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THE MARINE CORPS HUMAN RELATIONS PROGRAM: A STUDY  
IN THE INSTITUTIONALIZATION OF SOCIAL CHANGE.  
VOLUME IV. APPENDIXES N THROUGH OO

American Institutes for Research

Prepared for:

Office of Naval Research

1 July 1975

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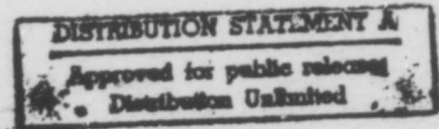
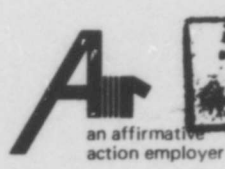
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# THE MARINE CORPS HUMAN RELATIONS PROGRAM: A STUDY IN THE INSTITUTIONALIZATION OF SOCIAL CHANGE

Volume IV. APPENDIXES N THROUGH OO  
(to Final Technical Report)

1 JULY 1975



*[Handwritten signature]*

Prepared by: International Research Institute of the  
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THE MARINE CORPS HUMAN RELATIONS PROGRAM:  
A STUDY IN THE INSTITUTIONALIZATION OF  
SOCIAL CHANGE

Appendixes II - 00 to  
Final Technical Report on Contract No. N00014-70-C-0267

1 April 1970 - 30 June 1973

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

VOLUME IV

Appendixes to Final Technical Report  
on Contract No. N00014-70-C-0267\*

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

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**GREEN**

COMMAND FUNCTION PERSONNEL  
INTERVIEW

**GREEN**

## INTRODUCTION

I'm \_\_\_\_\_ from the American Institutes for Research. As you probably know, AIR is deeply involved in the development of the Marine Corps' Human Relations Program.

AIR is currently examining the program for areas where improvement might be made. The primary areas for which we are interested in obtaining information from you are:

1. The individual action program;
2. The implementation of the program; and
3. A review of the current situation in the Marine Corps regarding the relationships among the various members of the Corps.

Hopefully, the answers we receive from you and others in your position will help us to suggest some meaningful changes to the current status of the program.

All information that you provide will be kept confidential, of course. Your answers will be put together with those of other Marines so that only group figures will be used and no command or individual will ever be identifiable.

Our first area of interest has to do with activities that individual Marines could undertake that would benefit the Corps and themselves--increase teamwork, increase individual capability--or improve relations.

7-

**ACTION EFFORTS SECTION**

1. Can you think of any time during your Marine Corps career that you, or someone you knew did something that helped individual Marines to increase teamwork, increase individual capability or improve relations?

What prompted the action?

What did you (or they) do?

Who was involved?

How did it turn out?

8A

1

2. Can you think of a time when you or someone you know tried to do something that was designed to increase teamwork, increase individual capability or improve relations that turned out badly?

What prompted the action?

What did you (or they) try?

Who was involved?

Why did it turn out badly?

3a. If time were available during your weekly work schedule, what activities would you suggest Marines take up to increase teamwork, increase individual capability or improve relations?

(For example, if it were possible to use some of the time now devoted to discussions in the Human Relations Program in other activities, what would you suggest be done with that time?)

b. Are there any problems to guard against?

c. Are there any other action efforts that are not feasible right now that could be made to work?

## PERSONAL ACTIVITIES

1. Please look at the WHITE CARD. These are some activities that have been suggested to increase teamwork, increase individual capability and improve relations.
2. Which of these activities have you participated in or initiated?
3. Next, which activity would you personally prefer to do?
4. Are there any other activities you would be willing to do?
5. Which activity would you least like to do?
6. Are there any other activities you would be unwilling to do?



**ACTIVITIES MARINE CORPS SHOULD NOT SUPPORT**

1. Of the activities listed on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should initiate or strengthen. Why?
2. Of the remaining activities on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should not undertake or should eliminate. Why?

Activity	Marine Corps Should Support	
	Rank	Why?
1. On-the-job training		
2. Cross-skill training		
3. Athletics training		
4. Vocational tutoring		
5. Educational tutoring		
6. Personal help to dependents		
7. Meeting new Marine arrivals		
8. Helping Marines in personal affairs		
9. Social visits to homes of Marines from ethnic-racial groups different from your own		
10. Hobby tutoring		
11. Community service		
12. Other:		

Marine Corps Should Not Support	
Rank	Why?

CURRENT SITUATION IN MARINE CORPS SECTION

1. General Statement: The Marine Corps has also asked us to find out what is the current human relations situation in the Marine Corps. Therefore, we are interested in finding out from you and other Marines how things are going.
  - a. What do you consider the most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - b. What do you consider the second most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - c. What do you consider the third most important problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?

	<u>Problem</u>	<u>Description of Problem</u>	<u>Marine Corps Do or Stop Doing to Improve Conditions</u>
a.			
b.			
c.			

2. Now, look at the list of problems on the GOLD CARD. Does this list of problems remind you of any problems that exist in the Marine Corps today that you have not already mentioned? If so, describe the problem. What could the Marine Corps do or stop doing to improve conditions?

Probe in the areas below:	Problem Exists		Description of Problem	Marine Do or Stop Doing to Improve Conditions
	Yes	No		
1. A squad or other unit in which a minority group is in the majority (e.g., a predominantly black squad)				
2. Conformity				
3. Haircuts Marine Corps Regulation or Command Interpretation				
4. Judicial treatment				
5. Lack of knowledge & understanding about different racial or ethnic groups				
6. Between Career & Non-Career Marines				
7. Reading				
8. Recruiting: Minorities Competent persons				

Probe in the areas below:	Problem Exists		Description of Problems	Marine Corps Do or Stop Doing to Improve Conditions
	Yes	No		
9. Reenlistment				
10. Respect for Authority				
11. Struggles for power				
12. Volunteer Service				
13. In barracks				
14. Off base				
15. At work				
16. On board ship				

3. Do you feel more association between majority and minority Marines during their off-duty time would improve relations between them? Why? What kinds of association?

Why:

What kinds of association:

4. Do you think other Marines feel more association between majority and minority Marines during their off-duty time will improve relations between them?

## IMPLEMENTATION SECTION

Introductory Remarks: Our last area of inquiry is related in general to implementation of the Marine Corps Human Relations Program at this command.

1. Are you actively involved in the Marine Corps' Human Relations Program? How?
  - 2a. Have you tried or thought of anything that may help other commanders to run the Program more effectively?
  - b. Are there any additional things you can think of that might improve implementation of the Program?
  - c. Are there any problems you are having with the Program that we have not covered?

3a. What is the ratio of HRI's and UDL's to men in this command?  
(Interviewer: Ask interviewee what is meant by "command.")

HRI's:

UDL's:

b. Do you think the ratio of HRI's and UDL's to men in this command  
is sufficient?

HRI's:

UDL's:

c. Do you feel HRI's and UDL's are sufficiently well trained to do their  
jobs effectively?

HRI's:

UDL's:

d. What do you think of refresher training for HRI's and UDL's?

HRI's:

UDL's:

4. If you had to send a candidate to the Human Relations Institute, what should be considered in selecting an individual?

5. What should be considered in selecting an individual to become a Unit Discussion Leader?

6. (Other than the usual fitness or proficiency reports or conduct marks) How do you evaluate the performance of HRI's and UDL's?

HRI's:

UDL's:

7. Are Human Relations Institute graduates assigned as Human Relations Instructors on a full-time basis? If not, what's the nature and percentage of their time required by other duties?

Other duties:

Percentage of time:

8a. Describe the organizational structure of the Human Relations Program at this command.

b. What aspects of the organizational structure help or harm the Program?

Help:

Harm:

c. What would be the best form of organization?

9. What should be the qualifications of a Human Relations Officer?

10. What are the duties of the Human Relations Officer at this command?

11. Are there additional activities the Human Relations Officer performs that help or interfere with his job?

Help:

Interfere:

(Interviewer: Ask commanders question 12a-c)

12a. How do you ensure that men receive twenty hours of training?

b. How does this method work?

c. If it doesn't work, what would work?

13a. How often and for what length of time does each section meet?

b. Is this the best way to schedule classes?

14. Who determines class size and composition at this command? How?

Who?

How class size?

How class composition?

## BIOGRAPHIC INFORMATION

(INTERVIEWER: Only ask the questions below if they are not obvious.)

- a. Do you expect to make the Marine Corps a career? If no, why?
- b. Rank:
- c. MOS (job):
- d. Age:
- e. Marital Status:
- f. Time in Service:
- g. What place do you consider your hometown?
- h. Education:
- i. Sex:
- j. To which racial or ethnic group do you belong?
- k. Unit:
- l. Location:

**PINK**

SPECIAL STAFF PERSONNEL  
INTERVIEW

**PINK**

## INTRODUCTION

I'm \_\_\_\_\_ from the American Institutes for Research. As you probably know, AIR is deeply involved in the development of the Marine Corps' Human Relations Program.

AIR is currently analyzing the program to look for areas where some improvements are needed and feasible.

We are seeking, from you, information regarding two broad concerns:

1. The individual action program, and
2. The current state of affairs in the Corps regarding the relationships among the various members of the Corps.

Hopefully, the answers we receive from you and others in your position will help us to suggest some meaningful changes to the current status of the program.

All information that you provide will be kept confidential, of course. Your answers will be put together with those of other Marines so that only group figures will be used and no command or individual will ever be identifiable.

Our first area of interest has to do with activities that individual Marines could undertake that would benefit the Corps and themselves-- increase teamwork, increase individual capability--or improve relations.

## ACTION EFFORTS SECTION

1. Can you think of any time during your Marine Corps career that you, or someone you knew did something that helped individual Marines to increase teamwork, increase individual capability or improve relations?

What prompted the action?

What did you (or they) do?

Who was involved?

How did it turn out?

2. Can you think of a time when you or someone you know tried to do something that was designed to increase teamwork, increase individual capability or improve relations that turned out badly?

What prompted the action?

What did you (or they) try?

Who was involved?

Why did it turn out badly?

- 3a. If time were available during your weekly work schedule, what activities would you suggest Marines take up to increase teamwork, increase individual capability or improve relations?

(For example, if it were possible to use some of the time now devoted to discussions in the Human Relations Program in other activities, what would you suggest be done with that time?)

- b. Are there any problems to guard against?

- c. Are there any other action efforts that are not feasible right now that could be made to work?

## PERSONAL ACTIVITIES

1. Please look at the WHITE CARD. These are some activities that have been suggested to increase teamwork, increase individual capability and improve relations.
2. Which of these activities have you participated in or initiated?
3. Next, which activity would you personally prefer to do?
4. Are there any other activities you would be willing to do?
5. Which activity would you least like to do?
6. Are there any other activities you would be unwilling to do?

Activity	Has already participated in	
	Yes	No
1. On-the-job training		
2. Cross-skill training		
3. Athletics training		
4. Vocational tutoring		
5. Educational tutoring		
6. Personal help to dependents		
7. Meeting new Marine arrivals		
8. Helping Marines in personal affairs		
9. Social visits to homes of Marines from ethnic-racial groups different from your own		
10. Hobby tutoring		
11. Community service		
12. Specify other activities not listed above:		

Willing To Do	
Would Rank	Would Not Rank

**ACTIVITIES MARINE CORPS SHOULD NOT SUPPORT**

1. Of the activities listed on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should initiate or strengthen. Why?
2. Of the remaining activities on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should not undertake or should eliminate. Why?

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	Rank	Why?
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2. Cross-skill training		
3. Athletics training		
4. Vocational tutoring		
5. Educational tutoring		
6. Personal help to dependents		
7. Meeting new Marine arrivals		
8. Helping Marines in personal affairs		
9. Social visits to homes of Marines from ethnic-racial groups different from your own		
10. Hobby tutoring		
11. Community service		
12. Other:		

Rank	Marine Corps Should Not Support	
	Rank	Why?

FOR SPECIAL STAFF PERSONNEL

1. How would any of the activities listed on the WHITE CARD help your current (or planned) operations?

Activity

How Help

2. How would any of the activities listed on the WHITE CARD harm your current (or planned) operations?

Activity

How Harm

## CURRENT SITUATION IN MARINE CORPS SECTION

1. General Statement: The Marine Corps has also asked us to find out what is the current human relations situation in the Marine Corps. Therefore, we are interested in finding out from you and other Marines how things are going.
  - a. What do you consider the most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - b. What do you consider the second most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - c. What do you consider the third most important problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?

	<u>Problem</u>	<u>Description of Problem</u>	<u>Marine Corps Do or Stop Doing to Improve Conditions</u>
a.			
b.			
c.			

2. Now, look at the list of problems on the GOLD CARD. Does this list of problems remind you of any problems that exist in the Marine Corps today that you have not already mentioned? If so, describe the problem. What could the Marine Corps do or stop doing to improve conditions?

Probe in the areas below:	Problem Exists		Description of Problem	Marine Do or Stop Doing to Improve Conditions
	Yes	No		
1. A squad or other unit in which a minority group is in the majority (e.g., a predominantly black squad)				
2. Conformity				
3. Haircuts Marine Corps Regulation or Command Interpretation				
4. Judicial treatment				
5. Lack of knowledge & understanding about different racial or ethnic groups				
6. Between Career & Non-Career Marines				
7. Reading				
8. Recruiting: Minorities Competent persons				

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G  
A

Probe in the areas below:	Problem Exists		Description of Problems	Marine Corps Do or Stop Doing to Improve Conditions
	Yes	No		
9. Reenlistment				
10. Respect for Authority				
11. Struggles for power				
12. Volunteer Service				
13. In barracks				
14. Off base				
15. At work				
16. On board ship				

3. Now, look at the groups listed on the BLUE CARD.

BLUE CARD

1. American Indians
2. Women Marines
3. Blacks
4. Whites
5. Puerto Ricans
6. Spanish Americans

- a. Is there a group on the list that has a particular problem in the Marine Corps? What is the group? What is the problem? Describe problem. What could Marine Corps do or stop doing to resolve problem?
- b. Are there any other groups on the list that may have particular problems?

Group	Problem	Description of Problem	Marine Corps Do or Stop Doing to Resolve Problem

4. Interviewer: Obtain rank order of the six groups on the BLUE CARD, e.g.,

- a. With which group do you feel the most comfortable?
- b. Of the remaining groups, which group do you feel the most comfortable?
- c. Now, of the remaining groups which group do you feel the most comfortable? Why?
- d. Next, of the remaining groups which do you feel the least comfortable? Why?
- e. Of the remaining groups which group do you feel the least comfortable? Why?
- f. Now, of the remaining groups which do you feel the least comfortable? Why?

Comfortable				
Group	Most		Least	
	Rank	Why	Rank	Why
1. American Indians				
2. Women Marines				
3. Blacks				
4. Whites				
5. Puerto Ricans				
6. Spanish Americans				

5. Introductory remarks: Next, we would like to know if Marines do things together during their off-duty time.
- a. Of your total off-duty time, what percent of this time do you spend with other Marines?
  
  - b1. (INTERVIEWER: ASK MAJORITY MARINES THIS QUESTION.)  
What percent of the total time you spend with other Marines, do you spend with members of minority groups? Why?
  
  - b2. (INTERVIEWER: ASK MINORITY MARINES THIS QUESTION.)  
What percent of the total time you spend with other Marines, do you spend with majority Marines? Why?
  
  - c. Do you think more association between majority and minority Marines would improve relations between them? Why? What kinds of association?
  
  - d. Do you think other Marines feel more association between majority and minority Marines during their off-duty time will improve relations between them?

6. Finally, what suggestions would you make to improve the Marine Corps Human Relations Program?

## BIOGRAPHIC INFORMATION

(INTERVIEWER: Only ask the questions below if they are not obvious.)

- a. Do you expect to make the Marine Corps a career? If no, why?
- b. Rank:
- c. MOS (job):
- d. Age:
- e. Marital Status:
- f. Time in Service:
- g. What place do you consider your hometown?
- h. Education:
- i. Sex:
- j. To which racial or ethnic group do you belong?
- k. Unit:
- l. Location:

**BLUE**

HUMAN RELATIONS INSTRUCTOR  
INTERVIEW

**BLUE**

## INTRODUCTION

I'm \_\_\_\_\_ from the American Institutes for Research. As you know, AIR is deeply involved in the development and maintenance of the Marine Corps' Human Relations Program.

We are currently engaged in analyzing the program in terms of four broad topic areas:

1. The process of selecting HRI's and UDL's;
2. The process of training HRI's and UDL's;
3. The action program; and
4. Field implementation and assistance.

Hopefully, the answers we receive from you and others in your position will help us to suggest some meaningful changes to the current status of the program.

All information that you provide will be kept confidential, of course. Your answers will be put together with those of other Marines so that only group figures will be used and no command or individual will ever be identifiable.

Our first area of interest has to do with internal or external action programs you may have initiated or become involved in.

**INTERNAL/EXTERNAL ACTION SECTION**

1. Have you initiated or been involved in any internal or external action program in this unit?
  - a. Briefly describe the activity. How were you involved?
  - b. What was the number of men that participated in the activity? How many men participated in any sustained way, that is, more than once, or a couple of times?
  - c. Describe characteristics of the most successful action programs, that is, what features do they have that makes them different from programs that failed?

Description of Activity	How Personally Involved	Number Participated	Number Sustained	Characteristics of Successful Programs

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P. 2

2. What have been the main problems in getting internal or external action programs underway?

3. Now, look at the ORANGE CARD. Does this list of potential problems remind you of any problems you have not mentioned that may arise in getting action programs underway?

Probe Topics	Yes	No	Comments
1. Command Support			
2. Staff Support			
3. Organizational Problems			
4. Role Definition			
5. Coordination w/ other units			
6. Motivation of the men			
7. Men understanding purpose & nature of action projects			
8. Mechanics of Administration			
9. Finding things to do internally and externally			
10. Making arrangements for Action Efforts			
11. Competition with other units external or internal			
12. Conflict among personnel			
13. Lack of resources			
14. Lack of initiative			
15. HRI/DL lack of time			
16. Men's lack of time			
17. HRI/DL lack of motivation			
18. Men's lack of motivation			

4. Next, look over the list of topics on the GRAY CARD.

a. What would you expect a Marine who has completed training to know about each of these topics?

Topic	Key Words	A	S	N
1. Dual-Life-Value Theory	1. Common Value: Self, Others, Reason			
2. Equality Concept	2. Lives equally important to all			
3. Need for Order in Society	3. Protects human life. Military Necessity.			
4. Equal, Fair, Preferential Treatment	4. Same Test + Uniform Scoring = Equal or Fair Pre-training + Same Test + Uniform Scoring = Fair or Preferential			
5. The Sameness of Man and the Role of Environment in the Development of Differences	5. All have common survival value. All else caused by surroundings.			
6. The Four-Part Formula for Cross-Cultural Adjustment	6. Find survival reasons; Get facts straight and knock off exaggerations; Find similarities; Toughen up.			
7. Internal and External Action Programs	7. Individual constructive behavior (a) between Marines and (b) between Marines and community			
8. The Ideal Government and the Human (Dual-Life) Value	8. All freedom possible, all control necessary for maximum human welfare			
9. Male-Female Relations and the Dual-Life-Value Theory	9. Psychological well-being (self); stable family (others)			

5a. Is there any idea or section of the discussion materials that you feel was not explained well to you?

b. Is there any idea or section of the discussion materials that you find troublesome when leading discussions (including classes for Unit Discussion Leaders)?

6. Do you ever find it difficult to maintain the interest or participation of the discussion group? Why does that happen?

Interest:

Participation:

- 7a. What other duties do you have in addition to human relations duties?

- b. What percent of your normal duty time do you devote to other duties?

8. Look at the GREEN CARD. Please indicate to what extent (never, occasionally, frequently) you are involved in the activities listed.

Activities	Never	Occasionally	Frequently
a. Actually leading discussions			
b. In dealing with individual action efforts			
c. In dealing with administrative matters			
d. In dealing with logistics problems			
e. In getting command support			
f. In monitoring and supervising other discussion leaders			
g. Other:			

9. Can you think of any special difficulties connected with your work that we haven't already discussed?

TRAINING SECTION

1. What do you find is the most rewarding aspect of your job in the Human Relations Program?
2. What is the least satisfying aspect of your work in the Human Relations Program?
3. What is the most difficult part of your job?



3. What traits or qualities do you think a good Unit Discussion Leader needs?

4. Have you thought about ways that we might improve the selection of Unit Discussion Leaders for training? How would you do it better?

5. Can you make suggestions for improving the training that you had?

6. Now, look over the list of potential training problem areas on the YELLOW CARD.

a. Do these topics remind you of any suggestions you could make to improve the training you had?

Probe Topics	Yes	No	Comments
1. Duration of training			
2. Understanding, clarity of concepts			
3. Action Efforts			
4. Discussion leading skills			
5. Quality of instructors at HRI and DL training skills			
6. Motivation			
7. Coverage of field job requirements			
8. Administration skills			
9. Logistics (setting up room)			
10. Promotion of program			
11. Anticipation of training problems			
12. Other:			

7. Is there anything else that should have been taught for you or others that wasn't at the Human Relations Institute?





2a. What is the ratio of HRI's and UDL's to men in this command?  
(Interviewer: Specify what is meant by "command.")

HRI's:

UDL's:

b. Do you think the ratio of HRI's and UDL's to men in this command  
is sufficient?

HRI's:

UDL's"

c. Do you feel HRI's and UDL's are sufficiently well trained to do  
their jobs effectively?

HRI's:

UDL's"

d. What do you think of refresher training for HRI's and UDL's?

HRI's:

UDL's:

3. (Other than the usual fitness or proficiency reports or conduct marks) How should the performance of HRI's and UDL's be evaluated?

HRI's:

UDL's:

- 4a. What aspects of the organizational structure help or harm the Program?

Help:

Harm:

- b. What would be the best form or organization?

5. What should be the qualification of a Human Relations Officer?

6. What are the duties of the Human Relations Officer at this command?

7a. How do you ensure that men receive twenty hours of training?

b. How does this method work?

c. If it doesn't work, what would work?

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8a. How often and for what length of time does each section meet?

b. Is this the best way to schedule classes?

9. Who determines class size and composition at this command? How?

Who?

How class size?

How composition?

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## BIOGRAPHIC INFORMATION

(INTERVIEWER: Only ask the questions below if they are not obvious.)

- a. Do you expect to make the Marine Corps a career? If no, why?
- b. Rank:
- c. MOS (job):
- d. Age:
- e. Marital Status:
- f. Time in Service:
- g. What place do you consider your hometown?
- h. Education:
- i. Sex:
- j. To which racial or ethnic group do you belong?
- k. Unit:
- l. Location:

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**BLUE**

UNIT DISCUSSION LEADER  
INTERVIEW

**BLUE**

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APPENDIX Q

## INTRODUCTION

I'm \_\_\_\_\_ from the American Institutes for Research. As you know, AIR is deeply involved in the development and maintenance of the Marine Corps' Human Relations Program.

We are currently engaged in analyzing the program in terms of four broad topic areas:

1. The process of selecting HRI's and UDL's;
2. The process of training HRI's and UDL's;
3. The action program; and
4. Field implementation and assistance.

Hopefully, the answers we receive from you and others in your position will help us to suggest some meaningful changes to the current status of the program.

All information that you provide will be kept confidential, of course. Your answers will be put together with those of other Marines so that only group figures will be used and no command or individual will ever be identifiable.

Our first area of interest has to do with internal or external action programs you may have initiated or become involved in.

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INTERNAL/EXTERNAL ACTION SECTION

1. Have you initiated or been involved in any internal or external action program in this unit?
  - a. Briefly describe the activity. How were you involved?
  - b. What was the number of men that participated in the activity? How many men participated in any sustained way, that is, more than once, or a couple of times?
  - c. Describe characteristics of the most successful action programs, that is, what features do they have that makes them different from programs that failed?

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Description of Activity	How Personally Involved	Number Participated	Number Sustained	Characteristics of Successful Programs

2. What have been the main problems in getting internal or external action programs underway?

3. Now, look at the ORANGE CARD. Does this list of potential problems remind you of any problems you have not mentioned that may arise in getting action programs underway?

Probe Topics	Yes	No	Comments
1. Command Support			
2. Staff Support			
3. Organizational Problems			
4. Role Definition			
5. Coordination w/ other units			
6. Motivation of the men			
7. Men understanding purpose & nature of action projects			
8. Mechanics of Administration			
9. Finding things to do internally and externally			
10. Making arrangements for Action Efforts			
11. Competition with other units external or internal			
12. Conflict among personnel			
13. Lack of resources			
14. Lack of initiative			
15. HRI/DL lack of time			
16. Men's lack of time			
17. HRI/DL lack of motivation			
18. Men's lack of motivation			

4. Next, look over the list of topics on the GRAY CARD.

a. What would you expect a Marine who has completed training to know about each of these topics?

Topic	Key Words	A	S	N
1. Dual-Life-Value Theory	1. Common Value: Self, Others, Reason			
2. Equality Concept	2. Lives equally important to all			
3. Need for Order in Society	3. Protects human life. Military Necessity.			
4. Equal, Fair, Preferential Treatment	4. Same Test + Uniform Scoring = Equal or Fair Pre-training + Same Test + Uniform Scoring = Fair or Preferential			
5. The Sameness of Man and the Role of Environment in the Development of Differences	5. All have common survival value. All else caused by surroundings.			
6. The Four-Part Formula for Cross-Cultural Adjustment	6. Find survival reasons; Get facts straight and knock off exaggerations; Find similarities; Toughen up.			
7. Internal and External Action Programs	7. Individual constructive behavior (a) between Marines and (b) between Marines and community			
8. The Ideal Government and the Human (Dual-Life) Value	8. All freedom possible, all control necessary for maximum human welfare			
9. Male-Female Relations and the Dual-Life-Value Theory	9. Psychological well-being (self); stable family (others)			

5a. Is there any idea or section of the discussion materials that you feel was not explained well to you?

b. Is there any idea or section of the discussion materials that you find troublesome when leading discussions?

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6. Do you ever find it difficult to maintain the interest or participation of the discussion group? Why does that happen?

Interest:

Participation:

- 7a. What other duties do you have in addition to Human Relations duties?

- b. What percent of your normal duty time do you devote to other duties?

8. Look at the GREEN CARD. Please indicate to what extent (never, occasionally, frequently) you are involved in the activities listed.

Activities	Never	Occasionally	Frequently
a. Actually leading discussions			
b. In dealing with individual action efforts			
c. In dealing with administrative matters			
d. In dealing with logistics problems			
e. In getting command support			
f. In monitoring and supervising other discussion leaders			
g. Other:			

9. Can you think of any special difficulties connected with your work that we haven't already discussed?

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TRAINING SECTION

1. What do you find is the most rewarding aspect of your job in the Human Relations Program?
2. What is the least satisfying aspect of your work in the Human Relations Program?
3. What is the most difficult part of your job?



3. What traits or qualities do you think a good Human Relations Instructor needs?

4. Have you thought about ways that we might improve the selection of candidates for the Human Relations Institute? How would you do it better?

5. Can you make suggestions for improving the training that you had?

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Q-12

6. Now, look over the list of potential training problem areas on the YELLOW CARD.

a. Do these topics remind you of any suggestions you could make to improve the training you had?

Probe Topics	Yes	No	Comments
1. Duration of training			
2. Understanding, clarity of concepts			
3. Action Efforts			
4. Discussion leading skills			
5. Quality of instructors at HRI and DL training skills			
6. Motivation			
7. Coverage of field job requirements			
8. Administration skills			
9. Logistics (setting up room)			
10. Promotion of program			
11. Anticipation of training problems			
12. Other:			

7. Is there anything else that you feel you should have been taught that would help you as a Unit Discussion Leader?

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Q-14



## IMPLEMENTATION SECTION

Introductory Remarks: Our last area of inquiry is related in general to implementation of the Marine Corps Human Relations Program.

1a. Have you tried or thought of anything that may help to implement the program more effectively?

b. Are there any additional things you can think of that might improve implementation of the Program?

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2a. What is the ratio of HRI's and UDL's to men in this command?  
(Interviewer: Ask interviewee what is meant by "command.")

HRI's:

UDL's:

b. Do you think the ratio of HRI's and UDL's to men in this command is sufficient?

HRI's:

UDL's:

c. Do you feel HRI's and UDL's are sufficiently well trained to do their jobs effectively?

HRI's:

UDL's:

d. What do you think of refresher training for HRI's and UDL's?

HRI's:

UDL's:

3. (Other than the usual fitness or proficiency reports or conduct marks) How do you evaluate the performance of HRI's and UDL's?

HRI's:

UDL's:

- 4a. What aspects of the organizational structure help or harm the Program?

Help:

Harm:

- b. What would be the best form of organization?

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5. What should be the qualifications of a Human Relations Officer?

6. What are the duties of the Human Relations Officer at this command?

7a. How do you ensure that men receive twenty hours of training?

b. How does this method work?

c. If it doesn't work, what would work?

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8a. How often and for what length of time does each section meet?

b. Is this the best way to schedule classes?

9. Who determines class size and composition at this command? How?

Who?

How class size?

How class composition?

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BIOGRAPHIC INFORMATION

(INTERVIEWER: Only ask the questions below if they are not obvious.)

- a. Do you expect to make the Marine Corps a career? If no, why?
- b. Rank:
- c. MOS (job):
- d. Age:
- e. Marital Status:
- f. Time in Service:
- g. What place do you consider your hometown?
- h. Education:
- i. Sex:
- j. To which racial or ethnic group do you belong:
- k. Unit:
- l. Location:

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ENLISTED MARINES  
INTERVIEW

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## INTRODUCTION

(NOTE: INTRODUCE YOURSELF TO THE INTERVIEWEE ONLY IF YOU DO NOT ALREADY KNOW EACH OTHER.)

The Marine Corps' Human Relations Training Program is constantly being examined to look for areas where improvements can be made. Right now, we are trying to improve the individual action program portion and trying to update some of the material used in the discussions.

We are interested in some of your opinions about the current situation in the Corps. That is, what the problems in the Corps are at this point in time. We are also interested in how you feel about the action program and what you think should be done with it. At the same time that you are being interviewed about 300 other Marines around the world are being interviewed. The information received from all these interviews will be analyzed, and the results will be used in improving the Human Relations Training Program.

All the information that you give us will be combined with information from other people and nobody but me will know your answers. Also I'm going to interview many other Marines so that it would really be impossible for me to remember exactly who said what, even if I were interested in doing so. We are really interested in what you know and what your own opinions are--not in rumors. Please answer the questions as completely as you can.

Our first area of interest has to do with things that individual Marines could do that would benefit the Corps and themselves--increase teamwork, increase individual capability--or improve relations.

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ACTION EFFORTS SECTION

1. Can you think of any time during your Marine Corps career that you, or someone you knew did something that helped individual Marines to increase teamwork, increase individual capability or improve relations?

What prompted the action?

What did you (or they) do?

Who was involved?

How did it turn out?

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2. Can you think of a time when you or someone you know tried to do something that was designed to increase teamwork, increase individual capability or improve relations that turned out badly?

What prompted the action?

What did you (or they) try?

Who was involved?

Why did it turn out badly?

SSC

- 3a. If time were available during your weekly work schedule, what activities would you suggest Marines take up to increase teamwork, increase individual capability or improve relations?

(For example, if it were possible to use some of the time now devoted to discussions in the Human Relations Program in other activities, what would you suggest be done with that time?)

- b. Are there any problems to guard against?

- c. Are there any other action efforts that are not feasible right now that could be made to work?

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## PERSONAL ACTIVITIES

1. Please look at the WHITE CARD. These are some activities that have been suggested to increase teamwork, increase individual capability and improve relations.
2. Which of these activities have you participated in or initiated?
3. Next, which activity would you personally prefer to do?
4. Are there any other activities you would be willing to do?
5. Which activity would you least like to do?
6. Are there any other activities you would be unwilling to do?

5.4

Activity	Has already participated in	
	Yes	No
1. On-the-job training		
2. Cross-skill training		
3. Athletics training		
4. Vocational tutoring		
5. Educational tutoring		
6. Personal help to dependents		
7. Meeting new Marine arrivals		
8. Helping Marines in personal affairs		
9. Social visits to homes of Marines from ethnic-racial groups different from your own		
10. Hobby tutoring		
11. Community service		
12. Specify other activities not listed above:		

Willing To Do	
Would Rank	Would Not Rank

**ACTIVITIES MARINE CORPS SHOULD NOT SUPPORT**

1. Of the activities listed on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should initiate or strengthen. Why?
2. Of the remaining activities on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should not undertake or should eliminate. Why?

Activity	Marine Corps Should Support	
	Rank	Why?
1. On-the-job training		
2. Cross-skill training		
3. Athletics training		
4. Vocational tutoring		
5. Educational tutoring		
6. Personal help to dependents		
7. Meeting new Marine arrivals		
8. Helping Marines in personal affairs		
9. Social visits to homes of Marines from ethnic-racial groups different from your own		
10. Hobby tutoring		
11. Community service		
12. Other:		

Rank	Marine Corps Should Not Support
	Why?

CURRENT SITUATION IN MARINE CORPS SECTION

1. General Statement: The Marine Corps has also asked us to find out what is the current human relations situation in the Marine Corps. Therefore, we are interested in finding out from you and other Marines how things are going.
- a. What do you consider the most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - b. What do you consider the second most important current problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?
  - c. What do you consider the third most important problem (human relations) in the Marine Corps? What could the Marine Corps do or stop doing to improve conditions?

	<u>Problem</u>	<u>Description of Problem</u>	<u>Marine Corps Do or Stop Doing to Improve Conditions</u>
a.			
b.			
c.			

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2. Now, look at the list of problems on the GOLD CARD. Does this list of problems remind you of any problems that exist in the Marine Corps today that you have not already mentioned? If so, describe the problem. What could the Marine Corps do or stop doing to improve conditions?

Probe in the areas below:	Problem Exists		Description of Problem	Marine Do or Stop Doing to Improve Conditions
	Yes	No		
1. A squad or other unit in which a minority group is in the majority (e.g., a predominantly black squad)				
2. Conformity				
3. Haircuts Marine Corps Regulation or Command Interpretation				
4. Judicial treatment				
5. Lack of knowledge & understanding about different racial or ethnic groups				
6. Between Career & Non-Career Marines				
7. Reading				
8. Recruiting: Minorities Competent persons				

Probe in the areas below:	Problem Exists		Description of Problems	Marine Corps Do or Stop Doing to Improve Conditions
	Yes	No		
9. Reenlistment				
10. Respect for Authority				
11. Struggles for power				
12. Volunteer Service				
13. In barracks				
14. Off base				
15. At work				
16. On board ship				

3. Now, look at the groups listed on the BLUE CARD.

BLUE CARD

1. American Indians
2. Women Marines
3. Blacks
4. Whites
5. Puerto Ricans
6. Spanish Americans

a. Is there a group on the list that has a particular problem in the Marine Corps? What is the group? What is the problem? Describe problem. What could Marine Corps do or stop doing to resolve problem?

b. Are there any other groups on the list that may have particular problems?

Group	Problem	Description of Problem	Marine Corps Do or Stop Doing; to Resolve Problem

4. Interviewer: Obtain rank order of the six groups on the BLUE CARD, e.g.,

- a. With which group do you feel the most comfortable?
- b. Of the remaining groups, which group do you feel the most comfortable?
- c. Now, of the remaining groups which group do you feel the most comfortable? Why?
- d. Next, of the remaining groups which do you feel the least comfortable? Why?
- e. Of the remaining groups which group do you feel the least comfortable? Why?
- f. Now, of the remaining groups which do you feel the least comfortable? Why?

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Group	Comfortable		
	Most		Least
	Rank	Why	Rank Why
1. American Indians			
2. Women Marines			
3. Blacks			
4. Whites			
5. Puerto Ricans			
6. Spanish Americans			

5. Introductory remarks: Next, we would like to know if Marines do things together during their off-duty time.
- a. Of your total off-duty time, what percent of this time do you spend with other Marines?
  
  - b1. (INTERVIEWER: ASK MAJORITY MARINES THIS QUESTION.)  
What percent of the total time you spend with other Marines, do you spend with members of minority groups? Why?
  
  - b2. (INTERVIEWER: ASK MINORITY MARINES THIS QUESTION.)  
What percent of the total time you spend with other Marines, do you spend with majority Marines? Why?
  
  - c. Do you think more association between majority and minority Marines would improve relations between them? Why? What kinds of association?
  
  
  - d. Do you think other Marines feel more association between majority and minority Marines during their off-duty time will improve relations between them?

6. Finally, what suggestions would you make to improve the Marine Corps Human Relations Program?

## BIOGRAPHIC INFORMATION

(INTERVIEWER: Only ask the questions below if they are not obvious.)

- a. Do you expect to make the Marine Corps a career? If no, why?
- b. Rank:
- c. MOS (job):
- d. Age:
- e. Marital Status:
- f. Time in Service:
- g. What place do you consider your hometown?
- h. Education:
- i. Sex:
- j. To which racial or ethnic group do you belong?
- k. Unit:
- l. Location:

A PARTIAL ANALYSIS OF RESULTS  
FROM A SURVEY OF THE MARINE CORPS HUMAN RELATIONS PROGRAM

INTRODUCTION

Background

On 12 July 1973, the American Institutes for Research (AIR) was awarded a contract to carry out a program of research and development in two increments designed to improve the Marine Corps Human Relations Program during fiscal years 1974 and 1975. Specifically, AIR was contracted to carry out work in five task areas as follows:

1. Instructional Capability,
2. Individual Action Programs,
3. Development of New Training Materials,
4. Development of a Technical Guidance System for Field Human Relations Programs, and
5. Development of Human Relations Curricula for Formal Marine Corps Schools.

In order for AIR to fulfill its contractual obligations, it was necessary for selected field commands to participate in the data-gathering phase of this vital and necessary research.

Purpose of Partial Analysis

The purpose of this partial analysis is two-fold. First, to give some immediate feedback on informal activities Marines have participated in or initiated in order to improve relations between Marines, to increase individual capability, and to increase teamwork. These activities will be considered from several points of view; namely, past activities Marines have participated in or initiated, activities in which Marines would be least and most willing to participate, and views of Marines concerning activities the Marine Corps should or should not support. Second, the current off-duty association between minority and majority Marines will be considered with particular attention to the following: degree of association and reasons for association, views of Marines on the potential of more

association to improve relations between minority and majority Marines, reasons and nature of off-duty association that may improve relations between racial groups, and views of Marines that relate to whether other Marines feel more off-duty association will improve relations between minority and majority Marines.

#### Source of Data

The data collection effort was conducted during the third quarter of fiscal year 1974. From January to March of 1974, data was collected at twenty-one different Marine Corps commands. In-depth interviews were the means by which data were collected.

#### Sample Design

The rationale for the sample design was to obtain as representative a sample of the Marine Corps as possible, both in terms of command size and function and the status of implementation of the Human Relations Program.

At each of the commands, respondents were selected by a random stratified sampling technique. In general, the procedure was as follows. First, a roster of all individuals of a particular group, e.g., enlisted Marines, was obtained; next, numbers were assigned to each person; then, respondents were selected at random. Appendix A provides a detailed description of the sampling procedures.

#### Respondents

At the twenty-one commands a total of 592 interviews were completed. The sample included 357 enlisted Marines, 65 command billet personnel, 60 special staff personnel, 55 Human Relations Instructors, and 55 Unit Discussion Leaders. For each of these five groups of respondents a different interview schedule was used. (See Appendixes A-D in Marine Corps Human Relations Progress Report #M00027-C-74-0005 1 January - 31 March 1974.) In the present report, Appendix B provides a summary of the interviews that were completed at each command. This summary includes the following: type and number of interviews for command billet personnel, special staff personnel, Human Relations Instructors or Officers, Unit Discussion Leaders, and enlisted Marines.

### Interviewers

Command billet, special staff, Human Relations Instructors, and Unit Discussion Leader interviews were conducted by teams of AIR personnel. The remaining interviews, with enlisted Marines, were conducted by Human Relations Instructors at each command. Prior to the actual interviews both AIR personnel and the Human Relations Instructors participated in training sessions on proper data-collection techniques.

### Coding

Several procedures were used to ensure that responses to the open-ended questions were categorized with a high degree of agreement among judges and to achieve the highest level of accuracy and consistency among the coders. First, the coding categories were determined by at least two individuals in order to avoid arbitrarily assigned categories. Second, prior to the actual coding the coders participated in training sessions designed to familiarize coders with the categories and to determine any initial disagreements among coders on the appropriate categories to be used for any initially problematic responses. Third, on a daily basis a verifier made random checks to determine the accuracy of individual coders. Finally, once all the data was coded at least two different individuals verified all the coding, once again, to determine any errors that were made.

### Questions

Since the five interview schedules that were used during the data collection effort are not attached in this report, it is appropriate to present the questions to be analyzed later in this report as they actually appeared in these instruments. The relevant questions here were worded as follows:

Please look at the WHITE CARD. These are some activities that have been suggested to increase teamwork, increase individual capability and improve relations.

Which of these activities have you participated in or initiated?

Next, which activity would you personally prefer to do?

Are there any other activities you would be willing to do?

Which activity would you least like to do?

- Are there any other activities you would be unwilling to do?
- Of the activities listed on the WHITE CARD, please rank in order of importance the three activities you think the Marine Corps should initiate or strengthen. Why?
- Of the remaining activities on the WHITE CARD, please rank, in order of importance, the three activities you think the Marine Corps should not undertake or should eliminate. Why?
- Of your total off-duty time, what percent of this time do you spend with other Marines?
- (INTERVIEWER: ASK MAJORITY MARINES THIS QUESTION.) What percent of the total time you spend with other Marines, do you spend with members of minority groups? Why?
- (INTERVIEWER: ASK MINORITY MARINES THIS QUESTION.) What percent of the total time you spend with other Marines, do you spend with majority Marines? Why?
- Do you think more association between majority and minority Marines would improve relations between them? Why? What kinds of association?
- Do you think other Marines feel more association between majority and minority Marines during their off-duty time will improve relations between them?

#### ORGANIZATION OF REPORT

With the above as a background, this report is organized as follows:

- a. Description of the background of the respondents, e.g., career status, rank, age, marital status, time in service, home region, education, sex, and race.
- b. Analysis of responses to each of the questions (dependent variables) mentioned above, in relation to several independent variables when deemed relevant: career status, rank, age, marital status, length of service, home region, education, race, location of command, and type of command.
- c. Summarization of the major findings.

#### DESCRIPTION OF THE SAMPLE

This report is based on 482 of 592 interviews that were conducted. In other words, the remaining respondents were not asked the questions that are analyzed in the present report. A description of relevant background inquiries follows.

### Career Status

The respondents were asked if they planned to make the Marine Corps a career. Of those individuals who responded, 47.3% answered yes, 27.4% responded no, and 14.9% were uncertain.

### Time in Service

Only 11.4% of the respondents had been in the Corps for less than a year. Slightly over 42% (actually 42.5%) had been in the Corps from one to four years, and 44.9% had served from five years or more.

### Rank

With regard to rank, 35.9% of the respondents were E-1's to E-3's, 23.7% were E-4's and E-5's, and 22.8% were E-6's to E-9's. In addition, 17.0% of the respondents held ranks from warrant officer to field grade officer.

### Age

Seventeen percent of the respondents were 19 years old or younger, 46.9% were 20-30 years of age, and 33.8% were 31 or older.

### Marital Status

Over half of the respondents (actually 56.6%) were married, as compared to 39.8% who were single. One percent of the respondents were either divorced or separated; that is, they were recorded in a marital status category referred to as "other."

### Home Region

Eighteen percent (actually 18.1%) of the interviewees were from North-eastern states, 24.9% were from North Central States, 34.0% were from Southern states, and 19.4% were from Western states.

### Education

Only seventeen percent (actually 17.2%) of the respondents had not graduated from high school, as compared to 49.8% who were high school graduates and 30.3% who had some college education or were college graduates.

## Sex

As to be expected, given the higher ratio of male Marines to female Marines in the Marine Corps, only 3.3% of the respondents were female.

## Race

Almost three-fourths of the respondents (actually 71.4%) were Caucasian, 18.7% were Black and 9.5% were members of other minority groups.

## RESULTS

Ten questions have been analyzed in this partial analysis. The first question concerns a number of activities that were hypothesized to be conducive to increased teamwork, increased individual capability, and improvement of relations among Marines. These activities, tested experimentally, included the following: on-the-job training, cross-skill training, athletics training, vocational tutoring, educational tutoring, personal help to dependents, meeting new Marine arrivals, helping Marines in personal affairs, social visits to homes of Marines from ethnic-racial groups different from their own, hobby tutoring, and community service. Specifically, the interviewees were asked:

Which of these activities have you participated in or initiated?

Race. In general, Table 1 reveals that in nine of the activities a higher percentage of white Marines indicated they had participated than did minority Marines. For six of these nine activities (on-the-job training, cross-skill training, educational tutoring, personal help to dependents, helping Marines in personal affairs, and hobby tutoring) the chi-squares were statistically significant at the .05 level or better. (See Table 1A for the chi-square results.) In contrast, a higher percentage, or 76.3% of the minority respondents as compared to 64.2% of the white respondents indicated they had participated in athletics training. This latter finding, too, was statistically significant at the .05 level. Although white interviewees, as compared to minority interviewees, indicated a higher percentage of participation in meeting new Marine arrivals (76.4% and 73.2%), in vocational tutoring (35.4% and 33.5%), and in community service (44.4% and 38.9%), these findings were not statistically significant. A higher percentage, or

57.2% of the minority Marines as compared to 49.7% of the white Marines, indicated they had made social visits to the homes of Marines from ethnic-racial groups different from their own. This finding, also, was not statistically significant.

Marines, in general, appear to be self-help oriented; that is, of the activities the respondents were queried about, the greatest amount of participation concerned helping Marines in personal affairs for both minority Marines (78.6%) and white Marines (86.9%). It should be mentioned however, that an identical percentage of 78.6% of the minority respondents indicated they had participated in on-the-job training and in helping Marines in their personal affairs. In addition, it is noteworthy that the least amount of participation for both white (33.7%) and minority Marines (32.8%) was in the area of hobby tutoring.

Rank. Table 2 shows the percentage distribution of responses concerning participation in activities when rank is considered. It is interesting that, on all of the activities listed, a higher percentage of officers as compared to enlisted Marines indicated they had participated in the activities. The percentage of participation in the activities for officers and enlisted Marines, respectively, were as follows: 93.9% and 80.6% for on-the-job training, 70.7% and 52.6% for cross-skill training, 54.8% and 30.9% for vocational tutoring, 76.8% and 44.3% for educational tutoring, 89.0% and 49.1% for personal help to dependents, 85.3% and 73.8% for meeting new Marine arrivals, 60.9% and 39.2% for community service. The chi-square for these findings was statistically significant at the .05 level of significance or better. (See Table 2A for the chi-square results.) In addition, a higher percentage of officers as compared to enlisted Marines indicated they had participated in athletics training (75.6% and 66.4%), in social visits to homes of Marines from ethnic-racial groups different from their own (59.7% and 50.1%), and in hobby tutoring (37.8% and 32.4%). These latter findings, however, were not statistically significant.

As was the case when the greatest amount of participation in a single activity was examined by race, the greatest amount of participation for both enlisted Marines (82.1%) and officers (97.5%) was in the area of helping Marines in personal affairs. This finding also supports the notion that Marines tend to be self-help oriented.

### Most Preferred Activity

The interviewees were also asked: Which activity would you personally prefer to do? Their responses will now be considered by race and rank.

Race and Rank. As can be seen in Table 3, the most preferred activity for the white respondents (16.9%) was on-the-job training, whereas the most preferred activity for the minority respondents (18.3%) was athletics training. In Table 4, it can be seen that the highest percentage of enlisted Marines, or 17.8%, mentioned on-the-job training as their most preferred activity, and the highest percentage of officers, 24.3%, mentioned helping Marines in personal affairs as their most preferred activity.

### Least Preferred Activity

In addition, the respondents were asked: Which activity would you least prefer to do? Their responses will be examined by race and rank.

Race and Rank. Table 5 indicates that the highest percentage of the white respondents, or 18.6%, mentioned hobby tutoring as their least preferred activity. Similarly, the highest percentage of the minority respondents, or 15.2%, indicated that both hobby tutoring and community service were their least preferred activities. It is of interest to note in Table 6 that 15.3% of the enlisted Marines, as well as 28.0% of the officers, mentioned hobby tutoring as being their least preferred activity.

### Activities Marine Corps Should Support

Another activity-related question the respondents were asked was the following: Of the activities listed, what three activities in the order of importance do you think the Marine Corps should initiate or strengthen? Their responses will now be presented by race and rank.

Race and Rank. First, the percentage distribution of responses concerning the most important activity the Marine Corps should support are presented by race and rank in Table 7 and 8, respectively. Both the white (23.0%) and the minority respondents (22.1%) indicated that on-the-job training was the most important activity the Marine Corps should support. With respect to rank, 23.4% of the enlisted Marines mentioned on-the-job training, whereas 29.2% of the officers mentioned helping Marines in personal affairs as the most important activity the Marine Corps should support.

Second, Tables 9 (race) and 10 (rank) show the percentage distribution of responses concerning the second most important activity the Marine Corps should support. For the white respondents, 17.7% mentioned helping Marines in personal affairs; on the other hand, 22.1% of the minority respondents indicated educational tutoring was the second most important activity in the Marine Corps which they should support. In addition, 18.1% of the enlisted Marines and 20.7% of the officers responded that helping Marines in personal affairs was the second most important activity the Marine Corps should support.

Third, it can be seen in Table 11 that 15.4% of the white interviewees mentioned educational tutoring as compared to 16.0% of the minority interviewees who indicated helping Marines in personal affairs as the third most important activity the Marine Corps should support. Finally, Table 12 shows that 14.8% of the enlisted Marines responded that helping Marines in personal affairs was the third most important activity the Marine Corps should support. In contrast, 23.1% of the officers indicated that educational tutoring was the third most important activity the Marine Corps should support.

#### Activities Marine Corps Should Not Support

The interviewees were also asked: Of the remaining activities what three activities in the order of importance do you think the Marine Corps should not undertake or should eliminate? Next, the interviewees responses to the above question will be considered by race and rank.

Race and Rank. In considering the most important activity the Marine Corps should not support, it can be seen in Table 13 that the highest percentage of the White interviewees (27.6%) and of the minority interviewees (35.8%) indicated that "none" of the activities should not be supported by the Marine Corps. It is noteworthy, however, that 15.4% of the White respondents as well as 18.3% of the minority respondents indicated that social visits to homes of Marines from ethnic-racial groups different from their own was the first most important activity the Marine Corps should not support. By rank, Table 14 shows that 32.9% of the enlisted Marines responded that "none" of the activities should not be supported by the Marine Corps, whereas 23.1% of the officers indicated that social visits to homes of Marines from ethnic-racial groups different from their own was the most important activity the Marine Corps should not support.

Table 15 provides the percentage distribution for the second most important activity the Marine Corps should not support by race. It suffices to say that the highest percentage of White respondents (27.9%) and of the minority respondents (36.6%) responded that "none" of the activities should not be supported by the Marine Corps. Similarly, as can be seen in Table 16, 33.5% of the enlisted Marines also indicated that "none" of the activities should not be supported by the Marine Corps. However, 19.5% of the officers mentioned hobby tutoring as the second most important activity the Marine Corps should not support.

Finally, concerning the third most important activity the Marine Corps should not support, the percentage distribution can be seen in Table 17 (by race) and in Table 18 (by rank). Similarly, 27.9% of the White respondents, 36.6% of the minority respondents, 33.5% of the enlisted Marines, and 17.0% of the officers responded that "none" of the activities should not be supported by the Marine Corps.

#### Percentage of Total Off-Duty Time Spent With Other Marines

Another question the interviewees were asked concerned the percentage of their total off-duty time they spent with other Marines. Specifically, the question was: Of your total off-duty time, what percent of this time do you spend with other Marines? Next, the responses of the interviewees to the above question will be examined by race.

Race. Table 19 shows that 34.9% of the white interviewees and 28.0% of the minority interviewees spend from no time to 40% of their total off-duty time with other Marines. Thirty percent of the White respondents and similarly 33.6% of the minority respondents spend from 41% to 90% of their total off-duty with other Marines. Additionally, 28.9% and 29.8% of the white and minority respondents, respectively, spend from 91% to 100% of their total off-duty time with other Marines. It should be noted, however, that the above findings were not statistically significant. In addition, minority Marines were asked: What percent of the total time you spend with other Marines do you spend with majority Marines? Similarly, majority Marines were asked: What percent of the total time you spend with other Marines do you spend with members of minority groups? The percentage distribution of the interviewees' responses to the two questions above are presented in Tables 20a and 20b.

Race. In general, it would appear that minority Marines tend to spend more of their off-duty time with majority Marines as compared to the amount of time majority Marines spend with members of minority groups. For example, of the white respondents, 37.2%, 21.9%, 22.2%, and 3.4% indicated they spend zero to 10.0%, 11.0% to 40.0%, 41% to 90.0%, and 91.0% to 100.0%, respectively, of their off-duty time with members of minority groups. In contrast, of the minority respondents, 19.3%, 25.8%, 28.2%, and 9.6% mentioned that they spend zero to 10.0%, 11.0% to 40.0%, 41% to 90.0%, and 91.0% to 100.0%, respectively, of their off-duty time with majority Marines. The chi-square for the above mentioned results was statistically significant at the .001 level of significance.

Another question of interest concerns the reasons majority and minority Marines give for spending off-duty time with each other, as can be seen in Table 21 (majority Marines) and in Table 22 (minority Marines).

Race. The highest percentage of majority Marines, or 25.7%, gave friendship as the major reason they spend off-duty time with members of minority groups. Other reasons mentioned included the following: situated together (17.0%), to achieve better understanding (1.0%), lack of opportunity or time (14.2%), associate with own kind (4.8%), dissimilar interests (4.1%); and similar interests (4.5%). On the other hand, the highest percentage of the minority respondents, 19.3%, indicated that they spend time with majority Marines because they are situated together, e.g., in the barracks. Other reasons the minority Marines gave included the following: friendship (16.1%), dissimilar interests (8.8%), to achieve better understanding (1.6%), desirable associates (5.6%), lack of opportunity or time (5.6%), similar interests (4.8%), and associate with own kind (5.6%).

#### More Association Between Majority and Minority Marines

In addition, the interviewees were asked: Do you think more association between majority and minority Marines will improve relations between them? The responses of the respondents to the above question were analyzed with particular attention to several variables: rank (Table 23), race (Table 24), type of command (Table 25), education (Table 26), and home region (Table 27).

Rank. Interestingly, a relatively high percentage of officers (85.3%) as well as enlisted Marines (77.5%) were of the opinion that more association

between majority and minority Marines would indeed improve relations between them. It should be noted, too, that the chi-square for this finding was statistically significant at the .05 level of confidence.

When race, type of command, education, and hometown were considered, there were no statistically significant findings.

When each of the other four variables are considered separately, it is noteworthy, however, that no less than 69.8% and as high as 91.2% of the respondents felt that more association between majority and minority Marines would indeed improve relations between them.

#### Why More Association Between Minority and Majority Marines

With particular attention to the racial distribution of responses, the respondents gave several reasons in indicating why more association between majority and minority Marines would improve relations.

Race. It can be seen in Table 28 that the highest percentage of White respondents (43.9%) and of minority respondents (48.0%) indicated that more association would improve relations between them because they would learn more about each other. With respect to other reasons the respondents gave, 5.5% of the white respondents and 8.3% of the minority respondents mentioned achieving friendly relationships; 2.6% of the white respondents and 6.1% of the minority respondents mentioned reducing racial conflict; 4.4% of the white respondents and 2.2% of the minority respondents mentioned improving relations; and 2.6% of the white respondents and 5.3% of the minority respondents were of the opinion that more association between minority and majority Marines would eliminate racial stereotypes. In addition, 11.6% and 6.1% of the white and minority respondents, respectively, felt that more association between minority and majority Marines would improve relations between them under receptive conditions. Next, the substantive nature of the responses that correspond to the categories of "would not help" and "under receptive conditions" will be presented in detail.

#### Would Not Help

First, the respondents who were of the opinion that more association between minority and majority Marines would not help to improve relations gave the following reasons:

- No, because the problem begins in civilian life, and these feelings are deep, and in the short time men are in, would not help.

- No, because we don't understand each other, and we don't try to understand each other.
- No, the Blacks want to stay with the Blacks and the Whites want to stay with the Whites.
- No. I think it is up to the individual himself. Don't try to pick my friends for me and I won't pick yours.
- No, because they just divide again.
- I think that more of majority and minority association would foul things up. The ethnic groups may feel uncomfortable.
- No, if anything we should have some good battles - fight and get it over with - that's the only way to settle our differences.
- No, drinking in mixed groups always leads to fights.
- Individual meetings between people doesn't necessarily carry over into acceptance of each group because the whites still see all the other Blacks doing things that Whites don't like such as dapping, cliques, etc. So it doesn't help to associate.
- Just don't think it will help. Because I don't see other Marines trying to associate with different minorities.
- Meeting people really doesn't do anything to improve relations. People don't like to listen to one another.
- Because even friends don't handle themselves the same when mixed with boots.
- Jacksonville will not permit it.
- Blacks just don't dig the white any more.
- No, not necessarily; right now it will get only forced association; Blacks in own group (want this), for their own Marine Corps.
- They can get together and pretend to be friendly, but it really counts later when they have to meet people on their own.
- No. It's up to the individual.
- Problem is not one of individual associations but of group hysteria.
- There is nothing you can do about improving relations of majority and minority groups.
- I don't think it's right to make people come together. They'll do it in time.

- No. An individual should have the right to associate with whomever he pleases.
- The one thing that would improve relations is to quit referring to people as minority and majority.
- No, because the more time you spend with someone you find more things to go against someone.
- Might, because they would try to be friendly for a while, but then they fight no doubt, so maybe not good idea.
- Seems to me if they got together, they would fight, get drunk, and hurt each other.
- No. Because there is association already and it isn't doing any good.
- The problem begins in civilian life and these feelings are deep, and in the short time men are in, would not help.
- No, it would cause more trouble or another racial incident report (Blacks carry knives around here at Courtney and no white in his right mind would go around a gang of Blacks.)
- People hang together with their own group and nothing can separate it because it's nature to associate with those of your own kind.
- Not pushing it no. Just leave it alone.
- Corps tries to push together. It should be an individual thing.
- Because it is up to the personal views of each man, no forced association would help, what kind should be left up to each individual.
- People don't be honest with themselves.
- People who have common interests will improve relationships.
- Association very often backfires and causes more problems. Perhaps it is better to let everyone do their thing alone.
- Always competing with someone.
- Makes them remember that they are majority and minority; it is as to put minority down.
- No. They have different ideas of what to do and you have to force yourself to do what others do.
- You pick your own friends.

- No, because it would probably be forced on by the Marine Corps, no one likes being forced.
- If the Marine Corps would get out of the human relations affairs business this would take care of itself normally. What you going to do or say a Marine can't go on liberty unless he takes a Black (or other) with him.
- Not too much association would help. Not at this time anyways.
- Because they work together every day and don't get along.
- Because they would always be doing something to bother each other.
- No with the Blacks I think it will make more problems.
- No, because their cultures are different.
- Had a Black frined. Other Blacks called him Uncle Tom. He wouldn't pass power.

Under Specified Conditions

Second, some respondents who felt more association would improve relations between minority and majority Marines specified the following conditions:

- It would if they let each other, opens lives of.
- Yes, if not forced.
- Would depend on individuals, militants no.
- Do, but should not be official.
- Yes, if natural, not if forced or contrived.
- As long as it's not forced.
- Yes, as long as not forced.
- Depending on people, it might have adverse effect (forced association).
- More with enlisted, SNCO, and officers -- association between officer and SNCO's, if you can relax together, can work better together.
- Yes, if they are positive associations.
- Marines should associate with Marines. More association should help; however this is considered as Marine to Marine.
- It depends on what ideas they have in their heads about one another and whether they approach one another with positive or negative attitudes of each other.

- Yes - on one-to-one basis, or in small groups. Not too large groups.
- Yes, but not forced association, whatever as long as it holds their interests and it's not forced upon them.
- Not if forced on the men - but yes otherwise.
- Yes, as long as each race would give it a chance, and not get pushed into it.
- Voluntary yes, if you are forced to do anything you reject it.
- Yes (on the job) because on the job you both have something in common.
- Maybe - might make it worse. Need first of all to be able to accept the difference in outlooks and interests from each group.
- Yes and no - living together no - because they have their likes and dislikes and I have my likes and dislikes in food - music and things like that. In sports yes - because it's all a matter of teamwork then.
- Yes, if voluntary could mingle in groups. Blacks don't want to mingle with Puerto Ricans, Chicanos.
- Yes, this should be left up to the individual.
- If you can get a median or activity that all groups like.
- But I think it would depend on the individual.
- Yes - they would get to know each other as persons instead of Blackman or Whiteman but it has to be voluntary types of association and not forced.
- Provided they can talk and do things peacefully.
- Yes, if it's voluntary.
- Yes, it would depend upon the individual - a one-to-one association where the two just rap to each other - not in groups - it wouldn't work.
- Yes. If they aren't forced.
- If they (all of us) keep the past out of everything (we aren't responsible for slavery). So quit bringing it up. I think it's an excuse for them.
- Only if it was one on one, because Blacks can't group up cause then they act like animals.

- As long as the numbers are held down - get to know what the person's problems are.
- Because you don't give orders and force people to get together, just let them normally get together.
- Not forcibly - but on an individual basis - way of looking at a leader without dealing with his rank - up to individual.
- If properly conducted.
- Sure, if they would allow each other to get together. Group pressure (largely black). Would get along better, but groups might fight. Black power has brought unity, but has driven the whites away. Can't enjoy a football game with the (expletive deleted), boisterous, when you know they're not that way as individuals.
- More association would help but it should not be forced.
- If people want to associate together, it should be because they want to, and not because it was suggested.
- Only if it occurs naturally should not be forced.
- If willing and individual agreement. Not forced.
- Yes, but a result of better education and understanding.
- If the Black Marine doesn't feel I owe him something.
- Depends on individual. If a man is against a Black or White, he is not going to let his self change by associating because for the lack of education.
- Only if they wanted it. If they are forced they reject it.
- The associations are voluntary.
- Yes, but in small groups. Put the problem on a one-to-one basis.
- It might if they had a good understanding.

### Kinds of Association

In addition, the interviewees were asked, "What kinds of association will improve relations between minority and majority Marines?"

By race, the interviewees' responses distributed as follows.

Race. As can be seen in Table 29, the highest percentage of both White (19.2%) and minority respondents (16.7%) mentioned social activities. The next highest percentage of responses, once again for both White (11.6%) and minority respondents (16.0%) was in the category referred to as social and recreational activities.

### Other Marines and More Association Between Majority and Minority Marines

Finally, the interviewees' were asked to respond to this question: "Do you think other Marines feel more association between minority and majority Marines during their off-duty time will improve relations?"

The interviewees' responses to the above question will now be examined by race.

Race. In Table 30, it is of interest to note that 58.1% and 53.4% of the white and minority respondents, respectively, were of the opinion that other Marines do indeed feel that more association between minority and majority Marines would improve relations between them. In addition, 8.2% of the white respondents were of the opinion that some but not all of other Marines felt that more association between minority and majority Marines would improve relations between them. This means that their responses were typically in the following four categories: some do and some don't, 30.0% to 75.0% do, a few do, and whites do but Blacks do not.

### SUMMARY

Due to the results of the partial analysis reported in the preceding section, the major findings can be summarized as follows:

1. With respect to six of the activity items (on-the-job training, cross-skill training, educational tutoring, personal help to dependents, helping Marines in personal affairs, and hobby tutoring) White Marines indicated a greater amount of participation than minority Marines. In contrast, the minority respondents reported a higher degree of participation in athletics training than the majority respondents.
2. On the activities of on-the-job training, cross-skill training, vocational tutoring, educational tutoring, personal help to dependents, meeting new Marine arrivals, helping Marines in personal affairs, and community service, officers reported a higher degree of participation than enlisted Marines.
3. The most preferred activity for the White respondents was on-the-job training, whereas the most preferred activity for the minority respondents was athletics training. In addition, on-the-job training and helping Marines in personal affairs were the most preferred activities for officers and enlisted Marines, respectively.

4. Conversely, the least preferred activity for the White respondents was hobby tutoring. Similarly, the minority respondents reported that both hobby tutoring and community service were their least preferred activities. Additionally, both officers and enlisted Marines reported hobby tutoring as being their least preferred activity.

5. The White and minority respondents indicated that on-the-job training was the most important activity the Marine Corps should support. Enlisted Marines and officers mentioned on-the-job training and helping Marines in personal affairs, respectively, as being the most important activities the Marine Corps should support.

6. With one exception, the respondents were generally in favor of the Marine Corps supporting all of the activities they were queried about. Officers, however, were generally of the opinion that the Marine Corps should not support social visits to homes of Marines from ethnic-racial groups different from their own.

7. In general, it seems that minority Marines tend to spend more of their off-duty time with majority Marines as compared to the amount of time majority Marines spend with members of minority groups.

8. It would appear that friendship is the major reason majority Marines spend off-duty time with minority Marines. In contrast, minority Marines tend to spend off-duty time with majority Marines because they are situated together, for example, in the barracks.

9. Collectively, the respondents were highly favorable toward more association between minority and majority Marines in order to improve relations between them. Moreover, both the White and minority interviewees generally were of the opinion that more association would improve relations as a result of learning more about each other.

10. In addition, both the White and minority respondents tended to indicate that social and recreational activities would contribute to improving relations between racial groups.

11. Finally, in general terms, it would appear that both majority and minority Marines perceive other Marines as being in favor of more association between racial groups in order to improve relations.

## APPENDIX A

### PROCEDURES TO BE FOLLOWED FOR THE SAMPLING PROCESS

Sampling Procedures to be Followed for a Division or Aircraft Wing (Note: In a division the sub-units are: regiment, battalion, company, etc. In a wing the sub-units are: group, squadron, etc.)

The first step is to ascertain the number of battalions that are resident with the wing or division, that is, the number of battalions that are located at the site where you are visiting. Assign numbers to these battalions. (For example, if there are 10 battalions, number them 01 through 10.) Then using the table of random numbers as described in the attachment, select three battalions at random.

The second step then is to obtain rosters for each of these battalions broken down by rank. Now you will only be concerned with enlisted Marines E1 through E9. Therefore, you need the rosters only for those personnel.

The next step is to determine the number of individuals within each category, within each battalion. That is, for the first battalion you selected, determine how many Gunnery Sergeants there are, how many Corporals, and so on. Do the same for the second battalion and the third battalion.

The next step is to assign numbers to each of those individuals. For example, let's say we have 20 Gunnery Sergeants in the first battalion. Assign the numbers 101 through 120 to those. Assume you have 15 Gunnery Sergeants in the second battalion. Assign the numbers 201 through 215 to those. Then let's assume you have 16 Gunnery Sergeants in the third battalion, assign the numbers 301 through 316 to those. Now let's assume that your sampling scheme calls for 3 Gunnery Sergeants. Use the random number table as pointed out on the attachment, and pick the first three numbers that match numbers within the sample that you have taken, i.e., the first number that is between 101 and 120, 201 and 215, or 301 and 316. This will then constitute your sample of Gunnery Sergeants. Do this for all the other ranks.

Appendix A

Now, since we want to assure certain minority representation, you may have to do the sampling separately for the white and the minority groups. The rosters should have a code for ethnic group representation. If this is the case, you will have to separate out all the minorities from the population and draw the sample twice, once for the whites and once for the minorities. (I would draw a sample first using all of the people and check that against the racial composition of the sample that you have been given. If it closely approximates that, I would not do the sampling over again.)

#### For Other Locales

The information that I have says that at Marine Corps Base, Camp Butler; Headquarters, FMF Pac; Marine Corps Supply Center, Albany; and Headquarters, FMF Lant, all individuals at the base will be attached to an H&S battalion (headquarters and service battalion) or headquarters company. (In any case, this unit will have to constitute the sample.) You will simply take the roster for that battalion and, when it is broken down by rank, assign numbers to all the individuals. Go to the random number table and pick the sample individuals that you will need as detailed above.

At Marine Corps Base, 29 Palms, you will have available both the base personnel, i.e., headquarters battalion or H&S battalion, plus the C&E schools. What I would do there is to assign a prefix of 1 to the individuals from the headquarters battalion, prefix of 2 to the individuals from the C&E school, and sample as described with the division and the wing.

At Marine Corps Base, Camp Pendleton, and Marine Corps Base, Camp Lejeune, you will have available several battalion-size units which are residents of the base, such as schools, rifle range detachment, base materials battalion, and an infantry training regiment. At Camp Pendleton you will also have a security battalion. Again, number these units from 1 to however many there are and select at random three of them. Then obtain the rosters from those three and proceed as described for the division and the wing.

At the Marine Corps Recruit Depot, Parris Island, there will be three recruit training battalions, a headquarters battalion, a weapons training battalion, and a WM battalion. Again, these will be numbered from 1 through 6. Three will be selected at random from among these, and the sample will be drawn as described in the division and wing procedures.

### Other Sample

The next major sampling task is to determine the human relations officers and instructors and the UDL's to be interviewed by AIR personnel. The easiest process to follow is simply to ask for a roster of these people. Then use the same sampling techniques suggested for the division or wing, by the time we got down to the individuals. Draw your sample, that is, assign your numbers to all the human relations instructors and officers resident at the locale you are visiting. Then go to the random number table as instructed. Select the individuals until you have filled your quota.

For the unit discussion leaders try to obtain a roster of UDL's that are assigned to the instructors and officers you ended up with after your sampling process. Then proceed as above. Obtain from the human relations officers and/or instructors a list of all officers and SNCO's in leadership billets from the unit to which they (HRI's) belong. (In most places this will be a battalion-size unit for each of them.) By chance, we should have gotten more than one battalion represented by the human relations instructors and consequently will get officers and staff NCO's from more than one battalion. Assign numbers to these individuals, disregarding rank, and draw your sample as suggested above.

For the officers and SNCO's in special staff billets obtain a roster of individuals in the following specific offices:

1. Adjutant
2. Chaplain
3. Headquarters Commandant (Usually HQCo, CO)
4. Information Services Officer
5. Inspector (IG)
6. Law Specialist
7. Legal Officer
8. Motor Transport Officer
9. Provost Marshal
10. Special Services Officer
11. Supply Officer
12. Surgeon (or Medical Officer)
13. Dental Officer
14. Fiscal Officer

15. Management Engineer
16. Education Officer

Create a roster from this information and proceed with the sampling as before. (Note: Go to an organizational level where a representative of most of these billets will be found.)

#### Selecting a Sample Using a Table of Random Numbers

To select a random sample of  $N$  individuals from a population of  $M$  items, the following procedure may be applied. (Note:  $M$  must be greater than  $N$ )

1. Assign numbers to each of the individuals in the population from 1 to  $M$ . Thus, if  $M = 10$ , the items would be numbered from 01 to 10 and, therefore, each designated item is associated with a two-digit number.
2. Take a pencil and, with closed eyes, position it on the page of random numbers. Take the 5 digit entry closest to the pencil.
3. Thus, if  $M = 10$ , the third and fourth numbers of each of the five digit entries are used.
4. If the number formed is less than, or equal to  $M$ , the correspondingly designated item in the population is chosen for the random sample. If a number formed is greater than  $M$ , it is passed over and the next number is considered on the same basis. Just move down the column until you hit a number between 01 and 10. If that column contains none, start at the bottom of the adjacent column and move upward, still using the same two positions for determining the number.

APPENDIX B

COMMAND	Type of Interview				
	Enlisted Marines (N)	Command Billets (N)	Special Staff (N)	Human Relations Instructors (N)	Unit Discussion Leaders (N)
Second Marine Division	50	12	10	6	6
Marine Corps Recruit Depot, P.I.	25	5	5	2	4
Marine Corps Supply Center, Albany	25	5	5	3	2
Marine Corps Air Station, Beaufort	25	3	3	2	3
Hqtrs., Fleet Marine Force, Atlantic	-	-	-	2	-
Force Troops Atlantic	-	-	-	7	5
Marine Corps Base, Camp Lejeune	-	-	-	2	3
Third Marine Aircraft Wing	24	5	3	5	3
Marine Corps Base, Camp Pendleton	25	2	2	2	3
Marine Corps Recruit Depot, San Diego	-	1	-	-	2
First Force Service Regiment	-	-	-	2	-
First Marine Division	25	5	5	5	5
Marine Corps Base, 29 Palms	24	4	4	-	4
Marine Barracks, Naval Station, San Diego	2	2	1	-	-
Landing Force Training Command, Pacific	-	2	2	1	-
First Marine Aircraft Wing	25	4	2	2	2
Third Marine Division	55	10	9	9	7
Third Force Service Regiment	25	1	4	-	2
Marine Corps Base, Camp Butler	27	4	5	-	2
Hqtrs., Fleet Marine Force, Pacific	-	-	-	2	1
First Marine Brigade	-	-	-	3	3
<b>TOTAL</b>	<b>357</b>	<b>65</b>	<b>60</b>	<b>55</b>	<b>55</b>

APPENDIX C

TABLES

Table 1. Percentage Distribution of Participation in Activities by Race

Activity	White						Minority					
	Yes		No		Total %	Base N	Yes		No		Total %	Base N
	%	No Answer	%	No Answer			%	No Answer	%	No Answer		
On-the-job training	84.5	12.2	3.1	99.8	344	78.6	20.6	.7	99.9	131		
Cross-skill training	58.4	35.1	6.3	99.8	344	49.6	48.0	2.2	99.8	131		
Athletics training	64.2	32.0	3.8	100.0	344	76.3	22.1	1.5	99.9	131		
Vocational tutoring	35.4	56.9	7.5	99.8	344	33.5	61.8	4.5	99.8	131		
Educational tutoring	52.3	41.8	5.8	99.9	344	41.9	56.4	1.5	99.9	131		
Personal help to dependents	59.0	36.3	4.6	99.9	344	46.5	51.1	2.2	99.8	131		
Meeting new Marine arrivals	76.4	20.0	3.4	99.8	344	73.2	25.1	1.5	99.8	131		
Helping Marines in personal affairs	86.9	11.6	1.4	99.9	344	78.6	19.0	2.2	99.8	131		
Social visits to homes of Marines from ethnic-racial groups different from your own	49.7	45.3	4.9	99.9	344	57.2	41.9	.7	99.8	131		
Hobby tutoring	33.7	60.1	6.1	99.9	344	32.8	64.8	2.2	99.8	131		
Community service	44.4	50.0	5.5	99.9	344	38.9	58.0	3.0	99.9	131		

Table 1A. Chi-Square Results  
for Participation in Activities by Race

Activity	White vs. Minority		
	$\chi^2$	Significance	D.F.
On-the-job training	4.905	P .05	1
Cross-skill training	5.135	P .05	1
Athletics training	5.089	P .05	1
Vocational tutoring	.383	N.S.	1
Educational tutoring	6.169	P .02	1
Personal help to dependents	7.652	P .01	1
Meeting new Marine arrivals	1.241	N.S.	1
Helping Marines in personal affairs	4.636	P .05	1
Social visits to homes of Marines from ethnic-racial groups different from your own	1.090	N.S.	1
Hobby tutoring	.216	N.S.	1
Community service	1.765	N.S.	1

Table 2. Percentage Distribution of Participation in Activities by Rank

Activity	Enlisted						Officer					
	Yes		No		Total %	Base N	Yes		No		Total %	Base N
	No	Answer	No	Answer			No	Answer	No	Answer		
On-the-job training	80.6	17.1	2.2	99.9	397	93.9	2.4	3.6	99.9	82		
Cross-skill training	52.6	42.5	4.7	99.8	397	70.7	21.9	7.3	99.9	82		
Athletics training	66.4	30.7	2.7	99.8	397	75.6	19.5	4.8	99.9	82		
Vocational tutoring	30.9	62.7	6.2	99.8	397	54.8	36.5	8.5	99.8	82		
Educational tutoring	44.3	51.1	4.5	99.9	397	76.8	18.2	4.8	99.8	82		
Personal help to dependents	49.1	46.8	4.0	99.9	397	89.0	7.3	3.6	99.9	82		
Meeting new Marine arrivals	73.8	23.6	2.5	99.9	397	85.3	9.7	6.0	101.0	82		
Helping Marines in personal affairs	82.1	16.3	1.5	99.9	397	97.5	0.0	2.4	99.9	82		
Social visits to homes of Marines from ethnic-racial groups different from your own	50.1	46.5	3.2	99.8	397	59.7	34.1	6.0	99.8	82		
Hobby tutoring	32.4	62.7	4.7	99.8	397	37.8	56.0	6.0	99.8	82		
Community service	39.2	55.9	4.7	99.8	397	60.9	32.9	6.0	99.8	82		

Table 2A. Chi-Square Results  
for Participation in Activities by Rank

Activity	Enlisted vs. Officers		
	$\chi^2$	Significance	D.F.
On-the-job training	10.433	P .01	1
Cross-skill training	11.547	P .001	1
Athletics training	3.821	N.S.	1
Vocational tutoring	19.304	P .001	1
Educational tutoring	30.561	P .001	1
Personal help to dependents	45.727	P .001	1
Meeting new Marine arrivals	7.465	P .01	1
Helping Marines in personal affairs	14.0626	P .001	1
Social visits to homes of Marines from ethnic-racial groups different from your own	3.601	N.S.	1
Hobby tutoring	1.055	N.S.	1
Community service	14.459	P .001	1

**Table 3. Percentage Distribution  
of Most Preferred Activity by Race**

Activity	Race	
	White	Minority
On-the-job training	16.9	13.7
Cross-skill training	4.1	3.8
Athletics training	15.4	18.3
Vocational tutoring	3.2	5.3
Educational tutoring	10.2	10.6
Personal help to dependents	5.2	5.3
Meeting new Marine arrivals	4.9	5.3
Helping Marines in personal affairs	16.0	16.0
Social visits to homes of Marines from ethnic-racial groups different from your own	2.6	3.8
Hobby tutoring	5.2	3.0
Community service	9.6	9.1
Other activities not listed above	.6	.7
All activities	1.2	0.0
Willing to do but not ranked	2.9	3.0
No Answer	2.0	1.5

**Total %  
Base N**

**100.0  
344**

**99.4  
131**

Table 4. Percentage Distribution  
of Activity Most Preferred by Rank

	Rank	
	Enlisted	Officers
On-the-job training	17.8	8.5
Cross-skill training	4.2	2.4
Athletics training	17.3	12.1
Vocational training	4.2	2.4
Educational tutoring	8.3	10.5
Personal help to dependents	5.5	3.6
Meeting new Marine arrivals	5.0	4.8
Helping Marines in personal affairs	13.8	24.3
Social visits to homes of Marines from ethnic-racial groups different from your own	2.7	3.6
Hobby tutoring	5.0	2.4
Community service	10.0	6.0
Other activities not listed above	.7	0.0
All activities	.5	2.4
Willing but not ranked	2.5	4.8
No Answer	1.7	2.4
<b>Total %</b>	<b>99.2</b>	<b>99.2</b>
<b>Base N</b>	<b>397</b>	<b>82</b>

Table 5. Percentage Distribution  
of Activity Least Preferred by Race

Activity	Race	
	White	Minority
On-the-job training	3.5	5.3
Cross-skill training	3.2	6.8
Athletics training	7.8	5.3
Vocational tutoring	7.8	4.5
Educational tutoring	10.5	3.0
Personal help to dependents	4.4	3.0
Meeting new Marine arrivals	2.9	3.0
Helping Marines in personal affairs	3.5	7.6
Social visits to homes of Marines from ethnic-racial groups different from your own	9.9	12.9
Hobby tutoring	18.6	15.2
Community service	9.9	15.2
None	9.6	9.1
Unwilling to do but not ranked	2.0	2.2
No answer	5.5	6.1
Total %	99.1	99.2
Base N	344	131

Table 6. Percentage Distribution  
of Activities Least Preferred by Rank

Activity	Rank	
	Enlisted	Officers
On-the-job training	3.7	4.8
Cross-skill training	4.2	3.6
Athletics training	6.5	9.7
Vocational tutoring	6.5	8.5
Educational tutoring	10.3	0.0
Personal help to dependents	3.7	4.8
Meeting new Marine arrivals	3.5	0.0
Helping Marines in personal affairs	5.2	1.2
Social visits to homes of Marines from ethnic-social groups different from your own	11.0	9.7
Hobby tutoring	15.3	28.0
Community service	11.3	10.9
Other activities not listed above	.5	1.2
None	10.0	8.5
Unwilling but not ranked	1.9	2.4
No answer	5.5	6.0
Total %	99.1	99.3
Base N	397	82

**Table 7. Percentage Distribution  
of 1st Most Important Activity Marine Corps Should Support by Race**

Activity	Race	
	White	Minority
On-the-job training	23.0	22.1
Cross-skill training	3.5	7.6
Athletics training	5.8	5.3
Vocational tutoring	3.8	1.5
Educational tutoring	15.1	21.3
Personal help to dependents	3.2	3.8
Meeting new Marine arrivals	9.6	9.1
Helping Marines in personal affairs	22.1	16.0
Social visits to homes of Marines from ethnic-racial groups different from your own	3.8	3.0
Hobby tutoring	1.2	0.0
Community service	4.1	3.8
Other activities not listed above	.9	0.0
All activities	.3	0.0
Should support but not ranked	2.0	4.5
NO Answer	1.8	1.5

**Total %** 99.2 99.5  
**Base N** 344 131

**Table 8. Percentage Distribution of 1st Most Important Activity Marine Corps Should Support by Rank**

Activity	Rank	
	Enlisted	Officers
On-the-job training	23.4	19.5
Cross-skill training	4.7	3.6
Athletics training	6.5	2.4
Vocational tutoring	3.2	2.4
Educational tutoring	16.1	20.7
Personal help to dependents	3.2	3.6
Meeting new Marine arrivals	9.5	8.5
Helping Marines in personal affairs	18.6	29.2
Social visits to homes of Marines from ethnic-racial groups different from your own	4.0	1.2
Hobby tutoring	1.0	0.0
Community service	4.5	1.2
Other activities not listed above	.5	1.2
All activities	.2	0.0
Should support but not ranked	2.7	2.4
No Answer	1.2	3.6
<b>Total %</b>	<b>99.3</b>	<b>99.5</b>
<b>Base N</b>	<b>397</b>	<b>82</b>

**Table 9. Percentage Distribution of 2nd Most Important Activity Marine Corps Should Support by Race**

Activity	Race	
	White	Minority
On-the-job training	12.5	14.5
Cross-skill training	10.8	5.3
Athletics training	4.9	4.5
Vocational tutoring	5.8	6.1
Educational tutoring	16.3	22.1
Personal help to dependents	9.0	4.5
Meeting new Marine arrivals	8.1	6.1
Helping Marines in personal affairs	17.7	21.3
Social visits to homes of Marines from ethnic-racial groups different from your own	3.5	2.2
Hobby tutoring	2.6	0.0
Community service	3.2	5.3
Other activities not listed above	.6	.7
All activities	.3	0.0
Should support but not ranked	2.3	4.5
No Answer	2.3	2.2

Total %	99.9	99.3
Base N	344	131

**Table 10. Percentage Distribution of 2nd Most Important Activity Marine Corps Should Support by Rank**

Activity	Rank	
	Enlisted	Officers
On-the-job training	13.6	9.7
Cross-skill training	9.3	10.9
Athletics training	4.7	4.8
Vocational tutoring	5.5	8.5
Educational tutoring	18.1	15.8
Personal help to dependents	6.8	12.1
Meeting new Marine arrivals	7.3	8.5
Helping Marines in personal affairs	18.1	20.7
Social visits to homes of Marines from ethnic-racial groups different from your own	3.5	1.2
Hobby tutoring	2.2	0.0
Community service	4.2	1.2
Other activities not listed above	.7	0.0
All activities	.2	0.0
Should support but not ranked	3.0	2.4
No Answer	2.2	3.6
	<b>Total %</b>	<b>99.4</b>
	<b>Base N</b>	<b>397</b>
		<b>82</b>

Table 11. Percentage Distribution of 3rd Most Important Activity Marine Corps Should Support by Race

Activity	Race	
	White	Minority
On-the-job training	8.7	9.1
Cross-skill training	7.3	5.3
Athletics training	10.2	14.5
Vocational tutoring	5.5	5.3
Educational tutoring	15.4	15.2
Personal help to dependents	10.2	5.3
Meeting new Marine arrivals	5.8	7.6
Helping Marines in personal affairs	13.1	16.0
Social visits to homes of Marines from ethnic-racial groups different from your own	2.6	3.0
Hobby tutoring	4.4	.7
Community service	9.9	9.1
Other activities not listed above	.6	0.0
All activities	.3	0.0
Should support but not ranked	3.5	4.5
No Answer	2.6	3.8
Total %	100.1	99.4
Base N	344	131

Table 12. Percentage Distribution of 3rd Most Important Activity Marine Corps Should Support by Rank

Activity	Rank	
	Enlisted	Officers
On-the-job training	8.8	8.5
Cross-skill training	6.5	8.5
Athletics training	12.8	3.6
Vocational tutoring	5.2	7.3
Educational tutoring	13.6	23.1
Personal help to dependents	8.0	12.1
Meeting new Marine arrivals	6.2	7.3
Helping Marines in personal affairs	14.8	8.5
Social visits to homes of Marines from ethnic-racial groups different from your own	3.2	0.0
Hobby tutoring	3.2	3.6
Community service	9.8	8.5
Other activities not listed above	.5	0.0
Should support but not ranked	3.5	4.8
No Answer	3.0	3.6
Total %	99.1	99.4
Base N	397	82

Table 13. Percentage Distribution of 1st Most Important Activity Marine Corps Should Not Support by Race

Activity	Race	
	White	Minority
On-the-job training	3.8	1.5
Cross-skill training	3.5	2.2
Athletics training	4.1	1.5
Vocational tutoring	4.7	1.5
Educational tutoring	.6	0.0
Personal help to dependents	2.9	3.0
Meeting new Marine arrivals	.3	.7
Helping Marines in personal affairs	.6	0.0
Social visits to homes of Marines from ethnic-racial groups different from your own	15.4	18.3
Hobby tutoring	14.0	15.2
Community service	8.4	3.0
Other activities not listed above	.3	1.5
None	27.6	35.8
Should not support but not ranked	.6	.7
No Answer	13.4	14.5

Total % 100.2 99.4  
 Base N 344 131

**Table 14. Percentage Distribution of 1st Most Important Activity Marine Corps Should Not Support by Race**

Activity	Rank	
	Enlisted	Officers
On-the-job training	3.5	1.2
Cross-skill training	3.2	2.4
Athletics training	3.0	4.8
Vocational tutoring	1.5	14.6
Educational tutoring	.5	0.0
Personal help to dependents	3.2	1.2
Meeting new Marine arrivals	.5	0.0
Helping Marines in personal affairs	.5	0.0
Social visits to homes of Marines from ethnic-racial groups different from your own	14.6	23.1
Hobby tutoring	14.8	10.9
Community service	5.7	12.1
Other activities not listed above	.5	1.2
None	32.9	17.0
Should not support but not ranked	.5	1.2
No Answer	14.1	9.7
<b>Total %</b>	<b>99.1</b>	<b>99.4</b>
<b>Base N</b>	<b>397</b>	<b>82</b>

**Table 15. Percentage Distribution of 2nd Most Important Activity Marine Corps Should Not Support by Race**

Activity	Race	
	White	Minority
On-the-job training	.6	1.5
Cross-skill training	3.2	3.8
Athletics training	2.9	.7
Vocational tutoring	3.2	2.2
Educational tutoring	.9	0.0
Personal help to dependents	2.9	3.0
Meeting new Marine arrivals	2.0	1.5
Helping Marines in personal affairs	.6	.7
Social visit to homes of Marines from ethnic-racial groups different from your own	8.7	4.5
Hobby tutoring	11.0	7.6
Community service	3.5	3.8
Other activities not listed above	.9	0.0
None	27.9	36.6
Should not support but not ranked	.6	.7
No Answer	31.1	32.8

Total % 100.0 99.4  
 Base N 344 131

Table 16. Percentage Distribution of 2nd Most Important Activity Marine Corps Should Not Support by Rank

Activity	Rank	
	Enlisted	Officers
On-the-job training	1.0	0.0
Cross-skill training	3.5	2.4
Athletics training	2.0	3.6
Vocational tutoring	2.2	6.0
Educational tutoring	.5	1.2
Personal help to dependents	2.7	3.6
Meeting new Marine arrivals	2.0	1.2
Helping Marines in personal affairs	.7	0.0
Social visits to homes of Marines from ethnic-racial groups different from your own	6.5	12.1
Hobby tutoring	8.0	19.5
Community service	3.0	6.0
Other activities not listed above	.7	0.0
None	33.5	17.0
Should not support but not ranked	.5	1.2
No Answer	32.7	25.6
Total %	99.5	99.4
Base N	397	82

Table 17. Percentage Distribution of 3rd Most Important Activity Marine Corps Should Not Support By Race

Activity	Race	
	White	Minority
On-the-job training	.6	0.0
Cross-skill training	3.2	0.0
Athletics training	2.0	2.2
Vocational tutoring	4.4	3.0
Educational tutoring	1.5	0.0
Personal help to dependents	2.9	3.8
Meeting new Marine arrivals	.6	0.0
Helping Marines in personal affairs	.9	0.0
Social visits to homes of Marines from ethnic-racial groups different from your own	3.2	3.8
Hobby tutoring	4.1	5.3
Community service	6.1	1.5
Other activities not listed above	.6	0.0
None	27.9	36.6
Should not support but not ranked	.6	0.0
No Answer	41.6	43.5

Total % 100.2 99.7  
 Base N 344 131

Table 18. Percentage Distribution of 3rd Most Important Activity Marine Corps Should Not Support by Rank

Activity	Rank	
	Enlisted	Officers
On-the-job training	.5	0.0
Cross-skill training	1.2	7.3
Athletics training	1.7	3.6
Vocational tutoring	4.0	3.6
Educational tutoring	1.2	0.0
Personal help to dependents	3.2	2.4
Meeting new Marine arrivals	.5	0.0
Helping Marines in personal affairs	.5	1.2
Social visits to homes of Marines from ethnic-racial groups different from your own	3.2	3.6
Hobby tutoring	3.7	7.3
Community service	3.7	9.7
Other activities not listed above	.2	1.2
None	33.5	17.0
Should not support but not ranked	.2	1.2
No Answer	42.5	53.6
<b>Total %</b>	<b>99.3</b>	<b>99.5</b>
<b>Base N</b>	<b>397</b>	<b>82</b>

Table 19. Percentage Distribution:  
Of Your Total Off-Duty Time, What Percent of  
This Time Do You Spend With Other Marines? (By Race)

Percentage of Off-Duty Time Spent with Other Marines	Race	
	(A) White	(B) Minority
0 - 10%	15.9	10.4
11 - 40%	19.0	17.6
41 - 90%	30.0	33.6
91 - 100%	28.9	29.8
No Answer	5.5	8.0
Total % Base N	99.3 287	99.4 124

Cols. A, B  $\chi^2 = 3.021$ ; d.f. = 3; N.S.

Table 20A. Percentage Distribution: What Percent Of  
The Total Time You Spend With Other Marines, Do You Spend With Majority Marines?

Percentage of Off-Duty Time	(A) Minority Marines
0 - 10%	19.3
11 - 40%	25.8
41 - 90%	28.2
91 - 100%	9.6
No Answer	16.9
Total % Base N	99.8 124

Table 20B. Percentage Distribution: What Percent Of  
The Total Time You Spend With Other Marines, Do You Spend With Members of Minority Groups

Percentage of Off-Duty Time	(B) White Marines
0 - 10%	37.2
11 - 40%	21.9
41 - 90%	22.2
91 - 100%	3.4
No Answer	14.9
Total % Base N	99.6 287

Cols. A, B  $\chi^2 = 16.872$ ; d.f. = 3;  $p < .001$

Table 21. Percentage Distribution: Why Do You (or do you not) Spend Off-Duty Time With Members of Minority Groups?

Why Spend Time With Minority Marines	Majority Marines
Friendship	25.7
Situated together	17.0
To achieve better understanding	1.0
Lack of opportunity/ time	14.2
Associate with own kind	4.8
Dissimilar interests	4.1
Similar interests	4.5
No Answer	28.2

Total % 99.5  
Base N 287

**Table 22: Percentage Distribution: Why Do You  
(or do you not) Spend Off-Duty Time With Majority Marines?**

Why Spend Time With Majority Marines	Minority Marines
Friendship	16.1
Situated together	19.3
Dissimilar interests	8.8
To achieve better understanding	1.6
Desirable associates	5.6
Lack of opportunity/ time	5.6
Similar interests	4.8
Associate with own kind	5.6
No Answer	32.2

Total % 99.6  
Base N 124

Table 23. Percentage Distribution: Do You Think More Association Between Majority and Minority Marines Will Improve Relations Between Them? (By Rank)

More Association Improve Relations	Rank	
	(A) Enlisted	(B) Officers
Yes	77.5	85.3
No	11.5	2.4
Uncertain	3.7	3.6
Don't Know	1.2	1.2
No Answer	5.7	7.3
	Total % 99.6	99.8
	Base N 397	82

Cols. A, B  $\chi^2 = 6.250$ ; d.f. = 3;  $p < .05$

Table 24. Percentage Distribution: Do You Think More Association Between Majority and Minority Marines Will Improve Relations Between Them? (By Race)

More Association Improve Relations	Race	
	(A) White	(B) Minority
Yes	79.1	79.3
No	9.3	10.6
Uncertain	3.2	6.1
Don't Know	1.7	0.0
No Answer	6.7	3.8
	Total % 100.0	99.8
	Base N 344	131

Cols. A, B  $\chi^2 = 4.339$ ; d.f. = 3; N.S.

Table 25. Percentage Distribution: Do You Think More Association Between Majority and Minority Marines Will Improve Relations Between Them? (By Type of Command)

More Association Improve Relations	(A) Division	(B) Wing	(C) Station Barracks/Bases	(D) Force Troops	(E) Command Recruit Depot	(F) Supply
Yes	81.2	69.8	72.4	80.0	90.0	91.2
No	8.3	17.5	12.7	10.0	5.0	0.0
Uncertain	3.3	4.8	3.7	6.7	5.0	2.9
Don't Know	2.8	0.0	0.0	0.0	0.0	2.9
No Answer	4.4	7.9	11.2	3.3	0.0	2.9
Total %	100.0	100.0	100.0	100.0	100.0	99.9
Base N	181	63	134	30	40	34

Cols. A - F  $\chi^2 = 19.945$ ; d.f. = 15; N.S.

Table 26. Percentage Distribution: Do You Think  
 More Association Between Majority and  
 Minority Marines Will Improve Relations Between Them? (By Education)

More Association Improve Relations	(A) Less Than 12 Years	(B) H.S. Graduate	(C) Some College	(D) College Graduate
Yes	74.7	79.6	75.0	88.6
No	7.2	13.8	7.9	4.3
Uncertain	7.2	2.5	3.9	4.3
Don't Know	3.6	.8	1.3	0.0
No Answer	7.2	3.3	11.8	2.9
Total %	99.9	100.0	99.9	100.1
Base N	83	240	76	70

Cols. A, B, C, D  $\chi^2 = 15.519$ , d.f. = 9, N.S.

Table 27. Percentage Distribution: Do You Think  
 More Association Between Majority and  
 Minority Marines Will Improve Relations Between Them? (By Hometown)

More Association Improve Relations	(A) Northeast	(B) North Central	(C) South	(D) West
Yes	79.3	76.6	81.7	80.6
No	13.7	10.8	9.1	8.6
Uncertain	3.4	3.3	4.8	3.2
Don't Know	2.2	.8	1.2	1.0
No Answer	1.1	8.3	3.0	7.5

Total %	99.7	99.8	99.8	100.9
Base N	87	120	164	93

Cols. A, B, C, D  $\chi^2 = 2.927$ ; d.f. = 9; N.S.

**Table 28. Percentage Distribution: Why Will More Association Between Majority and Minority Marines Improve Relations Between Them? (By Race)**

Why More Association	Race	
	White	Minority
Achieve friendly relationships	5.5	8.3
Reduce racial conflict	2.6	6.1
Would not help	8.7	10.6
Under receptive conditions	11.6	6.1
Improve relations	4.4	2.2
Learn about each other	43.9	48.0
Eliminate stereotypes	2.6	5.3
No Answer	20.6	12.9
	<b>Total %</b>	<b>99.9</b>
	<b>Base N</b>	<b>344</b>
		<b>131</b>

**Table 29. Percentage Distribution: What Kinds of Association Will Improve Relations Between Minority and Majority Marines? (By Race)**

Kind of Association	Race	
	White	Minority
Social activities	19.2	16.7
Recreational activities	9.6	7.6
Both social/recreational	11.6	16.0
Any activity	11.0	9.1
Work together	1.7	1.5
Both work/social	3.2	.7
Both work/sports	.9	.7
Educational activities	3.2	6.1
Educational and social and/or recreational	4.1	4.5
No Answer	35.5	35.8
	<b>Total %</b>	
	100.0	98.7
	<b>Base N</b>	
	344	131

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Table 30. Percentage Distribution: Do You Think Other Marines Feel More Association Between Minority and Majority Marines During Their Off-Duty Time Will Improve Relations? (By Race)

Other Marines	Race	
	White	Minority
Yes, unqualified	58.1	53.4
Yes, qualified:		
Some do/some don't	2.6	8.3
30 - 75% do	3.8	3.0
Few	.6	0.0
Whites: Yes; Blacks: No	1.2	3.0
No	16.9	16.7
Uncertain	1.5	.7
Don't Know	6.1	9.1
No Answer	9.3	5.3
	Total %	
	Base N	
	100.1	99.5
	344	131

HUMAN RELATIONS INSTRUCTOR'S TRAINING COURSE

SYLLABUS

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# HUMAN RELATIONS INSTRUCTOR TRAINING COURSE

## SYLLABUS

### Purpose

To train Human Relations Instructors to implement, conduct and monitor Human Relations Programs throughout the United States Marine Corps.

### Scope

This course of instruction is designed to train students in the organization and maintenance of Human Relations Programs at all levels in the Marine Corps. The training prepares the students to orient commanders, train and advise discussion leaders, initiate and monitor action programs, maintain records and monitor the overall human relations program effort of the command.

### Objective

To prepare trained Marine Corps personnel to participate in a program designed to improve or ameliorate conditions that cause problems within the Corps, between Marines and the civilian populace, and Marines and foreign nationals overseas.

## Foreword

The program employs a new approach which revitalizes belief in fundamental human equality as the ideal governing interpersonal attitudes and behavior. It also provides the participants with the means to analyze cross-cultural and racial problems realistically and to make cross-cultural or racial information relevant to their everyday behavior.

The training program has two major components: Education and Action. The educational component employs a variety of methods to deal with many kinds of attitudinal and motivational deficiencies, obstacles, and problems that stand in the way of positive interactions, thus allowing the participant to re-order his personal hierarchy of values in a way more consistent with reality and less subject to prejudice, misconception, and inaccurate "popular" knowledge. Once this is done, the men are presented with specific information which gives them the confidence to act effectively. As the course develops, they are given both opportunity and encouragement to participate in more and more extensive cross-cultural endeavors.

### 1. Organization of Instruction

#### a. Courses

Subcourse 1 (01) - General Subjects

Subcourse 2 (02) - Orientation and Education

Subcourse 3 (03) - Action Program

Subcourse 4 (04) - Research Techniques

Subcourse 5 (05) - Discussion Leading Techniques

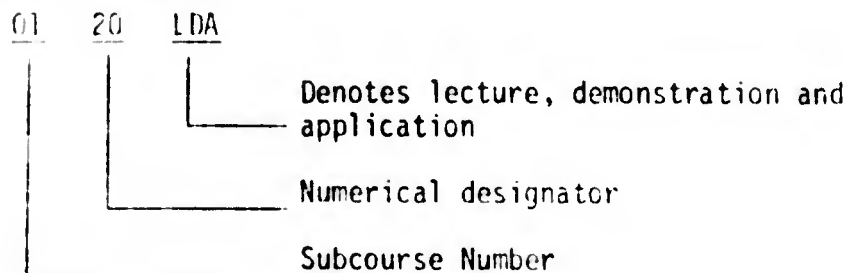
#### b. Teaching Methods

- (1) Application (A) Instruction involving active student participation where student applies or practices what has been taught.
- (2) Case Study (CS) The study of a specific situation in order to develop analytical and decision making abilities. It may also include study of the solution actually taken and results obtained.
- (3) Conference (C) A directed group discussion in which the members actively participate, conversing on given problem or topic under the leadership of a trained discussion leader. The term includes the seminar which generally involves knowledgeable students conducting research and panel discussion.

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- (4) Critique (CR) A period of time in the instructional process devoted to the review and critical examination of applicatory instruction.
- (5) Demonstration (D) The showing and explaining of skill methods, techniques, films, equipment and devices.
- (6) Examination (X) One method of evaluation of the students mastery of the material taught. An examination may be used to reinforce previous instruction, to motivate students, to assess student capabilities, to evaluate the effectiveness of the instruction, or to help determine course grades.
- (7) Field Trip (FT) A visit to a military installation civilian establishment or government institution for an educational purpose.
- (8) Guest Lecture (GL) A lecture by a civilian or military lecturer who is not regularly assigned to the school.
- (9) Illustrative Problem (LP) A lecture-demonstration based on a problem, example, or practical situation contrived to illustrate certain principles, during which the student is shown a step-by-step procedure used in arriving at a sound solution.
- (10) Lecture (L) The formal communication of subject material orally to the student, often including thought-provoking or drill questions by instructor.
- (11) Marked Requirement (MR) Oral or written student work (exclusive of examinations) which is evaluated and graded by the faculty.
- (12) Presentation (P) Oral presentation by students to demonstrate knowledge, understanding or competence in a subject area.
- (13) Research (RE) Guided or unguided research by students either individually or in groups, on a general or specific topic within a specified source field.

c. Reference Designators



2. Allocation of Hours

a. Total hours scheduled for HRC 1-71 450

- 1. Instructional Hours 342
- 2. Administrative Hours 58
- 3. Director's Time 27.5
- 4. Physical Conditioning Time
- 5. Holiday Hours 22.5
- 6. Holiday Schedule for HRC 1-71

- (a) Columbus Day 11 October 1971
- (b) Veterans Day 25 October 1971
- (c) Thanksgiving 25 November 1971

Days  
1  
1  
1  

---

3

SUBCOURSE 1

General Subjects

58 Hours

Purpose

To incorporate administrative and supportive time in the Human Relations Instructor training schedule.

Lessons

0101 - In Processing (A)	<u>8</u>
0102 - Welcome Address (L)	<u>.5</u>
0103 - Attitude Survey and Test (MR)	<u>1</u>
0104 - Training Outline and Introduction of Team	<u>.5</u>
0105 - Administrative Time	<u>24</u>
0106 - Interview and Screen Participants	<u>7.5</u>
0107 - Subject Tests (MR)	<u>12</u>
0108 - Military Correspondence and Reporting (LDA)	<u>.5</u>
0109 - Graduation	<u>4</u>

## SUBCOURSE 2

### Orientation and Education

248.5 Hours

#### Purpose

1. To teach students a philosophy of life based upon human values and the American ideology and its application to human relations.
2. To teach students to present an orientation, containing an overview of program content and the necessary background to lead a series of directed educational discussions about human values and their application to human relations.

#### Scope

The subcourse covers human values, cross-cultural problems, racial issues, male-female relations, the military man's role in the service and society, and provides the student with a model orientation which he must learn to present to a variety of audiences.

#### Lessons

0201 - Summary Orientation	<u>1.5</u>
0202 - Basic Values (L)	<u>10</u>
0203 - Our Values and the Modern Fighting Man in Thought and Action (L)	<u>5</u>
0204 - Our Similarities and Differences (L)	<u>3.5</u>
0205 - The Political-Economic System (L)	<u>5.5</u>
0206 - Male-female Relations and the Human Life Value (L)	<u>3</u>
0207 - Cross-Cultural Adjustment Techniques (L)	<u>4</u>
0208 - Learning and Presentation of Orientation	<u>55</u>
0209 - Analysis of the Orientation (L)	<u>1</u>
0210 - Analysis of Discussion Materials (C)	<u>36</u>
0211 - Students Lead Discussions (C/A/MR)	<u>138.5</u>

0212 - Job Functions of the Human Relations Instructor (L/C)	<u>1</u>
0213 - Effecting Liaison with Other Human Relations Efforts (L/C)	<u>.5</u>
0214 - "The Black Soldier" (DOD Film) (L/C)	<u>1.5</u>
0215 - "Black and White Uptight" (DOD Film) (L/C)	<u>1.5</u>
0216 - "Eye of the Storm" (TV Film) (Experiment in Iowa Public School on the Nature of Prejudice) (L/C)	<u>1.5</u>

SUBCOURSE 3

Action Program

47 Hours

Purpose

1. To teach the student the necessity for personal involvement in human relations activities.
2. To prepare the student to develop, implement, evaluate, and monitor individual and group action programs.

Scope

This subcourse encompasses methods for initiating simple action tasks such as speaking to people to the investigation, testing, evaluation and organization of more complex individual and unit action programs.

Lessons

0301 - First Degree Action Program (C/A/MR)	<u>1</u>
0302 - Second Degree Action Program (C/A/MR)	<u>1</u>
0303 - Third Degree Action Program (C/A/MR)	<u>1</u>
0304 - Investigating Action Possibilities, Testing, Evaluating, and Organizing Individual and Unit Action Programs (C/FT/A)	<u>44</u>

SUBCOURSE 4

Research Techniques and Related Subjects 70 Hours

Purpose

To give students a working knowledge of the scientific method employed in developing and implementing a Human Relations Program.

Scope

This subcourse familiarizes students with techniques for conducting library research, methods for collection of data and for utilizing interview and survey data pertinent to the Human Relations Program.

Lessons

0401 - How to Conduct Research (L/C)	<u>1</u>
0402 - Discussion of Reading Assignments (C)	<u>11</u>
0403 - Practical Problems in Collecting Data (Written Surveys) (L/C)	<u>2</u>
0404 - Research Projects (C/PE/MR)	<u>15</u>
0405 - Case Studies (Practical Problems) (C/MR)	<u>15</u>
0406 - Importance of Experimenting, with Small Groups (C)	<u>1</u>
0407 - Interview Techniques (L/C/A/D/MR)	<u>24</u>
0408 - Procedures for Revising Educational Materials (C)	<u>1</u>

SUBCOURSE 5

Discussion Leading Techniques

26.5 Hours

Purpose

To teach the student conference leading techniques with emphasis on the guided discussion.

Scope

This subcourse is designed to provide in-depth training in planning and conducting discussions, analyzing discussion materials, revising discussion materials, and selecting discussion leaders. It includes a three (3) hour block on effective listening.

Lessons

0501 - Effective Listening	<u>3</u>
0502 - The Guided Discussion (L/D/A/C)	<u>17</u>
0503 - Introduction of Discussion Group Members (C)	<u>6</u>
0504 - Selection of Discussion Leaders (C)	<u>.5</u>
0505 - Open Review (C)	<u>      </u>

**APPENDIX A**  
**Recapitulation by Hours**

<u>Subcourse Title</u>	<u>Hours</u>
1. General Subjects (Includes Administrative Time)	<u>58</u>
2. Orientation and Education	<u>248.5</u>
3. Action Program	<u>47</u>
4. Research Techniques	<u>70</u>
5. Discussion Leading Techniques	<u>26.5</u>
<b>Total</b>	<u><b>450</b></u>

Additional Time Allocations for HRC 1-71

Holiday Hours	<u>22.5</u>
Total	<u>22.5</u>

HUMAN RELATIONS INSTRUCTORS' SCHOOL  
Marine Corps Recruit Depot  
San Diego, California 92140

HRISO 1500.1  
HLS/lfb  
14 January 1972

HUMAN RELATIONS INSTRUCTORS' SCHOOL ORDER 1500.1

From: Director

To: Distribution List

Subj: Graduation Requirements for the Human Relations Instructors' School

Encl: (1) Grading Requirements for Marine Corps Human Relations Instructors' School  
(2) Orientation Evaluation  
(3) Discussion Leading Evaluation Sheet  
(4) Presentation Format (For Book Reports) and Evaluation  
(5) Format for Research Project and Evaluation  
(6) Case Study Evaluation Sheet and Evaluation Format  
(7) Interview Schedule  
(8) Format: Research on Action Projects  
(9) The Teaching Methodology of Human Relations Instructors' School

1. Purpose. To promulgate information concerning the graduation requirements for Human Relations Instructors' School as set forth in enclosure (1) through (9).

2. Graduation Requirements. A student is eligible for graduation if he has accomplished the following:

- a. Taken the attitudinal survey and test.
- b. Been in attendance at the Human Relations Instructors' School at MCRD, San Diego, California for the specified period of time required.
- c. Completed all the requirements prescribed for a certificate in the area of Human Relations Instructor.
- d. Earned at least a 70% composite average in the Human Relations Academic package.
- e. Satisfied the faculty that he/she is a suitable representative of the Human Relations Instructors' School.
- f. Presented the Orientation and led guided discussion in a manner acceptable to the faculty of the Human Relations Instructors' School.

  
H. L. SLAY

APPENDIX U

DISTRIBUTION: "A"

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GRADING REQUIREMENTS FOR MARINE CORPS  
HUMAN RELATIONS INSTRUCTORS COURSE

I. The total grade for the Marine Corps Human Relations Instructors' Course will be on a one hundred (100) point basis and will include the following areas:

Written Examination	20%
Orientation	20%
Discussion Leading	20%
Individual Action Program	20%
General Subjects	20%

Listed along side each area is the total percentage for the overall grade.

II. Explanation of areas:

A. Written Examination - There will be a total of five (5) written examinations throughout the course. These examinations will consist of True-False, Multiple Choice, Completion and Essay type questions. The total value of each examination will be a 100 point perfect score. A passing score for each examination will be a minimum of 70 points. These examination scores will constitute 20% of the composite average.

B. Orientation - This is one of the most important areas within the Human Relations Program. It gives an overview of and an introduction to the total program. It will be memorized and constitutes 20% of the overall grade. A total of 40 hours is allotted for learning the orientation over a nine week period. This is based on 3.3 hours per week. Each instructor will evaluate student(s) at designated places and times regarding the presentation of orientation. The evaluation or critique sheet will total 100 points for a perfect score. See enclosure (2) for evaluation sheet.

1. Procedures for Teaching, Learning and Presenting the Orientation

a. A member of the HQMC Human Relations Team will present the initial orientation.

b. In each respective group, the instructor will present the orientation as a guide for students to follow. The orientation will be repeated as necessary by the instructor of each class to demonstrate proper techniques for presentation. Teaching of the orientation will be standardized among all instructors.

c. Each student will read the orientation during his first orientation period. Students will pair off for this activity in class. Each time the orientation is given, it will be completed. That portion not memorized will be read aloud to class. This will provide continuity in the learning process.

d. Students will then proceed to learn the orientation up to a specified page for class presentation. These assignments will be homework, designed for independent study.

e. Each student will be assisted as required in memorizing the orientation. On each designated day within each week the student will know the indicated pages of the orientation from memory:

<u>WEEK</u>	<u>PAGES TO BE MEMORIZED</u>
1	3 pages
2	8 pages
3	11 pages
4	14 pages
5	18 pages
6	21 pages
7	24 pages
8	Last three (3) weeks, present orientation for final grading.
9	Each student is allowed two (2) opportunities (if needed) for presentation.
10	

C. Discussion Leading - Each student will receive approximately 52 hours in discussion leading techniques and practical application. The student will lead discussions within the areas of Philosophy, Issues, Culture Shock and the Role of the Fighting Man. Each student will be evaluated at designated times and places within a discussion leading situation. The evaluation sheet found in enclosure (2) will be used as a guide for evaluating the student. The highest possible score for discussion leading (100 points) will constitute 20% of the composite average.

D. Action Programs - Each student will be assigned several individual action assignments, beginning from the simple greeting to the more complex of individual constructive contacts across wealth, age, racial, inter-cultural and intergroup lines between Marines and other Marines, and members of the civilian community. After conducting each individual assignment, it will be presented to the group for possible discussion. Each member, after having completed the assignments, will be evaluated accordingly (See Enclosure (8)). This will constitute 20% of total grade.

E. General Subjects - This area covers four (4) important areas of study which enrich the knowledge of each student. They are integral aspects of the overall package, and each represents 5% (20% total for General Subjects) of the total grade.

1. Book Report - Each student will be required to make at least one (1) formal book report to be presented orally, then submitted in writing to instructor(s) for further evaluation. The report will be evaluated for

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Enclosure (1)

content, accuracy and understanding, then graded accordingly with the highest possible score being 100 points. This will constitute 5% of the total grade. See enclosure (3) for guidelines in evaluation.

2. Research Projects - Each student will conduct a research project using the format handout of the Human Relations School as a guide for its completion (See Page 1, Enclosure (4)). Instructors will conduct systematically scheduled progress reports and hold discussions relative to each project. The highest possible score for the research project is 100 points, which will constitute 5% of the total grade (See Page 1A, Enclosure (4)). These projects must be presented orally, then submitted in writing to Instructors at designated times.

3. Case Studies - Each student will be assigned at least two (2) case study problems for solution. These case studies are examples of practical problems that students should expect to encounter at their commands. There are no school solutions, but discussion groups should work out and retain a series of possible solutions. Each student's solution will be returned after presentation and evaluation for his retention. Solutions will be evaluated on the suggested steps listed on handouts provided with 100 points being the maximum score. This will constitute 5% of the total grade. See enclosure (5) for grading procedures.

4. Interviews - Each student will be assigned at least six (6) interviews, four (4) interviewees of which will not be involved in this course. All four (4) interviews must be recorded, graded, checked and critiqued by the Instructor. The interviews will be formal, with a structured outline to include introductory statement(s) and a list of specific questions/statements to be discussed. Each interview will receive one (1) point after its completion and presentation/submission to discussion group and/or instructor. See enclosure (6) for structured interview sheet.

Enclosure (1)

ORIENTATION EVALUATION

Name of Student \_\_\_\_\_

Advisor's Name \_\_\_\_\_

Place an "X" in the blank space opposite each point in which the student exhibits strength in an E-Excellent; G-Good; S-Satisfactory; or P-Poor manner.

Date/Time

E    G    S    P

1. Delivery of the Orientation

a. Personal Appearance

6    5    4    3

b. Attitude

7    6    5    4

2. Voice

a. Rate

7    6    5    4

b. Pitch

7    6    5    4

c. Volume

7    6    5    4

d. Quality

7    6    5    4

3. Platform Manner

a. Gestures

7    6    5    4

b. Movement

7    6    5    4

c. Posture

7    6    5    4

d. Eye Contact

7    6    5    4

4. Diction

7    6    5    4

5. Degree of memorization  
(One Point Per Page)

24    —    —    —

Total Points - 100

\_\_\_\_\_ Total

Enclosure (2)

6. how did student handle questions from class?

List question.

Additional comments.

\_\_\_\_\_  
(Signature of Instructor)

Enclosure (2)

DISCUSSION LEADING EVALUATION SHEET

Leader \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_ Evaluated By \_\_\_\_\_

Place an "X" in the blank space opposite each point in which you feel the leader appeared to be definitely lax or in which he revealed a weakness. (While more than one weakness may be indicated in a statement, the presence of any one in the leader's work is reason enough for checking that statement.)

A. THE INTRODUCTION

- |   |   |       |
|---|---|-------|
| (1) Inadequate introduction to topic; group did not understand. | 1 | _____ |
| (2) Lecture type of introduction too long, stilted, biased.     | 2 | _____ |
| (3) Conference was not aware of a real problem to be solved.    | 3 | _____ |

B. THE LEADER

- |  |    |       |
|--|----|-------|
| (4) Leader nervous, erratic, or ill-at-ease.               | 4  | _____ |
| (5) Referred too much to notes or manual.                  | 5  | _____ |
| (6) Apparently ignorant of topic; unprepared, no planning. | 6  | _____ |
| (7) Lectured or expressed own opinions too much.           | 7  | _____ |
| (8) Leader lacked zest, enthusiasm and humor.              | 8  | _____ |
| (9) Slow to grasp and develop pertinent points offered.    | 9  | _____ |
| (10) Leader's vocabulary inadequate for group.             | 10 | _____ |
| (11) Forcing over-use of pet phrases.                      | 11 | _____ |
| (12) Leader too talkative (wordy, not condensed).          | 12 | _____ |
| (13) Poor tone or modulation of voice.                     | 13 | _____ |
| (14) Kept group too long after closing time.               | 14 | _____ |
| (15) Abrupt or tactless in handling individuals.           | 15 | _____ |
| (16) Did not announce next meeting and topic.              | 16 | _____ |

C. THE CONFERENCE

- |   |    |       |
|---|----|-------|
| (17) Discussion not well distributed, monopolized by a few.                             | 17 | _____ |
| (18) Failed to arouse and/or sustain lively interest in topic.                          | 18 | _____ |
| (19) Failed to establish and clarify purpose of manuals' illustrations.                 | 19 | _____ |
| (20) Off-tracking and lack of attention not energetically checked.                      | 20 | _____ |
| (21) Permitted too much wrangling over words.   | 21 | _____ |
| (22) Dangerous topics or offensive argument permitted to run.                           | 22 | _____ |
| (23) Too many laps in the discussion.   | 23 | _____ |
| (24) Not much thought indicated by group in responses, a tendency to agree with others. | 24 | _____ |
| (25) Failed to clarify and analyze points or cases developed.                           | 25 | _____ |

SAMPLE

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Enclosure (3)

U-7

- (26) Numerous questions left unanswered. 26 \_\_\_\_\_
- (27) Deviated too far from standard points. 27 \_\_\_\_\_
- (28) Poorly framed questions not designed for timely answers. 28 \_\_\_\_\_
- (29) Poor distribution of time among various phases of topic. 29 \_\_\_\_\_
- (30) Not enough ground covered in available time. 30 \_\_\_\_\_
- (31) Failed to draw conclusions and make main point. 31 \_\_\_\_\_
- (32) Failed to have illustrations explained. 32 \_\_\_\_\_
- (33) Did not secure understanding of important terms. 33 \_\_\_\_\_

E. THE ROOM CONDITIONS

- (34) Laziness in controlling seating arrangements and interruptions. 34 \_\_\_\_\_
- (35) Started late without good reason. 35 \_\_\_\_\_
- (36) Topic title and page not listed on blackboard. 36 \_\_\_\_\_

F. GENERALIZATION

- (37) The conference as a whole was (indicate by underscoring) excellent, 95; good, 85; average, 75; poor, 65; unsatisfactory, 55. 37 \_\_\_\_\_

SCORE \_\_\_\_\_  
(Do not complete)

For each item checked find its corresponding weight from the key on the next page.

Enclosure (3)

SAMPLE

Key to point value (weight) for each item on the evaluation sheet.

1-4	7-1	25-1
2-3	8-1	26-3
3-1	15-2	27-3
4-3	16-1	28-3
5-2	17-4	29-3
6-1	18-4	30-2
7-1	19-1	31-3
8-3	20-1	32-1
9-3	21-3	33-2
10-1	22-3	34-1
11-1	23-1	35-2
12-1	24-1	36-3
		37-

$$\text{Score} = (100 - \text{Sum of weights checked 1 to 36}) \div \text{weight underscored in 37}$$

Example:

Suppose a person rating the work of a leader had checked the following items: 3, 4, 10, 11, 16, 20, 25, 26, 32, 34.

The point values (weights) of these items as indicated in the key to point values are: 3, 3, 4, 3, 2, 4, 4, 3, 3, 3, 1 for a total of 32.

The weight underscored in 37 was average with a point value (weight) of 2.

Substitute in the formula above.

$$\text{Score} = \frac{100 - 32}{2} = \frac{68}{2} = 34 \text{ (Round off to 34)}$$

Score = 34

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SAMPLE

Enclosure (3)

PRESENTATION FORMAT (FOR BOOK REPORTS) AND EVALUATION

1. Steps:

a. Use visual aids in illustrating the points to be made or covered, i.e., use of blackboard or posters.	<u>10</u>
b. Relate without notes, a review of the book and give some of the author's main points that are interesting or controversial. (Make the account short, not more than ten(10) minutes).	<u>60</u>
c. Have questions relative to the author's points of view.	<u>10</u>
d. Close report with other references.	<u>20</u>
TOTAL	<u>100</u>

SAMPLE

Enclosure (4)

FORMAT FOR RESEARCH REPORT AND EVALUATION

Follow format and clarity - 10%

Content

Bibliography - 5%

Facts - 75%

Summary - 10%

Summary Statement:

Enclosure (5)

SAMPLE

CASE STUDY EVALUATION SHEET AND EVALUATION FORMAT

The steps listed below may be beneficial to you as an approach to problem solving:

	<u>Point System</u>
1. <u>Identify the Problem.</u> Frequently, this can be difficult because the main problem is overshadowed by other more apparent problems.	20
2. <u>Get the Facts.</u> Without gathering all the facts which bear on the problem, it will be difficult to arrive at a workable solution, therefore, the results could be embarrassing as well as erroneous.	30
3. <u>Consider possible solutions.</u> Weigh all facts and considerations and attempt to project the results of all solutions.	30
4. <u>Apply the best solution.</u>	10
5. <u>Follow through to completion.</u>	<u>10</u>
TOTAL	100

Enclosure (6)

SAMPLE

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UNITED STATES MARINE CORPS



SYLLABUS  
MARINE CORPS HUMAN RELATIONS INSTITUTE  
MARINE CORPS RECRUIT DEPOT,  
SAN DIEGO, CALIF.

1 January 1971



UNITED STATES MARINE CORPS  
MARINE CORPS HUMAN RELATIONS INSTITUTE  
MARINE CORPS RECRUIT DEPOT  
SAN DIEGO, CALIFORNIA 92140

3:GSF:gsf  
1 Jan 1974

This course of instruction as outlined herein is effective for the Human Relations Instructors Course.

A handwritten signature in black ink, reading "W. C. Patton".

W. C. PATTON  
Colonel, U. S. Marine Corps  
Director

MARINE CORPS HUMAN RELATIONS INSTITUTE

SYLLABUS

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# MARINE CORPS HUMAN RELATIONS INSTITUTE

## SYLLABUS

### Purpose

To train Human Relations Instructors to implement, conduct and monitor Human Relations Programs throughout the United States Marine Corps.

### Scope

This course of instruction is designed to train students in the organization and maintenance of the USMC Human Relations Program at all levels in the Marine Corps. The course encompasses philosophy, minority-majority issues, culture shock, and selected readings in the field of human relations. Emphasis is also placed on techniques of conducting guided discussions, oral and written presentations, conducting research, interview procedures, and research and implementation of Action Program. Upon completion of this course of instruction the graduating student is able to orient commanders, train and advise discussion leaders, maintain records and implement, conduct and monitor the Human Relations Program effort of the command.

### Objectives

1. To prepare the instructor to effectively participate in a program designed to improve or ameliorate conditions that cause problems among Marines, between Marines and the civilian populace, and Marines and Foreign nationals overseas.
2. To provide the student with a knowledge of the program philosophy and methodology.
3. To prepare the student to present a convincing one-hour orientation.
4. To train the student to conduct guided discussions.
5. To prepare the student to train unit discussion leaders to conduct guided discussions.
6. To prepare the student to initiate and supervise an effective action program.
7. To train the student to conduct data collection to identify local problem issues.

## Foreword

The program employs a new approach which revitalizes belief in fundamental human equality as the ideal governing interpersonal attitudes and behavior. It also provides the participants with the means to analyze cross-cultural and racial problems realistically, and to make cross-cultural or racial information relevant to their everyday behavior.

The training program has two major components: Educational and Action. The educational component employs a variety of methods to deal with many kinds of attitudinal and motivational deficiencies, obstacles and problems that stand in the way of positive interactions, thus allowing the participant to re-order his personal hierarchy of values in a way more consistent with reality and less subject to prejudice, misconception, and inaccurate "popular" knowledge. Once this is done, the men are presented with specific information which gives them the confidence to act effectively. As the course develops, they are given both opportunity and encouragement to participate in more and more extensive cross-cultural endeavors.

### 1. Organization of Instruction

#### a. Courses

- Subcourse 1 (01) - General Subjects
- Subcourse 2 (02) - Dual Life Value Theory And Discussion Manual
- Subcourse 3 (03) - Research And Education
- Subcourse 4 (04) - Individual Action

#### b. Teaching Methods

- (1) Application (A): Instruction involving active student participation where student applies or practices what he has been taught.
- (2) Case Study (CS): The study of a specific situation in order to develop analytical and decision making abilities.
- (3) Conference (C): A directed group discussion in which the members actively participate, conversing on a given problem or topic under the leadership of a trained discussion

leader. The term includes the seminar which generally involves knowledgeable students conducting research and panel discussion.

(4) Critique (CR): A period of time in the instructional process devoted to the review and critical examination of applicatory instruction.

(5) Methods (D): The Showing and explaining of skill methods, techniques, films, equipment and devices.

(6) Examination (X): One method of evaluation of the students mastery of the material taught. An examination may be used to reinforce previous instruction, to motivate students, to assess student capabilities, to evaluate the effectiveness of the instruction, or to help determine course grades.

(7) Field Trip (FT): A visit to a military installation, civilian establishment or government institution for an educational purpose.

(8) Guest Lecture (GL): A lecture by a civilian or military lecturer who is not regularly assigned to the school.

(9) Lecture (L): The formal communication of subject material orally to the student, often including thought-provoking or drill questions by instructor.

(10) Marked Requirement (MR): Oral or written student work (exclusive of examinations) which is evaluated and graded by faculty.

(11) Presentation (P): Oral presentation by students to demonstrate knowledge, understanding or competence in a subject area.

(12) Research (RE): Guided or unguided research by students either individually or in groups, on a general or specific topic within a specified source field.

(13) Seminar (SE): Oral presentation of information, gathered during field trips to organizations and agencies, to increase student background knowledge and awareness, through panel discussion.

2. Allocation of Hours

a. Total hours scheduled for HRIC 1-74

1. General Subjects	55.5	hours
2. Dual Life Value Theory And Discussion Manual	140.0	hours
3. Research And Education	86.0	hours
4. Individual Action	65.5	hours
Total Hours	347.0	

SUBCOURSE 1

General Subjects

55.5 Hours

Purpose

To incorporate non-academic activities within the Human Relations Instructors Training Schedule.

Lessons

0100	In Processing	1.0
0101	Director's Time	16.0
0102	Instructor's Time	2.0
0103	Class Party	3.0
0104	Physical Training	26.0
0105	Opening Exercise/Introduction To Human Relations Program	1.0
0106	Human Relations Instructors Course Overview	.5
0107	Graduation	1.5
0108	Out Processing	1.0
0109	Individual Photos	1.0
0110	Class Photos	1.0
0111	Introduction To American Institutes For Research	1.0
0112	Functions Of The Human Relations Program's Evaluation Team	.5
	Total	55.5

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## SUBCOURSE 2

Dual Life Value Theory And Discussion Manual 140.0 Hours

### Purpose

1. To teach students a philosophy of life based upon human values, and the American Ideology with application to human relations.
2. To present an analysis of the orientation, with an overview of program's content and the necessary background to lead a series of directed educational discussions about human values and their application to human relations.

### Lessons

0201	Initial Orientation	1.5
0202	Personal Introductions	6.5
0203	Orientation Model Presentation By Instructors	2.0
0204	Discussions Lead By Instructors Vol. I	44.0
0205	Discussions Lead By Instructors Vol. II	52.0
0206	Orientation Study And Evaluation	2.0
0207	Lecture By AIR: Development Of Discussion Materials	1.0
0208	Lecture By AIR: Basic Values	1.0
0209	Lecture By AIR: Our Values And The Military Man	1.0
0210	Lecture By AIR: Cross Cultural Adjustment Techniques	1.0
0211	Lecture By AIR: Political Economic System	1.0
0212	Lecture By AIR: Our Sameness And Differences	1.0
0213	Discussions Lead By Students; Condensed Field Version Vol. I	26.0
	Total	140.0

SUBCOURSE 3

Research And Education

86.0

Purpose

To provide students with a basic background of knowledge and techniques necessary to become effective human relations instructors.

Lessons

0301	Basic Research	19.5
0302	Book Reports (Homework)	0
0303	Examinations And Critiques	8.0
0304	Discussion Leading Techniques	4.0
0305	Discussion Leading Techniques Practical Application	19.5
0306	Reading Assignments (Homework)	0
0307	Quizes (Homework)	0
0308	Instructional Techniques	18.0
0309	Initial Interviews	6.0
0310	Human Relations Program Implementation	2.0
0311	Film: Is It Always Right To Be Right?	1.0
0312	Film: Eye Of The Storm	1.0
0313	Film: The Prejudice Film	1.0
0314	Film: North American Indian Series	2.0
0315	Film: Slavery And Slave Resistance	1.0
0316	Film: La Raza	1.0
0317	Film: The Mexican American Heritage & Destiny	1.0
0318	Film: Years of Reconstruction	1.0
	Total	86.0

SUBCOURSE 4

Individual Action

65.5

Purpose

To provide instructions on the implementation and management of an action program and the necessity for personal involvement in positive human relations activities.

Lessons

0401	Implementation And Management of An Action Program	1.0
0402	Discussion of 1st Phase Action Assignment	1.0
0403	Internal USMC Action Assignment	6.5
0404	External USMC Action Assignment	1.0
0405	Action Agency Visits	52.0
0406	Action Reports	4.0
	Total	65.5

APPENDIX A  
DESCRIPTION OF LESSONS

SUBCOURSE 1

General Subjects

0100 - In Processing

Scope: A period devoted to student reporting, administrative processing and academic matriculation.

0101 - Director's Time

Scope: To allow the Institute's Director the opportunity to address students on non-scheduled subjects which are deemed important in furthering their knowledge of the Human Relations Program.

0102 - Instructor's Time

Scope: To provide time for instructors to assign homework and other academic projects not scheduled.

0103 - Class Party

Scope: An activity for students and staff to participate in an informal gathering for fun and organized athletics.

0104 - Physical Training

Scope: To allow time for students to maintain their physical condition in accordance with current Marine Corps directives.

0105 - Opening Exercise/ Introduction to Human Relations Program

Scope: A formal welcome and introductory activity by the Director and Staff of the Marine Corps Human Relations Institute commencing the course of instructions.

0106 - Human Relations Instructors Course Overview

Scope: A period in which students become familiar with seminar room policies and gain an overview of the course of instructions.

0107 - Graduation

Scope: A formal culminating activity of human relations instructors course including a guest speaker and presentation of diplomas to graduates.

0108 - Out Processing

Scope: A period devoted to administrative and academic processing of each student in preparation for departure from the Institute.

0109 - Individual Photos

Scope: Administrative time for students to get pictures taken for academic record books.

0110 - Class Photo

Scope: Administrative time for photo of staff and students of the Institute.

0111 - Introduction to the American Institutes for Research

Scope: A period for students to become acquainted with the civilian organization that developed the materials for the Human Relations Program.

0112 - Functions of the Human Relations Program's Evaluation Team

Scope: A period for students to become aware of the functions of the Evaluation Team assigned to evaluate the Human Relations Program.

SUBCOURSE 2

Dual Life Value Theory And Discussion Manual

0201 - Initial Orientation

Scope: A period in which students receive a general overview of the educational materials included in the Human Relations Program.

0202 - Personal Introductions

Scope: A period preceding the discussion sessions where students give background information concerning their lives and prejudices to other members of the discussion group.

0203 - Orientation Model Presentation By Instructors

Scope: To provide an orientation model to students for assistance and guidance in their presentation of the orientation to future discussants.

0204 - Discussions Lead By Instructors; Volume I

Scope: Discussion and analysis of the topics contained in Volume I Human Relations Leadership Discussion Manual.

0205 - Discussions Lead By Instructors; Volume II

Scope: Discussion and analysis of the topics contained in Volume II Human Relations Leadership Discussion Manual.

0206 - Orientation Study And Evaluation

Scope: A period provided for instructional guidance by instructors for study and presentation of the orientation.

0207 - Lecture by AIR: Development of Discussion Materials

Scope: A lecture presented to students to provide background on how the materials contained in the discussion manuals were developed.

0208 - Lecture by AIR: Basic Values

Scope: A lecture presented to students to identify the discussion materials view of human nature and to re-examine the meaning of the basic American principles.

0209 - Lecture by AIR: Our Values And the Military Man

Scope: A lecture presented to explain the proper role of the military man relative to the dual life value theory taught in this program.

0210 - Lecture by AIR: Cross Cultural Adjustment Techniques

Scope: A lecture presented to explain the concept of the sameness of man and the adjustment guide whereby man's differences may be explained scientifically.

0211 - Lecture by AIR: Political Economic System

Scope: A lecture presented to explain the relationship between government and human relations and the importance of government in a human relations program.

0212 - Lecture by AIR: Our Sameness & Differences

Scope: A lecture presented to explain the specific racial issues revealed by attitude studies and to discuss ways to handle these issues that cause misunderstandings in human relations.

0213 - Discussions Lead By Students; Condensed Field Version Vol. I

Scope: Practical application by students of discussion leading techniques for evaluation.

SUBCOURSE 3

Research And Education

0301 - Basic Research

Scope: To familiarize students with basic research techniques, methods for collecting data and practical application in data collection.

0302 - Book Report

Scope: Homework assignments to encourage students to read prescribed books for human relations related education.

0303 - Examinations and Critiques

Scope: A formal standardized testing period administered to determine the degree of student learning and faculty presentation of course material.

0304 - Discussion Leading Techniques

Scope: To provide indepth training in planning and conducting discussions, analyzing discussion materials, and selecting discussion leaders.

0305 - Discussion Leading Techniques (Practical Application)

Scope: A period in which the student must demonstrate his ability to lead guided discussions utilizing the Human Relations Manual.

0306 - Reading Assignments (Homework)

Scope: Homework assignments to broaden students background on various topics discussed in discussion groups.

0307 - Quizes (Homework)

Scope: To test the students understanding of homework assignments.

0308- Instructional Techniques

Scope: To provide training in techniques of military instructions to include training aids.

0309 - Initial Interviews

Scope: The administration of an instrument designed to determine background characteristics, preceptions, knowledge and experience of the student in regards to interracial and ethnic relations and his motivations for being assigned to this institute.

0310 - Human Relations Program Implementation

Scope: This period is used to give students instruction on the implementation of the Human Relations Program in accordance with MCO 5350.4A.

0311 - 0318 - Films

Scope: Films are shown throughout the course to provide information on the history and culture of Ethnic groups and to reinforce or explain topics in the discussion manuals.

SUBCOURSE 4

Individual Action

0401 - Implementation and Management of an Action Program

Scope: To prepare students to develop , implement, evaluate, and monitor individual action programs.

0402 - Discussion of 1st Phase Action Assignment

Scope: To share personal experiences gained from individual action assignment with other members of the discussion group.

0403 - Internal USMC Action Assignment

Scope: Students are assigned the task of speaking to everyone he or she meets during the day, record their reaction and report the reactions to the discussion group.

0404 - External USMC Action Assignment

Scope: Students are assigned to perform volunteer work, helping people at various service agencies in the local civilian community.

0405 - Action Agency Visits

Scope: Practical field exercise where students work as volunteers at assigned service agencies in the civilian community.

0406 - Action Reports

Scope: Students report interactions and experiences gained as volunteers at assigned service agencies.

UNITED STATES MARINE CORPS



SIX VOLUME SET  
SPECIAL  
MARINE CORPS HISTORY CENTER'S HISTORY &  
MARINE CORPS UNIT DEPT.,  
SAN DIEGO, CALIF.

1 January 1971

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UNITED STATES MARINE CORPS  
MARINE CORPS HUMAN RELATIONS INSTITUTE  
MARINE CORPS RECRUIT DEPOT  
SAN DIEGO, CALIFORNIA 92140

3:GSG:gsf  
1510  
30 Jan 1974

This course of instruction as outline herein is effective for the  
Six Week Human Relations Instructors Course.

A handwritten signature in cursive script that reads "W. C. Patton".

W. C. PATTON  
Colonel, U. S. Marine Corps  
Director

MARINE CORPS HUMAN RELATIONS INSTITUTE

SYLLABUS

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# MARINE CORPS HUMAN RELATIONS INSTITUTE

## SYLLABUS

### Purpose

To train Human Relations Instructors to implement, conduct and monitor Human Relations Programs throughout the United States Marine Corps.

### Scope

This course of instruction is designed to train students in the organization and maintenance of the USMC Human Relations Program at all levels in the Marine Corps. The course encompasses philosophy, minority-majority issues, culture shock, and selected readings in the field of human relations. Emphasis is also placed on techniques of conducting guided discussions, oral and written presentations, conducting research, interview procedures, and research and implementation of Action Program. Upon completion of this course of instruction the graduating student is able to orient commanders, train and advise discussion leader, maintain records and implement, conduct and monitor the Human Relations Program effort of the command.

### Objectives

To prepare the instructor to effectively participate in a program designed to improve or ameliorate conditions that cause problems among Marines, between Marines and the civilian populace, and Marines and Foreign nationals overseas.

2. To provide the student with a knowledge of the program philosophy and methodology.
3. To prepare the student to present a convincing one-hour orientation.
4. To train the student to conduct guided discussions.
5. To prepare the student to train unit discussion leaders to conduct guided discussions.
6. To prepare the student to initiate and supervise an effective action program.
7. To train the student to conduct data collection to identify local problem issues.

## Foreword

The program employs a new approach which revitalizes belief in fundamental human equality as the ideal governing interpersonal attitudes and behavior. It also provides the participants with the means to analyze cross-cultural and racial problems realistically, and to make cross-cultural or racial information relevant to their everyday behavior.

The training program has two major components: Educational and Action. The educational component employs a variety of methods to deal with many kinds of attitudinal and motivational deficiencies, obstacles and problems that stand in the way of positive interactions, thus allowing the participant to re-order his personal hierarchy of values in a way more consistent with reality and less subject to prejudice, misconception, and inaccurate "popular" knowledge. Once this is done, the men are presented with specific information which gives them the confidence to act effectively. As the course develops, they are given both opportunity and encouragement to participate in more and more extensive cross-cultural endeavors.

### 1. Organization of Instruction

#### a. Courses

Administrative Time (01)

Subcourse 2 (02) - Dual Life Value Theory And Discussion Manual

Subcourse 3 (03) - Research And Education

Subcourse 4 (04) - Individual Action

#### b. Teaching Methods

(1) Application (A): Instruction involving active student participation where student applies or practices what he has been taught.

(2) Case Study (CS): The study of a specific situation in order to develop analytical and decision making abilities.

(3) Conference (C): A directed group discussion in which the members actively participate, conversing on a given problem or topic under the leadership of a trained discussion

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leader. The term includes the seminar which generally involves knowledgeable students conducting research and panel discussion.

(4) Critique (CR): A period of time in the instructional process devoted to the review and critical examination of applicatory instruction.

(5) Methods (D): The showing and explaining of skill methods, techniques, films, equipment and devices.

(6) Examination (X): One method of evaluation of the student mastery of the material taught. An examination may be used to reinforce previous instruction, to motivate students, to assess student capabilities, to evaluate the effectiveness of the instruction, or to help determine course grades.

(7) Field Trip (FT): A visit to a military installation, civilian establishment or government institution for an educational purpose.

(8) Guest Lecture (GL): A lecture by a civilian or military lecturer who is not regularly assigned to the school.

(9) Lecture (L): The formal communication of subject material orally to the student, often including thought-provoking or drill questions by instructor.

(10) Marked Requirement (MR): Oral or written student work (exclusive of examination) which is evaluated and graded by faculty.

(11) Presentation (P): Oral presentation by students to demonstrate knowledge, understanding or competence in a subject area.

(12) Research (RE): Guided or unguided research by students either individually or in groups, on a general or specific topic within a specified source field.

(13) Seminar (SE): Oral presentation of information, gathered during field trips to organizations and agencies, to increase student background knowledge and awareness, through panel discussion.

2. Allocation of Hours

a. Total hours scheduled for HRIC 2-74

1. Administrative Time	18.5	hours
2. Dual Life Value Theory And Discussion Manual	112.0	hours
3. Research and Education	44.5	hours
4. Individual Action	31.0	hours
Total Hours	206.0	

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## ADMINISTRATIVE TIME

18.5 Hours

Purpose

To incorporate non-academic activities within the Human Relations Instructors Training Schedule.

Periods

0101	In Processing	1.0
0102	Director's Time	4.5
0103	Instructor's Time	2.0
0104	Physical Training	6.0
0105	Opening Exercise/Introduction To Human Relations Program	1.0
0106	Human Relations Instructors Course Overview	.5
0107	Graduation	1.0
0108	Out Processing	.5
0109	Individual Photos	1.0
0110	Class Photo	1.0
	Total	18.5

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## SUBCOURSE 2

Dual Life Value Theory And Discussion Manual 112.0 Hours

### Purpose

1. To teach students a philosophy of life based upon human values, and the American Ideology with application to human relations.

2. To present an analysis of the orientation, with an overview of program's content and the necessary background to lead a series of directed educational discussions about human values and their application to human relations.

### Lessons

0201	Initial Orientation	1.5
0202	Personal Introductions	6.0
0203	Orientation Model Presentation By Instructors	1.0
0204	Discussions Lead By Instructors Vol. I.	54.0
0205	Discussions Lead By Students Vol. II.	41.0
0206	Orientation Study And Evaluation	2.0
0207	Lecture By AIR: Development Of Discussion Materials	.5
0208	Lecture By AIR: Basic Values	1.0
0209	Lecture By AIR: Our Values And The Military Man	1.0
0210	Lecture By AIR: Cross Cultural Adjustment Techniques	1.0
0211	Lecture By AIR: Political Economic System	1.0
0212	Lecture By AIR: Our Sameness And Differences	1.0
0213	Lecture By AIR: Male - Female Relations And The Human Life Value	1.0
	Total	112.0

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SUBCOURSE 3

Research And Education

44.5 Hours

Purpose

To provide students with a basic background of knowledge and techniques necessary to become effective human relations instructors.

Lessons

0301	Basic Research	10.0
0302	Book Reports	4.0
0303	Examinations And Critiques	4.0
0304	Discussion Leading Techniques	4.0
0305	Reading Assignments (Homework)	0
0306	Quizes (Homework)	0
0307	Instructional Techniques	9.0
0308	Initial Interviews	3.0
0309	Human Relations Program Implementation	2.0
0311	Film: Is It Always Right To Be Right?	.5
0312	Film: Eye Of The Storm	1.0
0313	Film: The Prejudice Film	1.0
0314	Film: North American Indian Series	2.0
0315	Film: Slavery And Slave Resistance	1.0
0316	Film: La Raza	1.0
0317	Film: The Mexican American Heritage & Destiny	1.0
0318	Film: Years of Reconstruction	1.0
	Total	44.5

SUBCOURSE L

31.0 Hours

Individual Action

Purpose

To provide instructions on the implementation and management of an action program and the necessity for personal involvement in positive human relations activities.

Lessons

0401	Implementation And Management of An Action Program	2.0
0402	Action Program	17.0
0403	Laubach Reading Method	12.0
	Total	31.0

APPENDIX A

DESCRIPTION OF LESSONS

ADMINISTRATIVE TIME

0101 - Processing

Scope: A period devoted to student reporting, administrative processing and academic matriculation.

0102 - Director's Time

Scope: To allow the Institute's Director the opportunity to address students on non-scheduled subjects which are deemed important in furthering their knowledge of the Human Relations Program.

0103 - Instructor's Time

Scope: To provide time for instructors to assign homework and other academic projects not scheduled.

0104 - Physical Training

Scope: To allow time for students to maintain their physical condition in accordance with current Marine Corps directives.

0105 - Opening Exercise/Introduction to Human Relations Program

Scope: A formal welcome and introductory activity by the Director and Staff of the Marine Corps Human Relations Institute commencing the course of instructions.

0106 - Human Relations Instructors Course Overview

Scope: A period in which students become familiar with seminar room policies and gain an overview of the course of instructions.

0107 - Graduation

Scope: A formal culminating activity of human relations instructors course including a guest speaker and presentation of diplomas to graduates.

0108 - Out Processing

Scope: A period devoted to administrative and academic processing of each student in preparation for departure from the Institute.

0109 - Individual Photos

Scope: Administrative time for students to get pictures taken for academic record books.

0110 - Class Photo

Scope: Administrative time for photo of staff and students of the  
Institute.

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## SUBCOURSE 2

### Dual Life Value Theory And Discussion Manual

#### 0201 - Initial Orientation

Scope: A period in which students receive a general overview of the educational materials included in the Human Relations Program.

#### 0202 - Personal Introductions

Scope: A period preceding the discussion sessions where students give background information concerning their lives and prejudices to other members of the discussion group.

#### 0203 - Orientation Model Presentation By Instructors

Scope: To provide an orientation model to students for assistance and guidance in their presentation of the orientation to future discussants.

#### 0204 - Discussions Lead By Instructors; Volumn I

Scope: Discussion and analysis of the topics contained in Volumn I Human Relations Leadership Discussion Manual.

#### 0205 - Discussions Lead By Students; Volumn II

Scope: Discussion and analysis of the topics contained in Volumn II Human Relations Leadership Discussion Manual.

#### 0206 - Orientation Study And Evaluation

Scope: A period provided for instructional guidance by instructors for study and presentation of the orientation.

#### 0207 - Lecture by AIR: Development of Discussion Materials

Scope: A lecture presented to students to provide background on how the materials contained in the discussion manuals were developed.

#### 0208 - Lecture by AIR: Basic Values

Scope: A lecture presented to students to identify the discussion materials view of human nature and to re-examine the meaning of the basic American principles.

#### 0209 - Lecture by AIR: Our Values And the Military Man

Scope: A lecture presented to explain the proper role of the military man relative to the dual life value theory taught in this program.

0210 - Lecture by AIR: Cross Cultural Adjustment Techniques

Scope: A lecture presented to explain the concept of the sameness of man and the adjustment guide whereby man's differences may be explained scientifically.

0211 - Lecture by AIR: Political Economic System

Scope: A lecture presented to explain the relationship between government and human relations and the importance of government in a human relations program.

0212 - Lecture by AIR: Our Sameness & Differences

Scope: A lecture presented to explain the specific racial issues revealed by attitude studies and to discuss ways to handle these issues that cause misunderstandings in human relations.

0213 - Lecture By AIR: Male - Female Relations And The Human Life Value

Scope: A lecture presented to explain the relationship between male - female relations and the Dual Life Value Theory.

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SUBCOURSE 3

Research And Education

0301 - Basic Research

Scope: To familiarize students with basic research techniques, methods for collecting data and practical application in data collection.

0302 - Book Report

Scope: Homework assignments to encourage students to read prescribed books for human relations related education.

0303 - Examination and Critiques

Scope: A formal standardized testing period administered to determine the degree of student learning and faculty presentation of course material.

0304 - Discussion Leading Techniques

Scope: To provide in depth training in planning and conducting discussions, analyzing discussion materials, and selecting discussion leaders.

0305 - Reading Assignments (Homework)

Scope: Homework assignments to broaden students background on various topics discussed in discussion groups.

0306 - Quizes (Homework)

Scope: To test the students understanding of homework assignments.

0307 - Instructional Techniques

Scope: To provide training in techniques of military instructions to include training aids.

0308 - Initial Interviews

Scope: The administration of an instrument designed to determine background characteristics, preceptions, knowledge and experience of the actions for being assigned to this institute.

0309 - Human Relations Program Implementation

Scope: This period is used to give students instruction on the implementation of the Human Relations Program in accordance with HCO 5310.1A

0311 - 0316 Films

Scope: Films are shown throughout the course to provide information on the history and culture of Ethnic Groups and to reinforce or explain topics in the discussion manuals.

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SUBCOURSE 4

Individual Action

0401 - Implementation and Management of an Action Program

Scope: To prepare students to develop, implement, evaluate, and monitor individual action programs.

0402 - Action Program

Scope: To provide an opportunity for students to become involved in positive human relations activities.

0403 - Laubach Reading Method

Scope: To provide the necessary instructions for students to implement a one-on-one tutoring program at their commands.

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## HUMAN RELATIONS PROCEDURES

I. Mission. The mission of the USMC/A.I.R. Human Relations Program is, through education and action, to establish, implement and monitor a Marine Corps-wide Human Relations Program designed to ensure more constructive relationships between all Marines and between Marines and the civilian community.

II. Objectives. The objectives of the program are to determine methods and conditions for improving relations between Marines. Specifically, its purpose is to develop and implement a scientifically guided and integrated orientation, education and individual action program designed to improve attitudes and to develop and maintain constructive interactions between all Marines. The following objectives should be achieved:

- A. Enhance leadership abilities.
- B. Increase understanding between Marines.
- C. Achieve mutual respect between Marines.
- D. Improve morale and reduce disciplinary problems.
- E. Achieve more effective and mutually satisfying relations among Marines.
- F. Increase efficiency and productivity by reducing tension.
- G. Improve community relations.
- H. Improve the image of the Marine Corps.

III. Methodology. The procedures outlined will be used by all elements of the Marine Corps in the conduct of the Human Relations Training Program. In April 1970, the Marine Corps began a Human Relations research project in conjunction with the American Institutes for Research (A.I.R.). The A.I.R. is a non-profit scientific and educational institution engaged in research towards solutions of fundamental problems. Their staff consists of psychologists, sociologists, statisticians and educators who work on a broad spectrum of research and development for governmental agencies, industrial organizations and foundations. The curriculum used in the USMC Human Relations Program was devised by a joint USMC/A.I.R. team which conducted surveys and interviewed over 300 Marines at 6 major USMC installations in the United States.

4. The USMC Human Relations Manual. The USMC Human Relations Manual will be used in all Human Relations training. The manual contains materials designed for use in group discussions and is the result of the scientifically aided research project that has been tested in pilot projects at three (3) major Marine Corps Bases. The basic problems around which these materials were developed and the techniques for possible solution of them are applicable for use at any command desirous of improving relations among servicemen and women. These problems include a lack of mission motivation, lack of understanding about others, attitudes based on myth and misunderstanding, social reinforcement of inappropriate behavior and the feeling of the individual Marine that he, alone, can do nothing about change. Recommended changes to the USMC Human Relations Manual will be submitted to HQMC (Code AO3R) for review and approval.

5. Training Program. The training program covers human values, cross-cultural problems, racial issues, and the military man's role in service and society; it consists of three distinct elements:

1. Orientation. The initial orientation presents an overview of the program, provokes thought for further discussion and motivates men to engage in constructive individual actions.

2. Education. The education phase is presented in the form of a series of guided discussions and emphasizes the following:

- a. Philosophy
  - (1) Life, liberty and equality
  - (2) Our values and the fighting man
- b. Minority issues and studies
- c. Culture Shock
- d. Data Collection

3. Individual Action. The Action Program is designed to encourage personal involvement in human relations activities.

- a. Internal USMC
- b. External USMC (Community)

IV. Organization. In order to accomplish the mission, the following organizational structure has been established which consists of four elements:

A. HQMC Human Relations Branch (ADJR). A permanent HQMC Human Relations Training Branch assisted by representatives from A.J.R. has been established in the G-3 Division. The purpose of this Branch is to supervise and coordinate activities of the USMC Human Relations Program. Emphasis will be placed in the following areas:

1. Supervise the conduct of sample attitude surveys among Marine Corps personnel to identify the issues and problem attitudes which are barriers to better working relations between Marines. This lays the foundation for the program.

2. Conduct additional research largely from documentary sources to assist in preparation of corrective educational materials.

3. Prepare and test educational materials with small groups of trainees. Extensive testing is a critical element of the program. The materials not only must be factual, but must be persuasive in correcting specific problem attitudes.

4. Organize the structure and specify the procedures for training, monitoring, and guiding the activities of Marine Corps Human Relations Instructors.

5. Supervise the orientation and training sessions.

6. Develop and institutionalize accompanying individual action programs.

7. Conduct periodic studies to check program effectiveness, and to identify new problem issues.

8. Revise educational materials periodically to keep them current.

9. Institutionalize the program within routine military operations to ensure continuity.

B. The USMC Human Relations Instructors' School

1. Mission

a. Primary: The purpose of the Human Relations Instructors' School is to train an initial cadre of Human Relations Instructors for all commands, and to train additional/replacement instructors for all commands annually.

b. Secondary: To conduct orientation/training courses in Human Relations.

2. Objectives. The objectives of the Human Relations Instructors' School is to train qualified students to effectively:

- a. Give orientation.
- b. Conduct guided discussions.
- c. Organize, implement and monitor the Human Relations Program:
  - (1) Train members of their command.
  - (2) Train small group discussion leaders.
  - (3) Conduct action program.
  - (4) Conduct data collection.

C. Human Relations Instructors. Upon graduation from Human Relations Instructors' School, the Human Relations Instructor is the command level representative in all matters pertaining to the USMC Human Relations Training Program.

1. Mission. The mission of the Human Relations Instructor is to organize, implement, conduct and monitor the Human Relations Training Program at his command.

2. Responsibilities

a. Brief commander and staff on proposed plan for program implementation.

b. Conduct initial orientations for the commander and all members of his command. The policy approved by the Commandant is that no member of the command will receive this orientation until his commander has received it. This policy applies to all command and staff personnel within the organizational structure.

(1) Scheduling should be coordinated through the appropriate training section. The schedule should be announced sufficiently in advance of the presentation so that unit commanders can ensure maximum attendance. Attendance should be recorded to avoid repetitious attendance at the initial orientation.

(2) Materials and equipment necessary for presentation of the initial orientation are an overhead projector, screen and a set of view-graph transparencies which have been developed by the A.I.R./USMC Human Relations Team.

(3) The orientation should be presented in a room that is lighted but sufficiently dim so that the viewgraphs can be seen easily. The room should be light enough so that the instructor can maintain eye contact with the group. When the group is small enough to allow for discussion, the 50 minute orientation may require as much as 3 hours. However, the instructor should allow sufficient breaks so that maximum interest of the audience is maintained.

(4) The orientation text and initial visual <sup>SLIDE</sup> ~~slide~~ will be provided by HOMC.

c. Select and train Unit Discussion Leaders.

(1) Unit Discussion Leaders should be carefully selected and trained for they will conduct the continuing education and action program. Ideally, the discussion leaders should be selected from the normal chain of command, in the unit. This may not always be possible for any number of reasons including disagreement with program philosophy or poor verbal skills.

(2) In selecting personnel for these duties the following criteria should be considered:

- (a) Rank: Corporal through GySgt; 1stLt through Major.
- (b) Minimum 6 to 9 months remaining on station.
- (c) Motivation for and understanding of the ideological concepts of the program.
- (d) High leadership capabilities.
- (e) Good talking and reading ability, and skills in discussion leadership.
- (f) Sound military background with experience in handling men especially desirable.
- (g) Broad general educational background to include an awareness of social problems in the United States and the American-host national relations in foreign countries is highly desirable.
- (h) Minimum GCT and VE of 110.
- (i) Sound moral character.

(3) Instructor will give orientation to all personnel selected to be discussion leaders; he will train those selected in groups of 10 for a minimum of 60 hours.

(4) The Human Relations Training Instructors should assist the discussion leaders in setting up training schedules and suitable training facilities and conditions. Classes should be scheduled with a maximum of 20 participants (15 is desirable) in each group and receive no more than two hours training per day. The training site should have a low noise level and be conducive to free-flowing discussion.

d. Organize and monitor data collection to identify problem issues specific to his area of responsibility. He must plan and implement a system for conducting surveys to assess the attitudes and misunderstanding among various groups, e.g. minority and majority. Based on these studies he must advise HQMC on the need to update or otherwise revise the materials. These surveys will also help measure program effectiveness. Anonymity is imperative in sampling, particularly in interviews and written surveys.

(1) The best procedure is to interview informally; just talk to many people about problems and issues. If a problem is uncovered or an aspect of one that isn't already covered in the educational course, check to see if it is a widespread problem or an idiosyncrasy of one or two people. If the problem is so complex, subtle or sensitive that people would be unable or reluctant to discuss, check it by formal properly sampled interviewing. If it can be checked adequately by a written questionnaire, do so.

(2) Each command should check its own local conditions using the above procedure. This means the Human Relations Instructor must be thoroughly familiar with the educational materials because he will be looking only for additional problems not already in the materials.

(3) Attitudes of Marines in the various groups of the same command must be assessed simultaneously.

(4) Both interviews and group administered written questionnaires will be used in the assessment of attitudes. Formal interviewing may be undertaken using a number of people as interviewers, if this method is used. It is necessary to develop standard interview questions ( a structured outline which includes introductory statements and a list of specific topics to be discussed ). Written questionnaires provided by the HQMC should be the basic tool for collecting information. Advantages of written questionnaires are that they provide tangible data for careful analysis, they avoid bias that may be introduced by interviewers, and they are a much faster way of collecting information. Past experience in Human Relations work has shown that Marines show little hesitancy in giving honest and direct answers concerning their attitudes towards minority/majority and cross-cultural problems.

(5) The purpose of collecting interview and questionnaire data is to assist in identification of the problem issues causing friction between different groups in your command. Tabulation of data may be started as soon as the first group of completed questionnaires are available to determine the frequency and percentage of types of answers to each question. From the preliminary tabulations of data, establish a list of the major issues causing friction between the elements in the command. The overriding objective of this phase is to determine if the issues are the same as those for which the corrective educational materials prepared by the Human Relations Branch are applicable to your situation.

(6) The Human Relations Training Instructor must monitor the quality of training implementation. He should provide each Unit Discussion Leader with forms to provide necessary feedback for identification of problem areas in the unit program, i.e., what educational materials are not working either that he or his trainees don't understand or don't find persuasive, or issues that are not dealt with by the materials. Continuous examination is necessary to discover strengths and weaknesses in the program, need for procedural changes, task priorities and standards of performance. The instructor should make spot checks of unit level training sessions to see if class sizes are within the prescribed limit, if the discussion leaders are adhering to the prepared lesson materials, if sufficient classes are being held, and if proper discussion techniques are being used.

(7) Within any command there are factors which influence human relations between Marines. Research has revealed that there are many myths and misunderstandings circulating among the men about command policies. Some factors affecting human relations are related to:

- (a) Task assignment procedures.
- (b) Promotion and award procedures.
- (c) Judicial problems.
- (d) Other training programs and opportunities.
- (e) Policies, regulations, local practices and customs.
- (f) Individual attitudes of influential personnel within the command.

Instructors should thoroughly analyze these factors and incorporate facts in his training program to clear up some of the myths and misunderstandings.

e. Organize and Conduct the Action Program

(1) Planning the action phase must begin as the educational phase is progressing. The first task will be to identify constructive activities that are already on-going in order to have a basis from which to start. Analyze these activities for wide-spread application considering time involved, problems encountered and results obtained. Acquire information about ongoing and potential new activities by obtaining from company level program representatives a written list of activities in which the men would like to engage. Write up a brief outline plan for the most promising suggestions including a method for evaluation. Locate groups or units who are willing to try out one or more of these plans. Those judged to be effective should be implemented command-wide and a new set of experiments begun on the next promising set of suggestions.

(2) Remember, keep the first set of suggestions as simple as possible and proceed to those more complex. You are interested in individual constructive contacts across wealth, age, and racial lines between Marines and members of the civilian community rather than formal unit community action projects. This program's success will depend on involvement of large masses of men on an individual day to day basis.

(3) When the action program begins, there can be many beneficial aspects for improvement of the individual Marines. For example, there are many Marines who are desirous of completing their high school education. At the same time there are Marines who would be willing to tutor others. Skills will be improved at the same time that the opportunity for constructive interaction is increased. It may be necessary to coordinate with Career Planners, education officers, etc. for assistance with these projects. Some study areas may also need to be provided by appropriate staff sections.

(4) Later, when individual Marines or units are motivated to engage in action projects in the adjacent community such as work in an orphanage or youth center or old folks home, transportation may be necessary. These contacts in the civilian community should go far to improve the image of the Marine Corps.

f. Conduct Periodic Retraining Clinics. Both the HQMC staff and the command level staff will be involved in many administration and management tasks. Instructors and unit level instructors may be lost through transfer and discharge. Regularly scheduled retraining sessions should be held to train replacements and also to enable instructors and discussion leaders to improve their skills and understanding of program content. Planning for logistic support must be effected to include transportation, classroom and office space and equipment, billeting and messing of trainees, communications and schedules for operations.

**g. Determine Nature and Scope of Related Human Relations Work.**

At each command, there will probably be some on-going human relations training programs. The instructors should contact personnel conducting these programs, analyze the scope of the program, and attempt to incorporate these efforts, where possible, with the Headquarters Marine Corps Training Program. Great care should be exercised in contacts with these program leaders to avoid rivalry. They may object on the grounds that this new program is not necessary because its objectives are already being accomplished. In actual fact this program supplements rather than duplicates or replaces ongoing efforts. Leadership schools usually incorporate human relations training. Both courses may be closely related with overlapping approaches to the same goals.

**h. Maintain Liaison with Others In the Command Who Are Involved With Human Relations Matters.** All bases have an Equal Opportunity or Human Relations Council. These sections should be assured that this program is not intended to replace but rather to supplement their operations. These officers will be recipients of complaints that may indicate your program is not as effective as you anticipated. A pattern of similar complaints may be your key that materials need up-dating or that training implementation has not been adequately accomplished and that corrective actions are necessary.

**i. Maintain Liaison with HQMC Human Relations Branch for such matters as changes in educational material.**

**j. Assess Impact of Training Action and Other Program Elements**

(1) The only reliable proof of the effectiveness of your program is the increased working efficiency of the command. There should be an accompanying reduction in friction between the diverse groups, and an improvement in morale.

(2) Instructors should also administer periodic attitude surveys. These may be arranged to test impact of the total program or to measure impact of various segments of the program, education and action.

(3) The most useful measurement will be that which stresses comparison. There are several major comparisons that are useful in determining program effectiveness. These are:

(a) A comparison of relations before (or as) the program began.

(b) A comparison of relations between units implementing the program well, poorly, and not at all.

(c) A comparison of attitude scores before (or as) the program starts and after training.

(d) A comparison based on issues of friction before (or as) the program began versus the current status of issues of friction including relative degrees of intensity.

(e) Liaison procedure for coordination of activities with HQMC will be published under separate directive.

(f) All forms of human relations training and pertinent activities in the areas of human relations should receive as much publicity and attention as possible through commands and community information services. Special attention should be given to news bulletins and format changes to ensure effectiveness.

(g) The human relations training office should be included on all check in/out sheets and readily identifiable for all personnel.

(h) It is desired that individuals or groups be given suitable recognition for meritorious service or achievements to command or community relations through existing awards or those which may be established.

D. Unit Discussion Leaders. The importance of the Unit Discussion Leaders cannot be over emphasized as these discussion leaders will train the vast majority of Marines. Their mission is to train no more than 20 men per group, no more than two hours per day unless otherwise directed.

V. Command Emphasis. All commanders are responsible for the Human Relations Training Program within their command and should ensure a continuing program of education in Human Relations for all Marines of their command. Emphasis should be placed on the following areas:

A. Human Relations Instructors. All major commands have been directed by the Commandant of the Marine Corps to assign graduates from Human Relations Instructors' School to perform primary duties as Human Relations Instructors. These instructors should be members of their command. There will be no less than one instructor for each 1,000 men. Commanders should provide a system for ensuring that each vacancy will be filled on a continuing basis with school trained personnel. Commanders should assist the Human Relations Instructors by providing the support, personnel, and facilities required to accomplish their prescribed duties; conduct of the Human Relations Training Program will be their primary and only duty.

B. Orientation and Training. Commanders are responsible for ensuring that an adequate program is arranged to present the prescribed orientation and training to all members of his command. The orientation, scientifically based, will be given by graduates from Human Relations Instructors School.

C. Action. Commanders should place particular emphasis on establishing an effective Action Program. If the Action Program fails, it will adversely affect the entire Human Relations Training effort.

D. Unit Discussion Leaders. Commanders are responsible for training the specified number of unit discussion leaders and will maintain proper cognizance to ensure the discussions remain relevant to the basic mission and objectives outlined in paragraphs I and II.

VI. Conclusion. Success of this program will depend on a combination of command support, continuing educational sessions held by dedicated, school trained personnel and a well organized extended individual action program throughout the Corps. Through this tool of leadership many of the Corps' and the Nation's human relations problems may be ameliorated or resolved.



DEPARTMENT OF THE NAVY  
HEADQUARTERS UNITED STATES MARINE CORPS  
WASHINGTON D C 20380

MPE-32-ja  
15 May 1974

From: Commandant of the Marine Corps  
To: All General Officers and Commanding Officers  
Subj: Human relations training

1. The purpose of this letter is to inform you of the transfer of the Human Relations Training function from San Diego to the resident schools at MCDEC, together with the concept and supporting rationale.
2. The closing of the Human Relations Institute at San Diego was directed by Congress. This will occur in July 1974 after a class of reserves graduates. Thereafter, the function will be conducted at the resident schools, MCDEC, where it will be incorporated into the ongoing leadership training with heavy emphasis on human relations.
3. The goal of this program modification is to provide Marine leaders with the knowledge and skills necessary to lead Marines in order to ensure the highest combat readiness of the Corps, the continued success of the Marine Corps in combat, and the fair and equal treatment of Marines at all times.
4. Conceptually, leadership training is to be conducted throughout the Marine Corps through a system of education, action, and by example. To this end and commencing in FY-75:
  - a. Instruction to be given at The Basic School (about three weeks) will qualify the student to perform the duties of Unit Discussion Leader (UDL), as well as to prepare him for his leadership duties.
  - b. Instruction to be given at the Amphibious Warfare School and the Communication Officer School (about five weeks) will qualify the student to perform the duties of Leadership Instructor. These duties include teaching basic leadership principles, teaching others to be UDL's, and performing the duties of UDL when needed.
  - c. Instruction to be given at the Command and Staff College (about three weeks) will qualify the student to supervise, manage, monitor, and inspect all leadership training.

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15 May 1974

Subj: Human relations training

d. Instruction to be given at the Staff Noncommissioned Officers Academy (about 20 hours) will qualify the student to perform the duties of Assistant Unit Discussion Leader (AUDL), and to supervise, manage, and monitor individual leadership action. This course will include examination of real life problems and will stress the application of leadership principles.

e. A mobile training team will be available to conduct training sessions in those field commands where there are voids in trained UDL's. The instruction will be designed to train selected leaders to be UDL's and AUDL's, and when required, the team will conduct training for appropriate staff officers.

5. The Marine Corps philosophy and approach to human relations is sound, successful, and in its short life has borne significant results. The coordinated leadership education program generally described above is expected to upgrade and strengthen our human relations program. It offers the prospect of producing quality UDL's and AUDL's in increased numbers to meet the needs of the Corps on a continuing basis. It eliminates the need for full-time human relations instructors which we can ill afford in view of high manpower costs. Finally, it places the responsibility of this important function squarely on the leader who is the traditional teacher in our Corps.

6. You will be provided additional details and guidance in appropriate directives. For now, using the trained Marines on board, I expect you to take those actions necessary to put human relations training into the hands of your leaders.

7. I ask for your continued, conscientious, and dedicated support for equality, fair treatment, and racial harmony.

*R. E. Cushman, Jr.*  
R. E. CUSHMAN, JR.

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DEPARTMENT OF THE NAVY  
HEADQUARTERS UNITED STATES MARINE CORPS  
WASHINGTON, D. C. 20380

MCO 5390.2  
MPE-32-1fb  
8 Apr 1975

MARINE CORPS ORDER 5390.2

From: Commandant of the Marine Corps  
To: Distribution List

Subj: Leadership/Human Relations Program

Ref: (a) 10 USC, 5947 (NOTAL)  
(b) MARCORMAN, par. 5390  
(c) MCO P5600.31C (NOTAL)  
(d) MCO P1510.23A  
(e) MCO P1500.12G

Encl: (1) Individual Action  
(2) Mission and Functions of Marine Corps Leadership Instruction Department  
(3) Duties of the Leadership Instructor  
(4) Unit Discussion Leader Course Program of Instruction  
(5) Formal Schools Providing Comprehensive Leadership Training  
(6) Administrative Entries for OQR's and SRB's  
(7) Participant Learning Objectives  
(8) Transmittal Sheet for Recommended Changes to Leadership/Human Relations Manuals  
(9) Command Leadership/Human Relations Chronology Report  
(10) Marine Corps Leadership/Human Relations Inspection Guide  
(11) Special Instructions for Marine Detachments Afloat

Report Required: Command Leadership/Human Relations Chronology Report (Report Symbol MC-5390- ) par. 16

1. Purpose. To provide information and promulgate policy and implementing instructions concerning the Marine Corps Leadership/Human Relations Program during the transition from human relations training to comprehensive leadership training.

2. Cancellation. MCO 5350.4A.

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### 3. Policy

a. The Marine Corps will have a continuing program of leadership/human relations for all Marines. The program will be executed to supplement those other Corps-wide leadership efforts whose primary purpose is the maintenance of the highest degree of combat readiness.

b. All Marines, officer and enlisted, will participate in a minimum of 20 hours of leadership/human relations training annually. This training will be followed by a positive, individual action effort, which is addressed in enclosure (1).

c. All locally sponsored programs will be conducted in such a manner that they contribute effectively to the improvement of leadership and the human relations climate within the command. No Marine Corps command will undertake any program of leadership/human relations training which involves the use of any techniques inconsistent with Marine Corps policies which foster self-discipline and organizational unity. This refers specifically to techniques derived from psychotherapy, such as laboratory games used in group therapy, encounter groups, sensitivity training sessions, emotional confrontation, informal cross-rank address, unstructured rap sessions, touch-feel games, transactional analysis or structural analysis. Leadership training will be conducted in accordance with recognized and proven traditional military techniques and principles.

d. Conceptually, leadership/human relations training will be conducted Marine Corps-wide, through a system of education, action, and by example. Leadership/human relations doctrine and techniques will be taught to Marine leaders in the formal schools system and in the field. The recipients of this training will in turn teach and lead other Marines.

### 4. Background

a. Reference (a) outlines the general responsibility of commanding officers for the morale, physical well-being, and welfare of the Marines under their command. Reference (b) cites those specific requirements of military leadership which have historically governed the basic relationships between Marine officers and noncommissioned officers, and the Marines they lead.

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b. The Marine Corps Human Relations Program was designed as a tool of military leadership, with the basic objective, through education and action, to ensure more constructive relationships among Marines and between Marines and individuals outside the Marine Corps. This initial effort was directed toward ameliorating racial problems.

c. The program is currently undergoing a transition from human relations to a much broader leadership training program. During this transition, educational materials and the system currently in use will continue to be the basis for leadership/human relations training. By 1 July 1976, leadership/human relations will be improved upon and reorganized by meshing various elements of traditional leadership with the human relations dual-life philosophy. This more comprehensive leadership will institutionalize within the Marine Corps a training system to provide Marine leaders with the knowledge and skills necessary to ensure the highest combat readiness of the Corps, the continued success of the Marine Corps in combat, and the fair and equal treatment of all Marines at all times.

5. Objectives. The objectives of the Marine Corps Leadership/Human Relations Program are:

a. To improve leadership instruction in selected formal schools.

b. To teach concerned and responsible leadership in selected formal schools and in the field.

c. To foster the constant application of leadership doctrine by all Marine leaders.

d. To promote harmonious interaction among Marines across barriers of race, ethnic group, grade, age and sex.

e. To promote fair and equal treatment for all Marines.

6. Program Structure. The Marine Corps Leadership/Human Relations Program will be conducted in the following manner:

a. First Year of Participation

(1) Orientation Phase. To provide an introduction, stimulate interest and provide basic program information.

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(2) Discussion Phase. Participants discuss the materials in NAVMC 2648.

(3) Individual Action Phase. In this effort the individual Marine will be encouraged and influenced by all Marine leaders during the year to make positive contributions in association with one another and in local civic endeavors.

b. Second Year of Participation

(1) Orientation Phase. To provide review information with deliberate emphasis on action and leadership.

(2) Discussion Phase. Participants discuss the materials in NAVMC 2649.

(3) Individual Action Phase. In this effort the individual Marine will be encouraged and influenced by all Marine leaders to make positive contributions in association with one another and in local civic endeavors. During this period command leadership training should stress the responsibilities of leaders and potential leaders in developing their Marines morally, mentally, and physically.

c. Third and Subsequent Years of Training

(1) Orientation Phase. To provide a review of the philosophical materials presented in the first 2 years and renew emphasis on individual action and professional leadership.

(2) Discussion Phase. Participants in the third year will discuss the materials in NAVMC 2650. Participants in subsequent years will discuss materials as provided.

(3) Individual Action Effort. Individual action, with emphasis on self-improvement and concern for others, will continue throughout the year. The Marine will be encouraged to improve himself professionally and personally through participation in activities of his own choosing. These activities could include the pursuit of civilian education, increasing occupational skills to enhance eligibility for promotion, or participation in martial arts training to develop the physical stamina and self-confidence of a good leader. Simultaneously, the Marine will be encouraged to maintain a personal program of concern for his fellow Marines and to participate in local civic functions.

d. Discussion Group

(1) Composition. To foster an in-depth discussion of all relevant topics, and an association with Marines of different backgrounds, each command must ensure that discussion groups are composed of the widest possible age, grade, race, ethnic and sex mix. To ensure that everyone has the opportunity to express his views, discussion groups should not exceed 20 members.

(2) Participants. The participants should understand that they are attending a conference and not a class or a period of instruction. Each person should participate freely, with the knowledge that the discussion will suffer where the group is not exposed to individual viewpoints and observations. The role of the discussion leader should not be viewed as that of a teacher or instructor, but as that of a moderator, stimulator and summarizer. Each leader participating in a discussion group should prepare himself to actively assume a leadership role within the discussion group.

(3) Facilities. Discussion groups should meet in a well lighted room of comfortable size. If a large conference room is available it should be employed. Each participant should face inboard to enhance the discussion technique. Classroom styled situations, where all members sit in rows facing the discussion leader, should be avoided.

7. Leadership/Human Relations Organization. Three organizations are charged with overseeing the successful execution of the Marine Corps Leadership/Human Relations Program.

a. Equal Opportunity Branch (CMC (Code MPE)). This Branch, under the cognizance of the Director, Manpower Plans and Policy Division, Headquarters, U. S. Marine Corps, assists in matters pertaining to the development, implementation and monitoring of the Leadership/Human Relations Program. Additionally, the Branch conducts staff visits to commands for the purpose of evaluating the progress and effectiveness of the commands' leadership/human relations programs, offering recommendations for improvement, and gathering information for the development of future programs.

b. Leadership Instruction Department. The Leadership Instruction Department is located at the Marine Corps Development and Education Command, Marine Corps Base, Quantico, Virginia. It is a field service activity under

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the operational control of Headquarters, Marine Corps. The mission and functions of the Leadership Instruction Department are cited in enclosure (2).

c. Command Staff Organization. These organizations function as prescribed by the appropriate echelons of command.

8. Leadership/Human Relations Instructional Staff

a. Leadership Instructor. Students of the Amphibious Warfare School and the Communication Officers School will receive training qualifying them as leadership instructors. A portion of this education will address the training of unit discussion leaders and the administration of other appropriate leadership training. Graduates of these two formal schools will be designated leadership instructors and will perform these duties on an additional duty basis as required by the commands in which they serve. The duties of the leadership instructor are contained in enclosure (3). Because of program similarity between human relations and comprehensive leadership training, those commands having graduates of the Human Relations Institute who are human relations officers and/or human relations instructors, are authorized to use them to perform leadership instructor duties until they are transferred or reassigned. Educational materials will be developed for use in fully qualifying human relations instructors as leadership instructors.

b. Unit Discussion Leader (UDL)

(1) All assigned unit discussion leaders will be officers or staff noncommissioned officers. Officers receiving training at The Basic School, beginning with Basic Class 1-76, will receive comprehensive leadership training qualifying them as unit discussion leaders. A second source of unit discussion leaders will be command sponsored unit discussion leader schools conducted in accordance with enclosure (4).

(2) The use of two leaders in a discussion group is encouraged. When two leaders share the responsibility for the conduct of the sessions the quality of the discussions is greatly enhanced. One of the unit discussion leaders must be a graduate of an authorized training program.

(3) When it is not possible to assign two discussion leaders, the unit discussion leader should coordinate with the senior officer, or in the absence of an officer the senior staff noncommissioned officer, in the discussion

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group to review educational materials and plan for their respective roles in the discussion group. Liaison should continue for the duration of the discussion, with the unit discussion leader and the senior participant effecting an informal team relationship.

c. Mobile Training Teams. The mobile training teams are organic to the Leadership Instruction Department and are composed of members of that department. They are designed to provide the Commandant of the Marine Corps the instructional staff necessary to train Marine leaders to implement, conduct and monitor leadership training at locations in the field. The teams will train individuals to be unit discussion leaders in those field commands where there are voids in trained unit discussion leaders. Additionally, as part of the development effort, the mobile training teams will conduct research, gather data, monitor and provide staff assistance to command programs.

9. Leadership/Human Relations Symposia. An annual leadership/human relations symposium will be hosted by the Commandant of the Marine Corps (Code MP). Mandatory quota allocations and funding requirements will be contained in the current 7100 series Marine Corps bulletin. Commands desiring quotas in addition to those allocated by the 7100 series bulletin, and addressed in the current 5390 series bulletin, should submit requests to CMC (Code MPE).

10. Comprehensive Leadership Training Within the Formal Schools System

a. Enclosure (5) contains a list of those formal Marine Corps schools that will include comprehensive leadership training in their programs of instruction. Students attending these schools will receive the comprehensive leadership training presented by the Leadership Instruction Department located at Marine Corps Base, Quantico, Virginia.

b. Commanders of formal schools not included in enclosure (5) that include leadership/human relations training in their programs of instruction, will ensure that such instruction is consistent with comprehensive leadership training and the specific instructions contained in paragraph 4c of this Order.

c. Commanders of formal schools not included in enclosure (5) may request assistance from the Commandant of the Marine Corps (Code MPE) in the development and implementation of comprehensive leadership courses for their schools. Upon approval of the request, the Commandant of the Marine Corps will provide appropriate assistance to the school commander.

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d. Students who receive comprehensive leadership training at one of the formal schools listed in enclosure (5) will have satisfied the annual 20-hour leadership/human relations training requirement. Appropriate OQR/SRB entries (see enclosure (6)) should be made by the parent commands.

11. Civilians. Those civilian employees serving in supervisory capacities shall attend leadership/human relations training. Civilian employees serving in nonsupervisory positions are encouraged to participate in leadership/human relations training.

12. Training for Other Military Service Personnel

a. Personnel from other military services who are assigned to Marine Corps commands are authorized to participate in their 18-hour DOD required human relations training exclusive of the Marine Corps if they can receive their own service peculiar program. Where such an opportunity does not exist, they will participate in the Marine Corps Leadership/Human Relations Program in order to satisfy DOD training requirements. Decision as to which program will be undertaken will reside with the commander exercising operational control. However, other service members will not be required to participate in more than 20 hours of training annually, regardless of the source of training.

b. Commanders who have other service members assigned, or are in close proximity to other Marine Corps and/or other service commands to which Marines are assigned, are authorized to furnish these personnel leadership/human relations training. This training must be requested by the appropriate other service commander and be within the capabilities of the leadership/human relations instructors on board.

c. Appropriate remarks concerning the training of other service personnel will be included in the Command Leadership/Human Relations Chronology Report.

13. Manuals. Procedures for requisitioning replacement leadership/human relations manuals are contained in reference (c).

14. Participant Learning Objectives. Participant learning objectives for leadership/human relations training are provided in enclosure (7) to assist the commander in assessing the effectiveness of training.

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15. Action

a. Commanders will:

(1) Ensure that all Marines, officer and enlisted, participate in 20 hours of leadership/human relations training annually. Marines undergoing recruit or formal training are not required to undergo leadership/human relations training while attending those schools. Marines under orders to an overseas tour from a permanent CONUS duty station will receive their first year training prior to transfer, except in the foregoing cases.

(2) Implement the program at every echelon employing either graduates of the Human Relations Institute, graduates of the formal schools at Quantico, graduates of the unit discussion leader schools, or officers and noncommissioned officers trained by mobile training teams. The course emphasis indicated in enclosure (5) will be used as a basis for specific assignments.

(3) Ensure that each discussion group is briefed on individual member responsibilities with respect to the discussion. Individual responsibilities are based on a participant/conference relationship and not one of student to class.

(4) Maintain proper cognizance over each discussion group through periodic monitoring to ensure that the discussions are conducted in accordance with this Order.

(5) Ensure that each discussion group is composed of representative ratios of age, grade, sex and ethnic group, to the extent unit assets will permit.

(6) Participate in all phases of the leadership/human relations program to include ensuring that their commands have internal and external action programs in being.

(7) Ensure the development of a master plan for the conduct of leadership/human relations training, outlining the command's training program for all Marines and civilian supervisors, and effecting the desired grade and age spread which is vital to successful training. In this regard, commanders are authorized to utilize some senior officers and/or senior staff noncommissioned officers to participate in and monitor training in which they have previously participated. These senior officers and staff noncommissioned officers will bring to the discussions both experience and leadership. Officers and staff noncommissioned officers so utilized should receive appropriate credit by OQR/SRB

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entry for having participated in their annual leadership/human relations training. The leadership/human relations training plan should be incorporated into the command's training directives.

(8) Ensure that all civilian supervisors receive 20 hours of leadership/human relations training annually.

(9) Select leadership instructors, assigning them to duties as outlined in enclosure (3) and making OQR/SRB entries as outlined in enclosure (6). Such duties should be performed on an additional duty basis. Where available, more than one leadership instructor should be utilized to conduct UDL training. Inactive leadership instructors are required to participate in appropriate phase leadership/human relations training.

(10) Assign officers and staff noncommissioned officers as unit discussion leaders making OQR/SRB entries as outlined in enclosure (6). Officers and staff noncommissioned officers so assigned should have received unit discussion leader training during officer basic training, or from either a Human Relations Institute graduate, a leadership instructor, or a member of the Leadership Instruction Department's Mobile Training Team. Enclosure (4) is to be used as a guide when training unit discussion leaders. Unit discussion leaders who are not active are required to participate in the appropriate phase of leadership/human relations training annually.

(11) Ensure that OQR's and SRB's contain appropriate entries as reflected in enclosure (6).

(12) Request mobile training team assistance in those cases where adequately qualified unit discussion leaders are not on board or where special emphasis is needed in the conduct of a local program. This request should be addressed to the Commandant of the Marine Corps (Code MPE) with a copy to the Chief, Leadership Instruction Department, Marine Corps Education Center, MCDEC, Quantico, Virginia 22134.

(13) Transmit recommended changes to Leadership/Human Relations manuals to the Commandant of the Marine Corps (Code MPE) with a copy to the Chief, Leadership Instruction Department, Marine Corps Education Center, MCDEC, Quantico, Virginia 22134 utilizing the format contained in enclosure (8).

(14) Submit the Command Leadership/Human Relations Chronology Report in accordance with enclosure (9).

8 Apr 1975

(15) Employ enclosure (10) as a guide in monitoring and inspecting the command's leadership/human relations programs and in preparing for Inspector General visits.

(16) Ensure appropriate entries are made in the training records of civilian personnel who attend subject training.

b. Commanding officers of Marine detachments afloat will use the additional instructions contained in enclosure (11).

c. The Chief, Leadership Instruction Department will:

(1) Carry out missions and functions as outlined in enclosure (2).

(2) Conduct staff visits to field commands as directed by the Commandant of the Marine Corps.

(3) Submit trip reports within 30 days of each staff visit to the Commandant of the Marine Corps (Code MPE).

(4) Submit a narrative course completion summary to the Commandant of the Marine Corps (Code MPE) within 30 days of completion of each course conducted at the formal schools listed in enclosure (5). Outline highlights of instruction, problems encountered, and make additional comments as deemed appropriate.

(5) Submit programs of instruction and recommended changes to the Commandant of the Marine Corps (Codes MT and MTES) in accordance with references (d) and (e), and to Code MPE.

16. Reports Required. Semiannually, commanding generals and commanding officers will submit the report outlined in enclosure (9). This report will reach the Commandant of the Marine Corps (Code MPE) not later than 30 days following the end of the reporting period (reporting periods end 30 June and 31 December).

17. Reserve Applicability. This Order is not applicable to the Marine Corps Reserve.

*John M. McLaughlin*  
JOHN M. MCLAUGHLIN  
Chief of Staff

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MCO 5390.2  
8 Apr 1975

### INDIVIDUAL ACTION

1. Definition. Individual action is defined as the conscious commitment by Marines to put into action in their daily activities the principles, traits, and fundamental elements of the leadership/human relations program. It includes recognizing one's responsibilities as a Marine, acquiring the skills needed to fulfill them, and carrying them out through positive behavioral activities that protect and defend life.

2. Purpose. The purpose of individual action is to extend leadership/human relations training beyond the classroom so that the principles, traits and fundamental elements can be practiced consistently with dedication, by example, and daily throughout a career.

3. Scope. The scope includes self-improvement and constructive interpersonal relations with Marines of all racial, ethnic, social, and economic backgrounds, between Marines and members of other armed services, and between Marines and civilians at home and overseas.

3 Apr 1975

MISSION AND FUNCTIONS OF  
MARINE CORPS LEADERSHIP INSTRUCTION DEPARTMENT

1. MISSION. The mission of the Leadership Instruction Department is to train Marine Corps leaders in the principles and techniques of sound leadership with heavy emphasis on human relations.

2. Functions. As prescribed by the Commandant of the Marine Corps, the functions of the Leadership Instruction Department are to:

a. Conduct leadership training courses in the formal schools at MCDEC.

b. Conduct leadership training courses at field commands.

c. Conduct special courses at MCDEC in leadership training.

d. Assist in:

(1) The development, testing and revision of leadership courses and manuals.

(2) The study of prevailing conditions, attitudes, prejudices and behavior effecting leadership training.

(3) The evaluation of the effectiveness of Marine Corps leadership training.

ENCLOSURE (2)

MCO 5390.2  
8 Apr 1975

DUTIES OF THE LEADERSHIP INSTRUCTOR

1. Leadership instructors will receive formal training during attendance at Amphibious Warfare School and Communication Officers School.
2. The leadership instructor, on an additional duty basis, performs the following tasks:
  - a. Plans, organizes and conducts training for unit discussion leaders.
  - b. Assists and monitors discussions conducted by unit discussion leaders.
  - c. Organizes and monitors data collection to identify problem issues peculiar to local areas.
  - d. Monitors data collection as directed by higher headquarters.
  - e. Organizes and conducts periodic refresher training clinics for leaders and unit discussion leaders.
  - f. Assesses and reports the impact of guided discussions, leadership actions and other leadership training elements.

MCO 5390.2  
3 Apr 1975

UNIT DISCUSSION LEADER COURSE  
PROGRAM OF INSTRUCTION

(To Be Published Separately)

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ENCLOSURE 14

8 Apr 1975

FORMAL SCHOOLS PROVIDING  
COMPREHENSIVE LEADERSHIP TRAINING

1. Leadership/human relations training will be developed and conducted by the Leadership Instruction Department, Marine Corps Education Center, MCDEC, Quantico, Virginia 22134. Course emphasis and length are provided below.
2. The Basic School (TBS) and Woman Officer Basic Course (WOBC) - 120 hours. Students of TBS and WOBC will be trained as unit discussion leaders.
3. Amphibious Warfare School (AWS) - 120 hours. The AWS course will prepare students to teach others to be unit discussion leaders. Graduates will be trained as leadership instructors.
4. Advanced Communication Officers School (ACOS) - 120 hours. Same as the AWS student.
5. Command and Staff College (C&S) - 60 hours. The course will emphasize supervision, management, monitoring, inspection, and appropriate participation in leadership training.
6. Staff Noncommissioned Officers Academy (SNCO Academy) - 20 hours. The course will place emphasis on the development of skills that will enable graduates to assist unit discussion leaders in discussion groups, and to supervise, manage, and monitor individual leadership action. This course will cover a review of the leadership philosophy to include examples of real life problems. It will stress the application of leadership principles.

ENCLOSURE (5)

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MCO 5390.2  
8 Apr 1975

ADMINISTRATIVE ENTRIES FOR OQR'S AND SRB'S

1. The below-listed samples are to be used as a guide for commanders in making administrative entries on page 3 of OQR's and page 11 of SRB's concerning leadership/human relations.

a. When individuals have successfully completed unit discussion leader's training:

"Successfully completed unit discussion leader's training this date and is certified as a qualified unit discussion leader for NAVMC's \_\_\_\_\_." (2648, 2649, 2650 as appropriate)

b. When a Marine is assigned duties as a unit discussion leader:

"Assigned this date to additional duties as a unit discussion leader."

c. When unit discussion leaders will no longer perform discussion leader duties:

"Satisfactorily completed additional duties as a unit discussion leader this date."

d. Upon transfer of a unit discussion leader:

"Satisfactorily performed duties as a unit discussion leader and is recommended for assignment to these additional duties."

e. When a trained unit discussion leader is considered not qualified to perform duties as a unit discussion leader:

"Determined this date to be unqualified to perform duties as a unit discussion leader."

f. When a Marine is assigned duties as a leadership/human relations instructor:

"Assigned this date to additional duties as a leadership/human relations instructor."

g. When a leadership/human relations instructor has performed duties in leadership/human relations and is reassigned to duties other than leadership/human relations:

or 1.0

"Reassigned from duties in leadership/human relations this date."

h. When individual Marines have received 20 hours of training the first year:

"Received 20 hours of leadership/human relations training for calendar year \_\_\_\_\_ using NAVMC 2648 IAW MCO 5390.2."

i. When individual Marines have received 20 hours of training the second year:

"Received 20 hours of leadership/human relations training for calendar year \_\_\_\_\_ using NAVMC 2649 IAW MCO 5390.2."

j. When individual Marines have received 20 hours of training for the third and subsequent years:

"Received 20 hours of leadership/human relations training for calendar year \_\_\_\_\_ using NAVMC 2650 IAW MCO 5390.2."

k. Entry for inclusion in the service records of U. S. Navy personnel who have received 20 hours of leadership/human relations training within the Marine Corps:

"Received race relations training with the Marine Corps while undergoing human relations training (1st, 2d, etc. year) as required by DOD Directive 1322.11. This training was conducted at (command/place) on (date)."

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8 Apr 1975

PARTICIPANT LEARNING OBJECTIVES  
HUMAN RELATIONS LEADERSHIP DISCUSSION MANUAL,  
VOL. I, NAVMC 2648

1. Upon completion of training in section 1, pages 1 through 30, the participant will be able to explain in his own words his basic responsibility as a group participant to:

- a. Participate in group discussions.
- b. Listen to all viewpoints during discussions.
- c. Take an active part in individual action assignments.
- d. Explain that each participant can help as an individual by improving his understanding of others.

2. Upon completion of training in section 2, pages 31 through 73, the participant will, in his own words, be able to:

- a. Explain that "values," such as life, liberty and equality are those things that are important to him and to others.
- b. Explain the theory, as discussed in the manual, that "Life is man's most basic value."
- c. Explain the life value theory, as discussed in the manual, as e.g., "The life value theory is a dual value of self and others."
- d. Explain the theory that "Reason is the balancer in the dual life theory of self and others."

3. Upon completion of training in section 2, pages 74 through 95, the participant will, in his own words, be able to:

- a. Explain how "political freedom" protects human life by giving a definition of political freedom as e.g., "A meaningful life protecting voice (vote) in one's own rule."
- b. Explain the meaning of "equality" as discussed in class by defining equality as e.g., "Each person's life is as important to him as my life is to me."

4. Upon completion of training in part 2, pages 88 through 118, the participant will, in his own words, be able to:

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a. Explain that the proper role of the military man is to defend and protect human life.

b. Explain that the need for order/discipline in the military is essential for mission accomplishment.

c. State that the four indicators of effective leadership are: discipline, esprit, morale, and combat effectiveness, or words to that effect. (pp 103-104)

5. Upon completion of training in section 3, pages 119 through 210, the participant will, in his own words, be able to:

a. Apply the four step cross-cultural adjustment guide approach to a given problem in order to reduce any misunderstanding one may have of others. (page 121)

b. Explain that the basis for differences such as skin color, culture and language may exist for reasons of survival.

c. Define "prejudice" and give an example of how it affects self and others.

d. Give an example of how "name calling" can affect self and others.

e. Explain why we discuss problems of misunderstandings, prejudice, and name calling, and give an example of how they adversely affect the Marine Corps.

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MCO 5390.2  
5 Apr 1975

PARTICIPANT LEARNING OBJECTIVES  
HUMAN RELATIONS LEADERSHIP DISCUSSION MANUAL,  
VOL. II, NAVMC 2649

1. Upon completion of training in section 4, pages 1 through 140, the participant will, in his own words, be able to:
  - a. State and explain the four step cross-cultural adjustment approach suggested in the manual (page 12) to help reduce culture shock, e.g.,
    - (1) Try to find the reason for the difference.
    - (2) Knock off exaggerations - get the facts.
    - (3) Compare the alleged differences to similarities in one's own culture.
    - (4) Toughen up mentally
  - b. Define "culture shock" as a negative reaction to a different culture.
  - c. Explain how culture shock "sickness" can adversely affect the combat readiness of a unit. (page 6)
  - d. Explain that a sign of culture shock is denouncing or making fun of everything in another culture. (page 7)
  - e. Explain how culture shock could cause some current problems such as UA, racial unrest and insubordination.
  - f. Use the four step cross-cultural adjustment approach to dispel the generalization that all the host nationals are
    - (1) Corrupt or that they try to bribe you.
    - (2) Seemingly unclean because their sanitation is below American standards.
    - (3) Lazy because they sleep during the day.
  - g. Explain that the reason we discuss the religion of the host nationals is to attempt to dispel the idea that they don't value their lives, and to create more respect for their customs.

2. Upon completion of training in section 5, pages 141 through 174, the participant will, in his own words, be able to:

a. Explain that the main purpose of government is maximum human welfare (the life value).

b. Explain that the four main components of an ideal government are:

(1) All the freedom possible.

(2) All the control necessary.

(3) Constitutional control of changes (by voting).

(4) Taproot - the right to make life-protecting changes

c. Explain how the above four components relate to the military.

d. Explain why more control is necessary and less freedom is possible in the military than in civilian society. (page 165)

e. Explain how prejudice can injure those without an equal life-protecting voice in government. (page 174)

3. Upon completion of training in section 6, pages 175 through 223, the participant will, in his own words, be able to:

a. Explain that the reason male-female relations are addressed in these discussions is because ignorance of them causes misunderstanding, hostility and a lack of respect overseas that can adversely affect the combat efficiency of a unit.

b. Discuss what action individuals can take to improve leadership within the Marine Corps.

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3.1.1

TRANSMITTAL SHEET FOR RECOMMENDED CHANGES TO THE  
LEADERSHIP/HUMAN RELATIONS MANUAL

HEADING

Originator's Code  
File Number  
Date

From:

To: Commandant of the Marine Corps (Code MPE),  
Headquarters, U. S. Marine Corps, Washington, D. C.  
20380

Subj: Recommended Changes to Volume \_\_\_\_\_ of the Marine Corps  
Leadership/Human Relations Discussion Manual

Ref: (a) MCO 5390.2

1. In accordance with the provisions of reference (a), the  
below-recommended changes are submitted:

Page(s) \_\_\_\_\_

Subject:

Problem:

Recommended Change: (Include complete page or sentence  
change as appropriate. Most importantly, be specific.)

Copy to: Chief, Leadership Instruction Department,  
Marine Corps Education Center, MCDEC,  
Quantico, Virginia 22134

ENCLOSURE (8)

8 Apr 1975

COMMAND LEADERSHIP/HUMAN RELATIONS CHRONOLOGY REPORT

1. The Command Leadership/Human Relations Chronology Report concerns leadership/human relations events that have taken place in the command during the reporting period. The reporting period is defined as the calendar year up to the date of the report, i.e., 30 June or 31 December. The report will include, but not be limited to the following:

a. Training Information

(1) Percentage of personnel on board at the end of the reporting period who have received training (from any source) in:

(a) Volume I \_\_\_\_\_

(b) Volume II \_\_\_\_\_

(c) Volume III \_\_\_\_\_

(d) Subsequent Training \_\_\_\_\_

NOTE: If a Marine has completed more than Volume I training he should be figured into the percentages for all training he has completed.

(2) Percentage of personnel (Marines and civilian supervisors) trained by the command during the calendar year. (Disregard incoming personnel who were trained by their previous command, but count command trained personnel who have been transferred.) Figure the percentage using the following computation: (a) Number of personnel trained by the command divided by (b) The number of personnel in the command on January 1 who needed training (should be 100 percent) plus (c) Number of personnel who joined requiring training minus (d) The number of personnel transferred during the year who did not receive training.

$$\frac{a}{(b+c) - (d)} = \text{Percentage trained by the command.}$$

(a) Percentage of Marines trained by the command \_\_\_\_\_.

(b) Percentage of civilians trained by the command \_\_\_\_\_.

(3) Discussion leaders:

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(a) Number trained by the command during the current calendar year:

Officers \_\_\_\_\_ SNCO's \_\_\_\_\_

(b) Number on hand at the end of the reporting period:

Officers \_\_\_\_\_ SNCO's \_\_\_\_\_

b. Action Program

(1) Describe the command's philosophy with respect to individual action efforts being undertaken within the command (Internal Action Program). Provide concrete example and rationale.

(2) Describe the command's philosophy with respect to individual action efforts being undertaken in the civilian community (External Action Program). Provide concrete examples and rationale.

c. Problem Areas

(1) How many leadership/human relations instructors are currently on the rolls of the command? What are the anticipated losses during the next 6-month period (Indicate name, grade and reason for loss)?

(2) What problems have been encountered with the educational materials, and what actions have been taken to correct these problems?

(3) What problems have been encountered in the discussion groups?

(4) What problems have been encountered with unit discussion leader's training?

d. Provide a commander's evaluation of the following:

(1) The adequacy of unit discussion leader criteria and training.

(2) The impact of the leadership/human relations program on the command's effectiveness, discipline, esprit and morale.

2. Recommendations for improvement in the leadership/human relations program are encouraged.

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MARINE CORPS LEADERSHIP/HUMAN RELATIONS  
INSPECTION GUIDE

MARINE CORPS ORDER

1. Is the current edition of MCO 5390.2 being maintained in the command's files?
2. Does the order have all current changes (if any)?

COMMAND EMPHASIS

1. Has the commander participated in 20 hours of leadership/human relations training for the current calendar year? (MCO 5390.2, par. 3b.)
2. Has the commander's staff participated in 20 hours of leadership/human relations training for the current calendar year? (MCO 5390.2, par. 3b.)
3. Does the commander brief each discussion group at the onset of its training? (MCO 5390.2, par. 15a(3).)
4. Does the command have internal and external action programs in being? Cite specific examples. (MCO 5390.2, par. 15a(6).)

LEADERSHIP/HUMAN RELATIONS SYMPOSIUM

Has the command budgeted for representatives to attend the annual Leadership/Human Relations Symposium? (MCO 5390.2, par. 9.)

PERSONNEL

1. How many leadership instructors and human relations instructors are assigned to the command?
2. How many leadership instructors and human relations instructors are assigned duties as leadership/human relations instructors?
3. Are the leadership instructors and human relations instructors assigned to duties in the leadership/human relations field performing their duties on an additional duty basis? (MCO 5390.2, par. 15a(9).)

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4. Are the leadership instructors or human relations instructors assigned adequate to conduct the Leadership/Human Relations Program?
5. If the answer to #4 is "no", what action has the commander taken, to include requesting a HQMC staff visit? (MCO 5390.2, par. 7a.)
6. How many trained unit discussion leaders are in the command?
7. How many have conducted training within the past 6 months?
8. Are adequate unit discussion leaders assigned to ensure the proper execution of the Leadership/Human Relations Program?
9. If the answer to #8 is "no", what action has the commander taken, to include requesting the assistance of a mobile training team? (MCO 5390.2, par. 15a(12).)
10. Are all unit discussion leaders officers or staff noncommissioned officers? (MCO 5390.2, par. 15a(10).)
11. If the answer to #10 is "no", why are all unit discussion leaders not officers or staff noncommissioned officers and what steps are being taken to correct the situation?
12. Does the commander have any method for evaluating and documenting the performance of his unit discussion leaders?

#### TRAINING

1. Does the command have a master plan for the conduct of leadership/human relations training, and is the plan incorporated into the command's training directives? (MCO 5390.2, par. 15a(7).)
2. Will the command achieve the goal of having 100 percent of its personnel (officer and enlisted) participate in 20 hours of leadership/human relations training during the calendar year? (MCO 5390.2, par. 15a(1).)
3. Are the command's civilian supervisors receiving 20 hours of leadership/human relations training annually? (MCO 5390.2, par. 15a(8).)

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ENCLOSURE (10)

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4. Are the Leadership/Human Relations Discussion Manuals being used as the basis for small group discussions during the 20 hours of leadership/human relations training? (MCO 5390.2, par. 6.)
5. Does the command possess an adequate number of manuals and guidelines to conduct training?
  - a. First Year, Volume I \_\_\_\_\_
  - b. Second Year, Volume II \_\_\_\_\_
  - c. Third Year, Volume III \_\_\_\_\_
6. Does the commander maintain proper cognizance over each discussion group, including visits and a monitoring system, to ensure that the discussions remain relevant? (MCO 5390.2, par. 15a(4).)
7. Is the command employing any of the techniques referred to in the popularized group psychotherapy sessions of the so-called encounter groups or sensitivity training sessions? (MCO 5390.2, par. 3c.)
8. Do discussion group sessions include emotional confrontation, informal cross-rank address, unstructured "rap" sessions or any "touch-feel" games? (MCO 5390.2, par. 3c.)
9. Are the facilities available for training conducive to the group discussion techniques? (MCO 5390.2, par. 6d(3).)
10. Are discussion groups composed of 20 Marines or less? (MCO 5390.2, par. 6d(1).)
11. Are the discussion groups composed of representative ratios of age, grade, sex and ethnic group, to the extent that unit assets allow? (MCO 5390.2, par. 15a(5).)
12. Is the command using its available training capacity?

RECORD BOOK ENTRIES

1. Are OQR and SRB entries being made on all leadership instructors, human relations instructors, and unit discussion leaders as required by this order, and are they being made as directed by enclosure (6)? (MCO 5390.2, par. 15a(9) & (10).)

ENCLOSURE (10)

MCO 5390.2

8 Apr 1975

2. Are OQR and SRB entries being made for all Marines when they complete their annual 20 hours of leadership/human relations training? Are the entries being made as outlined in enclosure (6)? (MCO 5390.2, par. 15a(11).)

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MCO 5390.2  
8 Apr 1975

SPECIAL INSTRUCTIONS FOR MARINE DETACHMENTS AFLOAT

1. This enclosure provides guidance for implementation of leadership/human relations training in detachments afloat.
2. Commanding officers of Marine detachments afloat will:
  - a. Ensure that each Marine in their command receives the leadership/human relations training prescribed.
  - b. Establish liaison with the commanding officer of the appropriate supporting Marine barracks to formulate and execute plans for the conduct of training. Paragraph 4 lists those commands designated as supporting Marine barracks.
3. Commanding officers of designated supporting Marine barracks will:
  - a. Provide leadership/human relations training support as required for the Marine detachments home ported in their general area.
  - b. Submit requests to the Commandant of the Marine Corps (Code MPE) for additional leadership/human relations manuals to support Marine detachments.
  - c. Notify the Commandant of the Marine Corps (Code MPE) of any costs included in providing this support that cannot be absorbed by the Marine barracks or the Marine detachment. It is anticipated that actual costs for supporting this program will be nominal.
  - d. Request from the Commandant of the Marine Corps (Code MPE), any required educational materials or technical assistance.
4. Below is the list of commands designated as supporting Marine barracks:

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8 Apr 1975

SUPPORTING MARINE BARRACKS

ALAMEDA, CALIFORNIA  
BREMERTON, WASHINGTON  
CHARLESTON, SOUTH CAROLINA  
GUAM  
JACKSONVILLE, FLORIDA  
LONDON, ENGLAND  
LONG BEACH, CALIFORNIA  
NAPLES, ITALY  
NEWPORT, RHODE ISLAND  
NORFOLK, VIRGINIA  
NORTH ISLAND, SAN DIEGO, CALIFORNIA  
PHILADELPHIA, PENNSYLVANIA  
ROTA, SPAIN  
SAN DIEGO, CALIFORNIA  
VALLEJO, CALIFORNIA  
YOKOSUKA, JAPAN

ENCLOSURE. (11)

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TO: Unit Discussion Leader Trainees

FROM: Commanding Officer

SUBJECT: Unit Discussion Leaders Course Training Schedule

PURPOSE: To publish the schedule of training

Training Day/Time	Subject	References	Instructor	Student Assignment	Remarks
<u>T/D #1</u>					
0800-0830	In processing 0101 (L)			None	
0830-0845	Welcome Address 0102 (L)				
0845-0900	Training Outline 0103 (L)				
0900-0930	Effective Listening 0302 (L)				
0930-1100	Initial Orientation 0201 (L)				
1100-1145	Introduction of discussion group members 0301 (C)				
1145-1200	Book Report Assign- ments 0211 (L) (A)	MC Book Kits MCB Library			Read one book. Prepare book rpt NLT T/D #7 Students will be selected to present oral reports

Training Day/Time	Subject	References	Instructor	Student Assignment	Remarks
<u>T/D #2</u>					
0800-0900	Introduction of discussion group members 0301 (C)				
0900-1145	Philosophy & Ideology 0205 (C)	NAVMC 2648			
1145-1200	Individual Research Assignments 0210 (L)(A)(RE)			Research specific topics & prepare a written report	Selected students will present oral reports
<u>T/D #3</u>					
0800-0830	First Phase Action Program Discussion 0401 (C)(A)				
0830-1200	Philosophy & Ideology 0205 (C)	NAVMC 2648			
<u>T/D #4</u>					
0800-0830	Second Phase Action Program 0402 (C)(A)				
0830-1200	Human Nature & Basic Values 0206 (C)	NAVMC 2648			
<u>T/D #5</u>					
0800-1200	Human Nature & Basic Values 0206 (C)	NAVMC 2648			

Training Day/Time	Subject	References	Instructor	Student Assignment	Remarks
<u>T/D #6</u>					
0800-0830	"Eye of the Storm" Film 0209 (D)(C)				
0830-1200	Our Sameness & Differences 0207 (C)	NAVMC 2648			
<u>T/D #7</u>					
0800-1200	Our Sameness & Differences 0207 (C)	NAVMC 2648			
<u>T/D #8</u>					
0800-1000	Our Sameness & Differences 0207 (C)	NAVMC 2648			
1000-1200	The Guided Discussion 0303 (L)(D)(A)(C)	Conference Leadership Booklet Instructors Notes, Vol I			
<u>T/D #9</u>					
0800-0830	Oral Book Reports 0211 (A)				Selected Students
0830-1200	Student Led Discussions, Vol I 0304 (A)	NAVMC 2648 Instructor Notes			
<u>T/D #10</u>					
0800-0830	Oral Research Reports 0210 (A)				Selected Students

Training Day/Time	Subject	References	Instructor	Student Assignment	Remarks
0830-1200	Student Led Discussions, Vol I 0304 (A)	NAVMC 2648 Instructor Notes			
<u>T/D #11</u>					Command Action Prog
0800-0830	Action Possibilities 0403 (L)				
0830-1200	Student Led Discussions, Vol I 0304 (A)	NAVMC 2648 Instructor Notes			
<u>T/D #12</u>					
0800-1100	Student Led Discussions, Vol I 0304 (A)	NAVMC 2648 Instructor Notes			
1100-1200	Examination 0106	NAVMC 2648			
<u>T/D #13</u>					
0800-1000	Introduction to Vol II 0212 (L)(A)(C)	NAVMC 2649 Instructor Notes			
1000-1200	Cross-cultural Adjustment 0213 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student Ur
<u>T/D #14</u>					
0800-1200	Cross-cultural Adjustment 0213 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student Ur

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Training Day/Time	Subject	References	Instructor	Student Assignment	Remarks
<u>I/D #15</u>					
0800-1000	Cross-cultural Adjustment 0213 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student UDL
1000-1200	The Human-Life Value, Government & War 0214 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student UDL
<u>I/D #16</u>					
0800-0900	The Human-Life Value, Government & War 0214 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student UDL
0900-1200	Male-Female Relations and Human Nature 0215 (C)(A)	NAVMC 2649 Instructor Notes			Selected Student UDL
<u>I/D #17</u>					
0800-0900	Examination 0106	NAVMC 2649			
0900-1100	Introduction to Vol III 0216 (L)(C)	NAVMC 2650			
1100-1130	Course Critique 0105				Students will critique course
1130-1200	Graduation 0104				Guest Speaker

22 July 1974

Leadership Branch Staff Training

Purpose: To provide the Leadership Branch staff with a thorough understanding of the philosophy, theories, concepts, methods and skills used in the human relations program, as necessary, to obtain the background required to develop and conduct leadership training in the formal schools.

Course Time: 195 hours.

Enclosure (1): General Content of Philosophies, Theories, and Concepts Segments of Leadership Branch Training.

Monday, 5 Aug 74

0800 - 0830	Admin Remarks	Col DAVIS
0830 - 0930	Welcome Address	LtGen JASKILKA
0930 - 1030	A.I.R. Remarks	Dr. Spector
1030 - 1130	Attitude Survey	A.I.R.
1130 - 1300	Lunch and PT	
1300 - 1400	Effective Speaking	I.O.C. Team
1400 - 1500	Effective Listening	I.O.C. Team
1500 - 1700	Intro Methods & Media	I.O.C. Team

Tuesday, 6 Aug 74

0800 - 0930	Background Orientation	Col WEAVER
0930 - 1030	Initial Orientation	GySgt CONTRERAS
1030 - 1130	Analysis of the Orientation	Dr. Spector/ Mr. Shepherd
1130 - 1300	Lunch and PT	
1300 - 1600	Philosophy, Theories, and Concepts of the Program, PTC-1	A.I.R.

Wednesday, 7 Aug 74

0800 - 1030	Philosophy, Theories, and Concepts, PTC-2	A.I.R.
1030 - 1130	Guided Discussion	GySgt CONTRERAS
1130 - 1300	Lunch and PT	
1300 - 1400	Guided Discussion Leadership Technique	GySgt CONTRERAS
1400 - 1600	Vol. I Discussion	GySgt BURKE

Thursday, 8 Aug 74

0800 - 1130	Philosophy, Theories, and Concepts, PTC-3	A.I.R.
1130 - 1300	Lunch and PT	
1300 - 1600	Vol. I Discussion	GySgt BURKE

Friday, 9 Aug 74

0800 - 1130	Philosophy, Theories, and Concepts, PTC-4	A.I.R.
1130 - 1300	Lunch and PT	
1300 - 1600	Vol. I Discussion	GySgt BURKE

Monday, 12 Aug 74

0800 - 1130 Philosophy, Theories, and  
Concepts, PTC-5 A.I.R.  
1130 - 1300 Lunch and PT  
1300 - 1600 Vol. I Discussion GySgt BURKE

Tuesday, 13 Aug 74

0800 - 1130 Vol. I Discussion GySgt BURKE  
1130 - 1300 Lunch and PT  
1300 - 1600 Vol. I Discussion GySgt BURKE

Wednesday, 14 Aug 74

0800 - 1130 Student Leadership  
Discussion GySgt CONTRERAS  
1130 - 1300 Lunch and PT  
1300 - 1600 Student Leadership  
Discussion GySgt CONTRERAS

Thursday, 15 Aug 74

0800 - 1000 Student Leadership  
Discussion GySgt CONTRERAS  
1000 - 1130 Conduct Interviews Shepherd/Spector  
1130 - 1300 Lunch and PT  
1300 - 1600 Basic Research Techniques A.I.R.

Friday, 16 Aug 74

0800 - 1000 Student Designed Survey A.I.R.  
1000 - 1130 Student Leadership  
Discussion GySgt CONTRERAS  
1130 - 1300 Lunch and PT  
1300 - 1430 Film and Discussion GySgt CONTRERAS  
1430 - 1600 Intro to Individual  
Action A.I.R.

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Monday, 19 Aug 74

0800 - 1000	Exam and Critique	A.I.R.
1000 - 1130	Film and Discussion	GySgt CONTRERAS
1130 - 1300	Lunch and PT	
1300 - 1500	D.R.R.I.	LtCol HALLISEY
1500 - 1600	Film and Discussion	GySgt CONTRERAS

Tuesday, 20 Aug 74

0800 - 1000	Intro to Vol. III	GySgt CONTRERAS
1000 - 1130	Discussion of Vol. III	GySgt CONTRERAS
1130 - 1300	Lunch and PT	
1300 - 1500	Discussion of Vol. III	GySgt CONTRERAS

Wednesday, 21 Aug 74

0800 - 1130	Vol. III Case Studies	GySgt CONTRERAS
1130 - 1300	Lunch and PT	
1300 - 1400	Film	GySgt CONTRERAS
1400 - 1600	Vol. III Case Studies	GySgt CONTRERAS

Thursday, 22 Aug 74

0800 - 1000	Philo, etc., PTC-6	A.I.R.
1000 - 1130	Vol. III Action	GySgt CONTRERAS
1130 - 1300	Lunch and PT	
1300 - 1400	Vol. III Action	GySgt CONTRERAS
1400 - 1500	Film, Discussion	GySgt CONTRERAS

Friday, 23 Aug 74

0800 - 1130	Vol. III Case Study	A.I.R.
1130 - 1300	Lunch and PT	
1300 - 1500	Case Study Action	A.I.R.
1500 - 1600	Hand-Out & Explanation of Case Study Exam	A.I.R.

Monday, 26 Aug 74

0800 - 1130	Case Study Presentations	Students
1130 - 1300	Lunch and PT	
1300 - 1600	Individual Action, Concepts, and Theoretical Considerations Individual Assignments	A.I.R.

Tuesday, 27 Aug 74

0800 - 0900	Film, Discussion	LtCol KAUFMAN
0900 - 1130	Individual Action	A.I.R.
1130 - 1300	Lunch and PT	
1300 - 1600	Individual Action, Availability of Internal Action Projects, Individual Assignments	A.I.R.

Wednesday, 28 Aug 74

0800 - 1500	Individual Action	A.I.R.
1500 - 1600	Discussion of Individual Action, Agencies, and Available External Action. Individual Assignments	A.I.R.

Thursday, 29 Aug 74

0800 - 1500	Individual Action Assign- ments	A.I.R.
1500 - 1600	Discussion of Individual Action	A.I.R.

Friday, 30 Aug 74

0800 - 1500	Individual Action Assign- ments	A.I.R.
1500 - 1600	Review of Action Program	A.I.R.

Monday, 2 Sept 74

Holiday Routine

Tuesday, 3 Sept 74

0800 - 1000	Director's Time	Col DAVIS
1000 - 1130	3-minute Impromptu	I.O.C. Team
1130 - 1230	Lunch and PT	
1230 - 1600	Methods and Media	I.O.C. Team
1600 - 1700	Guided Discussion	I.O.C. Team

Wednesday, 4 Sept 74

0800 - 1130	Analysis of Performance Requirements	I.O.C. Team
1130 - 1300	Lunch and PT	
1300 - 1630	Developing Job Performance Requirements	I.O.C. Team

Thursday, 5 Sept 74

0800 - 1100	Develop. Learn. Objectives	I.O.C. Team
1100 - 1130	Director's Time	Col DAVIS
1130 - 1300	Lunch and PT	
1300 - 1400	Introduction to Lesson Plan	I.O.C. Team
1400 - 1530	Documentation of Instruction	I.O.C. Team
1530 - 1600	Director's Time	I.O.C. Team

Friday, 6 Sept 74

0800 - 1600	Preparation for 10 minute Lectures	I.O.C. Team
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Monday, 9 Sept 74

0800 - 1100	Presentation of 10 minute Lecture	I.O.C. Team
1100 - 1130	Director's Time	Col DAVIS
1130 - 1300	Lunch and PT	
1300 - 1500	Presentation of 10 minute Lecture	I.O.C. Team
1500 - 1600	Director's Time	Col DAVIS

Tuesday, 10 Sept 74

0800 - 0900	Validation and Revision	I.O.C. Team
0900 - 1200	Developing Learning Objec- tives for an Existing Course	I.O.C. Team
1200 - 1300	Lunch and PT	
1300 - 1630	Course Design Workshop	I.O.C. Team

Wednesday, 11 Sept 74

0800 - 1600	Course Design Workshop	I.O.C. Team
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Thursday, 12 Sept 74

0800 - 1600	Course Design Workshop	I.O.C. Team
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Friday, 13 Sept 74

0800 - 0900	Questionnaire and Dis- cussion	LtCol KAUFMAN
0900 - 0930	Director's Time	Col DAVIS
0930 - 1130	Branch Hosted Conference with Resident School Coordinator	Col DAVIS

GENERAL CONTENT OF PHILOSOPHIES, THEORIES, AND CONCEPTS (PTC)

SEGMENTS OF LEADERSHIP BRANCH TRAINING

PTC-1: Humphrey/Shepherd

Introduction to Human Relations Concepts

New Developments.  
Middle Leadership Considerations.  
Program and Philosophy.

PTC-2: Humphrey/Spector

Nature of Problems and Reasons

Why Bother?

Get Rid of Trash  
Not Welfare Organization  
Administrative Load  
Over Commitment

Characteristics of Recruits.  
Dealing Systematically with Problems.

PTC-3: Spector/Humphrey

Training Objectives

Motivation Factors.  
Maslovian Guide.  
Championship Motivation.  
Short and Long Term Objectives.

1. Motivational
2. Cognitive

Delineate Stages of Motivation.  
Military Legitimacy of Action.  
Evaluation of Students.  
Practical Knowledge of Human Relations Training.  
Relationships.

MC/DOD/AIR/Leadership Branch/Formal Schools

Command and Staff  
Amphibious Warfare School  
Communications Officers School  
Basic School  
Staff NCO Academy

Enclosure (1)  
BB-7

PTC-4: Humphrey/Herlong/Hampton

Human Relations and Leadership

USMC Leadership Literature.

Title 10  
Navy Regulations  
Marine Corps Manual (Esp. Paragraph 5390)

Relationships Among Human Relations Concepts and Marine  
Corps Leadership Concepts.  
Function and Problems of Leadership.  
Development of New Marine Corps Leadership Manual.

PTC-5: Spector/Humphrey

Background of Program - Strengths and Deficiencies

Implementation of DOD Requirements.  
Human Relations, Past, Present and Future.  
Other Approaches.

Advantages and Disadvantages  
Utility of Approaches

Pitfalls of Marine Corps Program.

Understanding and Implementation  
Commanders Faulty Perceptions

Ways to Overcome

PTC-6: Spector/Shepherd

Creating Total Climate and Living Programatic Leadership



DEPARTMENT OF THE NAVY  
HEADQUARTERS, UNITED STATES MARINE CORPS  
WASHINGTON, D. C. 20380

MCO 5400.06.7  
MCO 5400.36B  
22 Mar 1974

MARINE CORPS HRSK 2004.7

From: Commandant of the Marine Corps  
To: Distribution List

Subj: Human Relations Program Within the Organized Reserve

Ref: (1) 10 USC, Art. 5947 (NOTAL)  
(2) MARCORMAN, par. 5390  
(3) MCO 5400.36B  
(4) MCO F1510.23A (NOTAL)

Encl: (1) Mission and Functions of Marine Corps Human Relations Institute  
(2) Criteria for Selection and Assignment of Marines to Human Relations Instructors Course  
(3) Human Relations Officer's MOS Description  
(4) Human Relations Instructor's MOS Description  
(5) Student Performance Objectives  
(6) Administrative Entries for OQR's and SRB's  
(7) Transmittal Sheet for Recommended Changes to the Marine Corps Reserve Human Relations Manual  
(8) Command Human Relations Report

Report Required: Command Human Relations Report (Report Symbol MC-5350-05) par.7 and encl. (8)

1. Purpose. To provide information and promulgate policy and implementing instructions concerning the Marine Corps Human Relations Program within the Organized Reserve.

2. Background

a. Reference (a) outlines the general responsibility of commanding officers for the morale, physical well-being, and general welfare of the officers and men under their command. Reference (b) cites those specific requirements of military leadership which historically have governed the basic relationship between Marine officers and noncommissioned officers, and the Marines they lead. The Marine Corps Human Relations Program is designed as yet another tool of military leadership, for implementation and application within the military chain of command.

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b. The basic goal of the Marine Corps Human Relations Program is through education and action to ensure more constructive relationships among Marine reservists and between the Marine and the community in which he lives. The initial effort of this program has been directed toward racial problems. It is based upon prevailing attitudes of persons belonging to majority and minority groups as revealed in an extensive survey conducted throughout the Marine Corps. Educational materials and instructive techniques have been developed to ameliorate biased attitudes.

c. The focus of the program is to revitalize or identify values to facilitate behavioral changes in the area of intergroup relationships. The foundation of the program rests on the ideological premise of man's commonality; that his most basic value is a "dual human life value" including life of self and life of others; and that liberty and equality are life-protecting values desired by most men. Experience indicates that the most persuasive articulation of this ideology requires "live" discussions with extensively trained guided discussion leaders.

d. The Marine Corps Human Relations Program will be conducted as follows:

(1) The initial 8-hour course consists of three phases. The first of these is a 1/2-hour orientation designed to promote participation in subsequent phases. The second phase is 7 1/2 hours of small guided group discussion. The training is to be conducted in blocks of 4 hours per drill day to be completed during one drill weekend. The third phase is an individual action effort. In this effort individual Marines will be encouraged and influenced to make positive contributions in association with one another and in local civic endeavors. Volume I of the Marine Corps Reserve Human Relations Leadership Discussion Manual is used as the basis for small group discussions during this first year.

(2) Pending the results of the first year of training, it is currently envisioned that follow-on requirements will consist of a 2-hour refresher training session to be implemented based on the needs of the local commander.

e. The organizational structure of the Marine Corps Human Relations Program consists of six elements:

(1) Equal Opportunity Branch (CMC (Code MPE)).  
This Branch under the cognizance of the Director, Manpower

22 Mar 1974

Plans and Policy Division, Headquarters, U. S. Marine Corps assists in matters pertaining to the development, implementation and monitoring of the human relations program.

(2) Marine Corps Human Relations Institute. The Institute is located at the Marine Corps Recruit Depot, San Diego, California. It is a field service activity of Headquarters, U. S. Marine Corps. The mission and functions of the Institute are cited in enclosure (1).

(3) Human Relations Research Support Group. This group is composed of those designated military and civilian agencies that contribute to the required scientific foundations of the total program. Essential to the activities of this group are those periodic field analyses conducted in support of the Marine Corps-wide program.

(4) Human Relations/Affairs Staff Organization. These organizations function as prescribed by the appropriate echelons of command.

(5) Human Relations Instructor. These active duty Marines, officer or enlisted, graduates of the Human Relations Institute, are carefully selected in accordance with the criteria contained in enclosure (2) to this Order. Those Marines approved for assignment to the Human Relations Course will be trained over a period of 3 months at the Human Relations Institute. Upon graduation they will be designated as human relations instructors and assigned the appropriate secondary military occupational specialty as defined in enclosures (3) and (4). Within the Organized Reserves, instructors will serve on appropriate level staffs to assist the responsible district director in supervising training under his cognizance as outlined in reference (c).

(6) Unit Discussion Leader. These are Marines who have been selected, by his or her unit commander, to lead guided discussion groups. This individual will receive intensive training for 2 weeks at the Human Relations Institute during annual training duty (ATD). Upon successful completion of the training, these Marines will be designated as unit discussion leaders. Their primary responsibilities are to provide the unit commanders with assistance necessary for the development of a viable human relations program within the command and to lead small unit discussion groups of not more than 20 Marines and not less than eight.

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SEC 5: CR.7  
22 Mar 1974

3. Policy

a. The Marine Corps Reserve will have a continuing program of mandatory human relations training.

b. With the exception of those newly enlisted personnel awaiting basic recruit training, every Marine, officer and enlisted, will participate in this 8 hours of human relations training annually.

c. Those commands that do not have certified human relations discussion leaders on board may conduct locally devised programs until human relations discussion leaders are trained and on board. The program outlined in this Order will not be undertaken until certified human relations discussion leaders are on board. However, no Marine Corps command will undertake any program of human relations or leadership training which involves the use of any techniques inconsistent with Marine Corps policies which foster self-discipline or organizational unity. This refers specifically to techniques derived from psychotherapy, such as laboratory games used in group therapy, encounter groups, sensitivity training sessions, emotional confrontation, informal cross-rank address, unstructured rap sessions, touch-feel games, transactional analysis or structural analysis.

4. Program Goals

a. The program is designed to revitalize within each Marine, an understanding of, and an appreciation for, those basic American values necessary for the most effective application of military leadership requirements and principles. Individual participants are challenged to rise above whatever degree, and type, of prejudice they may possess in order to facilitate those positive behavioral changes needed to ensure the total military competence of the Marine Corps.

b. Program implementation within the Organized Reserve is developmental in nature to the extent that ideal minimum training requirements have not been positively identified. To assist in program development and monitoring at the small-unit level, student performance objectives are provided in enclosure (5).

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Selection Criteria for Human Relations Discussion Leaders. Procedures for selection of applicants to attend the 2-week Marine Corps Human Relations Discussion Leaders Course (HRDLC) are as follows:

a. Quotas

(1) Quotas are assigned on the basis of one discussion leader's estimated ability to train 120 Marines per year, exclusive of training during ATD.

(2) Quotas will be allocated to the Commanding General, 4th Marine Aircraft Wing/Marine Air Reserve Training Command and district directors by separate directive. Assignments to these courses will be as alternate ATD. Requests for attendance as additional ATD will be submitted to the Commandant of the Marine Corps (Code RESP-5) on an individual basis.

(3) The Commanding General, 4th Marine Aircraft Wing and district directors will submit rosters of approved Marine attendees for the Reserve training class to the Director, Human Relations Institute, with copies to the Commandant of the Marine Corps (Code MPE) no later than 30 days prior to the class convening date.

(4) Waivers of the requirements in paragraph 5b, below, will be considered on an individual basis by the Commanding General, 4th Marine Aircraft Wing/Marine Air Reserve Training Command and district directors.

b. Commanders will certify that Marines selected to attend the HRDLC meet the following criteria:

(1) Be sufficiently mature and have the depth of personality to enable them to guide discussion groups in topic areas that are sensitive and volatile. Volunteers are desired but not required.

(2) Have the mental, verbal and reading capability to study and assimilate information within the program and explain to other Marines its content and scope.

(3) Have at least an anticipated year to serve as a class II reservist after completion of training at the Institute.

(4) Have demonstrated leadership ability.

22 Mar 1974

(5) Be of sound moral character.

(6) Have awareness of current social issues.

6. Action

a. Commanding officers will:

(1) Select Marines to attend the HRDLC in accordance with paragraph 5, above.

(2) Ensure that each trained discussion leader has appropriate record book entries made in his SRB or OQR as outlined in enclosure (6).

(3) Ensure that each trained discussion leader performs duties as a discussion leader for a minimum of 1 year after graduation from the HRDLC.

(4) Ensure that all Marine reservists receive the 8 hours of human relations training.

(5) Implement the program within the command within 90 days of the return of the trained unit discussion leader or within 90 days of receipt of this Order. Additional educational programs may be conducted by the commander as desired in support of this program.

(6) Maintain proper cognizance over the training being conducted by the discussion leader.

(7) To the maximum extent feasible, ensure that each discussion group is composed of individuals of varying age, sex, grade, and race.

(8) Participate in and support each phase of the program. Stress the leadership responsibilities of each Marine to develop the knowledge imparted in this training into a useful tool for use not only in the Corps but also in the civilian community.

(9) Transmit recommended changes to the manuals, via the chain of command, to the Director, Human Relations Institute, MCRDep, San Diego, California 92140. The format indicated in enclosure (7) will be used.

b. District directors will:

(1) Ensure that sufficient trained human relations instructors are available within staff resources to carry

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22 Mar 1974

out training supervision responsibilities as outlined in paragraph 2e(5) and reference (c).

(2) Forward recommended changes to program materials to the Director, Human Relations Institute, MCRDep, San Diego, California 92140, via the appropriate chain of command.

(3) Submit semiannual command human relations reports in accordance with enclosure (8) to reach the Commandant of the Marine Corps (Code MPE), with information copies to the Commanding General, 4th Marine Division, by the 15th of March and 15th of September, as appropriate. Reports will reflect command activities during the first half and the last half of the fiscal year, respectively.

c. Commanding General, 4th Marine Aircraft Wing will submit semiannual command human relations reports in accordance with enclosure (8) to reach the Commandant of the Marine Corps (Code MPE) by the 15th of March and 15th of September, as appropriate. Reports will reflect command activities during the first half and the last half of the fiscal year, respectively.

d. Director, Human Relations Institute will:

(1) Carry out mission and functions as outlined in enclosure (1).

(2) Conduct staff visits to west coast commands as approved by this Headquarters.

(3) Submit trip reports within 30 days of the completion of each visit to the Commandant of the Marine Corps (Code MPE).

(4) Submit a course completion summary within 30 days of the completion of each course to the Commandant of the Marine Corps (Code MPE).

(5) Submit programs of instruction and recommended changes to the Commandant of the Marine Corps (Code MPE) in accordance with reference (d).

(6) Maintain direct liaison with field commands in the execution of the responsibilities outlined in enclosure (1).

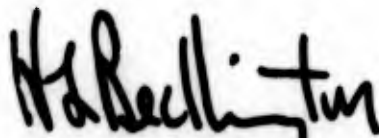
MCO 5350R.7

22 Mar 1974

7. Reports Required

a. Effective 1 July 1974 and semiannually thereafter as outlined in paragraph 6c, above, the Commanding General, 4th Marine Division and the Commanding General, 4th Marine Aircraft Wing will submit the report outlined in enclosure (8).

b. The Commanding General, 4th Marine Division and the Commanding General, 4th Marine Aircraft Wing are encouraged to submit special reports as deemed appropriate.



H. L. BECKINGTON  
Acting Chief of Staff

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22 Mar 1974

MISSION AND FUNCTIONS OF THE MARINE CORPS  
HUMAN RELATIONS INSTITUTE

1. Mission. To provide the Commandant of the Marine Corps with the instructional staff necessary to train human relations instructors to implement, conduct and monitor prescribed human relations training and education programs throughout the Marine Corps.

2. Functions

a. Conduct human relations instructor courses to train officer and enlisted human relations instructors.

b. Conduct unit discussion leader training courses for selected members of the Organized Reserve.

c. Assist in the study of prevailing conditions, attitudes, prejudices and behavior affecting human relations as necessary to develop effective concepts, methods, materials, organizational structures and policy for effective human relations training and education within the Marine Corps.

d. Assist in the development, testing and revision of human relations training techniques and curricula as directed by the Commandant of the Marine Corps.

e. Assist in the monitoring and evaluation of the Marine Corps human relations training and education program.

f. Assist in research and development within the Marine Corps for matters dealing with human relations training and education.

ENCLOSURE (1)

22 Mar 1974

CRITERIA FOR SELECTION AND ASSIGNMENT OF  
MARINES TO HUMAN RELATIONS INSTRUCTORS COURSE

1. Selection of instructors is a critical factor and must receive close command attention to ensure success of this program. Commanders will certify that Marines selected to attend the Human Relations Institute meet the following criteria:

a. Be in the grades of sergeant through lieutenant colonel. Volunteers are desired.

b. Have less than 1 year on station.

c. Have demonstrated leadership ability.

d. Be sufficiently mature and have the depth of personality to enable them to train discussion leaders to lead discussion groups in topic areas that are sensitive and volatile.

e. Have the mental, verbal and reading capability to study and assimilate information within the program and explain to other Marines its content and scope.

f. Be of sound moral character.

g. Have an awareness of current social issues.

h. Have more than 1 year to EAS after graduation from the Human Relations Institute.

2. Waivers of time-on-station requirements will be made on an individual basis. Request for waivers will be made to the Commandant of the Marine Corps (Code MPE).

ENCLOSURE (2)

22 Mar 1974

HUMAN RELATIONS OFFICER'S DUTY DESCRIPTION

MOS 3445 (X)

HUMAN RELATIONS OFFICER (HumRelO)

I. MOS DESCRIPTION

Summary. Formulates plans and policies, coordinates and supervises functions pertaining to the human relations program of a command.

Duties and Tasks. Advises commander on matters pertaining to the human relations program of the command. Conducts initial orientations for commanders and principal subordinate commanders on general precepts and implementation of human relations program. Selects or assists in the selection of unit discussion leaders. Plans, organizes, and conducts training of unit discussion leaders. Assists and monitors discussions conducted by unit discussion leaders. Organizes and monitors data collection to identify problem issues specific to local areas. Monitors data collection as directed by higher headquarters. Organizes and conducts periodic refresher training clinics for unit discussion leaders. Determines nature and scope of related human relations work within the command. Assesses and reports the impact of training, action and other program elements.

Special Requirements. Successful completion of Human Relations Instructors Training Course, Marine Corps Human Relations Institute, Marine Corps Recruit Depot, San Diego, California.

II. T/O BILLET TITLE

Human Relations Officer

ENCLOSURE (3)

MOS 8535 (W)  
22 Mar 1974

HUMAN RELATIONS INSTRUCTOR'S MOS DESCRIPTION

MOS 8535 (W)

HUMAN RELATIONS INSTRUCTOR (HumRelInstr)

MGySgt through Sgt

I. MOS DESCRIPTION

Summary. Conducts and supervises, or assists in conducting or supervising, all phases of instruction, individual action, and data collection in the Marine Corps Human Relations Training Program.

Duties and Tasks. Conducts or assists in conducting initial orientations for commanders, principal subordinate commanders and all personnel of the command on general precepts and implementation of the human relations program. Selects or assists in the selection of unit discussion leaders. Plans, organizes, and conducts training of unit discussion leaders. Assists and monitors discussions conducted by unit discussion leaders. Organizes and monitors data collection to identify problem issues specific to local areas. Monitors data collection as directed by higher headquarters. Organizes, implements and monitors individual action efforts. Organizes and conducts periodic refresher training clinics for unit discussion leaders. Determines nature and scope of related human relations work within the discussion, action and other program elements.

Special Requirements. Successful completion of Human Relations Instructors Training Course, Marine Corps Human Relations Institute, Marine Corps Recruit Depot, San Diego, California.

II. T/O BILLET TITLE

Human Relations Instructor

ENCLOSURE (4)

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22 Mar 1974

STUDENT PERFORMANCE OBJECTIVES

1. Upon completion of training, the Marine, without using notes or materials, should explain the following as defined in the manual.
  - a. Political freedom and its relationship to a democratic form of government. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, pages 47 through 50.)
  - b. The Equality Concept. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, page 116.)
  - c. The Dual-Life Value. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, page 116.)
2. Without the aid of the manual, the student should outline in his own words the following:
  - a. Cross-Cultural Adjustment Steps. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, page 75.)
  - b. Four steps for personal confidence and moral courage. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, page 66.)
3. Upon completion of training the student should be able to discuss the interrelationships of the Equality Concept and the Dual-Life Value theory to include the function of man's reasoning ability. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, page 116.)
4. The student should be able to discuss in his own words the Defender of Life Concept. (USMC Human Relations Leadership Discussion Manual, Marine Corps Reserve, volume I, pages 66 through 69.)

ENCLOSURE (5)

ADMINISTRATIVE ENTRIES FOR OQR'S AND SRB'S

1. The below-listed sample entries are to be used as a guide for commanders in making administrative entries on page 5 of OQR's and page 11 of SRB's concerning human relations:

a. When individuals have successfully completed unit discussion leaders training:

"Successfully completed Reserve unit discussion leaders training this date and is certified as a qualified unit discussion leader."

b. Upon transfer of a unit discussion leader:

"Satisfactorily performed duties as a Reserve unit discussion leader and is recommended for reassignment to these duties."

c. When unit discussion leaders will no longer perform discussion leaders duties:

"Satisfactorily completed duties as a Reserve unit discussion leader this date."

d. When a trained unit discussion leader is considered not qualified to perform the duties as a unit discussion leader:

"Determined unqualified to perform duties as a unit discussion leader this date."

e. When a unit discussion leader has performed primary duties in human relations for a minimum of 1 year after graduation from the Human Relations Institute and is reassigned to duties other than human relations:

"Reassigned from duties in human relations in accordance with MCO 5350R.7."

f. When individual Marines have received 8 hours of Reserve training the first year:

"Received the first 8-hour course in human relations training in accordance with MCO 5350R.7."

ENCLOSURE (6)

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22 Mar 1974

TRANSMITTAL SHEET FOR RECOMMENDED CHANGES TO THE  
MARINE CORPS RESERVE HUMAN RELATIONS MANUAL

HEADING

Originator's Code  
File Number  
Date

From:

To: Director, Marine Corps Human Relations Institute,  
Marine Corps Recruit Depot, San Diego, California  
92140

Subj: Recommended changes to volume \_\_\_\_\_ of the Marine Corps  
Reserve Human Relations Leadership Discussion Manual

Ref: (a) MCO 5350R.7

1. In accordance with the provisions of reference (a), the  
below-recommended changes are submitted:

Page

Subject:

Problem:

Facts/Summary:

Recommendations:

Copy to:

CMC (Code MPE)

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ENCLOSURE (7)

COMMAND HUMAN RELATIONS REPORT

1. The Command Human Relations Report is to be a narrative concerning human relations events that have taken place in the command during the reporting period. This report will include but not be limited to the following:

a. Training Information

- (1) Average strength during the period.
- (2) Number participating in the 8-hour training during reporting period.
- (3) Total number who have completed the 8-hour training.
- (4) Percentage of command that has completed the 8-hour training.
- (5) Number of human relations discussion leaders on hand.
- (6) Number of human relations discussion leaders trained during the reporting period.
- (7) Films used and group reaction to each.
- (8) Unique or innovative techniques being utilized.

b. Action Program

- (1) Description of individual action efforts being undertaken in the command. (Internal Action Program)
- (2) Description of individual action efforts being undertaken in the civilian community. (External Action Program)

c. Problem Areas

- (1) Anticipated human relations instructor losses (indicate name, grade and reason for loss).
- (2) Problems encountered with the educational materials.
- (3) Problems encountered in discussion groups.

ENCLOSURE (8)

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11 Mar 1974

d. Commanders evaluation of the following:

(1) Assessment of the adequacy of unit discussion leader criteria and training.

(2) Impact of human relations program on the command.

(3) Other comments.

e. Recommendations for improvement in the human relations program.

ENCLOSURE (8)



DEPARTMENT OF THE NAVY  
HEADQUARTERS, UNITED STATES MARINE CORPS  
WASHINGTON, D.C. 20380

IN REPLY REFER TO  
AOIK-175-12  
5350  
88 AUG 1972

From: Commandant of the Marine Corps  
To: Distribution List

Subj: Sample Survey of the Marine Corps Human Relations  
Training Program

Ref: (a) MCO 5350.4 (ALMAR 97)

Encl: (1) List of Commands Participating in the Survey  
(2) Training and Control Group Designations, Size  
and Initiating Dates  
(3) Decision Chart  
(4) Schedule of Conferences

1. General. This Headquarters will conduct a sample survey of Marines undergoing Human Relations Training during the period 15 September 1972 through 30 January 1973. The survey, in conjunction with other information gathered during the same period, will be processed at this Headquarters to measure the results of the training program. The information will also be utilized to refine and further develop the educational materials. Enclosure (1) is a list of major commands that will take part in this sample survey.

2. Survey Instrument

a. Separate questionnaires have been prepared for Human Relations Instructors, Unit Discussion Leaders and Marines who will participate in the survey as trainees. Approximately four thousand (4000) Marines throughout CONUS and overseas will participate. Those Marines participating in the survey will be divided into "training groups" and "control groups". During the survey, the training groups will undergo the 20 hours of human relations training and will be administered the questionnaire, as required. The control groups will not undergo any training but will be administered the questionnaire, as required. This procedure will provide a basis for comparing trained and untrained Marines and facilitate the analysis of results of the survey.

b. Discussion Leaders will be required to complete a questionnaire after each 20 hour period that they guide a discussion group.

c. Human Relations Instructors will be required to complete a separate questionnaire immediately upon completion of training for their groups. These questionnaires will be mailed from this Headquarters approximately 1 December 1972.

3. Statistical Information

a. The following statistical information is required from all reporting units participating in the survey:

- (1) Average on board strength.
- (2) Number of:
  - (a) Unauthorized Absences.
  - (b) Serious Incidents.
  - (c) Nonjudicial punishments.
  - (d) Courts-martial awarded.
  - (e) Punitive discharges awarded.
  - (f) Request Mast.
  - (g) Reenlistments.
  - (h) Personnel.
    1. Joined
    2. Transferred
- (3) Average daily sick call.
  - (a) Work day
  - (b) Holiday
- (4) Percent of on board strength trained or currently being trained under MCO 5350.4.

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3. The above statistical data is required for the two following periods:

(1) 15 June 1972 to 15 September 1972.

(2) 15 September 1972 to 30 January 1973.

4. The research design for the survey will require close coordination between this Headquarters and field commands. Enclosure (2) reflects training and control group designations and sizes. Enclosure (3) reflects the frequency of testing for training and control groups and times for forwarding material to this Headquarters.

5. In view of the importance of this survey, a representative from this Headquarters will be available at the commands indicated in enclosure (4) during the period 31 August 1972 - 15 September 1972 for the purpose of conferring with Human Relations Instructors on the conduct of the survey, explaining research design and answering any questions. Attention is invited to the "Notes" contained in enclosure (4).

6. This Headquarters will provide each command with the questionnaires and answer sheets prior to 15 September 1972.

7. The answer sheet completed by each Marine and the statistical information, requested in paragraph 3.a. above will be forwarded to this Headquarters. All questionnaires completed by the Unit Discussion Leaders and Human Relations Instructors as indicated in enclosure (3) are to be returned to:

Commandant of the Marine Corps  
(Code A01K)  
Headquarters, U. S. Marine Corps  
Washington, D. C. 20380

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8. The conduct of this survey is not expected to disrupt the normal training in human relations already planned for the commands involved. It is expected that those units scheduled for training during the period of the survey will be utilized. However, the dates set forth in enclosure (2) should be adhered to as closely as possible.

9. Reference (a) refers.

*F. C. Lathue*  
F. C. LATHUE  
Chief of Staff

DISTRIBUTION:

CG, FMFPAC	(5)
CG, FMFLANT	(5)
CG, 1STMARDIV	(5)
CG, 2DMARDIV	(5)
CG, 3DMARDIV	(5)
CG, 1STMAW	(5)
CG, 2DMAW	(5)
CG, 3DMAW	(5)
CG, FORTRPS, FMFPAC	(5)
CG, FORTRPS, FMFLANT	(5)
CG, 1STMARBDE	(5)
CG, MARCORB, CAMLEJ	(5)
CG, MARCORB, CAMPEN	(5)
CG, MARCRUITDEP, SDIEGO	(5)
CG, MARCORSUPCEN, BARSTOW	(5)

LIST OF COMMANDS PARTICIPATING IN THE SURVEY

<u>COMMAND</u>	<u>NUMBER OF PERSONNEL</u>
HQ, FMFPAC	120
HQ, FMFLANT	120
FIRST MARINE DIVISION	720
SECOND MARINE DIVISION	300
THIRD MARINE DIVISION	780
FIRST MARINE AIRCRAFT WING	300
SECOND MARINE AIRCRAFT WING	300
THIRD MARINE AIRCRAFT WING	300
FORTRPSAC	160
FORTRPSLANT	160
FIRST MARINE BRIGADE	160
MARINE CORPS BASE CAMP LEJEUNE	240
MARINE CORPS BASE CAMP PENDLETON	240
MARINE CORPS RECRUIT DEPOT, SAN DIEGO	180
MARINE CORPS SUPPLY CENTER, BARSTOW	180

Enclosure (1)

TRAINING AND CONTROL GROUP DESIGNATIONS, SIZE, AND INITIATING DATE

HQ, FMFPAC

15Sep72

TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

16Oct72

TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

15Nov72

None

1STMARDIV

15Sep72

TG1 100  
CG1 20  
TG2 100  
CG2 20  
Total 240

16Oct72

TG1 100  
CG1 20  
TG2 100  
CG2 20  
Total 240

15Nov72

TG1 100  
CG1 20  
TG2 100  
CG2 20  
Total 240

3DMARDIV

15Sep72

TG1 110  
CG1 20  
TG2 110  
CG2 20  
Total 260

16Oct72

TG1 110  
CG1 20  
TG2 110  
CG2 20  
Total 260

15Nov72

TG1 110  
CG1 20  
TG2 110  
CG2 20  
Total 260

1STMAW

15Sep72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

16Oct72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

15Nov72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

3DMAW

15Sep72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

16Oct72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

15Nov72

TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

Enclosure (2)

FORTEPS, PAC

15Sep72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

16Oct72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

15Nov72  
None

1STMAREDE

15Sep72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

16Oct72  
None

15Nov72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

HQ, FMPLANT

15Sep72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

16Oct72  
None

15Nov72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

2DMARDIV

15Sep72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

16Oct72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

15Nov72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

2DMAW

15Sep72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

16Oct72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

15Nov72  
TG1 40  
CG1 10  
TG2 40  
CG2 10  
Total 100

Enclosure (2)

FORTRPS, LANT

15Sep72  
None

16Oct72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

15Nov72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

MCB, CAMPEN

15Sep72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

16Oct72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

15Nov72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

MCB, CAMLEJ

15Sep72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

16Oct72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

15Nov72  
TG1 30  
CG1 10  
TG2 30  
CG2 10  
Total 80

MCRD, SDIEGO

15Sep72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

16Oct72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

15Nov72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

MCSC, BARSTOW

15Sep72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

16Oct72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

15Nov72  
TG1 20  
CG1 10  
TG2 20  
CG2 10  
Total 60

Enclosure (2)

DECISION CHART FOR HUMAN RELATIONS INSTRUCTORS

The below chart is designed to assist Human Relations Instructors in the administration of Marine Corps Questionnaire (MCQ-4).

	Complete Questionnaire Prior to Training	Participate in Training	Complete Questionnaire after Training	Complete Questionnaire 30 January 1973
TG1	Yes	Yes	Yes	Yes
CG1	Yes	No	Yes	Yes
TG2	No	Yes	Yes	Yes
CG2	No	No	Yes	Yes

Forward Answer Sheets to HQMC within 5 days.

Forward Answer Sheets and Discussion Leaders Questionnaires to HQMC within 5 days.

Forward Answer Sheets, Human Relations Instructors Questionnaires, and Statistical Information to HQMC by 15 February 1973.

- TG1 = Training Group 1
- CG1 = Control Group 1
- TG2 = Training Group 2
- CG2 = Control Group 2

\*Statistical information for period 15 June 1972 to 15 September 1972 to arrive at this Headquarters no later than 30 October 1972.

### SCHEDULE OF CONFERENCES

31 August 1972	MCB, Camp Lejeune, N.C. (Note 1)
7 September 1972	MCB, Camp Pendleton, Calif. (Note 2)
9 September 1972	HQ, FMFPAC (Note 3)
12 September 1972	HQ, 3d Marine Division (Note 4).
15 September 1972	HQ, 1st Marine Aircraft Wing (Note 5)

#### NOTES:

1. Human Relations Instructors from Hq, FMFLant, 2dMAW, 2dMarDiv and ForTrpsLant are invited to attend the conference on 31 August 1972 at MCB, Camp Lejeune, N. C.
2. Human Relations Instructors from the 1stMarDiv, 3dMAW, ForTrpsPac, MCRD, San Diego and MCSC, Barstow are invited to attend the conference on 7 September 1972 at MCB, Camp Pendleton.
3. Human Relations Instructors located in Hawaii are invited to attend the conference on 9 September 1972 at Hq, FMFPac.
4. Human Relations Instructors located in Okinawa are invited to attend the conference on 12 September 1972 at Hq, 3dMarDiv.
5. Human Relations Instructors located in Japan are invited to attend the conference on 15 September 1972 at Hq, 1stMAW.

Enclosure (4)

HUMAN RELATIONS BRANCH  
G-3 DIVISION  
HEADQUARTERS MARINE CORPS

MCQ/3

December 1971

MARINE CORPS QUESTIONNAIRE

1. 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.
2. 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.
3. Please answer every question to the best of your ability. Do not leave any blanks. 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.

Age: \_\_\_\_\_ Rank \_\_\_\_\_

Present Unit: \_\_\_\_\_

Present Marine Base: \_\_\_\_\_

Arrival Date at Present Base: \_\_\_\_\_

Years in the Marine Corps: \_\_\_\_\_

Years of School Completed: \_\_\_\_\_

Home of Your Childhood: \_\_\_\_\_

Check One:

\_\_\_\_\_ White

\_\_\_\_\_ Black

\_\_\_\_\_ Other Minority Group; Which One? \_\_\_\_\_

Check One:

\_\_\_\_\_ Male

\_\_\_\_\_ Female

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Have you taken this human relations questionnaire before?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Did you receive any human relations, or racial relations, training at your last duty station?:

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If your last answer was "Yes":

- Approximately how many hours of training did you receive?

\_\_\_\_\_ hours

- When did you receive this training?

Year \_\_\_\_\_ Month \_\_\_\_\_

- This training was given:

A. During duty hours      \_\_\_\_\_ Yes      \_\_\_\_\_ No

B. After duty hours      \_\_\_\_\_ Yes      \_\_\_\_\_ No

C. In my unit training program      \_\_\_\_\_ Yes      \_\_\_\_\_ No

- The nature of this program was (check one):

A. Mainly lectures      \_\_\_\_\_

B. Mainly rap sessions      \_\_\_\_\_

C. Mainly discussion sessions using the dual life value discussion materials      \_\_\_\_\_

D. None of the above      \_\_\_\_\_

For each item from 1 through 33, 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
1. The problem of racial prejudice has been greatly exaggerated by a very few vocal militants.	---	---	---	---	---	---
2. There is a good chance that the Marine Corps can reduce racial problems.	---	---	---	---	---	---
3. White Marines are punished less severely than non-whites for the same offenses.	---	---	---	---	---	---
4. There is no racial discrimination in military justice in the Corps.	---	---	---	---	---	---
5. Too much attention is being given to the black minority and not enough to other minorities.	---	---	---	---	---	---
6. Closer association between the races will improve relations.	---	---	---	---	---	---
7. Non-whites have good reason to distrust whites.	---	---	---	---	---	---
8. If I don't actively try to solve the racial problem, then I'm making it worse.	---	---	---	---	---	---
9. Non-whites get more than their share of dirty details.	---	---	---	---	---	---
10. The U.S. is obligated to help minorities because of past discrimination.	---	---	---	---	---	---

For each item from 1 through 33 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
11. The Marine Corps really doesn't care what people like me think.	-	-	-	-	-	-
12. An unfairly large number of non-whites are assigned infantry MOS's.	-	-	-	-	-	-
13. Non-whites tend to segregate themselves.	-	-	-	-	-	-
14. Most non-whites still need close supervision on technical jobs.	-	-	-	-	-	-
15. Most non-whites would like to date white women.	-	-	-	-	-	-
16. There should be more open discussion between the races about racial problems.	-	-	-	-	-	-
17. Most NCO's are fair in discipline and punishment.	-	-	-	-	-	-
18. Non-whites should stay with their own groups.	-	-	-	-	-	-
19. Most whites deliberately discriminate against minorities.	-	-	-	-	-	-
20. Most whites would like to date non-white women.	-	-	-	-	-	-
21. Tension between blacks and whites is a serious problem in the Marine Corps.	-	-	-	-	-	-
22. Most Marine officers try to be helpful with personal matters.	-	-	-	-	-	-

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For each item from 1 through 33 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
23. Non-whites are trying to get ahead too fast.	-	-	-	-	-	-
24. No man should push himself where he is not wanted.	-	-	-	-	-	-
25. Too many people in the Corps are out for themselves.	-	-	-	-	-	-
26. I think the Marine Corps is the best military service in the world.	-	-	-	-	-	-
27. If things continue the way they are going the blacks will get more than their fair share.	-	-	-	-	-	-
28. It's up to whites to take the lead in associating with non-whites.	-	-	-	-	-	-
29. Integration in the Corps doesn't seem to help in reducing racial tensions.	-	-	-	-	-	-
30. In the long run, dating between blacks and whites does more harm than good.	-	-	-	-	-	-
31. Calling attention to racial problems only makes things worse.	-	-	-	-	-	-
32. The Corps is doing a very good job in trying to reduce problems and tensions between groups.	-	-	-	-	-	-
33. People can be trained to be less prejudiced.	-	-	-	-	-	-

34. Since joining the Marine Corps, my attitude toward other races and groups:  
 \_\_\_ has not changed \_\_\_ has become more favorable \_\_\_ has become less favorable
35. Race relations on the base:  
 \_\_\_ are getting better \_\_\_ are getting worse \_\_\_ are not changing much
36. How many blacks have been awarded the Congressional Medal of Honor?  
 \_\_\_ 6  
 \_\_\_ 22
37. How many black millionaires are there in the U.S.?  
 \_\_\_ 10  
 \_\_\_ 30
38. In what year was the heavyweight championship won by a black for the first time?  
 \_\_\_ 1900  
 \_\_\_ 1920
39. How many blacks have college degrees?  
 \_\_\_ 100,000  
 \_\_\_ 600,000
40. 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
41. 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

42. 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

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

43. Spent free time with blacks  Yes  No
44. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.  Yes  No
45. Spent free time with whites  Yes  No
46. 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

47. 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

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

Yes                       No                       No preference

49. How do you feel generally about whites?

Do you like them?     yes                       no

Do you trust them?    yes                       no

50. How do you feel generally about blacks?

Do you like them?     yes                       no

Do you trust them?    yes                       no

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

Do you like them?     yes                       no

Do you trust them?    yes                       no

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

almost always

often

sometimes

rarely

almost never

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

SINGING "DIXIE"

light: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:heavy

bad: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:good

beautiful: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:ugly

strong: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:weak

nice: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:awful

happy: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:sad

bitter: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:sweet

cruel: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:kind

fair: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:unfair

large: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:small

## AFRO HAIRCUTS

bitter: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:sweet

cruel: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:kind

bad: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:good

light: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:heavy

nice: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:awful

happy: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:sad

large: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:small

strong: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:weak

beautiful: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:ugly

fair: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:unfair

HEADQUARTERS  
UNITED STATES MARINE CORPS

MCQ/4  
June 1972

Human Relations Survey

1. The purpose of this survey is to gather information needed for improving the Marine Corps program in human relations.
2. Do not put your name on the answer sheet. Your answers will be combined with many others for statistical purposes only.
3. Indicate your answer to each question by marking an X on the answer sheet only. Do not make any marks in this booklet.
4. There are no right or wrong answers; we want to learn about Marines' opinions. There is no time limit.
5. You will be asked to take this survey more than once, so that we can find out if opinions change. To do this, we need to be able to compare your answers on one survey with your answers on another survey.
  - a. If this is the first time you are taking this particular survey, do the following:
    - 1) At the bottom of the answer sheet in the two places indicated, write the last four numbers of the serial number of any bill you might have in your pocket or wallet. If you don't have a bill, ask the man next to you for the numbers from a bill that he is not using for this purpose.
    - 2) Tear off the number and save it in your wallet, or some other safe place, so that you can use the same number if you take the survey again.
  - b. If this is not the first time you are taking this particular survey, do the following:
    - 1) At the bottom of the answer sheet, write the same four numbers that you used when you took the survey before.
    - 2) If you do not have the number, write four zeros at the bottom of the answer sheet.

## BIOGRAPHIC INFORMATION

This information is needed only for processing the answers--you will remain completely anonymous. Indicate your answers on the answer sheet only.

## A. Age:

Less than 20 - Mark column 1  
Over 20 but less than 25 - Mark column 2  
Over 25 but less than 30 - Mark column 3  
Over 30 - Mark column 4

## B. Rank:

Below E4 - Mark column 1  
E4, E5, or E6 - Mark column 2  
E7, E8, or E9 - Mark column 3  
Company grade officer - Mark column 4  
Field grade officer - Mark column 5

## C. Years in the Marine Corps:

Less than 2 - Mark column 1  
Over 2 but less than 4 - Mark column 2  
Over 4 but less than 6 - Mark column 3  
Over 6 - Mark column 4

## D. Years of school completed:

Less than 12 - Mark column 1  
12 (high school) - Mark column 2  
Some college - Mark column 3  
College graduate - Mark column 4

E. To which of these groups do you belong?

- Black - Mark column 1
- Spanish-speaking American - Mark column 2
- White - Mark column 3
- American Indian - Mark column 4
- Other - Mark column 5

F. Are you male or female?

- Male - Mark column 1
- Female - Mark column 2

G. Did you have any classes in human relations training during the past two months?

- Yes - Mark column 1 and answer Question H
- No - Mark column 2 and go to the next page

H. How many hours of human relations training did you have in the past two months?

- Less than 5 - Mark column 1
- More than 5 but less than 10 - Mark column 2
- More than 10 but less than 15 - Mark column 3
- More than 15 but less than 20 - Mark column 4
- 20 or more - Mark column 5

Go to the next page.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

1. The Marine Corps is firmly committed to the principle of equal opportunity.
2. Non-whites should treat whites better than they do.
3. The Marine Corps should make a greater effort to assist non-whites to qualify for enlistment and technical MOS's.
4. White Marines are punished less severely than non-whites for the same offenses.
5. All whites feel some prejudice toward non-whites.
6. There is no racial discrimination in military justice in the Corps.
7. Every man should have a voice in his own government no matter how poorly educated he is.
8. Closer association among the races will improve relations.
9. Non-whites have good reason to distrust whites.
10. If I don't actively try to solve the racial problem, then I'm making it worse.
11. Non-whites get more than their share of dirty details.
12. The Marine Corps really doesn't care what people like me think.
13. An unfairly large number of non-whites are assigned infantry MOS's.
14. Success and prestige aren't as important to non-whites as they are to whites.
15. Most non-whites would like to be included in white groups.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 16. Whites do not show proper respect for non-whites with higher rank.
- 17. One way of reducing racial tension would be to assign individuals to units made up of their own race.
- 18. There should be more open discussion between the races about racial problems.
- 19. Whites do not usually have to perform as well as non-whites to be promoted in the Corps.
- 20. Joining the Marines was one of the better decisions I have made.
- 21. Whites should treat non-whites better than they do.
- 22. All non-whites feel some prejudice toward whites.
- 23. Allowing black Marines to wear Afro haircuts amounts to preferential treatment.
- 24. Most whites don't care about the problems of minorities.
- 25. Most whites deliberately discriminate against minorities.
- 26. It's no use trying to get anywhere in the Corps. Whether or not you get promoted is strictly out of your hands.
- 27. Non-whites think they don't have to follow the rules as much as whites.
- 28. Non-whites do not show proper respect for whites with higher rank.
- 29. Whites should try to understand what it feels like to be a member of a non-white group.
- 30. There should be more officers who come from minority groups in the Marine Corps.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 31. Most whites would like to see non-whites better off.
- 32. Too many people in the Corps are out for themselves.
- 33. Commanding officers should pay more attention to the needs of minority group members.
- 34. I think the Marine Corps is the best military service.
- 35. Most non-whites are just as dependable as whites.
- 36. If things continue the way they are going, the blacks will get more than their fair share.
- 37. It's up to whites to take the lead in associating with non-whites.
- 38. Commanding officers should deal more openly with racial problems.
- 39. The Corps is doing a very good job in trying to reduce problems and tensions between groups.
- 40. People can be trained to be less prejudiced.
- 41. The American belief in the equality of life and liberty is out of date.
- 42. Americans don't get respect overseas mainly because foreigners are ungrateful.
- 43. There is a big difference between killing in defense of life and killing in cold blood.
- 44. Man is a reasonable being and therefore democracy is a suitable form of government for him.
- 45. There is some basic equality among all men.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 46. Asians value their lives as much as Americans do.
- 47. All of man's basic nature is selfish.
- 48. A real belief in human equality has to be shown in action.
- 49. The most important purpose of freedom is to protect human life.
- 50. Man's nature demands equal respect from others.
- 51. The military service is one of man's highest callings.
- 52. The idea that some men are superior to others could get us all killed.
- 53. There is a tendency for Americans to show lack of proper respect for foreign persons.
- 54. There are or were good life-protecting (survival) reasons for skin color differences among the races.
- 55. Leaving a fellow Marine "out of the crowd" helps to cause race problems.
- 56. The American minority groups need to work with the whites but they also need their own unity groups.
- 57. Africa has had some highly developed civilizations.
- 58. If the minorities represent about 10% of the total population, having 1 man from the minorities on a 10-man Board of Directors for clubs and promotion boards will guarantee fair representation.
- 59. There should be better ways of learning about Marines' grievances.
- 60. More whites should recognize their own prejudice.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 61. Non-whites cluster together in groups so they can threaten the whites.
- 62. Race relations on the base are getting better.

Go to the next page.

Have you been treated unfairly in the past month in connection with:

63. Work assignments?

Yes - Mark column 1

No - Mark column 2

64. Promotion?

Yes - Mark column 1

No - Mark column 2

65. Discipline?

Yes - Mark column 1

No - Mark column 2

66. Liberty?

Yes - Mark column 1

No - Mark column 2

67. Punishment?

Yes - column 1

No - column 2

68. Personal affairs?

Yes - column 1

No - column 2

Have you been treated unfairly in the past month by:

69. NCO's in your unit?

Yes - column 1

No - column 2

70. Officers in your unit?

Yes - column 1

No - column 2

Have you been treated unfairly in the past month by:

71. Other Marines in your outfit?

Yes - column 1

No - column 2

72. Marines outside of your unit?

Yes - column 1

No - column 2

73. Civilians?

Yes - column 1

No - column 2

74. In general, do you like whites?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

75. In general, do you trust whites?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

76. In general, do you like blacks?

Usually yes - usually 1

About half the time - column 2

Usually no - column 3

77. In general, do you trust blacks?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

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78. In general, do you like members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

79. In general, do you trust members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

80. If you were in combat, would you rather fight beside a white Marine or a black Marine?

A white Marine - column 1

A black Marine - column 2

No preference - column 3

81. Which would you rather serve under - a black commanding officer or a white commanding officer?

A black commanding officer - column 1

A white commanding officer - column 2

No preference - column 3

82. Do black Marines treat you fairly?

Almost always - column 1

Usually - column 2

Sometimes - column 3

Rarely - column 4

Almost never - column 5

83. Do white Marines treat you fairly?

Almost always - column 1

Usually - column 2

Sometimes - column 3

Rarely - column 4

Almost never - column 5

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 seven lines that look like this:

		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
84.	bad	1	2	3	4	5	6	7	good

Mark one of the columns, from 1 through 7, in Question 84 to tell us how bad or good you think BLACK POWER is. If you think that BLACK POWER is very bad, put a mark in column 1 on the answer sheet for Question 84. If you think that BLACK POWER is very good, put a mark in column 7. If you can't decide if BLACK POWER is bad or good, put the mark in column 4. Put the mark in column 2 or 3 if you think it's bad, but not very bad. Put the mark in column 5 or 6 if you think it's good, but not very good.

Go to the next question and mark one of the columns to tell us how fair or unfair you think BLACK POWER is. Then go to the next question, and so on, until you've marked a column for each question about BLACK POWER.

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

#### BLACK POWER

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
84.	bad	1	2	3	4	5	6	7	good
85.	fair	1	2	3	4	5	6	7	unfair
86.	beautiful	1	2	3	4	5	6	7	ugly
87.	happy	1	2	3	4	5	6	7	sad
88.	nice	1	2	3	4	5	6	7	awful
89.	bitter	1	2	3	4	5	6	7	sweet
90.	cruel	1	2	3	4	5	6	7	kind

## BLACK HANDSHAKE

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
91.	nice	1	2	3	4	5	6	7	awful
92.	beautiful	1	2	3	4	5	6	7	ugly
93.	happy	1	2	3	4	5	6	7	sad
94.	fair	1	2	3	4	5	6	7	unfair
95.	cruel	1	2	3	4	5	6	7	kind
96.	bad	1	2	3	4	5	6	7	good
97.	bitter	1	2	3	4	5	6	7	sweet

## THE MARINE CORPS

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
98.	fair	1	2	3	4	5	6	7	unfair
99.	bad	1	2	3	4	5	6	7	good
100.	happy	1	2	3	4	5	6	7	sad
101.	cruel	1	2	3	4	5	6	7	kind
102.	bitter	1	2	3	4	5	6	7	sweet
103.	beautiful	1	2	3	4	5	6	7	ugly
104.	nice	1	2	3	4	5	6	7	awful

## AFRO HAIRCUTS

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
105.	bitter	1	2	3	4	5	6	7	sweet
106.	cruel	1	2	3	4	5	6	7	kind
107.	bad	1	2	3	4	5	6	7	good
108.	nice	1	2	3	4	5	6	7	awful
109.	beautiful	1	2	3	4	5	6	7	ugly
110.	fair	1	2	3	4	5	6	7	unfair
111.	happy	1	2	3	4	5	6	7	sad

## SUPPLEMENTARY QUESTIONNAIRE

The following questions are needed to help us process the data on the discussion groups. We are not interested in knowing your identity. We will keep all these answers completely anonymous. Your honest impressions will be greatly appreciated.

1. Have you served in any other branch of the military besides the Marines?

Air Force	<input type="checkbox"/>	Mark column 1
Army	<input type="checkbox"/>	Mark column 2
Coast Guard	<input type="checkbox"/>	Mark column 3
Navy	<input type="checkbox"/>	Mark column 4
None	<input type="checkbox"/>	Mark column 5

2. If you have had human relations training elsewhere, where was it?

In the military	<input type="checkbox"/>	Mark column 1
As a civilian	<input type="checkbox"/>	Mark column 2

3. How many men are there in your company?

Less than 80	<input type="checkbox"/>	Mark column 1
81-100	<input type="checkbox"/>	Mark column 2
101-120	<input type="checkbox"/>	Mark column 3
More than 120	<input type="checkbox"/>	Mark column 4

4. How long have you been out of ITR?

Less than one month	<input type="checkbox"/>	Mark column 1
One month to 6 months	<input type="checkbox"/>	Mark column 2
Over 6 months but less than 12	<input type="checkbox"/>	Mark column 3
Over 1 year but less than 2	<input type="checkbox"/>	Mark column 4
Over 2 years	<input type="checkbox"/>	Mark column 5

## 5. Where were you born?

Northeastern States	<input type="checkbox"/>	Mark column 1
Mid Atlantic States	<input type="checkbox"/>	Mark column 2
Southern States	<input type="checkbox"/>	Mark column 3
Midwestern States	<input type="checkbox"/>	Mark column 4
North Central States	<input type="checkbox"/>	Mark column 5
Southwestern States	<input type="checkbox"/>	Mark column 6
Rocky Mountain States	<input type="checkbox"/>	Mark column 7
Far West States	<input type="checkbox"/>	Mark column 8

## 6. Do you consider yourself primarily:

Combat arms	<input type="checkbox"/>	Mark column 1
Support	<input type="checkbox"/>	Mark column 2
Other	<input type="checkbox"/>	Mark column 3

## 7. Please write the first two digits of your MOS in the space provided on the answer sheet.

## 8. What do (did) you think is (was) the purpose of these discussion groups?

To talk about race problems	<input type="checkbox"/>	Mark column 1
To talk about race problems in the Marine Corps	<input type="checkbox"/>	Mark column 2
To talk about all kinds of human relations problems	<input type="checkbox"/>	Mark column 3
Don't know	<input type="checkbox"/>	Mark column 4

## 9. Do (did) you look forward to participating in these groups?

Yes, thought it would be interesting	<input type="checkbox"/>	Mark column 1
Yes, was glad to get out of other jobs	<input type="checkbox"/>	Mark column 2
No, it seemed like a chore	<input type="checkbox"/>	Mark column 3
No, did not believe in this kind of thing	<input type="checkbox"/>	Mark column 4

The following questions can only be answered if you have already participated in the discussion groups.

10. Was there good rapport between the discussion leader and the participants?
- |              |                          |               |
|--------------|--------------------------|---------------|
| A great deal | <input type="checkbox"/> | Mark column 1 |
| Some         | <input type="checkbox"/> | Mark column 2 |
| Very little  | <input type="checkbox"/> | Mark column 3 |
| None         | <input type="checkbox"/> | Mark column 4 |
11. Was the discussion leader able to summarize important points for the group?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
12. Did the discussion leader actively ask participants to enter the discussions?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
13. Did the discussion leader reward participation in the discussions?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |

14. Was the discussion leader able to communicate with all the members of the group?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
15. Did the discussion leader talk over the heads of some of the participants?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
16. Was the discussion leader sincere in the points he presented?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| Always            | <input type="checkbox"/> | Mark column 1 |
| To a great extent | <input type="checkbox"/> | Mark column 2 |
| To some extent    | <input type="checkbox"/> | Mark column 3 |
| To a small extent | <input type="checkbox"/> | Mark column 4 |
| Not at all        | <input type="checkbox"/> | Mark column 5 |
17. Did the discussion leader get along well with participants who were senior to him?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
18. Did the discussion leader get along well with participants who were his equal?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |

19. Did the discussion leader get along well with participants who were junior to him?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
20. Was the discussion leader supervised by another member of the human relations staff?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
21. Do you think that the command showed interest in the discussion groups?
- |              |                          |               |
|--------------|--------------------------|---------------|
| A great deal | <input type="checkbox"/> | Mark column 1 |
| Some         | <input type="checkbox"/> | Mark column 2 |
| Very little  | <input type="checkbox"/> | Mark column 3 |
| None         | <input type="checkbox"/> | Mark column 4 |
22. Do you think that the command supported the human relations discussion programs?
- |                   |                          |               |
|-------------------|--------------------------|---------------|
| To a great extent | <input type="checkbox"/> | Mark column 1 |
| To some extent    | <input type="checkbox"/> | Mark column 2 |
| To a small extent | <input type="checkbox"/> | Mark column 3 |
| Not at all        | <input type="checkbox"/> | Mark column 4 |
23. Were the facilities provided for the discussion group adequate?
- |                      |                          |               |
|----------------------|--------------------------|---------------|
| They were excellent  | <input type="checkbox"/> | Mark column 1 |
| They were good       | <input type="checkbox"/> | Mark column 2 |
| They were reasonable | <input type="checkbox"/> | Mark column 3 |
| They were only fair  | <input type="checkbox"/> | Mark column 4 |
| They were poor       | <input type="checkbox"/> | Mark column 5 |
| They were very poor  | <input type="checkbox"/> | Mark column 6 |

24. Did your class as a whole attempt any projects to improve human relations outside class?
- Yes  Mark column 1  
 No  Mark column 2
25. Did some members (not the entire class) attempt any projects to improve human relations outside class?
- Yes  Mark column 1  
 No  Mark column 2
26. Are there any places on your base where you can attempt to apply some of the principles learned in the discussion groups?
- Yes  Mark column 1  
 No  Mark column 2
27. Are there any places in the civilian community where you can attempt to apply some of the principles learned in the discussion groups?
- Yes  Mark column 1  
 No  Mark column 2  
 No civilian communities near the base  Mark column 3
28. In general, how would the military react to any attempts to perform projects aimed at improving human relations?
- Very favorably  Mark column 1  
 Favorably  Mark column 2  
 Unfavorably  Mark column 3  
 Very unfavorably  Mark column 4

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29. If you attempted such a project, what was the reaction?

Very favorable	<input type="checkbox"/>	Mark column 1
Favorable	<input type="checkbox"/>	Mark column 2
Unfavorable	<input type="checkbox"/>	Mark column 3
Very unfavorable	<input type="checkbox"/>	Mark column 4

30. In general, how would the civilian community react to any attempt to perform a project aimed at improving human relations?

Very favorably	<input type="checkbox"/>	Mark column 1
Favorably	<input type="checkbox"/>	Mark column 2
Unfavorably	<input type="checkbox"/>	Mark column 3
Very unfavorably	<input type="checkbox"/>	Mark column 4

31. If you attempted such a project, what was the reaction?

Very favorable	<input type="checkbox"/>	Mark column 1
Favorable	<input type="checkbox"/>	Mark column 2
Unfavorable	<input type="checkbox"/>	Mark column 3
Very unfavorable	<input type="checkbox"/>	Mark column 4

32. What was your general impression of the orientation session?

Very favorable	<input type="checkbox"/>	Mark column 1
Favorable	<input type="checkbox"/>	Mark column 2
Unfavorable	<input type="checkbox"/>	Mark column 3
Very unfavorable	<input type="checkbox"/>	Mark column 4

33. What was your impression of the orienters?

Very favorable	<input type="checkbox"/>	Mark column 1
Favorable	<input type="checkbox"/>	Mark column 2
Unfavorable	<input type="checkbox"/>	Mark column 3
Very unfavorable	<input type="checkbox"/>	Mark column 4

34. Did the discussion leader deviate from the book?

To a great extent	—	Mark column 1
To some extent	—	Mark column 2
To a small extent	—	Mark column 3
Not at all	—	Mark column 4

35. Do you think that the discussion leader should deviate from the text?

To a great extent	—	Mark column 1
To some extent	—	Mark column 2
To a small extent	—	Mark column 3
Not at all	—	Mark column 4

36. If there is anything else you want to say about the discussion group and/or human relations training, please use the space provided on the answer sheet.

BACKGROUND INFORMATION ON  
4,000-MAN STUDY

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APPENDIX HH

Table I

PARTICIPANT CHARACTERISTICS DERIVED FROM MCQ/4  
AND FROM THE SUPPLEMENTARY QUESTIONNAIRE

Actual/Demographic

Age  
Rank  
Length of service in the Marine Corps  
Service in any other branch of the military  
Years of school completed  
Race/ethnic group  
Sex  
Previous human relations training  
Place of birth  
Type of Unit  
Size of Unit  
Time between the Infantry Training Regiment  
and human relations training

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Expectations

Expectations of purpose for discussion groups  
Expectations of scope and topics in course  
Degree of anticipation (positive or negative mental  
set) for training

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Perceptions

Rapport between Unit Discussion Leader (UDL)  
and students  
Ability of UDL to summarize  
Solicitation of participation by UDL  
Rewards for participation  
Ability of UDL to adapt language level to class  
Sincerity of UDL  
Relationship of UDL with members of class--senior,  
equal, and junior  
Initiative of UDL  
Degree of supervision UDL received  
Command interest  
Command support  
Adequacy of facilities  
Amount of leadership action attempted on class level  
Access to points where training can be applied  
Receptivity of military and civilian community to  
action efforts  
Skill of orienters

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Table II

INFORMATION DERIVED FROM QUESTIONNAIRE FOR  
HUMAN RELATIONS INSTRUCTORS

Actual/Demographic

Age  
Rank  
Length of service in the Marine Corps  
Years of school completed  
Race/ethnic group  
Sex

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Operational

Method of conducting training (number of classes,  
hours per day)  
Monitoring of classes  
Full-time versus part-time employment as instructor  
Percentage of command that completed training  
Completion by commander of training course  
Completion by Command staff of training course  
Race/ethnic group of commander  
Command information on program (on- and off-base)  
Commander impact on human relations staff  
Direct access to commander for human relations staff  
Effect of commander's presence in class  
Adequacy of facilities  
Logistical support for both training and action  
Rewards for participation in action program

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Table III

INFORMATION DERIVED FROM QUESTIONNAIRE FOR  
UNIT DISCUSSION LEADERS

Actual/Demographic

Age  
Rank  
Command experience  
Length of service in the Marine Corps  
Years of school completed  
Race/ethnic group  
Sex

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Operational

Participation voluntary or involuntary  
Self-evaluation of program understanding  
Expression (perception) of program philosophy  
(open-ended)  
Other teaching/training jobs  
Location of training facilities  
Proximity to civilian community  
Size and economy of civilian community  
UDL emphasis in course (open-ended)  
Method of conducting training (e.g., number of days)  
Composition of this discussion group  
Self-evaluation of rapport with this discussion group

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Table IV

PROGRAM VARIABLES TO BE EXAMINED

Composition of the groups

Size  
UDL to student ratio  
Racial mix  
Rank mix and horizontal versus vertical breakdown  
Age mix  
Sex mix  
Length-in-service mix (Length at rank or partial rank)  
Type of facility  
Availability of ancillary facilities, e.g., meeting  
places for extra-curricular activities

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Functioning of the groups

Authoritarianism of UDL  
Rewards for class participation  
Was survey given? Effect?  
Conduct of classes--massed vs. spaced  
CO monitoring  
HRI monitoring

BRIEFING NOTES ON EXPERIMENTAL DESIGN

1. Purpose of Trip
  - a. To become better acquainted with the day-to-day problems of conducting the training.
  - b. To explain our needs in the data collection process.
  - c. To talk with the HRI's and explain the research to show where these data will fit in, how they will be used, and why they are necessary.
2. Concepts of Training Groups and Control Groups\*
  - a. Training groups: These are the groups that actually undergo the training (attend the discussion sessions). Their attitudes in many facets of human relations will be assessed to try to determine the impact of training on these attitudes.
  - b. Control groups: These groups are composed of individuals who have not undergone training (have not attended discussion sessions). Their attitudes are measured to compare with the attitudes of the training groups to get a better handle on the impact of training.

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\*A specific example was used to illustrate the major points from 2a through 5c.

### 3. Experimental Design

- a. In order to assess the impact of a training program on attitudes, the testing and training processes must be clearly spelled out. In general, we want to control (be cognizant of) as many factors that might enter the equation as is possible. We set up a design that lets us come close to the ideal of having as controlled a situation as we can.
  - b. One thing that is generally done is to get measurements on critical variables both before and after we do something with or to the people in the experiment. In this particular case, we will get measurements before and after discussion classes have been completed.
  - c. A second thing that we often consider is how the individual retains what he learned over a period of time after he underwent training. What's more, we would want to know what the shape of the training impact is over a number of time periods so that we can plot, on a graph, the line as it should be (whether it be a straight line, a curve, or whatever).
- ### 4. Problems Associated with the Testing
- a. Reliability: The question here is: If we give the same test, under the same circumstances, to

the same people, to what extent can we expect to get the same answers? We should always get the same answers if the parameters above hold true. However, we can't guarantee that (reasons will be given later), so we make estimates of the probability of getting the same answers. These estimates can go from -1.00 to 0.00 to +1.00. They go from totally opposite through totally random to totally alike.

- b. Validity: In the most general sense, here we are asking: To what extent are we actually measuring what we say we are measuring? This may sound funny; but oftentimes we think we are asking a question about something, and the person responding thinks we are asking something totally different.
- c. The effect of testing the first time on any subsequent tests. Here what we are saying is that when a person takes a test once, he will perform differently the second time on the same or similar test than he did the first time. If it's an examination, he will probably do better. If it is a questionnaire, there is no "better" or "worse"; but his answers will either be more in tune with how he really feels since he has been forced to think about it or he might be better able to hide his feelings since he is now prepared.

5. Other Problems

- a. Completion rate: We know that not everybody will respond to all answers. The problem is that there is usually a special reason for not answering, and that makes these people different from those who do answer.
- b. Droupouts: During the course of an experiment, we always have some people who drop out. The reasons for this are many and may range from such things as being transferred to being bored. If we have more people drop out from one group than from another, we have some cause for concern. However, if people drop out at about the same rate from all groups, then we may assume that the reasons are "random" and would not affect the results.
- c. False answers: There are always some people in a large-scale study or experiment who will actually lie in giving their answers or who will simply run down the answer sheet and put down random marks without looking at the questions. We can't tell who these people are going to be, but we usually put in a few questions that serve as checks on the answers by requiring some consistency. These usually reveal the latter group, and quite often the former as well.

6. Tying All This into the Present Problem

a. Note request for numbers of participants and how they are to be used.

b. Training and control groups

(1) If you were given a request for 100 men total, most likely something like 80 were slotted for training groups and about 20 for control groups. What does this mean?

It means that 80 of the 100 men will be tested and will attend the discussion sessions; 20 men will be tested, but they must not attend the discussion sessions.

(2) We will want to determine how the attitudes of the men change over the period of time so some of them (about half) will be tested before and after the discussion sessions. That is, half of the training and half of the control group will receive the test at the start of the training and at the end.

(3) The letter from HQ sets up different starting times for different groups, but note that everyone will complete a final questionnaire on, or about, 30 January 1973. Because of the different starting times, this means that

different groups will have varied times (from 1 month to 3 months) between the completion of training and the final questionnaire.

- (4) In point 2 above we said that only half the men were to be given the questionnaire only after training. The purpose for this is to enable us to determine the effects of the initial test on both the training and the second administration of the questionnaire.
  - (5) It is important that all the groups are given the tests on about the same date (if the group is to be included at that date).
- c. Now let's go over the specifics for the groups presently represented. I hope you all have a copy of the letter from HQ, along with the requirements for men, with you. Note that different units have different requirements for numbers of men. This was done in order to have the least amount of impact on your running of your program. The numbers were based on a set of calculations made at HQ and are based on such things as the number of men in your command as well as the number already trained in that command.

7. Now let's discuss some of these matters further.

Any questions?

Following a general discussion of the study, each of the specific requirements were discussed, e.g., number of Marines to be utilized and the dates of training and testing. Finally, the mechanics of the administration were prescribed as follows:

"First of all, let me remove one problem from your minds. I have repeatedly been asked about the problem of turnover, in that many men will be rotated within three months. We are not concerned about this process because the study has been designed to accommodate the fact that we will lose up to 50% of our sample from day one to three months later. Therefore, do not limit the selection of men to those who will be around the entire three months.

"Now, how are we going to choose the participants? We want you to take groups that are planned for training during the time period you have been told to do the testing. The best way to choose the control group is to take one or more classes and simply not give them training during that time period. If you don't have enough men scheduled, you will have to increase your classes to get the number

needed. (Our efforts at Headquarters were directed toward making relatively sure that you would be training enough, however.)

"The following information is going to be a little complex, so please listen carefully and please feel free to ask questions.

"For the administering of the questionnaires, we want you to follow these procedures:

1. Test the class at the appropriate times (before and after training, or after training only). I will help you determine which classes fall into which group or, rather, how many of each you will need.
2. For the before-training test:
  - a. Give the class the test;
  - b. Collect them;
  - c. Put them into an envelope; and
  - d. Label the envelope
3. For the after-training test:
  - a. Give the class the test;
  - b. Collect them;
  - c. Put them into an envelope; and
  - d. Label the envelope
4. The UDL should also fill out his/her questionnaire during the after-training test. Then:
  - a. Put the two envelopes (before- and after-tests) into another envelope. (If you gave no before-test,

you obviously will have only one envelope.)

b. Label the envelope; and

c. Give it to the HRI

5. The HRI is responsible for putting the unit on the envelopes and then:

a. Filling out his/her HRI questionnaire;

b. Putting all the classes from one unit into an envelope;

c. Putting his questionnaire in the envelope;

d. Labeling the envelope; and

e. Continuing the process for the entire command

6. In other words we want the following;

a. Each class should be in an envelope labeled by the group type ( $T_1, T_2, C_1, C_2$ );

b.  $T_1$  &  $C_1$  should have two envelopes within one bigger one;

c. the UDL should have a questionnaire which he/she completed with each of these envelopes; and

d. the envelopes from a number of classes (by unit) should be collected by the HRI and placed into a still larger envelope along with his/her completed questionnaire and labeled by unit.

7. I repeat, we want each UDL to have a questionnaire with each class he/she ran."

## Human Relations Instructors

Do not put your name on the questionnaire. We want to preserve your anonymity. If you feel that you have more to say than the options allowed, please pick the one that comes the closest to your opinion and then expand on that answer on the back of the page.

1. What is your age?

Less than 20

20-25

26-30

Over 30

2. What is your rank?

Below E4

E4-E6

E7-E9

Company Grade Officer

Field Grade Officer

3. How many years have you been in the Marine Corps?

Less than 2

3-4

5-6

Over 6

4. How many years of school have you completed?

- Less than 12  
 Completed high school  
 Some college  
 Completed college

5. To which of these groups do you belong?

- Black  
 Spanish speaking American  
 White  
 American Indian  
 Other, specify: \_\_\_\_\_

6. Your sex is:

- Male  
 Female

7. Did you have any human relations training in the past 2 months?

- Yes  
 No

If so, how many hours?

- Less than 5 hours  
 5-10 hours  
 11-15 hours  
 15-20 hours  
 20 or more hours

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8. Approximately how many discussion groups are in session simultaneously under your control?

\_\_\_ Less than 2

\_\_\_ 2-4

\_\_\_ 5-7

\_\_\_ Over 7

9. On the average, how many hours per day do the discussion groups meet?

\_\_\_ Less than 4 hours

\_\_\_ 4-6 hours

\_\_\_ 7-9 hours

\_\_\_ Over 9 hours

10. How often are you able to monitor each class?

\_\_\_ Once per day

\_\_\_ Once per week

\_\_\_ Once every two weeks

11. Your monitoring activities comprise about:

\_\_\_ Less than 2 hours per week

\_\_\_ 2-4 hours per week

\_\_\_ 5-7 hours per week

\_\_\_ Over 7 hours per week

\_\_\_ None

12. What is the average number of hours per week that you are on military duty?

Less than 30 hours

30-40 hours

41-60 hours

Over 60 hours

13. On the average, how many hours per week do you spend in your role as Human Relations Instructor?

Less than 30 hours

30-40 hours

41-60 hours

Over 60 hours

14. How do you consider your duty as Human Relations Instructor?

Full-time job

Part-time job

Additional duty

15. Do you think that the job of Human Relations Instructor should be:

Full-time

Part-time

Additional duty

16. How many men are assigned to the command you represent?
- 300 men or less
  - 300-599 men
  - 600-999 men
  - 1000 men or more
17. How long has the human relations training been in effect in your present command?
- Less than 6 months
  - 6-12 months
  - 1-2 years
  - Over 2 years
18. What percentage of all the men on station received completed human relations training?
- Less than 10%
  - 11-30%
  - 31-60%
  - 61-80%
  - Over 80%
19. Has your commander completed human relations training?
- Yes
  - No

20. What percentage of the command staff has completed the human relations course?

Less than 5%

5-10%

11-30%

Over 30%

21. Which group does the Commander belong to?

Black

Spanish speaking American

White

American Indian

Other, specify: \_\_\_\_\_

22. To what extent has the Commander publicized the human relations program to the troops?

Not at all

To a very small extent

To a small extent

To some extent

To a great extent

To a very great extent

23. What medium does the Commander most often use to publicize the program?
- The base newspaper
  - Commander's call
  - Daily bulletins
  - The chain of command
  - Special formations
  - General formations
24. How often does the Commander participate in human relations staff meetings?
- Never
  - Sometimes
  - Often
  - Always
25. If the Commander participates in the staff meetings, does he attempt to dominate the proceedings with his point of view?
- Never
  - Sometimes
  - Often
  - Always
26. Does the Commander take decisive action from staff recommendations regarding the human relations program?
- Never
  - Sometimes
  - Often
  - Always

27. Does the Commander allow the staff latitude in organizing the human relations program and establishing its goals?

Never

Sometimes

Often

Always

28. Does the Commander insist that his subordinates down the chain of command meet all training requirements suggested by the staff?

Never

Sometimes

Often

Always

29. Does the Commander monitor the human relations training classes?

Never

Sometimes

Often

Always

30. Does the Commander give the human relations staff direct access to him at all times?

Yes

No

Depends on the situation

31. After the Commander visits the classes, is there any noticeable change in:
- a. Senior officers who are unsympathetic to the program?  
 Yes  
 No
  - b. Class enthusiasm?  
 Yes  
 No
  - c. Reaching a consensus more quickly?  
 Yes  
 No
  - d. Reducing the tendency to bicker over trivial points?  
 Yes  
 No
32. Are the training rooms large enough for the classes?  
 Yes  
 No
33. Is there enough table space for each person?  
 Yes  
 No
34. Are the rooms adequately insulated from outside noises?  
 Yes  
 No

35. Is temperature control within the rooms adequate?

Yes

No

36. What percent of troops within your immediate command participate in the human relations action program?

Less than 2%

2-8%

9-20%

More than 20%

37. Are the troops given time off from their normal duties to participate in the human relations action program?

Never

Very little

Often

Always

38. Is any command or public recognition given those who participate in these action programs?

Yes

No

39. What form does this recognition take? (Check all that apply.)

Coverage in base paper

Command citation or award

Granted extra leave

Improvement in promotion chances

## Discussion Leader Questionnaire

Please do not put any identification on this booklet. We are interested in preserving your anonymity. If there is any question in your mind as to the group being addressed, the questions are concerned with the discussion group that just completed training.

1. What is your age?

Less than 20

20-25

26-30

Over 30

2. What is your rank?

Less than E4

E4-E6

E7-E9

Company Grade Officer

Field Grade Officer

3. Years in the Marine Corps?

Less than 2

2-4

5-6

Over 6

4. Years of school completed?

- Less than 12 years  
 12 years (high school graduate)  
 Some college  
 College graduate

5. To which of these groups do you belong?

- Black  
 Spanish-American  
 White  
 American Indian  
 Other, Specify: \_\_\_\_\_

6. What is your sex?

- Male  
 Female

7. Have you had any classes in Human Relations in the last two months?

- Yes  
 No

8. How many hours of Human Relations Training have you had in the last two months?

- Less than 5  
 5-10 hours  
 11-15 hours  
 16-20 hours  
 Over 20 hours

9. How much training did you have in the Human Relations Program?

Less than 8 hours

8-12 hours

13-18 hours

19 or more hours

10. Is your participation in the Human Relations Program voluntary?

Yes

No

To what extent: \_\_\_\_\_

11. How well do you think you understand the philosophical concepts outlined in the program?

Not at all

Somewhat

Adequately

Very well

12. To what extent do you agree with the philosophical concepts outlined in the program?

Not at all

To a small extent

To some extent

To a great extent

13. Do you perform other duties as a Marine in addition to your role as Discussion Leader?

Yes

No

14. Please summarize, in your own words, the philosophy expressed by the Human Relations Program.

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15. How many training programs, other than the Human Relations Program, are you involved in as an instructor?

None

Less than 2

2-4

Over 4

16. Have you had leadership training in the Marine Corps?

Yes

No

17. Have you held any positions which have given you command experience?

Yes

No

18. Is there any position you held in the Marine Corps which you think has helped you to become a good discussion leader?

Yes, Specify: \_\_\_\_\_

No

19. Are discussion sessions held in places that are conveniently located for the participants?

Yes

No

20. Are eating facilities within comfortable walking distance of the training facilities?

\_\_\_ Yes

\_\_\_ No

21. Are recreational facilities within comfortable walking distances of the training facilities?

\_\_\_ Yes

\_\_\_ No

22. How far is the base from the nearest civilian community?

\_\_\_ Less than 2 miles

\_\_\_ 2-5 miles

\_\_\_ 6-10 miles

\_\_\_ Over 10 miles

23. How many civilians live in the community?

\_\_\_ Less than 500 persons

\_\_\_ 500-9,999 persons

\_\_\_ 10,000-29,999 persons

\_\_\_ 30,000-59,999 persons

\_\_\_ 60,000-99,999 persons

\_\_\_ 100,000 or more persons

24. What is the basic economy of the community?

\_\_\_ Farming

\_\_\_ Heavy Industry

\_\_\_ Light Industry

\_\_\_ Tourism (including service industry)

25. Do your students have easy and reliable transportation to and from the civilian community?

\_\_\_ To a great degree

\_\_\_ To some degree

\_\_\_ To a small degree

\_\_\_ Not at all

26. Does the proximity of the community hinder your development of an action program among your students?

\_\_\_ No

\_\_\_ Yes, in what way: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. What did you stress in this particular discussion group?

\_\_\_ Philosophy

\_\_\_ Issues

\_\_\_ Action program

\_\_\_ Research

\_\_\_ Other, specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. How many days did you take to train this discussion group?

\_\_\_ Less than 4 days

\_\_\_ 4-6 days

\_\_\_ 7-10 days

\_\_\_ Over 10 days

29. Did you find it difficult to guide the discussions as intended in the training manual?

- Not at all  
 To a small extent  
 To some extent  
 To a great extent

30. Some groups of people make one feel more uncomfortable than others. Please rank the following according to how uncomfortable you feel with them. 1 indicates most uncomfortable and the 5 indicates the least uncomfortable.

- Enlisted (E1 to E3)  
 Junior NCO's (E4 to E5)  
 Senior NCO's (E6 to E9)  
 Company grade officers (Lieutenants and Captains)  
 Field grade officers (Major-Colonel)  
 General officers

31. What was the composition of this discussion group?

Senior Officers	<input type="checkbox"/>
Senior NCO's	<input type="checkbox"/>
Junior Officers	<input type="checkbox"/>
Junior NCO's	<input type="checkbox"/>
Enlisted	<input type="checkbox"/>
Total	100%

32. Did you establish a good rapport with this particular discussion group?

\_\_\_ Yes

\_\_\_ No

33. Do you feel that most of this group have improved their views on human relations?

\_\_\_ Yes

\_\_\_ No

34. What percent do you think improved their views?

\_\_\_ Less than 5%

\_\_\_ 5-15%

\_\_\_ 16-25%

\_\_\_ 26-50%

\_\_\_ 51-75%

\_\_\_ Over 75%

0714

REPORT ON DISCUSSION  
LEADER SURVEY

3724

## I. Introduction

The present report is based on questionnaires that were administered to 171 discussion leaders in the Marine Corps Human Relations program.<sup>1</sup> The data reflect all the questionnaires that were returned as part of the MCQ/4 study.<sup>2</sup> The MCQ/4 study had the overall purpose of tentatively evaluating the Marine Corps Human Relations Training Program (MCHRP). One segment of that evaluation consisted of gathering information from the leaders of discussion group in the MCHRP. Originally, the plan was to administer questionnaires to all D.L.'s who were active in areas on which the MCQ/4 study focused. However, the original plan was not totally implemented. Therefore, the present report reflects only those questionnaires that were actually obtained. With the above background information in mind, the purpose of this report is predominantly descriptive; that is, the biographical characteristics of the D.L.'s and their responses to certain inquiries will be evaluated. In addition, any associations between and among variables will be discussed. Accordingly, this paper has been organized as follows:

First, a summary of the statistically significant findings is presented.

Second, D.L.'s responses to certain biographical questions are reported.

Third, relationships that exist between the D.L.'s biographical characteristics and their responses to certain questions on the survey are evaluated.

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<sup>1</sup>See Appendix A (Discussion Leader Questionnaire) for the data collection Instrument.

<sup>2</sup>Korotkin, Arthur L., Richard H. Orth, Garmen West, Jr. Interim Evaluation Report (MCQ/4). Report to the United States Marine Corps, Equal Opportunity Branch, November 20, 1973. Kensington, Md.: International Research Institute of the American Institutes for Research, 1973.

Fourth, associations among D.L.'s responses on the questionnaire are discussed.

Finally, based on the findings, tentative recommendations are proposals are made for further training and research.

## II. Summary of Significant Findings

Although there are several findings mentioned in this paper that were not statistically significant, the rationale was to consider them nevertheless because of their heuristic import. The statistically significant findings, however, included the following:

1. There was a significant association between rank and the D.L.'s self-evaluation of their level of understanding of the philosophical concepts of the program. (Table 1)

As rank level increased, the proportion of those respondents with "low" understanding of the philosophical concepts decreased.

2. Concurrently, there was a significant association between the level of education of the D.L.'s and their understanding of the philosophical concepts of the program. (Table 2)

As education increased, so increased the proportion of the respondents with "high" understanding of the philosophical concepts.

3. In addition, there was a significant association between education, rank and the understanding of the philosophical concepts. (Table 4)

Officers with college experience tended to evaluate themselves higher on understanding of the philosophical concepts than enlisted men with the same level of educational experiences.

4. Furthermore, there was a significant association between a D.L.'s establishment of good rapport with the discussion group and his self-evaluation of the improvement of that class' human relations attitudes. (Table 13)

As the proportion of those respondents who answered positively on the rapport inquiry increased, the proportion of those respondents who answered positively on the improved views on human relations inquiry also increased.

5. There was also a significant correlation between a D.L.'s agreement with the philosophical concepts of the program and ones difficulty in guiding the discussions as outlined in the manual. (Table 16)

As agreement with the philosophical concepts increased, the proportion of those respondents with the "most" difficulty in guiding the discussions decreased.

6. In addition, there was a significant relationship between a D.L.'s understanding the philosophical concepts and his agreement with those concepts. (Table 12).

As the understanding of philosophical concepts increased, the proportion of those respondents who indicated "high" agreement with the philosophical concepts increased.

7. It was found that there was a significant association between a D.L.'s assessment of other positions he had held in the Marine Corps that helped him to become a good discussion leader and his difficulty in guiding discussions. (Table 14)

Of the respondents who answered "no" on difficulty in guiding discussions, a significantly greater proportion answered "yes" that they had held other positions in the Marine Corps that had helped them to become a good discussion leader, as compared with a lower proportion who answered "no."

8. Finally, there was a significant association between a D.L.'s assessment of other positions he had held in the Marine Corps that had helped him to become a good discussion leader and a D.L.'s evaluation of the improvement of his class' views on human relations. (Table 15)

Among those respondents who answered "yes" most of their class had improved their views on human relations, a significantly higher proportion answered "yes" than those who answered "no" on other helpful positions held in the Marine Corps.

### III. D.L.'s Biographical Characteristics

With respect to age, 51% of the D.L.'s were younger than 26 years of age. Similarly, 54% of the respondents fell into the "high school graduate or less" category. The majority, 70%, of the D.L.'s sampled were white. In contrast, 18% were Black; 6% were Spanish-American; 6% fell into an "other" category, that included, for example, Indian American. With respect to sex, only 2 of 171 or 1% of the respondents were female. The D.L.'s were also asked to indicate the number of years they had been in the Marine Corps. Forty-seven percent of the respondents had been in the Marine Corps 6 years or less. The last biographical characteristic of the D.L.'s considered concerns rank. The majority or 85% of the respondents were enlisted personnel. It should also be noted that 69% of the D.L.'s fell into the "E-4 to E-6" category. (See Appendix B for summary tables of the above findings.)

### VI. Relationship Between Biographical Characteristics and Various Questions D.L.'s Were Asked

#### Understanding of Philosophical Concepts

D.L.'s were asked to indicate how well they understood the philosophical concepts outlined in the program. Their responses were collapsed into "low" and "high" categories of understanding. The question arises as to whether there were any differences in the respondents' self-evaluation of their understanding of the philosophical concepts outlined in the program where rank, education and race were considered.

Rank. Table 2 shows that officers tended to give a higher evaluation of their own understanding of the philosophical concepts than enlisted men.

(Table 1 here)

For example, 45% of the enlisted men, as compared with 76% of the officers, rated themselves "high" on understanding the concepts. Therefore, as rank level increased, the proportion of those respondents with "high" understanding of the concepts also increased. Put conversely: as officer status increased, the proportion of those respondents with "low" understanding of the concepts decreased. For example, 54% of the enlisted men compared with 23% of the officers view themselves "low" on understanding of the concepts. The above findings were statistically significant at the .01 level of significance.

Table 1. Percentage Distribution of Understanding of the Philosophical Concepts by Rank

Understanding	Rank	
	Enlisted	Officers
High	45%	76%
Low	54%	23%
Total Percent	99% <sup>a</sup>	99%
Base N <sup>b</sup>	26	142

$\chi^2 = 7.33$  (yates); d.f. = 1; p .01

<sup>a</sup>As a result of "no answers," the total number of respondents for some of the tables in this paper do not equal 171.

<sup>b</sup>Throughout this paper percentages and chi-squares do not include "no answers."

Education. Table 2 points out that there is also a significant association between education and the D.L.'s perceived understanding of the philosophical concepts. As education increased, the proportion of those respondents who

(Table 2 here)

saw themselves as "high" on understanding of the philosophical concepts increased. For example, 43% of those respondents with the lower levels of educational attainment, as compared with 60% with the highest level of educational attainment, were "high" on understanding of the philosophical concepts. Conversely, as education increased, the proportion of those respondents with "low" understanding of the philosophical concepts decreased. It can be seen in Table 2 that a majority, 56% of the respondents with the lower level of education were "low" in understanding the philosophical concepts, as compared with 40% with the higher level of education. The above relationship was statistically significant at the .05 level.

Rank and Education. Given the association between rank and the understanding of the concepts, it was expected that there might also be a relationship between education and understanding of the concepts. To illustrate this hypothesis, reference is made to Table 3. An examination of Table 3 reveals that there is indeed an association between rank and education; in general terms, the higher the rank, the higher the education. With no exception, the officers were either college graduates or had some college training. In contrast, 65% and 34% of the enlisted men fell into the "less than 12 years/high school graduate" and "some college/college graduate" categories, respectively.

(Table 3 here)

At this point it was apparent that both education and rank have statistically significant correlation independent with one's view of understanding the philosophical concepts outlined in the MCHRP. The questions to be addressed next are:

1. Considering only enlisted men, is there a significant difference by education?
2. Comparing enlisted men and officers with parallel education, is there a significant difference on their understanding of the concepts?

Table 2. Percentage Distribution of Understanding of Philosophical Concepts by Education

Understanding	Education	
	High School Graduate or Less	Some College or Above
High	43%	60%
Low	56%	40%
Total Percent	99%	100%
Base N	93	75

$\chi^2 = 4.14$  (yates), d.f. = 1, p .05

Table 3. Percentage Distribution of Rank by Education

Education	Rank	
	Enlisted	Officer
Less than 12 years/ H.S. Graduate	65%	0%
Some College/ College Graduate	34%	100%
Total Percent	99%	100%
Base N	144	26

Among the enlisted men, it can be seen in Table 4 that as education increased the proportion of those respondents with "high" understanding of the philosophical concepts also increased. For example, 45% in the lowest educational category, as compared with 50% in the higher educational category, fell into the category of "high" understanding of the philosophical concepts. It should be noted that this finding was not statistically significant, however, a clear pattern emerges as to understanding and educational level.

(Table 4 here)

With respect to question (2) on page 6, it appears that there are indeed significant differences between officers and enlisted men having the same level of education on understanding the concepts. Seventy-six percent of officers and a considerably lesser percentage (50%) of the enlisted men fell into the category of "high" understanding of the concepts. Therefore, it is hypothesized that officers tend to rate themselves higher on understanding, perhaps, because they feel that given officer status there should be higher understanding of the concepts in the program.

Race. When understanding of the concepts was examined by race, it was found that there were no significant differences between whites and non-whites.

(Table 5 here)

It can be seen in Table 5, however, that whites tended to evaluate themselves higher on understanding the concepts than non-whites.

#### Agreement with Philosophical Concepts

An additional question was: To what extent do you agree with the philosophical concepts outlined in the program? It was found that there were no significant differences by race, education, rank, length of military service, and age on agreement with the philosophical concepts.

(Table 6 here)

Table 6 provides a summary of the findings between the biographical characteristics mentioned above and agreement with the philosophical concepts.

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Table 4. Percentage Distribution of Education and Rank by Understanding of Philosophical Concepts

Understanding	Enlisted		Officers	
	(A) H.S. Graduate	(B) Some College or Above	(C) H.S. Graduate or Less	(D) Some College or Above
High	45%	50%	---	76%
Low	55%	50%	---	---
Total Percent	99%	100%	---	23%
Base N	95	48	---	26

Cols. A, B  $\chi^2 = .23$  (yates); d.f. = 1, N.S.

Cols. B, D  $\chi^2 = 4.02$  (yates); d.f. = 1; p .05

200  
A

Table 5. Percentage Distribution of Understanding Philosophical Concepts by Race

Understanding	Race	
	Whites	Non-Whites
Most	52%	45%
Least	47%	54%
Total Percent	99%	99%
Base N	116	53

$\chi^2 = .51$  (yates); d.f. = 1; N.S.

Table 6. Percentage Distribution of Agreement  
Philosophical Concepts by Various Biographical Variables

Agreement	Race		Education		Rank		Length of Service		Age	
	(A) Whites	(B) Non-Whites	(C) H.S.Grad. or Less	(D) Some Col. or Above	(E) Officers	(F) Enlisted	(G) 6 Years or Less	(H) Over 6 Years	(I) 25 Years or Below	(J) Over 25 Years
High	52%	46%	46%	50%	44%	49%	45%	50%	51%	51%
Low	49%	53%	53%	49%	55%	50%	54%	49%	49%	48%
Total %	90%	99%	99%	99%	99%	99%	99%	99%	100%	99%
Base N	119	50	92	77	27	142	83	86	85	44

Cols. A, B  $\chi^2 = .30$  (yates); d.f. = 1; N.S.  
 Cols. C, D  $\chi^2 = .18$  (yates); d.f. = 1; N.S.  
 Cols. E, F  $\chi^2 = .06$  (yates); d.f. = 1; N.S.  
 Cols. G, H  $\chi^2 = .22$  (yates); d.f. = 1; N.S.  
 Cols. I, J  $\chi^2 = .01$  (yates); d.f. = 1; N.S.

000  
A

### Difficulty in Guiding Discussions

The D.L.'s were also asked: Did you find it difficult to guide the discussions as intended in the training manual? Their responses to this inquiry were analyzed to determine if differences existed between rank and difficulty to guide discussions and between race and difficulty to guide discussions.

(Table 7 here)

An examination of Table 7 reveals that there were no significant associations between rank and race, and difficulty to guide discussions.

### Areas Stressed in Discussion Group

Another question D.L.'s were asked relates to the areas they stressed in their respective discussion groups. Their responses to this inquiry were analyzed by rank, race and education.

(Table 8 here)

As Table 8 indicates there were no significant differences by rank, race and education on the areas D.L.'s stressed in their discussion groups. It is noted, however, that all of the six different groupings of respondents reflects philosophy as being the area that was stressed the most. In several ways, the results of Table 8 are surprising in that disagreement with the program did not produce any significant fluctuations in the areas stressed in the discussion groups.

### Other Positions Helped D.L.'s to Become Good Discussion Leaders

Another inquiry D.L.'s responded to was: Is there any position you held in the Marine Corps which you think has helped you to become a good discussion leader?

(Table 9 here)

It can be seen in Table 9 (a) that 68% of whites, 77% of non-whites; (b) that 76% of officers, and 69% of enlisted men felt they had held other positions that helped them to become good discussion leaders. These findings, however, were not statistically significant.

Table 7. Percentage Distribution of Difficulty to Guide Discussions by Rank and Race

Difficulty	Rank		Race	
	(A) Officers	(B) Enlisted	(C) Whites	(D) Non-Whites
High	30%	37%	35%	35%
Low	70%	63%	64%	64%
Total Percent	100%	100%	99%	99%
Base N	27	142	120	51

Cols. A, B  $\chi^2 = .23$  (yates); d.f. = 1; N.S.

Cols. C, D  $\chi^2 = .01$  (yates); d.f. = 1; N.S.

Table 8. Percentage Distribution of Areas Stressed in Discussion Groups by Race, Rank and Education

Areas Stressed	Rank		Race		Education	
	(A) Officers	(B) Enlisted	(C) Whites	(D) Non-Whites	(E) H.S. Grad. or Less	(F) Some College or Above
Philosophy	38%	34%	36%	33%	32%	38%
Issues	33%	30%	29%	32%	26%	33%
Action Program	19%	25%	23%	25%	27%	22%
Research/Other	9%	10%	10%	9%	13%	6%
Total Percent	99%	99%	99%	99%	98%	99%
Base N <sup>a</sup>	42	199	164	75	120	118

Cols. A, B  $\chi^2 = .84$ ; d.f. = 3; N.S.

Cols. C, D  $\chi^2 = .39$ ; d.f. = 3; N.S.

Cols. E, F  $\chi^2 = 4.60$ ; d.f. = 3; N.S.

<sup>a</sup>Since many of the respondents gave more than one response to this inquiry, percentages were based on the total number of responses.

Table 9. Percentage Distribution of Influence  
of Other Positions Held in the Marine Corps  
on Becoming Good Discussion Leader by Race and Rank

Other Positions Helped	Race		Rank	
	(A) Whites	(B) Non-Whites	(C) Officers	(D) Enlisted
Yes	68%	77%	76%	69%
No	31%	22%	23%	30%
Total Percent	99%	99%	99%	99%
Base N	118	48	26	141

Cols. A, B  $\chi^2 = .81$  (yates); d.f. = 1; N.S.

Cols. C, D  $\chi^2 = .28$  (yates); d.f. = 1; N.S.

### Class' Improved Views on Human Relations

Finally, D.L.'s were asked: Do you feel that most of this group have improved their views on human relations? Collectively, three-fourths or 127 of 171 respondents answered "yes" they did indeed feel most of their respective group members had improved their views. In addition, analyses were performed by race, rank and education. Table 10 indicates that 70% of whites, as

(Table 10 here)

compared with 85% of non-whites; 72% of officers, as compared with 75% of enlisted men; 69% of the lower educational category, as compared with 80% in the higher educational category, answered "yes" their classes' views on human relations had improved. It is noted, however, that these findings as a result of comparisons of sub-groupings of the respondents were not statistically significant, but are of considerable practical import.

### Associations Among Questions D.L.'s Were Asked

Next, an attempt was made to establish possible relevant associations between D.L.'s responses to one question (e.g., prior leadership training), as compared with their responses on another question (e.g., rapport with discussion group). In particular, attention will be given to the following questions:

1. Is there an association between an understanding of the philosophical concepts and a D.L.'s difficulty in guiding discussions and ones agreement with the philosophical concepts?
2. Is there an association between establishing rapport with discussion group and improved views on human relations within that group?
3. Is there an association between positions held in the Marine Corps that have helped D.L.'s to become a good discussion leader, improved views on human relations and difficulty in guiding discussion groups?
4. Is there an association between agreement with the philosophical concepts and difficulty in guiding discussion groups?

Table 10. Percentage Distribution of Evaluation of Class' Improved Views on Human Relations by Race, Rank and Education

	Race		Rank		Education	
	(A) Whites	(B) Non-Whites	(C) Officers	(D) Non-Officers	(E) H.S. Grad. or Less	(F) Some College or Above
Yes	70%	85%	72%	75%	69%	80%
No	29%	14%	28%	24%	30%	19%
Total Percent	99%	99%	100%	99%	99%	99%
Base N	119	48	25	146	71	92

Cols. A, B  $\chi^2 = 3.25$  (yates); d.f. = 1; N.S.

Cols. C, D  $\chi^2 = .01$  (yates); d.f. = 1; N.S.

Cols. E, F  $\chi^2 = 2.24$  (yates); d.f. = 1; N.S.

### Understanding of the Philosophical Concepts

Difficulty to Guide Discussions. The question arises as to whether there is an association between understanding the philosophical concepts and difficulty D.L.'s encountered in guiding the discussions as intended in the training manual.

(Table 11 here)

Table 11 indicates that as understanding of the philosophical concepts increases the proportion of respondents with "low" amount of difficulty in guiding their discussions increases. For example, 59% with "low" understanding of the philosophical concepts, as compared with 69% with "high" understanding of the concepts, were "low" on difficulty to guide discussions. Conversely, 40% with "low" understanding of the concepts as compared with 30% with "high" understanding, were "high" on difficulty to guide discussions; that is, as understanding of the philosophical concepts increases, the proportion of respondents with "high" difficulty to guide discussions decreases. The chi-square, was statistically significant at the .20 level.

Agreement with Concepts. These data were also examined to determine if there was any significant association between ones understanding the philosophical concepts and agreement with the concepts. Interestingly, there was indeed a significant association between these two variables, at the .01 level of significance. It would appear that an understanding of the philosophical concepts increased, the proportion of those respondents with "high" agreement with the concepts increased.

(Table 12 here)

For example, Table 12 shows that 38% of those respondents who were "low" on understanding the concepts, as compared with 60% who were "high" on agreement. Conversely, as understanding of the concepts increased, the proportion of those respondents who were "low" on agreement with the concepts decreased.

### Rapport Established with Discussion Group

Improved View. It was found that there was a statistically significant association between a D.L.'s self-evaluation of whether a good rapport was established within the discussion group and their own evaluations of the class improvement in human relations attitudes.

(Table 13 here)

389<

Table 11. Percentage Distribution of Understanding the Philosophical Concepts by Difficulty to Guide Discussions

Difficulty to Guide Discussions	Understanding Philosophical Concepts	
	Least	Most
Low	59%	69%
High	40%	30%
Total Percent	99%	99%
Base N	83	83

$\chi^2 = 1.68$  (yates); d.f. = 1; p .20

Table 12. Percentage Distribution of Understanding the Philosophical Concepts by Agreement With the Concepts Outlined in the Program

Agreement	Understanding	
	Low	High
High	38%	60%
Low	62%	40%
Total Percent	100%	100%
Base N	84	85

$\chi^2 = 7.26$  (yates); d.f. = 1; p .01

Table 13. Percentage Distribution of Establishment of Good Rapport With Discussion Group by Most of the Group Improved Views on Human Relations

Improved Views on Human Relations	Good Rapport	
	Yes	No
Yes	81%	20%
No	19%	80%
Total Percent	100%	100%
Base N	149	15

KK-12

$\chi^2 = 16.04$  (yates); d.f. = 1; p .001

2504

It is clear in the above table that of those respondents who felt they had established a good rapport, also, tended to indicate that their class had improved their views on human relations. Eighty-one percent of those D.L.'s who answered "yes" to the rapport inquiry, as compared with only 20% who answered "no," also answered "yes" on the improved views on human relations questions. Conversely, of those respondents who did not feel they had established a good rapport with their discussion group, tended to indicate that most of their class had not improved their views on human relations. This finding suggests that D.L.'s recognize that a good rapport with a discussion group is necessary in order to be effective in the improvement of the class' views on human relations.

#### Influence of Other Positions Held in Marine Corps on Becoming Good D.L.

Difficulty in Guiding Discussions. It was found that there was no statistically significant association between other positions held in the Marine Corps and difficulty in guiding discussions.

(Table 14 here)

Table 14 reveals that 69% of those respondents who answered "yes" on other positions that had helped them to become good D.L.'s, in comparison with 53% who answered "no," also answered "no" on difficulty in guiding discussions.

Improved Views. In addition, the association between other positions held in the Marine Corps and improved views on human relations was examined.

(Table 15 here)

Table 15 indicates that 80% of those respondents who answered "yes" on other positions that have helped to become good D.L., as compared with 65% who answered "no," also answered "yes" on most of their class improving their views on human relations. This finding was statistically significant at the .10 level.

#### Agreement with the Philosophical Concepts

Difficulty in Guiding Discussions. Finally, these data were examined to see if there was a significant association between agreement with the

philosophical concepts outlined in the program and difficulty in guiding discussions. The findings indicate there was indeed a statistically significant association between the above two variables, at the .01 level of significance. For example, it can be seen in Table 16 that 56% of

(Table 16 here)

those respondents with "low" agreement with the philosophical concepts outlined in the program, as compared with 78% with "high" agreement, had "low" difficulty in guiding discussions. In other words, as the agreement with the philosophical concepts increased, the proportion of those respondents with "low" difficulty in guiding discussions increased. Additionally, as the agreement with the concepts increased the proportion of those respondents with "high" difficulty in guiding discussions decreased; that is, 44% of those respondents who were "low" in agreement with the philosophical concepts, in comparison with 22% who were "high" in agreement, were in the category of "high" difficulty in guiding discussions.

Table 14. Percentage Distribution of Other Positions Held in the MC that have Helped to Become Good D.L. by Difficulty to Guide Discussions

Difficulty Guiding Discussions	Other Positions Helped to Become Good Discussion Leader	
	Yes	No
No	69%	53%
Yes	31%	47%
Total Percent	100%	100%
Base N	115	51

$\chi^2 = 3.15$  (yates); d.f. = 1; p .10

Table 15. Percentage Distribution of Other Positions Held in MC that have Helped to Become Good D.L. by Improved Views on Human Relations

Improved Views on Human Relations	Other Positions Have Helped to Become Good Discussion Leader	
	Yes	No
Yes	80%	65%
No	20%	35%
Total Percent	100%	100%
Base N	114	49

$\chi^2 = 3.15$  (yates); d.f. = 1; p .10

Table 16. Percentage Distribution of Agreement with Philosophical Concepts Outlined in the Program by Difficulty to Guide Discussions

Difficulty in Guiding Discussions	Agreement with Philosophical Concepts	
	Low	High
Low	56%	78%
High	44%	22%
Total Percent	100%	100%
Base N	86	80

$\chi^2 = 8.07$ ; d.f. = 1; = .01

## SUMMARY RECOMMENDATIONS

Proposals and recommendations for the alteration of selecting and training Marine Corps Human Relations discussion leaders would be inappropriate based on this report alone. It does seem evident that certain variables, more than others, are important in the effectiveness of discussion leaders within their classes; i.e., the ability to establish rapport in the class, the level of understanding of the program's concepts, rank and educational level. However many of the significant variables in this research were subjective ones; for instance, we have no way at this time to say whether human relations attitudes improved simply because the D.L. said they did.

This research did furnish nonetheless sufficient biographical data on the discussion leaders and much of their conceptualizations of the program. The report has attempted to provide the Marine Corps with additional research feedback so as to help update and improve their program of human relations. Many of the findings presented could have significant bearing on the selection and training of discussion leaders. Before concrete steps are implemented in the field, however, it is proposed that:

There should be specific instruments developed to measure the change in attitude within each and every human relations class.

There should be further research conducted to measure the strength of certain social and psychological "traits" of the D.L.'s and their correlation with effectiveness. Past research has suggested that specific personality traits have direct implications for effective intergroup relations work. (Epstein, 1961).

Additional attitude surveys be administered to the D.L.'s to provide feedback for research and development.

Steps should be taken to review the D.L. training program for an assessment of how well the philosophical concepts of the overall program are stressed, and how much training is provided in group dynamics.

As a final step, research should be undertaken to develop specific criteria for the selection of discussion leaders.

At that time, the Marine Corps would be sufficiently able to continually supply themselves with an increasingly effective level of discussion leaders for the program. This is in keeping with the joint goal of providing ultimate Marine Corps self-sufficiency with reatrds to the human relations program.

APPENDIX A

Discussion Leader Questionnaire

Please do not put any identification on this booklet. We are interested in preserving your anonymity. If there is any question in your mind as to the group being addressed, the questions are concerned with the discussion group that just completed training.

1. What is your age?

Less than 20

20-25

26-30

Over 30

2. What is your rank?

Less than E4

E4-E6

E7-E9

Company Grade Officer

Field Grade Officer

3. Years in the Marine Corps?

Less than 2

2-4

5-6

Over 6

4. Years of school completed?

Less than 12 years

12 years (high school graduate)

Some college

College graduate

5. To which of these groups do you belong?

Black

Spanish-American

White

American Indian

Other, Specify: \_\_\_\_\_

6. What is your sex?

Male

Female

7. Have you had any classes in Human Relations in the last two months?

Yes

No

8. How many hours of Human Relations Training have you had in the last two months?

Less than 5

5-10 hours

11-15 hours

16-20 hours

Over 20 hours

9. How much training did you have in the Human Relations Program?

Less than 8 hours

8-12 hours

13-18 hours

19 or more hours

10. Is your participation in the Human Relations Program voluntary?

Yes

No

To what extent: \_\_\_\_\_

11. How well do you think you understand the philosophical concepts outlined in the program?

Not at all

Somewhat

Adequately

Very well

12. To what extent do you agree with the philosophical concepts outlined in the program?

Not at all

To a small extent

To some extent

To a great extent

13. Do you perform other duties as a Marine in addition to your role as Discussion Leader?

Yes

No

14. Please summarize, in your own words, the philosophy expressed by the Human Relations Program.

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15. How many training programs, other than the Human Relations Program, are you involved in as an instructor?

None  
 Less than 2  
 2-4  
 Over 4

16. Have you had leadership training in the Marine Corps?

Yes  
 No

17. Have you held any positions which have given you command experience?

Yes  
 No

18. Is there any position you held in the Marine Corps which you think has helped you to become a good discussion leader?

Yes, Specify: \_\_\_\_\_  
 No

19. Are discussion sessions held in places that are conveniently located for the participants?

Yes  
 No

20. Are eating facilities within comfortable walking distance of the training facilities?

Yes

No

21. Are recreational facilities within comfortable walking distances of the training facilities?

Yes

No

22. How far is the base from the nearest civilian community?

Less than 2 miles

2-5 miles

6-10 miles

Over 10 miles

23. How many civilians live in the community?

Less than 500 persons

500-9,999 persons

10,000-29,999 persons

30,000-59,999 persons

60,000-99,999 persons

100,000 or more persons

24. What is the basic economy of the community?

Farming

Heavy Industry

Light Industry

Tourism (including service industry)

400<

25. Do your students have easy and reliable transportation to and from the civilian community?

- To a great degree
- To some degree
- To a small degree
- Not at all

26. Does the proximity of the community hinder your development of an action program among your students?

- No
- Yes, in what way: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. What did you stress in this particular discussion group?

- Philosophy
- Issues
- Action program
- Research
- Other, specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. How many days did you take to train this discussion group?

- Less than 4 days
- 4-6 days
- 7-10 days
- Over 10 days

29. Did you find it difficult to guide the discussions as intended in the training manual?

- \_\_\_ Not at all  
 \_\_\_ To a small extent  
 \_\_\_ To some extent  
 \_\_\_ To a great extent

30. Some groups of people make one feel more uncomfortable than others. Please rank the following according to how uncomfortable you feel with them. 1 indicates most uncomfortable and the 5 indicates the least uncomfortable.

- \_\_\_ Enlisted (E1 to E3)  
 \_\_\_ Junior NCO's (E4 to E5)  
 \_\_\_ Senior NCO's (E6 to E9)  
 \_\_\_ Company grade officers (Lieutenants and Captains)  
 \_\_\_ Field grade officers (Major-Colonel)  
 \_\_\_ General officers

31. What was the composition of this discussion group?

Senior Officers	___%
Senior NCO's	___%
Junior Officers	___%
Junior NCO's	___%
Enlisted	___%
Total	100%

32. Did you establish a good rapport with this particular discussion group?

\_\_\_ Yes

\_\_\_ No

33. Do you feel that most of this group have improved their views on human relations?

\_\_\_ Yes

\_\_\_ No

34. What percent do you think improved their views?

\_\_\_ Less than 5%

\_\_\_ 5-15%

\_\_\_ 16-25%

\_\_\_ 26-50%

\_\_\_ 51-75%

\_\_\_ Over 75%

APPENDIX B  
SUMMARY TABLES OF DISCUSSION LEADERS'  
BIOGRAPHICAL CHARACTERISTICS

Table 1: Age

	<u>Frequency</u>	<u>%</u>
Less than 20 years	7	4
20-25 years	81	47
26-30 years	30	18
Over 30 years	53	31
No answer	<u>0</u>	<u>0</u>
Total	171	100%

Table 2: Rank

	<u>Frequency</u>	<u>%</u>
Less than E-4	5	3
E-4 - E-6	118	69
E-7 - E-9	22	13
Company Grade Officer	23	13
Field Grade Officer	3	2
No answer	<u>0</u>	<u>0</u>
Total	171	100%

Table 3: Years in the Marine Corps

	<u>Frequency</u>	<u>%</u>
Less than 2 years	11	6
2-4 years	57	33
5-6 years	16	9
Over 6 years	87	51
No answer	<u>0</u>	<u>0</u>
Total	171	99%

Table 4: Years of School Completed

	<u>Frequency</u>	<u>%</u>
Less than 12 years	20	12
High school graduate	74	43
Some college	50	29
College graduate	27	16
No answer	<u>0</u>	<u>0</u>
Total	171	100%

Table 5: Group Membership

	<u>Frequency</u>	<u>%</u>
Black	30	18
Spanish-American	11	6
White	119	70
American Indian	2	1
Other	8	5
No answer	<u>1</u>	<u>0</u>
Total	171	100%

Table 6: Sex

	<u>Frequency</u>	<u>%</u>
Male	167	99
Female	2	1
No answer	<u>0</u>	<u>0</u>
. Total	169	100%

INTERIM EVALUATION REPORT (MCQ/4)

by:

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Submitted to:

United States Marine Corps  
Equal Opportunity Branch

Submitted by:

International Research Institute  
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September 1973

## INTERIM EVALUATION REPORT (MCQ/4)

### INTRODUCTION

Historically, the term evaluation has been used to refer to that process or procedure by which one could assess the effectiveness of a process or procedure. It was directed at seeing whether a particular end product was a success or failure. Within the last decade, this concept of evaluation has begun to change, particularly in the social and behavioral sciences. Those working within the areas of the development and implementation of educational and social systems began to realize that in addition to needing a final evaluation of whether they succeeded or failed they needed a continued assessment of the developmental process so that modifications and changes could be made as the program progressed, thus optimizing the chance for success. Within recent years, then, the term evaluation has come to mean both a final evaluation and the process by which planners and developers may continually monitor the progress of a developmental program for the purpose of continued development.

When the term evaluation is used in the continuous process sense, it signifies that the evaluation be considered, and treated, as an integral part of the developmental process itself-- that the information derived from the continuous evaluation be fed back into the system for improvement, modification, and revision, thus improving the system in terms of its future application. It is within this context that the assessment study was carried out within the U.S. Marine Corps to evaluate the effectiveness of the U.S. Marine Corps Human Relations Training Program. The information contained in this report should be incorporated with all of the other feedback from the field to make recommendations for improvement in instruction, materials, and procedures.

This report is not a definitive and final analysis of the success or failure of the program. Rather it is a working paper, the findings of which will be useful in the continuing process of program improvement.

## PROCEDURE

The intent of the evaluation described in this report was the conduct of a comprehensive examination of many aspects of the ongoing program. The objectives were broad, the plan well conceived, but many aspects of the evaluation were poorly executed. One of the major lessons learned from this exercise was that complex research plans cannot be left to people in the field to implement. While much of the relevant information that was targeted for collection was not obtained, and while some of the basic data which was obtained was not useful, there is still sufficient data to analyze and examine regarding the major overall evaluation of the effectiveness of the program.

It was intended that the major data collection instrument be the Marine Corps questionnaire number 4 (MCQ/4). The data collection period was to be 15 September 1972 through 31 January 1973. A letter was prepared from the Commandant of the Marine Corps to distribution giving instructions and directions on data collection. Just prior to the distribution, a site visit was made to all of the target sites and briefings conducted with on-site personnel who were to carry out the data collection. Four types of information were being collected:

1. The MCQ/4 was used to collect attitude and opinion data with regard to key issues related to the training program,
2. Discussion leaders were required to fill out a questionnaire after each 20-hour period,
3. Human Relations Instructors would be required to complete a questionnaire during the survey, and
4. Statistical information regarding behavioral data was requested from each of the units undergoing the survey. This information included things like UA's, serious incidents, court martials, etc.

A representative sample was selected from 15 different major commands comprising over 4,000 Marines, from CONUS and overseas stations. The

experimental design is shown in Table 1. As originally planned, there would be four groups, three questionnaire administrations, and a 20-hour training program. The four groups were two experimental groups and two control groups. The three questionnaire administrations were a pre-test, a post-test, and then a follow-up post-test four months later. The experimental group participated in the training, the control group received no training. Half of the experimental group and half of the control group received the pre-test and half of them did not receive the pre-test. This was done to assess the possible effects of completing the pre-test questionnaire on the post-test results. As described, the experimental design, though not highly complex, was apparently not carried out effectively by people in the field not familiar with experimentation. In addition, as in any project dealing with real field conditions, contingencies and unexpected variables may have affected the ability of certain commands to execute the plans as originally conceived. In either case, the result was that instructions were not followed exactly, despite the briefings, and a great deal of information was either not collected, not collected properly, or not submitted in a form suitable for identification and/or use.

Thus the data presented in this report will be limited to a useful sample of 2,830 of the 4,260 expected for the pre-test and the post-test. Virtually no follow-up post-tests were received in usable form, thus eliminating this segment of the sample. Since instructions regarding the administration of the pre-test to only part of the experimental and control groups were not carefully followed, the two experimental groups and the two control groups were combined into a single experimental and a single control group. Finally, the statistical information on the behavioral data was also not amenable to analysis. While most of the units did submit the data, they did not do so for the two periods requested, that is, 15 June 1972 to 15 September 1972 and 15 September 1972 to 30 January 1973. The reason, of course, for data from the two periods is to measure any differences that might have occurred in incidents, UA's, and other data after training took place with the experimental group. In most cases, data were submitted for both periods, but submitted in a combined fashion so that it was not separable. The only group to follow instructions explicitly was Headquarters First Marine Division FMF, Camp Pendleton.

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**Table 1**  
**The Original Design for the USMC Evaluation Study**

	Complete Questionnaire Prior to Training	Participate in Training	Complete Questionnaire After Training	Complete Question 4 Months Later
TG1	Yes	Yes	Yes	Yes
CG1	Yes	No	Yes	Yes
TG2	No	Yes	Yes	Yes
CG2	No	No	Yes	Yes

	<u>Planned</u>	<u>Collected</u>
TG1 = Training Group 1	1670	686
TG2 = Training Group 2	460	127
CG1 = Control Group 1	1670	1608
CG2 = Control Group 2	460	409
<b>TOTAL</b>	<b>4260</b>	<b>2830</b>

(Unfortunately, all the units there except for a small 1st medical battalion have over 70% training completion level.)

The net result was that only a limited amount of analysis could be done on the data collected. However, the major purpose of this study was "To measure the results of the training program . . . to refine and further develop the educational materials." To this end the study can be completed and the information utilized. Sufficient data do exist from over 2,800 Marines in the experimental and control groups to make such an evaluation possible.

## RESULTS

The data presented in this section are divided into three major areas:

- .. A description of the samples (biographical information),
- .. An analysis of the items probing attitudes and opinions, and
- .. An analysis of the series of statements and questions relating to treatment and feelings.

### The Sample

Tables 2 through 6 show the composition of the four sample groups by age, rank, years of service, education, and race. The purpose for such comparisons is to determine if any differences exist among the groups, and, if so, to take such differences into account in drawing conclusions. The chi-square tests under each table indicate the statistical significance of any apparent differences.

In general, the control groups were somewhat older and had more upper level NCO's. In addition, the pre-test control had more "long-term" people, more poorly educated, and a higher percentage of blacks. Theoretically, and ideally, the four random samples should have had no differences.

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Table 2

Composition of Samples by Age

AGE (in years)	PRE-TEST				POST-TEST			
	(1) Experimental (N=686)		(2) Control (N=127)		(3) Experimental (N=1608)		(4) Control (N=409)	
	f	%	f	%	f	%	f	%
Less than 20	186	27.1	30	23.6	463	28.8	9.0	22.0
20 - 24	307	44.8	54	42.5	666	41.4	169	41.3
25 - 29	96	14.0	13	10.2	181	11.3	54	13.2
30 and over	97	14.1	30	23.6	295	18.3	94	23.0
No Response					3	.2	2	.4

Cols. 1, 2;  $\chi^2 = 7.91$ ; d.f. = 3 ;  $P < .05$   
 Cols. 3, 4;  $\chi^2 = 10.19$ ; d.f. = 3 ;  $P < .02$   
 Cols. 1, 3;  $\chi^2 = 9.69$ ; d.f. = 3 ;  $P < .05$   
 Cols. 2, 4;  $\chi^2 = .84$ ; d.f. = 3 ; N.S.

Table 3  
Composition of samples by rank

RANK	PRE-TEST		POST-TEST					
	(1) Experimental (N=686)		(2) Control (N=127)		(3) Experimental (N=1608)		(4) Control (N=409)	
	f	%	f	%	f	%	f	%
E-3 and below	348	50.7	63	49.6	806	50.1	168	41.1
E-4, E-5, or E-6	228	33.2	36	28.3	517	32.2	145	35.5
E-7, E-8, or E-9	46	6.7	15	11.8	133	8.3	44	10.8
Company grade officer	48	7.0	9	7.2	109	6.8	37	9.0
Field grade officer	16	2.3	4	3.1	41	2.5	15	3.7
No Response					2	.2		

Cols. 1, 2;  $\chi^2 = 4.83$  ; d.f. = 4 ; N.S.  
 Cols. 3, 4;  $\chi^2 = 12.68$  ; d.f. = 4 ; P < .02  
 Cols. 1, 3;  $\chi^2 = 1.84$  ; d.f. = 4 ; N.S.  
 Cols. 2, 4;  $\chi^2 = 3.69$  ; d.f. = 4 ; N.S.

Table 4  
Composition of samples by years in the USMC

	PRE-TEST				POST-TEST			
	(1) Experimental (N=686)		(2) Control (N=127)		(3) Experimental (N=1608)		(4) Control (N=409)	
	f	%	f	%	f	%	f	%
Years in the Marine Corps								
Less than 2	282	41.1	56	44.1	679	42.2	138	33.7
2 - 3	181	26.4	22	17.3	392	24.4	106	25.9
4 - 5	78	11.4	8	6.3	131	8.1	27	6.6
6 and over	141	20.6	41	32.3	400	24.9	136	33.3
No Response	3	.5			6	.4	2	.4

Cols. 1, 2;  $\chi^2 = 12.89$  ; d.f. = 3 ;  $P < .01$   
 Cols. 3, 4;  $\chi^2 = 15.72$  ; d.f. = 3 ;  $P < .01$   
 Cols. 1, 3;  $\chi^2 = 10.22$  ; d.f. = 3 ;  $P < .02$   
 Cols. 2, 4;  $\chi^2 = 5.89$  ; d.f. = 3 ; N.S.





However, the smaller samples in the control groups probably contributed somewhat to the differences. In any case, these differences can be considered when drawing conclusions from the rest of the data.

### Attitudes and Opinions

This is the key section of the report with regard to evaluation. It is expected and hypothesized that changes will take place in opinions and attitudes as a result of the 20-hour training program, and that such changes will be reflected in the answers to the items contained in MCQ/4.

The main section of the questionnaire consists of 62 statements which the respondent must mark as to whether he disagrees strongly, disagrees, neither agrees nor disagrees, agrees, or agrees strongly. These items were directed at three basic areas--Race Relations, Philosophy (Equality/Life Value), and the Marine Corps. (Some of the items were directed at more than one area.) To determine if changes actually took place, all "disagree strongly" responses were assigned a score of 1, "disagree" a score of 2, etc., to "agree strongly" which was 5. A mean (average) response was calculated for each of the four groups in the sample and for each of the 62 items. Differences among the groups were calculated and the t-ratio was computed to determine if any mean differences were in fact statistically significant (i.e., did not occur only by chance). Appendix A is a complete copy of the questionnaire MCQ/4 and Appendix B is a table showing means, standard deviations, and "t" ratios for all 62 attitude and opinion items by sample group. A second analysis (chi-square) was done on all those items showing statistically significant differences, to test for any differences due to race.

Overall, of the 62 items, 39 showed a statistically significant change from pre-test to post-test in the experimental group. This compares with only 5 significant changes for the control groups (pre- to post-tests). The experimental and control groups differed on only 6 items on the pre-test. This went to 24 on the post-test.

The following analysis will be a detailed examination of those items that did show change. Each item showing change will be discussed

in sequence, including a discussion of racial differences, if any, for that item. The "t" ratio was used to test for significant differences between groups (experimental and control) and the chi-square was used to test for racial differences. (All of the tables and statistical results are shown in Appendix C.)

First, it would be well to examine the 6 items which showed up as being answered significantly different for the pre-test experimental and control groups. The items are:

No.	Item	Pre Experimental	Pre Control
6	There is no racial discrimination in military justice in the Corps	2.7	2.4
12	The Marine Corps really doesn't care what people like me think	3.1	2.9
16	Most non-whites would like to be included in white groups	2.3	2.0
22	All non-whites feel some prejudice toward whites	3.4	3.2
43	There is a big difference between killing in defense of life and killing in cold blood	4.1	4.3
48	A real belief in human equality has to be shown in action	3.6	3.8

With 3 as a neutral point, above 3 as agree, and below 3 as disagree, it can be seen that the control group disagreed more strongly with the first four statements (items 6, 12, 16, and 22) and agreed more strongly with the last two statements (items 43 and 48). Since differences already existed before training, any differences measured after training may not be attributable to the effect of the program. However, of the 24 items which showed up as significantly different between the post-test experimental and control groups, none of them were the 6 previously discussed items. Thus, in the post-test the differences just discussed were no longer measured.

The items which are of the most interest are those which did change from pre-test to post-test in the experimental group, particularly if there were also differences between the post-test experimental and control groups, and no differences between the pre- and post- control groups. (The expected results, if the training program is effective, are of course, that the training would positively affect the experimental group and the control group would remain unchanged.) Seventeen items met this stringent three-fold criterion. (It should be noted that the statistical significance of a mean difference also takes into account variability and sample size. Thus, mean differences which appear to be the same in the data listed below may not be. For example, an 0.1 change may be significant in one case and not in another.)

<u>No.</u>	<u>Item</u>	<u>Pre Exp.</u>	<u>Pre Control</u>	<u>Post Exp.</u>	<u>Post Control</u>
8	Closer association among the races will improve relations	3.6	3.6	3.9	3.7
9	Non-whites have good reason to distrust whites	2.7	2.7	2.9	2.7
21	Whites should treat non-whites better	3.1	3.0	3.3	3.1
23	Allowing black Marines to wear Afro haircuts amounts to preferential treatment	3.5	3.3	3.3	3.5
27	Non-whites think they don't have to follow the rules as much as whites	3.2	3.1	3.0	3.1
29	Whites should try to understand what it feels like to be a member of a non-white group	3.4	3.3	3.5	3.4
33	Commanding officers should pay more attention to the needs of minority group members	3.0	3.0	3.2	3.0
36	If things continue the way they are going, the blacks will get more than their fair share	3.2	3.1	3.1	3.2
39	The Corps is doing a very good job in trying to reduce problems and tensions between groups	2.8	3.0	3.2	3.1
47	All of man's basic nature is selfish	3.1	3.1	2.9	3.0
49	The most important purpose of freedom is to protect human life	3.5	3.5	3.8	3.5

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<u>No.</u>	<u>Item</u>	<u>Pre Exp.</u>	<u>Pre Control</u>	<u>Post Exp.</u>	<u>Post Control</u>
50	Man's nature demands equal respect from others	3.8	3.9	4.0	3.9
52	The idea that some men are superior to others could get us all killed	3.5	3.4	3.7	3.5
54	There are or were good life-protecting (survival) reasons for skin color differences among races	3.4	3.4	3.8	3.6
55	Leaving a fellow Marine "out of the crowd" helps to cause race problems	3.4	3.5	3.7	3.5
56	The American minority groups need to work with the whites but they also need their own unity groups	3.4	3.4	3.6	3.4
61	Non-whites cluster together in groups so that they can threaten the whites	2.9	3.0	2.7	2.8

In all of the 17 cases, the movement of the experimental group was in the desired and predicted direction, i.e., agree more with the "positive" statements and agree less with the "negative" statements.

The changes in post-test scores show that there is an increase in knowledge and/or awareness in the philosophy (equality/life value) area as well as a positive change in feelings in the racial area. The former is expected since it merely reflects the treatment variable (i.e., the controls couldn't learn about the life value since they had no classes). It is the second aspect of the change that is the most significant--12 of the 16 items reflected a positive shift in feelings associated with racial perceptions. These will be examined more in detail in the following analyses. Little, if any change, is shown in the items dealing with the Marine Corps per se. Thus, there is a better awareness of the problems of non-whites, a greater sensitivity to the issues which are important to the problem, and an acceptance of some of the actions which can be taken to improve race relations. In addition, there is an acceptance of some of the basic tenets associated with the equality/life value concepts presented in the training material.

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The following analyses show the breakdown of responses to these same 17 items, by race. Chi squares were computed for each set of tables to determine if the differences in percentages were statistically significant. It should be kept in mind that the items analyzed in this additional way are the same 17 items discussed previously, i.e., those items which changed significantly from experimental pre-test to experimental post-test. This additional analysis indicates where the shifts took place and whether, in fact, there are statistically significant differences in the responses of the racial groups. All of the tables for these analyses are included in Appendix C (Tables 7 to 23).

In Item 8, "Closer association among the races will improve relations," an examination of the experimental pre- and post-test data indicate that a shift took place in all racial groups. In the post-test, more people of all races agreed with that statement than did in the pre-test. The chi-squares indicate that there is no statistically significant difference among the racial groups.

However, in Item 9, "Non-whites have good reason to distrust whites," a different picture is seen. On this item there was very little movement of the blacks. Most (almost two thirds) agreed with the statement in the pre-test and about the same percentage agreed with it in the post-test. On the white side, however, less than a quarter (24%) agreed with this statement in the pre-test and 32.8% agreed with it in the post-test, showing considerable movement. What is indicated is that there was a great difference in the initial responses to this item, with blacks agreeing with it and whites disagreeing. After training, however, there is a shift, with more whites agreeing with it as measured by the pre-test. The post-test control is very similar to that which was found in the pre-test experimental group and still shows the tremendous differences between the black and white response to this item.

The results in Item 21, "Whites should treat non-whites better than they do," are quite similar to the previous item. Again, there is quite a large difference between the black and white initial response, with the whites being just about equally divided among disagree, neutral, and agree; and the blacks very heavily agreeing with the statement (64.6%). In the post-test, however, there is quite a shift of the whites toward agreeing

with this statement. There is very little shift in the black responses from pre-test to post-test. Again, the post-test control shows a similar relationship to the pre-test experimental and is significantly different from the post-test experimental. It should be noted that in both this item and the previous item the "other" racial group is much more similar to the white response pattern than it is to the black.

Item 23, "Allowing black Marines to wear Afro haircuts amounts to preferential treatment," also shows up as an item in which there are racial differences. In the experimental pre-test, the majority of blacks disagree with this, the majority of whites agree with it, and the "other" category is fairly noncommittal, though the highest category of response is in the agree category. After training, there is a little shift in the blacks, with more agree responses than there were and fewer neutral responses. The whites do have a noticeable shift, with fewer responses in the agree column. There was little change in the "other" category. The chi squares indicate that all three groups shown in the tables have significant racial differences in response patterns.

Item 27, "Non-whites think they don't have to follow the rules as much as whites," indicates that the same kinds of racial differences exist in the pre-test, that is, over three-quarters of the blacks disagree with this statement and almost one half of the whites agree with the statement. The shift in the post-test shows a drop in the number of blacks disagreeing with the statement (although no more blacks agree with it than they did in the pre-test) and an increase in the number of whites who disagree with that statement (although still not as many as agree with that statement). There is virtually no shift in the "other" category. The chi squares indicate that significant racial differences in response patterns exist in all three of the groups (experimental pre-, and experimental post-, control post-).

Analysis of the data in Item 29, "Whites should try to understand what it feels like to be a member of a non-white group," indicates that these data are not significantly different from the racial groups. A significant shift was made in the post-test with more people agreeing with this statement than in the pre-test, but there were no significant racial differences.

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Item 33, "Commanding officers should pay more attention to the needs of minority group members," again shows racial differences. Over half of the blacks agreed with this statement in the pre-test, and over two thirds of the blacks agreed with it in the post-test. While there was also some shift, with more whites agreeing with it in the post-test than in the pre-test, it was not a dramatic shift, going from 26% to 33%. In this item, the response of the "other" racial category was much more similar to the black response pattern for this item.

Item 36, "If things continue the way they are going, the blacks will get more than their fair share," shows there were significant differences in the responses in the racial groups. In the pre-test, over half the blacks disagreed with this statement while 44% of the whites agreed with the statement. The "other" category was fairly well distributed. In the post-test, a higher percentage of blacks (53%) disagreed with this statement and a somewhat higher percentage of whites (30% versus 24%) disagreed with this statement. However, almost 40% of the whites still agreed with this statement. The chi squares indicated highly significant differences among the racial response patterns for all three groups.

Item 39, "The Corps is doing a very good job in trying to reduce problems and tensions between groups," shows only a slight difference in responses by the different racial groups in the pre-test, with just about half of the blacks disagreeing with this and slightly over a third of the whites disagreeing. However, in the post-test, quite a noticeable shift has taken place in all three groups, black, white, and other, with almost a half of the white and "other" groups agreeing with this statement and almost 45% of the blacks agreeing with this statement. In the post-test there were no statistically significant racial differences.

In Item 47, "All of man's basic nature is selfish," there were no racial differences apparent in the pre-test. However, in the post-test some racial differences in responses became apparent with more whites shifting to disagree than blacks, although there was some shift by the blacks in this direction.

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In Item 49, "The most important purpose of freedom is to protect human life," again there were no racial differences. There was a general shift from pre-test to post-test in the experimental group, with more people agreeing with this response in the post-test. The percentages for all three racial groups went from almost 60% to over 70% agreeing with the response.

In Item 50, "Man's nature demands equal respect from others," again there was no significant difference either in the pre-test or the post-test among the response patterns of the different racial groups. Again, there was a shift with more people agreeing with this statement in the post-test than in the pre-test (the exception is the "other" racial group which did not change); however, the chi square indicated no statistically significant difference existed in the post-test group.

The next item, Item 52, "The idea that some men are superior to others could get us all killed," showed no significant racial differences in the pre-test, although more blacks agreed with this statement than did the whites and the "other" racial group. In the post-test, however, a statistically significant difference among the racial groups was indicated, with blacks agreeing with this statement more than whites, and whites agreeing with this statement more than the "others." In all cases there was a shift, with more people agreeing with this statement in the post-test than in the pre-test. However, there was less of a shift in the "blacks" than either the "whites" or the "other".

Item 54, "There are or were good life-protecting (survival) reasons for skin color differences among the races," shows the same kind of response pattern as the previous item. There is a general shift with more people agreeing with this statement in the post-test than in the pre-test. The shift is much more apparent, however, for the whites. The chi square indicates that there is a significant racial difference in response pattern in the post-test that was not present in the pre-test. One other item of note on this particular table is that the increase in "agree" seems to be associated with a decrease in the "no response or don't know" category. This did not seem to be true on the previous items.

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Item 55, "Leaving a fellow Marine 'out of the crowd' helps to cause race problems," did not demonstrate any racial differences in the response patterns in the pre-test. However, in the post-test there was a general increase in the "agree" responses. For the whites, this was coupled with a decrease in the "disagree" responses. This was not true among blacks, where the disagree category stayed fairly constant. The chi squares indicated that racial differences did exist in the post-test and in the post-test control. This latter phenomenon defies explanation at this time.

On Item 56, "The American minority groups need to work with the whites but they also need their own unity groups," there are racial differences indicated in both the pre- and post-test. The strong majority of blacks agreed with this statement, while a shade over 50% of the whites agreed with this statement in the pre-test. In the post-test, the majority of blacks still agreed with this statement, but fewer than in the pre-test, while an increasing number of whites (from 50.7% to 66.3%) agreed with this statement in the post-test. Little change was noted in the "other" racial category. The chi squares indicated that significant racial differences existed in both the pre- and the post-test.

On the last item in this series, Item 61, "Non-whites cluster together in groups so that they can threaten the whites," significant racial differences were detected in all three of the criterion groups-- the experimental pre-, the experimental post-, and the control post-. In the pre-test, almost three quarters of the blacks disagreed with this statement, while slightly over one third of the whites disagreed. In the post-test, there was little shift on the part of the blacks, while there was an increase in the number of whites who disagreed with the statement. In this particular item, the "other" category paralleled the white responses almost exactly. The chi squares indicate statistically significant differences among races on this item in the experimental pre-, the experimental post-, and the control post-test.

What we have seen in this section is that the items which were statistically significant in terms of change from pre-test to post-test

also showed, in 13 out of 17 cases, a tendency to be responded to differently by members of the three racial categories. In some cases, the differences existed in the pre-test and in others the racial differences did not show up until the post-test. This may be an indication that training (the intervening variable) may be affecting the groups differentially. Only four of the items, 47, 52, 54, and 55, fall into this latter category. In general, these items are associated with the philosophy/values concepts.

### Treatment and Attitudes

The next section of data concerns the responses to the 20 items in the questionnaire having to do with treatment and attitudes. The data are included in Tables 24 through 44 in Appendix C. Items 63 through 73 all give a similar pattern of responses. On all of these items, the majority of the respondents, regardless of racial group, feel that there has been no unfair treatment with regard to work assignments, promotion, discipline, liberty, punishment, personal affairs, treatment by their unit NCO, treatment by their unit officers, treatment by other Marines in their outfit, other Marines outside their outfit, or civilians. However, a large percentage (as much as 40.5% on Item 63) of the blacks do feel that there has been some discrimination or unfair treatment. In all of these tables, more blacks than whites have felt such unfair treatment. All of the statistical tests indicate that significant differences do exist among the racial groups in response to these questions. (The only exception is on Item 73 where the chi-square indicates that there are no significant differences among the races in response to this question--unfair treatment by civilians.) While the feelings of discrimination run quite high among the blacks it never reaches majority proportions, i.e. over 50%. It should be noted that on Item 64 and 65 the percentage of people who feel they have been treated unfairly amounts to only about a third of the respondents.

On Item 74, "Do you like whites?", the overwhelming majority of whites (81%) said "yes" and 16.5% said "about half the time". This gives a 97.5% positive response to this item. Among the blacks, only 48.3% said "yes," and another 33.2% said "about half the time", giving

an 81.5% positive response to this item. The "other" category gave 71.3% "yes" and 23.2% "about half the time." The chi-square indicated that there were significant racial differences in response to this item.

There is a similar response to Item 75, "In general, do you trust whites?" The racial differences, however, are even more apparent on this item, with 30.1% of the blacks saying "usually no" while only 7.9% of the whites and 9.6% of the "others" responded negatively to this question. Again, the chi-square indicates significant racial differences in response to this item.

The same pattern in reverse appears to Item 76, "In general do you like blacks?" Only 4.6% of the blacks responded "usually no" while 12.5% of the whites and 8.6% of the "others" said "usually no." The chi-square again showed significant differences in response by race.

In the next item, Item 77, "In general do you trust blacks?", the same kind of pattern appears with 21.5% of the whites saying "usually no," 11.2% of the blacks saying "usually no," and 14% of the "others" saying "usually no." Again, the chi-square was statistically significant.

Item 78 shows less of a disparity. It deals with the question "In general, do you like members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?" Only 3.1% of the blacks said "usually no," 7.5% of the whites said "usually no," and 5.1% of the "others" said "usually no."

In Item 79, "In general do you trust members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?", there was virtually no difference in the response by race. 17.4% of the blacks said "usually no," 16% of the whites said "usually no," and 13% of the "others" said "usually no," with the other responses being fairly equally distributed among "yes" and "about half the time." The chi-square for Item 78 was significant, showing that there was statistically significant racial difference in responses to this item. The chi-square for Item 79 was not significant.

On Item 80, "If you are in combat would you rather fight beside a white Marine or beside a black Marine?" The overwhelming majority of all of the races indicated that they had no preference. However, more blacks (25.1%) preferred to be with other black Marines, as compared with 6.9% of the whites and 8.3% of the "others." The chi square for this table indicated that there was a statistically significant difference in the response pattern by race to this item.

For Item 81, "Which would you rather serve under, a black commanding officer or a white commanding officer?", again the majority of all of the races said that they had no preference. However, again, 25.1% of the blacks said they would prefer a black officer, while only 5.7% of the whites and 7.6% of the "others" said that they would prefer a black officer. Again, the chi square was statistically significant.

On Items 82 and 83, "Do black Marines treat you fairly?" and "Do white marines treat you fairly?" In both of these items, the chi square showed that there was a statistically significant difference in the response patterns by race. On Item 82, there were only 5.4% of the blacks who said "rarely" or "almost never," whereas 10.6% and 11.2% of the whites and "others," respectively, said "rarely" or "almost never." On Item 83, the opposite pattern is seen, where some of the blacks (11.9%) felt that white Marines rarely or almost never treated them fairly, whereas only 5.4% of the whites and 7% of the "others" felt that this was true.

Again, in this section of the results, the differential response patterns of the racial groups must be noted. Another point, however, that should be noted is that in most of the questions the majority of all of the groups--black, white, and "other"--did not feel or experience unfair treatment in any of the categories mentioned.

The data presented here are, of course, not the only data collected during this study. They are, rather, the data which reflect statistically significant changes that took place during its course.

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The items discussed in the results section to this point all changed from pre-test to post and statistically significant differences were found between the post- experimental and post- control groups. However, two items which do not meet these criteria should also be presented--just for baseline or comparison purposes.

The item, "The Marine Corps is firmly committed to the principle of equal opportunity" elicited an interesting response (see Table 45). Over half the blacks disagreed with this statement as well as about a third of the whites and others. This changed somewhat in the post-test (after training) but the figures are still high. The chi square shows that significant differences do exist between races in response to this item.

"Race relations on the base are getting better" is the last item to be discussed. The results (Table 46) show the largest category of response (though not the majority) is disagree--for all races. A shift does occur in the post-test with more people agreeing and fewer people disagreeing. It should be noted that the control group shifts as well as the experimental. There is some implication here that the existence of the program has a positive effect in itself. (Even those not attending classes directly are aware of the program and perceive it as having a positive effect.) No racial differences exist in the perception of this item.

#### SUMMARY AND CONCLUSIONS

Despite the difficulty in the execution of the experimental design, sufficient data were collected from the field to evaluate the U.S. Marine Corps Human Relations Program as it was being conducted during the period June through December 1972. An analysis of the data seems to indicate that the program was in fact being effective in influencing the opinions/ attitudes of the people undergoing training. The data from this report will be carefully reviewed and the findings used as a basis for modification of material and the creation of new materials where required.

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A great deal of valuable information was collected during the course of this study regarding the effectiveness of certain materials, the differential effect of the program on racial groups, and the relative effectiveness of the various elements of the program. All of these data will be useful in the improvement of the U.S. Marine Corps Human Relations Program.

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APPENDIX A

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## BIOGRAPHIC INFORMATION

This information is needed only for processing the answers--you will remain completely anonymous. Indicate your answers on the answer sheet only.

## A. Age:

Less than 20 - Mark column 1  
Over 20 but less than 25 - Mark column 2  
Over 25 but less than 30 - Mark column 3  
Over 30 - Mark column 4

## B. Rank:

Below E4 - Mark column 1  
E4, E5, or E6 - Mark column 2  
E7, E8, or E9 - Mark column 3  
Company grade officer - Mark column 4  
Field grade officer - Mark column 5

## C. Years in the Marine Corps:

Less than 2 - Mark column 1  
Over 2 but less than 4 - Mark column 2  
Over 4 but less than 6 - Mark column 3  
Over 6 - Mark column 4

## D. Years of school completed:

Less than 12 - Mark column 1  
12 (high school) - Mark column 2  
Some college - Mark column 3  
College graduate - Mark column 4

HEADQUARTERS  
UNITED STATES MARINE CORPS

MCQ/4  
June 1972

Human Relations Survey

1. The purpose of this survey is to gather information needed for improving the Marine Corps program in human relations.
2. Do not put your name on the answer sheet. Your answers will be combined with many others for statistical purposes only.
3. Indicate your answer to each question by marking an X on the answer sheet only. Do not make any marks in this booklet.
4. There are no right or wrong answers; we want to learn about Marines' opinions. There is no time limit.
5. You will be asked to take this survey more than once, so that we can find out if opinions change. To do this, we need to be able to compare your answers on one survey with your answers on another survey.
  - a. If this is the first time you are taking this particular survey, do the following:
    - 1) At the bottom of the answer sheet in the two places indicated, write the last four numbers of the serial number of any bill you might have in your pocket or wallet. If you don't have a bill, ask the man next to you for the numbers from a bill that he is not using for this purpose.
    - 2) Tear off the number and save it in your wallet, or some other safe place, so that you can use the same number if you take the survey again.
  - b. If this is not the first time you are taking this particular survey, do the following:
    - 1) At the bottom of the answer sheet, write the same four numbers that you used when you took the survey before.
    - 2) If you do not have the number, write four zeros at the bottom of the answer sheet.

**BIOGRAPHIC INFORMATION**

This information is needed only for processing the answers--you will remain completely anonymous. Indicate your answers on the answer sheet only.

**A. Age:**

Less than 20 - Mark column 1  
Over 20 but less than 25 - Mark column 2  
Over 25 but less than 30 - Mark column 3  
Over 30 - Mark column 4

**B. Rank:**

Below E4 - Mark column 1  
E4, E5, or E6 - Mark column 2  
E7, E8, or E9 - Mark column 3  
Company grade officer - Mark column 4  
Field grade officer - Mark column 5

**C. Years in the Marine Corps:**

Less than 2 - Mark column 1  
Over 2 but less than 4 - Mark column 2  
Over 4 but less than 6 - Mark column 3  
Over 6 - Mark column 4

**D. Years of school completed:**

Less than 12 - Mark column 1  
12 (high school) - Mark column 2  
Some college - Mark column 3  
College graduate - Mark column 4

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E. To which of these groups do you belong?

Black	- Mark column 1
Spanish-speaking American	- Mark column 2
White	- Mark column 3
American Indian	- Mark column 4
Other	- Mark column 5

F. Are you male or female?

Male	- Mark column 1
Female	- Mark column 2

G. Did you have any classes in human relations training during the past two months?

Yes	- Mark column 1 and answer Question H
No	- Mark column 2 and go to the next page

H. How many hours of human relations training did you have in the past two months?

Less than 5	- Mark column 1
More than 5 but less than 10	- Mark column 2
More than 10 but less than 15	- Mark column 3
More than 15 but less than 20	- Mark column 4
20 or more	- Mark column 5

Go to the next page.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

1. The Marine Corps is firmly committed to the principle of equal opportunity.
2. Non-whites should treat whites better than they do.
3. The Marine Corps should make a greater effort to assist non-whites to qualify for enlistment and technical MOS's.
4. White Marines are punished less severely than non-whites for the same offenses.
5. All whites feel some prejudice toward non-whites.
6. There is no racial discrimination in military justice in the Corps.
7. Every man should have a voice in his own government no matter how poorly educated he is.
8. Closer association among the races will improve relations.
9. Non-whites have good reason to distrust whites.
10. If I don't actively try to solve the racial problem, then I'm making it worse.
11. Non-whites get more than their share of dirty details.
12. The Marine Corps really doesn't care what people like me think.
13. An unfairly large number of non-whites are assigned infantry MOS's.
14. Success and prestige aren't as important to non-whites as they are to whites.
15. Most non-whites would like to be included in white groups.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 16. Whites do not show proper respect for non-whites with higher rank.
- 17. One way of reducing racial tension would be to assign individuals to units made up of their own race.
- 18. There should be more open discussion between the races about racial problems.
- 19. Whites do not usually have to perform as well as non-whites to be promoted in the Corps.
- 20. Joining the Marines was one of the better decisions I have made.
- 21. Whites should treat non-whites better than they do.
- 22. All non-whites feel some prejudice toward whites.
- 23. Allowing black Marines to wear Afro haircuts amounts to preferential treatment.
- 24. Most whites don't care about the problems of minorities.
- 25. Most whites deliberately discriminate against minorities.
- 26. It's no use trying to get anywhere in the Corps. Whether or not you get promoted is strictly out of your hands.
- 27. Non-whites think they don't have to follow the rules as much as whites.
- 28. Non-whites do not show proper respect for whites with higher rank.
- 29. Whites should try to understand what it feels like to be a member of a non-white group.
- 30. There should be more officers who come from minority groups in the Marine Corps.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 31. Most whites would like to see non-whites better off.
- 32. Too many people in the Corps are out for themselves.
- 33. Commanding officers should pay more attention to the needs of minority group members.
- 34. I think the Marine Corps is the best military service.
- 35. Most non-whites are just as dependable as whites.
- 36. If things continue the way they are going, the blacks will get more than their fair share.
- 37. It's up to whites to take the lead in associating with non-whites.
- 38. Commanding officers should deal more openly with racial problems.
- 39. The Corps is doing a very good job in trying to reduce problems and tensions between groups.
- 40. People can be trained to be less prejudiced.
- 41. The American belief in the equality of life and liberty is out of date.
- 42. Americans don't get respect overseas mainly because foreigners are ungrateful.
- 43. There is a big difference between killing in defense of life and killing in cold blood.
- 44. Man is a reasonable being and therefore democracy is a suitable form of government for him.
- 45. There is some basic equality among all men.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 46. Asians value their lives as much as Americans do.
- 47. All of man's basic nature is selfish.
- 48. A real belief in human equality has to be shown in action.
- 49. The most important purpose of freedom is to protect human life.
- 50. Man's nature demands equal respect from others.
- 51. The military service is one of man's highest callings.
- 52. The idea that some men are superior to others could get us all killed.
- 53. There is a tendency for Americans to show lack of proper respect for foreign persons.
- 54. There are or were good life-protecting (survival) reasons for skin color differences among the races.
- 55. Leaving a fellow Marine "out of the crowd" helps to cause race problems.
- 56. The American minority groups need to work with the whites but they also need their own unity groups.
- 57. Africa has had some highly developed civilizations.
- 58. If the minorities represent about 10% of the total population, having 1 man from the minorities on a 10-man Board of Directors for clubs and promotion boards will guarantee fair representation.
- 59. There should be better ways of learning about Marines' grievances.
- 60. More whites should recognize their own prejudice.

For each question from 1 through 62, mark the answer sheet in column 1, 2, 3, 4, 5, or 6 according to the following scale:

- 1 = Disagree strongly
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Agree strongly
- 6 = Don't know

- 61. Non-whites cluster together in groups so they can threaten the whites.
- 62. Race relations on the base are getting better.

Go to the next page.

Have you been treated unfairly in the past month in connection with:

63. Work assignments?

Yes - Mark column 1

No - Mark column 2

64. Promotion?

Yes - Mark column 1

No - Mark column 2

65. Discipline?

Yes - Mark column 1

No - Mark column 2

66. Liberty?

Yes - Mark column 1

No - Mark column 2

67. Punishment?

Yes - column 1

No - column 2

68. Personal affairs?

Yes - column 1

No - column 2

Have you been treated unfairly in the past month by:

69. NCO's in your unit?

Yes - column 1

No - column 2

70. Officers in your unit?

Yes - column 1

No - column 2

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Have you been treated unfairly in the past month by:

71. Other Marines in your outfit?

Yes - column 1

No - column 2

72. Marines outside of your unit?

Yes - column 1

No - column 2

73. Civilians?

Yes - column 1

No - column 2

74. In general, do you like whites?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

75. In general, do you trust whites?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

76. In general, do you like blacks?

Usually yes - usually 1

About half the time - column 2

Usually no - column 3

77. In general, do you trust blacks?

Usually yes - column 1

About half the time - column 2

Usually no - column 3

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78. In general, do you like members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?
- Usually yes - column 1  
 About half the time - column 2  
 Usually no - column 3
79. In general, do you trust members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?
- Usually yes - column 1  
 About half the time - column 2  
 Usually no - column 3
80. If you were in combat, would you rather fight beside a white Marine or a black Marine?
- A white Marine - column 1  
 A black Marine - column 2  
 No preference - column 3
81. Which would you rather serve under - a black commanding officer or a white commanding officer?
- A black commanding officer - column 1  
 A white commanding officer - column 2  
 No preference - column 3
82. Do black Marines treat you fairly?
- Almost always - column 1  
 Usually - column 2  
 Sometimes - column 3  
 Rarely - column 4  
 Almost never - column 5
83. Do white Marines treat you fairly?
- Almost always - column 1  
 Usually - column 2  
 Sometimes - column 3  
 Rarely - column 4  
 Almost never - column 5

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 seven lines that look like this:

		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
84.	bad	1	2	3	4	5	6	7	good

Mark one of the columns, from 1 through 7, in Question 84 to tell us how bad or good you think BLACK POWER is. If you think that BLACK POWER is very bad, put a mark in column 1 on the answer sheet for Question 84. If you think that BLACK POWER is very good, put a mark in column 7. If you can't decide if BLACK POWER is bad or good, put the mark in column 4. Put the mark in column 2 or 3 if you think it's bad, but not very bad. Put the mark in column 5 or 6 if you think it's good, but not very good.

Go to the next question and mark one of the columns to tell us how fair or unfair you think BLACK POWER is. Then go to the next question, and so on, until you've marked a column for each question about BLACK POWER.

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

#### BLACK POWER

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
84.	bad	1	2	3	4	5	6	7	good
85.	fair	1	2	3	4	5	6	7	unfair
86.	beautiful	1	2	3	4	5	6	7	ugly
87.	happy	1	2	3	4	5	6	7	sad
88.	nice	1	2	3	4	5	6	7	awful
89.	bitter	1	2	3	4	5	6	7	sweet
90.	cruel	1	2	3	4	5	6	7	kind

## BLACK HANDSHAKE

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
91.	nice	1	2	3	4	5	6	7	awful
92.	beautiful	1	2	3	4	5	6	7	ugly
93.	happy	1	2	3	4	5	6	7	sad
94.	fair	1	2	3	4	5	6	7	unfair
95.	cruel	1	2	3	4	5	6	7	kind
96.	bad	1	2	3	4	5	6	7	good
97.	bitter	1	2	3	4	5	6	7	sweet

## THE MARINE CORPS

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
98.	fair	1	2	3	4	5	6	7	unfair
99.	bad	1	2	3	4	5	6	7	good
100.	happy	1	2	3	4	5	6	7	sad
101.	cruel	1	2	3	4	5	6	7	kind
102.	bitter	1	2	3	4	5	6	7	sweet
103.	beautiful	1	2	3	4	5	6	7	ugly
104.	nice	1	2	3	4	5	6	7	awful

## AFRO HAIRCUTS

<u>Question</u>		<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	<u>col</u>	
105.	bitter	1	2	3	4	5	6	7	sweet
106.	cruel	1	2	3	4	5	6	7	kind
107.	bad	1	2	3	4	5	6	7	good
108.	nice	1	2	3	4	5	6	7	awful
109.	beautiful	1	2	3	4	5	6	7	ugly
110.	fair	1	2	3	4	5	6	7	unfair
111.	happy	1	2	3	4	5	6	7	sad

APPENDIX B

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Mean Standard Deviation and "T" Ratios for the 62-Likert Scale Items of the MCQ4

Items	PRE-TEST				POST-TEST				T-Ratio Results & Significance								
	(1) Experimental (N=686)		(2) Control (N=127)		(3) Experimental (N=1608)		(4) Control (N=409)		1,2	1,3	1,3,4	2,3	2,4	3,4	3,4,5	4,5	5,6
	X	S.D.	X	S.D.	X	S.D.	X	S.D.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
1	3.057	1.248	3.173	1.191	3.285	1.192	3.267	1.239	1.00	4.06	.26	.01	.77				
2	3.057	1.123	3.197	.996	3.141	1.061	3.198	1.062	1.42	1.67	.97	.01	.01				
3	2.927	1.141	2.874	1.261	3.062	1.118	2.976	1.219	.44	2.61	1.29	.01	.80				
4	2.284	1.193	2.244	1.189	2.336	1.109	2.237	1.149	.35	.98	1.57		.06				
5	3.124	1.214	2.906	1.232	2.986	1.181	2.951	1.196	1.83	2.51	.53	.05	.36				
6	2.671	1.200	2.417	1.200	2.611	1.161	2.631	1.208	2.18	1.11	.30		1.75				
7	3.987	1.072	4.134	.908	4.026	1.051	4.061	1.005	1.62	.80	.62		.77				
8	3.617	1.115	3.559	1.113	3.863	1.026	3.716	1.094	.54	4.95	2.45	.01	1.39				
9	2.700	1.195	2.654	1.251	2.930	1.161	2.736	1.142	.38	4.25	3.05	.01	.66				
10	2.971	1.169	3.039	1.104	3.162	1.134	3.134	1.209	.63	3.61	.42	.01	.83				
11	2.490	1.155	2.331	1.094	2.562	1.090	2.428	1.099	1.49	1.39	2.20	.05	.87				
12	3.121	1.293	2.866	1.342	2.806	1.209	2.829	1.286	1.96	5.42	.33	.01	.27				
13	2.681	1.045	2.654	1.132	2.678	1.022	2.663	1.062	.25	.06	.26		.08				
14	2.343	1.108	2.417	1.193	2.221	1.092	2.267	1.086	.65	2.42	.76	.05	1.26				
15	2.671	1.000	2.598	1.029	2.779	.966	2.711	.996	.74	2.39	1.24	.05	1.09				
16	2.287	.980	2.024	.984	2.370	1.006	2.276	1.003	2.76	1.84	1.69	.01	2.50				.05
17	2.024	1.171	1.921	1.084	2.096	1.116	1.885	1.055	1.06	1.118	3.57	.01	.33				
18	3.835	1.092	3.843	1.046	3.934	1.050	3.836	1.011	.08	2.01	1.73	.05	.07				
19	2.373	1.208	2.307	1.277	2.388	1.147	2.225	1.161	.54	.28	2.54	.05	.64				
20	2.969	1.449	3.173	1.369	3.044	1.428	3.220	1.425	1.52	1.14	2.23	.05	.33				
21	3.087	1.096	3.000	1.065	3.264	1.099	3.054	1.135	.84	3.54	3.36	.01	.49				
22	3.399	1.036	3.157	1.075	3.231	1.074	3.183	1.087	2.34	3.51	.80	.01	.24				

23	3.459	1.182	3.339	1.179	3.328	1.173	3.457	1.174	1.05	1.98	.05	2.43	.05	.98
24	3.111	1.100	2.945	1.096	3.037	1.074	2.961	1.078	1.56	1.27		1.48		.14
25	2.662	1.089	2.606	1.059	2.673	1.070	2.599	1.081	.54	1.24		.22		.06
26	2.415	1.246	2.346	1.270	2.336	1.208	2.203	1.223	.56	1.97	.05	1.40	.05	1.11
27	3.152	1.159	3.079	1.252	2.962	1.136	3.073	1.174	.61	1.72	.05	3.61	.01	.05
28	2.914	1.091	2.984	1.170	2.798	1.096	2.809	1.105	.62	.18		2.33	.05	1.49
29	3.372	1.111	3.252	1.072	3.532	1.063	3.399	1.097	1.115	2.20	.05	3.20	.01	1.34
30	3.331	1.033	3.354	1.105	3.359	1.056	3.306	1.043	.22	.91		.59		.43
31	3.079	.921	3.110	.871	3.237	.941	3.181	.934	.36	1.08		3.74	.01	.79
32	3.748	.995	3.606	1.211	3.674	1.034	3.702	1.076	1.24	.47		1.61		.80
33	3.036	1.093	3.016	1.129	3.152	1.061	3.002	1.165	.18	2.36	.01	2.35	.01	.12
34	3.389	1.431	3.520	1.315	3.495	1.382	3.533	1.397	1.01	.49		1.64		.10
35	3.687	1.063	3.787	1.120	3.758	1.050	3.731	1.097	.93	.45		1.47		.49
36	3.179	1.128	3.094	1.160	3.065	1.136	3.208	1.169	.76	2.22	.05	2.21	.05	.96
37	2.748	.971	2.654	.999	2.828	1.005	2.819	1.004	.97	.16		1.79		1.62
38	3.784	.902	3.764	.984	3.822	.897	3.763	.976	.21	1.11		.92		.01
39	2.831	1.144	3.039	1.139	3.218	1.121	3.088	1.165	1.88	2.03	.05	7.46	.01	.42
40	2.595	1.239	2.575	1.271	2.861	1.252	2.746	1.298	.16	1.61		4.69	.01	1.31
41	2.606	1.244	2.567	1.201	2.383	1.187	2.452	1.254	.33	1.00		3.38	.01	.93
42	2.676	1.126	2.630	1.169	2.394	1.059	2.474	1.130	.41	1.29		5.59	.01	1.32
43	4.055	1.081	4.299	1.014	4.109	.998	4.161	1.071	2.46	.89	.05	1.12		1.32
44	3.627	.978	3.472	1.034	3.710	.885	3.714	.998	1.56	.07		1.91		2.32
45	3.934	.852	3.984	.869	4.078	.821	4.034	.864	.60	.93		3.74	.01	.57
46	3.499	1.071	3.465	1.093	4.037	.947	3.694	1.120	.32	5.69	.01	11.39	.01	2.04
47	3.083	1.097	3.063	1.162	2.871	1.138	3.020	1.116	.18	2.40	.05	4.19	.01	.37
48	3.631	.972	3.843	1.007	3.795	.910	3.699	.991	4.96	1.78		9.97	.01	1.41
49	3.472	1.089	3.465	1.142	3.790	.952	3.489	1.097	.06	5.08	.01	6.64	.01	.21
50	3.812	.906	3.874	.905	4.012	.846	3.902	.890	.71	2.25	.05	4.93	.01	.30

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51	3.125	1.252	3.157	1.245	3.314	1.213	3.235	1.182	.26	1.20	3.34	.05	.62
52	3.515	1.131	3.362	1.227	3.743	1.044	3.513	1.174	1.30	3.61	4.52	.01	1.22
53	3.599	.992	3.472	1.189	3.845	.891	3.758	1.007	1.13	1.59	5.60	.01	2.44
54	3.405	.882	3.409	.817	3.818	.866	3.560	.997	.05	4.79	10.32	.01	1.72
55	3.417	.998	3.457	1.063	3.697	.927	3.511	1.068	.39	3.22	6.28	.01	.50
56	3.420	1.018	3.362	1.092	3.608	.976	3.433	1.072	.55	3.00	4.10	.01	.64
57	3.503	.995	3.591	.950	3.764	.891	3.702	.966	.95	1.18	5.93	.01	1.14
58	2.741	1.074	2.795	1.007	2.731	1.106	2.650	1.071	.55	1.36	.20		1.39
59	3.821	.959	3.701	.966	3.791	.877	3.753	.979	1.28	.71	.70		.53
60	3.711	.996	3.795	1.037	3.866	.914	3.836	1.025	.84	.54	3.49	.01	.39
61	2.862	1.160	2.992	1.181	2.654	1.122	2.848	1.175	1.14	3.01	3.97	.01	1.20
62	2.714	1.010	2.622	1.049	3.006	1.038	2.853	1.046	.91	2.64	6.28	.01	2.16
													.01

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Table 7

Item 8: Closer association among the races will improve relations.

Response Category	PRE-TEST							
	Experimental			Control				
	A Black	B White	C Other	D Black	E White	F Other		
f	%	f	%	f	%	f	%	
Disagree	15	19.0	87	18.0	16	13.2		
Neutral	14	17.7	46	9.5	13	10.7		
Agree	40	50.6	305	63.1	80	66.1		
No Response/ Don't Know	10	12.7	45	9.3	12	9.9		

Response Category	POST-TEST											
	Experimental			Control								
	G Black	H White	I Other	J Black	K White	L Other						
f	%	f	%	f	%	f	%					
Disagree	23	11.3	96	8.4	27	10.8	11	20.0	41	14.1	7	11.1
Neutral	23	11.3	100	8.7	30	12.0	10	18.2	34	11.7	8	12.7
Agree	143	70.1	895	78.2	180	71.7	33	60.0	200	69.0	43	68.3
No Response/ Don't Know	15	7.4	53	4.6	14	5.6	1	1.8	15	5.2	5	7.9

Cols. A, B, C  $\chi^2 = 7.85$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 7.57$ ; d.f. = 4; N.S.

Cols. J, K, L  $\chi^2 = 3.54$ ; d.f. = 4; N.S.

Table 8

Item 9: Non-whites have good reason to distrust whites.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black	B White	C Other	D Black	E White	F Other
	f %	f %	f %	f %	f %	f %
Disagree	13 16.5	269 55.7	48 39.7			
Neutral	15 19.0	75 15.5	27 22.3			
Agree	50 63.3	116 24.0	31 25.6			
No Response/ Don't Know	1 1.3	23 4.8	15 12.4			

Response Category	POST-TEST					
	Experimental			Control		
	G Black	H White	I Other	J Black	K White	L Other
	f %	f %	f %	f %	f %	f %
Disagree	36 17.6	503 44.0	88 35.1	10 18.2	150 51.7	28 44.4
Neutral	32 15.7	204 17.8	61 24.3	14 25.5	57 19.7	12 19.0
Agree	127 62.3	375 32.8	75 29.9	28 50.9	69 23.8	15 23.8
No Response/ Don't Know	9 4.4	62 5.4	27 10.8	3 5.5	14 4.8	8 12.7

Cols. A, B, C  $\chi^2 = 50.71$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 80.92$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 24.37$ ; d.f. = 4;  $P < .001$

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Table 9

Item 21: Whites should treat non-whites better than they do.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	14 17.7	155 32.1	25 20.7			
Neutral	11 13.9	150 31.1	34 28.1			
Agree	51 64.6	161 33.3	49 40.5			
No Response/ Don't Know	3 3.8	17 3.5	13 10.7			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	31 15.2	285 24.9	52 20.7	10 18.2	93 32.1	21 33.3
Neutral	26 12.7	293 25.6	80 31.9	15 27.3	83 28.6	20 31.7
Agree	137 67.2	519 45.4	104 41.4	25 45.5	102 35.2	18 28.6
No Response/ Don't Know	10 4.9	47 4.1	15 6.0	5 9.1	12 4.1	4 6.3

Cols. A, B, C  $\chi^2 = 31.82$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 44.77$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 5.84$ ; d.f. = 4; N.S.

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Table 10

Item 23: Allowing black Marines to wear Afro haircuts amounts to preferential treatment.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	41 51.9	88 18.2	27 22.3			
Neutral	16 20.3	49 10.1	22 18.2			
Agree	16 20.3	296 61.3	48 39.7			
No Response/ Don't Know	6 7.6	50 10.4	24 19.8			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	102 50.0	257 22.5	60 23.9	30 54.5	48 16.6	14 22.2
Neutral	31 15.2	174 15.2	57 22.7	8 14.5	34 11.7	10 15.9
Agree	54 26.5	634 55.4	90 35.9	11 20.0	192 66.2	29 46.0
No Response/ Don't Know	17 8.3	79 6.9	44 17.5	6 10.9	16 5.5	10 15.9

Cols. A, B, C  $\chi^2 = 66.10$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 95.99$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 49.91$ ; d.f. = 4;  $P < .001$

Table 11

Item 27: Non-whites think they don't have to follow the rules as much as whites.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	61 77.2	113 23.4	54 44.6			
Neutral	4 5.1	82 17.0	19 15.7			
Agree	13 16.5	235 48.7	37 30.6			
No Response/ Don't Know	1 1.3	53 11.0	11 9.1			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	137 67.2	399 34.9	110 43.8	36 65.5	89 30.7	22 34.9
Neutral	21 10.3	197 17.2	49 19.5	7 12.7	50 17.2	16 25.4
Agree	34 16.7	459 40.1	70 27.9	8 14.5	134 46.2	21 33.3
No Response/ Don't Know	12 5.9	89 7.8	22 8.8	4 7.3	17 5.9	4 6.3

Cols. A, B, C  $\chi^2 = 86.38$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 82.30$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 31.09$ ; d.f. = 4;  $P < .001$

Table 12

Item 29: Whites should try to understand what it feels like to be a member of a non-white group.

Response Category	PRE-TEST									
	Experimental			Control						
	A Black	B White	C Other	D Black	E White	F Other				
	f	%	f	%	f	%	f	%	f	%
Disagree	12	15.2	121	25.1	22	18.2				
Neutral	9	11.4	80	16.6	23	19.0				
Agree	51	64.6	253	52.4	66	54.5				
No Response/ Don't Know	7	8.9	29	6.0	10	8.3				

Response Category	POST-TEST											
	Experimental			Control								
	G Black	H White	I Other	J Black	K White	L Other						
	f	%	f	%	f	%	f	%	f	%		
Disagree	31	15.2	199	17.4	34	13.5	8	14.5	63	21.7	11	17.5
Neutral	26	12.7	183	16.0	49	19.5	10	18.2	57	19.7	11	17.5
Agree	139	68.1	696	60.8	147	58.6	34	61.8	160	55.2	32	50.8
No Response/ Don't Know	8	3.9	66	5.8	21	8.4	3	5.5	10	3.4	9	14.3

Cols. A, B, C  $\chi^2 = 7.84$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 7.01$ ; d.f. = 4; N.S.

Cols. J, K, L  $\chi^2 = 1.61$ ; d.f. = 4; N.S.

Table 13

Item 33: Commanding officers should pay more attention to the needs of minority group members.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	11 13.9	185 38.3	27 22.3			
Neutral	19 24.1	144 29.8	19 15.7			
Agree	46 58.2	127 26.3	66 54.5			
No Response/ Don't Know	3 3.8	27 5.6	9 7.4			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	24 11.8	374 32.7	46 18.3	9 16.4	121 41.7	15 23.8
Neutral	30 14.7	329 28.8	75 29.9	9 16.4	77 26.6	14 22.2
Agree	141 69.1	380 33.2	118 47.0	32 58.2	82 28.3	28 44.4
No Response/ Don't Know	9 4.4	61 5.3	12 4.8	5 9.1	10 3.4	6 9.5

Cols. A, B, C  $\chi^2 = 60.39$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 109.26$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 27.69$ ; d.f. = 4;  $P < .001$

Table 14

Item 36: If things continue the way they are going, the blacks will get more than their fair share.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black	B White	C Other	D Black	E White	F Other
	f %	f %	f %	f %	f %	f %
Disagree	42 53.2	117 24.2	32 26.4			
Neutral	14 17.7	108 22.4	32 26.4			
Agree	18 22.8	214 44.3	40 33.1			
No Response/ Don't Know	5 6.3	44 9.1	17 14.0			

Response Category	POST-TEST					
	Experimental			Control		
	G Black	H White	I Other	J Black	K White	L Other
	f %	f %	f %	f %	f %	f %
Disagree	119 58.3	345 30.2	65 25.9	37 67.3	61 21.0	11 17.5
Neutral	36 17.6	242 21.2	76 30.3	13 23.6	65 22.4	16 25.4
Agree	38 18.6	444 38.8	63 25.1	1 1.8	137 47.2	26 41.3
No Response/ Don't Know	11 5.4	113 9.9	37 14.7	4 7.3	27 9.3	10 15.9

Cols. A, B, C  $\chi^2 = 30.52$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 79.64$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 61.51$ ; d.f. = 4;  $P < .001$

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Table 15

Item 39: The Corps is doing a very good job in trying to reduce problems and tensions between groups.

Response Category	PRE-TEST								
	Experimental			Control					
	A Black	B White	C Other	D Black	E White	F Other			
	f	%	f	%	f	%			
Disagree	40	50.6	172	35.6	50	41.3			
Neutral	5	6.3	82	17.0	19	15.7			
Agree	25	31.6	159	32.9	35	28.9			
No Response/ Don't Know	9	11.4	70	14.5	17	14.0			

Response Category	POST-TEST											
	Experimental			Control								
	G Black	H White	I Other	J Black	K White	L Other						
	f	%	f	%	f	%						
Disagree	59	28.9	284	24.8	55	21.9	15	27.3	91	31.4	17	27.0
Neutral	40	19.6	225	19.7	53	21.1	15	27.3	56	19.3	9	14.3
Agree	91	44.6	545	47.6	119	47.4	23	41.8	122	42.1	28	44.4
No Response/ Don't Know	14	6.9	90	7.9	24	9.6	2	3.6	21	7.2	9	14.3

Cols. A, B, C  $\chi^2 = 9.49$ ; d.f. = 4;  $P < .05$

Cols. G, H, I  $\chi^2 = 2.69$ ; d.f. = 4; N.S.

Cols. J, K, L  $\chi^2 = 2.74$ ; d.f. = 4; N.S.

Table 16

Item 47: All of man's basic nature is selfish.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	24 30.4	180 37.3	31 25.6			
Neutral	13 16.5	84 17.4	29 24.0			
Agree	31 39.2	195 40.4	48 39.7			
No Response/ Don't Know	11 13.9	24 5.0	13 10.7			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	76 37.3	558 48.8	92 36.7	19 34.5	126 43.4	15 23.8
Neutral	28 13.7	160 14.0	48 19.1	8 14.5	41 14.1	17 27.0
Agree	83 40.7	382 33.4	90 35.9	24 43.6	112 38.5	27 42.9
No Response/ Don't Know	17 8.3	44 3.8	21 8.4	4 7.3	11 3.8	4 6.3

Cols. A, B, C  $\chi^2 = 6.10$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 16.39$ ; d.f. = 4;  $P < .01$

Cols. J, K, L  $\chi^2 = 11.34$ ; d.f. = 4;  $P < .05$

Table 17

Item 49: The most important purpose of freedom is to protect human life.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	12 15.2	110 22.8	29 24.0			
Neutral	16 20.3	73 15.1	16 13.2			
Agree	47 59.5	286 59.2	69 57.0			
No Response/ Don't Know	4 5.1	14 2.9	7 5.8			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	22 10.8	140 12.2	19 7.6	15 27.3	61 21.0	10 15.9
Neutral	29 14.2	119 10.4	30 12.0	9 16.4	45 15.5	12 19.0
Agree	146 71.6	847 74.0	183 72.9	29 52.7	175 60.3	38 60.3
No Response/ Don't Know	7 3.4	38 3.3	19 7.6	2 3.6	9 3.1	3 4.8

Cols. A, B, C  $\chi^2 = 3.64$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 6.32$ ; d.f. = 4; N.S.

Cols. J, K, L  $\chi^2 = 2.68$ ; d.f. = 4; N.S.

Table 18

Item 50: Man's nature demands equal respect from others.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	9 11.4	52 10.8	7 5.8			
Neutral	7 8.9	54 11.2	11 9.1			
Agree	60 75.9	358 74.1	95 78.5			
No Response/ Don't Know	3 3.8	19 3.9	8 6.6			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	16 7.8	66 5.8	22 8.8	3 5.5	21 7.2	5 7.9
Neutral	15 7.4	83 7.3	26 10.4	8 14.5	36 12.4	6 9.5
Agree	170 83.3	970 84.8	195 77.7	43 78.2	226 77.9	39 61.9
Nc Response/ Don't Know	3 1.5	25 2.2	8 3.2	1 1.8	7 2.4	3 4.8

Cols. A, B, C  $\chi^2 = 3.47$ ; d.f. = 4; N.S.Cols. G, H, I  $\chi^2 = 7.34$ ; d.f. = 4; N.S.Cols. J, K, L  $\chi^2 = .90$ ; d.f. = 4; N.S.

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Table 19

Item 52: The idea that some men are superior to others could get us all killed.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	9 11.4	109 22.6	27 22.3			
Neutral	10 12.7	63 13.0	21 17.4			
Agree	56 70.9	281 58.2	61 50.4			
No Response/ Don't Know	4 5.1	30 6.2	12 9.9			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	26 12.7	153 13.4	36 14.3	13 23.6	67 23.1	9 14.3
Neutral	12 5.9	141 12.3	37 14.7	8 14.5	48 16.6	14 22.2
Agree	158 77.5	804 70.3	155 61.8	33 60.0	156 53.8	33 52.4
No Response/ Don't Know	8 3.9	46 4.0	23 9.2	1 1.8	19 6.6	7 11.1

Cols. A, B, C  $\chi^2 = 8.71$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 11.91$ ; d.f. = 4;  $P < .02$

Cols. J, K, L  $\chi^2 = 3.38$ ; d.f. = 4; N.S.

Table 20

Item 54: There are or were good life-protecting (survival) reasons for skin color differences among the races.

Response Category	PRE-TEST									
	Experimental			Control						
	A Black	B White	C Other	D Black	E White	F Other				
	f	%	f	%	f	%	f	%	f	%
Disagree	10	12.7	43	8.9	18	14.9				
Neutral	13	16.5	64	13.3	21	17.4				
Agree	36	45.6	218	45.1	46	38.0				
No Response/ Don't Know	20	25.3	158	32.7	36	29.8				

Response Category	POST-TEST											
	Experimental			Control								
	G Black	H White	I Other	J Black	K White	L Other						
	f	%	f	%	f	%	f	%	f	%		
Disagree	20	9.8	66	5.8	16	6.4	7	12.7	29	10.0	12	19.0
Neutral	24	11.8	96	8.4	35	13.9	13	23.6	41	14.1	15	23.8
Agree	136	66.7	866	75.7	167	66.5	27	49.1	169	58.1	30	47.6
No Response/ Don't Know	24	11.8	116	10.1	33	13.1	8	14.5	51	17.6	6	9.5

Cols. A, B, C  $\chi^2 = 5.67$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 15.56$ ; d.f. = 4;  $P < .01$

Cols. J, K, L  $\chi^2 = 8.98$ ; d.f. = 4; N.S.

Table 21

Item 55: Leaving a fellow Marine "out of the crowd" helps to cause race problems.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black	B White	C Other	D Black	E White	F Other
	f %	f %	f %	f %	f %	f %
Disagree	12 15.2	88 18.2	24 19.8			
Neutral	19 24.1	74 15.3	25 20.7			
Agree	41 51.9	273 56.5	55 45.5			
No Response/ Don't Know	7 8.9	48 9.9	17 14.0			

Response Category	POST-TEST					
	Experimental			Control		
	G Black	H White	I Other	J Black	K White	L Other
	f %	f %	f %	f %	f %	f %
Disagree	32 15.7	114 10.0	36 14.3	18 32.7	43 14.8	13 20.6
Neutral	28 13.7	164 14.3	44 17.5	7 12.7	50 17.2	10 15.9
Agree	123 60.3	807 70.5	155 61.8	24 43.6	181 62.4	36 57.1
No Response/ Don't Know	21 10.3	59 5.2	16 6.4	6 10.9	16 5.5	4 6.3

Cols. A, B, C  $\chi^2 = 6.64$ ; d.f. = 4; N.S.

Cols. G, H, I  $\chi^2 = 12.90$ ; d.f. = 4;  $P < .02$

Cols. J, K, L  $\chi^2 = 12.11$ ; d.f. = 4;  $P < .02$

Table 22

Item 56: The American minority groups need to work with the whites but they also need their own unity groups.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	10 12.7	102 21.1	16 13.2			
Neutral	6 7.6	72 14.9	22 18.2			
Agree	62 78.5	245 50.7	68 56.2			
No Response/ Don't Know	1 1.3	64 13.3	15 12.4			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	21 10.3	156 13.6	32 12.7	6 10.9	64 22.1	11 17.5
Neutral	25 12.3	154 13.5	56 22.3	7 12.7	48 16.6	12 19.0
Agree	148 72.5	758 66.3	141 56.2	38 69.1	160 55.2	31 49.2
No Response/ Don't Know	10 4.9	76 6.6	22 8.8	4 7.3	18 6.2	9 14.3

Cols. A, B, C  $\chi^2 = 16.06$ ; d.f. = 4;  $P < .01$

Cols. G, H, I  $\chi^2 = 18.43$ ; d.f. = 4;  $P < .01$

Cols. J, K, L  $\chi^2 = 5.73$ ; d.f. = 4; N.S.

Table 23

Item 61: Non-whites cluster together in groups so they can threaten the whites.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	57 72.2	177 36.6	48 39.7			
Neutral	8 10.1	109 22.6	31 25.6			
Agree	12 15.2	150 31.1	27 22.3			
No Response/ Don't Know	2 2.5	47 9.7	15 12.4			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	154 75.5	520 45.5	114 45.4	35 63.6	104 35.9	27 42.9
Neutral	18 8.8	279 24.4	62 24.7	5 9.1	73 25.2	13 20.6
Agree	19 9.3	268 23.4	55 21.9	10 18.2	92 31.7	17 27.0
No Response/ Don't Know	13 6.4	77 6.7	20 8.0	5 9.1	21 7.2	6 9.5

Cols. A, B, C  $\chi^2 = 32.09$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 67.75$ ; d.f. = 4;  $P < .001$

Cols. J, K, L  $\chi^2 = 17.46$ ; d.f. = 4;  $P < .01$

Table 24

Item 63: Have you been treated unfairly in the past month in connection with work assignments?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	105	40.5	414	28.9	108	34.4
No	148	57.1	1001	69.8	194	61.8
No Response	6	2.3	19	1.3	12	3.8

Cols. A, B, C  $\chi^2 = 197.52$ ; d.f. = 2;  $P < .001$

Table 25

Item 64: Have you been treated unfairly in the past month in connection with promotion?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	93	35.9	407	28.4	112	35.7
No	158	61.0	1011	70.5	198	63.1
No Response	8	3.1	16	1.1	4	1.3

Cols. A, B, C  $\chi^2 = 11.62$ ; d.f. = 2;  $P < .01$

Table 26

Item 65: Have you been treated unfairly in the past month in connection with discipline?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	73	28.2	325	22.7	85	27.1
No	179	69.1	1098	76.6	225	71.7
No Response	7	2.7	11	.8	4	1.3

Cols. A, B, C  $\chi^2 = 6.27$ ; d.f. = 2;  $P < .05$

Table 27

Item 66: Have you been treated unfairly in the past month in connection with liberty?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	80	30.9	335	23.4	89	28.3
No	173	66.8	1089	75.9	220	70.1
No Response	6	2.3	10	.7	5	1.6

Cols. A, B, C  $\chi^2 = 9.70$ ; d.f. = 2;  $P < .01$

LL-66

Table 28

Item 67: Have you been treated unfairly in the past month in connection with punishment?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	67	25.9	294	20.5	85	27.1
No	184	71.0	1129	78.7	224	71.3
No Response	8	3.1	11	.8	5	1.6

LL-67

Cols. A, B, C  $\chi^2 = 9.74$ ; d.f. = 2;  $P < .01$

Table 29

Item 68: Have you been treated unfairly in the past month in connection with personal affairs?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	89	34.4	373	26.0	95	30.3
No	163	62.9	1049	73.2	216	68.8
No Response	7	2.7	12	.8	3	1.0

Cols. A, B, C  $\chi^2 = 9.89$ ; d.f. = 2;  $P < .01$

Table 30

Item 69: Have you been treated unfairly by NCO's in your unit?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	87	33.6	319	22.2	69	22.0
No	168	64.9	1101	76.8	239	76.1
No Response	4	1.5	14	1.0	6	1.9

Cols. A, B, C  $\chi^2 = 16.60$ ; d.f. = 2;  $P < .001$

Table 31

Item 70: Have you been treated unfairly by officers in your unit?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	67	25.9	258	18.0	68	21.7
No	187	72.2	1163	81.1	243	77.4
No Response	5	1.9	13	.9	3	1.0

Cols. A, B, C  $\chi^2 = 10.18$ ; d.f. = 2;  $P < .01$

Table 32

Item 71: Have you been treated unfairly in the past month by other Marines in your outfit?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	86	31.3	302	21.1	81	25.8
No	173	66.8	1120	78.1	229	72.9
No Response	5	1.9	12	.8	4	1.3

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Cols. A, B, C  $\chi^2 = 15.23$ ; d.f. = 2 ; P < .001

Table 33

Item 72: Have you been treated unfairly in the past month by Marines outside of your outfit?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	80	30.9	240	16.7	63	20.1
No	175	67.6	1184	82.6	246	78.3
No Response	4	1.5	10	.7	5	1.6

Cols. A, B, C  $\chi^2 = 29.61$ ; d.f. = 4;  $P < .001$

Table 34

Item 73: Have you been treated unfairly in the past month by civilians?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	73	28.2	389	27.1	80	25.5
No	179	69.1	1032	72.0	228	72.6
No Response	7	2.7	13	.9	6	1.9

Cols. A, B, C  $\chi^2 = .63$ ; d.f. = 4; N.S.

Table 35

Item 74: In general, do you like whites?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually yes	125	48.3	1161	81.0	224	71.3
About half the time	86	33.2	236	16.5	73	23.2
Usually no	43	16.6	21	1.5	12	3.8
No Response	5	1.9	16	1.1	5	1.6

Cols. A, B, C,  $\chi^2 = 199.33$ ; d.f. = 4;  $P < .001$

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Table 36

Item 75: In general, do you trust whites?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually yes	100	38.6	886	61.8	170	54.1
About half the time	76	29.3	419	29.2	107	34.1
Usually no	78	30.1	114	7.9	30	9.6
No Response	5	1.9	15	1.0	7	2.2

Cols. A, B, C  $\chi^2 = 122.04$ ; d.f. = 4;  $P < .001$

Table 37

Item 76: In general, do you like blacks?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually yes	210	81.1	806	56.2	184	58.6
About half the time	31	12.0	434	30.3	94	29.9
Usually no	12	4.6	179	12.5	27	8.6
No Response	6	2.3	15	1.0	9	2.9

Cols. A, B, C  $\chi^2 = 64.25$ ; d.f. = 4;  $P < .001$

Table 38

Item 77: In general do you trust blacks?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually yes	137	52.9	604	42.1	134	42.7
About half the time	88	34.0	508	35.4	127	40.4
Usually no	29	11.2	309	21.5	46	14.6
No Response	5	1.9	13	.9	7	2.2

Cols. A, B, C  $\chi^2 = 24.33$ ; d.f. = 4;  $P < .001$

Table 39

Item 78: In general, do you like members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually yes	190	73.4	936	65.3	217	69.1
About half the time	55	21.2	377	26.3	75	23.9
Usually no	8	3.1	107	7.5	16	5.1
No Response	6	2.3	14	1.0	6	1.9

Cols. A, B, C  $\chi^2 = 12.53$ ; d.f. = 4;  $P < .02$

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Table 40

Item 79: In general, do you trust members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Usually Yes	113	43.6	676	47.1	168	53.5
About half the time	95	36.7	517	36.7	98	31.2
Usually no	45	17.4	230	16.0	41	13.0
No Response	6	2.3	11	.8	7	2.2

Cols. A, B, C  $\chi^2 = 6.99$ ; d.f. = 4; N.S.

Table 41  
 Item 80: If you were in combat, would you rather fight beside a white Marine of beside a black Marine?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
A white Marine	22	8.5	228	15.9	33	10.5
A black Marine	65	25.1	99	6.9	26	8.3
No preference	164	63.3	1089	75.9	246	78.3
No response	8	3.1	18	1.3	9	2.9

Cols. A, B, C  $\chi^2 = 95.46$ ; d.f. = 4;  $P < .001$

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Table 42

Item 81: Which would you rather serve under--a black commanding officer or a white commanding officer?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
A black comm. officer	65	25.1	82	5.7	24	7.6
A white comm. officer	23	8.9	270	18.8	41	13.1
No preference	163	62.9	1059	73.8	237	75.5
No Response	8	3.1	23	1.6	12	3.8

Cols. A, B, C  $\chi^2 = 117.67$ ; d.f. = 4;  $P < .001$

Table 43

Item 82: Do black Marines treat you fairly?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Almost always	101	39.0	343	23.9	87	27.7
Usually	88	34.0	662	46.2	120	38.2
Sometimes	47	18.1	263	18.3	64	20.4
Rarely	4	1.5	95	6.6	25	8.0
Almost never	10	3.9	58	4.0	10	3.2
No Response	9	3.5	13	.9	8	2.5

Cols. A, B, C  $\chi^2 = 41.46$ ; d.f. = 8;  $P < .001$

Table 44

Item 83: Do white Marines treat you fairly?

Response Category	A Black		B White		C Other	
	f	%	f	%	f	%
Yes	46	17.8	412	28.7	93	29.6
Usually	84	32.4	740	51.6	125	39.8
Sometimes	85	32.8	179	12.5	63	20.1
Rarely	19	7.3	47	3.3	16	5.1
Almost never	12	4.6	30	2.1	6	1.9
No Response	13	5.0	26	1.8	11	3.5

Cols. A, B, C  $\chi^2 = 108.38$ ; d.f. = 8;  $P < .001$

Table 45

Item 1: The Marine Corps is firmly committed to the principle of equal opportunity.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f      %	B White f      %	C Other f      %	D Black f      %	E White f      %	F Other f      %
Disagree	44 55.7	158 32.7	46 38.0			
Neutral	11 13.9	51 10.6	20 16.5			
Agree	20 25.3	254 52.6	40 33.1			
No Response/ Don't Know	4 5.1	20 4.1	15 12.4			

Response Category	POST-TEST					
	Experimental			Control		
	G Black f      %	H White f      %	I Other f      %	J Black f      %	K White f      %	L Other f      %
Disagree	84 41.2	270 23.6	72 28.7			
Neutral	32 15.7	152 13.3	40 15.9			
Agree	79 38.7	691 60.4	120 47.8			
No Response/ Don't Know	9 4.4	31 2.7	19 7.6			

Cols. A, B, C,  $\chi^2 = 28.99$ ; d.f. = 4;  $P < .001$

Cols. G, H, I  $\chi^2 = 39.69$ ; d.f. = 4;  $P < .001$

Table 46

Item 62: Race relations on the base are getting better.

Response Category	PRE-TEST					
	Experimental			Control		
	A Black f    %	B White f    %	C Other f    %	D Black f    %	E White f    %	F Other f    %
Disagree	26 32.9	177 36.6	40 33.1	9 31.0	42 51.2	7 43.8
Neutral	18 22.8	99 20.5	22 18.2	8 27.6	12 14.6	4 25.0
Agree	22 27.8	91 18.8	27 22.3	8 27.6	15 18.3	2 12.5
No Response/ Don't Know	13 16.5	116 24.0	32 26.4	4 13.8	13 15.9	3 18.8

Response Category	POST-TEST					
	Experimental			Control		
	G Black f    %	H White f    %	I Other f    %	J Black f    %	K White f    %	L Other f    %
Disagree	55 27.0	317 27.7	65 25.9	17 30.9	95 32.8	19 30.2
Neutral	40 19.6	239 20.9	57 22.7	14 25.5	65 22.4	14 22.2
Agree	81 39.7	381 33.3	81 32.3	15 27.3	73 25.2	17 27.0
No Response/ Don't Know	28 13.7	207 18.1	48 19.1	9 16.4	57 19.7	13 20.6

Cols. A,B,C  $\chi^2 = 3.16$ ; d.f. = 4; N.S.

Cols. D,E,F  $\chi^2 = 5.53$ ; d.f. = 4; N.S.

Cols. G,H,I  $\chi^2 = 2.60$ ; d.f. = 4; N.S.

Cols. J,K,L  $\chi^2 = .38$ ; d.f. = 4; N.S.

## HUMAN RELATIONS PARTICIPANT QUESTIONNAIRE

### INSTRUCTIONS

Please do not put any marks on this booklet. All answers will be marked on a separate answer sheet. Also make sure you do not put your name on this booklet. We want to make sure your answers are kept confidential.

**SECTION I**

1. **What is your age?**
  - (1) 19 or below
  - (2) 20 - 25
  - (3) 26 - 30
  - (4) 31 and over
  
2. **What is your rank?**
  - (1) E1 - E3
  - (2) E4 - E5
  - (3) E6 - E9
  - (4) Warrant Officer
  - (5) Company Grade Officer
  - (6) Field Grade Officer
  
3. **How many years have you been in the Marine Corps?**
  - (1) 1 year or less
  - (2) 2 - 4
  - (3) 5 - 6
  - (4) 7 or more
  
4. **How many years of school did you complete?**
  - (1) Less than 12 years
  - (2) 12 years (high school graduate)
  - (3) Some college
  - (4) College graduate

5. Are you:

- (1) Black
- (2) Spanish-American
- (3) White
- (4) American Indian
- (5) Other

6. Are you:

- (1) Male
- (2) Female

7. Are you:

- (1) Married
- (2) Single
- (3) Other

8. Did you have any human relations training before this class?

- (1) Yes
- (2) No

9. Were you born in the:

- (1) Country
- (2) City
- (3) Suburbs

10. Do you plan to reenlist in the Marine Corps?

(1) Yes

(2) No

(3) Undecided at this time

11. Mark on your answer sheet the name of the place you consider your hometown.

12. Mark on your answer sheet your MOS designation(s).

13. On your answer sheet, write your job title(s).

## SECTION II

On your answer sheet, indicate whether you think the following statements are true or false.

14. Man has both self-preserving and species preserving tendencies.
15. Reason keeps man's tendency to preserve his own life in balance with his tendency to support other lives.
16. Political freedom means a meaningful, life-protecting voice in one's own rule.
17. Other men value their lives and the lives of their loved ones just as much as we value our own lives.
18. Freedom and equality protect human life.
19. Probably there are survival reasons for differences among men such as differences in skin color.
20. The following four-point technique for dealing with cultural differences was discussed.
  - (1) Try to find the reason for differences, especially survival reasons,
  - (2) Knock-off exaggerations,
  - (3) Compare the differences with our own ways, and look for similarities,
  - (4) Be mentally tough.
21. Climate and geographic and economic resources have very little influence on a nation's wealth or poverty.
22. An ideal government would allow people all of the freedom possible, and maintain all the control necessary to support human life and welfare.
23. Each man should produce according to his abilities, and should be paid according to his needs.

24. Paying a man more for extra production benefits not only the man himself but others too, because the extra payment encourages men to produce more than they can consume.
25. When host-nationals, working near Americans in several countries overseas were asked what Americans should do to improve relations, 75% to 90% asked to be respected as equals.
26. Equal treatment and fair treatment are always the same.
27. In these discussions dictatorial force has been defined as a ruling power under which man has no real, life-protecting voice.
28. There is no way in which all men can be thought of as equal.
29. The family is man's most basic natural institution.

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### SECTION III

#### INSTRUCTIONS

Please give your opinion on each of the following by marking on your answer sheet whether you:

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------------	----------	----------------------

30. Non-whites have good reason to distrust whites.
31. Closer association among the races will improve relations.
32. Non-whites think they don't have to follow the rules as much as whites.
33. Whites should try to understand what it feels like to be a member of a non-white group.
34. The idea that some men are superior to others could get us all killed.
35. The Marine Cops really doesn't care what people like me think.
36. People can be trained to be less prejudiced.
37. Personally, I like most non-whites I meet.
38. Most whites would like to see non-whites better off.
39. Man's nature demands equal respect from others.
40. The military is one of man's highest callings.
41. Leaving a fellow Marine "out of the crowd" helps to cause race problems.
42. All non-whites feel some prejudice toward whites.
43. All whites feel some prejudice toward non-whites.
44. The most important purpose of freedom is to protect human life.
45. If I don't actively try to solve the racial problem, then I'm making it worse.
46. Most non-whites cannot be trusted.
47. Personally, I like most whites I meet.
48. All of man's basic nature is selfish.
49. There should be more open discussion between the races about racial problems.

50. Non-whites cluster together in groups so that they can threaten whites.
51. Most whites cannot be trusted.
52. Race relations on the base are getting better.
53. The Marine Corps is firmly committed to the principle of equal opportunity.
54. The Marine Corps is doing a very good job in trying to reduce problems and tensions between groups.
55. Whites have good reason to distrust non-whites.

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## SECTION IV

On your answer sheet, mark whether you remember discussions about the following ideas.

56. Man's need to protect himself and others.
57. Man's reason balancing his need to protect himself and his need to protect others.
58. Political freedom means a life-protecting voice in one's own rule.
59. Other men value their lives and the lives of their loved ones just as much as we value our own lives.
60. How freedom and equality might protect human life.
61. Differences among men (such as skin color) might help men survive.
62. The following four things to do when you find cultural differences:
  - (1) Try to find the reason for differences, especially survival reasons,
  - (2) Knock-off exaggerations,
  - (3) Compare the differences with our own ways, and look for similarities,
  - (4) Be mentally tough.
63. How climate, geographic, and natural resources can make a nation rich or poor.
64. An ideal government would let people have all the freedom possible but keep all the control necessary to support human life and welfare.
65. Each man should produce as much as he can but be paid only what he needs.
66. If you pay a man more for producing more than he can consume, he will want to keep producing extra and that's good for everyone.

ANSWER SHEET

Human Relations Participant Questionnaire

Answer each question by putting an X in the correct box on this sheet. DO NOT INCLUDE YOUR NAME.

SECTION I (Biographical Data)

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
|     | 1   | 2   | 3   | 4   | 5   | 6   |
| 1.  | ( ) | ( ) | ( ) | ( ) |     |     |
| 2.  | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3.  | ( ) | ( ) | ( ) | ( ) |     |     |
| 4.  | ( ) | ( ) | ( ) | ( ) |     |     |
| 5.  | ( ) | ( ) | ( ) | ( ) | ( ) |     |
| 6.  | ( ) | ( ) |     |     |     |     |
| 7.  | ( ) | ( ) | ( ) |     |     |     |
| 8.  | ( ) | ( ) |     |     |     |     |
| 9.  | ( ) | ( ) | ( ) |     |     |     |
| 10. | ( ) | ( ) | ( ) |     |     |     |

11. Hometown: \_\_\_\_\_

12. MOS: \_\_\_\_\_

13. Job Title: \_\_\_\_\_

SECTION II

- |     | True | False |
|-----|------|-------|
| 14. | ( )  | ( )   |
| 15. | ( )  | ( )   |
| 16. | ( )  | ( )   |
| 17. | ( )  | ( )   |
| 18. | ( )  | ( )   |
| 19. | ( )  | ( )   |
| 20. | ( )  | ( )   |
| 21. | ( )  | ( )   |
| 22. | ( )  | ( )   |
| 23. | ( )  | ( )   |
| 24. | ( )  | ( )   |
| 25. | ( )  | ( )   |
| 26. | ( )  | ( )   |
| 27. | ( )  | ( )   |
| 28. | ( )  | ( )   |
| 29. | ( )  | ( )   |

ANSWER SHEET

Human Relations Participant Questionnaire

SECTION III

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Disagree Strongly
30.	( )	( )	( )	( )	( )
31.	( )	( )	( )	( )	( )
32.	( )	( )	( )	( )	( )
33.	( )	( )	( )	( )	( )
34.	( )	( )	( )	( )	( )
35.	( )	( )	( )	( )	( )
36.	( )	( )	( )	( )	( )
37.	( )	( )	( )	( )	( )
38.	( )	( )	( )	( )	( )
39.	( )	( )	( )	( )	( )
40.	( )	( )	( )	( )	( )
41.	( )	( )	( )	( )	( )
42.	( )	( )	( )	( )	( )
43.	( )	( )	( )	( )	( )
44.	( )	( )	( )	( )	( )
45.	( )	( )	( )	( )	( )
46.	( )	( )	( )	( )	( )
47.	( )	( )	( )	( )	( )
48.	( )	( )	( )	( )	( )
49.	( )	( )	( )	( )	( )
50.	( )	( )	( )	( )	( )
51.	( )	( )	( )	( )	( )
52.	( )	( )	( )	( )	( )
53.	( )	( )	( )	( )	( )
54.	( )	( )	( )	( )	( )
55.	( )	( )	( )	( )	( )

SECTION IV

	Idea Was Discussed	Idea Was Not Discussed
56.	( )	( )
57.	( )	( )
58.	( )	( )
59.	( )	( )
60.	( )	( )
61.	( )	( )
62.	( )	( )
63.	( )	( )
64.	( )	( )
65.	( )	( )
66.	( )	( )

## STUDENT CRITIQUE SHEET

Name _____	Unit _____
Rank _____	Location _____
Education _____	Date Class Started _____
Race _____	Date Class Ended _____
Sex _____	Age _____
	Number of Sessions _____

1. Please mark how well you understood the following ideas from class:

	Not Very Well	Well Enough	Very Well
Human Nature & Our Basic Values	/ _____ /	_____ /	_____ /
Equality, Life & Liberty	/ _____ /	_____ /	_____ /
Our Values & the Military Man	/ _____ /	_____ /	_____ /
Individual Action	/ _____ /	_____ /	_____ /
Our Sameness & Differences	/ _____ /	_____ /	_____ /
Culture Shock	/ _____ /	_____ /	_____ /
Human-Life Value	/ _____ /	_____ /	_____ /
Government	/ _____ /	_____ /	_____ /
War	/ _____ /	_____ /	_____ /
Male-Female Relations	/ _____ /	_____ /	_____ /

2. We are trying to make teaching and materials better all through the Marine Corps. Please help us by honestly judging how good your discussion leader was. Did he:

	Always	Usually	Sometimes	Never
a. Prepare before class	/ _____ /	_____ /	_____ /	_____ /
b. Help you to understand the main ideas	/ _____ /	_____ /	_____ /	_____ /
c. Try to get everyone involved in class	/ _____ /	_____ /	_____ /	_____ /
d. Make people feel comfortable with him	/ _____ /	_____ /	_____ /	_____ /
e. Answer questions	/ _____ /	_____ /	_____ /	_____ /
f. Try to get individual action going outside class	/ _____ /	_____ /	_____ /	_____ /
g. Let class members give different opinions	/ _____ /	_____ /	_____ /	_____ /
h. Follow materials in the manuals	/ _____ /	_____ /	_____ /	_____ /
i. Handle disagreements in class	/ _____ /	_____ /	_____ /	_____ /
j. Understand the material in the manual	/ _____ /	_____ /	_____ /	_____ /
k. Was a good leader	/ _____ /	_____ /	_____ /	_____ /
l. Knew current issues	/ _____ /	_____ /	_____ /	_____ /

3. Do you think the discussion materials (manuals) are:

/ Too Hard / About Right / Too Easy

4. How did the discussions change your ideas and actions:

/ Very Positive / Positive / Neither Positive nor Negative / Negative / Very Negative

How did the discussions change the ideas and actions of other people in your class:

/ Very Positive / Positive / Neither Positive nor Negative / Negative / Very Negative

5. Did the discussions improve your feelings about the need for better human relations:

/ Not at All / A Little / Some / A lot

Did the discussions improve the other class member's feelings about the need for better human relations:

/ Not at all / A Little / Some / A lot

6. How many changes would you suggest to improve discussion groups of this kind in the future?

/ A Lot / Some / A Few / None

List the changes you would suggest: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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7. In what way(s) did the discussions help you or other persons in your class:

Helped you:

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Helped your class:

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UDL CLASS SURVEY FORM

Name \_\_\_\_\_ Unit \_\_\_\_\_  
 Rank \_\_\_\_\_ Location \_\_\_\_\_  
 Education \_\_\_\_\_ Date Class Started \_\_\_\_\_  
 Race \_\_\_\_\_ Date Class Ended \_\_\_\_\_  
 Sex \_\_\_\_\_ Age \_\_\_\_\_ Number of Sessions \_\_\_\_\_

1. Please indicate the total number of trainees in your class by filling in the boxes below:

	E-1 - E-5		E-6 - E-9		Officer		TOTAL
	Male	Female	Male	Female	Male	Female	
Black							
White							
Puerto Rican							
Spanish-American							
American Indian							
List Other Minorities Below:							
TOTAL							

2. Was this class:

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
 Among the Best      Above Average      Average      Below Average      Among the Worst

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8. To what extent did this group improve their views on human relations:

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
Not at All      To a Small Extent      To Some Extent      To a Great Extent

9. We are attempting to improve instruction and materials throughout the Marine Corps. To help us, please make frank and helpful criticisms of yourself in the following areas:

	Always	Usually	Sometimes	Never
a. Preparing before class	/ _____ /	/ _____ /	/ _____ /	/ _____ /
b. Communicating concepts to class	/ _____ /	/ _____ /	/ _____ /	/ _____ /
c. Encouraging participation in discussions	/ _____ /	/ _____ /	/ _____ /	/ _____ /
d. Establishing good rapport	/ _____ /	/ _____ /	/ _____ /	/ _____ /
e. Answering questions clearly	/ _____ /	/ _____ /	/ _____ /	/ _____ /
f. Encouraging individual action outside class	/ _____ /	/ _____ /	/ _____ /	/ _____ /
g. Allowing class members to express different views	/ _____ /	/ _____ /	/ _____ /	/ _____ /
h. Following materials in manuals	/ _____ /	/ _____ /	/ _____ /	/ _____ /
i. Handling disagreements in class	/ _____ /	/ _____ /	/ _____ /	/ _____ /
j. Understanding ideas you taught	/ _____ /	/ _____ /	/ _____ /	/ _____ /
k. Being a good leader	/ _____ /	/ _____ /	/ _____ /	/ _____ /
l. Knowing current issues	/ _____ /	/ _____ /	/ _____ /	/ _____ /

10. What new things did you do that would be helpful to you (or other discussion leaders) in future classes?

\_\_\_\_\_

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