration it should not be forced upon us.	---	---	---	---	---	---
201. I would not mind at all if my only friends were white.	---	---	---	---	---	---
202. Interracial marriages are likely to fail because of serious problems that the couple doesn't think about at first.	---	---	---	---	---	---
203. There should be a law that rooming houses have to rent to anyone regardless of race, creed or color.	---	---	---	---	---	---
204. Where blacks have had the opportunity to get ahead, they've been good sports and gentlemen.	---	---	---	---	---	---
205. OMIT						
206. It is not right to ask Americans to accept integration if they honestly don't believe in it.	---	---	---	---	---	---

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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
207. Moderate efforts to get desegregation will be more successful than trying to force it immediately on people.	---	---	---	---	---	---
208. Blacks should be given every opportunity to get ahead, but they could never be capable of holding top leadership positions in this country.	---	---	---	---	---	---
209. Improving the early education of black children will do more for the black than laws about discrimination in employment.	---	---	---	---	---	---
210. If a black is qualified for an executive job, he should get it, even if it means that he will be supervising highly educated white persons.	---	---	---	---	---	---
211. I'd be less self-conscious having lunch in a restaurant with a white man than with a white woman.	---	---	---	---	---	---
212. In order to preserve the best of the culture and the heritage of both the white and black groups, the two races should <u>not</u> intermarry.	---	---	---	---	---	---
213. Even if there were complete equality of opportunity tomorrow, it would still take a long time for blacks to show themselves equal to whites in some areas of life.	---	---	---	---	---	---

32B

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
214. Blacks should not associate with black militants who talk tough since this will only make it harder for them to make real progress.	---	---	---	---	---	---
215. Integration of the schools will benefit both white and black children alike.	---	---	---	---	---	---
216. I don't believe that the black's suffering in the past has made them a more noble people than whites.	---	---	---	---	---	---
217. I'd rather not have whites as dinner guests with most of my black friends.	---	---	---	---	---	---
218. I think that blacks have a sense of dignity that you see in few white people.	---	---	---	---	---	---
219. What children of interracial marriages learn about both white and black viewpoints will help to improve relations between the races.	---	---	---	---	---	---
220. OMIT						
221. The unusually strong love and trust that lead to interracial marriages will make them very rewarding.	---	---	---	---	---	---
222. Local communities should have no right to delay the desegregation of their public places.	---	---	---	---	---	---

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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
223. Black Power leaders should be arrested and given still sentences for inciting blacks to riot.	---	---	---	---	---	---
224. In the long run desegregation would go more smoothly if we put it into effect immediately.	---	---	---	---	---	---
225. Integration should not be tried because it causes too much trouble.	---	---	---	---	---	---
226. Even if blacks are given the opportunity for college education it will be several generations before they are ready to take advantage of it.	---	---	---	---	---	---
227. Getting better teachers into slum areas helps the black more than equal employment opportunities.	---	---	---	---	---	---
228. OMIT						
229. There is nothing to the idea that blacks have more sympathy for other minorities than most whites do.	---	---	---	---	---	---
230. I have no objection to attending the movies or a play in the company of a white couple.	---	---	---	---	---	---
231. Blacks haven't raised themselves more because they don't have outstanding leaders.	---	---	---	---	---	---

- A = Disagree strongly
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- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
232. Integration is more trouble than it's worth.	---	---	---	---	---	---
233. It doesn't work to force desegregation on a community before it's ready for it.	---	---	---	---	---	---
234. The federal government should take strong action to correct the injustice of local authorities against blacks.	---	---	---	---	---	---
235. If desegregation is pushed too fast the black's cause will be hurt rather than helped.	---	---	---	---	---	---
236. Hard work and patience will do more for the cause of black equality than will demonstrating and picketing.	---	---	---	---	---	---
237. Real estate agents should be required to show homes to black buyers regardless of the desires of home owners.	---	---	---	---	---	---
238. OMIT						
239. Even though blacks may have some cause for complaint, they would get what they want faster if they were a bit more patient about it.	---	---	---	---	---	---
240. I feel in sympathy with responsible blacks who are fighting for desegregation.	---	---	---	---	---	---

A = Disagree strongly

B = Disagree

C = Neither agree or disagree

D = Agree

E = Agree strongly

F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
241. Most blacks really think and feel the same way most whites do.	---	---	---	---	---	---
242. In this day of rush and hurry, the black has handled the problems of living in a much calmer manner than the white man.	---	---	---	---	---	---
243. OMIT						
244. If I were invited to be a guest of a mixed black and white group on a weekend pleasure trip, I would probably not go.	---	---	---	---	---	---
245. If the whites were of the same social class level as I am, I'd just as soon move into a white neighborhood as a black one.	---	---	---	---	---	---
246. OMIT						
247. Black leaders who talk Black Power should get no help from whites.	---	---	---	---	---	---
248. The color of a person's skin should <u>not</u> even be considered in choosing a marriage partner.	---	---	---	---	---	---
249. The problem of racial prejudice has been greatly exaggerated by a few black agitators.	---	---	---	---	---	---
250. OMIT						

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
251. Many don't agree, but I believe that blacks should picket and sit-in at places where they're not treated fairly.	---	---	---	---	---	---
252. When I look at the way blacks have been treated, I can begin to sympathize with the riots.	---	---	---	---	---	---
253. Desegregation laws often violate the rights of the person who doesn't want to associate with blacks.	---	---	---	---	---	---
254. It's not true that the black's troubles have made him a more understanding person than the average white.	---	---	---	---	---	---
255. Since segregation has been declared illegal, we should integrate schools.	---	---	---	---	---	---
256. I'd be quite willing to consult a black lawyer.	---	---	---	---	---	---
257. Educating blacks for supervising jobs will be better for them than laws about his right to have these jobs.	---	---	---	---	---	---
258. I would rather not have whites live in the same apartment building I live in.	---	---	---	---	---	---
259. I would be willing to introduce white visitors to friends and neighbors in my home town.	---	---	---	---	---	---

- A = Disagree strongly
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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
260. A black would be an excellent supervisor of white people because he's been treated unfairly himself.	---	---	---	---	---	---
261. Blacks will get social equality sooner if their leaders work for integration than if their leaders try to get them to be like white people.	---	---	---	---	---	---
262. Interracial marriage is bad because there will be bad feelings between the couple and their parents.	---	---	---	---	---	---
263. Civil rights laws have helped the blacks more than programs for better education.	---	---	---	---	---	---
264. The best way to integrate the schools is to do it all at once.	---	---	---	---	---	---
265. People who don't have to live with problems of race relations have no right to dictate to those who do.	---	---	---	---	---	---
266. If I were working on a community problem with somebody, I would prefer it if he's not a black.	---	---	---	---	---	---
267. When I see a mixed couple, I'm more curious about their relationship than if they're both black or both white.	---	---	---	---	---	---
268. If supervisor jobs in business aren't open to blacks, there's little value in trying to get them more interested in working.	---	---	---	---	---	---

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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
269. It is a good idea to have separate schools for blacks and whites.	---	---	---	---	---	---
270. I admire blacks who march through white neighborhoods demanding desegregation.	---	---	---	---	---	---
271. Blacks will improve themselves faster by learning a trade rather than by taking jobs the government forces employers to give them.	---	---	---	---	---	---
272. Race discrimination is not just a local community's problem; it also needs attention from people outside of the community.	---	---	---	---	---	---
273. I have as much respect for some whites as I have for some blacks, but I don't have much in common with the average white man.	---	---	---	---	---	---
274. It makes no difference to me whether I'm white or black.	---	---	---	---	---	---
275. No matter what he thinks, an employer should be forced to hire workers without regard to race.	---	---	---	---	---	---
276. Interracial marriage is bad because the children will be confused about who they are.	---	---	---	---	---	---
277. The disapproval and dislike of others don't matter if the couple in a mixed marriage love and respect each other.	---	---	---	---	---	---

- A = Disagree strongly
- B = Disagree
- C = Neither agree or disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
278. Better education for blacks won't mean much if they don't have equal opportunity in employment and housing.	---	---	---	---	---	---
279. Social mixing of the races won't work until teenage blacks learn to act better.	---	---	---	---	---	---
280. When blacks boycott a store that doesn't hire them, whites should join in the boycott.	---	---	---	---	---	---
281. I could trust a black person as easily as I could trust a white person if I know him well enough.	---	---	---	---	---	---
282. School integration should begin with the first few grades rather than all grades at once.	---	---	---	---	---	---
283. OMIT						
284. Nothing should keep you from marrying someone you love, even if she's of a different race.	---	---	---	---	---	---

**AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES**

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MCO/2-0

April 1971

MARINE CORPS QUESTIONNAIRE

1. The American Institutes for Research is a non-profit organization working on human relations programs under contracts with the Army, Navy, and Marine Corps. This work is being done both in the U.S. and overseas.
2. The purpose of this questionnaire is to get your advice concerning the improvement of human relations in the Marine Corps. This advice is needed to help plan and carry out a more effective human relations program here and at other locations throughout the Corps.
3. Please do not put your name on the questionnaire. Your answers will be combined with many others for statistical purposes only. They will not be analyzed on an individual basis. Your answers will be seen only by the staff of the American Institutes for Research; they will not be seen by any officers or enlisted men in the Marine Corps.
4. Please answer every question to the best of your ability. Do not leave any blanks. You may use the last page of the booklet to make comments. There is no time limit.

200<

APPENDIX F-4

BIOGRAPHIC INFORMATION

This information is needed only for processing the answers. DO NOT INCLUDE YOUR NAME -- you will remain completely anonymous.

Rank: _____

Unit: _____

Base: _____

Years in the Marine Corps: _____

Years of school completed: _____

Age: _____

Where from in the United States: _____

Check One:

White

Black

Other Minority Group; Which One? _____

Check One:

Male

Female

Did you take a questionnaire like this one before?

Yes

No

How many human relations classes did you attend? _____

For each item from 1 through 111, place a check in the blank that corresponds to your answer, according to the following scale:

- A = Disagree strongly
- B = Disagree
- C = Neither agree nor disagree
- D = Agree
- E = Agree strongly
- F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
1.	_____	_____	_____	_____	_____	_____	15.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	16.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	17.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	18.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	19.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	20.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	21.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	22.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	23.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	24.	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	25.	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	26.	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____	27.	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____	28.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
29.	_____	_____	_____	_____	_____	_____	46.	_____	_____	_____	_____	_____	_____
30.	_____	_____	_____	_____	_____	_____	47.	_____	_____	_____	_____	_____	_____
31.	_____	_____	_____	_____	_____	_____	48.	_____	_____	_____	_____	_____	_____
32.	_____	_____	_____	_____	_____	_____	49.	_____	_____	_____	_____	_____	_____
33.	_____	_____	_____	_____	_____	_____	50.	_____	_____	_____	_____	_____	_____
34.	_____	_____	_____	_____	_____	_____	51.	_____	_____	_____	_____	_____	_____
35.	_____	_____	_____	_____	_____	_____	52.	_____	_____	_____	_____	_____	_____
36.	_____	_____	_____	_____	_____	_____	53.	_____	_____	_____	_____	_____	_____
37.	_____	_____	_____	_____	_____	_____	54.	_____	_____	_____	_____	_____	_____
38.	_____	_____	_____	_____	_____	_____	55.	_____	_____	_____	_____	_____	_____
39.	_____	_____	_____	_____	_____	_____	56.	_____	_____	_____	_____	_____	_____
40.	_____	_____	_____	_____	_____	_____	57.	_____	_____	_____	_____	_____	_____
41.	_____	_____	_____	_____	_____	_____	58.	_____	_____	_____	_____	_____	_____
42.	_____	_____	_____	_____	_____	_____	59.	_____	_____	_____	_____	_____	_____
43.	_____	_____	_____	_____	_____	_____	60.	_____	_____	_____	_____	_____	_____
44.	_____	_____	_____	_____	_____	_____	61.	_____	_____	_____	_____	_____	_____
45.	_____	_____	_____	_____	_____	_____	62.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F		A	B	C	D	E	F
63.	_____	_____	_____	_____	_____	_____	79.	_____	_____	_____	_____	_____	_____
64.	_____	_____	_____	_____	_____	_____	80.	_____	_____	_____	_____	_____	_____
65.	_____	_____	_____	_____	_____	_____	81.	_____	_____	_____	_____	_____	_____
66.	_____	_____	_____	_____	_____	_____	82.	_____	_____	_____	_____	_____	_____
67.	_____	_____	_____	_____	_____	_____	83.	_____	_____	_____	_____	_____	_____
68.	_____	_____	_____	_____	_____	_____	84.	_____	_____	_____	_____	_____	_____
69.	_____	_____	_____	_____	_____	_____	85.	_____	_____	_____	_____	_____	_____
70.	_____	_____	_____	_____	_____	_____	86.	_____	_____	_____	_____	_____	_____
71.	_____	_____	_____	_____	_____	_____	87.	_____	_____	_____	_____	_____	_____
72.	_____	_____	_____	_____	_____	_____	88.	_____	_____	_____	_____	_____	_____
73.	_____	_____	_____	_____	_____	_____	89.	_____	_____	_____	_____	_____	_____
74.	_____	_____	_____	_____	_____	_____	90.	_____	_____	_____	_____	_____	_____
75.	_____	_____	_____	_____	_____	_____	91.	_____	_____	_____	_____	_____	_____
76.	_____	_____	_____	_____	_____	_____	92.	_____	_____	_____	_____	_____	_____
77.	_____	_____	_____	_____	_____	_____	93.	_____	_____	_____	_____	_____	_____
78.	_____	_____	_____	_____	_____	_____	94.	_____	_____	_____	_____	_____	_____

A = Disagree strongly
B = Disagree
C = Neither agree nor disagree
D = Agree
E = Agree strongly
F = Don't know

	A	B	C	D	E	F
95.	_____	_____	_____	_____	_____	_____
96.	_____	_____	_____	_____	_____	_____
97.	_____	_____	_____	_____	_____	_____
98.	_____	_____	_____	_____	_____	_____
99.	_____	_____	_____	_____	_____	_____
100.	_____	_____	_____	_____	_____	_____
101.	_____	_____	_____	_____	_____	_____
102.	_____	_____	_____	_____	_____	_____
103.	_____	_____	_____	_____	_____	_____
104.	_____	_____	_____	_____	_____	_____
105.	_____	_____	_____	_____	_____	_____
106.	_____	_____	_____	_____	_____	_____
107.	_____	_____	_____	_____	_____	_____
108.	_____	_____	_____	_____	_____	_____
109.	_____	_____	_____	_____	_____	_____
110.	_____	_____	_____	_____	_____	_____
111.	_____	_____	_____	_____	_____	_____

112. Since joining the Marine Corps, my attitude toward other races and groups:
 _____ has not changed _____ has become more favorable _____ has become less favorable

113. Race relations on the base:
 _____ are getting better _____ are getting worse _____ are not changing much

114. Race relations off the base:
 _____ are getting better _____ are getting worse _____ are not changing much

115. Which of the following ranks has been helpful to you in personal matters, and which have not been helpful?

<u>helpful</u>	<u>not helpful</u>	
_____	_____	Corporal and below
_____	_____	Sergeant
_____	_____	Staff Sergeant
_____	_____	Gunnery Sergeant and higher EM
_____	_____	Lieutenant
_____	_____	Captain
_____	_____	Major and above

116. How important to you is each of the following: Write in the number that corresponds to your answer, according to the following scale.

1 = Of no importance 2 = Not very important 3 = Fairly important
 4 = Important 5 = Extremely important

_____ Getting along well with everyone
 _____ Being treated fairly
 _____ Treating others fairly and decently
 _____ Being a good example for others
 _____ Making a contribution to my country
 _____ Promoting equality and democracy
 _____ Becoming a better person
 _____ Helping others
 _____ Living up to my beliefs
 _____ Doing my job well
 _____ Enjoying life

117. Name the three people in your company who you would most prefer to work with--assume that they have the right MOS.

118. Name the three people in your company who you would least prefer to work with--assume that they have the right MOS.

119. Name the three people in your company who you would most prefer to spend free time with.

120. Name the three people in your company who you would least prefer to spend free time with.

121. Name the three people in your company who you would most prefer to live with in the same squad bay or to have as roommates.

122. Name the three people in your company who you would least prefer to live with in the same squad bay or to have as roommates.

In the following items (123-131) check the answer you think is most accurate even though you may not be sure of the correct answer.

123. How many blacks have been awarded the Congressional Medal of Honor?

0
 2

124. How many black millionaires are there in the U.S.?

10
 30

125. In what year was the Nobel Prize first awarded to a black?

1930
 1960

126. In what year was the heavyweight championship won by a black for the first time?

1900
 1920

127. The National Association for the Advancement of Colored People (NAACP) was founded in what year?

1900
 1930

128. What is the approximate number of non-whites who own their own homes?

_____ 410,000

_____ 215,000

129. How many non-white college professors are there in the U.S.?

_____ 200

_____ 2,600

130. How many Puerto Rican medical doctors are there in the U.S.?

_____ 75

_____ 2,000

131. How many blacks have college degrees?

_____ 100,000

_____ 600,000

132. Would you have any objection if the people listed below held any of the positions described in the columns? Place an X in every box that covers a position that you would object to.

	A member of my family by marriage	A close personal friend	A member of the Marine Corps	An American citizen	Working in the U.S., but not a citizen
a white American					
a black American					
a Puerto Rican					
a Mexican- American					
an American Indian					
an Okinawan					
a Canadian					

If you have no objection to any position at all, check here _____

133. How many fights have you seen in the last month involving Marines? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.

- _____ A. between two white Marines
- _____ B. between a white and a non-white Marine
- _____ C. between two non-white Marines

134. How many near fights (heated arguments) have you seen in the last month? Write a NUMBER on each line. Do not leave a blank. If you haven't seen any, write 0.

- _____ A. between two white Marines
- _____ B. between a white and a non-white Marine
- _____ C. between two non-white Marines

135. I think non-whites cluster together in groups because: (Check as many as apply)

- _____ A. they want to be with their friends
- _____ B. they seek protection from outsiders
- _____ C. they mean to threaten others, such as whites
- _____ D. they are excluded from white groups
- _____ E. don't know

136. How many fights or arguments have you seen in the last month involving a Marine and a civilian?

- _____ A. between a white Marine and a black civilian
- _____ B. between a non-white Marine and a white civilian

In the last two weeks, did you spend any of your free time with people from the following groups?

137. Spent free time with blacks _____ Yes _____ No
138. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc. _____ Yes _____ No
139. Spent free time with whites _____ Yes _____ No
140. Which of the following would you recommend as ways of improving conditions in the Marine Corps? (Check as many as apply)
- a) _____ Better ways of learning about Marines' grievances
 - b) _____ Stronger discipline
 - c) _____ White Marines should spend more time learning about the problems of Marines who are from minority groups
 - d) _____ More association between black and white Marines
 - e) _____ Blacks should be careful not to cry prejudice so often
 - f) _____ There should be more black officers
 - g) _____ The Marine Corps should pay less attention to racial problems
 - h) _____ More whites should recognize their own prejudice
 - i) _____ More blacks should recognize their own prejudice
 - j) _____ Reduce racial tensions by having each man just do his job well

141. I have been treated unfairly in the past month in connection with:

(Check as many as apply)	by				
	my immediate superior	others superior in my unit	other Marines in my unit	other Marines outside my unit	civilians
Work Assignment	_____	_____	_____	_____	_____
Promotions	_____	_____	_____	_____	_____
Discipline	_____	_____	_____	_____	_____
Liberty	_____	_____	_____	_____	_____
Legal Matters	_____	_____	_____	_____	_____
Personal Affairs	_____	_____	_____	_____	_____
Other (Specify)	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

We would like to find out what certain things mean to you. For example on the lines below you are asked about BLACK POWER. There are ten lines that look like this:

bad: _____:_____ : _____:_____ : _____:_____ : _____:good

If you think that BLACK POWER is very bad, put an X in the space right next to "bad." If you think that BLACK POWER is very good, put an X in the space right next to "good." If you can't decide if BLACK POWER is bad or good, put an X in the center space between them.

Put your X in any one of the seven spaces to tell us how bad or good you think BLACK POWER is. Then go to the next line and mark one of the spaces with an X to tell us how fair or unfair you think BLACK POWER is. Then go to the next line, and so on until you've put an X on each of the lines.

Some of the lines may seem foolish. Don't worry about it--just give us your first impression.

BLACK POWER

bad: _____:_____ : _____:_____ : _____:_____ : _____:good
 fair: _____:_____ : _____:_____ : _____:_____ : _____:unfair
 strong: _____:_____ : _____:_____ : _____:_____ : _____:weak
 happy: _____:_____ : _____:_____ : _____:_____ : _____:sad
 cruel: _____:_____ : _____:_____ : _____:_____ : _____:kind
 large: _____:_____ : _____:_____ : _____:_____ : _____:small
 bitter: _____:_____ : _____:_____ : _____:_____ : _____:sweet
 beautiful: _____:_____ : _____:_____ : _____:_____ : _____:ugly
 light: _____:_____ : _____:_____ : _____:_____ : _____:heavy
 nice: _____:_____ : _____:_____ : _____:_____ : _____:awful

(There is no page 14; continue on page 15)

BLACK HANDSHAKE

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

TWO-FINGER "PEACE" SIGN

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

SINGING "DIXIE"

light: _____:_____:_____:_____:_____:_____:_____:heavy

bad: _____:_____:_____:_____:_____:_____:_____:good

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

strong: _____:_____:_____:_____:_____:_____:_____:weak

nice: _____:_____:_____:_____:_____:_____:_____:awful

happy: _____:_____:_____:_____:_____:_____:_____:sad

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

cruel: _____:_____:_____:_____:_____:_____:_____:kind

fair: _____:_____:_____:_____:_____:_____:_____:unfair

large: _____:_____:_____:_____:_____:_____:_____:small

CLENCHED FIST SALUTE

bad: _____:_____:_____:_____:_____:_____:_____:good

nice: _____:_____:_____:_____:_____:_____:_____:awful

cruel: _____:_____:_____:_____:_____:_____:_____:kind

beautiful: _____:_____:_____:_____:_____:_____:_____:ugly

light: _____:_____:_____:_____:_____:_____:_____:heavy

happy: _____:_____:_____:_____:_____:_____:_____:sad

large: _____:_____:_____:_____:_____:_____:_____:small

fair: _____:_____:_____:_____:_____:_____:_____:unfair

bitter: _____:_____:_____:_____:_____:_____:_____:sweet

strong: _____:_____:_____:_____:_____:_____:_____:weak

THE UNITED STATES

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

AFRO HAIRCUTS

bitter: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet

cruel: _____ : _____ : _____ : _____ : _____ : _____ : _____ : kind

bad: _____ : _____ : _____ : _____ : _____ : _____ : _____ : good

light: _____ : _____ : _____ : _____ : _____ : _____ : _____ : heavy

nice: _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful

happy: _____ : _____ : _____ : _____ : _____ : _____ : _____ : sad

large: _____ : _____ : _____ : _____ : _____ : _____ : _____ : small

strong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : weak

beautiful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : ugly

fair: _____ : _____ : _____ : _____ : _____ : _____ : _____ : unfair

142. Sometimes I hate black people.

True False

143. When I talk about blacks, I usually use the words:

 Blacks

 Negroes

 Colored

 Other; which word? _____

 No preference

144. If I were in combat, I'd rather have a white Marine fighting alongside me than a black.

 Yes No No preference

145a Because I'm from a minority group, most of the whites in my unit like me less than they like the other whites.

 Yes No Don't know

145b Because I'm from a minority group, the blacks in my unit like me less than they like the whites.

 Yes No Don't know

146. I like the whites in my unit more than I like the blacks.

 Yes No No difference

147a How do you feel generally about (majority) whites?

 I like them

 I trust them

 I don't like them

 I don't trust them

147b How do you feel generally about blacks?

_____ I like them

_____ I trust them

_____ I don't like them

_____ I don't trust them

148. I would rather have a white commanding officer than a black one.

_____ Yes

_____ No

_____ No preference

149. How often have you personally been affected by prejudice in the past month?

On the base

Off the base

almost always

often

sometimes

rarely

almost never

150. Prejudice bothers me

_____ very little

_____ a great deal

151. Do black Marines treat you fairly?

- almost always
- usually
- sometimes
- rarely
- almost never

152. You can be affected by racial tensions in two ways: either directly, when someone of another group treats you unfairly; or indirectly, when you have a problem because there is racial tension in general. Does general racial tension in the Marine Corps cause problems for you personally?

- almost always
- usually
- sometimes
- rarely
- almost never

A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
163. Blacks and whites are equal by nature.	—	—	—	—	—	—
164. When black demonstrators block city streets the crowd should be broken up and arrested.	—	—	—	—	—	—
165. There should be a strictly enforced law requiring restaurant owners to serve persons regardless of race, creed or color.	—	—	—	—	—	—
166. Making sure that blacks are allowed to vote will help them more than educating them about voting.	—	—	—	—	—	—
167. Blacks sometimes think they've been discriminated against even when they've been treated fairly.	—	—	—	—	—	—
168. If I were a teacher, I would not mind at all taking advice from a black principal.	—	—	—	—	—	—
169. Violence by blacks is a natural reaction to prejudice and discrimination by whites.	—	—	—	—	—	—
170. In a local community charity drive I would rather not have a black chairman even if he's qualified for the job.	—	—	—	—	—	—

- A = Disagree strongly
 B = Disagree
 C = Neither agree or disagree
 D = Agree
 E = Agree strongly
 F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
171. Society has a moral right to insist that a community desegregate even if it doesn't want to.	—	—	—	—	—	—
172. Gradual desegregation is a mistake because it just gives people a chance to cause further delay.	—	—	—	—	—	—
173. They shouldn't put black and white children in the same schools because there might be fights and other problems.	—	—	—	—	—	—
174. I probably would feel a little self-conscious dancing with a black in a public place.	—	—	—	—	—	—
175. The people of each state should be allowed to decide if they want integration in their state.	—	—	—	—	—	—
176. It's better to work gradually toward integration than to try to make it happen all at once.	—	—	—	—	—	—
177. I think that blacks have a kind of quiet courage which few white people have.	—	—	—	—	—	—
178. I would not take a black to eat with me in a restaurant where I was well known.	—	—	—	—	—	—

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- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
179. Some blacks are so touchy about getting their rights that it is difficult to get along with them.	---	---	---	---	---	---
180. A person should not have the right to run a business in this country if he will not serve blacks.	---	---	---	---	---	---
181. I would rather not have blacks swim in the same pool as I do.	---	---	---	---	---	---
182. As long as blacks work peacefully for what they want, I'll back them up, but I'll be against them when they make demands.	---	---	---	---	---	---
183. Civil rights workers are right to try to force people to accept desegregation.	---	---	---	---	---	---
184. People are wrong when they say there should be patience and "slow down" in desegregation.	---	---	---	---	---	---
185. I favor gradual changes in the social relations between blacks and whites, instead of sudden changes.	---	---	---	---	---	---
186. I can easily imagine myself falling in love with and marrying a black.	---	---	---	---	---	---

28W0

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- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
187. Blacks face things better than most whites because of their suffering and trouble.	---	---	---	---	---	---
188. I believe that the black should have the same social privileges as the white man.	---	---	---	---	---	---
189. I am willing to have blacks as close personal friends.	---	---	---	---	---	---
190. It's not true that blacks face things with more courage than most whites.	---	---	---	---	---	---
191. We should not integrate schools until the black raises his standards of living.	---	---	---	---	---	---
192. Many blacks should get better education, but to prepare them for jobs instead of college.	---	---	---	---	---	---
193. Barbers and beauticians have the right to refuse to serve anyone they please, even if it means not serving blacks.	---	---	---	---	---	---
194. Even though social equality of the races may be the democratic way, many blacks don't have the self-control that goes with it.	---	---	---	---	---	---

8<

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- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
195. If I were being interviewed for a job, I wouldn't mind at all being interviewed by a black personnel director.	---	---	---	---	---	---
196. It would be a mistake ever to have blacks for foremen and leaders over whites.	---	---	---	---	---	---
197. Many blacks spend money for big cars and television sets instead of spending it for better housing.	---	---	---	---	---	---
198. I'd feel funny talking about inter-marriage with blacks I don't know well.	---	---	---	---	---	---
199. Integration will result in greater understanding between blacks and whites.	---	---	---	---	---	---
200. Since we live in a democracy, if we don't want integration it should not be forced upon us.	---	---	---	---	---	---
201. I would not mind at all if my only friends were blacks.	---	---	---	---	---	---
202. Interracial marriages are likely to fail because of serious problems that the couple doesn't think about at first.	---	---	---	---	---	---

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	<u>F</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
203. There should be a law that rooming houses have to rent to anyone regardless of race, creed or color.	---	---	---	---	---	---
204. Where blacks have had the opportunity to get ahead, they've been good sports and gentlemen.	---	---	---	---	---	---
205. I would willingly go to a black dentist if he's a good one.	---	---	---	---	---	---
206. It is not right to ask Americans to accept integration if they honestly don't believe in it.	---	---	---	---	---	---
207. Moderate efforts to get desegregation will be more successful than trying to force it immediately on people.	---	---	---	---	---	---
208. Blacks should be given every opportunity to get ahead, but they could never be capable of holding top leadership positions in this country.	---	---	---	---	---	---
209. Improving the early education of black children will do more for the black than laws about discrimination in employment.	---	---	---	---	---	---

31W0

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- D = Agree
- E = Agree strongly
- F = Don't know

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
210. If a black is qualified for an executive job, he should get it, even if it means that he will be supervising highly educated white persons.	---	---	---	---	---	---
211. I'd be less self-conscious having lunch in a restaurant with a black man than with a black woman.	---	---	---	---	---	---
212. In order to preserve the best of the culture and heritage of both the white and black groups, the two races should <u>not</u> intermarry.	---	---	---	---	---	---
213. Even if there were complete equality of opportunity tomorrow, it would still take a long time for blacks to show themselves equal to whites in some areas of life.	---	---	---	---	---	---
214. Blacks should not associate with black militants who talk tough since this will only make it harder for them to make real progress.	---	---	---	---	---	---
215. Integration of the schools will benefit both white and black children alike.	---	---	---	---	---	---
216. I don't believe that the blacks' suffering in the past has made them a more noble people than whites.	---	---	---	---	---	---

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
217. I'd rather not have blacks as dinner guests with most of my white friends.						
218. I think that blacks have a sense of dignity that you see in few white people.	---	---	---	---	---	---
219. What children of interracial marriages learn about both white and black viewpoints will help to improve relations between the races.	---	---	---	---	---	---
220. If I were a businessman, I would resent being told that I have to serve blacks.	---	---	---	---	---	---
221. The unusually strong love and trust that lead to interracial marriages will make them very rewarding.	---	---	---	---	---	---
222. Local communities should have no right to delay the desegregation of their public places.	---	---	---	---	---	---
223. Black Power leaders should be arrested and given stiff sentences for inciting blacks to riot.	---	---	---	---	---	---
224. In the long run desegregation would go more smoothly if we put it into effect immediately.	---	---	---	---	---	---

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
225. Integration should not be tried because it causes too much trouble.	---	---	---	---	---	---
226. Even if blacks are given the opportunity for college education it will be several generations before they are ready to take advantage of it.	---	---	---	---	---	---
227. Getting better teachers into slum areas helps the black more than equal employment opportunities.	---	---	---	---	---	---
228. The fact that blacks are human beings can be recognized without raising them to the social level of whites.	---	---	---	---	---	---
229. There is nothing to the idea that blacks have more sympathy for other minorities than most whites do.	---	---	---	---	---	---
230. I have no objection to attending the movies or a play in the company of a black couple.	---	---	---	---	---	---
231. Blacks haven't raised themselves more because they don't have outstanding leaders.	---	---	---	---	---	---
232. Integration is more trouble than it's worth.	---	---	---	---	---	---

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
233. It doesn't work to force desegregation on a community before it's ready for it.	---	---	---	---	---	---
234. The federal government should take strong action to correct the injustice of local authorities against blacks.	---	---	---	---	---	---
235. If desegregation is pushed too fast the black's cause will be hurt rather than helped.	---	---	---	---	---	---
236. Hard work and patience will do more for the cause of black equality than will demonstrating and picketing.	---	---	---	---	---	---
237. Real estate agents should be required to show homes to black buyers regardless of the desires of home owners.	---	---	---	---	---	---
238. If I were a landlord, I would want to pick my own tenants even if this meant renting only to whites.	---	---	---	---	---	---
239. Even though blacks may have some cause for complaint, they would get what they want faster if they were a bit more patient about it.	---	---	---	---	---	---
240. I feel in sympathy with responsible blacks who are fighting for desegregation.	---	---	---	---	---	---

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
241. Most blacks really think and feel the same way most whites do.	---	---	---	---	---	---
242. In this day of rush and hurry, the black has handled the problems of living in a much calmer manner than the white man.	---	---	---	---	---	---
243. Before I sponsor a black for membership in an all-white club, I would think about how this would make the other members feel about me.	---	---	---	---	---	---
244. If I were invited to be a guest of a mixed black and white group on a weekend pleasure trip, I would probably not go.	---	---	---	---	---	---
245. If the blacks were of the same social class level as I am, I'd just as soon move into a black neighborhood as a white one.	---	---	---	---	---	---
246. I would rather not serve on the staff of a black congressman.	---	---	---	---	---	---
247. Black leaders who talk Black Power should get no help from whites.	---	---	---	---	---	---
248. The color of a person's skin should <u>not</u> even be considered in choosing a marriage partner.	---	---	---	---	---	---

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249. The problem of racial prejudice has been greatly exaggerated by a few black agitators.	—	—	—	—	—	—
250. If he were qualified, I would be willing to vote for a black for Congress from my district.	—	—	—	—	—	—
251. Many don't agree, but I believe that blacks should picket and sit-in at places where they're not treated fairly.	—	—	—	—	—	—
252. When I look at the way blacks have been treated, I can begin to sympathize with the riots.	—	—	—	—	—	—
253. Desegregation laws often violate the rights of the person who doesn't want to associate with blacks.	—	—	—	—	—	—
254. It's not true that the black's troubles have made him a more understanding person than the average white.	—	—	—	—	—	—
255. Since segregation has been declared illegal, we should integrate schools.	—	—	—	—	—	—
256. I'd be quite willing to consult a black lawyer.	—	—	—	—	—	—
257. Educating blacks for supervising jobs will be better for them than laws about his right to have these jobs.	—	—	—	—	—	—

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
258. I would rather not have blacks live in the same apartment building I live in.	—	—	—	—	—	—
259. I would be willing to introduce black visitors to friends and neighbors in my home town.	—	—	—	—	—	—
260. A black would be an excellent supervisor of white people because he's been treated unfairly himself.	—	—	—	—	—	—
261. Blacks will get social equality sooner if their leaders work for integration than if their leaders try to get them to be like white people.	—	—	—	—	—	—
262. Interracial marriage is bad because there will be bad feelings between the couple and their parents.	—	—	—	—	—	—
263. Civil rights laws have helped the blacks more than programs for better education.	—	—	—	—	—	—
264. The best way to integrate the schools is to do it all at once.	—	—	—	—	—	—
265. People who don't have to live with problems of race relations have no right to dictate to those who do.	—	—	—	—	—	—
266. If I were working on a community problem with somebody, I would prefer it if he's not a black.	—	—	—	—	—	—

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
267. When I see a mixed couple, I'm more curious about their relationship than if they're both black or both white.	---	---	---	---	---	---
268. If supervisor jobs in business aren't open to blacks, there's little value in trying to get them more interested in working.	---	---	---	---	---	---
269. It is a good idea to have separate schools for blacks and whites.	---	---	---	---	---	---
270. I admire blacks who march through white neighborhoods demanding desegregation.	---	---	---	---	---	---
271. Blacks will improve themselves faster by learning a trade rather than by taking jobs the government forces employers to give them.	---	---	---	---	---	---
272. Race discrimination is not just a local community's problem; it also needs attention from people outside of the community.	---	---	---	---	---	---
273. I have as much respect for some blacks as I have for some whites, but I don't have much in common with the average black man.	---	---	---	---	---	---
274. It makes no difference to me whether I'm black or white.	---	---	---	---	---	---

39W0

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
275. No matter what he thinks, an employer should be forced to hire workers without regard to race.	---	---	---	---	---	---
276. Interracial marriage is bad because the children will be confused about who they are.	---	---	---	---	---	---
277. The disapproval and dislike of others don't matter if the couple in a mixed marriage love and respect each other.	---	---	---	---	---	---
278. Better education for blacks won't mean much if they don't have equal opportunity in employment and housing.	---	---	---	---	---	---
279. Social mixing of the races won't work until teenage blacks learn to act better.	---	---	---	---	---	---
280. When blacks boycott a store that doesn't hire them, whites should join in the boycott.	---	---	---	---	---	---
281. I could trust a black person as easily as I could trust a white person if I know him well enough.	---	---	---	---	---	---
282. School integration should begin with the first few grades rather than all grades at once.	---	---	---	---	---	---

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	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
283. If I were a black, I wouldn't want to go where I wasn't really wanted.	---	---	---	---	---	---
284. Nothing should keep you from marrying someone you love, even if she's of a different race.	---	---	---	---	---	---

SURVEY OF WOMEN MARINE PROBLEMS

**Richard H. Orth
Arthur L. Korotkin**

with

**Johnette B. Clark
Elaine West
Garmon West, Jr.**

Submitted to:

**United States Marine Corps
Equal Opportunity Branch**

Submitted by:

**International Research Institute
of the American Institutes for Research
10605 Concord Street
Kensington, Maryland 20795**

September 1973

APPENDIX G

ACKNOWLEDGMENT

We have been fortunate in the conduct of this research to have had the assistance of a great many people. It is not false modesty that makes us say that without their help this study could not have been done.

From the American Institutes for Research, we would like to thank George Hampton, Judy Boyce, Teri Silverman, and Norman LaCharite for their help in collecting the data. Their extra efforts in this process were responsible for data that are as rich and meaningful as we have seen in any research of this type. We must also acknowledge the assistance of Paul Spector during the development of the instruments and the design of the sample. Finally, from AIR, we would especially like to thank Carol McDonald, Betty Massenburg, and Dorothea Lang for their typing and graphics work.

Within the USMC, we are, of course, indebted to the many people who participated in the study and to the people in the commands we visited. Rather than taking the chance of missing one, we will not name each of them. They already know the extent of our gratitude. In addition, we would like to thank Lt. Col. A. J. Castellana, Capt. Gloria Smith, Capt J. M. Chambers, and Capt. Paul Frederick of the Equal Opportunities Branch for their kind assistance throughout this project. Finally, we would like to thank the two Directors of the Women Marines who served during this study. First, Col. Jeanette I. Sustad who was involved in much of the conceptualization of the scope of this study and then Col. Margaret A. Brewer who continued to offer assistance through the completion of the project.

While this research has been the product of many individuals, any shortcomings remain the responsibility of the principal authors.

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SURVEY OF WOMAN MARINE PROBLEMS

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INTRODUCTION

One of the tasks that the American Institutes for Research (AIR) was expected to perform as part of the human relations training research was to determine factors relating to women, as a minority in the USMC, which might be included in the human relations training program. The typical process by which such data are collected and used is: 1) to look at relevant, existing literature, 2) to select an informal sample for some in-depth interviewing, 3) to analyze these data, and 4) to develop and formally test the materials derived from this process. In doing the background work, AIR found very little information existing that deals with the basic problems perceived by the women in the Marines. As a result, some further conversations were held regarding the feasibility of expanding the planned study to incorporate a more rigorous research approach addressed toward examining these basic issues. It was determined that for little additional cost and effort the scope of the planned task could be expanded. Consequently, the research task was approached with much more scientific rigor and with the expectation of obtaining some reliable, basic data within which the program development would be framed. Moreover, the USMC, through the Director of Women Marines, would receive the same quality data to allow the Corps to examine the role and the problems perceived by women in the USMC.

The following report is restricted to a presentation of the basic findings of the research. It does not go into the program development that will eventuate from the data. The program development will be presented in future revisions of the Human Relations Training Manuals and in the materials covered in the Human Relations Institute. Prior to the presentation of the findings of this research, the report will detail the methods used to obtain the data for the interested reader. For the others, the following brief synopsis of the research strategy should suffice.

At the time this research was conceived there were approximately 2,000 women in the Marine Corps. It was felt that 10% would give us an adequate sample for any analyses that were contemplated. Further, it was believed that only those women in CONUS should be included, since the return from the costs in time and money for going overseas would be very small, indeed. To supplement the sample of women, a small sample of males was drawn from one of the CONUS bases to validate WM views.

The data collection was accomplished by using a structured, open-ended interview. The basic instrument was drawn from prior AIR program development research, modified to reflect the target population. Additional modifications were made to allow for more data relating to problems perceived by the women to be obtained. Many of these problems can be considered outside the domain of the Human Relations Training Program without, in any way, diminishing their potential import to the women. In general, the topics approached in the interviews were as follows:

1. Problems due in some manner to the actions and/or regulations of the Corps;
2. Problems dealing with the relationship between the male and female Marines, including their perceptions of each other;
3. Problems dealing with the Women Marines as a unit;
4. Problems dealing with race relations in both a general sense and in terms of the Women Marines;
5. Image or stereotyping problems. (These may tend to encroach in the above areas, but should be considered for their own sake.)

244<

A trial effort using both males and females as interviewers indicated that, while men would and did obtain reasonable and valid responses, the responses offered to female interviewers were much richer. Thus, the remainder of the data were obtained by female interviewers. Moreover, there appeared some very subtle differences based upon the race of the interviewer and of the interviewee. Although there was no real effort made to ensure that the interviewee and the interviewer were of the same race, Black as well as Caucasian interviewers were used.

A final caution was observed in the collection of the data. With the exception of the initial effort at one base, all the interviews with the women were performed in a period of less than two months. This was done in an effort to minimize the potential of a major event changing the entire nature of the responses. As it turns out, such a major event did occur shortly after the data were collected when a Federal Judge ruled that some of the differential regulations regarding dependents were illegal and to be stopped immediately. It came too late to affect the data. Had it come during the data collection, a drastic shift in the responses regarding this particular area would have been expected.

Finally, in the coding and analysis procedures, standard methodology was followed. The codes for the written material were empirically based, and were discussed at some length to ensure clarity for the coders. An inter-coder reliability check was performed and differences between the coders ironed out. The analyses were generally restricted to descriptive statistics. Although the random means by which the respondents were drawn would allow prediction to be made, the important concept is that the data reflect the opinions of the women in the Corps so that those who read the report can feel some assurance that their reactions have a solid basis.

METHODOLOGY

In the following discussion we will approach the basic procedures followed in setting up the data collection effort. We will begin with the sampling process. From there we will describe the development of the instrument. Finally, we will present a description of the actual interviewing procedures.

1. Sampling

The basic effort was aimed toward obtaining a sample of approximately 10% of the women in the Marine Corps. A great deal of time, however, was spent in trying to ascertain the specific means by which the sample was to be drawn. Every item of data provided by the Corps describing the women by categories in different variables showed that a disproportionate number fall into one or two categories. For example, in considering rank, it was found that 84% of the women were in the grades sergeant and below.* As another example, approximately 50% of the women were in the occupational fields of either Personnel and Administration or Supply Administration and Operation (as of 30 June 1972). As a final example, we knew that one of the areas to be examined was racial issues, yet when this research was being conducted there were only 12 Blacks who were officers, and they were all company grade officers. As a result of these problems, it was decided that some flexibility had to be allowed for the sampling.

To begin with, all the major installations in CONUS were to be included as a source of respondents. The definition of major installation was reached through the joint efforts of USMC and AIR personnel. The installations selected along with the number of women attached to each are presented in Table 1. Before the sample fraction(s) for the entire study could be determined, contractual requirements forced the beginning of the data

*All figures used are valid as of 31 August 1972 unless otherwise noted.

Location	Number of Women	
	Officers	Enlisted
HQ, USMC	25	182
HQ, FMFLANT	10	57
MCB, Camp Pendleton	19	182
MCB, Camp Lejeune	13	132
MCB, 29 Palms	7	78
MCAS, El Toro	14	95
MCAS, Cherry Point	9	72
MCDEC, Quantico	31	178
MCRD, Parris Island	17	142
MCRD, San Diego	10	142
TOTALS	155	1260

Table 1
Location and Frequency of Women at Major CONUS Installations

247-

collection from HQBN, HQMC. In order to ensure that these data could be used in the current study, while at the same time providing a large enough sample for the program development purposes, a stratified random sample using sampling fractions of .50 for officers and .25 for enlisted personnel was drawn.

One of the lessons learned from this experience was that the actual numbers of personnel present at any installation is extremely dynamic. Thus any a priori sampling fraction would be extremely tenuous in providing the required participants in the survey. As a result the sample was stratified in terms of rank based upon the overall distribution among the Women Marines as of 31 August 1972. These numbers were distributed to the installations and then translated back into percentages based upon actual numbers on board when the active roster of each location was obtained. Table 2 shows the numbers and percentages used for each location. As this table shows, there is a disparity between bases on the sampling fractions, but the crucial matter is that each woman on the active roster had a known probability of being included in the sample. An example of the problem can be seen from the sample at MCDEC, Quantico. Our data showed 31 officers on board and our overall sampling fraction of 33% indicated we should draw 10 for the sample. However, the active duty roster showed only 24 officers on board and the consequent sampling fraction became 42% since the 10 officers were required to give us a sufficient sample for analysis later on.

Due to some question about the method used to draw the sample at the Recruit Depot in San Diego, that entire sample was dropped from the analysis. It seems to us that the arbitrary method used to determine which installations would be included made the dropping of the data from that one base less of a threat to the generalizability of the results than if the data were to be included. The final sample with breakdown of ranks is shown in Table 3. Also shown in Table 3 are the percentages of the rank-groupings throughout the Women Marines. Clearly, the relative distributions are similar, and the changes in the absolute percentages are due to the stratification process during the selection of the sample.

Location	Officers		SNCO		Enlisted	
	N	%	N	%	N	%
HQBN, HQMC	14	50	6	25	31	20
HQ, FMFLant	4	50	-	-	6	11
MCB, Camp Pendleton	7	33	1	13	18	9
MCB, Camp Lejeune	4	25	1	25	13	10
MCB, 29 Palms	5	100*	1	20	8	11
MCAS, E1 Toro	6	38	1	17	8	9
MCAS, Cherry Point	4	27	-	-	8	9
MCDEC, Quantico	10	42	1	10	16	10
MCRD, Parris Island	4	27	-	-	7	8
MCRD, San Diego	3	21	1	20	13	11

*The active strength was so close to the number required that it was more efficient to utilize the whole population.

Table 2
Sampling Fractions for Each of the Locations in the Sample

249<

Rank Groupings	N	% of Sample	% in USMC
E1-E5	115	63	84
E6-E9	11	6	5
WO/CWO	5	3	1
O1-O3	38	21	9
O4-O6	15	8	2
TOTALS	184	101*	101*

*Percentages do not add to 100 due to rounding error.

Table 3
Sample Description by Rank Groupings

250<

2. Instrument Development

As has been stated earlier, the primary purpose of this research was to provide data for the development of program material relevant to women in the Marine Corps. Past experience has shown that the data derived from examining the perceptions one individual has of another (or a group of others) and of his (their) behaviors leads to the most fruitful data. Thus, many of the questions deal directly with the following topics:

1. How do the women perceive the male in the Corps and how do they evaluate him;
2. How do the women perceive the behaviors of the male in the Corps and how do they evaluate those behaviors;
3. How do the women perceive the woman in the Corps and how do they evaluate her;
4. How do the women perceive the behaviors of the woman in the Corps and how do they evaluate those behaviors;
5. How do the women perceive they are evaluated by the male in the Corps and by male civilians;
6. How do the women perceive their behaviors are evaluated by the male in the Corps and by male civilians; and
7. How do the women evaluate their associations with the male.

A second topic area to be covered by this research concerns problems between racial or ethnic groups. The same sort of background cited above went into the development of questions for this purpose. The questions thus, deal with the following:

1. How do minority group Marines perceive majority group Marines and how do they evaluate them;
2. How do minority group Marines perceive the behaviors of majority group Marines and how do they evaluate those behaviors;
3. How do majority group Marines perceive minority group Marines and how do they evaluate them;
4. How do majority group Marines perceive the behaviors of minority group Marines and how do they evaluate those behaviors; and
5. How does each group evaluate minority-majority associations.

A third topic area to be explored involves the Marine Corps as a whole. The major concern here is to determine what actions the Marine Corps could

do, from the perceptions of the respondents, to improve the situation for them, to improve relationships within specific groups, and to improve the relationships between groups. The realities of the situation were left for the respondent to determine. That is to say, no structure was supplied in terms of what actions are realistic to consider for the Corps and what actions are not realistic.

Fourth, a significant portion of the research relates to problems that women have, or perceive themselves to have in the Marine Corps. As much as possible, the questions are stated in such a manner that the respondents are allowed to generate the issues themselves. Only after the respondents reached the end of this self-generation were probes into particular areas brought to bear. The specific areas addressed in the probes include:

1. Procurement or recruiting of women;
2. The availability of Military Occupational Specialties (MOS) for women;
3. The availability of assignments and promotions for women;
4. The quality of training for women;
5. The quality of housing and other facilities for women; and
6. Problems of personality relating to women.

In addition to the above some demographic data were collected so that the analyses could be constructed to compare different groups within the Women Marines. Lastly, a question asking the respondent to describe the "typical Women Marine" was added at the end of the instrument. The reasoning behind the inclusion of this question is that it would allow the respondent to crystallize her perceptions of the Woman Marine and would add dimension to earlier questions where her perceptions were the focus. The entire instrument, as it was used in the interviews, is reproduced as Appendix A to this report.

3. Data Collection

The data collection effort was designed to be in an open-ended interview situation with each respondent being interviewed individually. Based on previous research dealing with the similarity between the interviewee and the

interviewer, one would expect that the sex of the interviewer could possibly affect the richness of the data. This question was put to the test at the first installation visited by the interview team. The expected differences were, indeed, to be found, but not to the large degree that might be expected. Nonetheless, the determination was made that the results of the research would be improved if all female interviewers were used for the remainder of the data collection.

The same question, of course, needed to be asked about the race of the interviewer. Thus, in order to allow the analyses to take this factor into account both Black and Caucasian interviewers were used. No effort was made to have the interviewees be questioned only by interviewers of their own race. The rationale behind this was that the racial issues seemed to be the only areas where the race of the interviewer made much difference. Since this was not the central focus of the research and since the differences were more in terms of the quantity of the response rather than in terms of the quality or the nature of the response, there seemed little reason to do other than assure that the differences could be addressed analytically if necessary.

The interviews were scheduled for two hours each. Very few lasted beyond that length of time, but no effort was made to restrict the actual length of the interview. The interviewers were instructed to take notes during the interview if the interviewee did not object. In no case did the interviewee object. It was felt, however, that the presence of recording equipment would impact upon the ease of the interviewee and thus affect the quality of her responses. Each interviewer was instructed to write up her notes as soon after the interview as possible.

4. Coding of Responses

The codes for the responses were empirically established from a random sample of 25 interviews. A problem developed in that some of the questions were not mutually exclusive. To surmount this problem, the codes were constructed per question and a response could be coded in more than one instance only if the respondent actually repeated the statements in response to more than one question.

The coders were given the coding categories to study and then asked to code a sample of interviews. Their codes were compared and differences were resolved before the actual coding could proceed. In addition, the coders were instructed that, when any problematical response arose from any of the interviews, they were to discuss the response with each other and achieve agreement on the code to be given that response.

5. Male Marine Sample

In order to obtain an idea of the male perceptions regarding the problems of Women Marines and their relationships with males in the Corps, a small sample of men from one base was interviewed. For analytical purposes a sample of 40 men was deemed sufficient. These 40 were broken down in 10 each from field grade officers, company grade officers, SNCO's, and sergeants and below. The ten from each group were drawn randomly after determining the sampling fraction that was engendered from the requirements of 10 respondents and the actual number in that group on the duty roster.

The instrument was adapted from the one developed for the women. The differences between the two were primarily in the following areas:

1. The references to racial issues were dropped since this had been covered in a past research effort with males; and
2. Some background on the respondent's familiarity and evaluation of the women was sought through additional questions.

With the alterations to the instrument, the interviews tended to take less time than the interviews with the women. However, the setting was the same as had been used with the women; that is, each interview was conducted individually and structured to give the respondent as much latitude as he wished. The instrument used with the male sample is shown in Appendix B of this report.

The coding schema was determined in a two-pronged effort. First, for those questions which were new to this instrument, the codes were again developed on an empirical basis. However, in order to facilitate the comparison of these data with the data obtained from the female respondents, the code for questions which were repeated from that instrument were forced into the same code.

RESULTS

The order of presentation of the following section of this report follows what seems to us the logical sequence of the data analysis. To begin with a description of the sample will be presented. The second portion of the section presents the problems perceived by the women. The third portion will deal with the problems of the relationships between male and female Marines. The fourth section will present the findings regarding racial issues. The fifth section will present the women's perceptions of actions available to the Corps for the resolution of some of the problems.

1. Description of the Sample

In an earlier part of this presentation we gave the description of the sample by rank. It would be redundant to repeat the whole process here. In general, after we account for the fact that we oversampled from the officer corps, the sample quite adequately reflects the distribution of officer and enlisted personnel within the Women Marines (see Table 4). As was the original intent, the enlisted represent approximately 10% (actually 10.8%) of the enlisted women. The officers in the sample represent approximately 33% (actually 30.2%) of the officers. The overall figures are a compilation of the women at the nine bases included in the sample with those women attending Communications and Electronics (C & E) School at 29 Palms also included.

The location a respondent claims as his or her home often explains some of the person's attitudes. Thus, for example, a gross oversampling from one region of the country could bias the results by causing the attitudes of the group to be weighted in a particular direction. Table 5 shows the distribution of the women in our sample compared to the distribution of people in the 1970 Census. Testing the distribution

255<

Rank	Sample	USMC
Enlisted Personnel	126	1165
Officers	58	192
TOTALS	184	1357

Table 4
A Comparison of the Sample with the Population
of Women Marines Attached to Major Bases in CONUS

Home Region**	Sample (% of total)	1970 Census (% of total)
North East	24	24
North Central	25	28
South	39	31
West	12	17
TOTALS	100	100

*Using the U.S. Census classification of states

Table 5
 Claimed Home Regions of the Sample
 Versus the 1970 U.S. Census Distribution

257-

of the sample against that of the U.S. for goodness of fit, the clear indication is that there is no difference between the two distributions ($\chi^2 = 6.54$; $df = 3$; $p = n.s.$). (It is interesting to note that the largest discrepancy occurs in the size of the proportion that comes from the Southern Region. Traditionally, the career military man is considered to be southern, and this tradition may be reflected in the females also.)

As a group, the sample appears to be quite highly educated, significantly more so than the population of Women Marines ($\chi^2 = 104.93$; $df = 3$; $p < .0001$) (see Table 6). As can be seen, over 50% of the individuals have attended college. Since the officers only comprise 32% of the sample, one may conclude that many of the enlisted personnel have attended at least one year of college. One may speculate that some relationship between the relatively high education level of the sample and a number of the attitudinal variables could exist. This factor must be borne in mind when some of the overall distributions are considered later in this report. However, additional information regarding the effects of educational attainment upon attitude will be revealed by presenting some contingency analyses of the data in addition to simple raw distribution.

Another variable along which the sample may be examined is the age of the respondents. Table 7 shows the comparison between the sample and the total women in the Marines. As is evident from the table, the sample tends to be older than the population of Women Marines. ($\chi^2 = 37.74$; $df = 3$; $p < .001$). This finding is not particularly surprising since we did oversample from the officer portion of the population. Let us return just briefly to the point discussed in relation to the education distribution of the sample. That the sample tends to be highly educated can be viewed as a logical extension of the fact that it tends to be older and consequently would have had more time for additional schooling. Thus, for example, if the almost 50% figure of women 20 years old or younger had been reflected in our sample, we would also have had fewer college graduates since most college graduates are at least 21 years of age.

Educational Level	Sample		USMC
	N	%	%
High School Graduate	85	47	74
Some College or Junior College	51	28	12
College Graduate	35	19	12
Post Graduate Work	11	6	1
TOTALS	182*	100	99**

*Does not include non-responses

**Does not add to 100 due to rounding error

Table 6
Educational Attainment of the Sample

259<

AGE	Sample		USMC
	N	%	%
20 or younger	58	32	48
21-25	67	36	37
26-30	27	15	8
30 or older	32	17	7
TOTALS	184	100	100

Table 7
Age Distribution of the Sample and of Women in the USMC

260<

Yet another attribute of the sample is the length of time the respondents have been in the Corps. This characteristic is shown in Table 8. As would be expected from viewing other data, especially the distribution of the rank among Women Marines and the high turn-over rate for women in the Corps, the majority of the respondents (61%) have been in for two years or less. Again, the oversampling of officers has resulted in a large porportion of respondents in the highest category.

We have discussed, at some length, the bases from which the sample was obtained. One factor that was not brought up is the distribution of the sample in a larger sense. Table 9 exhibits location of the base and the proportion of individuals therefrom. The differences between the sample and the total force of women regarding their location in CONUS is significant, statistically ($\chi^2 = 5.19$; $df = 1$; $p < .025$). Recall that HQBN, HQMC was oversampled for reasons unrelated to the total research effort. Consequently, we would expect the difference in the two distributions. Indeed, when HQBN, HQMC is removed from both the sample and the total population of women, the difference is no longer statistically significant ($\chi^2 = .12$; $df = 1$; $p = n.s.$).

Another characteristics for which data were collected is the racial group in which the respondent places herself. Table 10 shows the distribution of the sample compared with the distribution of women in CONUS according to racial classification. Again, we find a statistically significant difference between the distributions ($\chi^2 = 13.79$; $df = 2$; $p < .005$). Once again, however, the difference found can be explained rather easily. The classification used by the Marine Corps is apparently not consistent with what some of the people in the Corps would use. For example, many of the Spanish-Americans wanted to be classified separately from the "white" category. This, alone, accounts for much of the difference since the "Other" category receives a substantially higher number of persons in the sample than in the Corps as a whole. In summary, then the difference found between the sample and the Women Marines as a whole on racial composition, while statistically significant, cannot be viewed significant in any real sense without further data.

Time in Service	N	%
One year or less	69	38
Two years	42	23
Three to four years	21	11
Five years or more	51	28
TOTALS	183*	100

*Does not include non-responses

Table 8
Distribution of the Length of Service of the Sample

262<

Location	Sample		USMC
	N	%	%
East	129	70	62
West	55	30	38
TOTALS	184	100	100

Table 9
Location of Respondents
Compared to Location of Women Marines in CONUS

263<

Racial Group	Sample		Women in CONUS
	N	%	%
Caucasian	134	73	81
Negroid	33	18	15
Other	16	9	3
TOTALS	183*	100	99**

*Does not include non-responses

**Does not add to 100 due to rounding error

Table 10

Racial Composition of Sample Versus of Women Assigned to CONUS

264<

Two final dimensions along which the sample can be classified are marital status and participation in human relations training. (See Table 11 and Table 12, respectively). Official Marine Corps figures for these two variables are not available at this time. It is, however, estimated that approximately 65% of the active Marine Corps has participated in the Human Relations Training Program--a figure closely matched by the sample. The two tables should not be dismissed as being irrelevant simply because they are not compared to the Corps. In some areas the attitudes of persons in one category could differ sharply from the attitudes of the respondents from another category. For example, married women would be expected to be much more concerned about differential regulations regarding dependents than would unmarried women.

This detailed description of the sample has been presented for two purposes. One purpose was simply to give the reader an idea of how well the sample reflects the Women Marines and the possible reasons behind any significant differences between the sample and the Women Marines as a whole. A second purpose was to prepare the reader to consider some of the results to be presented later in light of the make-up of the respondents. For example, if there appears to be a somewhat low indication of concern regarding regulations dealing with spouses, the reason may be solely that a very small proportion of the women are married. This issue is really two-sided. In one sense, if the sample reflects the distribution of the total force of women, the degree to which an issue is raised should also be reflective of the degree to which it exists in the Marines. On the other hand, such a generalization may hide the fact that a problem exists for a significant, albeit smaller portion of the Women Marines. This dilemma can, in reality, be resolved only by subjective means such as the importance that a particular group may have for the Marine Corps.

2. Specific Problem Areas

Several questions were structured specifically to obtain the opinions of the respondents about potential problem areas. One of these problem areas is recruiting practices. Table 13 shows the distribution

265<

Status	N	%
Married	34	18
Unmarried	150	82
TOTALS	184	100

Table 11
Marital Status of the Sample

Participation in Marine Human Relations Training	N	%
Has participated	122	67
Has not participated*	60	33
TOTALS	182**	100

*Includes people who have participated in other programs
 **Does not include non-responses

Table 12
 Human Relations Training Participation

267<

Recruiting	Problem Generally		Problem for Herself	
	N	%	N	%
Yes	73	40	35	19
No	8	4	28	15
No Response or Don't Know	103	56	121	66
TOTALS	184	100	184	100

Table 13
Recruiting as a Problem

268

of responses to the question of whether recruiting, in general, is a problem and if it is a problem for the respondent. The table tends to be somewhat deceiving in that a large proportion of the respondents indicated that either they do not know if it is a problem or failed to respond to the question. It is noteworthy that of those who expressed an opinion, 90% indicate recruiting is generally a problem and 56% say that it had presented a problem for them. One of the major problems discussed by the respondents is the degree to which the recruiters are uninformed. The focus of their comments is toward the male recruiter (the absence of female recruiters is often noted) who: 1) know little about the training for Women Marines, 2) know little about the programs for Women Marines, 3) tend to overglamorize the programs for Women Marines, and/or 4) often know the Women Marines only by the stereotypes that many males hold. Aside from not having received full information, many of the enlisted women feel that the recruiters actually lied to them (this was usually attributed to the recruiters' having to make quota). These falsehoods involved such things as: 1) promising assignments that are not available to women, 2) claiming boot camp was easy for women, 3) saying the recruit had to sign up for four years to get certain training, and/or 4) saying they could live off-base and have children.

Although many of the respondents feel that it would be beneficial to have a woman recruiter available for female candidates, others claim that the woman recruiter with whom they talked was also not well informed about the situation for young enlisted Women Marines. Indeed, several of the interviewers report that the officers and SNCOs in the sample claimed to have little knowledge of the day-to-day situation for the young enlisted women. Thus, if the constituency of female recruiters comes from this group, there may be some truth to such comments by the young enlisted women.

We would be remiss if we failed to discuss the fact that a few of the respondents actively denied the existence of a problem in recruiting.

Usually, the favorable comments were made in relation to the respondent's own recruitment. Even with the favorable comments, the impact is often tempered by a qualifying statement such as: "It depends on who you get".

Finally, a substantial number of the negative comments regarding recruiting dwell upon the quota system. Oftentimes, the fact that the recruiters are pressured to achieve a certain quota is claimed to be behind the falsehoods and/or the glossy picture painted by the recruiter. On another level, the quota system is cited as being responsible for a decrement in the quality of the Woman Marines. The comment that summarizes the feeling behind several such statements is: "They go out and get the nearest body just to make quota."

One of the most frequently cited problem areas is the housing situation for women. Table 14 shows only a relatively small number of the respondents failed to respond to this question in some manner. Several factors have to be considered in discussing this problem area. First of all, omitting those respondents who state no opinion, we find that 86% of the remainder claim housing is a problem in general while 57% claim it is a problem for themselves. Of course the fact that SNCOs and officers do not necessarily live on-base would impact this latter result. Before moving on to the details of the nature of housing problems let us consider the fact that several of the bases from which the sample was drawn have dormitory-type housing for their enlisted women. One would expect that the women from these bases could be less likely to claim housing as a problem. Table 15 shows the comparison between the respondents from bases with squad bay-type housing. The respondents who failed to express an opinion were excluded from both groups. (It is interesting that virtually the same proportion of respondents from both groups failed to express an opinion.) The two distributions show a statistically significant difference ($\chi^2 = 21.65$ (with Yates' correction); $df = 1$; $p < .001$). One may think of the difference in two ways: 1) many more of the respondents than would be expected by chance from dorm-type bases say that housing is not a problem or 2)

Housing	Problem in General		Problem for Herself	
	N	%	N	%
Yes	101	55	31	17
No	17	9	23	13
No Response/ Don't Know	66	36	130	71
TOTALS	184	100	184	101*

*Does not add to 100 due to rounding error

Table 14
Housing as a Problem

271<

Location of Respondents	Housing is a Problem		Housing is Not a Problem		TOTALS	
	N	%	N	%	N	%
Squad bay-type	82	95	4	5	86	100
Dormitory-type	19	59	13	41	32	100
TOTALS	101	86	17	14	118	100

Table 15
Housing Problem vs. Type of Housing on Respondent's Base

272

many more of the respondents than would be expected by chance from the squad bay-type bases say housing is a problem. Of course, the latter approach is more amenable to solution of the problem than the former.

An interesting comparison between the respondents who must live on-base and those who need not live on-base can be made (see Table 16). Clearly a smaller proportion of the lower grades failed to express an opinion on this topic than of the higher grades ($X^2 = 7.83$; $df = 2$; $p < .027$). Yet among those respondents who did express an opinion, there is no difference in the proportion of E1 - E5 and the proportion of the higher ranks that claimed housing is a problem. ($X^2 = 1.73$; $df = 1$; $p = n.s.$). In other words, one may conclude that there is a difference in the awareness level of the two groups, but among those who are aware of the issue, there is no difference.

In summary it may be said that a great proportion of the women consider housing to be a problem. Interestingly enough, the male respondents to the same question about housing as a problem for women also showed a relatively high awareness level (53%) and, in fact, 87% of the males who expressed an opinion said that housing is a problem. Using a chi-square test, we find that there is no statistically significant difference between the men and the women in claiming that housing is a problem, given that they express any opinion at all ($X^2 < 1.00$; $df = 1$; $p = n.s.$).

Apparently the major issue about housing for the young enlisted women is the lack of privacy in the squad bay setting and, to some extent, even in the dorm-type setting. The women seem to be aware of the high quality of their housing compared to that occupied by the males, but claim that women need more privacy than the males. Throughout the comments regarding housing, the women express the opinion that the enlisted women's housing is better than the enlisted males'. However, among some of the officers the opinion that the male officers receive better housing is expressed. Some of this may be due to differential regulations (since nullified by the courts) regarding women.

273<

Rank	Housing is Problem		Housing is Not a Problem		No Response/ Don't Know		TOTALS	
	N	%	N	%	N	%	N	%
E-1 - E-5	67	59	14	12	33	29	114	100
Other	34	49	3	4	33	47	70	100
TOTALS	101	55	17	9	66	36	184	100

Table 16
Comparison Between Grades E-1 - E-5 with the Remaining Ranks

274

Several other problems associated with housing receive mention by the respondents. There seems to be a problem with cleanliness indicated by the presence of cockroaches in many of the barracks. Theft is cited as a big problem by several of the respondents in that the lack of doors, much less locks, makes security of personal possessions impossible. Still another problem that receives some mention is the noise level since there are no walls and doors to seal off one's room from a neighbor's radio or record player. It seems, then, that many of the problems associated with housing are directly related to the barracks-like conditions that exist at many of the bases. To be sure, all of these problems are not answered by the dormitory setting currently existent at some of the bases and planned for others. Privacy is still a problem in that the rooms are designed for multiple occupancy. In some of these, there is also a problem with overcrowding in that the rooms are fairly small. All-in-all, however, many of the problems have been reduced where the dorms have been constructed as is evident from the results shown in Table 15.

Directly related to housing are the facilities available to the women. A sizeable majority of the respondents failed to express any opinion on this topic (see Table 17). The question arises, then, if this is really a major issue since only 21% of all the respondents felt strongly enough about the problem to express any kind of opinion. Before the reader dismisses this area based on that percentage, let him consider the close relationship between facilities and housing. Many of the respondents may have considered that all they could say had been said when they claimed the problems with the housing. The data are not sufficient to judge if this was, indeed, the case. Thus, rather than make a judgment about the overall significance of the result, we will simply state that of those who expressed an opinion about facilities, 89% feel that a problem does exist for women in general and 88% of those who expressed an opinion about the facilities for themselves said it constitutes a problem for them.

275-

Facilities as a Problem	Problem in General		Problem for the Respondent	
	N	%	N	%
Yes	34	19	15	8
No	4	2	2	1
No Response/ Don't Know	146	79	167	91
TOTALS	184	100	184	100

Table 17
Facilities as a Problem

276

The comments regarding facilities ranged from aspects of housing such as the lack of "proper" bathing facilities to the lack of recreational facilities. Some of the specific comments include: 1) "There should be bath tubs for women rather than showers," and 2) "There should be private shower and toilet stalls for the women." The women recognize that these requests go beyond the allowances for males in the Corps, but they point out that a woman's situation and needs are much different from a man's.

In summary, it may be said that the situation regarding facilities is either not particularly salient to the women or it is inseparable from the general problem of the housing situation. On the other hand, in those instances where it is either salient or separable, the situation is viewed significantly more as a problem than not.

Service in the Marine Corps may be thought of as a job or career for the individual. Four particular areas of concern surround this basic concept: 1) the availability of Military Occupational Specialties (MOS) to women, 2) the availability of assignments or billets to the women, 3) the quality of the job environment for women, and 4) promotion. We will discuss the results of the research in these areas next in the sequence in which they were raised above.

Relatively few of the respondents failed to express an opinion about the availability of MOS's to women, and those who expressed opinions are more sharply divided than they were in the areas we have discussed so far (see Table 18). In fact, a higher proportion of the respondents discuss this issue relative to themselves than any of the previous areas. Table 19 shows the same comparison with those failing to express an opinion omitted.

It is apparent from the distributions shown in Table 18 that the women are more ready to discuss the problem on a general level than in relation to themselves. Furthermore, from Table 19 we see that a much higher proportion of the respondents believe that the availability of MOS's is a problem for themselves. One could speculate at length about the reasons for this discrepancy which is significant statistically

277<

Availability of MOS	General Problem		Problem for Respondent	
	N	%	N	%
Yes	82	45	40	22
No	22	12	30	16
No Response/ Don't Know	80	43	114	62
TOTALS	184	100	184	100

Table 18
Availability of MOS as a Problem

278<

Availability of MOS	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	82	79	40	57
No	22	21	30	43
TOTALS	104	100	70	100

Table 19
Availability of MOS Omitting the Non-responses

279<

($Z = 3.14$; $p < .001$). Note that over 40% of the respondents who voiced an opinion specifically denied that MOS availability is a problem for themselves, while almost 80% said it was a problem in general. Let us examine some of the comments that were made. Apparently part of the difference found is due to what may be called "the vague other" concept. That is, some of the respondents will say "I'm doing what I enjoy, but 'others' can't get into fields they want". A clear difference can be seen to exist in the desires of the various respondents; some would like to be in the traditionally more masculine areas, such as the technical fields, while others are happiest in the traditionally feminine areas such as administrative or clerical fields. Another source of the difference may be attributed to the fact that the Marines have no nursing corps. Some of the respondents may be seen to react to this factor even though they, themselves, may not be interested in nursing. In general, the problems about MOS availability can be traced to the perception that women tend to be placed in administrative and clerical fields while other fields, especially in technical areas, are perceived to be closed to women. There is some support, incidentally, for these perceptions as is shown in Table 20. As can be seen, the majority of the women are in a field that can be generally classified as being administrative or clerical in nature. Moreover, using only the first two digits of the MOS, we find that 52% of the officers and 39% of the enlisted women are in the "01" field. Clearly, there is some justification, then, for the perception that women are placed into the administrative/clerical mold whether this is by design or not.

Of apparently equal salience with the availability of MOS is the area of availability of assignments. This expresses one of two basic issues: 1) the availability of specific jobs and 2) the availability of billets for women in certain desirable duty stations. Table 21 shows the overall distribution of alternatives to this basic question. Once again, we note that the issue appears much more salient as a problem for others than as a problem for the respondent. When we omit the portion of the sample that does not voice an opinion (See Table 22), we note that there is no significant difference between assessing this as

MOS for Women in the Corps	Officers Assigned (%)	Enlisted Assigned (%)
Administrative/Clerical	65	53
Others	35	47
TOTALS	100	100

*These figures result from our own interpretation of the specialties. Another interpretation--one made by the Central All-Volunteer Task Force--shows that over 84% of all the Women Marines can be classified as Administrative Specialists and Clerks.

Table 20
General Occupational Fields
for Women in the Marine Corps

282-

Availability of Assignments	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	78	42	49	27
No	26	14	24	13
No Response/ Don't Know	80	43	111	60
TOTALS	184	99*	184	100

*Does not add to 100 due to rounding error

Table 21
The Availability of Assignments as a Problem

280<

Availability of Assignments	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	78	75	49	67
No	26	25	24	33
TOTALS	104	100	73	100

Table 22
The Availability of Assignments
as a Problem Omitting the Non-responses

283-

a problem for oneself or as a problem for others ($Z = 1.14$; $p = n.s.$). To be sure, there is a slight trend for the women to be more likely to consider the availability of assignments a problem for others than for themselves, but this cannot be considered more than a chance difference.

Comparing the officers with the enlisted women we find a trend indicating the problem is more salient for the officers than for the enlisted women ($\chi^2 = 5.55$; $df = 2$; $p < .10$). Table 23 shows this comparison. This is not a totally unexpected finding in that it is quite reasonable to assume that a process of relative deprivation may be ongoing. That is, the officers are given more in terms of training than the enlisted women, yet they hold jobs that they believe are not commensurate with that training, and they are given more responsibility, yet they are given that responsibility only in limited areas.

The male Marines who were surveyed in connection with this research also indicated the presence of a problem, if they voiced any opinion. Interestingly enough, a small portion of the male Marines feel that the women create the problem for the males rather than having a problem themselves. In any case, 76% of the males who voiced an opinion indicate that a problem exists in the availability of assignments for women.

Some of the comments made by the women should be mentioned here. A sizeable proportion of the comments relate to the perception that women, while trained in a variety of areas, are "always" assigned to the desk jobs. Indeed, even when they are assigned within their MOS, they get the secretarial jobs. A second area of comments concerns overseas and Fleet Marine Force (FMF) assignments. A sizeable group of women feel that they should not be kept out of the FMF since some of the choicest locations have FMF units. This is not to say that women do not serve in some of these locations; it simply says that more billets would be available there if women were allowed to hold jobs within the FMF organizational structure. A most interesting type of comment relates the feeling that as long as assignments are restricted, the women cannot be an integral part of the Corps. This latter issue appears in several areas and should be borne in the reader's mind when, later in the report, the problem of women in

Availability of Assignments	Officers		Enlisted	
	N	%	N	%
Yes	31	53	47	37
No	9	16	17	14
No Response/ Don't Know	18	31	62	49
TOTALS	58	100	126	100

Table 23
Comparison Between Officers and Enlisted
Women on the Availability of Assignments as a Problem

285<

being accepted by the Corps is considered. Finally, a few comments were addressed toward the perception that women are not given "high level" jobs, that is, jobs with a great deal of responsibility. We will discuss this issue only to the extent of pointing out that this perception may relate to the fact that women cannot advance beyond the rank of Colonel rather than to the absolute concept of responsibility.

Let us now move on to discuss the area of job environment as a potential problem for the women in the Corps. Table 24 shows the distribution of responses to this topic. Once again, a majority of the respondents failed to voice an opinion on the issue. In fact, that proportion is particularly high in terms of job environment being a problem for the respondent. As before, when we consider only those who express an opinion, the situation changes (see Table 25). The striking result in that table is that all of those who voiced an opinion feel that it was a problem for the women in general. When the focus is on the respondent, however, this percentage drops to 88%. It is not difficult, by means of explanation, to imagine that a woman in a good job can see others with problems in their job environment. We must be careful to remember that the respondent does not indicate everyone has a problem, rather that, generally, problems can be found to exist.

Since there is no way of hypothesizing what the proportion of yeses and noes should be, for the comparison between officers and enlisted personnel on the general problem, the non-responses will be retained (see Table 26).

The difference between these two distributions is statistically significant ($\chi^2 = 22.06$; $df = 1$; $p < .001$) and indicates that the officers are much more sensitive to this problem area. One could speculate that two possible reasons underlie this difference: 1) the officers could be more sensitive to their own situation or 2) the officers could be more sensitive to the problems of the enlisted women. If the latter were the case, one could be justified in saying that the officers see a problem

Job Environment	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	66	36	42	23
No	0	0	6	3
No Response/ Don't Know	118	64	136	74
TOTALS	184	100	184	100

Table 24
Job Environment as a Problem

287<

Job Environment	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	66	100	42	88
No	0	0	6	12
TOTALS	66	100	48	100

Table 25
 Job Environment as a Problem with Non-Responses Omitted

Job Environment	Officers		Enlisted	
	N	%	N	%
Yes	35	60	31	25
No Response	23	40	95	75
TOTALS	58	100	126	100

Table 26
 Comparison Between Officers and Enlisted
 Women on Job Environment as a General Problem

289-

where, perhaps, it does not exist. However, the former appears to be the case (see Table 27). Clearly, the officers are more sensitive to problems that they have in their job environment than are the enlisted women ($\chi^2 = 6.14$; $df = 1$; $p < .01$). This may be hypothesized to be due to the officers' expectations based on comparing themselves with the male officer. A lack of respect due one's rank is one of the primary aspects that the women officers are referencing in this perception.

The range of comments on this issue is very broad. One large category of comments relates to males' reactions to female officers. These are exemplified by: "A young Woman Marine officer comes in and neither her boss nor those under her will listen to her." Many of the women officers feel that their rank is particularly vexing to the SNCO's who feel the Marine Corps is no place for women. Another source of irritation to some of the women is the fact that the men call them either Miss or by their first name rather than by rank and surname as is customary among men in a formal situation. A second major category of comments deals with the tasks given to women on the job. Some women feel they are expected to clean up after the men, make coffee and bring it to them, and/or serve as decoration. A final category of comments deals with sexual harassment. Such comments as: "They come up to you and pat you and tease you," are fairly common.

In summary, it may be said that the job environment is only a marginal problem since a relatively high percentage of the women do not express an opinion. This would, however, be a shallow view. Recall that of those women who do express an opinion 100% feel that a problem exists in general and 88% feel that they have a problem or have faced a problem, themselves. Moreover, it is noted that the issue has greater salience among the officers than among the enlisted women. Thus, it may be viewed that the problem, when it is seen to exist, exists for the upper echelon people in the Women Marines. We might also add that the results of the same survey indicate a very low level of awareness on the

Job Environment for the Respondent	Officers		Enlisted	
	N	%	N	%
Yes	20	34	22	18
No	2	3	4	3
No Response/Don't Know	37	63	99	80
TOTALS	59	100	125	101*

*Does not add to 100 due to rounding error

Table 27
Job Environment as a Problem for the
Respondent Comparing Officers with Enlisted Personnel

291<

part of the males. Ninety-four percent of the males fail to express an opinion on this issue. It is interesting to note, however, that when only those expressing an opinion are counted, 86% indicate a problem does exist. We must be careful here not to generalize too far from the sample of males, but we may take the results as an indication of the state of affairs regarding the quality of the job environment for women.

The fourth area under the work-related topics is promotion. Considering the indications given by the women that few motivating rewards, such as increasing responsibility, are available, the issue of promotion takes on increased importance. Apparently this is a salient issue for the women since a majority of the respondents gave some opinion (see Table 28) regarding promotion as a general problem. On the other hand, only 29% of the women voiced an opinion when it comes to their own situation. Looking only at the respondents who gave an opinion regarding the general problem, we find that the majority feel promotion is not a problem for women (see Table 29). This finding is not particularly surprising even when the assessments regarding other work-related issues are recalled. Due to the nature of the promotion process, the female officers do not compete directly with male officers, and thus, are not discriminated against because of their limited duty range. Moreover, even though the enlisted women do compete with the men, there is no apparent discrimination. It should be mentioned here that some of the males claim the women are promoted faster than they are. Only two sources of problems regarding promotion are really worth discussing here. First, there is the fact that women cannot, at present, be promoted beyond the rank of Colonel (O-6). This does not seem to bother the majority of women, but it did receive some comment. The second issue that was commented upon is the separate consideration that the women officers are given by the Corps. The usual comment regarding this topic was that they should all be considered together so that

Promotion	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	47	26	32	17
No	52	28	22	12
No Response/ Don't Know	85	46	130	71
TOTALS	184	100	184	100

Table 28
Promotion as a Problem

293<

Promotion	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	47	47	32	59
No	52	53	22	41
TOTALS	99	100	54	100

Table 29
Promotion as a Problem with Non-responses Omitted

women are made to feel more a part of the Corps. A few respondents indicated that perhaps more women would be promoted if this direct competition for rank were present. They feel that a quota is given to the women and some are held back because of this even though they might be better qualified than the males who are promoted. Among the enlisted women, the comments are usually focused on a more personal level such as being unjustly punished by having promotion withheld for being overweight or committing a minor misdeed.

A potentially interesting discussion relating the lack of command opportunities to the maximum rank available to women failed to materialize among the female respondents. It did, however, come up with several of the male respondents. Whereas some of the women had commented negatively regarding both topics, these males used the fact that women do not command to justify the restriction upon the rank of women. Let us hasten to point out that we are not suggesting discrimination among the males nor a lack of sensitivity among females. We are here simply pointing out what appears to us an interesting conflict between the perceptions of women and of men regarding the same issues.

The Marine Corps is known for the high quality of training it gives its men. Thus, information was sought in this research about the quality of training for the Women Marines. Table 30 shows the distribution of the responses on this topic. We note that a particularly high proportion of the respondents failed to voice an opinion, especially in terms of the issue as it related to themselves. Once again, when we look at only those respondents who gave an opinion we find that the overwhelming majority feel it is a problem (see Table 31). It must be noted that the concept behind training is extremely broad in that it ranges from Boot Camp to the War Colleges and from MOS training to Physical Fitness Training (PT). Consequently, any specific conclusions cannot be drawn from the present data. Moreover, going back to the specific comments does not really help in clarifying this situation. We will, however, follow the earlier trend established in this report and cite some of the exemplary comments regarding the problem of training.

Training	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	57	31	36	20
No	14	8	12	7
No Response/ Don't Know	113	61	136	74
TOTALS	184	100	184	101*

*Does not add to 100 due to rounding error

Table 30
Training as a Problem

Training	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	57	80	36	75
No	14	20	12	25
TOTALS	71	100	48	100

Table 31
 Training as a Problem with Non-responses Omitted

297-

One type of comment is shown in the following: "Chances of getting into AWS (Amphibious Warfare School) are slim and chances of advancement beyond (the rank of) Major are slim if you don't go." Thus, it appears that some of the female officers feel they are not given the opportunity to advance in rank by the restrictions they face in schooling. For the enlisted women the comments are more of the nature: "(I) didn't get the training I wanted. . .and had experience in" or "The training doesn't prepare you for your job." Again, these comments are often fleshed out with a feeling that promotion is more difficult without the training. An entirely different set of comments related training to the attitudes of male Marines. Two types are generally present: "Men and women should train together so that the man knows what women are here for;" and "The men feel it's a waste of time to train women because they will quit or get pregnant." This section would not be complete if we failed to mention some of the positive comments. Particularly interesting is the fact that almost all of the negative comments above have a direct counterpart in the positive direction: "Women get lots of money for advanced degree programs;" "Women go to the same schools as men;" "I've been to schools many male Marine officers haven't been to yet;" and "You get trained for jobs you're assigned to." Thus, the conflict we mentioned earlier in this section becomes even more complicated. Perhaps this more than any other area is prone to personal, subjective interpretation. If things go well for you, you do not think about the quality of training, but if things do not go so well, the act of blaming your training rather than yourself makes it easier for you. This should not be taken to mean that no problem exists in this area, but there are alternative explanations available.

A final category that we would like to address on the general level we have been using up to this point is the women's perceptions of male attitudes. To be sure, this is--and can be used as--a catch-all category. It is extremely easy to say that male attitudes are a problem without specifying exactly what is meant by that phrase. (Later in this

report the perceptions of the women regarding male Marines will be discussed in more detail.) This area actually ranks second only to housing in terms of the number of women who say it constitutes a general problem (see Table 32). Interestingly enough, this issue is not carried over to their own situations. One could speculate that the problem is such an intangible that the women cannot relate any specifics to themselves, or, perhaps, they simply do not care to relate to themselves. In Table 33 we have eliminated those respondents who failed to voice an opinion. The results again strikingly evoke a feeling that the problem exists for the women. As can be seen, 100% of these respondents indicate a problem exists in general, and 94% indicate that they have suffered from it.

Probably the single biggest area of male attitudes is that "Male Marines feel women don't belong in the Marine Corps." Much of this is apparently based on the image of the Corps as strictly a combat force. Thus, since women cannot fight or even serve in the front lines, the woman feels that the males question the Women Marines' reason for existing. The data from the male Marines tend to support this feeling on the part of the women. Some of these males find it difficult to see the purpose for having women in the Corps other than the fact that it is difficult, currently, to attract a sufficient number of males. Along the same vein is the women's perception that the men ascribe negative reasons to their joining the Corps. The typical comment is: "They feel we came in to find a husband or to get away from something." Conceptually related to this is the women's feeling that the male Marines stereotype them in their sex habits, in terms of their work habits, etc. Two final issues raised are that: 1) the women have to prove themselves capable every time they move to a new assignment, and 2) that males do not like to take orders from a female superior.

Some of the respondents offered reasons for the existence of the negative attitudes. No consistency, however, was found among these reasons. They ranged from pointing to the lack of exposure to Women Marines among the males to saying that many of the women actually behave in a way to invite the negative attitudes on the part of the

Male Attitudes	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	95	52	33	18
No	0	0	2	1
No Response/- Don't Know	89	48	149	81
TOTALS	184	100	184	100

Table 32
Male Attitudes as a Problem

300<

G-59

Male Attitudes	General Problem		Problem for the Respondent	
	N	%	N	%
Yes	95	100	33	94
No	0	0	2	6
TOTALS	95	100	35	100

Table 33
Male Attitudes as a Problem with Non-responses Omitted

males. Still, the importance of this feeling among the women cannot be overemphasized here. The variety of the comments, rather than indicating a vague feeling of persecution, actually shows the pervasiveness of the problem.

Having completed this overview of the problems that Women Marines perceive for themselves, we feel compelled to comment upon one aspect of the findings. With the exception of three of the work-related topics, every area had only a minority of the sample commenting directly. The majority indicated that either they do not know or they do not wish to comment. On the surface of it, this result would indicate that there is not a great deal of concern over the issue. However, we would like to suggest that this is not necessarily the case based on several factors. First of all, it must be recalled that a rather large portion of the sample has been in the Corps for only a year or less, and, as a consequence, may not have been exposed to the problem yet. Secondly, it is known from a large body of attitude research that people tend to be non-committal in their response to controversial topics, especially if they think they might be in a minority. Finally, since the responses are elicited in a rather informal setting, the saliency of the area could be a factor. Thus, if the problem arose in the past, but more recent assignments have been free of the problem, the respondent may simply not think of it right then. (In fact, on many occasions, the respondents closed the interview with recollections of an issue that they had failed to mention earlier.)

Consider, for the moment, only those who expressed a point of view. Now a most interesting finding comes into focus. With the exception of the topic of promotion, on every single issue the proportion that indicated that the topic is a source of problems far outweighed the proportion that indicated it is not a source of problems. In fact, on several issues the entire group that voiced an opinion, voiced a negative one. This uniformity in the direction of the evaluation outweighs, substantially, the fact that it was a minority who actually expressed a view.

3. Problems in the Relationship between Men and Women

We noted in the previous section that one of the major problems faced by the Women Marines, from their point of view, is the attitude of

the males. Let us now explore this area in some more depth. The first level of analysis involves an effort to quantify the women's feelings toward the males (see Table 34). The mean number of distinct negative aspects is 2.47, and the mean number of distinct positive aspects is 1.44. The difference is significant, statistically ($Z = 8.58$; $p < .001$) and in a predictable direction. That is, the women were able to say more negative things about the males than positive things, on the average. This result is not surprising considering the fact that the women feel the males' attitudes are one of their biggest problems.

The possibility exists that a correlation between generating both a high number of negative comments and a high number of positive comments may be found. This would mean simply that some people have more to say, in general, rather than each person responding to a particular situation. This can be tested by collapsing a contingency table into a two by two table (see Table 35), and calculating a phi coefficient. It is quite evident that no relationship exists ($\phi = .05$; $n = 149$; $p = n.s.$) between making a large number of statements in one direction and making a large number in the opposite direction. We can feel reasonably safe in saying that the women were quite thoughtful in making their statements, and that they really do feel there are more negative than positive things to say about the male Marines. Table 36 shows the types of positive comments along with the number of respondents who made a comment of that type. Other comments were made ranging from their patriotism or pride in the Corps to their being easier to work for than women. The negative statements made about male Marines are shown in Table 37. Apparently, the women evaluate the men a great deal upon the way they perceive the men to act toward them.

The respondents can be classified into whether they use personality or behavior characteristics in their evaluation of the male Marines (see Table 38). Testing to see if the respondents are distributed the same

Type of Statement		Number of Statements							TOTALS
		0	1	2	3	4	5	6 or More	
Positive Statements	N	14	82	45	14	2	1	0	158
	%	9	52	28	9	1	1	---	100
Negative Statements	N	11	22	58	56	16	9	4	176
	%	6	12	33	32	9	5	2	99*

*Does not add to 100 due to rounding error

Table 34

The Number of Distinct Negative and Positive Statements Regarding Male Marines Made by the Women in the Sample

		Number of Negative Statements		
		1 or less	2 or more	TOTALS
Number of Positive Statements	1 or less	14	77	91
	2 or more	11	47	58
	TOTALS	25	124	149

Table 35

The Comparison Between the
Number of Positive Statements and the
Number of Negative Statements Regarding Male Marines

Factors Women Marines Like About Male Marines	Number of Respondents Making This Statement*
Their Appearance	36
Their Courtesy or Manners	35
Their Shared Experiences	29
Their Professionalism	28
Just That They are Males	20
Their Treatment of WM's	20

*A respondent may appear in more than one category

Table 36
Types of Comments of a
Positive Nature Made by the Respondents

306<

Factors Women Marines Dislike about Male Marines	Number of Respondents Making This Statement*
Their Lack of Respect	103
Their Stereotyping of WM's	58
The Way They Treat WM's on the Job	47
Their Failure to Accept WM's as Part of the Corps	42
Their Superiority Complex	20
Their Behavior in the Clubs	19

* A respondent may appear in more than one category

Table 37
Types of Comments of a Negative Nature Made by the Respondents

307<

		Personality	Behavior	Both	TOTALS
Factors of Disliking	N	18	87	53	158
	%	11	55	34	100
Factors of Liking	N	31	43	26	100
	%	31	43	26	100

Table 38

Comparison between the Negative and Positive Factors in the Respondents' Evaluation of Male Marines Along the Personality versus Behavior Dimension

308<

way on the positive factors as on the negative factors, we find that the two are significantly different ($\chi^2 = 15.30$; $df = 2$; $p < .001$). The respondents rely much more upon behavioral factors or on a combination of behavioral and personality factors when they talk about what they dislike in the male Marines than they do upon purely personality factors. One may conclude from this finding that the thing that most bothers Women Marines about the males in the Corps is the way the latter act toward them. One of the most critical behaviors is directly related to the lack of respect that many women feel is a negative characteristic found in the males. As Table 39 shows, 62% of the respondents feel that one of the things males could do to improve the relationship between the sexes is to be more respectful toward the women. Three other behavior categories for the males that would help the relationship between the males and females in the Corps are presented in Table 40. The one that comes up most frequently is that the males should stop stereotyping the women in the Marines. However, the other two are very closely related, conceptually, and should not be minimized because of their relatively low frequency of mention.

Let us now look at the other side of the coin: How do the women think the males evaluate them? Table 41 shows the distribution of the number of positive and negative statements made by the respondents in making their estimates of the males' evaluation of the Women Marines. Once again, we find that more negative than positive statements are generated, and the difference is statistically significant ($Z = 7.93$; $p < .001$). This finding is not surprising considering what has been previously found. Recall that much of the behavior that is negatively evaluated by the women is indicative of a perceived negative attitude toward the women. Let us examine the relationship between the number of negative and positive statements again to determine if there is simply a group who says more in both categories. Table 42 shows the result of collapsing the overall distributions. Using the phi-coefficient, we find that there is no significant relationship between the number of positive and number of negative statements

Males Should Be More Respectful	Respondents	
	N	%
Yes	114	62
No	2	1
No Response/ Don't Know	68	37
TOTALS	184	100

Table 39

Respondents' Assessment of Whether the Males Could Improve the Relationship Between the Sexes by Showing More Respect

320<

	Stop Stereotyping		Treat WM's Professionally		Accept WM's as Marines	
	N	%	N	%	N	%
Yes	73	40	58	32	48	26
No	0	-	3	2	1	1
No Response/ Don't Know	111	60	123	67	135	73
Totals	184	100	184	101*	184	100

*Does not add to 100 due to rounding error

Table 40

Additional Behavior Cited by the Respondents for Use by the
Males to Improve the Relationship between the Sexes in the Corps

341<

Type of Statements \ Number of Statements		0	1	2	3	4	5	6+	TOTALS
		Positive Statements	N	9	67	42	5	0	0
%	07		54	34	04	-	-	02	101*
Negative Statements	N	2	39	48	31	27	6	6	159
	%	01	25	30	19	17	04	04	100

*Does not add to 100 due to rounding error

Table 41

The Number of Distinct Negative and Positive Aspects Regarding Women Marines from Male Marines as Perceived by the Women

312<

		Number of Negative Statements		
		1 or Less	2 or More	TOTALS
Number of Positive Statements	1 or Less	19	55	74
	2 or More	7	41	48
	TOTALS	26	96	122

Table 42

The Comparison Between the Number of Positive Statements and the Number of Negative Statements Regarding Women Marines Attributed to Male Marines by the Women

313<

made by a respondent ($\phi = .13$; $n = 122$; $p = n.s.$). Thus, we may feel safe, here also, in saying that the respondents were not simply rambling on once they started making a few comments. Table 43 shows the types of positive statements generated by the respondents. Clearly the most frequently appearing category relates to the gender of the Woman Marines rather than to things that the women do. It should be noted that this evaluation is verified by the sample of males. Fully 75% of the positive statements made about Women Marines involve the fact that they are women in contrast with 16% involving their performance in a work situation. The negative comments attributed to the males are shown in Table 44. Once again the problem--perceived by the Women Marines--that the males tend to stereotype them appears crucial. Here, too, the women tend to be able to estimate quite consistently how the males feel. However, even though the modal response of the male sample (39%) based male dislikes upon stereotypes of the Women Marines, this category was closely followed by asking for, or receiving, special treatment (31%) as another source of dislikes.

The responses given to the likes and dislikes were classified into personality or behavior characteristics (see Table 45). Contrary to what was found in relation to the women's evaluation of the males, their statements about the likes and dislikes the males have for the women show no difference between the utilization of behaviors or personality characteristics ($\chi^2 = 1.80$; $df = 2$; $p = n.s.$). Table 46 shows the distribution of the most frequently mentioned. Indeed, none of the suggestions approach the frequency with which the category of "show more respect" was mentioned. Although some behavioral changes are seen by the women as leading to improved relationships, it seems apparent that the women feel they are not true to stereotypes created for them by the males. Thus, the most readily available conclusion would seem to be that the women are convinced the males should be more accurate in their evaluation of the Woman Marines in order to improve the relationship between the sexes in the Corps.

It is reasonable to expect that if the respondents perceive that Women Marines are liked by the male Marines, they will, in turn, like the males.

Factors the Respondents Feel Male Marines Like About Women Marines	Number of Respondents Making This Statement*
Their Feminine Presence	60
Their Performance on the Job	46
Their Shared Experiences	31
The Fact That They are Women	14

*A respondent may appear in more than one category

Table 43

Types of Comments of a Positive Nature
Attributed to Male Marines by the Respondents

315<

Factors the Respondents Feel Male Marines Dislike About Women Marines	Number of Respondents Making This Statement*
Their Stereotypic Behavior	81
That They Are in the Corps	61
That They Get Special Treatment	41
Working with Women	35
That Women Don't Pull Their Weight	24
Their Appearance	19

*A respondent may appear in more than one category

Table 44

Types of Comments of a Negative Nature
Attributed to Male Marines by the Respondents

316<

		Personality	Behavior	Both	TOTALS
Factors of Disliking	N	15	60	50	125
	%	12	48	40	100
Factors of Liking	N	12	27	21	60
	%	20	45	35	100

Table 45

The Comparison Between the Number of Positive Statements and the Number of Negative Statements Regarding Women Marines Attributed to Male Marines by the Women

317<

	Masculine Behavior		On-Job Behavior		Reaction to Males		Sex-related Behavior	
	N	%	N	%	N	%	N	%
Yes	72	39	58	32	47	26	41	22
No	0	-	0	-	2	1	0	-
No Response/ Don't Know	112	61	126	68	135	73	143	78
TOTALS	184	100	184	100	184	100	184	100

Table 46

Woman Marine Behaviors, Cited by the Respondents, Which Impact the Relationships Between the Sexes in the Corps

An estimate of this situation can be obtained by comparing the number of positive aspects the women generate about the male Marines with the number of positive aspects they see the males giving the women (see Table 47). By calculating the phi-coefficient to test for the association, we find that there is, indeed, a statistically significant correlation between the two variables ($\phi = .25$; $n = 116$; $p < .01$). We must be careful not to attribute any causal sequence to the relationship between these two variables since there is no way to determine which estimate takes precedence. Yet, the clear conclusion is that the number of aspects the woman says she likes about male Marines is related to the number of aspects she says male Marines like about the women in the Corps.

The respondent was asked to indicate her likes and dislikes about Women Marines. Table 48 shows the distributions of the positive and negative aspects. The mean number of positive aspects mentioned is 1.62 and the mean number of negative aspects is 2.14. The difference between these means is statistically significant ($Z = 4.00$; $p < .01$), indicating that the women have more negative things than positive to say about Women Marines.

A phi-coefficient was calculated to determine if there was a tendency among some respondents to respond more to both negative and positive or if no such relationship existed (see Table 49). The results show that, contrary to their evaluations of the males, the women tended to use both categories frequently or both infrequently ($\phi = .18$; $n = 147$; $p < .05$). Thus, we have to question, somewhat, the selectivity in making comments and say that the women either tend to talk a lot or to talk little regardless of the direction of the evaluation.

Table 50 shows the aspects about Women Marines that are positively evaluated by the respondents, and Table 51 shows the negatively evaluated aspects. Comparing these two tables we find that the women are able to generate a much greater variety of negative than positive comments. We

		Number of Aspects the Women Claim Male Marines Like about Women Marines		
		1 or Less	2 or More	TOTALS
Number of Aspects Women Like about the Male Marines	1 or Less	52	19	71
	2 or More	22	23	45
	TOTALS	74	42	116

Table 47

Comparison Between the Number of Positive Aspects Regarding Males and the Number of Positive Aspects Regarding Females as Attributed to the Males by the Women

3.0<

Type of Statement \ Number of Statements		0	1	2	3	4	5	6+	TOTALS
		Positive Aspects	N	15	65	45	19	6	1
%	10		43	30	12	4	1	1	101*
Negative Aspects	N	12	49	48	35	18	6	2	170
	%	7	29	28	21	11	4	1	101*

*Does not add to 100 due to rounding error

Table 48

The Number of Positive Aspects
and Negative Aspects Cited by the Respondents About Women Marines

321<

		Number of Negative Statements		
		1 or Less	2 or More	TOTALS
Number of Positive Statements	1 or Less	32	44	76
	2 or More	18	53	71
	TOTALS	50	97	147

Table 49
Comparison between the
Number of Positive and the Number
of Negative Aspects the Respondents Suggested about Women Marines

322<

Positive Aspects Mentioned	Number of Respondents Making this Statement*
Esprit Among Women	106
General Personality and/or Behavior Characteristics	52
Job Performance	37

*A respondent may appear in more than one category

Table 50
The Types and Numbers of Positive Statements Made by the Respondents About Women Marines

323<

Negative Aspects Mentioned	Number of Respondents Making this Statement*
Their Unlady-like Behavior	45
Their Misusing or Abusing Their Rank	36
That They Are Hard to Work With	35
Their Appearance	29
Their Asking for and Getting Special Treatment	26
Their Cattiness, Backstabbing, etc.	25
Their Sexual Image	18

*A respondent may appear in more than one category

Table 51
The Types and Numbers of Negative Statements
Made by the Respondents About Women Marines

324

are hard put to explain this phenomenon and can only speculate as to the causes underlying it. One hypothesis that sounds plausible is that a generally negative set has been created by the males such that criticisms of females are much more salient than is praise. If this were, indeed the case, then one should expect that the respondent, when in this environment, would generate the more salient aspects of her attitude when she feels she only has a relatively short time to respond. It must be said, albeit hesitatingly, that an alternative hypothesis is that there simply are more negative than positive things to say about the women in the Corps. We hasten to add that this latter hypothesis must assume much more similarity among this set of women than seems reasonable. Furthermore, in support of the former hypothesis we must take note of the similarity between the evaluations of the Women Marine by the respondent and their evaluation of the males' views of the women. A third possible explanation is that the women entered the interview with a negative response set. Once again, however, it must be cautioned that this would assume a great deal more homogeneity among the respondents than we would care to attribute to any group of people.

Table 52 shows the distribution of the responses to the question of whether or not the Women Marines have any special problems, different from those of the men in the Corps. Of those who responded, 75% indicated that there were different problems. Most of these problems were related to the claimed special requirements of women in their housing. That is, the feeling among the many of the respondents is that there is a great deal of tension in the barracks due to the lack of privacy in such a setting. Recall that earlier it was said one of the major criticisms the women have of other Women Marines is their cattiness, etc., which comes to the fore in the type of environment created by the open barracks. In addition to this factor, a few of the women mentioned homosexuality as being more of a problem for the Women Marines than for the males. This group, however, is fairly small, and homosexuality is mentioned here only because it appears, pervasively, throughout many of the interviews.

325-

Do Women Have Any Special Problems?	N	%
Yes	127	69
No	42	23
No Response/ Don't Know	15	8
TOTALS	184	100

Table 52

The Distribution of Responses to the Question of Whether or Not the Women Marines Have Problems Different from Those of the Male Marines

326<

that association is claimed to be more than a small amount. When asked about the nature of the association, 91% of the respondents indicated that it was either exclusively dating or a combination of dating with group activities (see Table 54). In the civilian environment this response might indicate a great deal of choice involved in whether to associate or not. However, some of the comments indicate that this might be a premature conclusion. Many of the respondents indicate that there really is little choice but to date the male Marines, if dating is desired, due to the isolation of the women from civilian society and the fact that most are away from home where they would know more people. The sample was very closely divided on whether there should be even more association. Forty-four percent feel there should be more, and 40% feel there should not be more. If we disregard the non-responses these percentages become 52% and 48% respectively. Finally, to the question asking what the nature of any increased association should be, the modal positive response is group activities. However, the majority of the respondents indicate either that they do not know which should be increased or that there should be no increased association at all. To reiterate what we said earlier, even though there is apparently a great deal of association between male and female Marines, the negative feelings of the two groups still exist. The most plausible explanation of this kind of result is that the association is not perceived to be by choice. Many valid reasons for this perception could be mentioned here, but the comments above relating to the isolation of many of the Marine Corps duty stations seems most reasonable.

4. Proposed Actions for USMC

The women in the sample were asked if the Corps could do anything to improve the situation for the women. Table 55 shows the distribution of responses to this question. The interesting point here is that so few (5%) said no. This indicates that the women feel the Corps would be responsive to their needs. This may well be indicative of the theory

327<

Off-Duty Association Between Male and Female Marines	N	%
A Great Deal	53	29
Some	118	64
Little	7	4
No	0	0
No Response/Don't Know	6	3
TOTALS	184	101*

*Does not add to 100 due to rounding error

Table 53
The Amount of Off-duty Association Between Male and Female Marines Claimed by the Respondents

328<

G-87

To be sure, many of the occasions where it arises, the reason is to decry false stereotyping of the Woman Marines by the male Marines. Yet, the problem arises a number of times from the responses as an important issue within the Woman Marines.

We have been discussing the self-image of the Women Marines. This concept, while having importance in its own right, is most interesting in relation to the image of Women Marines possessed by the males. Thus, for example, we can speculate about the relative accuracy of the male perceptions or as we did in a recent paragraph whether or not the males' image of Women Marines has had any apparent impact upon their self-image. Of course, to study the dynamics of this issue would entail a great deal more work than could be accomplished in this research effort. We must comment, however, that the women may be considered guilty of the same stereotyping process they believe is performed by the males. Many of the negative attributes of the Woman Marine, which they claim are erroneously held by the males, appear in their own evaluation of the Woman Marine and generate some problems claimed peculiar to them. In conclusion, we can only say that an extremely interesting problem has been brought up by the findings of this research, but no resolution is immediately available.

A great deal of research has shown that when two antagonistic groups associate with each other for some length of time, the antagonism will decrease. If the individuals involved feel that they really have no choice in the matter, however, the antagonism will not be abated to a large degree. It should be obvious that there is a great deal of association between the male and female Marines during their duty hours. (Although there are so few females compared to the number of males that many males are not exposed frequently to the females, that same fact ensures that the females have frequent exposure to male Marines.) On the other hand there is no such forced association evident during the off-duty hours. Thus the respondents were queried about the off-duty association (see Table 53). Clearly, the male and female Marines do associate; moreover,

329<

Nature of the Association	N	%
Dating	58	32
Group Activities	3	2
Both	108	59
Neither	0	0
No Response/ Don't Know	15	8
TOTALS	184	101*

*Does not add to 100 due to rounding error

Table 54
The Distribution of Responses Regarding the
Nature of the Association Between Male and Female Marines

330<

Could the Corps Do Anything?	N	%
Yes	159	86
No	9	5
No Response/ Don't Know	16	9
TOTALS	184	100

Table 55

Distribution of Responses on Whether or Not the Marine Corps Could Do Anything to Improve the Situation of Women Marines

331<

that some of the problems are exacerbated because something could be done about them. If this were not the case, the women could well be resigned to their fate and start obscuring problems. Table 56 shows that some of the suggestions offered by the women as actions available to the Marine Corps constitute preferential treatment for the Women Marines. Admittedly, we took some liberty in determining these categories. However, it is often the case that one must choose between having confusion over the exactness of a category and having too few numbers in more specific categories. We could easily have gone farther in the breadth of the categories to the point where we would be left with two: 1) stop differential treatment for women and 2) give the women, if not all Marines, a better environment. However, these would communicate little and possibly leave a bad taste in some readers' mouths. Neither would serve the goals of this research. Yet, we are left with the fact that: 1) the responses vary widely, 2) each individual may give her own interpretation to a situation such that rules, regulations, etc., are salient primarily in her own life-space, and 3) the women clearly feel that the Marine Corps could improve the current situation. Consequently we have left the middle-of-the-road approach shown in the initial classification. It must be noted, in the closing of this section, that some of the things that are offered for change are considered to be benefits for Women Marines as they now stand. This gives some indication that the rather cynical comment made above must be tempered in that the women want preferential treatment only in a few areas that seem to be important to them and do not want it in most areas.

5. Racial Problems

A section of the data collection instrument was devoted specifically to exploring the extent and nature of racial difficulties in the Marine Corps. Table 57 indicates the responses to the question regarding race relations problems in the Marine Corps. Eighty-five percent of the respondents said there were race problems in the Marine Corps. Only 3% said there weren't while the remaining 12% didn't respond or said they didn't know.

3:32<

Actions Suggested	N	TOTALS
Improve the Housing		93
Give Women Marines Equal Treatment		81
Unspecified	50	
Better Assignments	6	
More Travel	7	
Stop Harassment	5	
More WM's and Higher Rank	2	
More Leadership Training	2	
Other	9	
Change Uniform and/or Grooming Code		58
Change Uniform	20	
Change Uniform Regulations	2	
Grooming Code	21	
Civilian Dress Code	2	
Combination of Factors	13	
Abolish Petty Rules and Regulations		43
Unspecified	25	
Do Away with Director Billet	6	
Do Away with WM Co.	3	
Physical Fitness	4	
Other	5	
Improve Job Opportunities		30

Table 56

Suggestions of Actions the Marine
Corps Could Take to Improve the Situation of Women Marines

333<

Are there racial problems in the Marine Corps?	N	%
Yes	157	85
No	6	3
Don't Know/ No Response	21	12
TOTALS	184	100

Table 57
Race Relations as a Problem in the Marine Corps

334<

When asked about race relations in the Women Marines the response pattern was somewhat different. As seen in Table 58, approximately 71% of the respondents said there were racial problems and 23% said there were no racial problems. This difference between the responses to this question (race relations in the Women Marines) and the previous question (race relations in the Marine Corps) was statistically significant ($\chi^2 = 33.60$; $df = 2$; $p < .001$). It indicates that they perceive racial difficulties to be somewhat less of a problem in the Women Marines than in the Marine Corps as a whole.

Table 59 indicates that although 71% of the Women Marines see race relations as a problem area, only 26% of the respondents said they had personally been involved in racial incidents. Table 60 indicates that only 11% of the sample felt that there was any kind of racial discrimination in assignments; while Table 61 indicates that only 14% of the respondents felt there was racial discrimination in promotions. In both tables there was about a 50% No Response/Don't Know rate.

When asked to specify what they thought the most significant racial problems were, there was a broad set of responses. Table 62 lists the most frequent responses. About 48% of the respondents felt that inter-racial dating was the most significant problem. This was followed by the view that minorities are placing too much emphasis on self-identity (black power and unity) 32%. That minorities were discriminated against was stated by 28% of the respondents. Twenty-eight percent also indicated that living together with people who were "different" required adjustment. Stereotyping (reacting to all blacks and all whites in the same way), and the statement that minorities received preferential treatment were mentioned by 26% and 23% respectively. The list is rounded out by "name calling" (17%), "whites receiving preferential treatment" (12%), and the Marine Corps "putting too much emphasis on race" (11%). The "other" category includes all of the less frequently occurring and unique responses, (e.g. blacks don't like other blacks associating with whites; there is a lot of hate between blacks and whites.)

3:5<

Are there racial problems in the Women Marines?	N	%
Yes	130	71
No	43	23
Don't Know/ No Response	11	6
TOTALS	184	100

Table 58

Race Relations as a Problem in the Women Marines

336<

Have you personally experienced racial problems?	N	%
Yes	48	26
No	62	34
No Response	74	40
TOTALS	184	100

Table 59
Racial Problems Experienced by Subject

307<

Is there racial discrimination in assignments?	N	%
Yes	16	9
Yes, isolated cases	3	2
No	69	38
No, regulations prevent it	1	1
No, minorities unqualified	4	2
No Response/ Don't know	91	49
TOTALS	184	101*

*Does not add to 100 due to rounding error

Table 60
Racial Discrimination in Assignment

338

Is there racial discrimination in promotion?	N	%
Yes	15	8
Yes, isolated cases	3	2
Yes, because of inter-racial dating	7	4
No	65	35
No, regulations prevent it	--	--
No Response/ Don't Know	94	51
TOTALS	184	100

Table 61
Racial Discrimination in Promotion

3:9<

Type	%
Interracial Dating	48
Minorities emphasize identity too much	32
Minorities discriminated against	28
Takes adjustment to being (living) together with people who are different	28
Stereotyping	26
Minorities given preferential treatment	23
Name calling	17
Whites get preferential treatment	12
MC overemphasizes race problems	11
Other	23

Table 62
Types of Racial Problems

040-

Since interracial dating was a key issue it was explored further. Table 63 shows that 87% of the sample said that interracial dating occurred. Almost half (48%) said it was a problem. Although 15% of the respondents said that they approved of others dating interracially, only 2% felt that "others" approved of interracial dating. Only 10% mentioned that they did or would date someone of another race. (A note of caution should be inserted here regarding the interpretation of these data. It should be noted that a high percentage answered only the direct question as to whether interracial dating occurred, and volunteered no further information.)

Table 64 shows the recommendations of what "whites" can do to improve race relations. By far the most common response was "stop acting and/or feeling superior" (this was given by 67% of the respondents). The most frequent response was "stop stereotyping," i.e., treat each person as an individual. This was given by 39% of the sample. "Be more friendly" (24%), "stop differential treatment" (23%), "improve communications" (16%), "don't let minority unity symbols bother them" (15%), and "stop name calling" (14%) were the other major categories of responses.

When asked what minority group members could do to improve relations, the pattern of responses was somewhat different. As opposed to the list in Table 64, which tended to be "constructive" in nature, the responses in Table 65 seem to be divided between positive and more "critical" comments. While items like "stop feeling superior" (47%), "stop stereotyping" (28%), and "be more friendly" (24%), are on both lists, Table 65 also includes such items as "stop unity symbols"--by over half (51%) of the respondents. Also there are items like "stop using discrimination as an excuse" (21%), "stop asking for preferential treatment" (20%), and "stop intermingling and cross-racial dating," (3%).

Tables 66 and 67 show what majority group members like about minority group members and what minority group members like about majority group members. Both sides said they liked those of the other group who "respond to each individual as an individual."

	Yes	No	Don't Know/ No Response
Does it occur?	87%	1%	12%
Is it a problem?	48%	5%	46%
Do others approve?	2%	53%	45%
Do you approve of others dating?	15%	14%	71%
Do you or would you date someone of another race?	10%	14%	76%

Table 63
Interracial Dating

3425

Improvements (majority)	%
Stop acting and/or feeling superior	67
Stop stereotyping (treat each person as an individual)	39
Be more friendly and cooperative	24
Stop differential treatment (both discrimination - 18% and preferential - 5%)	23
Improve communications	16
Don't let minority unity symbols bother them	15
Stop name calling	14
Other	11

Table 64

What Can Whites Do to Improve Race Relations?

343<

Improvements (Minority)	%
Stop unity symbols	51
Stop feeling or acting superior	47
Stop stereotyping (Treat each person as an individual)	28
Be more friendly and cooperative	24
Stop using discrimination as an excuse	21
Stop asking for preferential treatment	20
Improve communication	13
Stand up for rights	5
Stop intermingling and cross-racial dating	3
Other	11

Table 65

What Can Minorities Do to Improve Relations?

3.7.7<

Positive Evaluation	%
Respond to everyone as an individual	27
Group cohesiveness and pride	8
Various stereotype responses (Dress, music ability, etc.)	3
Other (over 50% of these responses--work harder)	13

Table 66

What Do Majority Group Members Like About Minority Group Members?

345

Positive Evaluation	%
Respond to everyone as an individual	27
Other	5

Table 67
What Do Minority Group
Members Like About Majority Group Members?

346

The last three Tables, 68, 69 and 70, have to do with association between majority and minority group members during off-duty hours.

Table 68 indicates that 95% feel there is association between races off duty. (However, as noted in the Table, 37% of those saying yes felt that the contact was minimal. The mixing consisted of both group activities and dating (Table 69).

When asked if there should be more association between races (Table 70), a substantial number (16%) said no. They stated that there was already enough or too much. Seventy-one percent were in favor of more association, however.

5. Conclusions

We would like nothing better than to be able to say that this has been the definitive study about the problems of women in the Marine Corps. To do so, however, would be an injustice to the situation that exists. What has been accomplished in this research is the following:

1. Problems which were "well known" were documented by numbers;
2. Other problems which were also "well known" have been shown to be very minor irritations; and
3. Some problems which were not so well known were uncovered.

The following categories of problems are listed in sequence of their apparent importance to the women:

1. Housing;
2. The Availability of MOS;
3. The Availability of Assignments;
4. Male Attitudes;
5. Recruitment;
6. Training;

Response	%
Yes	95*
No	0
No Response	5

*However over one-third (37%) said it was minimal

Table 68

Is There Association Between Races Off Duty?

348<

Nature of Association Between Races	%
Group	8
Dating	21
Both	60
Don't Know/ No Response	11

Table 69
 What Types of Association Between Races Occur?

349<

Increase Association	%
Yes	71
No	16
No Response/ Don't Know	13

Table 70

Should There be More Association Between Races?

550<

7. Job Environment;
8. Acceptance of the Women by the Corps;
9. Facilities.

In addition, the promotion of women was discussed quite frequently, but the proportion of women who consider it a problem is virtually the same as it is of those who do not.

A great deal of information about the perceptions of the women regarding the males was obtained. Clearly, a problem exists here. They feel the men do not regard them highly, and the possibility exists that this low regard may have begun to creep over into the women's evaluations of themselves. A definitive conclusion regarding the Woman Marine image can be drawn. It seems the men know little about WM's and are not taught to respect them and the job they do. The major issue that appears to underlie this is that regardless of what is said, the women are not considered to be an integral part of the Corps and do not, themselves, feel they are.

In general, the Women Marines do see race relations as an extensive and serious problem. They do feel that race relations are somewhat better in the Women Marines than in the Marine Corps as a whole. Despite probing by skilled interviewers, the respondents tended to be quite evasive regarding many aspects of the race relations area. The one issue which seemed to emerge quite strongly is that of interracial dating. There is every indication that there is a great deal of pressure - on both sides - against interracial dating.

There appears to be little recognition of the possibility of problems associated with institutionalized racism, e.g., promotion, assignment, etc. However, there does appear to be some "backlash" regarding the feeling on the part of whites that there is some discrimination against whites, i.e., preferential treatment to minority group members.

The report contains a number of suggestions offered by the women to improve their lot in the Corps. It would be easy to say that the Marines should follow through on these suggestions as well as the conclusions drawn by the report. However, some care must be taken in that some of the suggestions made by the women, if carried out, would likely be considered negatively by the men. It must be realized that an attempt to resolve a conflict between two groups may not be successful even if the actions taken are considered "just".

352<

QUESTIONS

1. What are the major problems women have in the Marine Corps?

Probe: Procurement, (Recruiting); MOS; Assignment and Promotion; Training; Housing and Facilities.

2. Specifically, have you met any problems as a woman in the Marine Corps?

(Optional, ask only if it will not affect the way the rest of the interview will run.)

3. What could male Marines do or stop doing to get along better with female Marines?

Probe: a. What do Women Marines dislike about male Marines?
What do you dislike about male Marines?

b. What do Women Marines like about male Marines? What do you like about male Marines?

(Note: Try to get at behaviors and actions.)

4. What could Women Marines do or stop doing to get along better with male Marines?

Probe: a. What do male Marines dislike about Women Marines?
What do male civilians dislike about Women Marines?

b. What do male Marines like about Women Marines? What do male civilians like about Women Marines?

(Note: Try to get at behaviors and actions.)

5. What do you dislike about Women Marines? What do you like about Women Marines?

6. Do female and male Marines associate during off-duty time?

Probe: a. Group activities? What kinds?

b. Dating or other individual activities?

7. Should there be more off-duty association between male and female Marines? What type? Why?
8. Are there any (other) problems between female and male Marines? What are the main reasons for such problems?
9. What could the Marine Corps do or stop doing that would help male and female Marines get along better with each other?
10. Are there any special problems that Women Marines have with other Women Marines, problems that men don't usually have with other man?

(Note: Not just lesbianism, but personality, etc., problems.)

11. Are there any racial problems in the Marine Corps? Are there any racial problems in the Women Marines? Have you experienced any racial problems?

- a. Job discrimination
- b. Promotion, assignment, etc.

12. Are there any special interracial problems between racial or ethnic minority Women Marines and white Women Marines?

13. What could white Marines do or stop doing to get along better with minority group Marines?

- Probe:
- a. What do minority Marines dislike about white Marines?
What do you dislike about white Marines?
 - b. What do minority Marines like about white Marines?
What do you like about white Marines?

(Add: Get specifics on which racial or ethnic group they are talking about.)

14. What could minority group Marines do or stop doing to get along better with white Marines?

- Probe:
- a. What do white Marines dislike about minority Marines?
What do you dislike about minority Marines?
 - b. What do white Marines like about minority Marines?
What do you like about minority Marines?

(Add: Get specifics on which racial or ethnic group they are talking about.)

15. Do minority group and white Marines associate during off-duty hours?

- a. Group activities? What kinds?
- b. Dating or other individual activities?

16. Should there be more association than there is?

- a. Group activities? What kinds?

G-113

Appendix B

MALE SURVEY FOR WOMEN MARINES STUDY

QUESTIONS

1. When did you first become aware that there were Women Marines?
 - A. Were you in the Corps at that time or not?
 - B. If yes, how long had you been in?
 - C. What was your first reaction to that knowledge?

2. When was your first contact with a Woman Marine in a work situation?
 - A. How long had you been in the Marines when this occurred?
 - B. Could you describe that experience?
 - C. What impression did you form of the Women Marines as a result of that experience?
 - D. Has anything happened since then that has changed that impression?
 - E. Right now, how would you feel about having a Woman Marine:
 - 1) work with you,
 - 2) work for you, or
 - 3) as your supervisor?

3. When was your first contact with a Woman Marine in a social situation?
 - A. How long had you been in the Marines when this occurred?
 - B. Could you describe that experience?
 - C. What impression did you form of the Women Marines as a result of that experience?
 - D. Has anything occurred since then that has changed that impression?
 - E. Right now, how do you feel about Women Marines in social situations?

4. What do you see as some of the major problems that women face in the Marine Corps? Probe: MOS; Assignment to various billets and Promotion; Housing and other Facilities; Procurement (Recruiting); etc.?

5. What could female Marines do or stop doing to get along better with male Marines?
Probe: a. What do male Marines dislike about women Marines?
What do male civilians dislike about Women Marines?
b. What do male Marines like about Women Marines? What do male civilians like about Women Marines?
(Note: Try to get at behaviors and actions.)

6. What could male Marines do or stop doing to get along better with female Marines?
Probe: a. What do Women Marines dislike about male Marines?
What do you dislike about male Marines?
b. What do Women Marines like about male Marines? What do you like about male Marines?
(Note: Try to get at behaviors and actions.)

7. What do you dislike about Women Marines? What do you like about Women Marines?

8. Do female and male Marines associate during off-duty time?
 - Probe: a. Group activities? What kinds?
 - b. Dating or other individual activities?
9. Should there be more off-duty association between male and female Marines? What type? Why?
10. Are there any (other) problems between female and male Marines? What are the main reasons for such problems?
11. What could the Marine Corps do or stop doing that would help male and female Marines get along better with each other?
12. What could the Marine Corps do or stop doing to improve conditions for Women Marines?
13. Are there any racial problems among the Women Marines, different from those found in the Corps in general? Describe.
 - a. Do any problems grow out of interracial dating or attempts at interracial dating?
14. Have you participated in a Marine Corps Human Relations Training Course? Describe (HRT or People Program).
15.

a. Rank	e. Marital Status:
b. Job:	f. Time in Service:
c. Age:	g. Education:
d. Hometown:	h. Race:
16. Please describe the typical Woman Marine -- both physical appearance and personality characteristics.

357<