ABSTRACT

THE LONGITUDINAL EFFECTS OF SEVERITY ON THE SOCIALIZATION OF RECRUITS IN THE UNITED STATES MARINE CORPS

By

Dominic Martin Bulgarella

The present study investigated the effects of severity on the socialization of recruits in the U. S. Marine Corps in a real-life setting. More specifically, two groups of Ss, one designated as High Severe (HS) and the other as Low Severe (LS), were compared on several variables longitudinally to determine whether severity increased Ss' liking for the organization. The data, taken from questionnaires and Semantic Differential-type scales, were analyzed without consideration of time as a variable, and the results generally showed no significant differences between the groups upon completion of bootcamp training. However, when the groups were compared on three crucial concepts (Marine Corps, Marine, and myself), over time, the Ss in the HS group generally held a more positive image by completion of their training.

Furthermore, it was found that the HS group became significantly more religious than the LS group. In addition, both groups showed improvement in self-concept. They felt that they had become more honest, more intelligent, more confident, more happy, more religious, more superior, more aggressive, and physically stronger.

The findings of this study, regarding the effects of severity, were briefly compared with those of other studies which focused on severe versus non-severe training methods. The present results tend to support the hypothesis that high severe training methods increases one's liking for the organization.

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By

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INTRODUCTION

The pride and commitment which one observes in U. S. Marines is quite interesting, particularly from the socialization viewpoint. The identity that Marines have with the Corps is often referred to in historical and military literature as esprit de corps. How this commitment or espirit is instilled in Marines is generally ignored or attributed to the policy that the Marines only take volunteers. During times of war or national emergencies, however, most Marines are drafted. Seldom is such commitment to one's organization found in other U. S. military services, with the possible exception of some special elite units or in the so-called normative or remunerative organizations discussed by Etzioni (1961).

Of special interest also is the apparent long-lasting identity that former members of the Marines have with the Corps. Even though their active service may have been terminated years ago, many of these former Marines still express pride in the fact that they served in the Corps. To this investigator, such commitment (pride or esprit de corps) can, perhaps, be best understood by focusing attention on the socialization process employed by the U. S. Marines in training their recruits.

It is the purpose of this study, therefore, to determine what effect severity has on Marine recruits' liking for the Marine Corps during their bootcamp training. More specifically, attention will be centered on the use of severity by the role incumbents (i.e., Drill Instructors or DIs)

to assess its effects on the role aspirants (recruits).

Socialization: A Capsule History

The "socialization process" has long been of interest to many academic disciplines throughout the world. In the United States, however, those disciplines most concerned have been anthropology, political science, psychology, social psychology and sociology. According to Clausen (1968), the term "socialization," was listed in The Oxford Dictionary of the English Language in 1828--prior to its usage by sociologists.[1] There seems to be some evidence which suggests that the French also used the term for it was found in their dictionary in 1846. Apparently the concept was used in the language long before it became an object of study, and it was interpreted to mean "render social or to make fit for living in society."

During the 1890s, the concept appeared in the sociological works of Simmel (1895), Ross (1896,1908), Giddings (1897), and Burgess (1916). These works focused on the process by which the individual develops restricted behavior patterns from a vast repertoire of malleable ones. The scholarly interest in socialization then declined and was replaced by the "Culture and Personality" school which became prominent during the late 1920s or early 1930s. This school, moreover, absorbed most of the knowledge we today classify as socialization.

Socialization, as it is used currently, did not evolve until 1939, when it appeared in two articles of the American Journal of Sociology. One article was written by Robert Park (1939) and the other, by John Dollard (1939). During the early 1920s, however, Cooley (1922) focused

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1 Much of this section is based on the excellent work by Clausen, cited above.

on the subjective elements of social life and how these elements developed through the process of social interaction. Thomas' (1920) work also can be included under socialization even though he did not actually use the concept. His works covered many years but one sees that during his early years Thomas was more concerned with problems of behavior and personality development. In his later years, he focused more on the child and problems of adjustment.

Interest in the socialization process was also incorporated in the works of Park and Burgess (1921). They stressed the view that man was not born human but became human through socialization. Clausen also credits John Dewey (1922) and George Herbert Mead (1934) with advancing social-psychological interest in the socialization process. Dewey felt that morality was social. Mead, in the idea of development of the self, believed that a child must be able to take the role of the other. To this investigator, Mead's position is actually the underpinings of the entire socialization process, for if the child is unable to take the role of the other, it would seem that his adjustment patterns would be abnormal. Mead's perspective, unlike Cooley and Thomas', is important in view of the recent interest in adult socialization, for he was less child-oriented.

Interest by sociologists doing research on the socialization process appears to have emerged during the early part of the twentieth century. This sociological research, however, focused on the problems of delinquency largely as a result of Burgess' influence. Others, such as the Lynds (1929), directed their attention to child rearing practices. The Lynds' clasic study, Middletown, was, of course, greatly influenced

by the work of anthropologists and psychologists.

The field of psychology--especially child psychology--also contributed much to understanding the development of personality and social growth. The research conducted by Stanley Hall (1883), and James M. Baldwin (1911), was instrumental in advancing the field of psychology generally. In the area of social psychology, the works by Ross (1896, 1908), McDougall (1908), Floyd Allport (1924), and Gardner Murphy, Lois Murphy and Theodore Newcomb (1937), as well as others, contributed much to further the understanding of socialization. In the area of personality development, the so-called "Yale School" (under Clark Hull and John Dollard) in 1935 attempted to fit psychoanalytic theory into the learning theory framework. Sears (1936) then utilized learning theory to explain the psychoanalytic concepts of projection, repression and amnesia. Even though the Yale School made important contributions in several areas of socialization, it was mostly concerned with the adult and how he learned social behavior as well as the effects aggression and frustration had on this socialization process.

Hull, combining conditioning and reward, focused on the acquisition of habits at successive stages of growth from childhood to adulthood. Miller and Dollard (1941), meanwhile, studied children in order to learn how they acquired behavior patterns which were necessary for their adult life. The work by Hull and Dollard provided the impetus for others to study the effects of punishment on personality development. Researchers did experiments with animals in the laboratory and produced anxiety in them by using punishment; subsequently, they were able to extinguish it. These experiments were quite important, for many believed that such findings

could be applied in the study of how individuals learned to avoid forbidden activities and acquire those which are socially acceptable.

Although interest in socialization diminished for a time, perhaps due to the complexity of researching such a nebulous and comprehensive concept, it has awakened again mainly as a result of the cultural studies undertaken by such anthropologists as Malinowski (1927), Mead (1928), Benedict (1934), Sapir (1934), Kluckhohn (1939) and Kardiner (1939). The important element in their studies which stimulated renewed interest in the socialization process was the description of child rearing practices in the cultures they studied. The information about how behavioral patterns were learned and transmitted by children in different cultures apparently provided the key for those interested in knowing how cultures survive.

In recent years, political scientists have contributed much in the field of political socialization. Langton (1969) reviews some of the approaches and models used in the past, especially the structural-functional approach (Easton, 1957; Easton and Hess, 1961; Mitchell, 1962, 1967; and Greenstein, 1961, 1965a, 1965b). Langton then discusses the importance of specific agencies--the family, role, peer groups, schools--which the political scientist focused upon in addition to the learning process.

Langton and Karns (Langton, 1969, pp. 140-60) suggest that a general model used by them appears to be better suited for examining political socialization since it enables the investigator to estimate not only the relative role of the agencies involved (i.e., family, school, role, peer group), but, in addition, it enables the investigator to determine how the independent variable affected each level of the

dependent variable. For example, the school or family could influence the direction of a child's political efficacy from low-to-medium range whereas the peer group's influence is in the medium-to-high range.

The last discipline to be discussed in this brief historical account is sociology. The sociologists have displayed varying degrees of interest at various times in history in the socialization process. One need only examine the previously cited works of Simmel (1895), Rose (1896, 1908), Giddings (1897), Burgess (1916), Thomas (1920), Park and Burgess (1921), Cooley (1922), the Lynds (1929), Mead (1934), and, more recently Cottrell (1942), Parsons (1951, 1955) Merton (1957), Coleman (1961), Brim and Wheeler (1966) and Goslin (1969). Clausen (1968, p. 48), however, feels that sociological interest can be historically classified at least into four major themes. They are as follows: 1) concern with modes of social control and deviant behavior; 2) the significance of social interaction in the attainment of human nature with emphasis on the social self and self-other patterns; 3) the influence of social structure and value orientations on child-rearing practices; and 4) the significance of social roles, role recruitment and role training.

It appears, however, that current interest by sociologists is primarily directed toward organizational and adult (i.e., secondary) socialization, including the effects each has on the other, This study is of the latter type. It will focus primarily on secondary socialization in a formal, complex organization. Attention will also be given to the four themes mentioned above, since it is apparent that all are interrelated to some extent.

Socialization Defined

Child (1954, p. 655) has defined socialization as, "a broad term for the whole process by which an individual, born with behavioral potentialities of enormously wide range, is led to develop actual behavior which is confined within a much narrower range--the range of what is customary and acceptable for him according to the standard of his group." Such a definition appears to be an adequate explanation for defining socialization. In order to make the concept operational or researchable, however, one needs to define the process differently.

According to Goslin (1969, p. 2), the major concern of some scholars who are interested in the socialization process is to discover 1) how some individuals learn to participate effectively in society; 2) why others have difficulty; and 3) why some groups function better than others. In addition to the above, this investigator feels that it is necessary for one to distinguish the studies which focused on childhood socialization, secondary socialization, and/or organizational socialization. Although it is realized that each of these categories overlap and that each is affected by the others, for the purpose of this study, a separation of these categories was made in order to facilitate analyses of the data. Consequently, this study also focused on organizational socialization by studying the role incumbent's influence on the role aspirant. It is believed that such an approach contributes to a better understanding of the process of organizational socialization.

Organizational socialization, for this study, is defined as, "the

process by which an individual, both from an individual and organizational perspective, becomes a part of the organization (Manning, 1966, p. 1)." This study, therefore, was an attempt to examine severity as a process used by the U. S. Marine Corps to socialize its members. The Marine Corps was specifically selected because a large number of individuals are apparently socialized into the organization in a relatively short period of time. This seemingly total assimilation by Marine recruits of the norms and values of the Corps is all the more remarkable when one realizes that Marine recruits are taken from the society at-large and include members from all groups of society with different cultural, ethnic, religious, racial, social and educational backgrounds.

Lastly, it is believed that the implications of this study, especially in light of the apparent disintegration of traditional values in our society (and more specifically in the Army, Navy and Air Force), might increase our understanding of the effects of adult socialization in an organization which stresses conformity.

Review of the Relevant Literature

An enormous number of historical publications have been written about the military, Many of these works, however, are not relevant to this study since as histories they devote little attention to the intricate process by which recruits are transformed from civilians to soldiers. During the 1930s and 1940s, however, the majority of studies on the military took a psychological and social-psychological approach more along the line of this study. The now-classic work was done in the United States by Stouffer and his associates. Their four

volume study, The American Soldier, was a consequence of the problems confronting the Army during World War II in the area of troop morale, adjustment to military life and combat effectiveness. Hoping to make more effective decisions, the Army employed a team of social scientists to do research on such problems. This important research project was carried out under the direction of Professor Samuel Stouffer. The volume most relevant to this study is volume I (Stouffer, Suchman, DeVinney, Star and Williams, Jr., 1949), which pertains to the soldier's adjustment during army life. Although that work does not concern itself with the socialization process per se, it contains data related to socialization (e.g., acquisition of military values, the importance of primary groups, adjustment to military roles and social cohesion).

Another important work related to this study was done by Janowitz (1960). He did an in-depth analysis of the professional soldiers in the Army, Navy and Air Force, by examining the unique characteristics and qualities possessed by the elites in those services. Janowitz presented data on their background, life style, educational attainment and career development and concluded that a new type of military officer was emerging--a managerial type. He contends that this managerial type of officer would become more important than the traditional heroic type officer, due to the changing conditions in the military. Whereas Janowitz's work focused on the officers, this study attempts to determine how enlisted men are socialized.

Janowitz and Little (1965) reported on some of the current research which had been done on the military. Their book was of interest because it discussed the importance of assimilation, primary groups and

organizational control--concepts related to the present study. The Janowitz and Little work provided an excellent synthesis of military research because it incorporated a large number of studies.

Lovell (1964) did a study on socialization of West Point cadets which attempted to determine whether men with military backgrounds were more prone to making the military a career after an academy education than cadets from non-military backgrounds. He discovered that, by the junior year, both groups were more of the managerial rather than the heroic type. Lovell suggest that academy training was now less in the direction of traditional military socialization and more in the direction of career selection. Such findings tend to support the conclusion reached by Janowitz (1960). Lovell's study concentrated on cadets for the officer corps whereas this study focuses on enlisted men. Moreover, the present study attempts to determine how one aspect of the socialization process works.

In a much cited study, Dornbush (1955) indicated that the purpose of a military academy was to serve as an assimilating institution. That article is related to the aims of this study in that it concentrated on how the cadet was socialized, although Dornbush did not use that term. His study provides some interesting insights, but he did not approach the problem as scientifically as Janowitz (1960) or Lovell (1964). Dornbush's study of the Coast Guard cadet is descriptive in nature, and no data are presented to confirm his hypothesis. It consists mainly of Dornbush's impressions. This study, on the other hand, attempts to determine scientifically the consequence of organizational socialization on recruits when they are subjected to severe discipline.

Goffman (1961) discusses the effects of isolation on the individual in the total institution. In the total institutional setting, the individual is completely dependent upon the organization to provide him with the basic necessities of life. Marine bootcamp (i.e., recruit training) can be compared to the total institution because the recruit is totally dependent upon the organization to fulfill his basic physical, psychological, social and economic needs. Consequently, the impact which isolation has had in the socialization process of Marine recruits is briefly discussed in this study.

A study by Wallace (1964) focused on the socialization of college freshmen. It was Wallace's contention that a culture, if it is to be perpetuated, must be rapidly transmitted to newcomers. Wallace stated that freshmen are quickly socialized and contact between them and upper classmen is limited by administrative planning; this, he claims, is especially true during welcome week when only freshmen are on campus. His study was longititudinal and attempted to discover the critical periods when freshmen acquired the prevailing cultural patterns of their peers, i.e., sophomores, juniors and seniors. Recruit training can be viewed in a similar manner since recruits are also rapidly socialized--the training period currently last eleven weeks. During this formal training period, contact with other recruits, especially those who are in the more advanced stages of training, is extremely limited.

The most relevant article, in terms of this study, was done by Aronson (1959). His findings suggested that the more severe an organization's initation rite, the greater one's liking for that organization. The present study attempted to test Aronson's hypothesis in a real life situation, rather than in a contrived or laboratory type

setting as his was, in order to determine whether severity is, in fact, the crucial variable which best explains the success of Marine Corps socialization.

Also quite relevant to this study was one completed recently by Earle (1972), at the time the present study was still being conducted. Earle (1972) compared the effects of stressful versus non-stressful training on a sample of "scientifically" selected cadets enrolled in the Los Angeles County Sheriff's Academy. His finding indicated that non-stressfully trained cadets were superior in every respect. They made higher grades, were more adaptable, presented a more positive image, maintained better relationships with superiors, were more interested in and enthusiastic about their jobs, were better informed about police work, and are more willing to follow orders than the stressfully trained cadets. These findings are contrary to the hypothesis which was tested in this study and, therefore, were of particular interest to E.

Purpose

An attempt was made in this study to determine whether severity of initiation increases one's liking for the Marine Corps. This was examined by: 1) comparing the attitudes of recruits with those of DIs on various concepts; 2) comparing the attitudes of recruits having a severe (tough) DI with recruits having a lenient (easy) DI; and, 3), assessing the overall effects of Marine Corps socialization on recruits.

Hypothesis and Variables

The primary hypothesis tested was, "severity (independent variable) of initiation increases one's liking (dependent variable) for the

organization." Emphasis was placed on the role incumbent's attitudes, as measued by Osgood, Suci and Tannenbaum's (1957) Semantic Differential (SD), in the belief that the DI reflects the values of the Marine Corps and is responsible for instilling these values in recruits. An attempt was also made to identify and separate the severe from easy DIs in order to obtain an experimental and control group.

METHOD

Subjects

The Ss initially consisted of 876 male enlisted Marine recruits (role aspirants) preparing to commence their training and 114 male DIs (role incumbents) stationed at the U. S. Marine Corps Recruit Depot (MCRD), San Diego, California. The recruits were formed into twelve platoon-sized groups having the following distribution of Ss: 62, 66 67, 69, 73, 75, 76, 77, 77, 78, 78, and 78. Two of these platoons (151 recruits) were excluded from this study at the outset because of scheduling conflicts. Another 169 Ss were recycled (i.e., set back in training) or discharged, at various stages in their training by the Marine Corps for a variety of reasons and, consequently, were dropped from the study by E. An additional 69 Ss were also dropped since they failed to properly identify their questionnaires, thus preventing E from comparing their responses over the four testing periods.

Three DIs from each of the ten platoons were also tested. To increase the sample size, however, 84 DIs were also taken from other units. Of this number, four DIs were eliminated because they did not wish to participate in the experiment. The actual sample size, therefore, consisted of 497 recruits and 110 DIs for a total N of 607 Ss.

Selection of Subjects

The Recruit Training Regiment (RTR), a subordinate unit of the MCRD, is primarily responsible for training recruits. The Regiment is divided into three training battalions; each battalion is divided into three companies; each company is divided into four series; and each series is divided into four platoons. (A platoon generally consists of 75 recruits and 3 DIs.) Recruits who live West of the Mississippi River are usually sent to the MCRD at San Diego; those who live East of the Mississippi, to Parris Island, South Carolina. As an enlistment incentive, however, some recruits may be sent to the training depot of their choice. regardless of their place of residence. Consequently, recruits are arriving daily at the depot from all parts of the country and are processed in the following manner.

Immediately upon arrival at the MCRD, the recruits are placed in the Receiving Barracks. During this period (usually five days) they undergo complete classification (including aptitude and physical examinations) and are issued the necessary training uniforms and equipment. When this is completed, the recruits are moved to the next stage, called the Forming period, which usually lasts for three days, and are assigned to their platoons. Platoon assignments are done in a

random manner and recruits are placed in whichever platoon is being formed at that particular moment. One series in each battalion is completely filled, before the process is repeated. This procedure has the additional value of permitting the RTR to stagger the training periods (time-wise) so that all recruits are not starting or completing their training on the same day. After the Forming period is completed, the platoons are presented formally to their DIs (who are also randomly assigned their platoons by each battalion) and the eleven week (80 days) boot training begins. After their platoon graduates, the DIs are not assigned to another platoon for at least five days; in the meantime, their names are once again placed in the battalion's DI pool for their next assignment.

Selection of Experimental and Control Platoons

Because of the random procedures used by the Marine Corps in assigning Ss to platoons, E did not deem it necessary to utilize any other sampling technique and, therefore, selected those three series (one from each battalion) which were being formed at the time he commenced the study.

As was previously mentioned, this was not a contrived or simulated laboratory type experiment but a study of a real-life situation. Consequently, E had to devise a method for separating the Ss into an experimental and control group for meaningful analysis. This was accomplished by using Ss responses to selective questions on the questionnaires. Ss were asked to rate DIs and their platoons on a toughness scale. The information obtained was then transferred to IBM

data cards and processed by computer. The following scores represent the total number of Ss (recruits) which selected that particular platoon as being toughest: 80, 93, 108, 232, 119, 115, 99, 116, 110 and 65. After examination of the data, it was decided to use only the two extreme scores (232 and 65) because they provided the greatest differences between the groups and, in addition, they were also confirmed as being the toughest and easiest by the DIs ratings. The platoon and DI which was rated as toughest by 232 recruits was also rated toughest by 10 DIs (the highest total received by any DI or platoon). Conversely, the platoon and DI which received only 65 ratings as being the toughest by recruits was rated toughest by only 3 DIs. As a result, the platoon rated toughest by 232 Ss was designated by E as the High Severe (HS) or experimental group and the platoon which was rated toughest by 65 Ss was designated as the Low Severe (LS) or control group.[2] The actual number of recruits reported in this study, therefore, is 109; 53 Ss in the HS group and 56 Ss in the LS group.

Measuring Instruments

The data for this study were collected by means of two types of instruments--the questionnaire and the Semantic Differential (SD). The questionnaire forms (See Appendices B, C and D) consisted of a variety of questions--open-ended, rating and check-off types. Form A was

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2 It was decided that LS was a better description of the situation; describing this platoon as "easy" would be a distortion of reality, as was evidenced by the fact that it was selected by 65 recruits as being the toughest. Also, it is common knowledge that Marine Corps training is designed to be quite demanding in order to prepare recruits for combat.

designed for recruits and was administered to them only once, at the beginning of their training. Its purpose was to obtain background data and to assess the recruit's attitude toward the Marine Corps. Form C, a shorter version of Form A, was also designed for recruits. It was administered on three subsequent occasions and its purpose was to assess the attitudinal changes, if any, in the Ss during training.

Form B, an expanded version of Form A, was administered to the DIs only on one occasion. Its purpose was to gain insight into the role incumbent's background characteristics and his attitudes toward the Marine Corps and to have him rate (judge) other DIs as to their severity with recruits. This latter task was included to facilitate separating the Ss into tough and easy experimental groups.

The SD (Form D see Appendix E) used in this study consisted of 15 bipolar, seven-point adjective scales which measured the following seven concepts: DI, Marine Corps, Marine, recruit, most people, myself and bootcamp. Since some of the adjective pairs were specifically designed by E for this study, it was considered necessary to factor analyze the scales in order to determine their loadings. Five factors were extracted and rotated orthogonally into simple structure. The results are presented in Table 1. An examination of the loadings on Factor 1 indicate that the following scales--strong-weak, worthless-valuable, sincere-insincere and immoral-moral--clustered with loadings ranging from .64 to .83 and were designated "righteousness." On Factor 2, the scales controlled-free, like-dislike, good-bad, fair-unfair, coward-hero and excitable-calm clustered with loadings ranging from .56 to .88 and were designated

"evaluative" meaning. On Factor 3, the scales excitable-calm, pleasant-painful, sad-happy and relaxed-tense, clustered with loadings ranging from .55 to .82 and reflect "mood". Only the scale, tough-easy had a high loading (.92) on Factor 4 which E calls "toughness." Factor 5 had two scales, kind-cruel, with a high loading of .81 and controlled-free with a loading of .49, reflects what E calls "permissiveness."

Table 1
Orthogonally Rotated Factor Loadings

	Adjective Pairs	Factor 1 Righteousness	2 Evaluative	3 Mood	4 Toughness	5 Permissiveness	h^2
1	controlled-free	-.12	.56	.43	-.11	.49	.77
2	like-dislike	.26	.84	.11	.19	.10	.82
3	good-bad	.35	.84	.11	.06	.19	.87
4	tough-easy	.21	.02	.12	.92	.18	.94
5	excitable-calm	.13	.61	.55	.12	.20	.75
6	fair-unfair	.16	.88	.24	.15	-.05	.88
7	coward-hero	.30	.78	.23	.28	-.21	.87
8	kind-cruel	.33	-.01	.23	.29	.81	.90
9	strong-weak	.74	.15	.32	.27	-.08	.76
10	worthless-valuable	.83	.22	.17	.13	.14	.80
11	sincere-insincere	.77	.30	.26	-.05	.21	.79
12	immoral-moral	.64	.29	.36	.21	.16	.70
13	pleasant-painful	.44	.26	.68	.02	.25	.79
14.	sad-happy	.35	.23	.80	.19	.02	.84
15	relaxed-tense	.35	.19	.82	.05	.18	.86

Factor loadings, according to Fruchter (1954, p. 15), respresent correlation coefficients. Usually, loadings ranging from .30-.50 are regarded as moderate; those ranging from .50-.70 as high and those above .70 as very high. As is further evidenced by Table 1, the high to very high loadings on these scales appear to confirm that they are rather good indicators of the meanings being studied even though there is some overlapping of categories.

The SD was administered to recruits on each of the four test (interview) periods together with the questionnaires. It was also given to the DIs with Form B on the one occasion when they were tested. The results of the SD will be more fully discussed later.

Pilot Study

The above-mentioned instruments were tested on two pilot groups of Ss. One group consisted of college students enrolled in an undergraduate sociological methods and research course and the other consisted of Marines from the local reserve unit. Both groups were instructed to write the starting and finishing times on their forms so that E could calculate the length of time it took Ss to complete the interviews. Ss were also asked to to comment on the length, complexity, structure and fatigue in filling out the instruments. They were asked to point out ambiguous questions or to add points which might have been overlooked. As a result of the pilot study, minor modifications were made in the questionnaires. It was also determined that Ss could complete Forms A and D or B and D, if given as one unit, within one hour; Forms

C and D if given as a unit could be completed within 30 minutes. The time required to complete these questionnaires did not appear to be unreasonable so the length of the forms was not shortened.[3]

Testing Procedure and Instructions

For the first interview, all the Ss (excluding the DIs) were assembled in a large auditorium. Each S received a copy of Form A and D and was seated with his platoon. E was then introduced by a Marine officer as a sociology professor who had been granted permission to do a study about Marine boot training. E informed Ss that he was doing a study on the "Making of Marines" for his doctoral thesis, at Michigan State University, and that he greatly appreciated the help Ss would give him by filling out the questionnaires. E stressed the fact that only he would see their responses and, to further reassure them, instructed Ss not to put their names on any of their forms. He explained that, since they were to be retested on later dates, there had to be some way of identifying the questionnaires. The best way to do this and still protect the S's anonymity, E suggested that each S put only the last four digits of his service number on each form whenever being interviewed. E explained that such a procedure would enable him to study each S's progress by keeping track of all the questionnaires.

Ss were then given detailed verbal instructions on filling out the various kinds of questions and scales and were told to take their time in answering them. Form A was to be completed before filling out Form D.

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3 The questionnaires were also designed to conceal the true intent of the study from Ss by asking questions on several topics, hoping to reduce falsified answers.

E also stated that he would be present during the interview to assist any Ss who had questions about any items.

After all Ss completed their forms, they were collected, identified by platoon number and stored in boxes by E. In order to further reduce Ss' anxiety, E asked for volunteers to help him carry the boxes out to his car, hoping that by this gesture the Ss would be reassured that the Marine Corps would not see what they had written on their questionnaires.

Since bootcamp training was divided into three phases, the other three interviews were conducted at the conclusion of each phase. The second interview, consequently, was held after the Ss completed Phase I (i.e., three weeks). Ss on this occasion received Forms C and D and the instructions as cited above were repeated; again, no DIs were present.

The above procedure was also repeated for the remaining two interviews. Interview three was given at the conclusion of Phase II (i.e., eight weeks) and interview four, the final one, was given on the day before graduation (i.e., completion of Phase III or eleven weeks) since Ss are immediately transferred to another duty station or sent home on leave and would not be available for testing.

The DIs, on the other hand, were only interviewed once by using Forms B and D. Because many DIs were attached to different units with conflicting training schedules, it was impossible for E to assemble them all on one occasion. They were divided, therefore, into two groups and interviewed separately on different days. The instructions they received were identical to those given the recruits. The DIs were asked, however, to put their names on the forms. As an added inducement, E promised to

provide each DI who put his name on the form with a summary of this study. Since the last section of Form B (dealing with the DIs toughness with recruits) might be threatening to the DIs, it was explained that E was doing a comprehensive study on the "Making of Marines" and did not want to overlook any information which might help him understand Marine Corps training; moreover, such information would help E learn how DIs judged one another's ability.

RESULTS

Questionnaire Analyses

In order to compare differences between the HS and LS groups, both prior and subsequent to their military socialization, the following variables were used: intelligence, age, race, marital status, home state, home-town size, religious preference, church attendance, civilian occupation, liking of civilian occupation, political ideology, amount of schooling completed, happiness before enlistment, anxiety level before enlistment, desire to become a Marine, amount of freedom permitted at home, amount and severity of parental discipline, previous military socialization, use of drugs and frequency of dating, smoking and drinking.

Intelligence for the purpose of this study was determined to be what had been measured by the General Classification Test (GCT). GCT scores are obtained by summing the scores each recruit received on three tests--Verbal Ability, Arithmetic Reasoning and Pattern Analysis--and dividing the total by three. In Table 2, the GCT scores for the HS and LS groups are presented. The scores were compared by using the t-test and no significant difference was found between groups at the .05 level for intelligence ($t = 1.15$; $df = 107$).[4]

Table 3 shows the ages of the HS and LS groups. The t-test was also used to compare the groups on age. The results show no significant difference existed between groups at the .05 level for age ($t = .62$; $df = 107$).

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4 For all analyses used in this study, the level of significance which E considered appropriate for rejection of the null hypothesis was $p \leq .05$.

Table 2
The Recruits' General Classification Test (GCT) Scores

HS Group			LS Group		
104	118	114	91	100	104
80	76	79	123	94	98
115	101	98	100	90	126
89	107	129	114	116	88
75	117	128	95	98	110
115	87	112	94	96	115
74	83	96	101	76	100
109	99	94	100	104	82
102	69	107	88	93	100
92	82	79	119	95	91
99	114	75	98	84	98
76	88	75	108	110	76
73	86	92	91	140	126
98	84	101	117	117	80
101	78	99	87	109	130
104	114		87	88	101
124	126		84	95	95
98	92		83	103	89
92	86		96	99	

Totals	5105	5592
n	53	56
Means	96.17	99.48
ΣX^2	505067	568966
$(\Sigma X)^2/n$	491717.24	558401.8
Σx^2	13349.76	10564.2
df	52	55

Pooled s^2 $\quad \frac{13349.76 + 10564.2}{107} = \frac{23913.96}{107} = 223.495$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{s^2\left(\frac{n_1 + n_2}{n_1 n_2}\right)} = \sqrt{[(223.50)\ (109)/2968]} = \frac{24361.50}{2968} = 2.87$$

$t = 3.31/2.87 = 1.15 \quad p > .05$

Table 3
The Recruits' Ages

HS Group			LS Group		
17	17	19	17	18	19
17	18	19	17	18	19
17	18	19	17	18	19
17	18	19	17	18	19
17	18	19	17	18	20
17	18	19	17	18	20
17	18	19	17	18	20
17	18	20	17	18	20
17	18	20	17	18	20
17	18	20	17	18	20
17	18	21	17	18	20
17	18	21	17	18	20
17	18	22	17	18	22
17	18	23	18	19	22
17	18	27	18	19	22
17	18		18	19	23
17	19		18	19	23
17	19		18	19	24
17	19		18	19	
Totals	974			1049	
n	53			56	
Means	18.20			18.41	
ΣX^2	18074			19809	
$(\Sigma X)^2/n$	17899.29			19650.1	
Σx^2	174.71			158.90	
df	52			55	

Pooled s^2 $\quad \frac{174.71 + 158.90}{107} = \frac{333.61}{107} = 3.11$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{s^2 \left(\frac{n_1 + n_2}{n_1 n_2} \right)} = \sqrt{[(3.11)(109)/2968]} = .338$$

$t = .21/.338 = .62 \quad p > .05$

The questionnaire data, except for intelligence and age, were analyzed by means of the Chi-square (X^2) tests because the data were considered non-parametric. The X^2 analyses were done by computer, using the MILTAB program, which automatically made Yates' (1934) correction when the expected frequency was less than 5 for any cell.

In comparing the groups for racial differences, a X^2 test was done and the results indicate that the groups did not differ significantly at the .05 level, on the basis of race. The racial composition of the groups is shown in Table 4.

Table 4
Racial Composition of HS and LS Groups

	Race					
Group	Black	Red	White	Brown	Yellow	Totals
HS	12	0	29	10	2	53
LS	16	3	30	6	1	56
Totals	28	3	59	16	3	109

$X^2 = 4.84$, df = 4; $p > .05$

The groups were also compared for differences in marital status, by means of the X^2 test. On this variable, the LS group did not differ significantly ($p > .05$) from the HS group. The data are presented in Table 5 and, although the LS group contained slightly more married Ss, it is of interest to note that both groups were composed primarily of single men, each group having 46.

Table 5
Marital Status of Recruits

Group	Marital Status			Totals
	Single	Married	No Response	
HS	46	5	2	53
LS	46	10	0	56
Totals	92	15	2	109

$X^2 = 3.59$, $df = 2$; $p > .05$

In order to determine Ss' home state, a frequency distribution was made. Table 6 shows the results of such a distribution. For the HS group, California was the state which had provided most recruits with 15; the balance, 38 Ss, came from 13 rather widely scattered states. The LS group was mostly represented by Texas with 12; from the Midwest it was Illinois (10), Ohio (8), and Indiana (7). The balance, 19 Ss, came from 9 rather widely scattered states. In view of the fact that persons living in the West are sent to San Diego for training, it was anticipated that the western states would be most represented. It was rather surprising to find that one-third of the 26 states represented were East of the Mississippi. Therefore, because of the number of states involved and the few Ss from most states, the X^2 test was not computed. This variable was used primarily to identify the Ss geographically.

Table 6
Frequency Distribution of Ss' Home State

State	Group HS	Group LS	Totals
Alabama	2	0	2
Alaska	1	0	1
Arizona	0	3	3
Arkansas	3	0	3
California	15	0	15
Colorado	2	0	2
District of Columbia[a]	1	1	2
Idaho	0	2	2
Illinois	5	10	15
Indiana	3	7	10
Kentucky	1	0	1
Louisiana	1	1	2
Michigan	0	2	2
Minnesota	0	1	1
Mississippi	0	1	1
Missouri	1	0	1
New Mexico	2	1	3
North Dakota	1	0	1
Ohio	1	8	9
Oklahoma	2	0	2
Oregon	0	6	6
Pennsylvania	2	0	2
South Dakota	1	1	2
Texas	5	12	17
Virginia	1	0	1
Washington	4	0	4
Totals	53	56	109

a Technically, it is acknowledged that the District of Columbia is not a state but a district. For this analysis, however, it was classified as a state.

In Table 7, the home-town size of Ss is compared by groups. The X^2 test was calculated and no significant difference was found between the HS and LS groups at the .05 level. An interesting finding, however, was that 55 of the 109 Ss were from home-towns which had populations under 20,000.

Table 7
Ss' Home-town Size

Home-Town Size	Group HS	Group LS	Totals
On A Farm	5	3	8
Open Country But Not On A Farm	3	8	11
Small City or Town (Less Than 20,000 Population)	14	22	36
City Over 20,000 But Less Than 100,000 Population	13	8	21
Suburban Community Near A Large City	9	2	11
City Over 100,000 But Less Than One Million	3	7	10
City Over One Million	4	5	9
No Response	2	1	3
Totals	53	56	109

$X^2 = 12.17$, df = 7; $p > .05$

A comparison which was made between the two groups on religious preference is presented in Table 8. The category "Baptist" was not collapsed with "Protestant" because Ss wrote on their questionnaires that they were Baptists not Protestants. A X^2 test was done and the groups differed significantly at the .05 level in that the LS group had more Baptists. It was of interest to note that "Baptist" comprised the second largest denomination and was almost as large as the "Protestant" category which had been collapsed to include several denominations.

Table 8
Ss' Religious Preference at Time of Entry into Service

Group	Religious Preference					Totals
	Protestant	Catholic	Baptist	Other	None	
HS	17	14	10	9	3	53
LS	13	11	19	3	10	56
Totals	30	25	29	12	13	109

$X^2 = 10.38$, $df = 4$; $p < .05$

In order to determine the effects of severity on Ss; church attendance, the groups were compared over time by using the Ss' responses from all four interviews. Interview 1 asked Ss to state how frequently they attended church prior to enlisting. Interviews 2, 3 and 4 asked Ss how frequently they attended church now. The data are presented in Tables 9, 10, 11 and 12 and were analyzed by means of the X^2 test.[5] The results show that the groups did not differ significantly at the .05 level on interview 1 (Table 9). However, the HS group differed significantly, $p < .001$, from the LS group on interviews 2, 3 and 4 (Tables 10, 11 and 12), in that the HS group attended church more frequently while undergoing military socialization.

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5 For the X^2 tests, the N throughout this study will vary with the type of question being analyzed. Questions based on seven-point scales were collapsed by throwing out the middle or neutral score (4); only scores of 1-3 and 5-7 were used.

Table 9
Frequency of Church Attendance Prior to Enlistment
(Interview 1)

Group	Attendance		Totals
	Infrequently	Frequently	
HS	28	14	42
LS	43	9	52
Totals	71	23	94

$X^2 = 3.23$, df = 1; $p > .05$

Table 10
Frequency of Church Attendance After Enlistment
(Interview 2)

Group	Attendance		Totals
	Infrequently	Frequently	
HS	1	48	49
LS	23	22	45
Totals	24	70	94

$X^2 = 29.71$, df = 1; $p < .001$

Table 11
Frequency of Church Attendance After Enlistment
(Interview 3)

Group	Attendance		Totals
	Infrequently	Frequently	
HS	0	48	48
LS	27	15	42
Totals	27	63	90

$X^2 = 44.08$, df = 1; $p < .001$

Table 12
Frequency of Church Attendance After Enlistment
(Interview 4)

Group	Attendance		Totals
	Infrequently	Frequently	
HS	1	49	50
LS	28	20	48
Totals	29	69	98

$X^2 = 37.30$, df = 1; $p < .001$

Another variable used to compare the groups at the outset of this study was educational level completed by Ss. The responses on this variable are presented in Table 13. The data were analyzed using a X^2 test, and the results showed that the groups did not differ significantly at the .05 level. An interesting finding, however, was the number of Ss who had not completed 12 years of schooling. This was all the more surprising when one examines Ss' GCT scores (Table 2) which shows that both groups have normal intelligence.

Table 13
Years of Schooling Completed by Ss

Group	Years Completed					Totals
	6-8	9-11	12	1 Year of College	Over 2 Years of College	
HS	3	29	15	6	0	53
LS	5	37	11	2	1	56
Totals	8	66	26	8	1	109

$X^2 = 5.01$, $df = 4$; $p > .05$

A question asking Ss to rate themselves on intelligence was used by E as an indicator of self esteem. This question attempted to determine how the Ss viewed themselves at the beginning of their military socialization. Table 14 shows how the Ss are distributed on this question. A X^2 test was done and the results show that the groups did not significantly differ at the .05 level.

Table 14
Ss' Perception of Their Intelligence

Group	Intelligence		Totals
	Dull	Bright	
HS	6	30	36
LS	7	36	43
Totals	13	66	79

$X^2 = .00$, $df = 1$; $p > .05$

One question was used to determine whether the Ss were politically liberal or conservative. A comparison of the HS and LS groups on this variable is presented in Table 15. The X^2 test was used in this analysis, and the results showed that the groups did not differ significantly at the .05 level. It is of interest to note, however, that both groups were more liberal than conservative.

Table 15
Ss' Political Philosophy

Group	Political Philosophy		Totals
	Conservative	Liberal	
HS	13	19	32
LS	9	27	36
Totals	22	46	68

$X^2 = 1.89$, $df = 1$; $p > .05$

In an attempt to assess the Ss' occupational skill, two questions were asked. One focused upon Ss' occupation prior to enlistment. Table 16 shows the frequency distribution on this question. A X^2 test was done and the results show no significant difference between groups at the .05 level. The other question focused on Ss' liking of his civilian occupation. This question indirectly measured Ss' possible motivation for joining the Marine Corps. If Ss were dissatisfied with their jobs, they may have enlisted in hopes of learning a new occupation or to escape their old one. The results on this question are shown in Table 17. A X^2 test was done and the groups did not differ significantly, at the .05 level, in how much they liked their previous occupations.

Table 16
Ss' Civilian Occupation

Occupation	Group HS	Group LS	Totals
Professional	2	0	2
White Collar	1	5	6
Blue Collar	12	13	25
Farm	3	2	5
Service	11	20	31
Other	3	4	7
None	13	9	22
No Response	8	3	11
Totals	53	56	109

$X^2 = 10.59$, $df = 7$; $p > .05$

Table 17
Ss' Liking of Their Civilian Occupation

Group	Occupation: Little Liked	Occupation: Much Liked	Totals
HS	10	19	29
LS	7	31	38
Totals	17	50	67

$X^2 = 2.24$, df = 1; $p > .05$

In order to ascertain whether the HS or LS group differed in their exposure to military life, a question was asked about Ss' previous military service. Table 18 shows the distribution of their responses, by groups, to this question. A X^2 test was done and the results show that the groups did not differ significantly at the .05 level.

Table 18
Ss' Previous Military Service

Group	Military Service: Yes	Military Service: No	No Response	Totals
HS	1	47	5	53
LS	1	51	4	56
Totals	2	98	9	109

$X^2 = .19$, df = 2; $p > .05$

A related question, also attempting to determine whether the two groups differed in their exposure to military socialization, asked the Ss to indicate any military-type organization to which they had belonged before enlistment in the Marine Corps. Table 19 shows the responses to this question. A X^2 test was done and the results showed that the two groups did not differ significantly at the .05 level.

Table 19
Military-Type Organization to Which Ss Had Belonged Prior to Enlistment

Organization	Group HS	Group LS	Totals
Young Marines	1	0	1
U. S. Marine Corps Reserve	1	0	1
U. S. Naval Reserve	0	0	0
U. S. Army Reserve	4	2	6
U. S. Air Force Reserve	2	0	2
Scouts (All Types)	24	30	54
Other	2	3	55
None	2	1	3
No Response	17	18	35
Not Determinable	0	2	2
Totals	53	56	109

$X^2 = 7.82$, df = 8; $p > .05$

Ss' responses to a question dealing with the amount of privacy they enjoyed while living at home are presented in Table 20. The data were analyzed by means of a X^2 test, and the results showed that the groups did not differ significantly at the .05 level on this question.

Table 20
Ss' Privacy While Living At Home

Group	Had Privacy and Own Room: Yes	Had Privacy and Own Room: No	No Response	Totals
HS	38	13	2	53
LS	40	14	2	56
Totals	78	27	4	109

$X^2 = .01$, df = 2; $p > .05$

Table 21 shows the frequency distribution of Ss on a question which attempted to determine how much freedom they enjoyed while living at home. A X^2 test was done, and the results show that the LS group differed significantly ($p < .05$) from the HS group on this question.

Table 21
Ss' Freedom While Living At Home

Group	Freedom: Had Little	Freedom: Had Much	Totals
HS	9	37	46
LS	3	47	50
Totals	12	84	96

$X^2 = 4.03$, df = 1; $p < .05$

Ss were asked a series of four questions dealing with their use of narcotics, alcohol, smoking and dating in order to ascertain the frequency with which they participated in such activities. Such questions, E felt, would be indicators of freedom prior to enlistment and severity after enlistment, since such activities are drastically curtailed during training.

Table 22 shows the frequency distribution of Ss who have tried narcotics prior to enlistment. A X^2 test was done, and the results show that the groups did not differ significantly at the .05 level.

Table 22
Ss' Use of Narcotics Prior to Enlistment

Group	Narcotics		No Response	Totals
	Have Tried	Have Not Tried		
HS	12	39	2	53
LS	19	35	2	56
Totals	31	74	4	109

$X^2 = 1.72$, df = 2; $p > .05$

Table 23 shows the frequency distribution of Ss who have drunk whiskey or other kinds of alcoholic beverages prior to their enlistment. The data was analyzed by means of the X^2 test, and the results show that the LS group differed significantly at the .05 level from the HS group in that they had drunk alcoholic beverages more frequently.

Table 23
Ss' Use of Alcoholic Beverages Prior to Enlistment

Group	Frequency of Drinking		Totals
	Seldom	Frequent	
HS	25	11	36
LS	16	25	41
Totals	41	36	77

$X^2 = 7.13$, df = 1; $p < .01$

In response to the question dealing with Ss' smoking habits, prior to enlistment, the data are presented in Table 24. The X^2 test was used to analyze the data, and the results show that the two groups did not differ significantly on this variable at the .05 level.

Table 24
Ss' Smoking Habits Prior to Enlistment

Group	Frequency of Smoking		Totals
	Seldom	Frequent	
HS	11	20	31
LS	11	32	43
Totals	22	52	74

$X^2 = .85$, df = 1; $p > .05$

In reply to a question dealing with Ss' dating habits prior to enlistment, the results are presented in Table 25. A X^2 test was done, and the results show that the groups did not differ significantly at the .05 level on this variable.

Table 25
Ss' Dating Habits Prior to Enlistment

Group	Frequency of Dating: Seldom	Frequent	Totals
HS	4	36	40
LS	1	45	46
Totals	5	81	86

$X^2 = 1.18$, df = 1; $p > .05$

Two questions were asked in order to determine the severity and frequency of punishment to which the recruits had been subjected while living at home. These were considered important questions because E thought that Ss who had experienced severe punishment at home would judge bootcamp discipline differently from Ss who had not been exposed to such discipline. Table 26 presents a frequency distribution showing how Ss responded to the question on toughness of home discipline. A X^2 test was done and the results showed no significant difference between groups at the .05 level. This question is particularly important since it shows that the HS and LS groups did not differ in their past experiences of severity.

Table 26
Severity of Ss' Home Punishment
(Interview I)

Group	Severity		Totals
	Easy	Tough	
HS	17	21	38
LS	22	22	44
Totals	39	43	82

$X^2 = .23$, df = 1; $p > .05$

In order to determine whether Ss' evaluation of their home discipline changed after exposure to Marine Corps training, the question on home discipline was repeated for all the interviews. Chi-square tests were done for Tables 27, 28 and 29, and the results showed that the groups did not differ significantly at the .05 level for any interview.

Table 27
Severity of Ss' Home Discipline
(Interview 2)

Group	Severity		Totals
	Easy	Tough	
HS	27	18	45
LS	30	15	45
Totals	37	33	90

$X^2 = .43$, df = 1; $p > .05$

Table 28
Severity of Ss' Home Discipline
(Interview 3)

Group	Severity		Totals
	Easy	Tough	
HS	26	15	41
LS	22	20	42
Total	48	35	83

$X^2 = 1.04$, df = 1; $p > .05$

Table 29
Severity of Ss' Home Discipline
(Interview 4)

Group	Severity		Totals
	Easy	Tough	
HS	28	15	43
LS	22	15	37
Totals	50	30	80

$X^2 = .27$, df = 1; $p > .05$

Since "severe" is a global concept and may mean different things to different people, a related question was used by E to classify Ss according to the frequency with which their parents used physical types of punishment. The results are presented in Table 30. A X^2 test was done, and the results showed no significant difference between groups at the .05 level.

Table 30
Frequency With Which Ss' Parents Used Physical Punishment

Group	Physical Punishment		Totals
	Least Used	Most Used	
HS	17	21	38
LS	22	22	44
Totals	39	43	82

$X^2 = .23$, df = 1; $p > .05$

Ss were asked three questions in order to determine whether the groups differed in their motivation to become Marines. The question, "How strong is your desire to become a Marine?" was asked on all four interviews. The data are presented in Table 31, 32, 33 and 34. A X^2 test was done for each interview, and the results showed no significant difference between groups, at the .05 level, for any interview.

Table 31
Ss' Desire to Become A Marine
(Interview 1)

Group	Desire		Totals
	Weak	Strong	
HS	8	39	47
LS	8	43	51
Totals	16	82	98

$X^2 = .03$, df = 1; $p > .05$

Table 32
Ss' Desire to Become A Marine
(Interview 2)

Group	Desire		Totals
	Weak	Strong	
HS	1	48	49
LS	2	51	53
Totals	3	99	102

$X^2 = .00$, df = 1; $p > .05$

Table 33
Ss' Desire to Become A Marine
(Interview 3)

Group	Desire		Totals
	Weak	Strong	
HS	0	51	51
LS	1	53	54
Totals	1	104	105

$X^2 = .00$, df = 1; $p > .05$

Table 34
Ss' Desire to Become A Marine
(Interview 4)

Group	Desire		Totals
	Weak	Strong	
HS	2	47	49
LS	4	52	56
Totals	6	99	105

$X^2 = .06$, df = 1; $p > .05$

On interview one only, Ss were asked the question, "What kind of Marine do you intend to be?" Their responses to this question are shown in Table 35. A X^2 test was done, and the groups did not differ significantly at the .05 level. The third question (a follow-up to the second) was asked only on interviews 2, 3 and 4; it asked Ss, "At this stage of training, how good a Marine do you think you are?" The data is given in Tables 36, 37 and 38. These data were analyzed by using the X^2 test, and no significant difference between groups on any of these interviews were found.

Table 35
The Kind of Marine Ss Intended to Become
(Interview 1)

Group	Kind of Marine		Totals
	Worst	Best	
HS	1	43	44
LS	3	46	49
Totals	4	89	93

$X^2 = .16$, df = 1; $p > .05$

Table 36
Ss' Judgment on How Good They Are As Marines
(Interview 2)

Group	How Good A Marine Are You?		Totals
	Worst	Best	
HS	6	35	41
LS	6	24	30
Totals	12	59	71

$X^2 = .36$, df = 1; $p > .05$

Table 37
Ss' Judgment on How Good They Are As Marines
(Interview 3)

Group	How Good A Marine Are You? Worst	Best	Totals
HS	2	47	49
LS	1	48	49
Totals	3	95	98

$X^2 = .00$, df = 1; $p > .05$

Table 38
Ss' Judgment on How Good They Are As Marines
(Interview 4)

Group	How Good A Marine Are You? Worst	Best	Totals
HS	0	49	49
LS	3	46	49
Totals	3	95	98

$X^2 = 1.38$, df = 1; $p > .05$

The Ss were asked four questions on interviews 2, 3 and 4 which were designed to obtain a measure of the DIs' toughness. One specifically asked the Ss to rate their DIs on toughness with recruits. The results for this question are presented in Tables 39, 40 and 41. These data were analyzed by means of the X^2 test, and no significant difference was found between groups, at the .05 level, on any interview.

Table 39
Ss Rating of DIs' Toughness with Recruits
(Interview 2)

Group	DIs' Toughness: Easy	DIs' Toughness: Tough	Totals
HS	2	47	49
LS	7	40	47
Totals	9	87	96

$X^2 = 2.15$, df = 1; $p > .05$

Table 40
Ss Rating of DIs' Toughness with Recruits
(Interview 3)

Group	DIs' Toughness: Easy	DIs' Toughness: Tough	Totals
HS	0	49	49
LS	2	45	47
Totals	2	94	96

$X^2 = .02$, df = 1; $p > .05$

Table 41
Ss Rating of DIs' Toughness with Recruits
(Interview 4)

Group	DIs' Toughness: Easy	DIs' Toughness: Tough	Totals
HS	2	48	50
LS	3	41	44
Totals	5	89	94

X^2 = .02, df = 1; p > .05

The second question, "How much do you like your DI?" was an indirect measure of severity. It was expected that severe DIs would not be as well liked as lenient DIs. The results to this question are presented in Tables 42, 43 and 44. A X^2 test was done for each interview, and the results showed that the LS group differed significantly ($p < .05$) from the HS group on all three interviews, in that they expressed a greater liking for their DIs.

Table 42
Ss' Liking of Their DIs
(Interview 2)

Group	Liking of DIs: Little	Liking of DIs: Much	Totals
HS	12	30	42
LS	2	48	50
Totals	14	78	92

X^2 = 10.68, df = 1; p < .01

Table 41
Ss Rating of DIs' Toughness with Recruits
(Interview 4)

Group	DIs' Toughness		Totals
	Easy	Tough	
HS	2	48	50
LS	3	41	44
Totals	5	89	94

$X^2 = .02$, df = 1; $p > .05$

The second question, "How much do you like your DI?" was an indirect measure of severity. It was expected that severe DIs would not be as well liked as lenient DIs. The results to this question are presented in Tables 42, 43 and 44. A X^2 test was done for each interview, and the results showed that the LS group differed significantly ($p < .05$) from the HS group on all three interviews, in that they expressed a greater liking for their DIs.

Table 42
Ss' Liking of Their DIs
(Interview 2)

Group	Liking of DIs		Totals
	Little	Much	
HS	12	30	42
LS	2	48	50
Totals	14	78	92

$X^2 = 10.68$, df = 1; $p < .01$

Table 43
Ss' Liking of Their DIs
(Interview 3)

Group	Liking of DIs: Little	Liking of DIs: Much	Totals
HS	11	31	42
LS	2	35	37
Totals	13	66	79

$X^2 = 6.18$, df = 1; $p < .02$

Table 44
Ss' Liking of Their DIs
(Interview 4)

Group	Liking of DIs: Little	Liking of DIs: Much	Totals
HS	21	23	44
LS	9	30	39
Totals	30	53	83

$X^2 = 5.44$, df = 1; $p < .02$

The third question asked Ss to rate their DI with other DIs they had seen. The results are presented in Tables 45, 46 and 47. The X^2 analyses showed that the groups did not differ significantly, at the .05 level, in that both rated their DIs as the worst. These results are somewhat puzzling in light of the findings on question two for the LS group.

Table 45
Ss' Rating of Their DIs
(Interview 2)

Group	DI Rating		Totals
	Worst	Best	
HS	46	3	49
LS	54	2	56
Totals	100	5	105

$X^2 = .02$, df = 1; $p > .05$

Table 46
Ss' Rating of Their DIs
(Interview 3)

Group	DI Rating		Totals
	Worst	Best	
HS	48	3	51
LS	50	2	52
Totals	98	5	103

$X^2 = .00$, df = 1; $p > .05$

Table 47
Ss' Rating of Their DIs
(Interview 4)

Group	DI Rating		Totals
	Worst	Best	
HS	46	2	48
LS	48	4	52
Totals	94	6	100

$X^2 = .10$, df = 1; $p > .05$

The fourth question asked the Ss to rate their platoon with other platoons. E expected, in view of the major hypothesis, that the HS group would rate their platoon significantly better than would the LS group. The results, obtained by X^2 analyses, showed that, on interview two (Table 48), the HS group differed significantly ($P < .05$) from the LS group by rating their platoon the best. On interviews 3 and 4 (Tables 49 and 50), however, the groups did not differ significantly at the .05 level.

Table 48
Ss' Rating of Their Platoon With Other Platoons
(Interview 2)

Group	Platoon Rating		Totals
	Worst	Best	
HS	0	49	49
LS	17	28	45
Totals	17	77	94

$X^2 = 22.60$, df = 1; $p < .001$

Table 49
Ss' Rating of Their Platoon With Other Platoons
(Interview 3)

Group	Platoon Rating		Totals
	Worst	Best	
HS	1	50	51
LS	3	50	53
Totals	4	100	104

$X^2 = .22$, df = 1; $p > .05$

Table 50
Ss' Rating of Their Platoon With Other Platoons
(Interview 4)

Group	Platoon Rating		Totals
	Worst	Best	
HS	0	50	50
LS	0	51	51
Totals	0	101	101

$X^2 = .00$, df = 1; $p > .05$

Seven questions were used to assess the amounts of freedom and isolation which were imposed on recruits in the HS and LS groups. In some respects, these questions can be interpreted to be measures of severity, since withdrawl of such privileges may be interpreted by Ss as punishment.[6] For the purpose of this study, therefore, both lack of freedom and isolation are considered measures of severity. Three of the seven questions (amount of liberty permitted, meeting and talking with recruits from other platoons, and frequency with which Ss were permitted to write letters) were used primarily to assess the amount of isolation the two platoons experienced. On the question of liberty, Ss' responses are presented in Tables 51-53. The data were analyzed by means of the X^2 test, and, as anticipated (footnote 6), the results showed no significant difference between the HS and LS groups ($p > .05$) on any of the three interviews.

Table 51
Amount of Liberty Permitted Ss While in Bootcamp
(Interview 2)

Group	Permitted Liberty: Seldom	Permitted Liberty: Frequent	Totals
HS	50	0	50
LS	55	0	55
Totals	105	0	105

$X^2 = .00$, $df = 0$; $p > .05$

6 Ss, while in bootcamp, are not permitted to go on liberty (i.e., leaves, passes etc.) except in emergencies or to drink alcoholic beverages. Moreover, Ss are restricted greatly in their smoking, talking, writing, Post Exchange (PX) and movie privileges. Consequently, these questions also served as indicators of Ss' honesty in answering E's questionnaire.

Table 52
Amount of Liberty Permitted Ss While in Bootcamp
(Interview 3)

Group	Permitted Liberty		Totals
	Seldom	Frequent	
HS	51	1	52
LS	52	2	54
Totals	103	3	106

$X^2 = .00$, df = 1; $p > .05$

Table 53
Amount of Liberty Permitted Ss While in Bootcamp
(Interview 4)

Group	Permitted Liberty		Totals
	Seldom	Frequent	
HS	49	1	50
LS	50	2	53
Totals	99	3	102

$X^2 = .00$, df = 1; $p > .05$

The frequency with which Ss were able to meet and talk with recruits from other platoons is presented in Tables 54-56. A X^2 test was used to analyze the data, and the findings showed that the HS group differed significantly ($p < .05$) from the LS group (in that the HS group was more isolated in their contacts with other recruits) on interview two. On interviews three and four, however, no significant differences were found between groups at the .05 level. The frequency distributions for these two tables suggest the LS group became more isolated when these later interviews are compared with interview two.

Table 54
Frequency That Ss Were Permitted to Meet And Talk With Recruits From Other Platoons (Interview 2)

Group	Permitted to Meet And Talk		Totals
	Seldom	Frequent	
HS	41	3	44
LS	37	12	49
Totals	78	15	93

$X^2 = 5.35$, $df = 1$; $p < .05$

Table 55
Frequency That Ss Were Permitted to Meet And Talk With
Recruits From Other Platoons
(Interview 3)

Group	Permitted to Talk And Meet: Seldom	Frequent	Totals
HS	43	6	49
LS	43	6	49
Totals	86	12	98

$X^2 = .00$, df = 1; $p > .05$

Table 56
Frequency That Ss Were Permitted to Meet And Talk With
Recruits From Other Platoons
(Interview 4)

Group	Permitted to Talk And Meet: Seldom	Frequent	Totals
HS	40	11	51
LS	35	10	45
Totals	75	21	96

$X^2 = .01$, df = 1; $p > .05$

The frequency with which Ss were permitted to write are presented in Tables 57-59. The data were analyzed by means of the X^2 test, and the results showed that the HS group differed significantly ($p < .05$) from the LS group, on all three interviews, in that they were not permitted to write as frequently as the LS group. This finding suggests the HS group was more isolated from home contact and had severer restrictions regarding letter writing.

Table 57
Frequency That Ss Were Permitted To Write Letters
(Interview 2)

Group	Permitted To Write Letters		Totals
	Seldom	Frequent	
HS	16	25	41
LS	7	35	42
Totals	23	60	83

$X^2 = 5.18$, $df = 1$; $p < .05$

Table 58
Frequency That Ss Were Permitted To Write Letters
(Interview 3)

Group	Permitted To Write Letters		Totals
	Seldom	Frequent	
HS	21	17	38
LS	4	38	42
Totals	25	55	80

$X^2 = 19.43$, $df = 1$; $p < .001$

Table 59
Frequency That Ss Were Permitted To Write Letters
(Interview 4)

Group	Permitted To Write Letters: Seldom	Permitted To Write Letters: Frequent	Totals
HS	16	22	38
LS	9	37	46
Totals	25	59	84

$X^2 = 5.06$, df = 1; $p < .05$

The other four questions focused on smoking, drinking and going to the Post Exchange (PX) and the movies. The frequency with which Ss were permitted to smoke is presented in Tables 60-62. The data were analyzed by means of the X^2 test, and the results showed that the HS group differed significantly from the LS group at the .05 level, on all three interviews, in that they were not permitted to smoke as frequently as the LS group.

Table 60
Frequency That Ss Were Permitted To Smoke
(Interview 2)

Group	Permitted To Smoke: Seldom	Permitted To Smoke: Frequent	Totals
HS	46	3	49
LS	23	12	35
Totals	69	15	84

$X^2 = 11.04$, df = 1; $p < .001$

Table 61
Frequency That Ss Were Permitted To Smoke
(Interview 3)

Group	Permitted To Smoke: Seldom	Permitted To Smoke: Frequent	Totals
HS	49	2	51
LS	8	31	39
Totals	57	33	90

$X^2 = 54.34$, df = 1; $p < .001$

Table 62
Frequency That Ss Were Permitted To Smoke
(Interview 4)

Group	Permitted To Smoke: Seldom	Permitted To Smoke: Frequent	Totals
HS	34	6	40
LS	17	22	39
Totals	51	28	79

$X^2 = 14.80$, df = 1; $p < .001$

For PX privileges, the frequency distributions are presented in Tables 63-65. The data were analyzed by means of a X^2 test, and the results showed no significant differences between groups, at the .05 level, for any interview, since both groups were quite restricted from going to the PX.

Table 63
Frequency That Ss Were Permitted To Go To The PX
(Interview 2)

Group	Permitted To Go To The PX		Totals
	Seldom	Frequent	
HS	31	8	39
LS	23	15	38
Totals	54	23	77

$X^2 = 3.30$, df = 1; $p > .05$

Table 64
Frequency That Ss Were Permitted To Go To The PX
(Interview 3)

Group	Permitted To Go To The PX		Totals
	Seldom	Frequent	
HS	30	6	36
LS	30	8	38
Totals	60	14	74

$X^2 = .23$, df = 1; $p > .05$

Table 65
Frequency That Ss Were Permitted To Go To The PX
(Interview 4)

Group	Permitted To Go To The PX: Seldom	Frequent	Totals
HS	25	10	35
LS	32	6	38
Totals	57	16	73

$X^2 = 1.74$, df = 1; $p > .05$

The frequency with which Ss reported being able to attend movies is presented in Tables 66-68. The X^2 test was used to analyze the data, and the results showed that there were no significant differences between groups ($p > .05$) on any interview for movie attendance, in that both groups were quite restricted.

Table 66
Frequency That Ss Were Permitted To Attend The Movies
(Interview 2)

Group	Permitted To Attend Movies: Seldom	Frequent	Totals
HS	53	0	53
LS	51	2	53
Totals	104	2	106

$X^2 = .51$, df = 1; $p > .05$

Table 67
Frequency That Ss Were Permitted To Attend The Movies
(Interview 3)

Group	Permitted To Attend Movies		Totals
	Seldom	Frequent	
HS	53	0	53
LS	45	3	48
Totals	98	3	101

$X^2 = 1.59$, df = 1; $p > .05$

Table 68
Frequency That Ss Were Permitted To Attend The Movies
(Interview 4)

Group	Permitted To Attend Movies		Totals
	Seldom	Frequent	
HS	51	1	52
LS	46	3	49
Totals	97	4	101

$X^2 = .33$, df = 1; $p > .05$

The frequency with which Ss were permitted to drink alcoholic beverages is reported in Tables 69-71. The data were analyzed by means of the X^2 test, and the results, as expected showed no significant difference between groups, at the .05 level for any of the three interviews.

Table 69
Frequency That Ss Were Permitted To Drink Alcoholic Beverages
(Interview 2)

Group	Permitted To Drink Alcoholic Beverages		Totals
	Seldom	Frequent	
HS	52	1	53
LS	54	0	54
Totals	106	1	107

$X^2 = .00$, df = 1; $p > .05$

Table 70
Frequency That Ss Were Permitted To Drink Alcoholic Beverages
(Interview 3)

Group	Permitted To Drink Alcoholic Beverages		Totals
	Seldom	Frequent	
HS	52	1	53
LS	55	0	55
Totals	107	1	108

$X^2 = .00$, df = 1; $p > .05$

Table 71
Frequency That Ss Were Permitted To Drink Alcoholic Beverages
(Interview 4)

Group	Permitted To Drink Alcoholic Beverages: Seldom	Frequent	Totals
HS	50	0	50
LS	52	3	55
Totals	102	3	105

$X^2 = 1.19$, df = 1; $p > .05$

As previously mentioned, "severity" is a global concept, and several questions were used on interviews 2, 3 and 4 to obtain a measure of its many facets. Regarding bootcamp severity, Ss were asked questions about toughness of its punishment, frequency of punishment (including whether they, personally, had been recently punished), comparison of bootcamp punishment with their home punishment, whether they thought they could complete bootcamp training, how bootcamp training had affected them, how much they liked bootcamp, how happy would they be to go through bootcamp again, and, whether bootcamp was fulfilling its purpose.

Tables 72-74 contain the frequency distributions of Ss' ratings on bootcamp punishment. The data were analyzed by means of the X^2 test, and the results showed that the groups differed significantly ($p < .05$) only on Table 73 (Interview 3) in that the HS group rated bootcamp punishment as being tougher.

Table 72
Ss' Rating Of Bootcamp Punishment
(Interview 2)

Group	Bootcamp Punishment: Easy	Bootcamp Punishment: Tough	Totals
HS	2	45	47
LS	8	33	41
Totals	10	78	88

$X^2 = 3.66$, df = 1; $p > .05$

Table 73
Ss' Rating Of Bootcamp Punishment
(Interview 3)

Group	Bootcamp Punishment: Easy	Bootcamp Punishment: Tough	Totals
HS	2	44	46
LS	10	35	45
Totals	12	79	91

$X^2 = 6.35$, df = 1; $p < .02$

Table 74
Ss' Rating Of Bootcamp Punishment
(Interview 4)

Group	Bootcamp Punishment		Totals
	Easy	Tough	
HS	3	43	46
LS	5	35	40
Totals	8	78	86

$X^2 = .34$, df = 1; $p > .05$

Tables 75-77 present the Ss' responses on the frequency with which they were punished. The data were analyzed by means of the X^2 test, and the results showed no significant difference, at the .05 level, between groups for any of the interviews.

Table 75
Frequency With Which Ss Were Punished
(Interview 2)

Group	Frequency Of Punishment		Totals
	Seldom	Frequent	
HS	17	23	40
LS	21	18	39
Totals	38	41	79

$X^2 = 1.02$, df = 1; $p > .05$

Table 76
Frequency With Which Ss Were Punished
(Interview 3)

Group	Frequency Of Punishment: Seldom	Frequent	Totals
HS	15	26	41
LS	17	25	42
Totals	32	51	83

$X^2 = .13$, df = 1; $p > .05$

Table 77
Frequency With Which Ss Were Punished
(Interview 4)

Group	Frequency Of Punishment: Seldom	Frequent	Totals
HS	19	21	40
LS	19	23	42
Totals	38	44	82

$X^2 = .04$, df = 1; $p > .05$

The frequency distributions on whether Ss had been punished recently are presented in Tables 78-80. The X^2 test was used to analyze the data, and the results showed no significant difference between groups at the .05 level for any of the interviews.

Table 78
Recency Of Ss' Punishment
(Interview 2)

Group	Recently Punished: Yes	Recently Punished: No	No Response	Totals
HS	30	22	1	53
LS	22	30	4	56
Totals	52	52	5	109

$X^2 = 4.18$, df = 2; $p > .05$

Table 79
Recency Of Ss' Punishment
(Interview 3)

Group	Recently Punished: Yes	Recently Punished: No	No Response	Totals
HS	23	26	4	53
LS	23	29	4	56
Totals	46	55	8	109

$X^2 = 1.22$, df = 2; $p > .05$

Table 80
Recency Of Ss' Punishment
(Interview 4)

Group	Recently Punished: Yes	Recently Punished: No	No Response	Totals
HS	25	25	3	53
LS	16	35	5	56
Totals	41	60	8	109

$X^2 = 4.06$, df = 2; $p > .05$

A comparison of Ss' home punishment with bootcamp punishment is presented in Tables 81-83. The data were analyzed by means of the X^2 test, and the results showed no significant difference ($p > .05$) between groups, for any of the interviews, on this question.

Table 81
Ss' Comaprison Of Bootcamp Discipline With Home Discipline
(Interview 2)

Group	Bootcamp Discipline: Easier	Bootcamp Discipline: Tougher	Totals
HS	4	41	45
LS	3	45	48
Totals	7	86	93

$X^2 = .00$, df = 1; $p > .05$

Table 82
Ss' Comparison Of Bootcamp Discipline With Home Discipline
(Interview 3)

Group	Bootcamp Discipline		Totals
	Easier	Tougher	
HS	5	37	42
LS	2	43	45
Totals	7	80	87

X^2 = .78, df = 1; p > .05

Table 83
Ss' Comparison Of Bootcamp Discipline With Home Discipline
(Interview 4)

Group	Bootcamp Discipline		Totals
	Easier	Tougher	
HS	4	36	40
LS	3	41	44
Totals	7	77	84

X^2 = .02, df = 1; p > .05

The frequency distributions on whether Ss thought they could complete bootcamp training are presented in Tables 84-86. The data were analyzed by means of the X^2 test, and the results showed no significant difference between groups, at the .05 level, for any of the interviews.

Table 84
Ss' Opinion As To Whether They Could Complete Bootcamp Training
(Interview 2)

Group	Opinion		No Response	Totals
	Yes	No		
HS	50	2	1	53
LS	53	0	3	56
Totals	103	2	4	109

$X^2 = 3.01$, df = 2; $p > .05$

Table 85
Ss' Opinion As To Whether They Could Complete Bootcamp Training
(Interview 3)

Group	Opinion		No Response	Totals
	Yes	No		
HS	51	0	2	53
LS	54	0	2	56
Totals	105	0	4	109

$X^2 = 1.34$, df = 2; $p > .05$

Table 86
Ss' Opinion As To Whether They Could Complete Bootcamp Training
(Interview 4)

Group	Opinion		No Response	Totals
	Yes	No		
HS	47	2	4	53
LS	51	0	5	56
Totals	98	2	9	109

$X^2 = 2.19$, df = 2; $p > .05$

Responses to the questions regarding the effects of bootcamp on Ss, pertaining to aggressiveness, strength, happiness, honesty, superiority, intelligence, religion, and confidence were also analyzed (Tables 87-110). Tables 87-89 contain Ss' responses to a question which asked whether bootcamp had made them more or less aggressive. That data were analyzed with the X^2 test, and the results showed that the two groups did not differ significantly ($p > .05$) on any of the interviews, in their aggressiveness.

Table 87
Bootcamp's Effect On Ss' Aggressiveness
(Interview 2)

Group	Aggressiveness		Totals
	Less	More	
HS	4	37	41
LS	6	43	49
Totals	10	80	90

$X^2 = .00$, df = 1; $p > .05$

Table 88
Bootcamp's Effect On Ss' Aggressiveness
(Interview 3)

Group	Aggressiveness		Totals
	Less	More	
HS	2	44	46
LS	2	50	52
Totals	4	94	98

$X^2 = .15$, df = 1; $p > .05$

Table 89
Bootcamp's Effect On Ss' Aggressiveness
(Interview 4)

Group	Aggressiveness		Totals
	Less	More	
HS	2	43	45
LS	4	44	48
Totals	6	87	93

$X^2 = .12$, df = 1; $p > .05$

Ss' responses as to whether bootcamp had made them physically stronger or weaker are presented in Tables 90-92. The X^2 test was performed for each table, and the results showed that the groups did not differ significantly, at the .05 level, over the three interviews.

Table 90
Bootcamp's Effect On Ss' Physical Strength
(Interview 2)

Group	Strength		Totals
	Weaker	Stronger	
HS	1	49	50
LS	1	50	51
Totals	2	99	101

$X^2 = .49$, df = 1; $p > .05$

Table 91
Bootcamp's Effect On Ss' Physical Strength
(Interview 3)

Group	Strength		Totals
	Weaker	Stronger	
HS	1	51	52
LS	1	54	55
Totals	2	105	107

$X^2 = .45$, df = 1; $p > .05$

Table 92
Bootcamp's Effect On Ss' Physical Strength
(Interview 4)

Group	Strength		Totals
	Weaker	Stronger	
HS	1	50	51
LS	3	50	53
Totals	4	100	104

$X^2 = .22$, df = 1; $p > .05$

Tables 93-95 contain the frequency distributions of Ss' responses to the question asking whether bootcamp had made them more happy or more sad. The X^2 test was performed for each table, and the results showed that the groups did not differ significantly ($p > .05$), on this question, for any of the interviews.

Table 93
Bootcamp's Effect On Ss' Happiness
(Interview 2)

Group	Happiness		Totals
	Less	More	
HS	17	26	43
LS	11	21	32
Totals	28	47	75

$X^2 = .21$, df = 1; $p > .05$

Table 94
Bootcamp's Effect On Ss' Happiness
(Interview 3)

Group	Happiness		Totals
	Less	More	
HS	10	29	39
LS	9	30	39
Totals	19	59	78

$X^2 = .07$, df = 1; $p > .05$

Table 95
Bootcamp's Effect On Ss' Happiness
(Interview 4)

Group	Happiness		Totals
	Less	More	
HS	13	29	42
LS	8	31	39
Totals	21	60	81

$X^2 = 1.15$, df = 1; $p > .05$

Ss' responses to the question asking if bootcamp had made them more honest or less honest are presented in Tables 96-98. The X^2 test was calculated for each table, and the results showed no significant difference ($p > .05$) between groups on any of the interviews.

Table 96
Bootcamp's Effect On Ss' Honesty
(Interview 2)

Group	Honesty		Totals
	Less	More	
HS	3	39	42
LS	8	36	44
Totals	11	75	86

$X^2 = 2.35$, $df = 1$; $p > .05$

Table 97
Bootcamp's Effect On Ss' Honesty
(Interview 3)

Group	Honesty		Totals
	Less	More	
HS	0	46	46
LS	3	40	43
Totals	3	86	89

$X^2 = 1.53$, $df = 1$; $p > .05$

Table 98
Bootcamp's Effect On Ss' Honesty
(Interview 4)

Group	Honesty		Totals
	Less	More	
HS	3	41	44
LS	2	43	45
Totals	5	84	89

$X^2 = .00$, df = 1; $p > .05$

Ss were asked if bootcamp made them feel superior or inferior and their responses are presented in Tables 99-101. The data were analyzed by means of the X^2 test, and the findings showed that the groups did not differ significantly at the .05 level on any interview.

Table 99
Bootcamp's Effect On Ss' Superiority
(Interview 2)

Group	Superiority		Totals
	Less	More	
HS	2	35	37
LS	2	36	38
Totals	4	71	75

$X^2 = .24$, df = 1; $p > .05$

Table 100
Bootcamp's Effect On Ss' Superiority
(Interview 3)

Group	Superiority		Totals
	Less	More	
HS	1	37	38
LS	3	42	45
Totals	4	79	83

$X^2 = 1.47$, df = 1; $p > .05$

Table 101
Bootcamp's Effect On Ss' Superiority
(Interview 4)

Group	Superiority		Totals
	Less	More	
HS	1	43	44
LS	5	41	46
Totals	6	84	90

$X^2 = 1.47$, df = 1; $p > .05$

When asked whether they became more intelligent or less intelligent, as a result of bootcamp, Ss responded as shown in Tables 102-104. The data were analyzed by means of the X^2 test, and the results showed that there was no significant difference, at the .05 level, between groups on any interview.

Table 102
Bootcamp's Effect On Ss' Intelligence
(Interview 2)

Group	Intelligence: Less	Intelligence: More	Totals
HS	2	42	44
LS	2	44	46
Totals	4	86	90

$X^2 = .22$, df = 1; $p > .05$

Table 103
Bootcamp's Effect On Ss' Intelligence
(Interview 3)

Group	Intelligence: Less	Intelligence: More	Totals
HS	2	41	43
LS	5	42	47
Totals	7	83	90

$X^2 = .44$, df = 1; $p > .05$

Table 104
Bootcamp's Effect On Ss' Intelligence
(Interview 4)

Group	Intelligence		Totals
	Less	More	
HS	5	36	41
LS	1	41	42
Totals	6	77	83

$X^2 = 1.70$, df = 1; $p > .05$

Ss' responses to a question which asked whether bootcamp had made them less or more religious are presented in Tables 105-107. The data were analyzed by using the X^2 test, and the results showed that the groups did not differ significantly, at the .05 level, on interview one; however, the HS group differed significantly ($p < .05$) from the LS group on interviews three and four (Tables 106 and 107) in that they became more religious.

Table 105
Bootcamp's Effect On Ss' Religiousness
(Interview 2)

Group	Religiousness		Totals
	Less	More	
HS	2	41	43
LS	2	31	33
Totals	4	72	76

$X^2 = .06$, df = 1; $p > .05$

Table 106
Bootcamp's Effect On Ss' Religiousness
(Interview 3)

Group	Religiousness		Totals
	Less	More	
HS	1	45	46
LS	8	30	38
Totals	9	75	84

$X^2 = 5.19$, df = 1; $p < .05$

Table 107
Bootcamp's Effect On Ss' Religiousness
(Interview 4)

Group	Religiousness		Totals
	Less	More	
HS	0	49	49
LS	12	26	38
Totals	12	75	87

$X^2 = 17.95$, df = 1; $p < .001$

A question was also asked to determine whether Ss' confidence had been affected by bootcamp training. Ss' responses to this question are presented in Tables 108-110. The data for each table were analyzed by means of the X^2 test, and the results showed that the groups did not differ significantly at the .05 level on any of the interviews.

Table 108
Bootcamp's Effect On Ss' Confidence
(Interview 2)

Group	Confidence		Totals
	Less	More	
HS	5	38	43
LS	2	45	47
Totals	7	83	90

$X^2 = .83$, df = 1; $p > .05$

Table 109
Bootcamp's Effect On Ss' Confidence
(Interview 3)

Group	Confidence		Totals
	Less	More	
HS	2	42	44
LS	0	50	50
Totals	2	92	94

$X^2 = .65$, df = 1; $p > .05$

Table 110
Bootcamp's Effect On Ss' Confidence
(Interview 4)

Group	Confidence		Totals
	Less	More	
HS	1	47	48
LS	4	46	50
Totals	5	93	98

$X^2 = .76$, df = 1; $p > .05$

Ss were also asked how much they liked bootcamp. It was expected that the HS group would like bootcamp more than the LS group if the major hypothesis was correct. Ss' responses are presented in Tables 111-113. The data were analyzed by means of the X^2 test, and the results showed that the two groups did not differ significantly at the .05 level on interviews 2 and 4. There was a significant difference ($p < .05$), however, on interview 3 in that the HS group showed a greater liking for bootcamp; this suggests some support for the major hypothesis.

Table 111
Ss' Liking Of Bootcamp
(Interview 2)

Group	Liked		Totals
	Little	Much	
HS	25	15	40
LS	31	11	42
Totals	56	26	82

$X^2 = 1.21$, df = 1; $p > .05$

Table 112
Ss' Liking Of Bootcamp
(Interview 3)

Group	Liked		Totals
	Little	Much	
HS	22	22	44
LS	33	10	43
Totals	55	32	87

$X^2 = 6.69$, df = 1; $p < .01$

Table 113
Ss' Liking Of Bootcamp
(Interview 4)

Group	Liked		Totals
	Little	Much	
HS	23	21	44
LS	27	16	43
Totals	50	37	87

$X^2 = .98$, df = 1; $p > .05$

A related question, to the one above, asked Ss how happy they would be if they had to go through bootcamp again. The frequency distributions (Tables 114-116) show Ss' responses on the three interviews to the question. The X^2 test was calculated for each table, and the results showed that the groups did not differ significantly, at the .05 level, on any interview.

Table 114
Ss' Happiness To Undergo Bootcamp Training Again
(Interview 2)

Group	Happiness		Totals
	Sad	Happy	
HS	43	4	47
LS	42	3	45
Totals	85	7	92

$X^2 = .00$, df = 1; $p > .05$

Table 115
Ss' Happiness To Undergo Bootcamp Training Again
(Interview 3)

Group	Happiness		Totals
	Sad	Happy	
HS	45	2	47
LS	41	4	45
Totals	86	6	92

$X^2 = .23$, df = 1; $p > .05$

Table 116
Ss' Happiness To Undergo Bootcamp Training Again
(Interview 4)

Group	Happiness		Totals
	Sad	Happy	
HS	46	4	50
LS	46	5	51
Totals	92	9	101

$X^2 = .00$, df = 1; $p > .05$

A question was also asked to determine whether Ss thought bootcamp was fulfilling its purpose. Tables 117-119 present the frequency distributions of the Ss on this question. The data were analyzed by means of the X^2 test, for each interview, and the results show that no significant difference at the .05 level was found between groups.

Table 117
Ss' Opinion As To Whether Bootcamp Was Fulfilling Its Purpose
(Interview 2)

Group	Opinion		Don't Know	Totals
	Yes	No		
HS	50	2	1	53
LS	52	4	0	56
Totals	102	6	1	109

$X^2 = 1.63$, df = 2; $p > .05$

Table 118
Ss' Opinion As To Whether Bootcamp Was Fulfilling Its Purpose
(Interview 3)

Group	Opinion		No Response	Totals
	Yes	No		
HS	48	4	1	53
LS	53	3	0	56
Totals	101	7	1	109

$X^2 = 1.31$, df = 2; $p > .05$

Table 119
Ss' Opinion As To Whether Bootcamp Was Fulfilling Its Purpose
(Interview 4)

Group	Opinion		Don't Know	No Response	Totals
	Yes	No			
HS	47	3	1	2	53
LS	52	2	0	2	56
Totals	99	5	1	4	109

$X^2 = 1.37$, df = 3; $p > .05$

The following seven questions (dealing with Ss' anxiety, joining the Marine Corps, joining another military service, making the Marine Corps a career, encouraging a brother or close relative to join the Marine Corps, happiness, and liking for the Marine Corps) were used primarily by E to determine Ss' liking for the organization as stated in the major hypothesis. Since "liking" is also a global concept, E attempted to obtain as many measures of it as practical. The results of Ss' responses to these questions are discussed and presented in Tables 120-144.

One's anxiety level was considered to be directly related to the amount of severity and/or stress to which he is subjected. Therefore, E attempted to determine Ss' anxiety level prior and during their military socialization. This was done by asking Ss a question about their anxiety on all four interviews. Ss' responses to this question are presented in Tables 120-123. The data were analyzed by means of the X^2 test, and the results showed that there was no significant difference ($p > .05$) between groups in their anxiety on any of the interviews. However, a comparison of Ss' anxiety levels when plotted longitudinally (Figure 1) shows that Ss in the HS group became more anxious during bootcamp training (i.e., on interviews 2, 3, and 4) even though Ss in the LS group had a higher anxiety level at the beginning of training (i.e., on interview 1).

FIGURE 1

GENERAL ANXIETY LEVEL

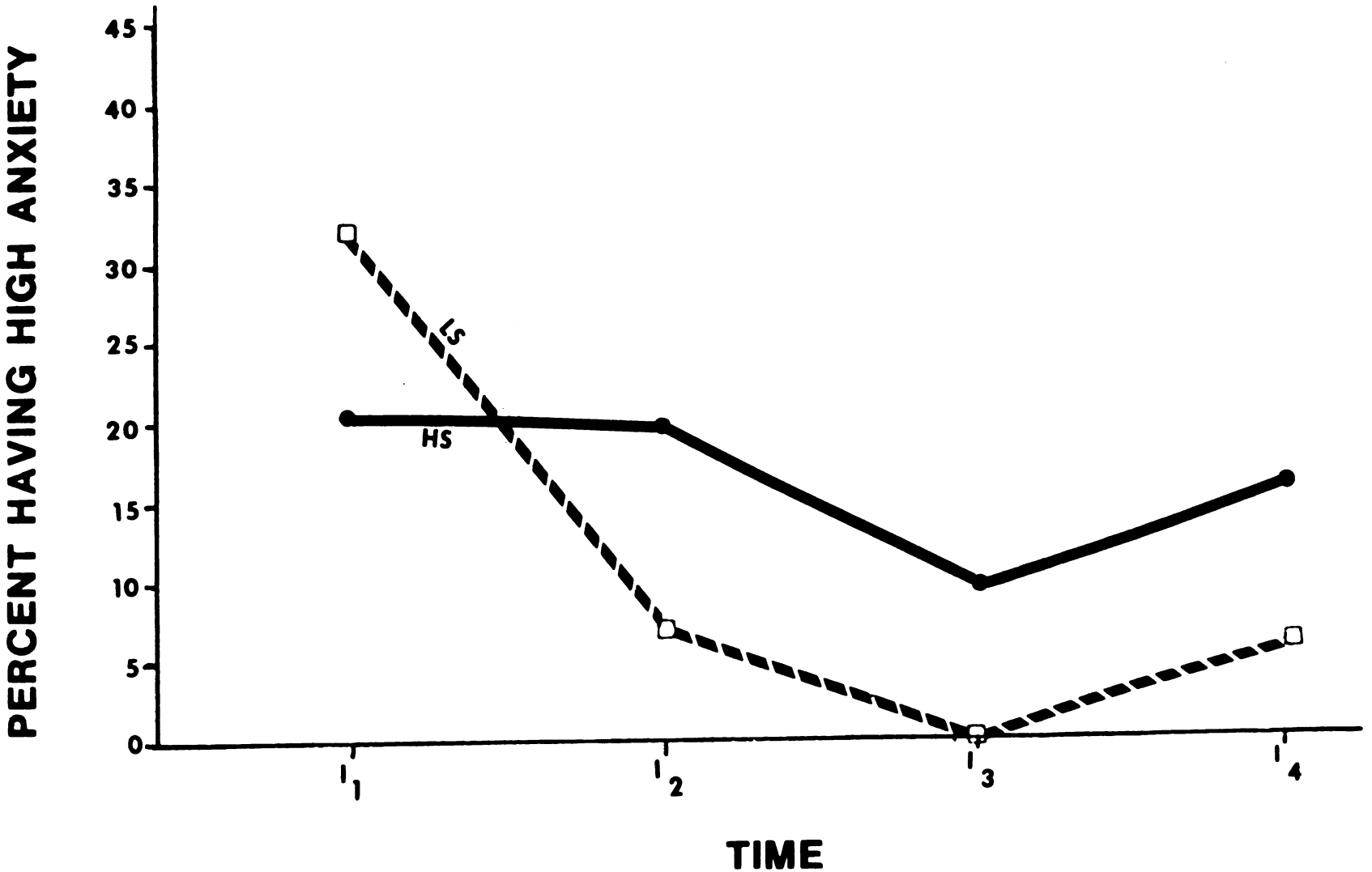


Table 120
Ss' General Anxiety Level
(Interview 1)

Group	Anxiety: High	Anxiety: Low	Totals
HS	6	22	28
LS	13	28	41
Totals	19	50	69

$X^2 = .88$, df = 1; $p > .05$

Table 121
Ss' Present Anxiety Level
(Interview 2)

Group	Anxiety: High	Anxiety: Low	Totals
HS	8	34	42
LS	3	42	45
Totals	11	76	87

$X^2 = 3.02$, df = 1; $p > .05$

Table 122
Ss' Present Anxiety Level
(Interview 3)

Group	Anxiety		Totals
	High	Low	
HS	4	41	45
LS	0	48	48
Totals	4	89	93

$X^2 = 2.56$, df = 1; $p > .05$

Table 123
Ss' Present Anxiety Level
(Interview 4)

Group	Anxiety		Totals
	High	Low	
HS	8	42	50
LS	3	48	51
Totals	11	90	101

$X^2 = 2.66$, df = 1; $p > .05$

Ss' responses to the question, "if you had to do it over, how likely is it that you would join the Marines," were tabulated and are presented in Tables 124-126. The data were analyzed by means of the X^2 test, and the results showed that the groups did not differ significantly at the .05 level for any of the interviews.

Table 124
Probability of Ss Joining The Marines If They Had To Do It Over
(Interview 2)

Group	Probability		Totals
	Unlikely	Likely	
HS	19	25	44
LS	18	28	46
Totals	37	53	90

$X^2 = .15$, df = 1; $p > .05$

Table 125
Probability of Ss Joining The Marines If They Had To Do It Over
(Interview 3)

Group	Probability		Totals
	Unlikely	Likely	
HS	20	23	43
LS	28	17	45
Totals	48	40	88

$X^2 = 2.19$, df = 1; $p > .05$

Table 126
Probability Of Ss Joining The Marines If They Had To Do It Over
(Interview 4)

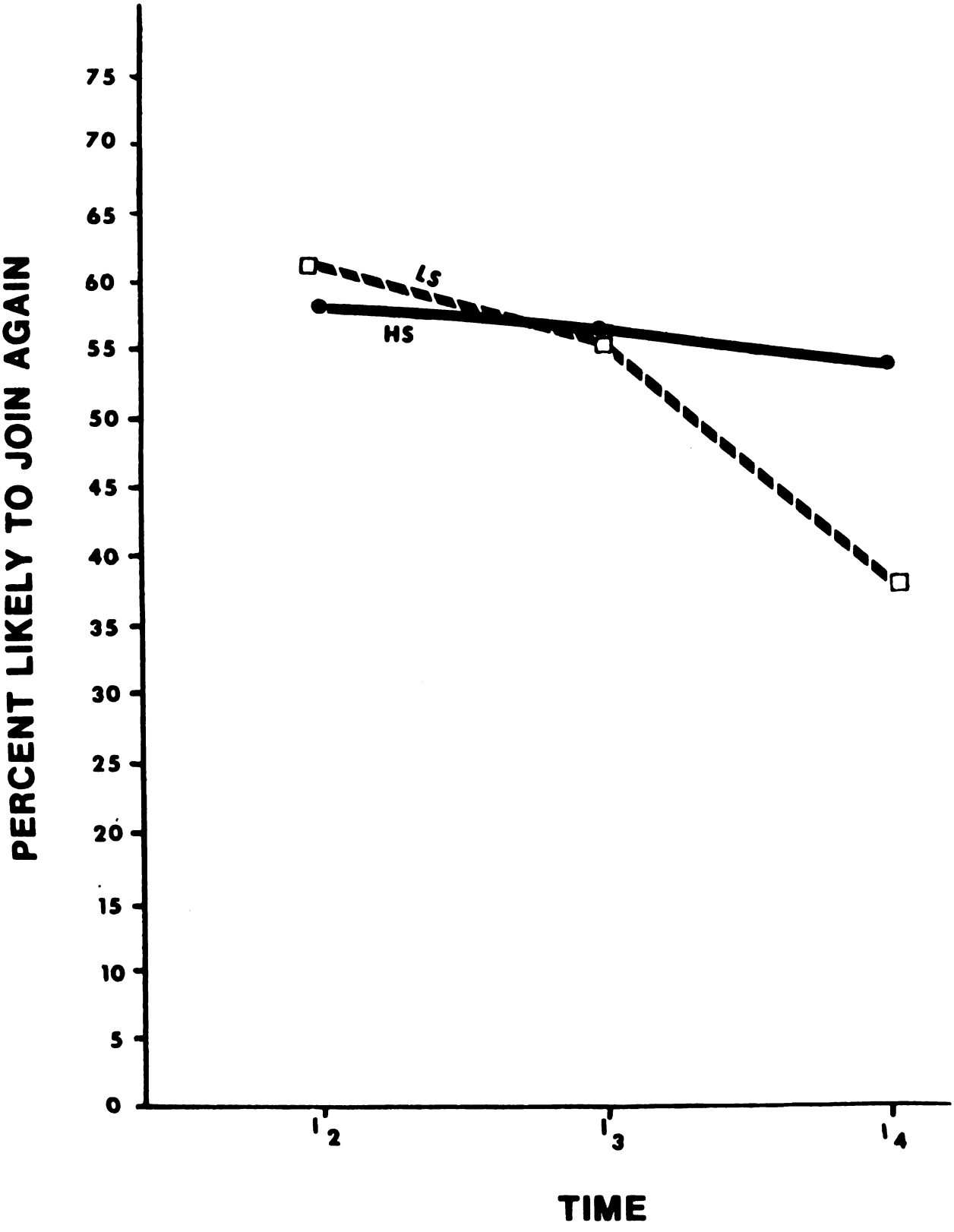
Group	Probability		Totals
	Unlikely	Likely	
HS	20	23	43
LS	28	17	45
Totals	48	40	88

$X^2 = 2.19$, df = 1; $p > .05$

The percentages of Ss in the HS and LS groups who indicated their willingness to enlist in the Marines again, if given a second opportunity (see Tables 124-126), were plotted longitudinally (Figure 2). The results show a greater percentage of HS Ss would join the Marine Corps again by the completion of bootcamp training even though Ss in the LS group had expressed a greater willingness to do so on interview 2.

FIGURE 2

PROBABILITY OF JOINING THE MARINES IF THEY HAD TO DO IT OVER



A related question attempted to determine whether Ss wished they had joined another military service. The responses to this question are presented in Tables 127-129. The data were analyzed by means of the X^2 test, and the results showed that the groups did not differ significantly ($p > .05$) on any of the interviews.

Table 127
Ss Who Wished They Had Joined Another Military Service
(Interview 2)

	Wished Another Service				
Group	Yes	No	Don't Know	No Response	Totals
HS	13	38	1	1	43
LS	6	46	1	3	56
Totals	19	84	2	4	109

$X^2 = 4.26$, df = 3; $p > .05$

Table 128
Ss Who Wished They Had Joined Another Military Service
(Interview 3)

	Wished Another Service				
Group	Yes	No	Don't Know	No Response	Totals
HS	6	41	2	4	53
LS	5	47	1	3	56
Totals	11	88	3	7	109

$X^2 = 3.56$, df = 3; $p > .05$

Table 129
Ss Who Wished They Had Joined Another Military Service
(Interview 4)

Group	Wished Another Service: Yes	No	Don't Know	No Response	Totals
HS	5	45	0	3	53
LS	5	44	1	6	56
Totals	10	89	1	9	109

$X^2 = 4.06$, df = 3; $p > .05$

Ss' responses as to whether they intended to make the Marines a career were tabulated and are presented in Tables 130-132. The data were analyzed by means of the X^2 test, and the results showed no significant difference ($p > .05$) between groups on any interview.

Table 130
Ss' Intention Of Making The Marine Corps Their Career
(Interview 2)

Group	Career Intention: Yes	No	Don't Know	No Response	Totals
HS	13	27	8	5	53
LS	12	34	9	1	56
Totals	25	61	17	6	109

$X^2 = 3.49$, df = 3; $p > .05$

Table 131
Ss' Intention Of Making The Marine Corps Their Career
(Interview 3)

Group	Career Intention: Yes	No	Don't Know	No Response	Totals
HS	14	22	12	5	53
LS	12	23	12	4	56
Totals	26	45	24	9	109

$X^2 = .90$, df = 3; $p > .05$

Table 132
Ss' Intention Of Making The Marine Corps Their Career
(Interview 4)

Group	Career Intention: Yes	No	Don't Know	No Response	Totals
HS	11	27	12	3	53
LS	10	29	10	7	56
Totals	21	56	22	10	109

$X^2 = 1.82$, df = 3; $p > .05$

When asked whether they would encourage their brother or close relative to join the Marine Corps, Ss responded as shown in Tables 133-136. The data were analyzed by means of the X^2 test, and the results showed that the LS group differed significantly ($p < .05$) from the HS group on interview one, in that they would more encourage a brother or relative to join the Marine Corps. However, on the last three interviews there was no significant difference between groups at the .05 level.

Table 133
Ss Who Would Encourage A Brother Or Relative To Join The Marines
(Interview 1)

Group	Encourage Brother or Relative		Totals
	Encourage	Discourage	
HS	14	21	35
LS	30	9	39
Totals	44	30	74

$X^2 = 10.43$, df = 1; $p < .05$

Table 134
Ss Who Would Encourage A Brother Or Relative To Join The Marines
(Interview 2)

Group	Encourage Brother or Relative		Totals
	Encourage	Discourage	
HS	14	22	36
LS	14	27	41
Totals	28	49	77

$X^2 = .19$, df = 1; $p > .05$

Table 135
Ss Who Would Encourage A Brother Or Relative To Join The Marines
(Interview 3)

Group	Encourage Brother or Relative		Totals
	Encourage	Discourage	
HS	16	18	34
LS	13	23	36
Totals	29	41	70

$X^2 = .86$, df = 1; $p > .05$

Table 136
Ss Who Would Encourage A Brother Or Relative To Join The Marines
(Interview 4)

Group	Encourage Brother or Relative		Totals
	Encourage	Discourage	
HS	15	22	37
LS	17	24	41
Totals	32	46	78

$X^2 = .01$, df = 1; $p > .05$

The data in Table 133-136, when plotted longitudinally (Figure 3), show considerable fluctuation between the two groups. On interview 1, a greater percentage of Ss in the LS group indicated a willingness to encourage a brother or close relative to join the Marine Corps. However, on interviews 2 and 3, a greater number of Ss in the HS group expressed such a willingness. At the completion of bootcamp (interview 4), both groups were almost equal; however, slightly more Ss in the LS group indicated a willingness to encourage a brother or close relative to join the Marine Corps.

A question was asked to determine Ss' happiness, both prior and subsequent to their enlistment, since it was felt by E that one's mental attitude (i.e., happiness or sadness) would be reflected in the answers he gave on his questionnaire. In addition, E considered "happiness" also to be an indicator of "liking." Consequently, Ss were asked to rate their degree of happiness five times--twice on interview one (once to assess prior happiness and once to assess S's present happiness), and once on each of the three subsequent interviews. The frequency distributions showing Ss' response to this question are presented in Tables 137-141. The data for each of these interviews were analyzed by means of the X^2 test, and the results showed no significant difference between groups, for happiness, at the .05 level, on any interview. It was of interest to note, however, that both groups appeared to have become more happy by interview four (Table 141) than they were before their enlistment (Table 137).

FIGURE 3

SUBJECTS WHO WOULD ENCOURAGE A BROTHER OR CLOSE RELATIVE TO JOIN THE MARINE CORPS

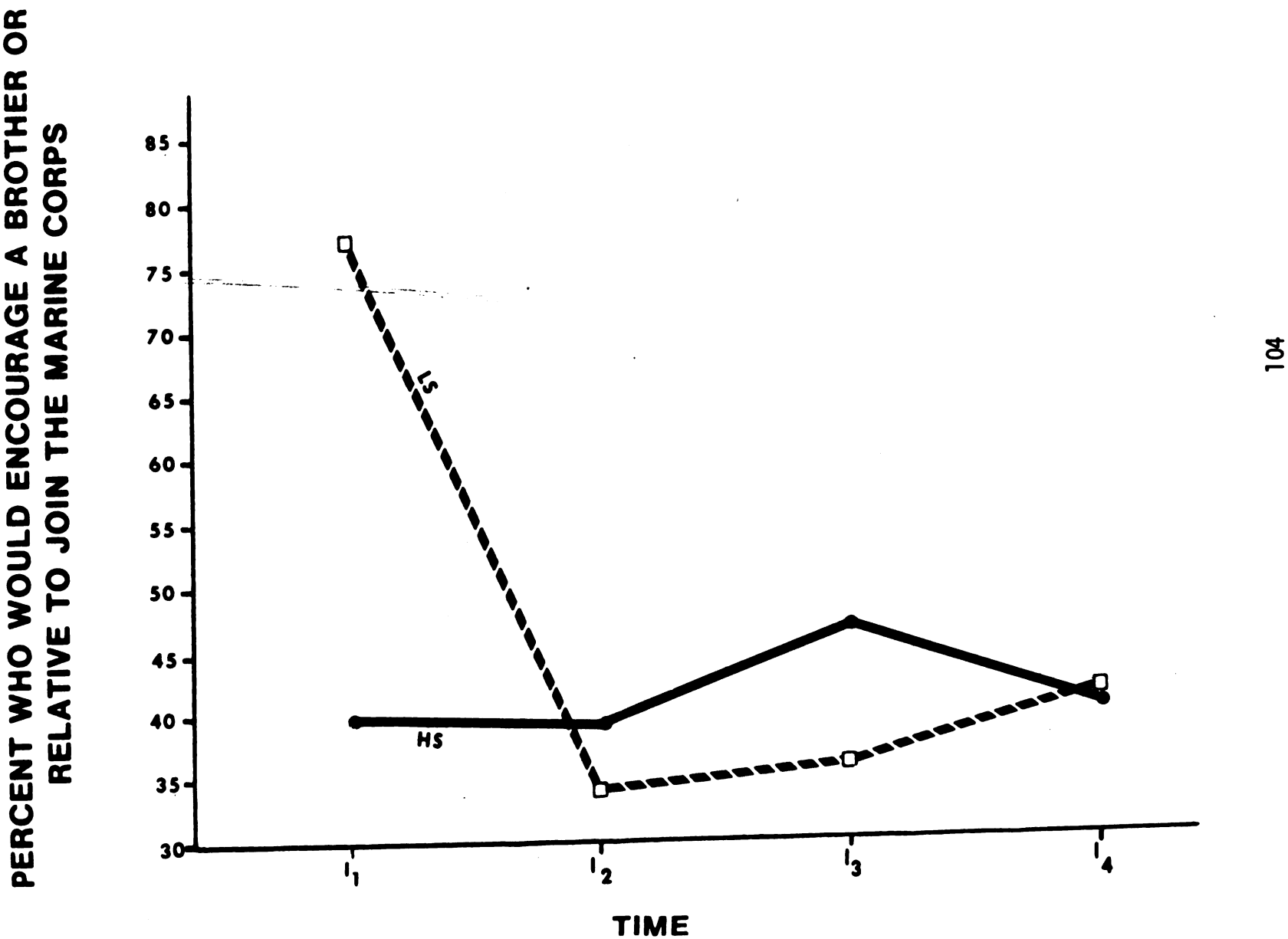


Table 137
Ss' Happiness Prior To Enlistment
(Interview 1)

Group	Prior Happiness: Sad	Prior Happiness: Happy	Totals
HS	10	31	41
LS	8	43	51
Totals	18	74	92

$X^2 = 1.09$, df = 1; $p > .05$

Table 138
Ss' Present Happiness
(Interview 1)

Group	Present Happiness: Sad	Present Happiness: Happy	Totals
HS	21	16	37
LS	24	19	43
Totals	45	35	80

$X^2 = 1.15$, df = 1; $p > .05$

Table 139
Ss' Present Happiness
(Interview 2)

Group	Present Happiness: Sad	Present Happiness: Happy	Totals
HS	13	24	37
LS	8	26	34
Totals	21	50	71

$X^2 = 1.15$, df = 1; $p > .05$

Table 140
Ss' Present Happiness
(Interview 3)

Group	Present Happiness: Sad	Present Happiness: Happy	Totals
HS	10	27	37
LS	11	28	39
Totals	21	55	76

$X^2 = .01$, df = 1; $p > .05$

Table 141
Ss' Present Happiness
(Interview 4)

Group	Present Happiness: Sad	Present Happiness: Happy	Totals
HS	7	42	49
LS	4	46	50
Totals	11	88	99

$X^2 = .99$, df = 1; $p > .05$

Responses to the question which specifically asked Ss to rate how much they liked being Marines are presented in Tables 142-144. The data for each interview were analyzed by means of the X^2 test, and the results showed that the two groups did not differ significantly ($p > .05$), on any of the interviews, in that both groups indicated they liked being Marines very much.

Table 142
Ss' Liking Being Marines
(Interview 2)

Group	Liking: Little	Liking: Much	Totals
HS	0	47	47
LS	1	50	51
Totals	1	97	98

$X^2 = .00$, df = 1; $p > .05$

Table 143
Ss' Liking Being Marines
(Interview 3)

Group	Liking: Little	Liking: Much	Totals
HS	0	48	48
LS	2	50	52
Totals	2	98	100

$X^2 = .43$, df = 1; $p > .05$

Table 144
Ss' Liking Being Marines
(Interview 4)

Group	Liking: Little	Liking: Much	Totals
HS	4	41	45
LS	4	45	49
Totals	8	86	94

$X^2 = .06$, df = 1; $p > .05$

Semantic Differential Analyses

Tables 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, and 215 in Appendix A show the means of the HS and LS groups for each of the seven concepts on the 15 scales over time (i.e., on the four interviews) compared with the means of the DIs. As mentioned previously, the DIs were the role incumbents and Semantic Differential (SD) data were obtained on their first and only interview. The SD data from the HS and LS groups, on the other hand, were obtained over time. Their data are compared on each of the four interviews with the DIs' data from interview one in order to detect changes, if any, in their evaluation of the seven concepts with time. In this study, the main concern was the difference among groups on the concepts over time.[7]

Therefore, in order to assess the longitudinal effects of severity on the HS and LS groups, the SD findings were further analyzed by using loadings $\geq$ .49 for any of the fifteen scales on the five following factors: Righteousness, Evaluative, Mood, Toughness, and Permissiveness (see Table 1). Moreover, since E considered only three of the seven concepts--myself, Marine, and Marine Corps--to be the important indicators for determining the effects of severity on organizational liking, the mean scores for the appropriate clusters on Tables 145-215 and above-names concepts, for each of the five factors, were summed for the HS

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7 The computer program used to compute these repeated measures of analysis of variance was BL-877, which also included individual comparisons by means of Duncan's (1955) Multiple Range Test. Also, the n for each of the scales varied from the total N because several Ss (Including DIs) left some scale(s) or page(s) of their SD blank on some or all the interviews. Therefore, in order to have meaningful analyses with equal numbered groups and to eliminate the possibility of E's biases in selecting Ss, E had an independent party select Ss on the basis of the Table of Random Numbers.

FIGURE 4

RIGHTEOUSNESS FACTOR FOR THE CONCEPT "MYSELF"

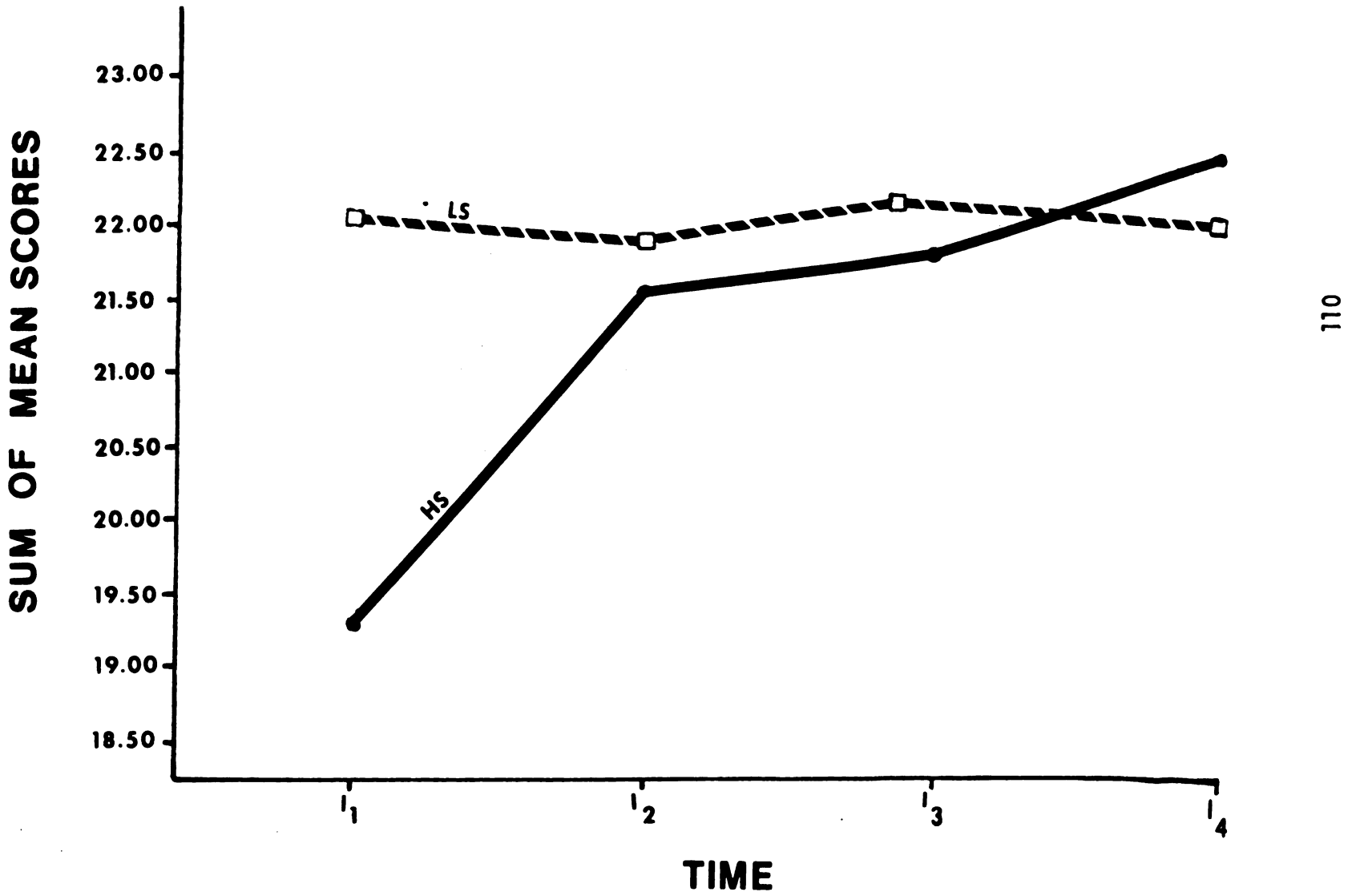


FIGURE 5

RIGHTEOUSNESS FACTOR FOR THE CONCEPT "MARINE"

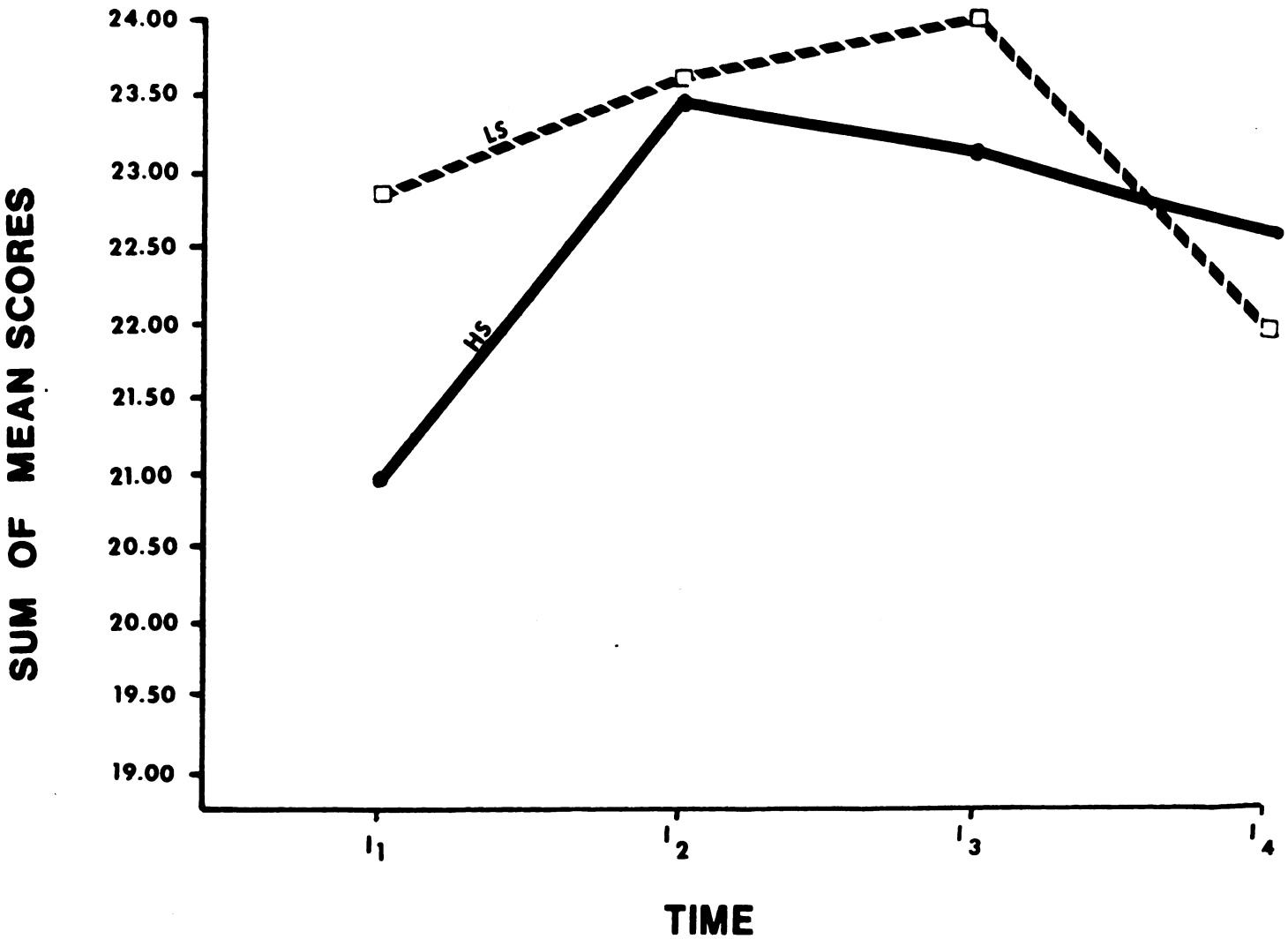
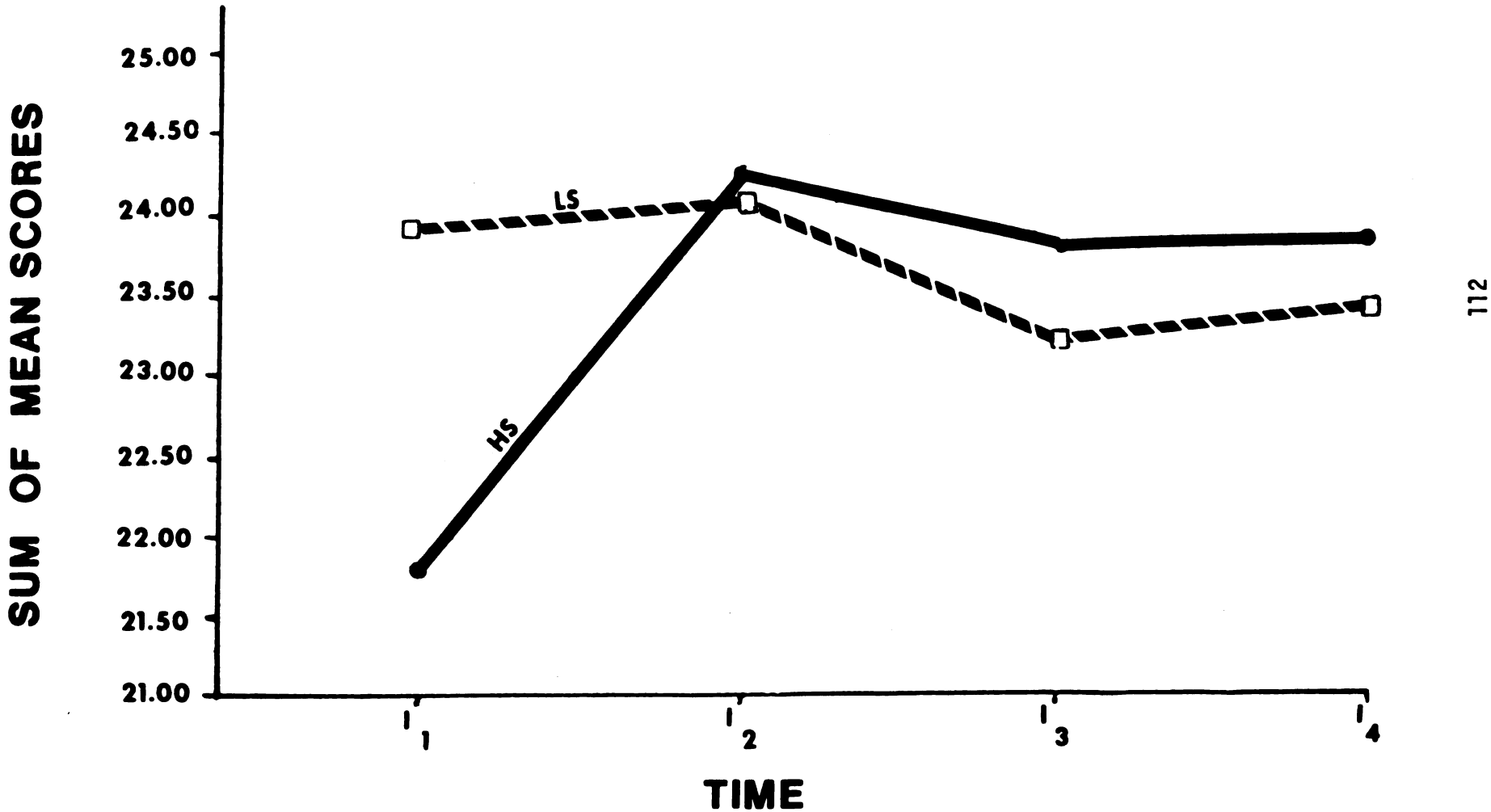


FIGURE 6

RIGHTEOUSNESS FACTOR
FOR THE CONCEPT "MARINE CORPS"



and LS groups and plotted over time on graphs (see Figures 4-18). The results are presented below. On "Righteousness," only the scales, strong-weak, worthless-valuable, sincere-insincere, and immoral-moral show high loadings ($\geq$ .49). Consequently, the means (see Tables 185, 190, 195, and 200, Appendix A) for each of the two groups on these scales were summed and plotted for all four interviews (I_1, I_2, I_3, and I_4). Figures 4-6 show that the HS group was considerably lower than the LS group at the beginning of the socialization process but, by interview four, the HS group rated all three concepts higher on "righteousness."

On the "Evaluative" factor, the mean scores for the scales, which showed high loadings, controlled-free, like-dislike, good-bad, fair-unfair, and coward-hero (Tables 145, 150, 155, 170, and 175, Appendix A), were summed and plotted for the three concepts over time (Figures 7-9). In Figures 7 and 8, the LS group was higher in their ratings of "myself" and "Marine" on the first interview. By the conclusion of bootcamp training, however, and after considerable fluctuation by both groups, the LS group had a slightly higher rating for these concepts than did the HS group (See Figures 7-8). On the other hand, on the concept, "Marine Corps", the HS and LS groups were about equal in their ratings at interview one, with the HS group slightly higher. Both groups increased their scores by interview two, but the HS group had a greater increase which remained higher throughout the training (see Figure 9). Therefore, on the Evaluative factor, the HS group had a greater liking for the organization ("Marine Corps") which tends to support the hypothesis even though they had lower ratings on the concepts "myself" and "Marine."

FIGURE 7

EVALUATIVE FACTOR FOR THE CONCEPT "MYSELF"

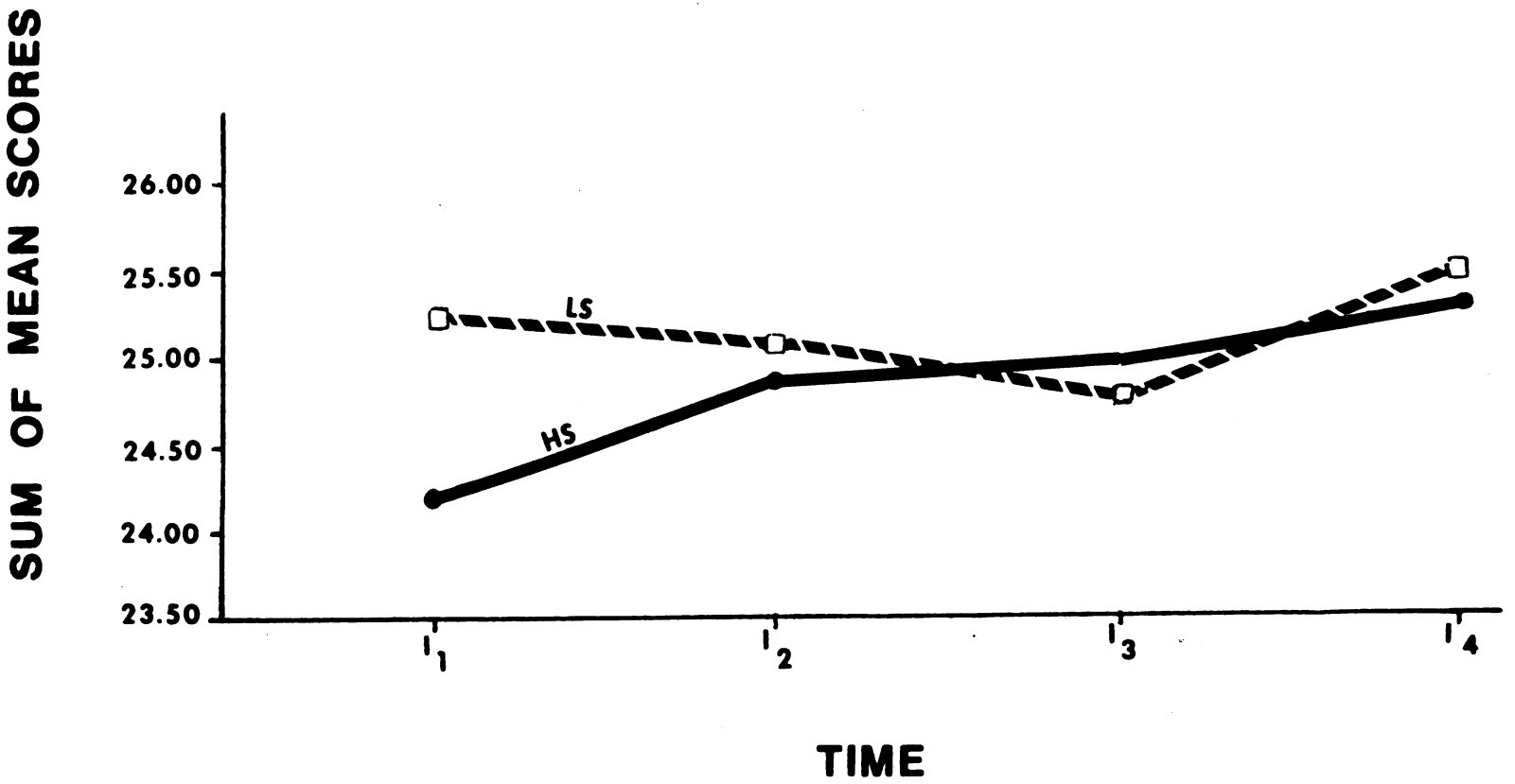


FIGURE 8

EVALUATIVE FACTOR FOR THE CONCEPT "MARINE"

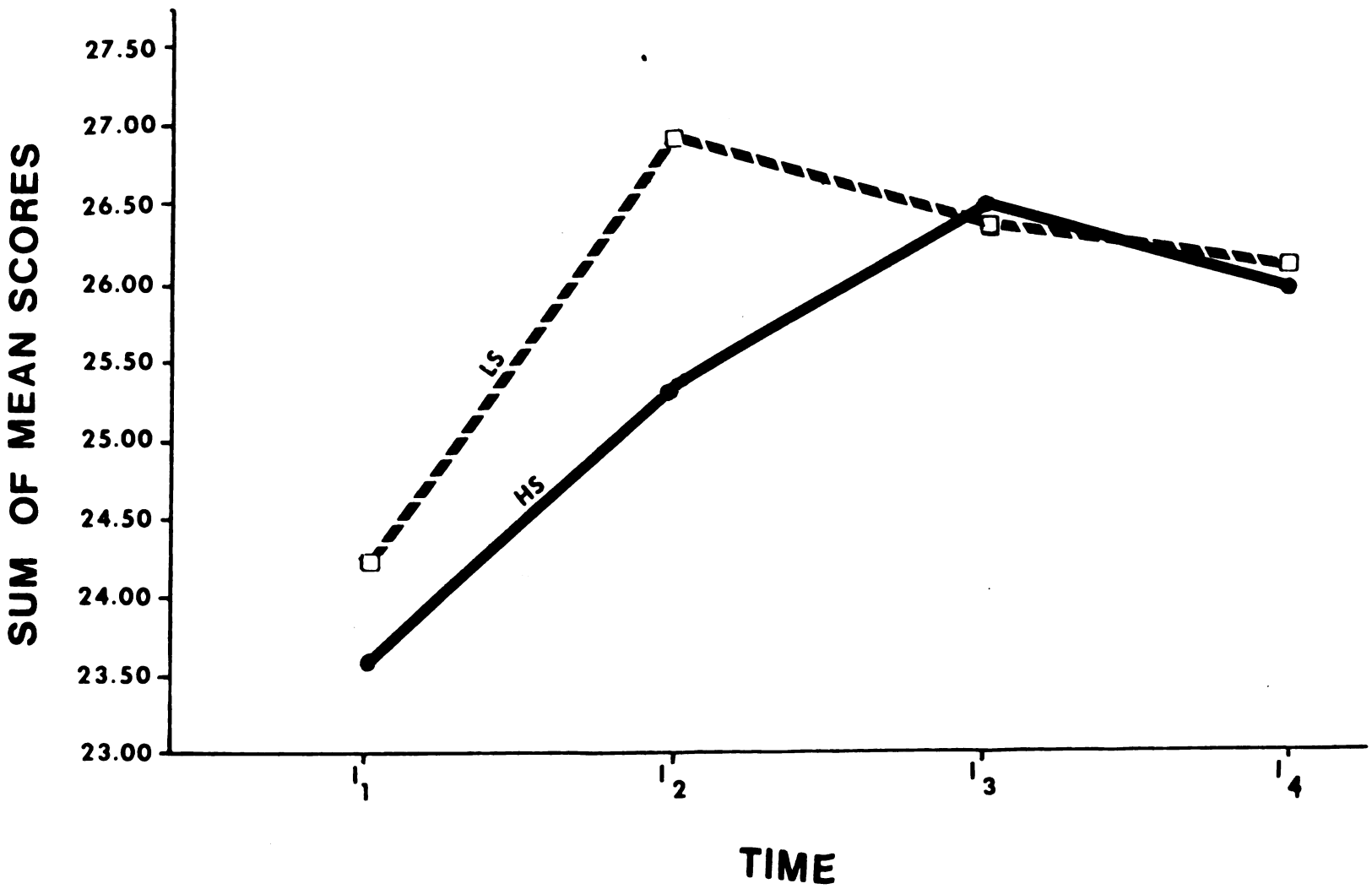
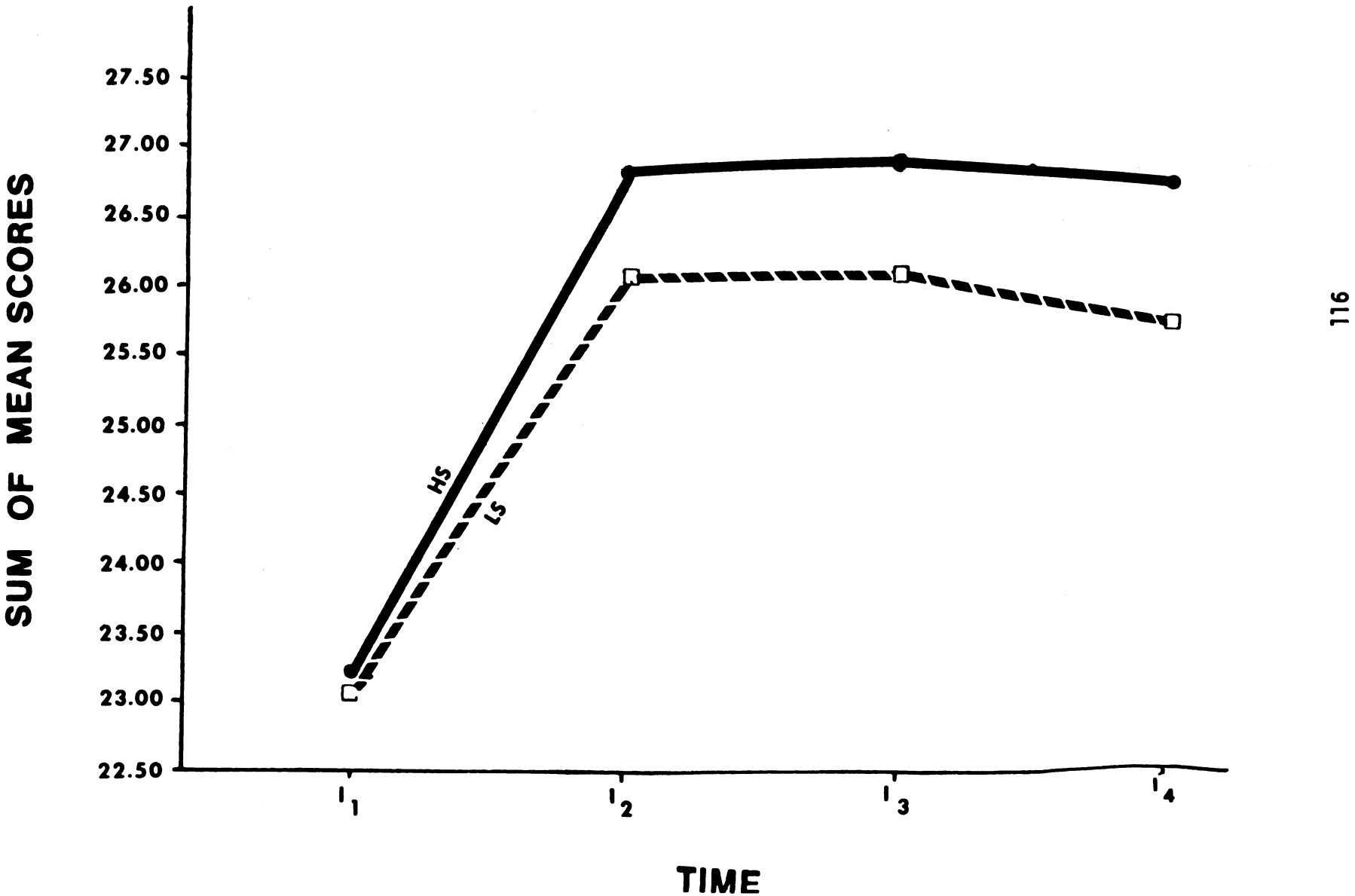


FIGURE 9

EVALUATIVE FACTOR FOR THE CONCEPT "MARINE CORPS"



On the "Mood" factor, the mean scores for the scales, excitable-calm, pleasant-painful, sad-happy, and relaxed-tense (Tables 165, 205, 210, 215, see Appendix A), having high loadings were summed and plotted longitudinally on graphs (Figures 10-12). All three graphs show that on interview one, the HS group was lower in their ratings for all three concepts than the LS group. However, by interview four, the HS group was higher on "Mood" for all three concepts and this finding tends to support the hypothesis being tested. The LS group, on the other hand, tended to fluctuate from interview to interview.

On the "Toughness" factor, only the mean score from the scale, tough-easy, had a sufficiently high loading to be plotted (Figures 13-15). For all three concepts, the LS group had a higher score on toughness at the outset of the study (interview one) than the HS group. However, by the conclusion of bootcamp, the HS group had rated the three concepts higher on toughness. If the recruits viewed toughness as a desired goal, then this finding also tends to support the hypothesis being tested.

On the "Permissiveness" factor, the mean scores for the scales, "controlled-free" and "kind-cruel" (Tables 145, and 180, Appendix A), were summed and plotted over time (Figures 16-18). At interview one, the HS group rated the concept, "myself," as being less permissive than the LS group. Moreover, they rated the concepts "Marine" and "Marine Corps" more permissive (i.e., higher) than the LS group (see Figures 17-18). Both groups, however, showed considerable fluctuation from interview to interview, but the LS group, by the conclusion of training

FIGURE 10

MOOD FACTOR FOR THE CONCEPT "MYSELF"

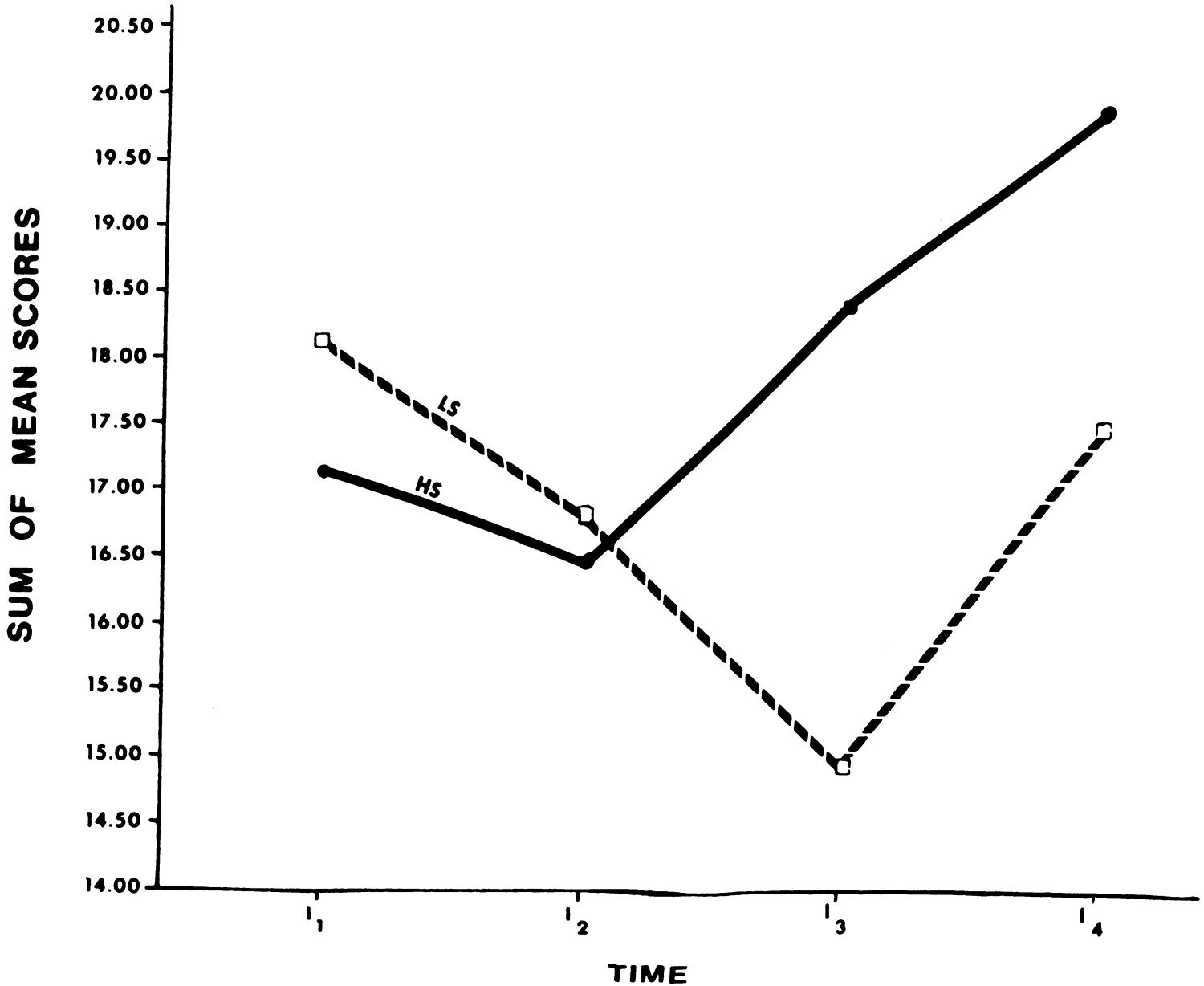


FIGURE 11

MOOD FACTOR FOR THE CONCEPT "MARINE"

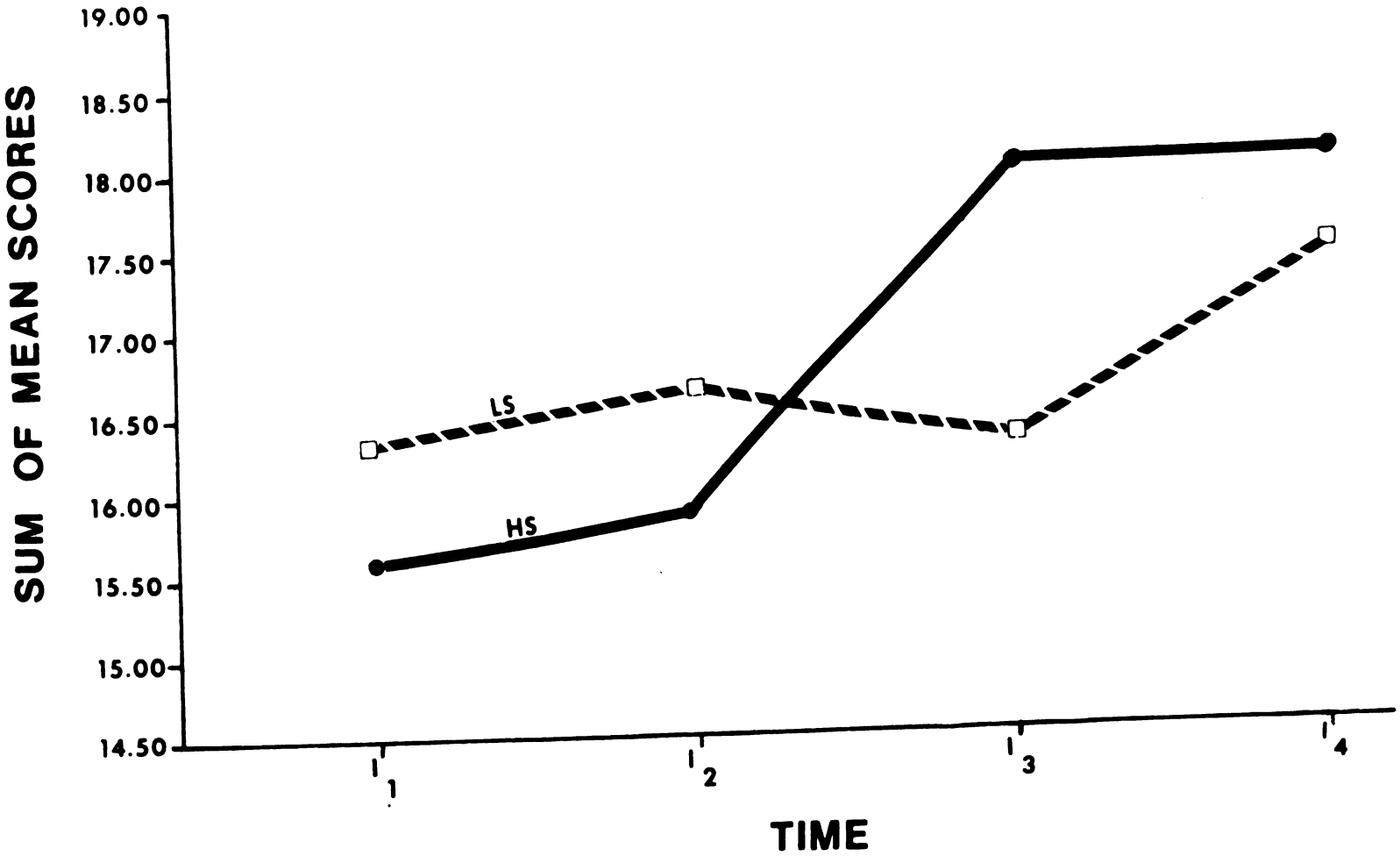


FIGURE 12

MOOD FACTOR FOR THE CONCEPT "MARINE CORPS"

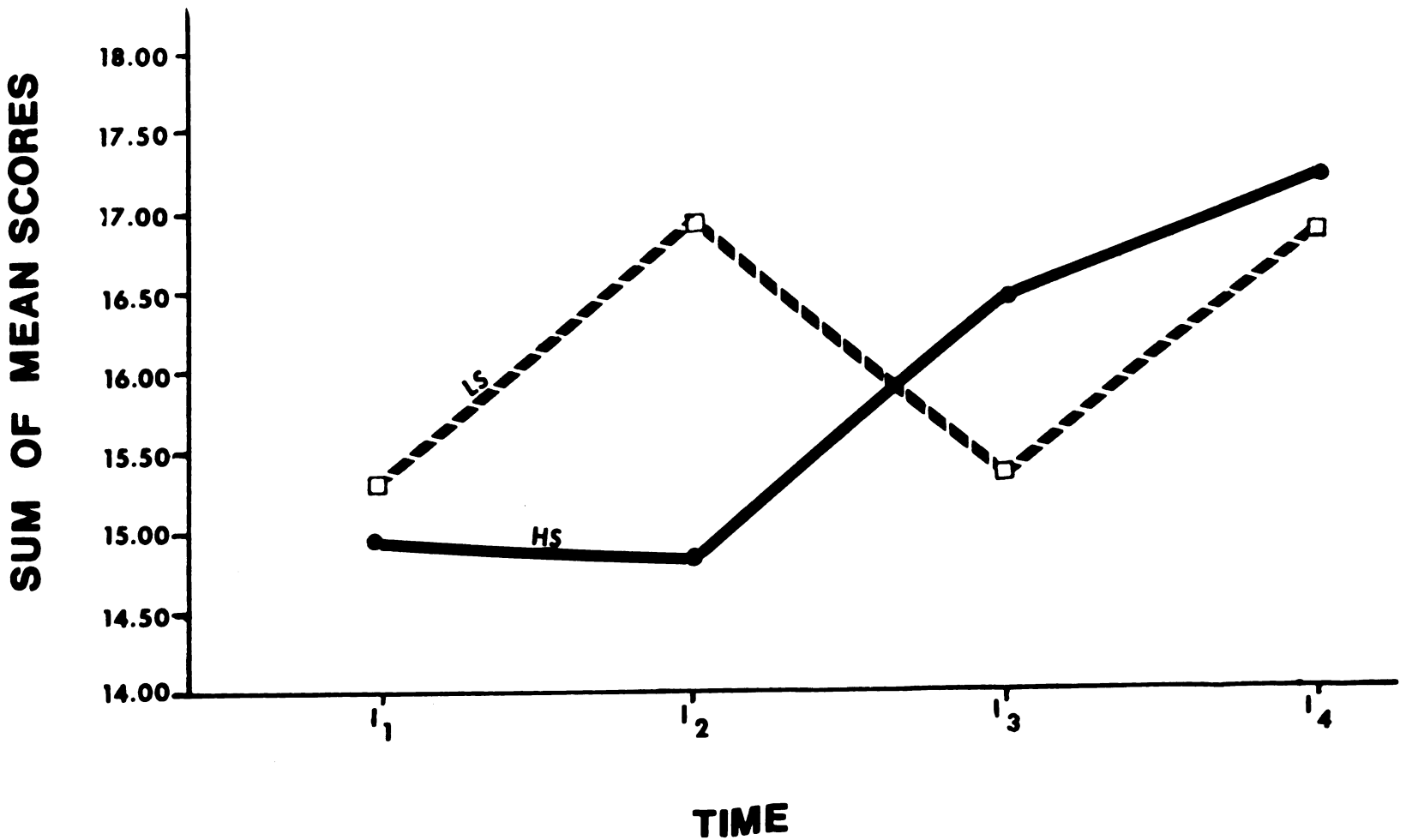


FIGURE 13

TOUGHNESS FACTOR FOR THE CONCEPT "MYSELF"

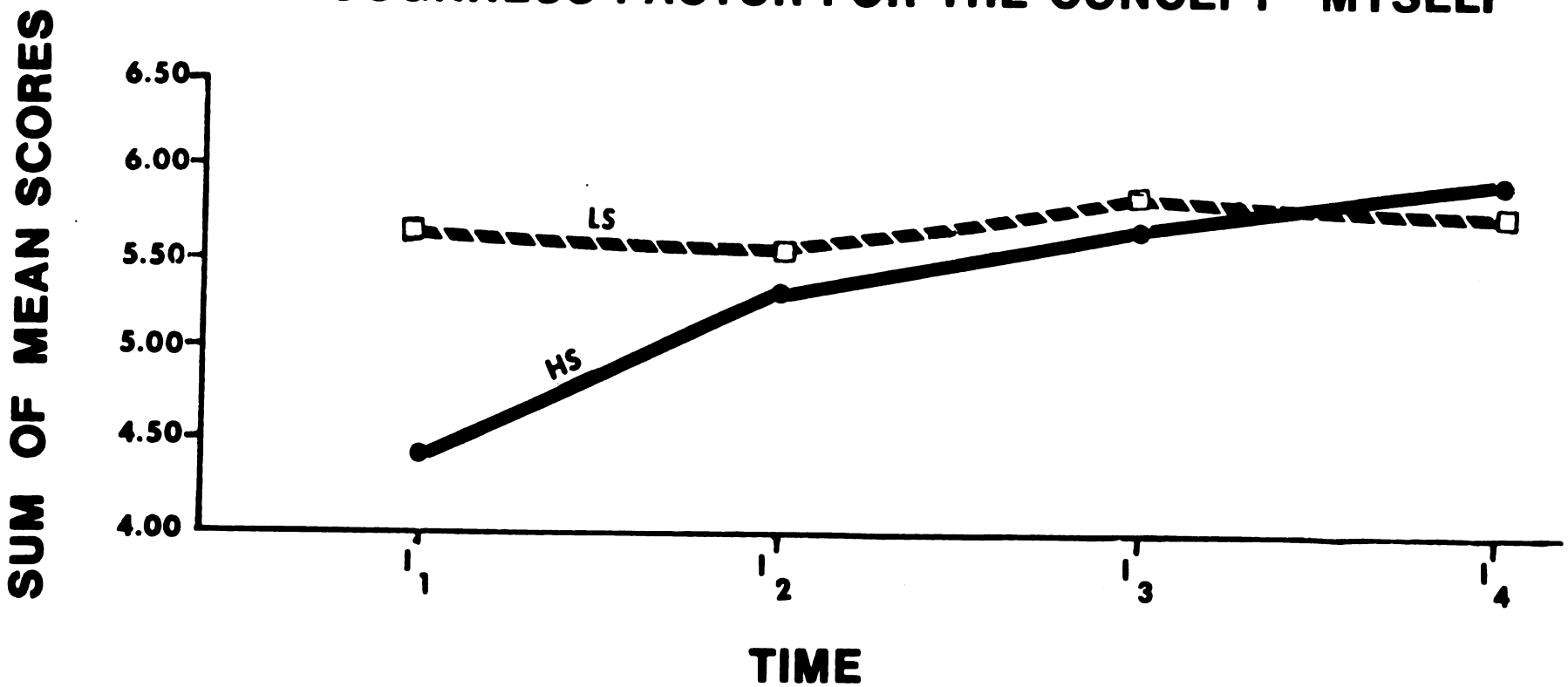


FIGURE 14

TOUGHNESS FACTOR FOR THE CONCEPT "MARINE"

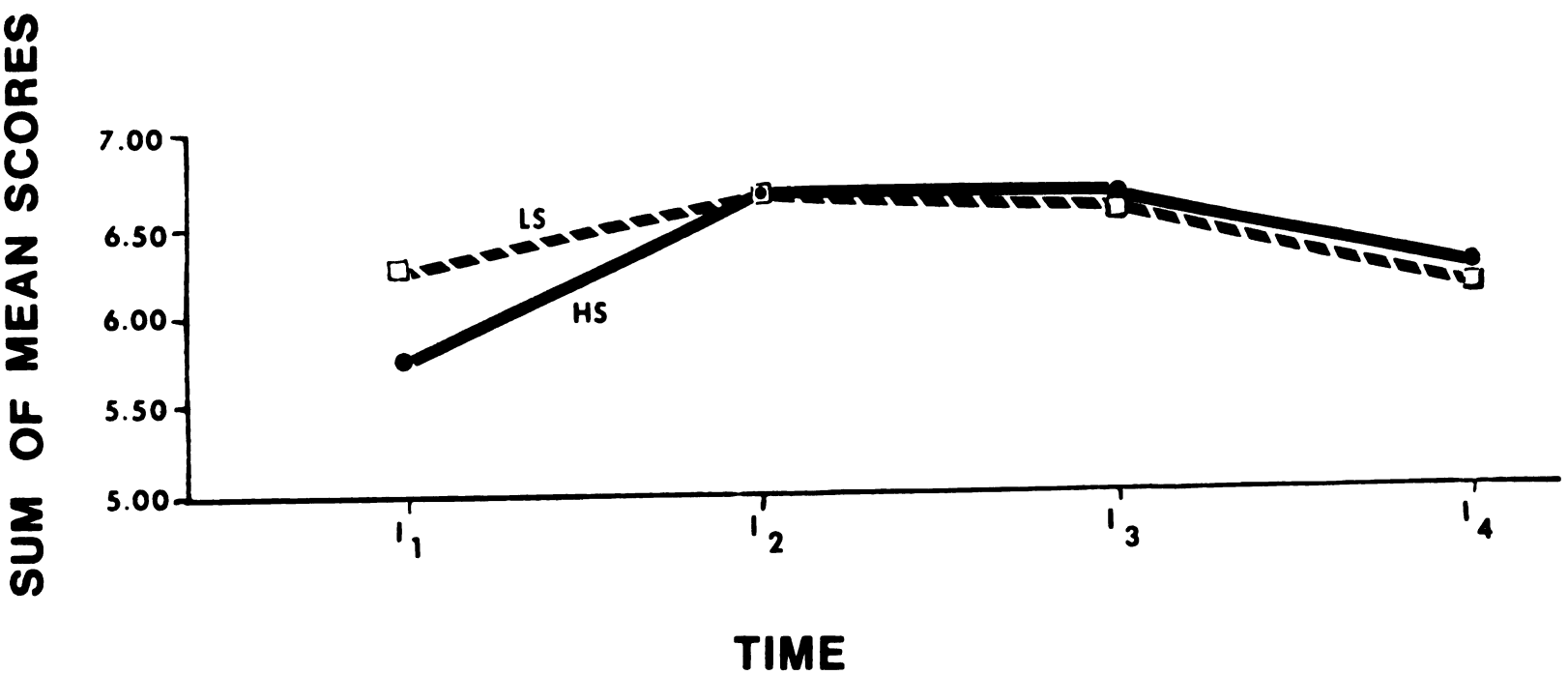
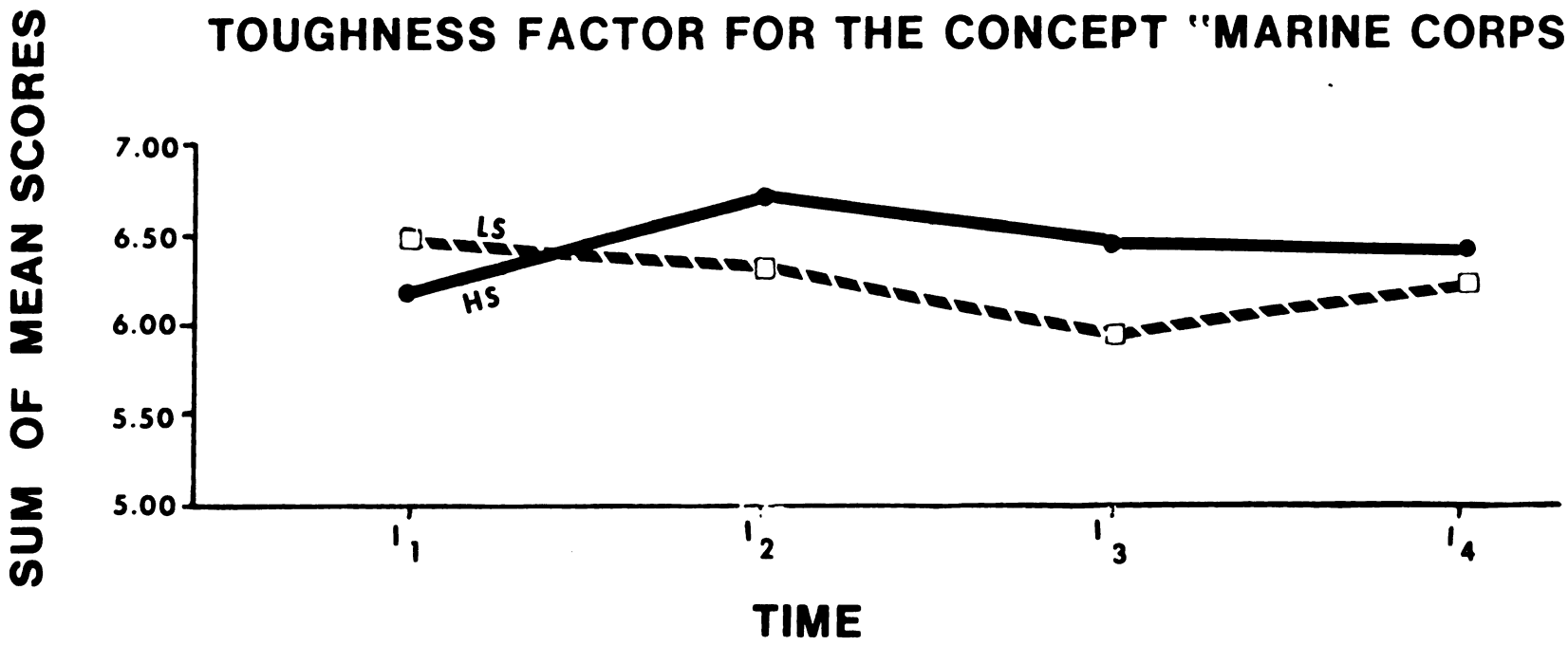


FIGURE 15

TOUGHNESS FACTOR FOR THE CONCEPT "MARINE CORPS"



rated the concepts "Marine" and "myself" more permissive than the HS group (see Figures 16-17). In addition, the HS group rated "Marine Corps" more permissive on interview four (i.e., at the completion of training, see Figure 18). This finding also supports the hypothesis being tested since the HS group perceived the Marine Corps as being more free and more kind.

Conversely, since the HS group perceived the concepts "myself" and "Marine" as being more cruel and controlled (i.e., less permissive), this finding cannot be interpreted as supporting the hypothesis, although the goal of Marine Corps socialization is to instill a degree of conformity and discipline in their recruits. However, the important variable is how the groups perceived the organization, Marine Corps.

FIGURE 16

PERMISSIVENESS FACTOR FOR THE CONCEPT "MYSELF"

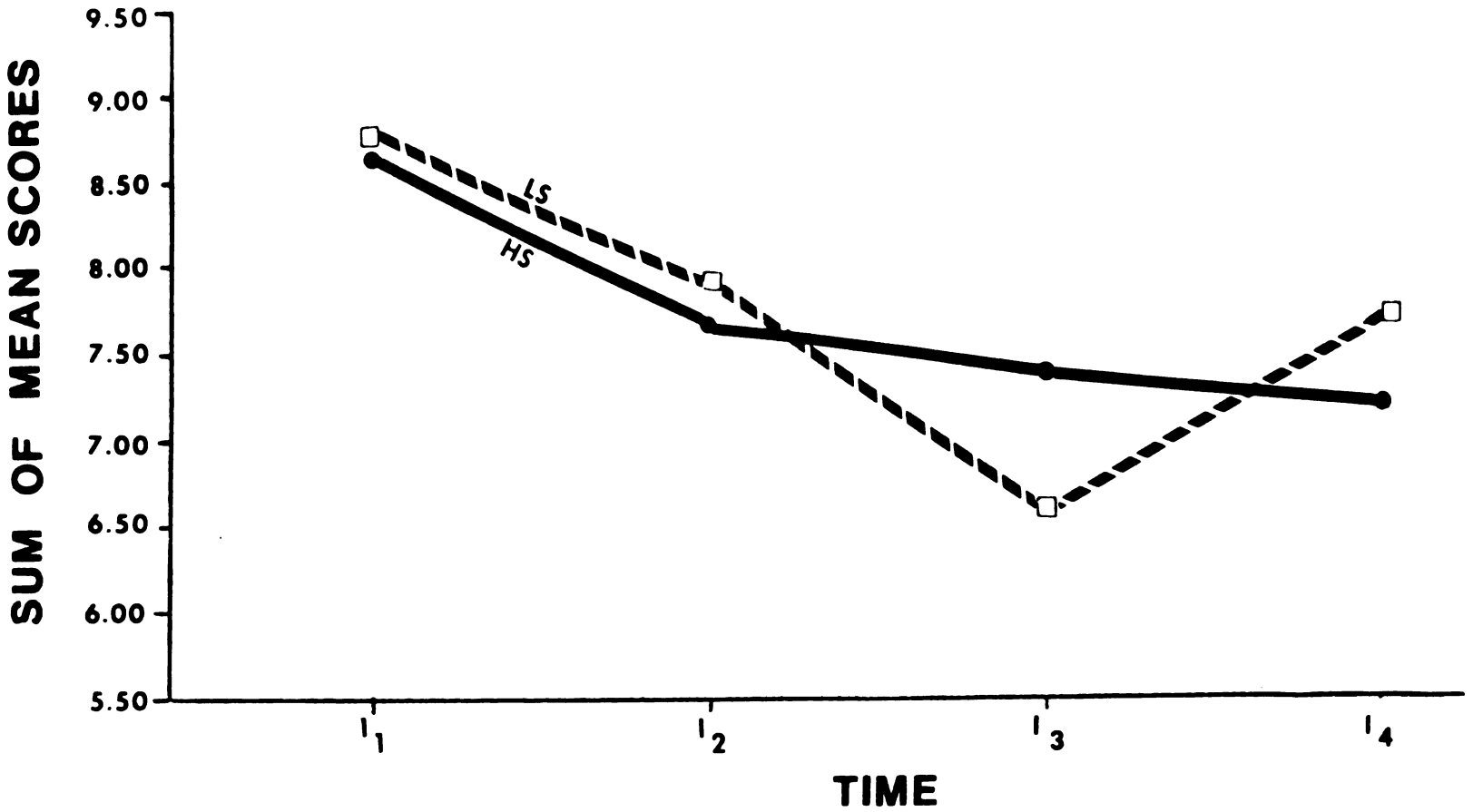


FIGURE 17

PERMISSIVENESS FACTOR FOR THE CONCEPT "MARINE"

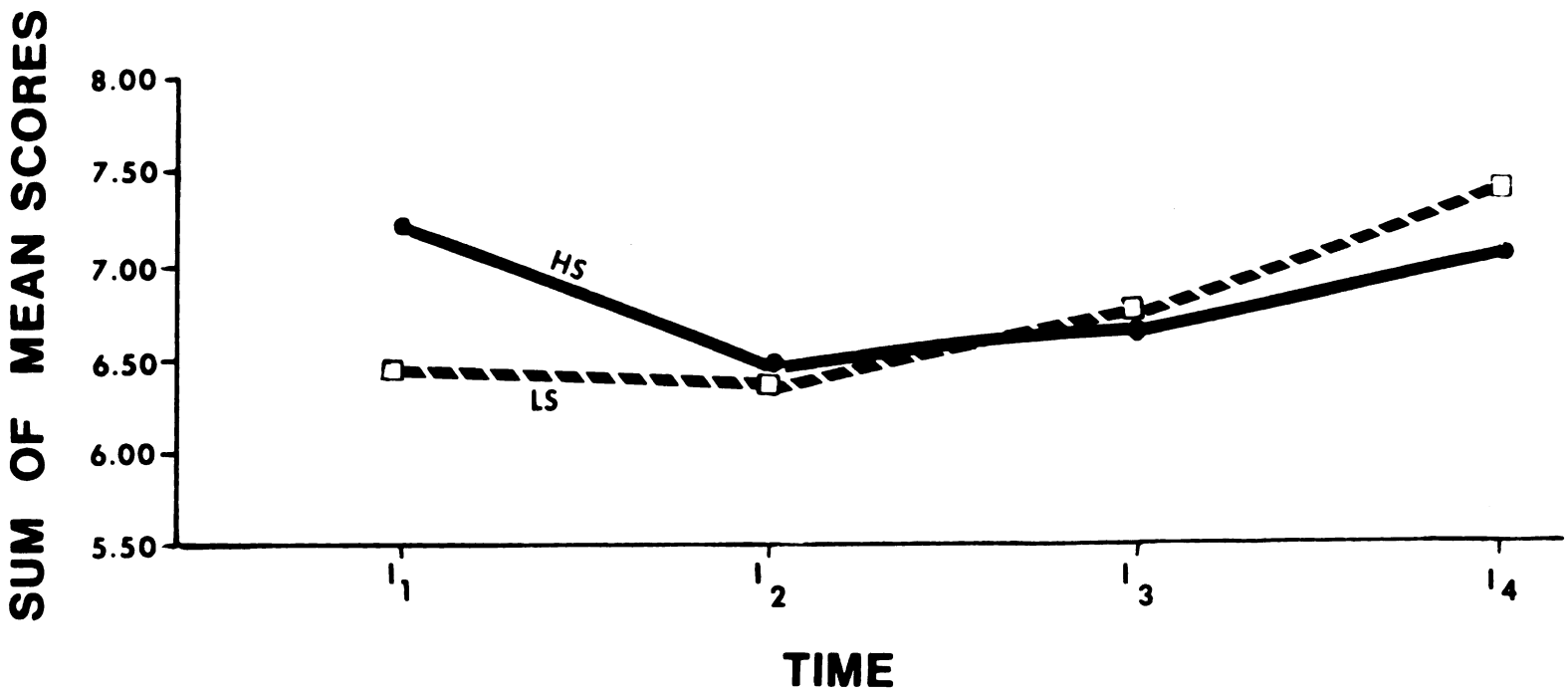
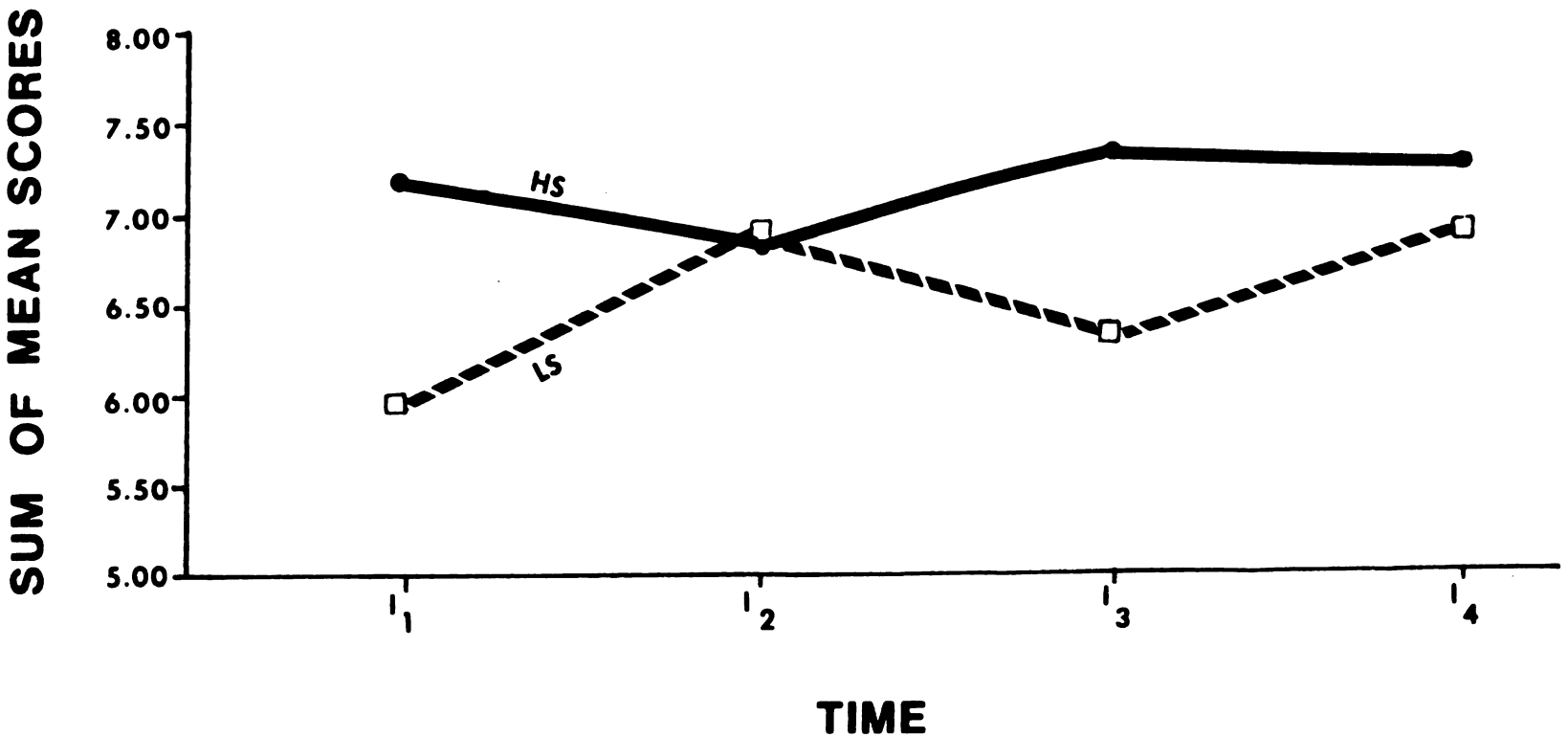


FIGURE 18

PERMISSIVENESS FACTOR FOR THE CONCEPT "MARINE CORPS"



Discussion

The experimental (HS) and control (LS) groups were compared on several variables (e.g., age, race, religion, intelligence, marital status, church attendance, occupation, schooling completed, amount of freedom permitted at home, parental severity, frequency of drinking, dating,and smoking, happiness, anxiety, and motivation) on interview 1 in order to determine whether they differ significantly ($p < .05$) at the outset of the study. If differences were found at the outset of the study, differences found on subsequent interviews might be attributable to these original differences rather than to the effects of severity.

The results of these comparisons showed that the LS group differed significantly from the HS group in that the former had more: 1) freedom at home (Table 21), 2) Ss who drank frequently (Table 23), and 3) Ss who would encourage a brother or close relative to join the Marine Corps (Table 133). Variable 1 and 2 seem to be related. That is, the men who have had more freedom, probably drank more than the men who did not have as much freedom.

It was decided to ignore the finding that the LS group had more freedom than the HS group at this point and consider the two groups equivalent at the outset of the study. Actually, the fact that the LS group was accustomed to more freedom would tend to make them regard the restrictive atmosphere of bootcamp as more severe. Consequently, there would be less difference between groups in perceived severity of bootcamp training and less likihood of difference between groups in liking for the Marine Corps.

The reason(s) why Ss in the LS group were more willing to encourage a brother or close relative to join the Marine Corps is not so easily explained. At first, E though that perhaps the LS group had a greater motivation for becoming Marines, but the results contained in Tables 124-132, and 142-144, show that the HS and LS groups did not differ significantly in their motivation.

It was further considered that, since the LS group had had more freedom, perhaps the LS Ss' were more optimistic in their outlook than the HS Ss, and this feeling was projected by their favorable ratings. That is, they viewed their future life as Marines to be worthwhile and were willing to have their relatives share in it. However, when the groups were compared on optimism (e.g., happiness [Tables 137-141]), no significant differences were found and therefore, the optimistic thesis was rejected.

Consequently, a more tenable explanation was considered--chance fluctuation. Since the finding occurred only on interview one, and was at the .05 level, it was felt that this difference might well have been speculative and does not really answer the question. The Ss in the HS group, on the other hand, remained consistently negative in their ratings of this variable on all four interviews by indicating that they would not encourage a brother or close relative to join the Marine Corps.

An interesting, as well as significant, finding occurred in the area of religiousity. Tables 10-12 show that the HS group differed significantly from the LS group in that the Ss in the former group

attended church more frequently and, in addition, became more religious (Tables 106-107). The reason(s) for such findings are not clear. Greater church attendance could possibly be explained by saying that perhaps the Marine Corps requires recruits to attend church. If this were the case, however, no significant difference would be found between groups because both groups would be required to attend church.

Moreover, it is doubtful that "forced" attendance would increase one's religiousness. In view of these arguments, it appears that these findings may have been due to the particularly high severity experienced by the HS group. Because of the high severity, the HS group was possibly under more stress and experienced more fear. Consequently, the Ss in the HS group may have attempted to resolve their plight by appealing to God for assistance, as men have done in the past when faced with uncertainty. Additional studies are needed to investigate the effects of severity on one's religiousity, however, in order to determine the validity of this interpretation.

Another significant finding showed that the LS group expressed greater liking for the DIs than the HS group (Tables 42-44). If one considers DIs to be symbolic of the Marine Corps, this finding is contrary to the hypothesis tested, since Aronson (1959) contended, "the higher the severity, the greater the liking." Perhaps the level or degree of "severity" is the important factor for increasing liking. Use of obscene words, as in Aronson's (1959) study, is one level of severity; extreme physical and psychological stress is another. In any event, additional research is needed to determine whether level of severity is a factor.

To further test the validity of Aronson's (1959) hypothesis, E used Osgood's et al (1957) SD. In Table 220, a summary of all the SD analyses (see Appendix A for supplementary SD analyses) showing the effects of severity on liking is presented. Although the pattern appears to be indicative or randomness, the LS group on interviews 1, 2, and 3, rated some concepts significantly more positive (favorable) than the HS group. The LS group also showed a greater liking for "DI" (a finding which was consistent with the X^2 findings reported earlier in Tables 42-44). But the sudden shift on interview 4, which showed that the LS group did not differ significantly from the HS group's rating of "DI" requires further explanation.

The HS and LS groups were compared on interview four to detect any additional differences. The results, as can be seen in Table 220, show that on scales 1 (controlled-free), 2 (like-dislike), 3 (good-bad), 4 (tough-easy), 6 (fair-unfair), 8 (kind-cruel), 9 (strong-weak), 11 (sincere-insincere), 12 (immoral-moral), 13 (pleasant-painful), and 15 (relaxed-tense), the two groups did not significantly differ in their ratings. This finding indicates that Marine Corps socialization was quite effective for both HS and LS type training and would appear not to support Aronson's (1959) hypothesis, although one must keep in mind that the LS group also experienced severity. On only two scales, 7 (coward-hero) and 14 (sad-happy), did the findings support the hypothesis, in that the HS group significantly rated both more favorably on interview four. On the other hand, on two scales, 5 (excitable-calm) and 10 (worthless-valuable), the LS group had significantly more favorable ratings; a finding contrary to the stated hypothesis.

Table 220
HS and LS Groups Compared on SD Results-A Summary

Scale	Concepts	Interview 1	2	3	4
1 Controlled-Free	1				
	2				
	3				
	4				
	5				
	6				
	7				
2 Like-Dislike	1		LS like*	LS like	
	2				
	3				
	4				
	5				
	6				
	7				
3 Good-Bad	1		LS good		
	2				
	3				
	4				
	5				
	6				
	7				
4 Tough-Easy	1				
	2				
	3				
	4	LS tough			
	5				
	6	LS tough			
	7				
5 Excitable-	1			HS calm	
	2				
	3				
	4			HS calm	
	5				
	6				LS calm
	7				

* Indicates the group that rated the concept significantly on the positive side of the scale.

Table 220 (cont'd.)

Scale	Concepts	Interview 1	2	3	4
6					
Fair-Unfair	1		LS fair	LS fair	
	2				
	3				
	4				
	5				
	6		HS fair	HS fair	
	7				
7					
Coward-Hero	1	LS hero	LS hero	LS hero	HS hero
	2				
	3	LS hero			
	4	LS hero			
	5	LS hero			
	6		HS hero		
	7	HS hero		HS hero	
8					
Kind-Cruel	1		LS kind		
	2		LS kind		
	3				
	4	LS kind			
	5				
	6		LS kind		
	7				
9					
Strong-Weak	1	LS strong			
	2	LS strong			
	3	LS strong			
	4				
	5				
	6		HS strong		
	7				
10					
Worthless-Valuable	1	LS valuable			
	2	LS valuable			
	3				
	4	LS valuable			
	5	LS valuable			
	6				
	7		LS valuable	LS valuable	LS valuable

Table 220 (cont'd.)

Scale	Concept	Interview 1	2	3	4
11 Sincere-Insincere	1				
	2				
	3	LS sincere			
	4	LS sincere			
	5				
	6				
	7				
12 Immoral-Moral	1				
	2				
	3				
	4				
	5				
	6				
	7				
13 Pleasant-Painful	1	LS pleasant	LS pleasant	LS pleasant	
	2		LS pleasant	LS pleasant	
	3				
	4			HS pleasant	
	5				
	6			HS pleasant	
	7				
14 Sad-Happy	1		LS happy	LS happy	
	2		LS happy		
	3		LS happy		
	4				HS happy
	5				
	6			HS happy	
	7				
15 Relaxed-Tense	1				
	2				
	3				
	4				
	5				
	6				
	7				

In Table 221, a summary of the SD findings is presented to show how the recruits differed from the DIs in their ratings of the concepts, by scales, in order to examine the effects of severity on Ss' military socialization. That is, socialization would have been judged effective if the Ss' ratings were similar to the DIs' ratings on interview 4. On scales 1 (controlled-free), 12 (immoral-moral), and 15 (relaxed-tense), no significant differences are shown for any concepts, on any interview, between the HS, LS and DI groups. Moreover, on interview 4, scales 4 (tough-easy), 9 (strong-weak), 11 (sincere-insincere), and 13 (pleasant-painful), Table 221 also shows no significant differences between the three groups. On seven of the 15 scales, then, the HS and LS groups did not differ significantly from the DI group, in their ratings, upon completion of their training. Except for concept 7 (recruit), Table 221 shows a wide variation of ratings on the interviews and, because of this randomness, the ratings are difficult to interpret. The consistent favorable ratings of the HS and LS groups in comparison with the unfavorable rating by the DI group on "recruit" is understandable, and it was expected that Ss would rate themselves more favorably than the DIs would.

The findings, as indicated by the individual comparisons in this study, for both the questionnaires and the SD are generally inconclusive, in terms of supporting Aronson's (1959) hypothesis. This is all the more interesting in light of a recent study conducted by Earle (1972). In his study, Earle (1972) found that nonstressfully trained sheriff cadets were "superior in every respect" to the stressfully trained cadets (see page 12). The findings of the present study do not support Earle's

Table 221
HS and LS Groups Compared With The DI On SD Results-A Summary

Scale	Concepts	Interview 1	2	3	4
1 Controlled-Free	1				
	2				
	3				
	4				
	5				
	6				
	7				
2 Like-Dislike	1	LS*	HS & LS	HS & LS	HS & LS
	2		HS & LS	HS & LS	HS & LS
	3	LS			
	4				
	5		LS		
	6				LS
	7	HS & LS	HS & LS	HS & LS	HS & LS
3 Good-Bad	1	HS & LS	HS		HS
	2			LS	
	3				
	4				
	5		LS	HS	
	6		HS		
	7	HS & LS	HS & LS	HS & LS	HS & LS
4 Tough-Easy	1				
	2	HS & LS	HS & LS	HS & LS	
	3	HS & LS	HS & LS	HS	
	4	HS			
	5	LS	HS & LS	HS & LS	
	6				
	7	HS & LS	HS & LS	HS & LS	
5 Excitable-Calm	1	HS & LS	HS & LS	LS	HS & LS
	2				
	3	HS	HS & LS	HS & LS	HS & LS
	4	LS	HS & LS	LS	LS
	5	HS	HS & LS	HS & LS	HS
	6				LS
	7	HS & LS	HS & LS	HS & LS	

* Indicates group(s) which significantly differed from the DI group

Table 221 (cont'd.)

Scale	Concept	Interview 1	2	3	4
6					
Fair-Unfair	1	HS	HS	HS	HS & LS
	2	HS & LS		HS	
	3		HS & LS	HS & LS	HS & LS
	4	HS			
	5			LS	
	6		LS	LS	LS
	7	HS & LS	HS & LS	HS & LS	
7					
Coward-Hero	1	HS	HS		
	2		HS & LS		
	3	HS	HS		
	4	HS	HS & LS	HS	
	5	HS	LS		
	6				
	7	HS & LS	HS & LS	HS & LS	HS & LS
8					
Kind-Cruel	1				
	2				
	3			HS	
	4	LS	LS		HS & LS
	5				
	6				
	7	HS & LS	LS	HS & LS	HS & LS
9					
Strong-Weak	1	HS			
	2	LS	HS & LS		
	3	LS	HS & LS	HS & LS	
	4	HS			
	5		HS & LS	LS	
	6				
	7	HS & LS	HS & LS	HS & LS	
10					
Worthless	1	HS			
Valuable	2		HS & LS	LS	
	3		LS		
	4	HS	HS	HS	
	5		LS		
	6	LS		HS & LS	
	7	HS & LS	HS & LS	HS & LS	HS & LS

Table 221 (cont'd.)

Scale	Concept	Interview 1	2	3	4
11 Sincere-Insincere	1	HS & LS	HS	LS	
	2				
	3				
	4	HS	LS	HS	
	5				
	6				
	7	HS	HS	HS & LS	
12 Immoral-Moral	1				
	2				
	3				
	4				
	5				
	6				
	7				
13 Pleasant-Painful	1		LS		
	2	LS	HS		
	3	HS	HS	HS & LS	
	4				
	5		LS		
	6				
	7	HS & LS	LS	HS	
14 Sad-Happy	1		LS	LS	LS
	2	LS	LS	LS	LS
	3	HS & LS	LS	LS	HS
	4				HS
	5			HS	
	6		HS & LS	LS	HS & LS
	7		LS	HS & LS	
15 Relaxed-Tense	1				
	2				
	3				
	4				
	5				
	6				
	7				

(1972) conclusion since both the HS and the LS groups were quite similar in their attitudes at the conclusion of their Marine Corps training.

Aronson (1973), in a very recent article, explained the finding that severity increases one's liking for the group of his 1959 study within the framework of Festinger's (1957) cognitive-dissonance theory. In the Article, Aronson (1973) argues that individuals who join a group using severe initiation rites later like that group more than those who join a group without severe initiation, since they must justify going through hardship by feeling that the organization must be worth it. If the cognitive-dissonance theory were used to explain this study, Aronson (1973) would interpret Ss' liking for the Marines as an attempt to lessen their dissonance. That is, the Ss rationalize their bootcamp experience as being worth the effort by believing that the organization they have joined is something very special rather than feeling they have made a bad decision. Of course, the results of the individual comparisons are inconclusive and do not statistically support Aronson's (1959;1973) views.

However, when the means of the SD scales were summed on the bases of factor loadings on three crucial concepts and longitudinally plotted (Figures 4-18), the results show a trend which seems to support Aronson's (1959) findings rather than Earle's (1972). More specifically, the HS group rated the concept "Marine Corps" higher (i.e., more positive) than the LS group on all five factors. That is, Righteousness (Figure 6), Evaluative (Figure 9), Mood (Figure 12), Toughness (Figure 15), and Permissiveness (Figure 18). This finding supported by the results shown in Figure 2 which indicates that a greater percentage of the Ss

in the HS group would, if given a second opportunity, join the Marine Corps again. Perhaps, as Aronson (1973) suggests, such findings could be explained in terms of the cognitive-dissonance theory.

Inasmuch as Aronson (1959) was primarily interested in the effects of severity on liking for the group, corresponding changes should also occur in both the individual's perception of himself and of others who are members of the organization. Consequently, the data were analyzed to determine how the level of severity affected Ss' perception on the concepts "myself" and "Marine". On the factors: Righteousness (Figure 5-6), Mood (Figure 10-11), and Toughness (Figure 13-14), the HS group rated "myself" and "Marine" higher (i.e., more positive) than the LS group rated them by the completion of bootcamp. However, on the Evaluative (Figures 8-9) and Permissiveness (Figures 16-17) factors, the LS group rated "myself" and "Marine" higher than the HS group. The data also show that the LS group was slightly more willing than the HS group to encourage a brother or close relative to join the Marine Corps (see Figure 3). The latter finding does not lend support for the cognitive-dissonance explanation if one assumes that encouraging a brother or relative to join reflects positive feeling toward the organization, Marine Corps.

Although not unexpected, it was found that the HS group had a higher anxiety level than the LS group by the completion of bootcamp even though the latter group had a higher anxiety level at the beginning of training (see Figure 1). Apparently, high severe training methods tends to increase Ss' anxiety level.

A possible explanation for the statistical inconclusiveness of the findings in this study is that the HS and LS groups may not have been sufficiently different in the amounts of severity to which they were subjected. As discussed previously, the fact that the LS group had more freedom previous to bootcamp training may have made them perceive training as more severe and minimized possible differences between the groups. Furthermore, a shift may have occurred after the HS and LS groups were designated as such by E, and the discipline to which the LS group was subjected became more severe on subsequent interviews, particularly if the DIs began to suspect that severity of training was an important variable in this study. If this did occur, it would better explain the findings on interview four, which showed no significant difference between groups on eleven of the fifteen scales.

Another possible explanation for the lack of statistical differences between groups is that the relationship of effects of severity and one's liking for the organization may actually be curvilinear rather than linear, and thereby suggests a modification of the hypothesis. That is, perhaps low and medium levels of severity may be more effective for instilling liking during a short training period. High severity may not be most effective, especially when the training period is of long duration.

Of course, it should be remembered that Aronson (1959) merely conducted a laboratory-type study whereas the present study investigated a real-life situation. Consequently, the present study should have greater validity since no attempt was to control or influence the real-life

setting. Therefore, differences in Aronson's (1959) findings from those of the present study should not be interpreted to mean that the laboratory-type study is more valid. The present study was "reality", whereas Aronson's (1959) was trying to approximate reality. It would appear that additional studies in real-life settings or laboratory-type studies which approximate the real-life setting should be conducted.

In any event, it was of particular interest to note that the Ss in both the HS and LS groups perceived themselves to have improved in mental, moral, and physical development in the following eight areas: aggressiveness, honesty, intelligence, confidence, happiness, religiousity, superiority, and strength. Such a finding would seem to have implications for social scientists and, particularly, educators. It suggests that a sense of morality (as well as other subject matter) can be effectively taught in a highly disciplined setting. Whether such techniques are applicable or should be applied to classroom situations is not within the realm of this study and has political implications. However, this finding is worthy of additional research itself.

Conclusion

The findings of this study tended to show no statistical ($p < .05$) evidence in support of Aronson's (1959) hypothesis that severity increases one's liking for the organization. Moreover, the findings by Earle (1972) which indicated that non-stressfully trained sheriff cadets "were superior in every respect" to stressfully trained cadets were not supported by the findings in this study. When the SD results for all four interviews were plotted longitudinally on graphs, however, the HS group appears to have had a greater liking for the Marine Corps (as well as for the concepts Marine and myself), a finding which tends to support Aronson's (1959) hypothesis. Such a finding raises some interesting questions about Earle's (1972) findings which showed that non-authoritarian-type training methods were superior to authoritarian-type training methods.

It is suggested, therefore, that the relationship between severity of initiation and liking (as well as job performance) for the organization be studied further in order to ascertain the validity of the findings in this and the previous studies. Moreover, the question as to whether the relationship of severity of initation and liking for the organization is linear or curvilinear as previously mentioned should also be studied. The development of higher self-concept and morality as a result of a rather severe training regimen should not be overlooked by these future studies.

Lastly, in spite of the fact that the major hypothesis was not statistically supported by the findings, it appears that severity of initiation increases one's liking for the organization. Moreover, some interesting and important areas of research have been suggested as a consequence of this study, especially in the area of severity and religiousity.

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APPENDICES

APPENDIX A

Supplementary Analyses of Semantic Differential Data

Supplementary Analysis of Semantic Differential Data

Sixty separate Lindquist (1953, pp. 267-273) Type I analysis of variance were computed, four for each of the 15 bipolar adjective scales. However, only if the overall F value was significant are the individual differences reported since, according to Winer (1962, p. 208), individual differences computed, without overall significant F values, are questionable. Individual comparisons, moreover, were not made for significant differences among concepts, since these differences were not important for the purpose of this study. It was assumed by E that responses to concepts would be different.

In Table 145, the means of the three groups for the seven concepts over time on the scale, controlled-free, are presented

Table 145
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Controlled-Free

Interview	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	2.94	2.17	2.46	3.80	2.77	4.14	2.71	3.00
	LS	2.06	1.77	1.51	3.09	2.00	4.09	2.54	2.44
	DI[b]	2.31	2.20	2.46	2.91	2.43	3.91	2.23	2.64
Concept Mean		2.44	2.05	2.14	3.27	2.40	4.05	2.50	
2	HS	2.69	2.03	2.03	2.63	1.80	4.40	2.26	2.55
	LS	2.51	1.54	1.89	2.14	1.74	4.60	2.57	2.43
	DI[b]	2.31	2.20	2.46	2.91	2.43	3.91	2.23	2.64
Concept Mean		2.50	1.92	2.12	2.56	1.99	4.60	2.35	
3	HS	2.40	1.69	1.94	2.51	2.06	3.74	2.60	2.55
	LS	1.91	1.60	1.57	1.80	1.86	4.34	1.89	2.43
	DI[b]	2.31	2.20	2.46	2.91	2.43	3.91	2.23	2.64
Concept Mean		2.21	1.83	1.99	2.41	2.11	4.00	2.24	
4	HS	2.49	1.66	2.03	2.06	1.86	4.20	2.29	2.37
	LS	2.14	1.94	2.00	2.37	2.31	4.37	2.60	2.54
	DI[b]	2.31	2.20	2.46	2.91	2.43	3.91	2.23	2.64
Concept Mean		2.31	1.93	2.16	2.45	2.20	4.16	2.37	

n = 35 Ss per group

b The means for DIs are identical over time for all concepts and scales since the DIs were tested once only and the results function as a standard against which the HS and LS means were compared.

The analysis of variance (Table 146) showed no significant difference among groups. The differences among the seven concepts were significant ($F = 22.48$, $df = 6/612$; $p < .001$). No individual comparisons were made, however, since it was not of interest whether there were significant differences between any two concepts. It was assumed that responses to concepts would be different. In this study, the main concern was the difference among groups on the concepts over time. On the other hand, the interaction term, concepts x groups, was not significant ($F = 1.06$, $df = 12/612$; $p > .05$).

Table 146
Summary Of Analysis Of Variance On Interview One For Scale One, Controlled-Free

Source	df	MS	F	
Groups	2	19.98	2.64	
Subjects	102	7.57		
Concepts	6	53.78	22.48	***
Concepts x Groups	12	2.54	1.06	
Error	612	2.39		
Total	734			

n = 35 Ss per group

Table 147 shows the summary of analysis of variance for the scale, controlled-free, on the second interview. Only the F value for main effect concept was significant ($F = 30.65$, $df = 6/612$; $p < .001$).

On interview three, Table 148, the only significant overall F value again was among concepts ($F = 25.29$, $df = 6/612$; $p < .001$).

*** $p < .001$

Table 147
Summary Of Analysis Of Variance On Interview Two For
Scale Two, Controlled-Free

Source	df	df	MS	F	
Groups		2	2.67	.41	
Subjects		102	6.56		
Concepts		6	70.10	30.65	***
Concepts x Groups		12	3.62	1.58	
Error		612	2.29		
Total		734			

n = 35 Ss per group

Table 148
Summary Of Analysis Of Variance On Interview Three For
Scale One, Controlled-Free

Source	df	MS	F	
Groups	2	15.27	2.15	
Subjects	102	7.12		
Concepts	6	55.97	25.29	***
Concepts x Groups	12	3.27	1.48	
Error	612	2.21		
Total	734			

n = 35 Ss per group

*** $p < .001$

Table 149 presents the summary table of the analysis of variance for the scale,ccontrolled-free, for interview four. As on the previous three tables, the only significant overall F value was among concepts ($F = 25.09$, $df = 6/612$; $p < .001$).

Table 149
Summary Of Analysis Of Variance On Interview Four For
Scale One, Controlled-Free

Source	df	MS	F	
Groups	2	4.53	.52	
Subjects	102	8.64		
Concepts	6	58.44	25.09	***
Concepts x Groups	12	2.40	1.03	
Error	612	2.32		
Total	734			

n = 35 Ss per group

In Table 150, the means of the three groups for the seven concepts over time for the four interviews on the scale, like-dislike, are shown.

The analysis of variance performed on the results of interview one for the scale, like-dislike, is reported in Table 151. It shows that no significant difference existed among groups ($F = .20$, $df = 2/648$; $p > .05$). There was a significant difference, however, among the seven concepts ($F = 34.92$, $df = 6/648$; $p < .001$). More importantly, the interaction term, concept x groups, was significant ($F = 4.45$, $df = 12/648$; $p < .001$).

Individual comparisons were therefore made, and the results showed that the LS group differed significantly from the DI group ($F = 4.74$, $df = 1/648$; $p < .05$) on concept one (DI) by having rated it higher, on the liking side of the scale. On concept three (Marine Corps), the LS group again differed significantly from the DI group ($F = 6.09$, $df = 1/648$; $p < .05$) by rating "Marine Corps" higher, on the like side of the scale.

*** $p < .001$

In Table 150, the means of the three groups for the seven concepts over time for the four interviews on the scale, like-dislike, are shown.

Table 150
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Like-Dislike

Inter-View	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	3.87	3.68	5.11	5.32	5.22	4.41	4.51	4.59
	LS	4.27	3.30	4.89	5.49	5.30	4.87	4.19	4.61
	DI	3.46	3.14	5.81	5.92	5.65	4.78	2.46	4.46
Concept Mean		3.87	3.37	5.27	5.58	5.39	4.69	3.72	
2	HS	4.22	4.65	6.08	5.43	6.14	4.76	4.19	5.07
	LS	5.78	4.97	6.49	6.03	6.46	4.22	4.27	5.46
	DI	3.46	3.14	5.81	5.92	5.65	4.78	2.46	4.46
Concept Mean		4.49	4.25	6.13	5.79	6.08	4.59	3.64	
3	HS	4.68	4.35	6.30	5.78	6.22	4.70	4.46	5.21
	LS	5.65	4.89	6.11	5.95	6.27	4.30	4.49	5.38
	DI	3.46	3.14	5.81	5.92	5.65	4.78	2.46	4.46
Concept Mean		4.60	4.13	6.07	5.88	6.05	4.60	3.80	
4	HS	4.51	4.32	6.16	5.84	6.30	4.38	3.84	5.05
	LS	4.84	4.11	5.89	5.73	5.84	3.97	3.76	4.88
	DI	3.46	3.14	5.81	5.92	5.65	4.78	2.46	4.46
Concept Mean		4.27	3.86	5.96	5.83	5.93	4.38	3.35	

n = 37 Ss per group

Table 151
Summary Of Analysis Of Variance On Interview One For
Scale Two, Like-Dislike

Source	df		MS	F	
Groups	2		1.76	.20	
HS vs LS		1	.10	.01	
HS vs DI		1	2.10	.24	
LS vs DI		1	3.09	.35	
Subjects	108		8.77		
Concepts	6		89.59	34.92	***
Concepts x Groups	12		11.42	4.45	***
HS vs LS (C 1)		1	3.04	1.19	
HS vs DI (C 1)		1	3.04	1.19	
LS vs DI (C 1)		1	12.16	4.74	*
HS vs LS (C 2)		1	2.65	1.03	
HS vs DI (C 2)		1	5.41	2.11	
LS vs DI (C 2)		1	.49	.19	
HS vs LS (C 3)		1	.87	.34	
HS vs DI (C 3)		1	9.14	3.56	
LS vs DI (C 3)		1	15.62	6.09	*
HS vs LS (C 4)		1	.49	.19	
HS vs DI (C 4)		1	6.54	2.55	
LS vs DI (C 4)		1	3.46	1.35	
HS vs LS (C 5)		1	.12	.05	
HS vs DI (C 5)		1	3.46	1.35	
LS vs DI (C 5)		1	2.28	.89	
HS vs LS (C 6)		1	3.91	1.52	
HS vs DI (C 6)		1	2.65	1.03	
LS vs DI (C 6)		1	.12	.05	
HS vs LS (C 7)		1	1.95	.76	
HS vs DI (C 7)		1	78.05	30.42	***
LS vs DI (C 7)		1	55.35	21.57	***
Error	648		2.57		
Total	776				

n = 37 Ss per group

* $p < .05$
*** $p < .001$

On concept seven (recruit), both the HS group ($F = 30.42$, $df = 1/648$; $p<.001$) and the LS group ($F = 21.57$, $df = 1/648$; $p<.001$) differed significantly from the DI group by having rated "recruit" higher, on the like side, on the scale.

Table 152 presents a summary of the analysis of variance for the scale (like-dislike) on interview two. The results showed that there was a significant difference among groups ($F = 9.40$, $df = 2/648$; $p<.001$). The HS group differed significantly from the DI group ($F = 6.81$, $df = 1/648$; $p<.05$) in that the HS group showed a higher overall "liking" rating for the seven concepts. The LS group differed significantly from the DI group ($F = 18.52$, $df = 1/648$; $p<.001$) in that they too rated the seven concepts higher, overall, on the liking side of the scale.

There was also a significant difference among the seven concepts ($F = 45.76$, $df = 6/648$; $p<.001$). In addition, the interaction term, concept x groups, was significant ($F = 5.48$, $df = 12/648$; $p<.001$) and, therefore, individual comparisons were made. The results showed that the HS group differed significantly from both the DI group ($F = 19.03$, $df = 1/648$; $p<.001$) and the LS group ($F = 4.43$, $df = 1/648$; $p<.05$) on concept one (DI) in that the HS group had a greater liking for "DI" than did the DI group but a lesser liking that the LS group. The LS group differed significantly from the DI group ($F = 41.83$, $df = 1/648$; $p<.001$) on this concept by showing a greater liking for "DI".

On Concept two (bootcamp), the HS group differed significantly from the DI group ($F = 17.74$, $df = 1/648$; $p<.001$) in that they rated it higher on the liking side of the scale. On this concept, also, the LS group differed significantly from the DI group ($F = 26.15$, $df = 1/648$; $p<.001$) by having rated "bootcamp" higher on the liking side of the scale.

Table 152
Summary Of Analysis Of Variance On Interview Two For
Scale Two, Like-Dislike

Source	df	MS	F	
Groups	2	65.72	9.40	***
HS vs LS	1	20.08	2.87	
HS vs DI	1	47.59	6.81	*
LS vs DI	1	129.50	18.52	***
Subjects	108	7.00		
Concepts	6	109.34	45.76	***
Concepts x Groups	12	13.09	5.48	***
HS vs LS (C 1)	1	45.46	19.03	***
HS vs DI (C 1)	1	10.60	4.43	*
LS vs DI (C 1)	1	99.95	41.83	***
HS vs LS (C 2)	1	1.95	.81	
HS vs DI (C 2)	1	42.38	17.74	***
LS vs DI (C 2)	1	69.49	26.15	***
HS vs LS (C 3)	1	3.04	1.27	
HS vs DI (C 3)	1	1.35	.57	
LS vs DI (C 3)	1	8.45	3.53	
HS vs LS (C 4)	1	6.54	2.74	
HS vs DI (C 4)	1	4.38	1.83	
LS vs DI (C 4)	1	.22	.09	
HS vs LS (C 5)	1	1.95	.81	
HS vs DI (C 5)	1	4.38	1.83	
LS vs DI (C 5)	1	12.16	5.09	*
HS vs LS (C 6)	1	5.41	2.26	
HS vs DI (C 6)	1	1.35	.01	
LS vs DI (C 6)	1	5.96	2.49	
HS vs LS (C 7)	1	.12	.05	
HS vs DI (C 7)	1	55.35	23.17	***
HS vs DI (C 7)	1	60.66	25.39	***
Error	648	2.39		
Total	776			

n = 37 Ss per group

On concept five (Marine), the results showed that the LS group differed significantly from the DI group ($F = 5.09$, $df = 1/648$; $p<.001$) by having rated "Marine" higher on the liking side of the scale.

In Table 153, a summary table of the analysis of variance for the scale, like-dislike, is presented for interview three. The results showed that the groups were significantly different ($F = 8.33$, $df = 2/648$; $p<.001$). The HS group ($F = 9.84$, $df = 1/648$; $p<.01$) and the LS group ($F = 14.66$, $df = 1/648$; $p<.001$) differed significantly from the DI group in that both rated the seven concepts higher overall on the liking side of the scale. There was also a significant difference among the seven concepts ($F = 41.52$, $df = 6/648$; $p<.001$). An examination of the interaction term, concepts x groups, also showed significance ($F = 4.84$, $df = 12/648$; $p<.001$) and, consequently, individual comparisons were made.

On concept one, all three groups differed significantly; the HS group from both the LS group ($F = 7.09$, $df = 1/648$; $p<.01$) and the DI group ($F = 11.07$, $df = 1/648$; $p<.01$) by showing less liking for "DI" than the LS group but a greater liking than the DI group. Moreover, the LS group also differed significantly from the DI group on this concept ($F = 35.87$, $df = 1/648$; $p<.001$) by having rated "DI" higher on the like side of the scale.

On concept two (bootcamp), both the HS group ($F = 11.07$, $df = 1/648$; $p<.01$) and the LS group ($F = 23.10$, $df = 1/648$; $p<.001$) differed significantly from the DI group by having rated "bootcamp" higher on the liking side of the scale.

On concept seven (recruit), both the HS group ($F = 29.94$, $df = 1/648$; $p<.001$) and the LS group ($F = 30.75$, $df = 1/648$; $p<.001$) differed significantly from the DI group by having rated "recruit" higher on the liking

Table 153
Summary Of Analysis Of Variance On Interview Three For
Scale Two, Like-Dislike

Source	df	MS	F	
Groups	2	62.11	8.33	***
HS vs LS	1	3.57	.48	
HS vs DI	1	73.41	9.84	**
LS vs DI	1	109.35	14.66	***
Subjects	108	7.46		
Concepts	6	102.62	41.52	***
Concepts x Groups	12	11.96	4.84	***
HS vs LS (C 1)	1	17.51	7.09	**
HS vs DI (C 1)	1	27.37	11.07	**
LS vs DI (C 1)	1	88.66	35.87	***
HS vs LS (C 2)	1	5.41	2.19	
HS vs DI (C 2)	1	27.37	11.07	**
LS vs DI (C 2)	1	57.10	23.10	***
HS vs LS (C 3)	1	.66	.27	
HS vs DI (C 3)	1	4.38	1.77	
LS vs DI (C 3)	1	1.64	.66	
HS vs LS (C 4)	1	.49	.20	
HS vs DI (C 4)	1	.34	.14	
LS vs DI (C 4)	1	.01	.01	
HS vs LS (C 5)	1	.05	.02	
HS vs DI (C 5)	1	5.96	2.41	
LS vs DI (C 5)	1	7.15	2.89	
HS vs LS (C 6)	1	3.04	1.23	
HS vs DI (C 6)	1	.12	.05	
LS vs DI (C 6)	1	4.38	1.77	
HS vs LS (C 7)	1	.01	.01	
HS vs DI (C 7)	1	74.00	29.94	***
LS vs DI (C 7)	1	76.01	30.75	***
Error	648	2.47		
Total	776			

n = 37 Ss per group

** p < .01

side of the scale.

A summary of the analysis of variance for interview four on the scale, like-dislike, is presented in Table 154. The analysis showed that there were no overall significant differences among groups ($F = 2.70$, $df = 2/648$; $p>.05$) even though the HS group did differ significantly ($F = 5.11$, $df = 1/648$; $p<.05$) from the DI group in rating the concepts higher overall on the liking side of the scale. A significant difference did exist, however, among the seven concepts ($F = 50.88$, $df = 6/648$; $p<.001$). An examination of the interaction term, concepts x groups, showed significance ($F = 2.84$, $df = 12/648$; $p<.001$) and, therefore, individual comparisons were made.

On concept one, the HS group ($F = 7.95$, $df = 1/648$; $p<.01$) and the LS group ($F = 13.59$, $df = 1/648$; $p<.001$) both differed significantly from the DI group by rating "DI" higher on the like side of the scale.

For concept two (bootcamp), again the data showed that the HS group ($F = 10.12$, $df = 1/648$; $p<.01$) and the LS group ($F = 6.77$, $df = 1/648$; $p<.05$) both differed significantly from the DI group by rating "bootcamp" higher on the like side of the scale.

On concept six (most people), the LS group differed significantly from the DI group ($F = 4.70$, $df = 1/648$; $p<.05$) by rating the concept higher on dislike.

On concept seven (recruit), the HS group ($F = 13.59$, $df = 1/648$; $p<.001$) and the LS group ($F = 12.04$, $df = 1/648$; $p<.001$) both differed significantly from the DI group by rating "recruit" higher on the like side of the scale.

Table 155 shows the means of the three groups for the seven concepts over time for the four interviews on the scale, good-bad.

Table 154
Summary Of Analysis Of Variance On Interview Four For
Scale Two, Like-Dislike

Source	df	MS	F	
Groups	2	23.87	2.70	
HS vs LS	1	3.91	.44	
HS vs DI	1	45.19	5.11	*
LS vs DI	1	22.52	2.55	
Subjects	108	8.84		
Concepts	6	131.59	50.88	***
Concepts x Groups	12	7.35	2.84	***
HS vs LS (C 1)	1	1.95	.75	
HS vs DI (C 1)	1	20.55	7.95	***
LS vs DI (C 1)	1	35.15	13.59	***
HS vs LS (C 2)	1	.87	.33	
HS vs DI (C 2)	1	26.16	10.12	**
LS vs DI (C 2)	1	17.51	6.77	*
HS vs LS (C 3)	1	1.35	.52	
HS vs DI (C 3)	1	2.28	.88	
LS vs DI (C 3)	1	.12	.05	
HS vs LS (C 4)	1	.22	.08	
HS vs DI (C 4)	1	.12	.05	
LS vs DI (C 4)	1	.66	.26	
HS vs LS (C 5)	1	3.91	1.51	
HS vs DI (C 5)	1	7.78	3.01	
LS vs DI (C 5)	1	.66	.26	
HS vs LS (C 6)	1	3.04	1.18	
HS vs DI (C 6)	1	3.04	1.18	
LS vs DI (C 6)	1	12.16	4.70	*
HS vs LS (C 7)	1	.12	.05	
HS vs DI (C 7)	1	35.15	13.59	***
LS vs DI (C 7)	1	31.14	12.04	***
Error	648	2.59		
Total	776			

n = 37 Ss per group

In Table 156 a summary of the analysis of variance for interview one for scale three, good-bad, is presented. An examination of the table shows no significant difference among the groups ($F = .30$, $df = 2/576$; $p>.05$). There was a significant difference, however, among the seven concepts ($F = 10.74$, $df = 6/576$; $p<.001$). On the interaction term, concepts x groups, a significant difference was also present ($F = 3.52$, $df = 12/576$; $p<.001$) and individual comparisons were therefore made.

On concept one, both the HS group ($F = 10.73$, $df = 1/576$; $p<.01$) and the LS group ($F = 6.95$, $df = 1/576$; $p<.01$) differed significantly from the DI group by rating "DI" lower on the good side of the scale.

The results for concept seven also showed that the HS group ($F = 17.27$, $df = 1/576$; $p<.001$) and the LS group ($F = 15.33$, $df = 1/576$; $p<.001$) both differed sifnificantly from the DI group in that they rated "recruit" higher on the good side of the scale.

The analysis of variance reported on in Table 157 for interview two, scale three, good-bad, shows that there was a significant difference among groups ($F = 5.55$, $df = 2/576$; $p<.01$). The results further showed that the LS group differed significantly from the DI group ($F = 10.98$, $df = 1/576$; $p<.001$) in that the LS group rated the seven concepts higher overall on the good side of the scale. A significant difference also existed among the seven concepts ($F = 25.84$, $df = 6/576$; $p<.001$). Since the interaction term, concepts x groups, was also significant ($F = 3.53$, $df = 12/576$; $p<.001$), individual comparisons were made.

Table 157 shows that the HS group differed significantly from both the LS group ($F = 11.72$, $df = 1/576$; $p<.001$) and the DI group ($F = 7.41$, $df = 1/576$; $p<.01$) on concept one because they rated "DI" lower on the good side of the scale.

Table 155 shows the means of the three groups for the seven concepts over time for the four interviews on the scale, good-bad.

Table 155
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Good-Bad

Interview	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	4.52	4.56	5.36	5.15	5.42	4.64	4.85	4.93
	LS	4.76	4.91	5.27	5.58	5.55	4.70	4.76	5.07
	DI	5.76	5.09	5.97	5.76	5.67	4.30	3.27	5.12
Concept Mean		5.01	4.86	5.54	5.50	5.55	4.55	4.29	
2	HS	4.82	5.36	6.33	5.97	6.12	5.06	4.88	5.51
	LS	6.00	5.73	6.52	6.03	6.55	4.39	5.21	5.78
	DI	5.76	5.09	5.97	5.76	5.67	4.30	3.27	5.12
Concept Mean		5.53	5.39	6.27	5.92	6.11	4.59	4.46	
3	HS	5.58	5.61	6.55	5.79	6.46	4.91	5.21	5.73
	LS	6.12	5.85	6.12	5.97	6.24	4.36	5.30	5.71
	DI	5.76	5.09	5.97	5.76	5.67	4.30	3.27	5.12
Concept Mean		5.82	5.52	6.21	5.84	6.12	4.53	4.60	
4	HS	4.82	5.21	6.42	6.18	6.33	4.27	4.67	5.42
	LS	5.42	5.21	6.15	6.09	6.12	4.46	4.94	5.49
	DI	5.76	5.09	5.97	5.76	5.67	4.30	3.27	5.12
Concept Mean		5.33	5.17	6.18	6.01	6.04	4.34	4.29	

n = 33 Ss per group

Table 156
Summary Of Analysis Of Variance On Interview One For
Scale Three, Good-Bad

Source	df	MS	F	
Groups	2	2.19	.30	
HS vs LS	1	2.36	.32	
HS vs DI	1	4.00	.55	
LS vs DI	1	.22	.03	
Subjects	96	7.32		
Concepts	6	25.48	10.74	***
Concepts x Groups	12	8.35	3.52	***
HS vs LS (C 1)	1	.97	.41	
HS vs DI (C 1)	1	25.47	10.73	**
LS vs DI (C 1)	1	16.50	6.95	**
HS vs LS (C 2)	1	1.83	.77	
HS vs DI (C 2)	1	4.38	1.85	
LS vs DI (C 2)	1	.55	.23	
HS vs LS (C 3)	1	.14	.06	
HS vs DI (C 3)	1	6.06	2.55	
HS vs DI (C 3)	1	8.12	3.38	
HS vs LS (C 4)	1	2.97	1.25	
HS vs DI (C 4)	1	6.06	2.55	
LS vs DI (C 4)	1	.55	.23	
HS vs LS (C 5)	1	.24	.10	
HS vs DI (C 5)	1	.97	.41	
LS vs DI (C 5)	1	.24	.10	
HS vs LS (C 6)	1	.06	.03	
HS vs DI (C 6)	1	1.83	.77	
LS vs DI (C 6)	1	2.56	1.08	
HS vs LS (C 7)	1	.14	.06	
HS vs DI (C 7)	1	40.97	17.27	***
LS vs DI (C 7)	1	36.38	15.23	***
Error	576	2.37		
Total	692			

n = 33 Ss per group

Table 157
Summary Of Analysis Of Variance On Interview Two For
Scale Three, Good-Bad

Source	df		MS	F	
Groups	2		25.29	5.55	**
HS vs LS		1	8.32	1.83	
HS vs DI		1	17.53	3.85	
LS vs DI		1	50.01	10.98	**
Subject	96		4.56		
Concepts	6		50.80	25.84	***
Concepts x Groups	12		69.44	3.53	***
HS vs LS (C 1)		1	23.05	11.72	***
HS vs DI (C 1)		1	14.56	7.41	**
LS vs DI (C 1)		1	.97	.49	
HS vs LS (C 2)		1	2.18	1.11	
HS vs DI (C 2)		1	1.23	.62	
LS vs DI (C 2)		1	6.68	3.40	
HS vs LS (C 3)		1	.55	.28	
HS vs DI (C 3)		1	2.18	1.11	
LS vs DI (C 3)		1	4.91	2.50	
HS vs LS (C 4)		1	.06	.03	
HS vs DI (C 4)		1	.74	.38	
LS vs DI (C 4)		1	1.23	.62	
HS vs LS (C 5)		1	2.97	1.51	
HS vs DI (C 5)		1	3.41	1.73	
LS vs DI (C 5)		1	12.74	6.48	*
HS vs LS (C 6)		1	7.33	3.73	
HS vs DI (C 6)		1	9.47	4.82	*
LS vs DI (C 6)		1	.14	.07	
HS vs LS (C 7)		1	1.83	.93	
HS vs DI (C 7)		1	42.56	21.65	***
LS vs DI (C 7)		1	62.06	31.57	***
Error	576		1.97		
Total	692				

n = 33 Ss per group

On concept five, the LS group differed significantly from the DI group ($F = 6.48$, $df = 1/576$; $p<.05$) by rating "Marine" higher on the good side of the scale.

On concept seven, the HS group ($F = 21.65$, $df = 1/576$; $p<.001$) and the LS group ($F = 31.57$, $df = 1/576$; $p<.001$) both differed significantly from the DI group by rating "recruit" higher on the good side of the scale.

In Table 158 the analysis of variance for interview three, scale three, good-bad, showed that the groups differed significantly ($F = 6.29$, $df = 2/576$; $p<.01$). Furthermore, the analysis showed that the HS group ($F = 9.70$, $df = 1/576$; $p<.01$) and the LS group ($F = 9.16$, $df = 2/576$; $p<.01$) differed significantly from the DI group in that both rated the seven concepts higher on the good side of the scale. The results also showed that there was a significant difference among the seven concepts ($F = 24.84$, $df = 6/576$; $p<.01$). On the interaction term, concepts x groups, a significant difference was also shown ($F = 3.10$, $df = 12/576$; $p<.001$); therefore, individual comparisons were made.

On concept two, the LS group differed significantly ($F = 4.96$, $df = 1/576$; $p<.05$) from the DI group by rating "bootcamp" higher on the good side of the scale.

On concept five, the HS group differed significantly ($F = 5.36$, $df = 1/576$; $p<.05$) from the DI group by rating the concept higher on the good side of the scale.

For concept seven, both the HS group ($F = 37.50$, $df = 1/576$; $p<.001$) and the LS group ($F = 35.62$, $df = 1/576$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the good side of the scale.

Table 158
Summary Of Analysis Of Variance On Interview Three For
Scale Three, Good-Bad

Source	df	MS	F	
Groups	2	27.90	6.29	**
HS vs LS	1	.04	.01	
HS vs DI	1	43.03	9.70	**
LS vs DI	1	40.63	9.16	**
Subjects	96	4.44		
Concepts	6	47.42	24.84	***
Concepts x Groups	12	5.92	3.10	***
HS vs LS (C 1)	1	4.91	2.57	
HS vs DI (C 1)	1	.55	.29	
LS vs DI (C 1)	1	2.18	1.14	
HS vs LS (C 2)	1	.97	.51	
HS vs DI (C 2)	1	4.38	2.29	
LS vs DI (C 2)	1	9.47	4.96	*
HS vs LS (C 3)	1	2.97	1.56	
HS vs DI (C 3)	1	5.47	2.86	
LS vs DI (C 3)	1	.38	.20	
HS vs LS (C 4)	1	.55	.29	
HS vs DI (C 4)	1	.02	.01	
LS vs DI (C 4)	1	.74	.39	
HS vs LS (C 5)	1	.74	.39	
HS vs DI (C 5)	1	10.24	5.36	*
LS vs DI (C 5)	1	5.47	2.86	
HS vs LS (C 6)	1	4.91	2.57	
HS vs DI (C 6)	1	6.06	3.17	
LS vs DI (C 6)	1	.06	.03	
HS vs LS (C 7)	1	.14	.07	
HS vs DI (C 7)	1	62.06	37.50	***
LS vs DI (C 7)	1	68.02	35.62	***
Error	576	1.91		
Total	692			

n = 33 Ss per group

In Table 159 the summary of the analysis of variance on interview four, for scale three, good-bad, is presented. The main effect term, groups, showed no significant difference ($F = 1.36$, $df = 2/576$; $p>.05$). On the other hand, a significant difference was found among concepts ($F = 27.92$, $df = 6/576$; $p < .001$).

On concept one, the HS group differed significantly ($F = 6.54$, $df = 1/576$; $p<.05$) from the DI group by rating "DI" lower on the good side of the scale.

On concept seven, both the HS group ($F = 14.40$, $df = 1/576$; $p<.001$) and the LS group ($F = 20.59$, $df = 1/576$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the good side of the scale.

In Table 160, the means of the three groups for the seven concepts overtime on the scale, tough-easy, are presented.

In Table 161, the summary of the analysis of variance on interview one for scale four, tough-easy, is presented. It shows that there was a significant difference among groups ($F = 6.47$, $df = 2/648$; $p<.01$). The table further showed that the LS group differed significantly from both the HS group ($F = 8.61$, $df = 1/648$; $p<.01$) and the DI group ($F = 10.68$, $df = 1/648$; $p<.01$) in that the LS group rated the seven concepts higher overall on the tough side of the scale. The table also showed a significant difference among concepts ($F = 37.74$, $df = 6/648$; $p<.001$). For the interaction term, concepts x groups, there was also a significant difference ($F = 3.39$, $df = 12/648$; $p<.001$) and individual comparisons were therefore made.

On concept two, the HS group ($F = 5.33$, $df = 1/648$; $p<.05$) and the LS group ($F = 15.78$, $df = 1/648$; $p<.001$) differed significantly from the

Table 159
Summary Of Analysis Of Variance On Interview Four For
Scale Three, Good-Bad

Source	df	MS	F	
Groups	2	8.83	1.36	
HS vs LS	1	.55	.09	
HS vs DI	1	10.31	1.59	
LS vs DI	1	15.64	2.42	
Subjects	96	6.47		
Concepts	6	62.14	27.93	***
Concepts x Groups	12	5.45	2.35	**
HS vs LS (C 1)	1	6.06	2.72	
HS vs DI (C 1)	1	14.56	6.54	*
LS vs DI (C 1)	1	1.83	.82	
HS vs LS (C 2)	1	.00	.00	
HS vs DI (C 2)	1	.24	.11	
LS vs DI (C 2)	1	.24	.11	
HS vs LS (C 3)	1	1.23	.55	
HS vs DI (C 3)	1	3.41	1.53	
LS vs DI (C 3)	1	.55	.25	
HS vs LS (C 4)	1	.14	.06	
HS vs DI (C 4)	1	2.97	1.35	
LS vs DI (C 4)	1	1.83	.82	
HS vs LS (C 5)	1	.74	.33	
HS vs DI (C 5)	1	7.33	3.29	
LS vs DI (C 5)	1	3.41	1.53	
HS vs LS (C 6)	1	.55	.25	
HS vs DI (C 6)	1	.02	.01	
LS vs DI (C 6)	1	.38	.17	
HS vs LS (C 7)	1	1.23	.55	
HS vs DI (C 7)	1	32.06	14.40	***
LS vs DI (C 7)	1	45.83	20.59	***
Error	576	2.23		
Total	692			

n = 33 Ss per group

In Table 160, the means of the three groups for the seven concepts over time on the scale, tough-easy, are shown.

Table 160
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Tough-Easy

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	5.73	6.00	6.14	4.41	5.76	3.89	5.11	5.29
	LS	6.11	6.49	6.46	5.62	6.24	4.51	5.16	5.80
	DI	6.00	5.32	5.54	5.76	5.73	3.89	4.38	5.23
Concept Mean		5.95	5.94	6.05	5.26	5.91	4.10	4.88	
2	HS	6.22	6.51	6.68	5.38	6.62	4.22	5.24	5.84
	LS	5.78	6.22	6.35	5.55	6.62	3.97	5.27	5.68
	DI	6.00	5.32	5.54	5.76	5.73	3.89	4.38	5.23
Concept Mean		6.00	6.02	6.19	5.56	6.32	4.03	5.96	
3	HS	6.00	6.49	6.41	5.62	6.60	3.65	5.41	5.74
	LS	6.32	6.43	5.95	5.81	6.57	4.22	5.32	5.80
	DI	6.00	5.32	5.54	5.76	5.73	3.89	4.38	5.32
Concept Mean		6.11	6.08	5.96	5.73	6.30	3.92	5.04	
4	HS	6.49	6.46	6.41	5.87	6.19	4.00	4.78	5.74
	LS	6.03	6.05	6.16	5.76	6.11	3.57	4.70	5.48
	DI	6.00	5.32	5.54	5.76	5.73	3.89	4.38	5.23
Concept Mean		6.17	5.95	6.04	5.79	6.01	3.82	4.62	

n = 37 Ss per group

Table 161
Summary Of Analysis Of Variance On Interview One For
Scale Four, Tough-Easy

Source	df	MS	F	
Groups	2	25.26	6.47	**
HS vs LS	1	33.64	8.61	**
HS vs DI	1	.43	.11	
LS vs DI	1	41.72	10.68	**
Subjects	108	3.91		
Concepts	6	59.76	37.74	***
Concepts x Groups	12	5.37	3.39	***
HS vs LS (C 1)	1	2.65	1.67	
HS vs DI (C 1)	1	1.35	.85	
LS vs DI (C 1)	1	.22	.14	
HS vs LS (C 2)	1	4.38	2.76	
HS vs DI (C 2)	1	8.45	5.33	*
LS vs DI (C 2)	1	24.99	15.78	***
HS vs LS (C 3)	1	1.95	1.23	
HS vs DI (C 3)	1	6.54	4.13	*
LS vs DI (C 3)	1	15.62	9.86	**
HS vs LS (C 4)	1	27.37	17.28	***
HS vs DI (C 4)	1	33.78	21.33	***
LS vs DI (C 4)	1	.33	.21	
HS vs LS (C 5)	1	4.38	2.76	
HS vs DI (C 5)	1	.01	.01	
LS vs DI (C 5)	1	4.88	3.08	
HS vs LS (C 6)	1	7.15	4.51	*
HS vs DI (C 6)	1	.00	.00	
LS vs DI (C 6)	1	7.15	4.51	*
HS vs LS (C 7)	1	.05	.03	
HS vs DI (C 7)	1	9.85	6.22	*
LS vs DI (C 7)	1	11.37	7.18	**
Error	648	1.58		
Total				

n = 37 Ss per group

DI group in that both rated "bootcamp" higher on the tough side of the scale.

On concept three (Marine Corps), the HS group ($F = 4.13$, $df = 1/648$; $p<.05$) and the LS group ($F = 9.86$, $df = 1/648$; $p<.01$) differed significantly from the DI group in that both rated "Marine Corps" higher on the tough side of the scale.

On concept four (myself), the HS group differed significantly from both the LS group ($F = 17.28$, $df = 1/648$; $p < .001$) and the DI group ($F = 21.33$, $df = 1/648$; $p<.001$) by having rated "myself" lower on the tough side of the scale.

For concept six (most people), the LS group differed significantly from both the HS group ($F = 4.51$, $df = 1/648$; $p<.05$) and the DI group ($F = 4.51$, $df = 1/648$; $p<.05$) in that the LS group rated "most people" higher on the tough side of the scale.

On concept seven, both the HS group ($F = 6.22$, $df = 1/648$; $p<.05$) and the LS group ($F = 7.18$, $df = 1/648$; $p<.01$) differed significantly from the DI group by having rated "recruit" higher on the tough side of the scale.

Table 162 contains the summary of the analysis of variance on interview two for scale four, tough-easy. It shows that a significant difference existed among groups ($F = 8.18$, $df = 2/648$; $p<.001$). Further examination of the table also showed that both the HS group ($F = 15.21$, $df = 1/648$; $p<.001$) and the LS group ($F = 8.30$, $df = 1/648$; $p<.01$) differed significantly from the DI group in that both rated the seven concepts higher overall on the tough side of the scale. There was, moreover, a significant difference among concepts ($F = 40.91$, $df = 6/648$; $p<.001$) as well as for the interaction term, concepts x groups ($F = 2.23$, $df = 12/648$;

Table 162
Summary Of Analysis Of Variance On Interview Two For
Scale Four, Tough-Easy

Source	df		MS	F	
Groups	2		25.60	8.18	***
HS vs LS		1	3.25	1.04	
HS vs DI		1	47.59	15.21	***
LS vs DI		1	25.98	8.30	**
Subjects	108		3.13		
Concepts	6		75.57	40.91	***
Concepts x Groups	12		4.11	2.23	**
HS vs LS (C 1)		1	3.46	1.87	
HS vs DI (C 1)		1	.87	.47	
LS vs DI (C 1)		1	.87	.47	
HS vs LS (C 2)		1	1.64	.89	
HS vs DI (C 2)		1	26.16	14.16	***
LS vs DI (C 2)		1	14.72	7.97	**
HS vs LS (C 3)		1	1.95	1.05	
HS vs DI (C 3)		1	23.84	12.91	***
LS vs DI (C 3)		1	12.16	6.58	*
HS vs LS (C 4)		1	.49	.26	
HS vs DI (C 4)		1	2.65	1.43	
LS vs DI (C 4)		1	.87	.47	
HS vs LS (C 5)		1	.00	.00	
HS vs DI (C 5)		1	14.72	7.97	**
LS vs DI (C 5)		1	14.72	7.97	**
HS vs LS (C 6)		1	1.10	.59	
HS vs DI (C 6)		1	1.95	1.05	
LS vs DI (C 6)		1	.12	.07	
HS vs LS (C 7)		1	.01	.01	
HS vs DI (C 7)		1	13.84	7.49	**
LS vs DI (C 7)		1	14.72	7.97	**
Error	648		1.85		
Total	776				

n = 37 Ss per group

$p < .01$). As a result of the latter, individual comparisons were made.

On concept two, the HS group ($F = 14.16$, $df = 1/648$; $p < .001$) and the LS group ($F = 7.97$, $df = 1/648$; $p < .01$) differed significantly from the DI group in that both rated "bootcamp" higher on the tough side of the scale.

On concept three, the HS group ($F = 12.91$, $df = 1/648$; $p < .001$) and the LS group ($F = 6.58$, $df = 1/648$; $p < .05$) differed significantly from the DI group in that both rated "Marine Corps" higher on the tough side of the scale.

On concept five (Marine), the HS group ($F = 7.97$, $df = 1/648$; $p < .01$) and the LS group ($F = 7.97$, $df = 1/648$; $p < .01$) differed significantly from the DI group in that both rated "Marine" higher on the tough side of the scale.

On concept seven, the HS group ($F = 7.49$, $df = 1/648$; $p < .01$) and the LS group ($F = 7.97$, $df = 1/648$; $p < .01$) again differed significantly from the DI group in that both rated "bootcamp" higher on the tough side of the scale.

In Table 163, a summary of the analysis of variance on interview three for the scale, tough-easy, is presented. An examination of the results showed that there was a significant difference among groups ($F = 7.47$, $df = 2/648$; $p < .001$). Individual comparisons showed that the HS group ($F = 10.13$, $df = 1/648$; $p < .01$) and the LS group ($F = 12.93$, $df = 1/648$; $p < .001$) differed significantly from the DI group since both rated the seven concepts higher overall on toughness. The Table also showed a significant difference among concepts ($F = 43.89$, $df = 6/648$; $p < .001$) and for the interaction term, concepts x groups, ($F = 2.15$,

df = 12/648; p<.05). Because of the latter finding, individual comparisons were made.

Table 163 shows that the HS group (F = 13.89, df = 1/648; p<.001) and the LS group (F = 12.63, df = 1/648; p<.001) significantly differed, on concept two, from the DI group in that both rated "bootcamp" higher on the tough side of the scale.

On concept three, the HS group differed significantly (F = 7.69, df = 1/648; p<.01) from the DI group because it had rated "Marine Corps" higher on the tough side of the scale.

For concept five, the HS group (F = 7.69, df = 1/648; p<.01) and the LS group (F = 7.22, df = 1/648; p<.01) differed significantly from the DI group in that both rated "Marine" higher on the tough side of the scale.

On concept seven, the HS group (F = 10.85, df = 1/648; p<.01) and the LS group (F = 9.20, df = 1/648; p<.01) both differed significantly from the DI Group by having rated "recruit" higher on the tough side of the scale.

Table 164 shows the summary of analysis of variance on interview four for scale four, tough-easy. An inspection of the table showed that a significant difference existed among groups (F = 3.51, df = 2/648; p<.05); moreover, individual comparisons showed that the HS group differed significantly from the DI group (F = 7.02, df = 1/648; p<.01) by having rated the seven concepts overall higher on the tough side of the scale. The table also showed a significant difference among the concepts (F = 49.57, df = 6/648; p<.001); however, for the interaction term, concepts x groups, no significant difference was found (F = 1.05, df = 12/648; p>.05) and, therefore, individual comparisons were not made.

Table 163
Summary Of Analysis Of Variance On Interview Three For
Scale Four, Tough-Easy

Source	df	MS	F	
Groups	2	25.32	7.74	***
HS vs LS	1	.56	.17	
HS vs DI	1	33.13	10.13	**
LS vs DI	1	42.29	12.93	***
Subjects	108	3.27		
Concepts	6	78.97	43.89	***
Concepts x Groups	12	3.86	2.15	*
HS vs LS (C 1)	1	1.95	1.08	
HS vs DI (C 1)	1	.00	.00	
LS vs DI (C 1)	1	1.95	1.08	
HS vs LS (C 2)	1	.05	.03	
HS vs DI (C 2)	1	24.99	13.89	***
LS vs DI (C 2)	1	22.72	12.63	***
HS vs LS (C 3)	1	3.91	2.17	
HS vs DI (C 3)	1	13.84	7.69	**
LS vs DI (C 3)	1	3.04	1.69	
HS vs LS (C 4)	1	.66	.37	
HS vs DI (C 4)	1	.34	.19	
LS vs DI (C 4)	1	.05	.03	
HS vs LS (C 5)	1	.01	.01	
HS vs DI (C 5)	1	13.84	7.69	**
LS vs DI (C 5)	1	12.99	7.22	**
HS vs LS (C 6)	1	5.96	3.31	
HS vs DI (C 6)	1	1.10	.61	
LS vs DI (C 6)	1	1.95	1.08	
HS vs LS (C 7)	1	.12	.07	
HS vs DI (C 7)	1	19.51	10.85	**
LS vs DI (C 7)	1	16.55	9.20	**
Error	648	1.80		
Total	776			

n = 37 Ss per group

Table 164
Summary Of Analysis Of Variance On Interview Four For
Scale Four, Tough-Easy

Source	df	MS	F	
Groups	2	16.82	3.51	*
HS vs LS	1	8.67	1.81	
HS vs DI	1	33.64	7.02	**
LS vs DI	1	8.16	1.70	
Subjects	108	4.79		
Concepts	6	90.18	49.57	***
Concepts x Groups	12	1.92	1.05	
Error	648	1.82		
Total	776			

n = 37 Ss per group

In Table 165, the means of the three groups for the seven concepts over time on the scale, excitable-calm, are presented.

In Table 166, a summary of the analysis of variance on interview one for scale five, excitable-calm, is presented. The analysis showed that there was no significant difference among groups ($F = .73$, $df = 2/540$; $p > .05$). There were, however, significant differences among the seven concepts ($F = 9.29$, $df = 6/540$; $p < .001$). The interaction term, concepts x groups, was also significant ($F = 2.79$, $df = 12/540$; $p < .001$) and, consequently, individual comparisons were made.

On concept one, the HS group ($F = 5.20$, $df = 1/540$; $p < .05$) and the LS group ($F = 4.15$, $df = 1/540$; $p < .05$) differed significantly from the DI group in that both had rated "DI" higher on the excitable side of the scale.

On concept three, Table 166 shows that the HS group differed significantly ($F = 11.71$, $df = 1/540$; $p < .001$) from the DI group by rating "Marine Corps" higher on the excitable side of the scale.

In Table 165, the means of the three groups for the seven concepts over time on the scale, excitable-calm, are shown.

Table 165
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Excitable-Calm

Interview	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group
1	HS	3.81	3.03	2.84	3.48	3.32	3.48	3.36	3.33
	LS	3.90	2.58	3.52	3.39	3.55	3.45	2.97	3.34
	DI	4.71	2.61	4.19	4.26	4.13	3.26	2.23	3.63
Concept Mean		4.14	2.74	3.52	3.71	3.67	3.40	2.85	
2	HS	2.94	2.48	2.13	3.26	2.48	2.81	2.68	2.68
	LS	3.29	2.03	2.45	2.77	2.16	3.77	2.58	2.72
	DI	4.71	2.61	4.19	4.26	4.13	3.26	2.23	3.63
Concept Mean		3.65	2.38	2.92	3.43	2.93	3.28	2.50	
3	HS	3.94	2.84	2.81	3.77	2.71	3.00	2.32	3.06
	LS	2.81	2.10	2.16	2.42	2.58	3.71	2.07	2.55
	DI	4.71	2.61	4.19	4.26	4.13	3.26	2.23	3.63
Concept Mean		3.82	2.52	3.05	3.48	3.14	3.32	2.20	
4	HS	2.87	2.29	2.71	3.48	3.23	3.26	2.74	2.94
	LS	2.94	2.77	2.68	3.16	3.32	4.16	2.94	3.14
	DI	4.71	2.61	4.19	4.26	4.13	3.26	2.23	3.63
Concept Mean		3.51	2.56	3.19	3.63	3.56	3.56	2.63	

n = 31 Ss per group

Table 166
Summary Of Analysis Of Variance On Interview One For
Scale Five, Excitable-Calm

Source	df	MS	F	
Groups	2	6.20	.73	
HS vs LS	1	.00	.00	
HS vs DI	1	9.44	1.11	
LS vs DI	1	9.15	1.08	
Subjects	90	8.47		
Concepts	6	22.58	9.29	***
Concepts x Groups	12	6.79	2.79	***
HS vs LS (C 1)	1	.15	.06	
HS vs DI (C 1)	1	12.65	5.20	*
LS vs DI (C 1)	1	10.08	4.15	*
HS vs LS (C 2)	1	3.16	1.30	
HS vs DI (C 2)	1	2.73	1.12	
LS vs DI (C 2)	1	.02	.01	
HS vs LS (C 3)	1	7.11	2.93	
HS vs DI (C 3)	1	28.45	11.71	***
LS vs DI (C 3)	1	7.11	2.93	
HS vs LS (C 4)	1	.15	.06	
HS vs DI (C 4)	1	9.29	3.82	
LS vs DI (C 4)	1	11.76	4.84	*
HS vs LS (C 5)	1	.79	.33	
HS vs DI (C 5)	1	10.08	4.15	*
LS vs DI (C 5)	1	5.23	2.15	
HS vs LS (C 6)	1	.02	.01	
HS vs DI (C 6)	1	.79	.33	
LS vs DI (C 6)	1	.58	.24	
HS vs LS (C 7)	1	2.32	.96	
HS vs DI (C 7)	1	19.76	8.13	**
LS vs DI (C 7)	1	8.53	3.51	
Error	540	2.43		
Total	650			

n = 31 Ss per group

On concept four, the LS group differed significantly ($F = 4.84$, $df = 1/540$; $p<.05$) by having rated "myself" higher on the excitable side of the scale.

For concept five, the results of the analysis showed that the HS group differed significantly ($F = 4.15$, $df = 1/540$; $p<.05$) from the DI group in that it rated "Marine" higher on the excitable side of the scale.

On concept seven, the HS group differed significantly ($F = 8.13$, $df = 1/540$; $p<.01$) from the DI group because it had rated "recruit" lower on the excitable side of the scale.

Table 167 presents a summary of the analysis of variance on interview two for scale five, excitable-calm. The results showed that there was a significant difference among groups ($F = 9.81$, $df = 2/540$; $p<.01$); both the HS group ($F = 15.36$, $df = 1/540$; $p<.001$) and the LS group ($F = 14.04$, $df = 1/540$; $p<.001$) differed from the DI group by having rated the seven concepts higher overall on the excitable side of the scale. In addition, there was a significant difference among the seven concepts ($F = 8.13$, $df = 6/540$; $p<.001$) and on the interaction term, concepts x groups ($F = 4.45$, $df = 12/540$; $p<.001$). As a result of the latter finding, individual comparisons were made.

On concept one, the HS group ($F = 19.18$, $df = 1/540$; $p<.001$) and the LS group ($F = 12.27$, $df = 1/540$; $p<.001$) differed significantly from the DI group in that both rated "DI" higher on the excitable side of the scale.

On concept three, (see Table 167), the HS group ($F = 25.97$, $df = 1/540$; $p<.001$) and the LS group ($F = 18.49$, $df = 1/540$; $p<.001$) differed significantly from the DI group by having rated "Marine Corps" higher on the excitable side of the scale.

On concept four, the HS group ($F = 6.09$, $df = 1/540$; $p<.05$) and the

Table 167
Summary Of Analysis Of Variance On Interview Two For
Scale Five, Excitable-Calm

Source	df	MS	F	
Groups	2	61.85	9.81	***
HS vs LS	1	.19	.03	
HS vs DI	1	96.83	15.36	***
LS vs DI	1	88.52	14.04	***
Subjects	90	6.31		
Concepts	6	20.68	8.13	***
Concepts x Groups	12	11.32	4.45	***
HS vs LS (C 1)	1	1.95	.77	
HS vs DI (C 1)	1	48.79	19.18	***
LS vs DI (C 1)	1	31.23	12.27	***
HS vs LS (C 2)	1	3.16	1.24	
HS vs DI (C 2)	1	.26	.10	
LS vs DI (C 2)	1	5.23	2.05	
HS vs LS (C 3)	1	1.61	.63	
HS vs DI (C 3)	1	66.06	25.97	***
LS vs DI (C 3)	1	47.03	18.49	***
HS vs LS (C 4)	1	3.63	1.43	
HS vs DI (C 4)	1	15.50	6.09	*
LS vs DI (C 4)	1	34.13	13.41	***
HS vs LS (C 5)	1	1.61	.63	
HS vs DI (C 5)	1	41.95	16.49	***
LS vs DI (C 5)	1	60.02	23.59	***
HS vs LS (C 6)	1	14.52	5.71	*
HS vs DI (C 6)	1	3.16	1.24	
LS vs DI (C 6)	1	4.13	1.62	
HS vs LS (C 7)	1	.15	.06	
HS vs DI (C 7)	1	3.16	1.24	
LS vs DI (C 7)	1	1.95	.77	
Error	540	2.54		
Total	650			

n = 31 Ss per group

LS group ($F = 13.41$, $df = 1/540$; $p < .001$) differed significantly from the DI group in that both rated "myself" higher on the excitable side of the scale.

On concept five, the HS group ($F = 16.49$, $df = 1/540$; $p < .001$) and the LS group ($F = 23.59$, $df = 1/540$; $p < .001$) differed significantly from the DI group in that both rated "Marine" higher on the excitable side of the scale.

For concept six, the analysis showed that the HS group differed significantly ($F = 5.71$, $df = 1/540$; $p < .05$) from the LS group in that the HS group rated "most people" higher on the excitable side of the scale.

In Table 168, a summary of the analysis of variance on interview three for scale five, excitable-calm, is presented. The results showed that there was a significant difference among groups ($F = 8.88$, $df = 2/540$; $p < .001$) in that the HS group ($F = 4.98$, $df = 1/540$; $p < .05$) and the LS group ($F = 17.73$, $df = 1/540$; $p < .001$) differed from the DI group by having rated the seven concepts higher overall on the excitable side of the scale. There was, moreover, a significant difference among concepts ($F = 10.11$, $df = 6/540$, $p < .001$) and on the interaction term, concepts x groups ($F = 3.44$, $df = 12/540$; $p < .001$); because of the latter, individual comparisons were made.

On concept one, (see Table 168), the analysis showed that the LS group differed significantly ($F = 6.95$, $df = 1/540$; $p < .01$) from the HS group and the DI group ($F = 19.74$, $df = 1/540$; $p < .001$) in that the LS group rated "DI" higher on the excitable of the scale.

On concept three, the HS group ($F = 10.49$, $df = 1/540$; $p < .01$) and the LS group ($F = 22.51$, $df = 1/540$; $p < .001$) differed significantly from the DI group in that both rated "Marine Corps" higher on the excitable

Table 168
Summary Of Analysis Of Variance On Interview Three For
Scale Five, Excitable-Calm

Source	df	MS	F	
Groups	2	63.16	8.88	***
HS vs LS	1	27.88	3.92	
HS vs DI	1	35.43	4.98	*
LS vs DI	1	126.16	17.73	***
Subjects	90	7.12		
Concepts	6	28.74	10.11	***
Concepts x Groups	12	9.79	3.44	***
HS vs LS (C 1)	1	19.76	6.95	**
HS vs DI (C 1)	1	9.29	3.27	
LS vs DI (C 1)	1	56.15	19.74	***
HS vs LS (C 2)	1	8.53	3.00	
HS vs DI (C 2)	1	.79	.28	
LS vs DI (C 2)	1	4.13	1.45	
HS vs LS (C 3)	1	6.45	2.27	
HS vs DI (C 3)	1	29.82	10.49	**
LS vs DI (C 3)	1	64.02	22.51	***
HS vs LS (C 4)	1	28.45	10.01	**
HS vs DI (C 4)	1	3.63	1.28	
LS vs DI (C 4)	1	52.40	18.43	***
HS vs LS (C 5)	1	.26	.09	
HS vs DI (C 5)	1	31.23	10.98	**
LS vs DI (C 5)	1	37.16	13.07	***
HS vs LS (C 6)	1	7.81	2.75	
HS vs DI (C 6)	1	1.03	.36	
LS vs DI (C 6)	1	3.16	1.11	
HS vs LS (C 7)	1	1.03	.36	
HS vs DI (C 7)	1	.15	.05	
LS vs DI (C 7)	1	.40	.14	
Error	540	2.84		
Total	650			

n = 31 Ss per group

side of the scale.

On concept four, the LS group differed significantly from the HS group ($F = 10.01$, $df = 1/540$; $p<.01$) and the DI group ($F = 18.43$, $df = 1/540$; $p<.001$) by having rated "myself" higher on the excitable side of the scale.

On concept five, the HS group ($F = 10.98$, $df = 1/540$; $p<.01$) and the LS group ($F = 13.07$, $df = 1/540$; $p<.001$) differed significantly from the DI group in that both rated "Marine" higher on the excitable side of the scale.

In Table 169, a summary of the analysis of variance on interview four for scale five, excitable-calm, is presented. According to the findings, there was a significant difference among groups ($F = 3.41$, $df = 2/540$; $p<.05$); the HS group differed significantly ($F = 6.44$, $df = 1/540$; $p<.05$) from the DI group in that the former rated the seven concepts higher overall on the excitable side of the scale. A significant difference also existed among concepts ($F = 6.40$, $df = 6/540$; $p<.001$) and on the interaction term, concepts x groups ($F = 3.38$, $df = 12/540$; $p<.001$); because of the latter finding, individual comparisons were made.

On concept one (see Table 169), the HS group ($F = 17.16$, $df = 1/540$; $p<.001$) and the LS group ($F = 15.98$, $df = 1/540$; $p<.001$) differed significantly from the DI group in that both rated "DI" higher on the excitable side of the scale.

On concept three, the HS group ($F = 11.17$, $df = 1/540$; $p<.001$) and the LS group ($F = 11.67$, $df = 1/540$; $p<.001$) differed significantly from the DI group since both rated "Marine Corps" higher on the excitable side of the scale.

On concept four, the LS group differed significantly from the DI

Table 169
Summary Of Analysis Of Variance On Interview Four For
Scale Five, Excitable-Calm

Source	df	MS	F	
Groups	2	27.10	3.41	*
HS vs LS	1	4.26	.54	
HS vs DI	1	51.15	6.44	*
LS vs DI	1	25.89	3.26	
Subjects	90	7.94		
Concepts	6	19.56	6.40	***
Concepts x Groups	12	10.31	3.38	***
HS vs LS (C 1)	1	.07	.02	
HS vs DI (C 1)	1	52.40	17.16	***
LS vs DI (C 1)	1	48.79	15.98	***
HS vs LS (C 2)	1	3.63	1.19	
HS vs DI (C 2)	1	1.61	.53	
LS vs DI (C 2)	1	.40	.13	
HS vs LS (C 3)	1	.02	.01	
HS vs DI (C 3)	1	34.13	11.17	***
LS vs DI (C 3)	1	35.63	11.67	***
HS vs LS (C 4)	1	1.61	.53	
HS vs DI (C 4)	1	9.29	3.04	
LS vs DI (C 4)	1	18.65	6.11	*
HS vs LS (C 5)	1	.15	.05	
HS vs DI (C 5)	1	12.65	4.14	*
LS vs DI (C 5)	1	10.08	3.30	
HS vs LS (C 6)	1	12.65	4.14	*
HS vs DI (C 6)	1	.00	.00	
LS vs DI (C 6)	1	12.65	4.14	*
HS vs LS (C 7)	1	.58	.19	
HS vs DI (C 7)	1	4.13	1.35	
LS vs DI (C 7)	1	7.81	2.56	
Error	540	3.05		
Total	650			

n = 31 Ss per group

group ($F = 6.11$, $df = 1/540$; $p<.05$) in that the former rated "myself" higher on the excitable side of the scale.

On concept five, the HS group differed significantly ($F = 4.14$, $df = 1/540$; $p<.05$) from the DI group by having rated "Marine" higher on the excitable side of the scale.

Concept six showed that the LS group differed significantly from the HS group ($F = 4.14$, $df = 1/540$; $p<.05$) and the DI group ($F = 4.14$, $df = 1/540$; $p<.05$) in that the LS group rated "most people" higher on the calm side of the scale.

In Table 170, the means of the three groups on the seven concepts overtime for the scale, fair-unfair, are presented.

Table 171 shows the summary of the analysis of variance on interview one for scale six, fair-unfair. An examination of the results showed no significant difference among groups ($F = 1.19$, $df = 2/612$; $p>.05$). There was a significant difference among concepts ($F = 18.54$, $df = 6/612$; $p<.001$) as well as on the interaction term, concepts x groups ($F = 3.68$, $df = 12/612$; $p<.001$), and, because of the latter finding, individual comparisons were made.

Table 171 shows that the HS group differed significantly ($F = 12.22$, $df = 1/612$; $p<.001$) from the DI group on concept one by having rated "DI" lower on the fair side of the scale.

On concept two, both the HS group ($F = 14.85$, $df = 1/612$; $p<.001$) and the LS group ($F = 16.26$, $df = 1/612$; $p<.001$) differed significantly from the DI group by rating "bootcamp" lower on the fair side of the scale.

On concept four, the HS group differed significantly ($F = 5.02$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "myself" lower on the fair side of the scale.

In Table 170, the means of the three groups on the seven concepts over time for the scale, fair-unfair, are presented.

Table 170
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Fair-Unfair

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	4.94	4.40	5.14	5.46	5.26	4.06	4.89	4.88
	LS	5.46	4.34	5.40	5.91	5.63	4.20	4.80	5.11
	DI	6.06	5.63	4.86	6.17	5.31	4.49	4.06	5.23
Concept Mean		5.49	4.79	5.13	5.85	5.40	4.25	4.58	
2	HS	4.54	5.09	5.91	5.69	5.69	4.60	4.77	5.18
	LS	5.80	5.43	5.89	5.89	6.00	3.60	4.94	5.36
	DI	6.06	5.63	4.86	6.17	5.31	4.49	4.06	5.23
Concept Mean		5.47	5.38	5.55	5.91	5.67	4.23	4.59	
3	HS	4.49	4.69	6.00	5.80	5.89	4.31	4.80	5.14
	LS	5.63	5.29	6.09	5.74	6.06	3.57	5.11	5.36
	DI	6.06	5.63	4.86	6.17	5.31	4.49	4.06	5.23
Concept Mean		5.39	5.20	5.65	5.91	5.75	4.12	4.66	
4	HS	4.71	5.11	5.89	5.97	5.66	3.91	4.17	5.06
	LS	4.63	5.03	5.86	6.03	5.71	3.60	4.66	5.07
	DI	6.06	5.63	4.86	6.17	5.31	4.49	4.06	5.23
Concept Mean		5.13	5.26	5.53	6.06	5.56	4.00	4.30	

n = 35 Ss per group

Table 171
Summary Of Analysis Of Variance On Interview One For
Scale Six, Fair-Unfair

Source	df	MS	F	
Groups	2	7.62	1.19	
HS vs LS	1	6.40	1.00	
HS vs DI	1	14.75	2.29	
LS vs DI	1	1.72	.27	
Subjects	102	6.43		
Concepts	6	32.97	18.54	***
Concepts x Groups	12	6.54	3.68	***
HS vs LS (C 1)	1	4.63	2.60	
HS vs DI (C 1)	1	21.73	12.22	***
LS vs DI (C 1)	1	6.30	3.54	
HS vs LS (C 2)	1	.06	.03	
HS vs DI (C 2)	1	26.41	14.85	***
LS vs DI (C 2)	1	28.93	16.26	***
HS vs LS (C 3)	1	1.16	.65	
HS vs DI (C 3)	1	1.43	.80	
LS vs DI (C 3)	1	5.16	2.90	
HS vs LS (C 4)	1	3.66	2.06	
HS vs DI (C 4)	1	8.93	5.02	*
LS vs DI (C 4)	1	1.16	.65	
HS vs LS (C 5)	1	2.41	1.36	
HS vs DI (C 5)	1	.06	.03	
LS vs DI (C 5)	1	1.73	.97	
HS vs LS (C 6)	1	.36	.20	
HS vs DI (C 6)	1	3.21	1.81	
LS vs DI (C 6)	1	1.43	.80	
HS vs LS (C 7)	1	.13	.07	
HS vs DI (C 7)	1	12.01	6.75	**
LS vs DI (C 7)	1	9.66	5.43	*
Error	612	1.78		
Total	734			

n = 35 Ss per group

On concept seven, the HS group ($F = 6.75$, $df = 1/612$; $p<.01$) and the LS group ($F = 5.43$, $df = 1/612$; $p<.05$) differed significantly from the DI group in that both rated "recruit" higher on the fair side of the scale.

Table 172 shows the summary of the analysis of variance on interview two for scale six, fair-unfair. The analysis showed no significant difference among groups ($F = .44$, $df = 2/612$; $p>.05$); there was, however, a significant difference for the main effect term, concepts, ($F = 17.75$, $df = 6/612$; $p<.001$). There was significance also for the interaction term, concepts x groups ($F = 4.55$, $df = 12/612$; $p<.001$) and, therefore, individual comparisons were made.

On concept one, the analysis showed that the HS differed significantly from both the LS group ($F = 12.48$, $df = 1/612$; $p<.001$) and the DI group ($F = 18.10$, $df = 1/612$; $p<.001$) in that the HS group rated "DI" lower on the fair side of the scale.

On concept two, (see Table 172), the HS group ($F = 8.82$, $df = 1/612$; $p<.01$) and the LS group ($F = 8.82$, $df = 1/612$; $p<.01$) differed significantly from the DI group in that both rated "Marine Corps" higher on the fair side of the scale.

On concept six, the LS group differed significantly from both the HS group ($F = 7.90$, $df = 1/612$; $p<.01$) and the DI group ($F = 6.19$, $df = 1/612$; $p<.05$) in that the LS group rated "most people" higher on the unfair side of the scale.

On concept seven, the HS group ($F = 4.03$, $df = 1/612$; $p<.05$) and the LS group ($F = 6.19$, $df = 1/612$; $p<.05$) differed significantly from the DI group in that both rated "recruit" higher on the fair side of the scale.

Table 172
Summary Of Analysis Of Variance On Interview Two For
Scale Six, Fair-Unfair

Source	df	MS	F	
Groups	2	2.17	.44	
HS vs LS	1	3.95	.81	
HS vs DI	1	.20	.04	
LS vs DI	1	2.36	.48	
Subjects	102	4.89		
Concepts	6	39.35	17.75	***
Concepts x Groups	12	10.09	4.55	***
HS vs LS (C 1)	1	27.66	12.48	***
HS vs DI (C 1)	1	40.13	18.10	***
LS vs DI (C 1)	1	1.16	.52	
HS vs LS (C 2)	1	2.06	.93	
HS vs DI (C 2)	1	5.16	2.33	
LS vs DI (C 2)	1	.70	.32	
HS vs LS (C 3)	1	.01	.01	
HS vs DI (C 3)	1	19.56	8.82	**
LS vs DI (C 3)	1	18.51	8.35	**
HS vs LS (C 4)	1	.70	.32	
HS vs DI (C 4)	1	4.13	1.86	
LS vs DI (C 4)	1	1.43	.64	
HS vs LS (C 5)	1	1.73	.78	
HS vs DI (C 5)	1	2.41	1.09	
LS vs DI (C 5)	1	8.23	3.71	
HS vs LS (C 6)	1	17.50	7.90	**
HS vs DI (C 6)	1	.23	.10	
LS vs DI (C 6)	1	13.73	6.19	*
HS vs LS (C 7)	1	.51	.23	
HS vs DI (C 7)	1	8.93	4.03	*
LS vs DI (C 7)	1	13.73	6.19	*
Error	612	2.22		
Total	734			

n = 35 Ss per group

In Table 173, a summary of the analysis of variance on interview three for scale six, fair-unfair, is presented. The analysis showed that there was no significant difference among groups ($F = .52$, $df = 2/612$; $p>.05$). There was, however, a significant difference among concepts ($F = 20.95$, $df = 6/612$; $p<.001$) and for the interaction term, concepts x groups ($F = 5.66$, $df = 12/612$; $p<.001$). As a result of the latter finding, individual comparisons were made.

On concept one, the HS group differed significantly from both the LS group ($F = 11.03$, $df = 1/612$; $p<.01$) and the DI group ($F = 20.85$, $df = 1/612$; $p<.001$) in that the HS group rated "DI" lower on the fair side of the scale.

On concept two, the HS group differed significantly ($F = 7.51$, $df = 1/612$; $p<.01$) from the DI group in that the former rated "bootcamp" lower on the fair side of the scale.

On concept three (see Table 173), the HS group ($F = 11/03$, $df = 1/612$; $p<.01$) and the LS group ($F = 12.75$, $df = 1/612$; $p<.001$) differed significantly from the DI group in that both rated "Marine Corps" higher on the fair side of the scale.

On concept five, the LS group differed significantly ($F = 4.66$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "Marine" higher on the fair side of the scale.

On concept six, the LS group differed significantly from the HS group ($F = 4.66$, $df = 1/612$; $p<.05$) and the DI group ($F = 7.06$, $df = 1/612$; $p<.01$) in that the LS group rated "most people" higher on the unfair side of the scale.

On concept seven, the HS group ($F = 4.66$, $df = 1/612$; $p<.01$) and the LS group ($F = 9.44$, $df = 1/612$; $p<.01$) differed significantly from

Table 173
Summary Of Analysis Of Variance On Interview Three For
Scale Six, Fair-Unfair

Source	df	MS	F	
Groups	2	2.91	.52	
HS vs LS	1	5.73	1.02	
HS vs DI	1	.90	.16	
LS vs DI	1	2.09	.37	
Subjects	102	5.59		
Concepts	6	43.41	20.95	***
Concepts x Groups	12	11.73	5.66	***
HS vs LS (C 1)	1	22.86	11.03	**
HS vs DI (C 1)	1	43.21	20.85	***
LS vs DI (C 1)	1	3.21	1.55	
HS vs LS (C 2)	1	6.30	3.04	
HS vs DI (C 2)	1	15.56	7.51	**
LS vs DI (C 2)	1	2.06	.99	
HS vs LS (C 3)	1	.13	.06	
HS vs DI (C 3)	1	22.86	11.03	**
LS vs DI (C 3)	1	26.41	12.75	***
HS vs LS (C 4)	1	.06	.03	
HS vs DI (C 4)	1	2.41	1.17	
LS vs DI (C 4)	1	3.21	1.55	
HS vs LS (C 5)	1	.51	.25	
HS vs DI (C 5)	1	5.71	2.76	
LS vs DI (C 5)	1	9.66	4.66	*
HS vs LS (C 6)	1	9.66	4.66	*
HS vs DI (C 6)	1	.51	.25	
LS vs DI (C 6)	1	14.63	7.06	**
HS vs LS (C 7)	1	1.73	.83	
HS vs DI (C 7)	1	9.66	4.66	*
LS vs DI (C 7)	1	19.56	9.44	**
Error	612	2.07		
Total	734			

n = 35 Ss per group

the DI group in that both rated "recruit" higher on the fair side of the scale.

Table 174 shows the summary of the analysis of variance on interview four for scale six, fair-unfair. An examination of the results showed that no significant difference existed among groups ($F = .32$, $df = 2/612$; $p>.05$). Among concepts, the main effect term, there was a significant difference ($F = 25.21$, $df = 6/612$; $p<.001$) as there was also for the interaction term, concepts x groups ($F = 3.66$, $df = 12/612$; $p<.001$). Because of the latter finding, individual comparisons were made.

On concept one, both the HS group ($F = 14.21$, $df = 1/612$; $p<.001$) and the LS group ($F = 16.09$, $df = 1/612$; $p<.001$) differed significantly from the DI group in that both rated "DI" higher on the fair side of the scale.

On concept three (see Table 174), the HS group ($F = 8.34$, $df = 1/612$; $p<.01$) and the LS group ($F = 7.88$, $df = 1/612$; $p<.01$) differed significantly from the DI group in that both had rated "Marine Corps" higher on the fair side of the scale.

On concept six, the LS group differed significantly ($F = 6.18$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "most people" lower on the fair side of the scale.

Table 175 contains the means of the three groups on the seven concepts over time for the scale, coward-hero.

In Table 176, a summary of the analysis of variance on interview one for scale seven, coward-hero, is presented. The results showed a significant difference among groups ($F = 3.67$, $df = 2/576$; $p<.05$). The results further showed that the LS group ($F = 7.26$, $df = 1/576$; $p<.01$) differed significantly from the HS group in that the former had rated

Table 174
Summary Of Analysis Of Variance On Interview Four For
Scale Six, Fair-Unfair

Source	df	MS	F	
Groups	2	2.03	.32	
HS vs LS	1	.02	.00	
HS vs DI	1	3.27	.52	
LS vs DI	1	2.79	.44	
Subjects	102	6.29		
Concepts	6	55.97	25.21	***
Concepts x Groups	12	8.13	3.66	***
HS vs LS (C 1)	1	.13	.06	
HS vs DI (C 1)	1	31.56	14.21	***
LS vs DI (C 1)	1	35.71	16.09	***
HS vs LS (C 2)	1	.13	.06	
HS vs DI (C 2)	1	4.63	2.08	
LS vs DI (C 2)	1	6.30	2.84	
HS vs LS (C 3)	1	.01	.01	
HS vs DI (C 3)	1	18.51	8.34	**
LS vs DI (C 3)	1	14.50	7.88	**
HS vs LS (C 4)	1	.06	.03	
HS vs DI (C 4)	1	.70	.32	
LS vs DI (C 4)	1	.36	.16	
HS vs LS (C 5)	1	.06	.03	
HS vs DI (C 5)	1	2.06	.93	
LS vs DI (C 5)	1	2.80	1.26	
HS vs LS (C 6)	1	1.73	.78	
HS vs DI (C 6)	1	5.71	2.57	
LS vs DI (C 6)	1	13.73	6.18	*
HS vs LS (C 7)	1	4.13	1.86	
HS vs DI (C 7)	1	.23	.10	
LS vs DI (C 7)	1	6.30	2.84	
Error	612	2.22		
Total	734			

n = 35 Ss per group

Table 175 contains the means of the three groups on the seven concepts over time for the scale, coward-hero.

Table 175
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Coward-Hero

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	4.67	4.70	5.12	4.49	4.88	4.06	4.73	4.66
	LS	5.82	5.15	6.00	5.18	5.76	4.15	4.09	5.17
	DI	5.79	4.82	5.88	5.73	5.52	4.00	3.00	4.96
Concept Mean		5.42	4.89	5.67	5.13	5.38	4.07	3.94	
2	HS	5.09	5.67	6.46	5.12	6.00	4.12	4.55	5.29
	LS	5.91	5.42	6.27	5.00	6.15	3.49	4.42	5.24
	DI	5.79	4.82	5.88	5.73	5.52	4.00	3.00	4.96
Concept Mean		5.60	5.30	6.20	5.28	5.89	3.87	3.99	
3	HS	5.30	5.24	6.09	5.06	5.85	3.73	4.30	5.08
	LS	5.97	5.27	6.18	5.24	5.91	3.88	4.97	5.35
	DI	5.79	4.82	5.88	5.73	5.52	4.00	3.00	4.96
Concept Mean		5.69	5.11	6.05	5.34	5.76	3.87	4.09	
4	HS	5.73	5.79	6.21	5.21	5.76	3.79	4.30	5.26
	LS	5.49	5.27	5.85	5.27	6.09	3.85	4.09	5.13
	DI	5.79	4.82	5.88	5.73	5.52	4.00	3.00	4.96
Concept Mean		5.67	5.29	5.98	5.40	5.79	3.88	3.80	

n = 33 Ss per group

Table 176
Summary Of Analysis Of Variance On Interview One For
Scale Seven, Coward-Hero

Source	df	MS	F	
Groups	2	14.72	3.67	*
HS vs LS	1	29.13	7.26	**
HS vs DI	1	10.31	2.57	
LS vs DI	1	4.78	1.19	
Subjects	96	4.01		
Concepts	6	45.46	33.80	***
Concepts x Groups	12	8.96	6.66	***
HS vs LS (C 1)	1	21.88	16.27	***
HS vs DI (C 1)	1	20.74	15.42	***
LS vs DI (C 1)	1	.02	.01	
HS vs LS (C 2)	1	3.41	2.53	
HS vs DI (C 2)	1	.24	.18	
LS vs DI (C 2)	1	1.83	1.36	
HS vs LS (C 3)	1	12.76	9.48	**
HS vs DI (C 3)	1	9.47	7.04	**
LS vs DI (C 3)	1	.24	.18	
HS vs LS (C 4)	1	8.02	5.96	*
HS vs DI (C 4)	1	25.47	18.94	***
LS vs DI (C 4)	1	4.91	3.65	
HS vs LS (C 5)	1	12.74	9.48	**
HS vs DI (C 5)	1	6.68	4.97	*
LS vs DI (C 5)	1	.97	.72	
HS vs LS (C 6)	1	.14	.10	
HS vs DI (C 6)	1	.06	.05	
LS vs DI (C 6)	1	.38	.28	
HS vs LS (C 7)	1	6.68	4.97	*
HS vs DI (C 7)	1	49.23	36.61	***
LS vs DI (C 7)	1	19.64	14.60	***
Error	576	1.35		
Total	692			

n = 33 Ss per group

The seven concepts higher overall on the hero side of the scale. There was also a significant difference among concepts ($F = 33.80$, $df = 1/576$; $p < .001$) as well as for the interaction term, concepts x groups ($F = 6.66$, $df = 12/576$; $p < .001$). As a consequence of the latter finding, individual comparisons were made.

On concept one, the HS group differed significantly from both the LS group ($F = 16.27$, $df = 1/576$; $p < .001$) and the DI group ($F = 15.43$, $df = 1/576$; $p < .001$) in that the HS group had rated "DI" lower on the hero side of the scale.

On concept three, the HS group differed significantly from both the LS group ($F = 9.48$, $df = 1/576$; $p < .01$) and the DI group ($F = 7.04$, $df = 1/576$; $p < .01$) in that the HS group had rated "Marine Corps" lower on the hero side of the scale.

Individual comparisons also showed that, on concept four, the HS group differed significantly from both the LS group ($F = 5.96$, $df = 1/576$; $p < .05$) and the DI group ($F = 18.94$, $df = 1/576$; $p < .001$) in that the HS group rated "myself" lower on the hero side of the scale.

On concept five, the HS group differed significantly from both the LS group ($F = 9.48$, $df = 1/576$; $p < .01$) and the DI group ($F = 4.97$, $df = 1/576$; $p < .05$) in that the HS group rated "Marine" lower on the hero side of the scale.

On concept seven, the HS group differed significantly from both the LS group ($F = 4.97$, $df = 1/576$; $p < .05$) and the DI group ($F = 36.61$, $df = 1/576$; $p < .001$) having rated "recruit" higher on the hero side of the scale.

Table 177 presents a summary of the analysis of variance on interview two for scale seven, coward-hero. The results showed that no significant difference existed among groups ($F = 2.01$, $df = 2/576$; $p > .05$).

Table 177
Summary Of Analysis Of Variance On Interview Two For
Scale Seven, Coward-Hero

Source	df	MS	F	
Groups	2	7.10	2.01	
HS vs LS	1	.26	.07	
HS vs DI	1	12.18	3.45	
LS vs DI	1	8.87	2.51	
Subjects	96	3.53		
Concepts	6	80.51	59.97	***
Concepts x Groups	12	7.55	5.62	***
HS vs LS (C 1)	1	11.05	8.23	**
HS vs DI (C 1)	1	8.02	5.97	*
LS vs DI (C 1)	1	.24	.18	
HS vs LS (C 2)	1	.97	.72	
HS vs DI (C 2)	1	11.88	8.25	**
LS vs DI (C 2)	1	6.06	4.51	*
HS vs LS (C 3)	1	.55	.41	
HS vs DI (C 3)	1	5.47	4.07	*
LS vs DI (C 3)	1	2.56	1.91	
HS vs LS (C 4)	1	.24	.18	
HS vs DI (C 4)	1	6.06	4.51	*
LS vs DI (C 4)	1	8.73	6.50	*
HS vs LS (C 5)	1	.38	.28	
HS vs DI (C 5)	1	3.88	2.89	
LS vs DI (C 5)	1	6.68	4.98	*
HS vs LS (C 6)	1	6.68	4.98	*
HS vs DI (C 6)	1	.24	.18	
LS vs DI (C 6)	1	4.38	3.26	
HS vs LS (C 7)	1	.24	.18	
HS vs DI (C 7)	1	39.41	29.36	***
LS vs DI (C 7)	1	33.47	24.93	***
Error	576	1.34		
Total	692			

n = 33 Ss per group

There was, however, a significant difference among concepts ($F = 59.97$, $df = 6/576$; $p<.001$) and on the interaction term, concepts x groups ($F = 5.62$, $df = 12/576$; $p<.001$). As a consequence of this latter finding, individual comparisons were made.

On concept one, the results showed that the HS group differed significantly from both the LS group ($F = 8.23$, $df = 1/576$; $p<.01$) and the DI group ($F = 5.97$, $df = 1/576$; $p<.05$) in that the HS group had rated "DI" lower on the hero side of the scale.

On concept two, the HS group ($F = 8.25$, $df = 1/576$; $p<.01$) and the LS group ($F = 4.51$, $df = 1/576$; $p<.05$) differed significantly from the DI group in that both rated "bootcamp" higher on the hero side of the scale.

Individual comparisons also showed that, on concept three, the HS group differed significantly ($F = 4.07$, $df = 1/576$; $p<.05$) from the DI group in that the former rated "Marine Corps" higher on the hero side of the scale.

On concept four, the HS group ($F = 4.51$, $df = 1/576$; $p<.05$) and the LS group ($F = 6.50$, $df = 1/576$; $p<.05$) differed significantly from the DI group in that both rated "myself" lower on the hero side of the scale.

On concept five, the LS group differed significantly ($F = 4.98$, $df = 1/576$; $p<.05$) from the DI group in that the former rated "Marine" higher on the hero side of the scale.

On concept six, the HS group differed significantly ($F = 4.98$, $df = 1/576$; $p<.05$) from the LS group in that the former rated "most people" higher on the hero side of the scale.

On concept seven, both the HS group ($F = 29.36$, $df = 1/576$; $p<.001$) and the LS group ($F = 24.93$, $df = 1/576$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the hero side of

the scale.

Table 178 shows the summary of the analysis of variance on interview three for scale seven, coward-hero. The results showed that there was no significant difference among groups ($F = 2.06$, $df = 2/576$; $p > .05$). There was a significant difference, however, among concepts ($F = 39.40$, $df = 6/576$; $p < .001$) and on the interaction term, concepts x groups ($F = 3.45$, $df = 12/576$; $p < .001$). Because of the latter finding individual comparisons were made.

On concept one, the HS group differed significantly ($F = 4.10$, $df = 1/576$; $p < .05$) from the LS group in that the former rated "DI" lower on the hero side of the scale.

On concept four, the HS group differed significantly ($F = 4.10$, $df = 1/576$; $p < .05$) from the DI group in that the former rated "myself" lower on the hero side of the scale.

On concept seven, the LS group differed significantly from both the HS group ($F = 4.10$, $df = 1/576$; $p < .05$) and the DI group ($F = 35.82$, $df = 1/576$; $p < .001$) in that the LS group rated "recruit" higher on the hero side of the scale. The HS group also differed significantly ($F = 15.68$, $df = 1/576$; $p < .001$) from the DI group on this concept in that the former rated "recruit" higher on the hero side of the scale. The DI group, that is, rated "recruit" lower than the other groups by having rated it toward the coward side of the scale. On the other hand, the LS group rated "recruit" significantly higher, than the other two groups on the hero side of the scale.

Table 179 presents a summary of the analysis of variance on interview four for scale seven, coward-hero. The analysis showed that there was no significant difference among groups ($F = 1.19$, $df = 2/576$; $p > .05$). A

Table 178
Summary Of Analysis Of Variance On Interview Three For
Scale Seven, Coward-Hero

Source	df	MS	F	
Groups	2	8.97	2.06	
HS vs LS	1	8.05	1.85	
HS vs DI	1	1.70	.39	
LS vs DI	1	17.15	3.93	
Subjects	96	4.36		
Concepts	6	70.42	39.40	***
Concepts x Groups	12	6.17	3.45	***
HS vs LS (C 1)	1	7.33	4.10	*
HS vs DI (C 1)	1	3.88	2.17	
LS vs DI (C 1)	1	.55	.31	
HS vs LS (C 2)	1	.02	.01	
HS vs DI (C 2)	1	2.97	1.66	
LS vs DI (C 2)	1	3.41	1.91	
HS vs LS (C 3)	1	.14	.08	
HS vs DI (C 3)	1	.74	.42	
LS vs DI (C 3)	1	1.52	.85	
HS vs LS (C 4)	1	.55	.31	
HS vs DI (C 4)	1	7.33	4.10	*
LS vs DI (C 4)	1	3.88	2.17	
HS vs LS (C 5)	1	.06	.03	
HS vs DI (C 5)	1	1.83	1.03	
LS vs DI (C 5)	1	2.56	1.43	
HS vs LS (C 6)	1	.38	.21	
HS vs DI (C 6)	1	1.23	.69	
LS vs DI (C 6)	1	.24	.14	
HS vs LS (C 7)	1	7.33	4.10	*
HS vs DI (C 7)	1	28.02	15.68	***
LS vs DI (C 7)	1	64.02	35.82	***
Error	576	1.79		
Total	692			

n = 33 Ss per group

Table 179
Summary Of Analysis Of Variance On Interview Four For
Scale Seven, Coward-Hero

Source	df	MS	F	
Groups	2	5.04	1.19	
HS vs LS	1	1.82	.43	
HS vs DI	1	10.01	2.36	
LS vs DI	1	3.29	.78	
Subjects	96	4.24		
Concepts	6	80.57	47.13	***
Concepts x Groups	12	4.47	2.61	**
HS vs LS (C 1)	1	.97	.57	
HS vs DI (C 1)	1	.06	.04	
LS vs DI (C 1)	1	1.52	.89	
HS vs LS (C 2)	1	4.38	2.56	
HS vs DI (C 2)	1	15.52	9.08	**
LS vs DI (C 2)	1	3.41	1.99	
HS vs LS (C 3)	1	2.18	1.28	
HS vs DI (C 3)	1	1.83	1.07	
LS vs DI (C 3)	1	.02	.01	
HS vs LS (C 4)	1	.06	.04	
HS vs DI (C 4)	1	4.38	2.56	
LS vs DI (C 4)	1	3.41	1.99	
HS vs LS (C 5)	1	1.83	1.07	
HS vs DI (C 5)	1	.97	.57	
LS vs DI (C 5)	1	5.47	3.20	
HS vs LS (C 6)	1	.06	.04	
HS vs DI (C 6)	1	.74	.43	
LS vs DI (C 6)	1	.38	.22	
HS vs LS (C 7)	1	.74	.43	
HS vs DI (C 7)	1	28.02	16.39	***
LS vs DI (C 7)	1	19.64	11.49	**
Error	576	1.71		
Total	692			

n = 33 Ss per group

significant difference was found, however, among concepts ($F = 47.13$, $df = 6/576$; $p<.001$) and on the interaction term, concepts x groups ($F = 2.61$, $df = 12/576$; $p<.01$). As a result on the latter finding, individual comparisons were made.

On concept two, the HS group differed significantly from the LS group ($F = 9.08$, $df = 1/576$; $p<.01$) in that the former rated "bootcamp" higher on the hero side of the scale.

Individual comparisons also showed that, on concept seven, the HS group ($F = 16.39$, $df = 1/576$; $p<.001$) and the LS group ($F = 11.49$, $df = 1/576$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the hero side of the scale.

In Table 180, the means of the three groups on the seven concepts overtime for the scale, kind-cruel, are presented.

Table 181 shows a summary of the analysis of variance on interview one for scale eight, kind-cruel. An examination of the results showed no significant difference among groups ($F = 1.45$, $df = 2/504$; $p>.05$). There was a significant difference among concepts ($F = 12.14$, $df = 6/504$; $p<.001$) and for the interaction term, concepts x groups ($F = 2.15$, $df = 12/504$; $p<.05$), however. Because of the latter finding, individual comparisons were made.

On concept four, the LS group differed significantly from the HS group ($F = 5.76$, $df = 1/504$; $p<.05$) and the DI group ($F = 14.03$, $df = 1/504$; $p<.001$) in that the LS group had rated "myself" higher on the kind side of the scale.

For concept seven, the HS group ($F = 13.32$, $df = 1/504$; $p<.001$) and the LS group ($F = 8.86$, $df = 1/504$; $p<.01$) differed significantly from the DI group in that both rated "recruit" higher on the kind side of the scale.

In Table 180, the means of the three groups on the seven concepts over time for the scale, kind-cruel, are presented.

Table 180
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Kind-Cruel

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	3.62	3.28	4.69	4.83	4.52	3.90	4.76	4.23
	LS	4.00	3.62	4.41	5.69	4.45	4.55	4.52	4.46
	DI	3.93	3.28	4.59	4.35	4.55	4.00	3.45	4.02
Concept Mean		3.85	3.39	4.56	4.95	4.51	4.15	4.24	
2	HS	3.28	2.86	4.79	4.97	4.66	4.38	4.14	4.15
	LS	4.45	3.69	4.97	5.66	4.62	4.04	4.55	4.57
	DI	3.93	3.28	4.59	4.35	4.55	4.00	3.45	4.02
Concept Mean		3.89	3.28	4.78	4.99	4.61	4.14	4.05	
3	HS	3.38	3.28	5.35	4.90	4.59	4.66	4.97	4.44
	LS	3.93	3.66	4.76	4.76	4.86	3.83	4.52	4.33
	DI	3.93	3.28	4.59	4.35	4.55	4.00	3.45	4.02
Concept Mean		3.75	3.40	4.90	4.67	4.67	4.16	4.31	
4	HS	3.62	3.76	5.28	5.17	5.17	4.07	4.52	4.51
	LS	3.41	3.93	4.90	5.31	5.10	3.59	4.21	4.40
	DI	3.93	3.28	4.59	4.35	4.55	4.00	3.45	4.02
Concept Mean		3.66	3.66	4.92	4.94	4.94	3.89	4.06	

n = 29 Ss per group

Table 181
Summary Of Analysis Of Variance On Interview One For
Scale Eight, Kind-Cruel

Source	df	MS	F	
Groups	2	9.99	1.45	
HS vs LS	1	5.68	.83	
HS vs DI	1	4.35	.63	
LS vs DI	1	19.95	2.90	
Subjects	84	6.87		
Concepts	6	22.70	12.14	***
Concepts x Groups	12	4.03	2.15	*
HS vs LS (C 1)	1	2.09	1.12	
HS vs DI (C 1)	1	1.40	.75	
LS vs DI (C 1)	1	.07	.04	
HS vs LS (C 2)	1	1.72	.92	
HS vs DI (C 2)	1	.00	.00	
LS vs DI (C 2)	1	1.72	.92	
HS vs LS (C 3)	1	1.10	.59	
HS vs DI (C 3)	1	.16	.08	
LS vs DI (C 3)	1	.43	.23	
HS vs LS (C 4)	1	10.78	5.76	*
HS vs DI (C 4)	1	3.38	1.81	
LS vs DI (C 4)	1	26.22	14.03	***
HS vs LS (C 5)	1	.07	.04	
HS vs DI (C 5)	1	.02	.01	
LS vs DI (C 5)	1	.16	.08	
HS vs LS (C 6)	1	6.22	3.33	
HS vs DI (C 6)	1	.16	.08	
LS vs DI (C 6)	1	4.14	2.36	
HS vs LS (C 7)	1	.85	.45	
HS vs DI (C 7)	1	24.90	13.32	***
LS vs DI (C 7)	1	16.57	8.86	**
Error	504	1.87		
Total	608			

n = 29 Ss per group

In Table 182, a summary of the analysis of variance on interview two for scale eight, kind-cruel, is presented. The analysis showed that there was no significant difference among groups ($F = 2.70$, $df = 2/504$; $p>.05$). However, there was a significant difference among concepts ($F = 15.80$, $df = 6/504$; $p<.001$) and for the interaction term, concepts x groups ($F = 1.94$, $df = 12/504$; $p<.05$). Consequently, individual comparisons were made.

Table 182 also showed that, on concept one, the HS group differed significantly ($F = 10.38$, $df = 1/504$; $p<.01$) from the LS group in that the former rated "DI" higher on the cruel side of the scale.

On concept two, the HS group differed significantly ($F = 5.17$, $df = 1/504$; $p<.05$) from the LS group in that the former rated "bootcamp" higher on the cruel side of the scale.

On concept four, the LS group differed significantly ($F = 12.96$, $df = 1/504$; $p<.001$) from the DI group in that the former rated "myself" higher on the kind side of the scale.

On concept seven, the LS group differed significantly ($F = 9.19$, $df = 1/504$; $p<.01$) from the DI group in that the former rated "recruit" higher on the kind side of the scale.

Table 183 shows a summary of the analysis of variance on interview three for scale eight, kind-cruel. The analysis showed that among groups there was no significant difference ($F = 1.55$, $df = 2/504$; $p>.05$). However, there was a significant difference ($F = 12.46$, $df = 6/504$; $p<.001$) among concepts as well as for the interaction term, concepts x groups ($F = 2.09$, $df = 12/504$; $p<.05$). Because of the latter finding, individual comparisons were made.

On concept three, the HS group differed significantly ($F = 4.10$, $df = 1/504$; $p<.05$) from the DI group in that the former had rated "Marine

Table 182
Summary Of Analysis Of Variance On Interview Two For
Scale Eight, Kind-Cruel

Source	df	MS	F	
Groups	2	1.65	2.70	
HS vs LS	1	17.38	2.84	
HS vs DI	1	1.80	.29	
LS vs DI	1	30.35	4.97	*
Subjects	84	6.11		
Concepts	6	30.35	15.80	***
Concepts x Groups	12	3.72	1.94	*
HS vs LS (C 1)	1	19.93	10.38	**
HS vs DI (C 1)	1	6.22	3.24	
LS vs DI (C 1)	1	3.88	2.02	
HS vs LS (C 2)	1	9.93	5.17	*
HS vs DI (C 2)	1	2.48	1.29	
LS vs DI (C 2)	1	2.48	1.29	
HS vs LS (C 3)	1	.43	.22	
HS vs DI (C 3)	1	.62	.32	
LS vs DI (C 3)	1	2.09	1.09	
HS vs LS (C 4)	1	6.90	3.59	
HS vs DI (C 4)	1	5.59	2.91	
LS vs DI (C 4)	1	24.90	12.96	***
HS vs LS (C 5)	1	.02	.01	
HS vs DI (C 5)	1	.16	.08	
LS vs DI (C 5)	1	.07	.04	
HS vs LS (C 6)	1	1.72	.90	
HS vs DI (C 6)	1	2.09	1.09	
LS vs DI (C 6)	1	.02	.01	
HS vs LS (C 7)	1	2.48	1.29	
HS vs DI (C 7)	1	6.90	3.59	
LS vs DI (C 7)	1	17.66	9.19	**
Error	504	1.92		
Total	608			

n = 29 Ss per group

Table 183
Summary Of Analysis Of Variance On Interview Three For
Scale Eight, Kind-Cruel

Source	df	MS	F	
Groups	2	9.77	1.55	
HS vs LS	1	1.30	.21	
HS vs DI	1	18.22	2.88	
LS vs DI	1	.00	.00	
Subjects	86	6.32		
Concepts	6	25.33	12.46	***
Concepts x Groups	12	4.26	2.09	*
HS vs LS (C 1)	1	4.41	2.17	
HS vs DI (C 1)	1	4.41	2.17	
LS vs DI (C 1)	1	.00	.00	
HS vs LS (C 2)	1	2.09	1.03	
HS vs DI (C 2)	1	.00	.00	
LS vs DI (C 2)	1	2.09	1.03	
HS vs LS (C 3)	1	4.98	2.45	
HS vs DI (C 3)	1	8.35	4.10	*
LS vs DI (C 3)	1	.43	.21	
HS vs LS (C 4)	1	.28	.14	
HS vs DI (C 4)	1	4.41	2.17	
LS vs DI (C 4)	1	2.48	1.22	
HS vs LS (C 5)	1	1.10	.54	
HS vs DI (C 5)	1	.02	.01	
LS vs DI (C 5)	1	1.40	.69	
HS vs LS (C 6)	1	9.93	4.88	*
HS vs DI (C 6)	1	6.62	3.06	
LS vs DI (C 6)	1	.43	.21	
HS vs LS (C 7)	1	2.91	1.43	
HS vs DI (C 7)	1	33.38	16.41	***
LS vs DI (C 7)	1	16.57	8.15	**
Error	504	2.03		
Total	608			

n = 29 Ss per group

Corps" higher on the kind side of the scale.

On concept six, the data showed that the HS group differed significantly ($F = 4.88$, $df = 1/504$; $p<.05$) from the LS group in that the former rated "most people" higher on the kind side of the scale.

Individual comparisons also showed that, on concept seven, the HS group ($F = 16.41$, $df = 1/504$; $p<.001$) and the LS group ($F = 8.15$, $df = 1/504$; $p<.01$) differed significantly from the DI group in that both had rated "recruit" higher on the kind side of the scale.

In Table 184, a summary of the analysis of variance on interview four for scale eight, kind-cruel, is presented. The analysis showed that no significant difference ($F = 1.84$, $df = 2/504$; $p>.05$) was found on the main effect, groups. Among the seven concepts, however, a significant difference ($F = 15.56$, $df = 6/504$; $p<.05$) was found. However, since no significant difference was found ($F = 1.42$, $df = 12/504$; $p>.05$) for the interaction term, concepts x groups, individual comparisons were not made.

TABLE 184

Summary Of Analysis Of Variance On Interview Four For Scale Eight Kind-Cruel

Source	df	MS	F
Groups	2	12.79	1.84
Subjects	84	6.95	
Concepts	6	32.94	15.56 ***
Concepts x Groups	12	3.00	1.42
Error	504	2.12	
Total	608		

n = 29 Ss per group

In Table 186, a summary of the analysis of variance on interview one for scale nine, strong-weak, is presented. The analysis showed that

Table 185 contains the means of the three groups on the seven concepts over time for the scale, strong-weak.

Table 185
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Strong-Weak

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	5.26	5.80	5.77	5.06	5.83	4.06	4.91	5.24
	LS	6.03	6.40	6.54	5.54	6.17	4.40	4.74	5.69
	DI	6.14	5.74	5.77	5.63	5.83	4.03	3.29	5.20
Concept Mean		5.81	5.98	6.03	5.41	5.94	4.16	4.31	
2	HS	5.63	6.43	6.66	5.54	6.57	4.23	4.63	5.67
	LS	6.17	6.40	6.57	5.66	6.63	3.63	4.66	5.67
	DI	6.14	5.74	5.77	5.63	5.83	4.03	3.29	5.20
Concept Mean		5.98	6.19	6.33	5.61	6.34	3.96	4.19	
3	HS	6.20	6.20	6.54	5.69	6.34	3.97	4.97	5.70
	LS	6.40	6.26	6.40	5.83	6.54	4.11	5.20	5.82
	DI	6.14	5.74	5.77	5.63	5.83	4.03	3.29	5.20
Concept Mean		6.25	6.07	6.24	5.71	6.24	4.04	4.49	
4	HS	6.17	6.29	6.37	6.06	6.20	4.11	3.91	5.59
	LS	5.74	5.74	6.31	5.69	5.69	3.51	4.29	5.32
	DI	6.14	5.74	5.77	5.63	5.83	4.03	3.29	5.20
Concept Mean		6.02	5.92	6.15	5.79	6.00	3.89	3.83	

n = 35 Ss per group

Table 186
Summary Of Analysis Of Variance On Interview One For
Scale Nine, Strong-Weak

Source	df	MS	F	
Groups	2	17.92	4.08	*
HS vs LS	1	24.69	5.63	*
HS vs DI	1	.17	.04	
LS vs DI	1	28.90	6.59	*
Subjects	102	4.39		
Concepts	6	68.31	49.21	***
Concepts x Groups	12	6.00	4.32	***
HS vs LS (C 1)	1	10.41	7.50	**
HS vs DI (C 1)	1	13.73	9.89	**
LS vs DI (C 1)	1	.23	.16	
HS vs LS (C 2)	1	6.30	4.54	*
HS vs DI (C 2)	1	.06	.04	
LS vs DI (C 2)	1	7.56	5.44	*
HS vs LS (C 3)	1	10.41	7.50	**
HS vs DI (C 3)	1	.00	.00	
LS vs DI (C 3)	1	10.41	7.50	**
HS vs LS (C 4)	1	4.13	2.97	
HS vs DI (C 4)	1	5.71	4.12	*
LS vs DI (C 4)	1	.13	.09	
HS vs LS (C 5)	1	2.06	1.48	
HS vs DI (C 5)	1	.00	.00	
LS vs DI (C 5)	1	2.06	1.48	
HS vs LS (C 6)	1	2.06	1.48	
HS vs DI (C 6)	1	.01	.01	
LS vs DI (C 6)	1	2.41	1.74	
HS vs LS (C 7)	1	.51	.37	
HS vs DI (C 7)	1	46.41	33.44	***
LS vs DI (C 7)	1	37.16	26.77	***
Error	612	1.39		
Total	734			

n = 35 Ss per group

there was a significant difference ($F = 4.08$, $df = 2/612$; $p<.05$) for the main effect, groups. The analysis further showed that the LS group differed significantly from both the HS group ($F = 5.63$, $df = 1/612$; $p<.05$) and the DI group ($F = 6.59$, $df = 1/612$; $p<.05$) in that the LS group rated the seven concepts higher overall on the strong side of the scale. Moreover, there was also a significant difference among concepts ($F = 49.21$, $df = 6/612$; $p<.001$) as well as for the interaction term, concepts x groups ($F = 4.32$, $df = 12/612$; $p<.001$). Individual comparisons were made, therefore, because of the latter finding.

On concept one, the HS group differed significantly from both the LS group ($F = 7.50$, $df = 1/612$; $p<.01$) and the DI group ($F = 9.89$, $df = 1/612$; $p<.01$) in that the HS group rated "DI" lower on the strong side of the scale.

On concept two, the LS group differed significantly from both the HS group ($F = 4.54$, $df = 1/612$; $p<.05$) and the DI group ($F = 5.44$, $df = 1/612$; $p<.05$) in that the LS group rated "bootcamp" higher on the strong side of the scale.

On concept three, the LS group differed significantly from both the HS group ($F = 7.50$, $df = 1/612$; $p<.01$) and the DI group ($F = 7.50$, $df = 1/612$; $p<.01$) in that the LS group rated "Marine Corps" higher on the strong side of the scale.

On concept four, the HS group differed significantly ($F = 4.12$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "myself" lower on the strong side of the scale.

On concept seven, the HS group ($F = 33.44$, $df = 1/612$; $p<.001$) and the LS group ($F = 26.77$, $df = 1/612$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the strong side of

the scale.

Table 187 shows the summary of the analysis of variance on interview two for scale nine, strong-weak. An examination of the results showed that there was a significant difference ($F = 4.99$, $df = 2/612$; $p < .01$) among groups. Both the HS group ($F = 7.42$, $df = 1/612$; $p < .01$) and the LS group ($F = 7.55$, $df = 1/612$; $p < .01$) differed significantly from the DI group in that both had rated the seven concepts higher overall on the strong side of the scale. A significant difference also existed among concepts ($F = 69.51$, $df = 6/612$; $p < .001$) and for the interaction term, concepts x groups ($F = 3.30$, $df = 12/612$; $p < .001$). As a result of the latter finding, individual comparisons were made.

On concept two, the individual comparisons showed that the HS group ($F = 5.27$, $df = 1/612$; $p < .05$) and the LS group ($F = 4.84$, $df = 1/612$; $p < .05$) both differed significantly from the DI group in that both rated "bootcamp" higher on the strong side of the scale.

On concept three, the HS group ($F = 8.79$, $df = 1/612$; $p < .01$) and the LS group ($F = 7.17$, $df = 1/612$; $p < .01$) differed significantly from the DI group in that both rated "Marine Corps" higher on the strong side of the scale.

Individual comparisons further showed, on concept five, that the HS group ($F = 6.18$, $df = 1/612$; $p < .05$) and the LS group ($F = 7.17$, $df = 1/612$; $p < .01$) differed significantly from the DI group in that both rated "Marine" higher on the strong side of the scale.

On concept six, the HS group differed significantly ($F = 4.03$, $df = 1/612$; $p < .05$) from the LS group in that the former rated "most people" higher on the strong side of the scale.

Table 187
Summary Of Analysis Of Variance On Interview Two For
Scale Nine, Strong-Weak

Source	df	MS	F	
Groups	2	17.84	4.99	**
HS vs LS	1	.00	.00	
HS vs DI	1	26.52	7.42	**
LS vs DI	1	26.99	7.55	**
Subjects	102	3.58		
Concepts	6	108.57	69.51	***
Concepts x Groups	12	5.15	3.30	***
HS vs LS (C 1)	1	5.16	3.30	
HS vs DI (C 1)	1	4.63	2.96	
LS vs DI (C 1)	1	.01	.01	
HS vs LS (C 2)	1	.01	.01	
HS vs DI (C 2)	1	8.23	5.27	*
LS vs DI (C 2)	1	7.56	4.84	*
HS vs LS (C 3)	1	.13	.08	
HS vs DI (C 3)	1	13.73	8.79	**
LS vs DI (C 3)	1	11.20	7.17	**
HS vs LS (C 4)	1	.23	.15	
HS vs DI (C 4)	1	.13	.08	
LS vs DI (C 4)	1	.01	.01	
HS vs LS (C 5)	1	.06	.04	
HS vs DI (C 5)	1	9.66	6.18	*
LS vs DI (C 5)	1	11.20	7.17	**
HS vs LS (C 6)	1	6.30	4.03	*
HS vs DI (C 6)	1	.70	.45	
LS vs DI (C 6)	1	2.80	1.79	
HS vs LS (C 7)	1	.01	.01	
HS vs DI (C 7)	1	31.56	20.20	***
LS vs DI (C 7)	1	32.91	21.07	***
Error	612	1.56		
Total	734			

n = 35 Ss per group

For concept seven, the individual comparisons showed that the HS group ($F = 20.20$, $df = 1/612$; $p < .001$) and the LS group ($F = 21.07$, $df = 1/612$; $p < .001$) differed significantly from the DI group in that both had rated "recruit" higher on the strong side of the scale.

In Table 188, a summary of the analysis of variance on interview three for scale nine, strong-weak, is presented. The analysis showed that there was no significant difference among groups ($F = 5.73$, $df = 2/612$; $p > .01$). Both the HS group ($F = 6.64$, $df = 1/612$; $p < .05$) and the LS group ($F = 10.17$, $df = 1/612$; $p < .01$) differed significantly from the DI group since both had rated the seven concepts higher overall on the strong side of the scale. The analysis further showed that there was a significant difference among concepts ($F = 53.3$, $df = 6/612$; $p < .001$) and also for the interaction term, concepts x group ($F = 2.59$, $df = 12/612$; $p < .01$). Consequently, because of the latter finding, individual comparisons were made.

On concept three, the HS group ($F = 6.06$, $df = 1/612$; $p < .05$) and the LS group ($F = 4.02$, $df = 1/612$; $p < .05$) differed significantly from the DI group in that both rated "Marine Corps" higher on the strong side of the scale.

Individual comparisons also showed that, on concept five, the LS group differed significantly ($F = 5.20$, $df = 1/612$; $p < .05$) from the DI group in that the former rated "Marine" higher on the strong side of the scale.

On concept seven, the HS group ($F = 29.95$, $df = 1/612$; $p < .001$) and the LS group ($F = 37.33$, $df = 1/612$; $p < .001$) differed significantly from the DI group in that both rated "recruit" higher on the strong side of the scale.

Table 188
Summary Of Analysis Of Variance On Interview Three For
Scale Nine, Strong-Weak

Source	df	MS	F	
Groups	2	26.21	5.73	**
HS vs LS	1	1.72	.38	
HS vs DI	1	30.38	6.64	*
LS vs DI	1	46.53	10.17	**
Subjects	102	4.57		
Concepts	6	89.98	52.38	***
Concepts x Groups	12	4.45	2.59	**
HS vs LS (C 1)	1	.70	.41	
HS vs DI (C 1)	1	.06	.03	
LS vs DI (C 1)	1	1.16	.67	
HS vs LS (C 2)	1	.06	.03	
HS vs DI (C 2)	1	3.66	2.13	
LS vs DI (C 2)	1	4.63	2.69	
HS vs LS (C 3)	1	.36	.21	
HS vs DI (C 3)	1	10.41	6.06	*
LS vs DI (C 3)	1	6.91	4.02	*
HS vs LS (C 4)	1	.36	.21	
HS vs DI (C 4)	1	.06	.03	
LS vs DI (C 4)	1	.70	.41	
HS vs LS (C 5)	1	.70	.41	
HS vs DI (C 5)	1	4.63	2.69	
LS vs DI (C 5)	1	8.93	5.20	*
HS vs LS (C 6)	1	.36	.21	
HS vs DI (C 6)	1	.06	.03	
LS vs DI (C 6)	1	.13	.07	
HS vs LS (C 7)	1	.91	.53	
HS vs DI (C 7)	1	49.73	29.95	***
LS vs DI (C 7)	1	64.13	37.33	***
Error	612	1.72		
Total	734			

n = 35 Ss per group

Table 189 shows a summary of the analysis of variance on interview four for scale nine, strong-weak. The analysis showed that there was no significant difference ($F = 1.60$, $df = 2/612$; $p>.05$) among groups. There was, however, a significant difference ($F = 68.76$, $df = 6/612$; $p<.001$) among concepts. For the interaction term, concepts x groups, the results showed no significant difference ($F = 1.57$, $df = 12/612$; $p>.05$) and, consequently, no individual comparisons were made.

TABLE 189

Summary Of Analysis Of Variance On Interview Four For Scale Nine Strong-Weak

Source	df	MS	F
Groups	2	9.46	1.60
Subjects	102	5.91	
Concepts	6	113.63	68.76 ***
Concepts x Groups	12	2.60	1.57
Error	612	1.65	
Total	734		

n = 35 Ss per group

In Table 191, a summary of the analysis of variance on interview one for scale ten, worthless-valuable, is presented. An examination of the results showed that there was a significant difference ($F = 4.53$, $df = 2/630$; $p<.05$) among groups. Individual comparisons showed that the HS group differed significantly ($F = 9.06$, $df = 1/630$; $p<.05$) from the LS group ($F = 9.06$, $df = 1/630$; $p<.01$) in that the former had rated the seven concepts lower overall on the valuable side of the scale. There was also a significant difference ($F = 40.06$, $6/630$; $p<.001$) among groups as well as for the interaction term, concepts x groups ($F = 4.79$, $df = 12/630$; $p<.01$). Therefore, as a result of the latter finding, individual

Table 190 contains the means of the three groups on the seven concepts over time for the scale, worthless-valuable.

Table 190
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Worthless-Valuable

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	5.11	5.69	5.83	4.61	5.33	4.33	4.75	5.10
	LS	5.92	6.33	6.28	5.58	6.08	4.64	4.92	5.68
	DI	6.25	5.83	6.11	6.06	5.83	3.86	3.81	5.39
Concept Mean		5.76	5.95	6.07	5.42	5.75	4.28	4.49	
2	HS	5.94	6.61	6.61	5.28	6.19	4.11	4.64	5.63
	LS	6.56	6.50	6.75	5.72	6.50	3.72	5.25	5.86
	DI	6.25	5.83	6.11	6.06	5.83	3.86	3.81	5.39
Concept Mean		6.25	6.32	6.49	5.69	6.18	3.90	4.57	
3	HS	6.19	6.28	6.47	5.39	6.28	4.53	4.56	5.67
	LS	6.25	6.58	6.44	5.92	6.53	4.58	5.61	5.99
	DI	6.25	5.83	6.11	6.06	5.83	3.86	3.81	5.39
Concept Mean		6.23	6.23	6.34	5.79	6.21	4.32	4.66	
4	HS	5.78	6.00	6.39	5.50	6.03	3.94	4.44	5.44
	LS	5.89	6.14	6.28	5.97	6.14	3.86	5.31	5.66
	DI	6.25	5.83	6.11	6.06	5.83	3.86	3.81	5.40
Concept Mean		5.97	5.99	6.26	5.84	6.00	3.89	4.52	

n = 36 Ss per group

Table 191
Summary Of Analysis Of Variance On Interview One For
Scale Ten, Worthless-Valuable

Source	df	MS	F	
Groups	2	21.44	4.53	*
HS vs LS	1	42.88	9.06	**
HS vs DI	1	11.16	2.36	
LS vs DI	1	10.29	2.17	
Subjects	105	4.73		
Concepts	6	55.77	40.06	***
Concepts x Groups	12	6.67	4.79	***
HS vs LS (C 1)	1	11.68	8.39	**
HS vs DI (C 1)	1	23.35	16.77	***
LS vs DI (C 1)	1	2.00	1.44	
HS vs LS (C 2)	1	7.35	5.28	*
HS vs DI (C 2)	1	.35	.25	
LS vs DI (C 2)	1	4.50	3.23	
HS vs LS (C 3)	1	3.56	2.55	
HS vs DI (C 3)	1	1.39	1.00	
LS vs DI (C 3)	1	.50	.36	
HS vs LS (C 4)	1	17.01	12.22	***
HS vs DI (C 4)	1	37.56	26.98	***
LS vs DI (C 4)	1	4.01	2.88	
HS vs LS (C 5)	1	10.13	7.27	**
HS vs DI (C 5)	1	4.50	3.23	
LS vs DI (C 5)	1	1.13	.81	
HS vs LS (C 6)	1	1.68	1.21	
HS vs DI (C 6)	1	4.01	2.88	
LS vs DI (C 6)	1	10.89	7.82	**
HS vs LS (C 7)	1	.50	.36	
HS vs DI (C 7)	1	16.06	11.53	***
LS vs DI (C 7)	1	22.22	15.96	***
Error	630	1.39		
Total	755			

n = 36 Ss per group

comparisons were made.

On concept one, the HS group differed significantly from the LS group ($F = 8.39$, $df = 1/630$; $p < .01$) and the DI group ($F = 16.77$, $df = 1/630$; $p < .001$) in that the HS group rated "DI" lower on the valuable side of the scale.

On concept two, the individual comparisons showed that the HS group differed significantly ($F = 5.28$, $df = 1/630$; $p < .05$) from the LS group in that the former rated "bootcamp" lower on the valuable side of the scale.

On concept four, the HS group differed significantly from both the LS group ($F = 12.22$, $df = 1/630$; $p < .001$) and the DI group ($F = 26.98$, $df = 1/630$; $p < .001$) in that the HS group rated "myself" lower on the valuable side of the scale.

On concept five, the HS group differed significantly ($F = 7.27$, $df = 1/630$; $p < .01$) from the LS group in that the former rated "Marine" lower on the valuable side of the scale.

On concept six, the results showed that the LS group differed significantly ($F = 7.82$, $df = 1/630$; $p < .01$) from the DI group in that the former rated "most people" higher on the valuable side of the scale.

On concept seven, the HS group ($F = 11.53$, $df = 1/630$; $p < .001$) and the LS group ($F = 15.96$, $df = 1/630$; $p < .001$) differed significantly from the DI group in that both rated "recruit" higher on the valuable side of the scale.

Table 192 shows the summary of the analysis of variance on interview two for scale ten, worthless-valuable. The analysis showed a significant differenc existed among groups ($F = 3.79$, $df = 2/630$; $p < .01$). The LS group differed significantly ($F = 7.58$, $df = 1/630$; $p < .01$) from the DI group in that the former had rated the seven concepts higher overall on

Table 192
Summary Of Analysis Of Variance On Interview Two For
Scale Ten, Worthless-Valuable

Source	df	MS	F	
Groups	2	13.58	3.79	*
HS vs LS	1	6.68	1.86	
HS vs DI	1	6.91	1.93	
LS vs DI	1	27.16	7.58	**
Subjects	105	3.58		
Concepts	6	108.52	73.63	***
Concepts x Groups	12	5.01	3.40	***
HS vs LS (C 1)	1	6.72	4.56	
HS vs DI (C 1)	1	1.68	1.14	
LS vs DI (C 1)	1	1.68	1.14	
HS vs LS (C 2)	1	.22	.15	
HS vs DI (C 2)	1	10.88	7.39	**
LS vs DI (C 2)	1	8.00	5.43	*
HS vs LS (C 3)	1	.35	.24	
HS vs DI (C 3)	1	4.50	3.05	
LS vs DI (C 3)	1	7.35	4.99	*
HS vs LS (C 4)	1	3.56	2.41	
HS vs DI (C 4)	1	10.89	7.39	*
LS vs DI (C 4)	1	2.00	1.36	
HS vs LS (C 5)	1	1.68	1.14	
HS vs DI (C 5)	1	2.35	1.59	
LS vs DI (C 5)	1	8.00	5.43	*
HS vs LS (C 6)	1	2.72	1.85	
HS vs DI (C 6)	1	1.13	.76	
LS vs DI (C 6)	1	.35	.24	
HS vs LS (C 7)	1	6.72	4.56	*
HS vs DI (C 7)	1	12.50	8.48	**
LS vs DI (C 7)	1	37.56	25.48	***
Error	630	1.47		
Total	755			

n = 36 Ss per group

the valuable side of the scale. The results also showed a significant difference ($F = 73.63$, $df = 6/630$; $p < .001$) among groups and for the interaction term, concepts x groups ($F = 3.40$, $df = 12/630$; $p < .001$). Because of the latter finding, individual comparisons were made.

On concept two, the HS group ($F = 7.39$, $df = 1/630$; $p < .01$) and the LS group ($F = 5.43$, $df = 1/630$; $p < .05$) significantly differed from the DI group in that both rated "bootcamp" higher on the valuable side of the scale.

On concept three, the LS group differed significantly ($F = 4.99$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "Marine Corps" higher on the valuable side of the scale.

Individual comparisons further showed that, on concept four, the HS group differed significantly ($F = 7.39$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "myself" lower on the valuable side of the scale.

On concept five, the LS group differed significantly ($F = 5.43$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "Marine" higher on the valuable side of the scale.

On concept seven, the LS group differed significantly from both the HS group ($F = 4.56$, $df = 1/630$; $p < .05$) and the DI group ($F = 25.48$, $df = 1/630$; $p < .001$) in that the LS group rated "recruit" higher on the valuable side of the scale. Moreover, the HS group rated the concept, "recruit", significantly higher ($F = 8.48$, $df = 1/630$; $p < .01$) on the valuable side of the scale than did the DI group.

In Table 193, a summary of the analysis of variance on interview three for scale ten, worthless-valuable, is presented. The analysis showed

Table 193
Summary Of Analysis Of Variance On Interview Three For
Scale Ten, Worthless-Valuable

Source	df	MS	F	
Groups	2	22.36	5.47	**
HS vs LS	1	12.70	3.11	
HS vs DI	1	9.72	2.38	
LS vs DI	1	44.64	10.92	**
Subjects	105	4.09		
Concepts	6	76.09	48.04	***
Concepts x Groups	12	4.77	3.01	***
HS vs LS (C 1)	1	.06	.04	
HS vs DI (C 1)	1	.06	.04	
LS vs DI (C 1)	1	.00	.00	
HS vs LS (C 2)	1	1.68	1.06	
HS vs DI (C 2)	1	3.56	2.25	
LS vs DI (C 2)	1	10.13	6.39	*
HS vs LS (C 3)	1	.01	.01	
HS vs DI (C 3)	1	2.34	1.48	
LS vs DI (C 3)	1	2.00	1.26	
HS vs LS (C 4)	1	5.01	3.17	
HS vs DI (C 4)	1	8.00	5.05	*
LS vs DI (C 4)	1	.35	.22	
HS vs LS (C 5)	1	1.13	.71	
HS vs DI (C 5)	1	3.56	2.25	
LS vs DI (C 5)	1	8.68	5.48	*
HS vs LS (C 6)	1	.06	.04	
HS vs DI (C 6)	1	8.00	5.05	*
LS vs DI (C 6)	1	9.39	5.93	*
HS vs LS (C 7)	1	20.06	12.66	***
HS vs DI (C 7)	1	10.13	6.39	*
LS vs DI (C 7)	1	58.68	37.05	***
Error	630	1.58		
Total	755			

n = 36 Ss per group

that there was a significant difference ($F = 5.47$, $df = 2/630$; $p < .01$) among group. The LS group differed significantly ($F = 10.92$, $df = 1/630$; $p < .01$) from the DI group in that the LS group had rated the seven concepts higher overall on the valuable side of the scale. The results also showed a significant difference ($F = 48.04$, $df = 6/630$; $p < .001$) among concepts as well as for the interaction term, concepts x group ($F = 3.01$, $df = 12/630$; $p < .001$). Because of the latter finding, individual comparisons were made.

On concept two, the LS group differed significantly ($F = 6.39$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "bootcamp" higher on the valuable side of the scale.

Individual comparisons further showed that, on concept four, the HS group differed significantly ($F = 5.05$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "myself" lower on the valuable side of the scale.

On concept five, the individual comparisons showed that the LS group differed significantly ($F = 5.48$, $df = 1/630$; $p < .05$) from the DI group in that the former rated "Marine" higher on the valuable side of the scale.

On concept six, the results showed that the HS group ($F = 5.05$, $df = 1/630$; $p < .05$) and the LS group ($F = 5.93$, $df = 1/630$; $p < .05$) differed significantly from the DI group in that both rated "most people" higher on the valuable side of the scale.

On concept seven, the LS group differed significantly from both the HS group ($F = 12.66$, $df = 1/630$; $p < .001$) and the DI group ($F = 6.39$, $df = 1/630$; $p < .05$) in that the LS group rated "recruit" higher on the valuable side of the scale. Moreover, the HS group also differed significantly ($F = 37.05$, $df = 1/630$; $p < .001$) from the DI group in that the HS group rated "recruit" higher on the valuable side of the scale.

Table 194 shows the summary of the analysis of variance on interview four for scale ten, worthless-valuable. The results showed no significant difference ($F = .88$, $df = 2/630$; $p > .05$) among groups. Among concepts, however, a significant difference was found ($F = 54.97$, $df = 6/630$; $p < .001$). In addition, the interaction term, concepts x groups, also showed a significent difference ($F = 2.40$, $df = 12/630$; $p < .01$) and, consequently, individual comparisons were made.

On concept seven, the individual comparisons showed that the HS group ($F = 4.52$, $df = 1/630$; $p < .05$) and the LS group ($F = 24.90$, $df = 1/630$; $p < .001$) significantly differed from the DI group in that both had rated "recruit" higher on the valuable side of the scale. Moreover, the HS group differed significantly ($F = 8.21$, $df = 1/630$; $p < .01$) from the LS group in that the former rated "recruit" lower on the valuable side of the scale.

In Table 195, the means of the three groups on the seven concepts over time for the scale, sincere-insincere, are presented.

Table 196 shows a summary of the analysis of variance on interview one for scale eleven, sincere-insincere. The results showed no significant difference ($F = 1.05$, $df = 2/612$; $p > .05$) among groups. There was a significant difference ($F = 26.50$, $df = 6/612$; $p < .001$), however, among the seven concepts. In addition, the interaction term, concepts x groups, also showed a significant difference ($F = 3.37$, $df = 12/612$; $p < .001$). As a result of this latter finding, individual comparisons were made.

On concept one, the HS group ($F = 9.92$, $df = 1/612$; $p < .01$).and the LS group ($F = 9.92$, $df = 1/612$; $p < .01$) differed significantly from the DI group in that both rated "DI" lower on the sincere side of the scale.

On Concept three, the HS group differed significantly ($F = 6.16$, $df = 1/612$; $p < .05$) from the LS group in that the former rated "Marine

Table 194
Summary Of Analysis Of Variance On Interview Four For
Scale Ten, Worthless-Valuable

Source	df	MS	F	
Groups	2	4.91	.88	
HS vs LS	1	5.79	1.04	
HS vs DI	1	.29	.05	
LS vs DI	1	8.64	1.55	
Subjects	105	5.58		
Concepts	6	89.40	54.97	***
Concepts x Groups	12	3.90	2.40	**
HS vs LS (C 1)	1	.22	.14	
HS vs DI (C 1)	1	4.01	2.47	
LS vs DI (C 1)	1	2.35	1.44	
HS vs LS (C 2)	1	.35	.21	
HS vs DI (C 2)	1	.50	.31	
LS vs DI (C 2)	1	1.68	1.03	
HS vs LS (C 3)	1	.22	.14	
HS vs DI (C 3)	1	1.39	.85	
LS vs DI (C 3)	1	.50	.31	
HS vs LS (C 4)	1	4.01	2.47	
HS vs DI (C 4)	1	5.56	3.42	
LS vs DI (C 4)	1	.13	.08	
HS vs LS (C 5)	1	.22	.14	
HS vs DI (C 5)	1	.68	.42	
LS vs DI (C 5)	1	1.68	1.03	
HS vs LS (C 6)	1	.13	.08	
HS vs DI (C 6)	1	.13	.08	
LS vs DI (C 6)	1	.00	.00	
HS vs LS (C 7)	1	13.35	8.21	**
HS vs DI (C 7)	1	7.35	4.52	*
LS vs DI (C 7)	1	45.50	24.90	***
Error	630	1.63		
Total	755			

n = 36 Ss per group

In Table 195, the means of the three groups on the seven concepts over time for the scale, sincere-insincere, are presented.

Table 195
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Sincere-Insincere

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	5.14	4.94	5.34	5.14	5.31	4.23	4.80	4.99
	LS	5.14	5.29	6.09	5.77	5.34	4.06	4.43	5.16
	DI	6.09	5.43	5.60	6.20	5.80	4.23	3.86	5.31
Concept Mean		5.46	5.22	5.68	5.71	5.49	4.17	4.36	
2	HS	5.43	5.66	5.97	5.71	5.91	4.20	5.03	5.42
	LS	5.83	5.63	5.86	5.57	5.77	3.89	4.43	5.28
	DI	6.09	5.43	5.60	6.20	5.80	4.23	3.86	5.31
Concept Mean		5.78	5.57	5.81	5.83	5.83	4.11	4.44	
3	HS	5.54	5.63	5.74	5.57	5.80	4.31	4.69	5.33
	LS	5.49	5.46	5.71	5.77	5.54	4.03	4.94	5.28
	DI	6.09	5.43	5.60	6.20	5.80	4.23	3.86	5.31
Concept Mean		5.71	5.51	5.69	5.85	5.71	4.19	4.50	
4	HS	5.37	5.71	5.91	5.71	5.63	3.83	4.34	5.22
	LS	5.06	4.94	5.71	5.29	5.34	3.77	4.20	4.90
	DI	6.09	5.43	5.60	6.20	5.80	4.23	3.86	5.31
Concept Mean		5.51	5.36	5.74	5.73	5.59	3.94	4.13	

n = 35 Ss per group

Table 196
Summary Of Analysis Of Variance On Interview One For
Scale Eleven, Sincere-Insincere

Source	df	MS	F	
Groups	2	6.54	1.05	
HS vs LS	1	3.60	.58	
HS vs DI	1	13.06	2.10	
LS vs DI	1	2.95	.47	
Subjects	102	6.21		
Concepts	6	41.56	26.50	***
Concepts x Groups	12	5.29	3.37	***
HS vs LS (C 1)	1	.00	.00	
HS vs DI (C 1)	1	15.56	9.92	**
LS vs DI (C 1)	1	15.56	9.92	**
HS vs LS (C 2)	1	2.06	1.31	
HS vs DI (C 2)	1	4.13	2.63	
LS vs DI (C 2)	1	.36	.23	
HS vs LS (C 3)	1	9.66	6.16	*
HS vs DI (C 3)	1	1.16	.74	
LS vs DI (C 3)	1	4.13	2.63	
HS vs LS (C 4)	1	6.91	4.41	*
HS vs DI (C 4)	1	19.56	12.47	***
LS vs DI (C 4)	1	3.21	2.05	
HS vs LS (C 5)	1	.01	.01	
HS vs DI (C 5)	1	4.13	2.63	
LS vs DI (C 5)	1	3.66	2.33	
HS vs LS (C 6)	1	.51	.33	
HS vs DI (C 6)	1	.00	.00	
LS vs DI (C 6)	1	.51	.33	
HS vs LS (C 7)	1	2.41	1.54	
HS vs DI (C 7)	1	15.56	9.92	**
LS vs DI (C 7)	1	5.71	3.64	
Error	612	1.57		
Total	734			

n = 35 Ss per group

Corps" lower on the sincere side of the scale.

Individual comparisons also showed that, on concept four, the HS group differed significantly from both the LS group ($F = 4.41$, $df = 1/612$; $p<.05$) and the DI group ($F = 12.47$, $df = 1/612$; $p<.001$) in that the HS group rated "myself" on the sincere side of the scale.

On concept seven, the results showed that the HS group differed significantly ($F = 9.92$, $df = 1/612$; $p<.01$) from the DI group in that the former rated "recruit" higher on the sincere side of the scale.

In Table 197, a summary of the analysis of variance on interview two for scale eleven, sincere-insincere, is presented. The results showed no significant difference ($F = .19$, $df = 2/612$; $p>.05$) among groups. However, there was a significant difference ($F = 32.58$, $df = 6/612$; $p<.001$) among concepts as well as for the interaction term, concepts x groups ($F = 2.05$, $df = 12/612$; $p < .05$). As a consequence of the latter finding, individual comparisons were made.

The comparisons showed that the HS group differed significantly ($F = 4.28$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "DI" lower on the sincere side of the scale, on concept one.

On concept four, the LS group differed significantly ($F = 3.92$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "myself" lower on the sincere side of the scale.

On concept seven, the HS group differed significantly ($F = 13.61$, $df = 1/612$; $p<.001$) from the DI group in that the former rated "recruit" higher on the sincere side of the scale.

Table 198 presents a summary of the analysis of variance on interview three for scale eleven, sincere-insincere. The results showed that there was no significant difference ($F = .02$, $df = 2/612$; $p>.05$) among groups.

Table 197
Summary Of Analysis Of Variance On Interview Two For
Scale Eleven, Sincere-Insincere

Source	df	MS	F	
Groups	2	1.21	.19	
HS vs LS	1	2.22	.35	
HS vs DI	1	1.28	.20	
LS vs DI	1	.13	.02	
Subjects	102	.63		
Concepts	6	57.49	32.58	***
Concepts x Groups	12	3.62	2.05	*
HS vs LS (C 1)	1	2.80	1.59	
HS vs DI (C 1)	1	7.56	4.28	*
LS vs DI (C 1)	1	1.16	.66	
HS vs LS (C 2)	1	.01	.01	
HS vs DI (C 2)	1	.91	.52	
LS vs DI (C 2)	1	.70	.40	
HS vs LS (C 3)	1	.23	.13	
HS vs DI (C 3)	1	2.41	1.37	
LS vs DI (C 3)	1	1.16	.66	
HS vs LS (C 4)	1	.36	.20	
HS vs DI (C 4)	1	4.13	2.34	
LS vs DI (C 4)	1	6.91	3.92	*
HS vs LS (C 5)	1	.36	.20	
HS vs DI (C 5)	1	.23	.13	
LS vs DI (C 5)	1	.01	.01	
HS vs LS (C 6)	1	1.73	.98	
HS vs DI (C 6)	1	.01	.01	
LS vs DI (C 6)	1	2.06	1.17	
HS vs LS (C 7)	1	6.30	3.57	
HS vs DI (C 7)	1	24.01	13.61	***
LS vs DI (C 7)	1	5.71	3.24	
Error	612	1.77		
Total	734			

n = 35 Ss per group

Table 198
Summary Of Analysis Of Variance On Interview Three For
Scale Eleven, Sincere-Insincere

Source	df	MS	F	
Groups	2	.16	.02	
HS vs LS	1	.29	.04	
HS vs DI	1	.18	.00	
LS vs DI	1	.17	.02	
Subjects	102	7.63		
Concepts	6	47.33	29.54	***
Concepts x Groups	12	3.45	2.15	*
HS vs LS (C 1)	1	.06	.04	
HS vs DI (C 1)	1	5.16	3.22	
LS vs DI (C 1)	1	6.30	3.93	
HS vs LS (C 2)	1	.51	.32	
HS vs DI (C 2)	1	.70	.44	
LS vs DI (C 2)	1	.01	.01	
HS vs LS (C 3)	1	.01	.01	
HS vs DI (C 3)	1	.36	.22	
LS vs DI (C 3)	1	.23	.14	
HS vs LS (C 4)	1	.70	.44	
HS vs DI (C 4)	1	6.91	4.32	*
LS vs DI (C 4)	1	3.21	2.01	
HS vs LS (C 5)	1	1.16	.72	
HS vs DI (C 5)	1	.00	.00	
LS vs DI (C 5)	1	1.16	.72	
HS vs LS (C 6)	1	1.43	.89	
HS vs DI (C 6)	1	.13	.08	
LS vs DI (C 6)	1	.70	.44	
HS vs LS (C 7)	1	1.16	.72	
HS vs DI (C 7)	1	12.01	7.50	**
LS vs DI (C 7)	1	20.63	12.87	***
Error	612	1.60		
Total	734			

n = 35 Ss per group

There was, however a significant difference ($F = 29.54$, $df = 6/612$; $p<.001$) among concepts and for the interaction term, concepts x groups ($F = 2.15$, $df = 12/612$; $p<.05$). Because of the latter finding, individual comparisons were made.

The comparisons showed that, on concept one, the LS group differed significantly ($F = 3.93$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "DI" lower on the sincere side of the scale.

On concept four, the HS group differed significantly ($F = 4.32$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "myself" lower on the sincere side of the scale.

On concept seven, both the HS group ($F = 7.50$, $df = 1/612$; $p<.01$) and the LS group ($F = 12.87$, $df = 1/612$; $p<.001$) differed significantly from the DI group in that both rated "recruit" higher on the sincere side of the scale.

In Table 199, a summary of the analysis of variance on interview four for scale eleven, sincere-insincere, is presented. The results showed that the only significant overall F value was found among concepts ($F = 32.89$, $df = 6/612$; $p<.001$). Consequently, no individual comparisons were made.

TABLE 199

Summary Of Analysis Of Variance On Interview Four For Scale Eleven Sincere-Insincere

Source	df	MS	F
Groups	2	11.37	1.74
Subjects	102	6.53	
Concepts	6	62.07	32.89 ***
Concepts x Groups	12	3.02	1.60
Error	612	1.89	
Total	734		

n = 35 Ss per group

Table 200 contains the means of the groups on the seven concepts over time for the scale, immoral-moral.

In Table 201, a summary of the analysis of variance on interview one for scale twelve, immoral-moral, is presented. The results showed no overall significant F value for any of the main effects or the interaction term.

Table 202 presents the summary table of the analysis of variance on interview two for scale twelve, immoral-moral. The only overall significant F value was among concepts ($F = 4.73$, $df = 6/540$; $p < .001$).

In Table 203, a summary of the analysis of variance on interview three for scale twelve, immoral-moral, is presented. The only overall significant F value was among concepts ($F = 3.21$, $df = 6/540$; $p < .01$).

Table 204 presents the summary of the analysis of variance on interview four for scale twelve, immoral-moral. The only overall significant F value was among concepts ($F = 5.06$, $df = 6/540$; $p < .001$).

Table 206 shows the summary of the analysis of variance on interview one for scale thirteen, pleasant-painful. The results showed that there was no significant difference ($F = .77$, $df = 2/612$; $p > .05$) among groups. However, there was a significant difference ($F = 32.49$, $df = 6/612$; $p < .001$) among concepts as well as for the interaction term, concepts x groups ($F = 3.02$, $df = 12/612$; $p < .001$). As a consequence of the latter finding, individual comparisons were made.

On concept one, the comparisons showed that the HS group differed significantly ($F = 6.06$, $df = 1/612$; $p < .05$) from the DI group in that the former rated "DI" higher on the painful side of the scale.

On concept two, the LS group differed significantly ($F = 6.06$, $df = 1/612$; $p < .05$) from the DI group in that the former rated "bootcamp" higher

Table 200 contains the means of the groups on the seven concepts over time for the scale, immoral-moral.

Table 200
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Immoral-Moral

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group
1	HS	4.65	4.58	4.84	4.52	4.68	4.61	4.65	4.65
	LS	4.90	4.77	5.00	5.16	4.81	4.23	4.55	4.77
	DI	4.61	4.94	4.65	4.61	4.45	4.48	4.03	4.54
Concept Mean		4.72	4.76	4.83	4.76	4.65	4.44	4.41	
2	HS	4.26	4.52	5.03	5.03	5.00	3.94	4.32	4.59
	LS	5.19	4.97	4.97	4.90	4.94	3.84	4.58	4.77
	DI	4.61	4.94	4.65	4.61	4.45	4.48	4.03	4.54
Concept Mean		4.69	4.81	4.88	4.85	4.80	4.09	4.31	
3	HS	4.52	4.61	5.03	5.10	4.97	4.19	4.68	4.73
	LS	4.55	4.36	4.65	4.61	5.07	3.65	4.39	4.47
	DI	4.61	4.94	4.65	4.61	4.45	4.48	4.03	4.54
Concept Mean		4.56	4.63	4.77	4.77	4.83	4.11	4.37	
4	HS	4.36	4.55	5.16	5.13	4.61	4.23	4.58	4.66
	LS	3.84	4.39	5.10	5.00	4.77	3.65	4.07	4.40
	DI	4.61	4.94	4.65	4.61	4.45	4.48	4.03	4.54
Concept Mean		4.27	4.62	4.97	4.91	4.61	4.12	4.23	

n = 31 Ss per group

Table 201
Summary Of Analysis Of Variance On Interview One For
Scale Twelve, Immoral-Moral

Source	df	MS	F
Groups	2	3.01	.31
Subjects	90	9.57	
Concepts	6	3.55	1.56
Concepts x Groups	12	1.51	.93
Error	540	1.63	
Total	650		

n = 31 Ss per group

Table 202
Summary Of Analysis Of Variance On Interview Two For
Scale Twelve, Immoral-Moral

Source	df	MS	F
Groups	2	3.23	.25
Subjects	90	12.75	
Concepts	6	8.85	4.73 ***
Concepts x Groups	12	2.88	1.54
Error	540	1.87	
Total	650		

n = 31 Ss per group

Table 203
Summary Of Analysis Of Variance On Interview Three For
Scale Twelve, Immoral-Moral

Source	df	MS	F	
Group	2	3.98	.33	
Subjects	90	12.22		
Concepts	6	6.35	3.21	**
Concepts x Groups	12	2.49	1.25	
Error	540	1.98		
Total	650			

n = 31 Ss per group

Table 204
Summary Of Analysis Of Variance On Interview Four For
Scale Twelve, Immoral-Moral

Source	df	MS	F	
Groups	2	3.62	.31	
Subjects	90	11.54		
Concepts	6	10.62	5.06	***
Concepts x Groups	12	2.97	1.42	
Error	540	2.10		
Total	650			

n = 31 Ss per group

In Table 205, the means of the three groups on the seven concepts over time for the scale, pleasant-painful, are presented.

Table 205
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Pleasant-Painful

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	2.97	2.43	3.80	4.86	3.80	4.37	4.37	3.80
	LS	3.80	2.20	4.29	5.46	4.40	4.20	4.17	4.07
	DI	3.57	3.03	4.86	4.83	4.11	4.29	3.34	4.00
Concept Mean		3.45	2.55	4.31	5.05	4.11	4.29	3.96	
2	HS	3.23	2.11	4.06	4.89	4.37	3.94	3.74	3.77
	LS	4.34	3.03	4.34	5.23	4.83	3.71	4.20	4.24
	DI	3.57	3.03	4.86	4.83	4.11	4.29	3.34	4.00
Concept Mean		3.71	2.72	4.43	4.98	4.44	3.98	3.76	
3	HS	3.09	2.43	4.14	5.14	4.74	4.80	4.23	4.08
	LS	3.94	3.20	4.14	4.40	4.34	3.97	3.86	3.98
	DI	3.57	3.03	4.86	4.83	4.11	4.29	3.34	4.00
Concept Mean		3.53	2.89	4.38	4.79	4.40	4.35	3.81	
4	HS	3.86	2.94	4.94	5.51	4.77	3.86	3.83	4.25
	LS	3.77	3.23	4.40	4.91	4.69	4.29	4.17	4.21
	DI	3.47	3.03	4.86	4.83	4.11	4.29	3.34	4.00
Concept Mean		3.73	3.07	4.73	5.09	4.52	4.14	3.78	

n = 35 Ss per group

Table 206
Summary Of Analysis Of Variance On Interview One For
Scale Thirteen, Pleasant-Painful

Source	df	MS	F	
Groups	2	4.95	.77	
HS vs LS	1	9.16	1.43	
HS vs DI	1	5.10	.80	
LS vs DI	1	.59	.09	
Subjects	102	6.41		
Concepts	6	64.39	32.49	***
Concepts x Groups	12	5.98	3.02	***
HS vs LS (C 1)	1	12.01	6.06	*
HS vs DI (C 1)	1	6.30	3.18	
LS vs DI (C 1)	1	.91	.46	
HS vs LS (C 2)	1	.91	.46	
HS vs DI (C 2)	1	6.30	3.18	
LS vs DI (C 2)	1	12.01	6.06	*
HS vs LS (C 3)	1	4.13	2.08	
HS vs DI (C 3)	1	19.56	9.87	**
LS vs DI (C 3)	1	5.71	2.86	
HS vs LS (C 4)	1	6.30	3.18	
HS vs DI (C 4)	1	.01	.01	
LS vs DI (C 4)	1	6.91	3.49	
HS vs LS (C 5)	1	6.30	3.18	
HS vs DI (C 5)	1	1.73	.87	
LS vs DI (C 5)	1	1.43	.72	
HS vs LS (C 6)	1	.51	.26	
HS vs DI (C 6)	1	.13	.06	
LS vs DI (C 6)	1	.13	.06	
HS vs LS (C 7)	1	.70	.35	
HS vs DI (C 7)	1	18.51	9.34	**
LS vs DI (C 7)	1	12.01	6.06	*
Error	612	1.98		
Total	734			

n = 35 Ss per group

on the painful side of the scale.

On concept three, the results showed that the HS group differed significantly ($F = 9.87$, $df = 1/612$; $p<.01$) from the DI group in that the former rated "Marine Corps" higher on the painful side of the scale.

On concept seven, the HS group ($F = 9.34$, $df = 1/612$; $p<.01$) and the LS group ($F = 6.06$, $df = 1/612$; $p<.05$) differed significantly from the DI group in that both rated "recruit" higher on the pleasant side of the scale.

In Table 207, a summary of the analysis of variance on interview two for scale thirteen, pleasant-painful, is presented. The results showed that there was no significant difference ($F = 1.91$, $df = 2/612$; $p<.05$) among groups. However, for the main effect, concepts, there was a significant difference ($F = 25.06$, $df = 6/612$; $p<.001$). Moreover, the analysis showed that the interaction term, concepts x groups, was also significantly different ($F = 2.18$, $df = 12/612$; $p<.05$). As a result of the latter finding, individual comparisons were made.

The individual comparisons showed that, on concept one, the LS group differed significantly from the HS group ($F = 10.02$, $df = 1/612$; $p<.01$) and the DI group ($F = 4.80$, $df = 1/612$; $p<.05$) in that the LS group rated "DI" higher on the pleasant side of the scale.

On concept two, the HS group differed significantly from the LS group ($F = 6.75$, $df = 1/612$; $p<.01$) and the DI group ($F = 6.75$, $df = 1/612$; $p<.01$) in that the HS group rated "bootcamp" higher on the painful side of the scale.

On concept three, the results showed that the HS group differed significantly ($F = 4.80$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "Marine Corps" lower on the pleasant side of the scale.

On concept five, the LS group differed significantly ($F = 4.12$,

Table 207
Summary Of Analysis Of Variance On Interview Two For
Scale Thirteen, Pleasant-Painful

Source	df	MS	F	
Groups	2	13.73	1.91	
HS vs LS	1	27.46	3.82	
HS vs DI	1	6.87	.95	
LS vs DI	1	6.87	.95	
Subjects	102	7.19		
Concepts	6	54.34	25.06	***
Concepts x Groups	12	4.73	2.18	*
HS vs LS (C 1)	1	21.73	10.02	**
HS vs DI (C 1)	1	2.06	.95	
LS vs DI (C 1)	1	10.41	4.80	*
HS vs LS (C 2)	1	14.63	6.75	**
HS vs DI (C 2)	1	14.63	6.75	**
LS vs DI (C 2)	1	.00	.00	
HS vs LS (C 3)	1	1.16	.53	
HS vs DI (C 3)	1	10.41	4.80	*
LS vs DI (C 3)	1	4.63	2.13	
HS vs LS (C 4)	1	2.06	.95	
HS vs DI (C 4)	1	.06	.03	
LS vs DI (C 4)	1	2.80	1.29	
HS vs LS (C 5)	1	3.66	1.69	
HS vs DI (C 5)	1	1.16	.53	
LS vs DI (C 5)	1	8.93	4.12	*
HS vs LS (C 6)	1	.91	.42	
HS vs DI (C 6)	1	2.06	.95	
LS vs DI (C 6)	1	5.71	2.64	
HS vs LS (C 7)	1	3.66	1.69	
HS vs DI (C 7)	1	2.80	1.29	
LS vs DI (C 7)	1	12.86	5.93	*
Error	612	2.17		
Total	734			

n = 35 Ss per group

df = 1/612; $p < .05$) from the DI group in that the former rated "Marine" higher on the pleasant side of the scale.

On concept seven, the LS group differed significantly ($F = 5.93$, df = 1/612; $p < .05$) from the DI group in the former rated "recruit" higher on the pleasant side of the scale.

Table 208 shows the summary of the analysis of variance on interview three for scale thirteen, pleasant-painful. An examination of the results showed that there was no significant difference among groups ($F = .11$, df = 2/612; $p > .05$). However, there was a significant difference among concepts ($F = 20.60$, df = 6/612; $p < .001$) as well as for the interaction term, concepts x groups ($F = 3.00$, df = 12/612; $p < .001$). As a result of the finding on the interaction term, individual comparisons were made.

The individual comparisons showed that, on concept one, the HS group differed significantly ($F = 5.94$, df = 1/612; $p < .05$) from the LS group in that the former rated "DI" higher on the painful side of the scale.

On concept two, the HS group differed significantly ($F = 4.82$, df = 1/612; $p < .05$) from the LS group in that the former rated "bootcamp" higher on the painful side of the scale.

On concept three, the HS group ($F = 4.13$, df = 1/612; $p < .05$) and the LS group ($F = 4.13$, df = 1/612; $p < .05$) differed significantly from the DI group in that both rated "Marine Corps" lower on the pleasant side of the scale.

On concept four, the HS group differed significantly from the LS group ($F = 4.47$, df = 1/612; $p < .05$) in that the former rated "myself" higher on the pleasant side of the scale.

On concept six, the HS group differed significantly ($F = 5.56$, df = 1/612; $p < .05$) from the LS group in that the former rated "most people"

Table 208
Summary Of Analysis Of Variance On Interview Three For
Scale Thirteen, Pleasant-Painful

Source	df	MS	F	
Groups	2	.70	.11	
HS vs LS	1	1.28	.20	
HS vs DI	1	.74	.11	
LS vs DI	1	.07	.01	
Subjects	102	6.47		
Concepts	6	44.56	20.60	***
Concepts x Groups	12	6.49	3.00	***
HS vs LS (C 1)	1	12.86	5.94	*
HS vs DI (C 1)	1	4.13	1.91	
LS vs DI (C 1)	1	2.41	1.12	
HS vs LS (C 2)	1	10.41	4.82	*
HS vs DI (C 2)	1	6.30	2.91	
LS vs DI (C 2)	1	.51	.24	
HS vs LS (C 3)	1	.00	.00	
HS vs DI (C 3)	1	8.93	4.13	*
LS vs DI (C 3)	1	8.93	4.13	*
HS vs LS (C 4)	1	.97	4.47	*
HS vs DI (C 4)	1	1.73	.80	
LS vs DI (C 4)	1	3.21	1.49	
HS vs LS (C 5)	1	2.80	1.29	
HS vs DI (C 5)	1	6.91	3.20	
LS vs DI (C 5)	1	.91	.42	
HS vs LS (C 6)	1	12.01	5.56	*
HS vs DI (C 6)	1	4.63	2.14	
LS vs DI (C 6)	1	1.73	.80	
HS vs LS (C 7)	1	2.41	1.12	
HS vs DI (C 7)	1	13.73	6.35	*
LS vs DI (C 7)	1	4.63	2.14	
Error	612	2.16		
Total	734			

n = 35 Ss per group

higher on the pleasant side of the scale.

On concept seven, the HS group differed significantly ($F = 6.35$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "recruit" higher on the pleasant side of the scale.

In Table 209, a summary of the analysis of variance on interview four for scale thirteen, pleasant-painful, is presented. Accordingly, no individual comparisons were made since the only overall significant F value found was among concepts ($F = 25.92$, $df = 6/612$; $p<.001$).

TABLE 209

Summary Of Analysis Of Variance On Interview Four For Scale Thirteen Pleasant-Painful

Source	df	MS	F
Groups	2	4.12	.46
Subjects	102	9.05	
Concepts	6	49.68	25.92 ***
Concepts x Groups	12	2.99	1.56
Error	612	1.92	
Total	734		

n = 35 Ss per group

In Table 211, a summary of the analysis of variance on interview one for scale fourteen, sad-happy, is presented. The table shows that there was no significant difference among groups ($F = .15$, $df = 2/612$; $p>.05$). There was, however, a significant difference among concepts ($F = 14.19$, $df = 6/612$; $p<.001$) as well as for the interaction term, concepts x groups ($F = 2.03$, $df = 12/612$; $p<.05$). Because of the latter finding, individual comparisons were made.

The individual comparisons showed that, on concept one, the HS group ($F = 13.58$, $df = 1/612$; $p<.001$) and the LS group ($F = 9.60$, $df = 1/612$;

Table 210 shows the means of the three groups on the seven concepts over time for the scale, sad-happy.

Table 210
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Sad-Happy

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	3.91	3.57	4.49	4.60	4.49	4.14	3.94	4.16
	LS	4.51	3.17	4.11	4.71	4.51	4.00	3.74	4.11
	DI	4.06	3.20	4.43	4.77	4.60	4.54	2.69	4.04
Concept Mean		4.16	3.31	4.34	4.70	4.53	4.23	3.46	
2	HS	4.34	3.66	4.63	4.63	5.03	3.63	3.29	4.17
	LS	5.40	4.57	5.77	4.86	5.23	3.74	3.80	4.77
	DI	4.06	3.20	4.43	4.77	4.60	4.54	2.69	4.04
Concept Mean		4.60	3.81	4.94	4.75	4.95	3.97	3.26	
3	HS	4.69	3.43	4.80	5.06	5.51	4.57	3.51	4.51
	LS	5.17	4.03	5.26	4.66	5.06	3.43	3.46	4.34
	DI	4.06	3.20	4.43	4.77	4.60	4.54	2.69	4.04
Concept Mean		4.64	3.55	4.83	4.83	5.06	4.18	3.22	
4	HS	4.63	3.46	5.11	5.69	5.14	3.77	3.11	4.42
	LS	4.86	4.06	5.06	4.94	4.86	3.71	3.26	4.39
	DI	4.06	3.20	4.43	4.77	4.60	4.54	2.69	4.04
Concept Mean		4.51	3.57	4.87	5.13	4.87	4.01	3.02	

n = 35 Ss per group

Table 211
Summary Of Analysis Of Variance On Interview One For
Scale Fourteen, Sad-Happy

Source	df	MS	F	
Groups	2	.92	.15	
HS vs LS	1	.35	.05	
HS vs DI	1	1.84	.29	
LS vs DI	1	.59	.09	
Subjects	102	6.33		
Concepts	6	28.91	14.19	***
Concepts x Groups	12	4.13	2.03	*
HS vs LS (C 1)	1	6.30	3.09	
HS vs DI (C 1)	1	.36	.18	
LS vs DI (C 1)	1	3.66	1.80	
HS vs LS (C 2)	1	2.80	1.37	
HS vs DI (C 2)	1	2.41	1.19	
LS vs DI (C 2)	1	.01	.01	
HS vs LS (C 3)	1	2.41	1.19	
HS vs DI (C 3)	1	.06	.03	
LS vs DI (C 3)	1	1.73	.85	
HS vs LS (C 4)	1	.23	.11	
HS vs DI (C 4)	1	.51	.25	
LS vs DI (C 4)	1	.06	.03	
HS vs LS (C 5)	1	.01	.01	
HS vs DI (C 5)	1	.23	.11	
LS vs DI (C 5)	1	.13	.06	
HS vs LS (C 6)	1	.36	.18	
HS vs DI (C 6)	1	2.80	1.37	
LS vs DI (C 6)	1	5.16	2.53	
HS vs LS (C 7)	1	.70	.34	
HS vs DI (C 7)	1	26.66	13.58	***
LS vs DI (C 7)	1	19.56	9.60	**
Error	612	2.04		
Total	734			

n = 35 Ss per group

$p<.01$) differed significantly from the DI group in that both had rated "recruit" higher on the happiness side of the scale.

Table 212 presents the summary of the analysis of variance on interview two for scale fourteen, sad-happy. The results showed that there was a significant difference ($F = 5.34$, $df = 2/612$; $p<.01$) among groups. Individual comparisons showed that the LS group differed significantly from both the HS group ($F = 6.32$, $df = 1/612$; $p<.05$) and the DI group ($F = 9.40$, $df = 1/612$; $p<.01$) in that the LS group rated the seven concepts higher overall on the happy side of the scale. Furthermore, the results showed that there was a significant difference among concepts ($F = 23.13$, $df = 6/612$; $p<.001$) and for the interaction term, concepts x groups ($F = 3.42$, $df = 12/612$; $p<.001$). As a consequence of the latter finding, individual comparisons were made.

The individual comparisons for Table 212 showed that, on concept one, the LS group differed significantly from the HS group ($F = 10.08$, $df = 1/612$; $p<.01$) and the DI group ($F = 16.29$, $df = 1/612$; $p<.001$) in that the LS group had rated "DI" higher on the happy side of the scale.

On concept two, the LS group differed significantly from the HS group ($F = 7.54$, $df = 1/612$; $p<.01$) and the DI group ($F = 16.96$, $df = 1/612$; $p<.001$) in that the LS group had rated "bootcamp" higher on the happy side of the scale.

On concept three, the comparisons showed that the LS group differed significantly from the HS group ($F = 11.78$, $df = 1/612$; $p<.001$) and the DI group ($F = 16.26$, $df = 1/612$; $p<.001$) in that the LS group had rated "Marine Corps" higher on the happy side of the scale.

On concept six, the HS group ($F = 7.54$, $df = 1/612$; $p<.01$) and the LS group ($F = 5.77$, $df = 1/612$; $p<.05$) both differed significantly from

Table 212
Summary Of Analysis Of Variance On Interview Two For
Scale Fourteen, Sad-Happy

Source	df	MS	F	
Groups	2	36.75	5.34	**
HS vs LS	1	43.50	6.32	*
HS vs DI	1	2.09	.30	
LS vs DI	1	64.66	9.40	**
Subjects	102	6.88		
Concepts	6	44.88	23.13	***
Concepts x Groups	12	6.64	3.42	***
HS vs LS (C 1)	1	19.56	10.08	**
HS vs DI (C 1)	1	1.43	.74	
LS vs DI (C 1)	1	31.56	16.26	***
HS vs LS (C 2)	1	14.63	7.54	**
HS vs DI (C 2)	1	3.66	1.88	
LS vs DI (C 2)	1	32.91	16.96	***
HS vs LS (C 3)	1	22.86	11.78	***
HS vs DI (C 3)	1	.70	.36	
LS vs DI (C 3)	1	31.56	16.26	***
HS vs LS (C 4)	1	.91	.47	
HS vs DI (C 4)	1	.36	.18	
LS vs DI (C 4)	1	.13	.07	
HS vs LS (C 5)	1	.70	.36	
HS vs DI (C 5)	1	3.21	1.66	
LS vs DI (C 5)	1	6.91	3.56	
HS vs LS (C 6)	1	.23	.12	
HS vs DI (C 6)	1	14.63	7.54	**
LS vs DI (C 6)	1	11.20	5.77	*
HS vs LS (C 7)	1	4.63	2.39	
HS vs DI (C 7)	1	6.30	3.25	
LS vs DI (C 7)	1	21.73	11.20	**
Error	612	1.94		
Total	734			

n = 35 Ss per group

the DI group in that both rated "most people" lower on the happy side of the scale.

Individual comparisons on concept seven showed that the LS group differed significantly ($F = 11.20$, $df = 1/612$; $p < .01$) from the DI group in that the former rated "recruit" higher on the happy side of the scale.

In Table 213, a summary of the analysis of variance on interview three for scale fourteen, sad-happy, is presented. The results showed that there was a significant difference ($F = 3.28$, $df = 2/612$; $p < .05$) among groups. Individual comparisons further showed that both the HS group ($F = 5.66$, $df = 1/612$; $p < .05$) and the LS group ($F = 4.03$, $df = 1/612$; $p < .05$) differed significantly from the DI group in that both rated the seven concepts higher overall on the happy side of the scale. The analysis also showed that there was a significant difference among concepts ($F = 27.20$, $df = 6/612$; $p < .001$) and for the interaction term, concepts x groups ($F = 3.38$, $df = 12/612$; $p < .001$). Consequently, because of the latter finding, individual comparisons were made.

On concept one, the LS group differed significantly ($F = 11.33$, $df = 1/612$; $p < .01$) from the DI group in that the former rated "DI" higher on the happy side of the scale.

On concept two, the LS group differed significantly ($F = 6.26$, $df = 1/612$; $p < .05$) from the DI group in that the former rated "bootcamp" higher on the happy side of the scale.

The individual comparisons also showed that, on concept three, the LS group differed significantly ($F = 6.26$, $df = 1/612$; $p < .05$) from the DI group in that the former rated "Marine Corps" higher on the happy side of the scale.

On concept five, the HS group differed significantly ($F = 7.63$, $df = 1/612$; $p < .01$) from the DI group in that the former rated "Marine" higher

Table 213
Summary Of Analysis Of Variance On Interview Three For
Scale Fourteen, Sad-Happy

Source	df	MS	F	
Groups	2	15.62	3.28	*
HS vs LS	1	.66	.14	
HS vs DI	1	26.99	5.66	*
LS vs DI	1	19.20	4.03	*
Subjects	102	4.77		
Concepts	6	52.18	27.20	***
Concepts x Groups	12	6.48	3.38	***
HS vs LS (C 1)	1	4.13	2.15	
HS vs DI (C 1)	1	6.91	3.60	
LS vs DI (C 1)	1	21.73	11.33	**
HS vs LS (C 2)	1	6.30	3.28	
HS vs DI (C 2)	1	.91	.48	
LS vs DI (C 2)	1	12.01	6.26	*
HS vs LS (C 3)	1	3.66	1.91	
HS vs DI (C 3)	1	2.41	1.26	
LS vs DI (C 3)	1	12.01	6.26	*
HS vs LS (C 4)	1	2.80	1.46	
HS vs DI (C 4)	1	1.43	.74	
LS vs DI (C 4)	1	.23	.12	
HS vs LS (C 5)	1	3.66	1.91	
HS vs DI (C 5)	1	14.63	7.63	**
LS vs DI (C 5)	1	3.66	1.91	
HS vs LS (C 6)	1	22.86	11.92	***
HS vs DI (C 6)	1	.01	.01	
LS vs DI (C 6)	1	21.73	11.33	***
HS vs LS (C 7)	1	.06	.03	
HS vs DI (C 7)	1	12.01	6.26	*
LS vs DI (C 7)	1	10.41	5.43	*
Error	612	1.92		
Total	734			

n = 35 Ss per group

on the happy side of the scale.

On concept six, the LS group differed significantly from both the HS group ($F = 11.92$, $df = 1/612$; $p<.001$) and the DI group ($F = 11.33$, $df = 1/612$; $p<.001$) in that the LS group rated "most people" lower on the happy side of the scale.

Individual comparisons on concept seven, Table 213, showed that the HS group ($F = 6.26$, $df = 1/612$; $p<.05$) and the LS group ($F = 5.43$, $df = 1/612$; $p<.05$) differed significantly from the DI group in that they both rated "recruit" higher on the happy side of the scale.

Table 214 shows a summary of the analysis of variance on interview four for scale fourteen, sad-happy. Among groups, the results showed no significant difference ($F = 1.46$, $df = 2/612$; $p>.05$). There was, however, a significant difference ($F = 30.09$, $df = 6/612$; $p<.001$) among concepts and for the interaction term, concepts x groups ($F = 2.24$, $df = 12/612$; $p<.01$). As a consequence of the latter finding, individual comparisons were made.

On concept one, the comparisons showed that the LS group differed significantly ($F = 5.30$, $df = 1/613$; $p<.05$) from the DI group in that the former rated "DI" higher on the happy side of the scale.

On concept two, the results showed that the LS group differed significantly ($F = 6.08$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "bootcamp" higher on the happy side of the scale.

On concept three, the results showed that the HS group differed significantly ($F = 3.89$, $df = 1/612$; $p<.05$) from the DI group in that the former rated "Marine Corps" higher on the happy side of the scale.

Concept four showed that the HS group differed significantly from both the LS group ($F = 4.57$, $df = 1/612$; $p<.05$) and the DI group ($F =$

Table 214
Summary Of Analysis Of Variance On Interview Four For
Scale Fourteen, Sad-Happy

Source	df	MS	F	
Groups	2	10.81	1.46	
HS vs LS	1	.07	.01	
HS vs DI	1	17.27	2.33	
LS vs DI	1	15.09	2.04	
Subjects	102	7.42		
Concepts	6	63.64	30.09	***
Concepts x Groups	12	4.73	2.24	**
HS vs LS (C 1)	1	.91	.43	
HS vs DI (C 1)	1	5.71	2.70	
LS vs DI (C 1)	1	11.20	5.30	*
HS vs LS (C 2)	1	6.30	2.98	
HS vs DI (C 2)	1	1.16	.55	
LS vs DI (C 2)	1	12.86	6.08	*
HS vs LS (C 3)	1	.06	.03	
HS vs DI (C 3)	1	8.23	3.89	*
LS vs DI (C 3)	1	6.91	3.27	
HS vs LS (C 4)	1	9.66	4.57	*
HS vs DI (C 4)	1	14.63	6.92	**
LS vs DI (C 4)	1	.51	.24	
HS vs LS (C 5)	1	1.43	.68	
HS vs DI (C 5)	1	5.16	2.44	
LS vs DI (C 5)	1	1.16	.55	
HS vs LS (C 6)	1	.06	.03	
HS vs DI (C 6)	1	10.41	4.92	*
LS vs DI (C 6)	1	12.01	5.68	*
HS vs LS (C 7)	1	.36	.17	
HS vs DI (C 7)	1	3.21	1.52	
LS vs DI (C 7)	1	5.71	2.70	
Error	612	2.12		
Total	734			

n = 35 Ss per group

In Table 215, the means of the three groups on the seven concepts over time for the scale, relaxed-tense, are presented.

Table 215
The Means Of The Three Groups On The Seven Concepts Over Time For The Scale Relaxed-Tense

Inter-view	Group	Concept: DI	Boot-camp	Marine Corps	Myself	Marine	Most People	Recruit	Group Mean
1	HS	3.58	2.58	3.81	4.17	3.94	3.89	3.00	3.57
	LS	4.28	2.56	3.44	4.50	3.86	4.25	3.22	3.73
	DI	3.81	2.53	3.78	4.64	4.42	3.69	2.19	3.58
Concept Mean		3.89	2.56	3.68	4.44	4.07	3.94	2.81	
2	HS	3.44	2.78	4.03	3.69	4.00	3.53	3.03	3.50
	LS	4.31	2.89	4.33	3.94	4.39	3.75	2.58	3.74
	DI	3.81	2.53	3.78	4.64	4.42	3.69	2.19	3.58
Concept Mean		3.85	2.73	4.05	4.09	4.27	3.66	2.60	
3	HS	4.14	3.03	4.72	4.47	5.03	4.64	3.14	4.17
	LS	3.92	2.58	3.83	3.47	4.33	3.31	2.92	3.48
	DI	3.81	2.53	3.78	4.64	4.42	3.69	2.19	3.58
Concept Mean		3.95	2.71	4.11	4.19	4.59	3.88	2.75	
4	HS	4.00	3.25	4.44	5.17	4.86	3.56	2.42	3.96
	LS	4.22	3.39	4.75	4.42	4.58	3.94	3.03	4.06
	DI	3.81	2.53	3.78	4.64	4.42	3.69	2.19	3.58
Concept Mean		4.01	3.06	4.32	4.74	4.62	3.73	2.57	

n = 36 Ss per group

6.92, df = 1/612; $p < .01$) in that the HS group rated "myself" higher on the happy side of the scale.

On concept six, both the HS group ($F = 4.92$, df = 1/612; $p < .05$) and the LS group ($F = 5.68$, df = 1/612; $p < .05$) differed significantly from the DI group in that both rated "most people" lower on the happy side of the scale.

Table 216 shows the summary of the analysis of variance on interview one for scale fifteen, relaxed-tense. The results showed that the only significant overall F value was among concepts ($F = 22.47$, df = 6/630; $p < .001$); consequently, no individual comparisons were made.

In Table 217, a summary of the analysis of variance on interview two for scale fifteen, relaxed-tense, is presented. The results showed that the only significant overall F value was among concepts ($F = 20.68$, df = 6/630; $p < .001$); therefore, individual comparisons were not made.

Table 218 shows the summary of the analysis of variance on interview three for scale fifteen, relaxed-tense. The results showed that there was a significant difference ($F = 4.97$, df = 2/630; $p < .01$) among groups. Comparisons showed that the HS group differed significantly from both the LS group ($F = 8.50$, df = 1/630; $p < .01$) and the DI group ($F = 6.22$, df = 1/630; $p < .05$) in that the HS group had rated the seven concepts higher overall on the relaxed side of the scale. The only other significant finding was among concepts ($F = 24.32$, df = 6/630; $p < .001$).

In Table 219, a summary of the analysis of variance on interview four for scale fifteen, relaxed-tense, is presented. The results showed that the only significant overall F value was among concepts ($F = 29.30$, df = 6/630; $p < .001$); consequently, individual comparisons were not made.

Table 216
Summary Of Analysis Of Variance On Interview One For
Scale Fifteen, Relaxed-Tense

Source	df	MS	F
Groups	2	2.07	.26
Subjects	105	7.91	
Concepts	6	51.26	
Concepts x Groups	12	3.78	1.66
Error	630	2.28	
Total	755		

n = 36 Ss per group

Table 217
Summary Of Analysis Of Variance On Interview One For
Scale Fifteen, Relaxed-Tense

Source	df	MS	F	
Groups	2	3.84	.50	
Subjects	105	7.64		
Concepts	6	48.70	20.68	***
Concepts x Groups	12	4.04	1.71	
Error	630	2.36		
Total	755			

n = 36 Ss per group

Table 218
Summary Of Analysis Of Variance On Interview Three For
Scale Fifteen, Relaxed-Tense

Source	df	MS	F	
Groups	2	34.69	4.97	**
HS vs LS	1	59.38	8.50	**
HS vs DI	1	43.46	6.22	*
LS vs DI	1	1.24	.18	
Subjects	105	6.99		
Concepts	6	57.08	24.32	***
Concepts x Groups	12	4.06	1.73	
Error	630	2.35		
Total	755			

n = 36 Ss per group

Table 219
Summary Of Analysis Of Variance On Interview Four For
Scale Fifteen, Relaxed-Tense

Source	df	MS	F	
Groups	2	15.91	1.78	
Subjects	105	8.95		
Concepts	6	70.79	29.30	***
Concepts x Groups	12	3.09	1.28	
Error	630	2.42		
Total	755			

n = 36 Ss per group

APPENDIX B

Recruit Questionnaire--Form A

_____
date

Name _____
last first middle

Rank _____ Service Number _____

Unit _____
Plt Co Bn Base

Military Status: USMC ____ USMCR ____ USMCSS ____

Data of birth _____ your age now _____

Place of birth _____
city state (country if not U.S.)

Home town _____
city state

Which of the below choices best describes where you spent most of your childhood?

_____ on a farm
_____ open country but not on a farm
_____ small city or town (less than 20,000 population)
_____ city over 20,000 but less than 100,000 population
_____ suburban community near a large city
_____ city over 100,000 but less than one million
_____ city over one million

Date of entry into USMC _____

Amount of time served to date _____ years _____ months

Marital status: Single ___ Married ___ Divorced ___ Divorced & remarried ___

If ever married, number of children you have _____

What is your height _____ What is your weight _____

When you were a child, how often were you sick? (check a point on the scale which best represents your health on each question)

always _____:_____:_____:_____:_____:_____ never

How strong, physically, were you as a child?

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

In general, how is your health now?

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

How strong, physically, are you now?

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

Circle your order of birth (that is, which number child are you?)

1 2 3 4 5 6 7 8 9 10 11 12

How many brothers do you have _____ How many sisters do you have _____

What is your race? Black ___ Red ___ White ___ Brown ___ Yellow ___

What is your nationality? (that is, Irish, German, etc.) _____

In general, how anxious are you?

very anxious _____:_____:_____:_____:_____:_____ not at all

What is your father's nationality? _____

Where was your father's father nationality? _____

What was your father's mother nationality? _____

What is your mother's nationality? _____

What was your mother's mother nationality? _____

What was your mother's father nationality? _____

What is your religion?

Protestant ____ Jew ____ none ____
Catholic _____ Muslim ____ other ____

Before joining the Marines, how often did you attend church or religious services?

never _____:_____:_____:_____:_____:_____:_____ always

Do you have any hobbies? yes ____ no ____

If yes, what are your hobbies?

If no, what did you do for enjoyment?

In general, how happy were you before you joined the Marines?

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

How happy are you now?

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

What high school did you attend? _____
name

_____
city state # of pupils

How much schooling have you had? (check the highest grade or year completed)

none ____
grammar school, grades 1__2__3__4__5__6__7__8__
high school, grades 9__10__11__12__
college (years) 1__2__3__4__5__6__

Have you attended any technical schools? yes ____ no ____

if yes, what kind? _____

Have you attended any military or service schools? yes ____ no ____

If yes, what kind? _____

Have you taken any correspondence courses? yes ____ no ____

If yes, what courses did you take? _____

_____

_____

How intelligent do you think you are?

dull _____:_____:_____:_____:_____:_____:_____ bright

How much did you like school?

very much _____:_____:_____:_____:_____:_____:_____ very little

How often did you skip or miss classes?

never _____:_____:_____:_____:_____:_____:_____ always

What subjects did you like the most?

What subjects did you like the least?

Do you speak, read, or write in any foreign language(s)? yes ___ no ___

If yes, which language(s)? _____

What kind of work or job did you have before you joined the Marines?

_____

How many hours did you work each week? _____

How much money did you earn per week? _____

How well did you like your job?

very little _____:_____:_____:_____:_____:_____:_____ very much

What are your favorite sports? (list them in order of preference)

_____

_____

_____

_____

In which sports did you excell?

_____

_____

Do you consider yourself to be a joiner? yes ____ no ____

In how many organizations did you belong? _____

What kind(s) of organization(s) are they? political ___; social ____;

religious ____; military ____; other (please explain) _____

Were you well-liked by your family and friends? yes ____ no ____

if no, why do you think they disliked you?

Whom did you respect the most in civilian life?

_____

name occupation

What is your goal in life? (That is, what do you want to be or do?)

Is your father living? yes ____ no ____

Is your mother living? yes ____ no ____

Are your original parents divorced? yes ____ no ____

What is your father's occupation? _____

Is he currently employed? yes ____ no ____

How much money did he earn per week? _____

How much money did he earn per year? _____

What is your mother's occupation? _____

Is she currently employed? yes ____ no ____

How much money did she earn per week? _____

How much did she earn per year? _____

How much education does your father have? (check the gighest grade or year completed)

none ____
grammar school, grades 1 ___2___3___4___5___6___7___8___
high school, grades 9___10___11___12___
college, years 1___2___3___4___5___6___
professional schools (law, med., etc.) _____
technical schools (radio repair, etc.) _____
military schools (course(s) studied) _____
correspondence schools (coure(s) studied) _____

How much education does your mother have?

none ____
grammar school, grades 1___2___3___4___5___6___7___8___
high school, grades 9___10___11___12___
college, years 1___2___3___4___5___6___
professional schools (law. med., etc.)_____
technical schools (secretarial, etc.) _____
military schools (course(s)studied) _____
correspondence schools (course(s) studied) _____

To which social class do you belong?

upper upper class ____
middle upper class ____
lower upper class ____
upper middle class ____
middle middle class ___
lower middle class ____
upper lower class ____
middle lower class ____
lower lower class ____

To which political party does your father belong? _____

To which political party does your mother belong? _____

To which political party do you think you belong? _____

In general, how do you classify yourself?

liberal _____:_____:_____:_____:_____:_____ conservative

In general, how do you classify your father?

conservative _____:_____:_____:_____:_____:_____ liberal

In general, how do you classify your mother?

liberal _____:_____:_____:_____:_____:_____ conservative

Did you live at home with your parents? yes ____ no ____

If your parents were divorced, with whom did you live? _____

How well did you like the family meals?

very little ____ : ____ : ____ : ____ : ____ : ____ very much

How much freedom did you have at home?

very much ____ : ____ : ____ : ____ : ____ : ____ very little

Did you have your own room and some privacy at home? yes ___ no ___

Have you ever tried any kind of dope or narcotics? yes ____ no ____

Do you drink whiskey, beer, etc? yes ___ no ___ if yes, how often?

frequently ____ : ____ : ____ : ____ : ____ : ____ seldom

Do you smoke? yes ___ no ___ if yes, how often?

seldom ____ : ____ : ____ : ____ : ____ : ____ frequently

Do you enjoy going out with girls? yes ___ no ___ if yes, how often?

frequently ____ : ____ : ____ : ____ : ____ : ____ seldom

Do you have a steady girl? yes ___ no __ (married ___)

How often were you disciplined or punished at home?

seldom ____ : ____ : ____ : ____ : ____ : ____ frequently

How was the discipline or punishment you received at home?

tough ____ : ____ : ____ : ____ : ____ : ____ easy

Who administered the discipline in your family? (use numbers in the space after the person to indicate order---use 1 for person who disciplines the most, 2 for the next, etc.) Then check the scale after each person you marked to indicate the severity of that person's punishment.

father____easy ____ : ____ : ____ : ____ : ____ : ____ tough

mother____tough____ : ____ : ____ : ____ : ____ : ____ easy

brother___ easy____ : ____ : ____ : ____ : ____ : ____ tough

sister____tough____ : ____ : ____ : ____ : ____ : ____ easy

uncle_____ easy____ : ____ : ____ : ____ : ____ : ____ tough

aunt _____tough____ : ____ : ____ : ____ : ____ : ____ easy

cousin ___ easy ___:___:___:___:___:___ tough

other (specify _____) ___

tough ___:___:___:___:___:___ easy

When you were disciplined or punished at home, what kind of punishment was used? (that is, how were you punished—spanking, etc.) List them is the order of frequency used.

1. _____
2. _____
3. _____
4. _____

When did you first think about joing the Marines?

How old were you when you first considered joining the Marines? _____

How strong was your desire to become a Marine?

very weak ___:___:___:___:___:___ very strong

In order of importance, who influenced you to join the Marines? (put 1 after the person or thing which was most important, 2 after the next most important, and 3 after the next etc. check as many as were relevant)

father ___	aunt ___	the war ___
mother ___	teacher ___	in-law ___
brother ___	recruiter ___	cousin ___
sister ___	a Marine friend ___	books ___
friend ___	draft ___	news ___
uncle ___	movies ___	plays ___

(give the titles of movies, books, and plays on the following lines:)

_____

_____

_____

In general, what is your opinion toward military service?

very positive ___:___:___:___:___:___ very negative

Has any member of your family served in the armed forces? yes ___ no ___

if yes, check which relatives and name the branch of service in which he or she served

Relative	Branch
father ____	_____
mother ____	_____
brother ____	_____
sister ____	_____
uncle ____	_____
aunt ____	_____
cousin ____	_____
other (specify) ___	_____

Any previous military service? yes ___ no ___

if yes, give branch of service and dates served _____ branch

_____ (date) to (date) _____

Have you ever been in front-line combat? yes___ no ___

if yes, list the place(s) and date(s)

_____

_____

_____

_____

Presently, how strong is your desire to become a Marine?

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

Have you ever belonged to any of the organizations listed below? (check as many as you joined)

Boy Scouts ____	USMCR ____
ROTC ____	USAR ____
Sea Scouts ____	USAFR ____
USNR ____	other (specify) _____
Young Marines ___	_____

_____ _____

Before you joined the Marines, did you consider joining some other branch of service? yes ___ no ___

if yes, which branches did you consider? (list in order of preference)

1 _____

2 _____

3 _____

4 _____

In order of preference, what were the most important reasons for your selecting the Marine Corps? (put 1 after your first preference, 2 after the second, and so forth)

to be a Marine ___	it builds men ___	learn a trade ___
avoid the draft ___	to leave home ___	no job ___
defend country ___	orphan, no home ___	G.I. Bill ___
good retirement ___	to travel ___	security ___

other (please explain) _____

_____

Do you intend to make the Marines your career? yes ___ no ___

if yes, why?

if no, why not?

If you had to do it over, how likely is it that you would join the Marines?

very likely ___ : ___ : ___ : ___ : ___ : ___ very unlikely

What do you like most about being a Marine? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What do you like least about being a Marine? (in order most dislikes)

1. _____ 3. _____

2. _____ 4. _____

Would you encourage your brother or one of your close friends to join the Marines?

greatly encourage ___ : ___ : ___ : ___ : ___ : ___ *greatly discourage*

What qualities do you think a person has to have in order to become a Marine? (number in order of importance, 1 for most important, 2 for next, etc.)

intelligence ____
physical strength ____
mental attitude ____
discipline ____
dedication to be a Marine ___
ambition to get ahead ___

leadership qualities ____
military bearing ____
loyalty ____
patriotism ____
Cleanliness ____
other (please explain) _____
_____

What kind of duty do you want most in the Marines? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What kind of duty do you want least in the Marines? (in order of most dislike)

1. _____ 3. _____

2. _____ 4. _____

In your opinion, what is the purpose of bootcamp?

What kind of Marine do you intend to be?

best ___ : ___ : ___ : ___ : ___ : ___ worst

APPENDIX C

Drill Instructor Questionnaire--Form B

_____
date

Name _____
last first middle

Rank _____ Service Number _____

Unit _____
Plt Co Bn Base

Military Status: USMC ____ USMCR ____ USMCSS ____

Date of birth _____ your age now _____

Place of birth _____
city state (country if not U.S.)

Home town _____
city state

Which of the below choices best describes where you spent most of your childhood?

_____ on a farm
_____ open country but not on a farm
_____ small city or town (less than 20,000 population)
_____ city over 20,000 but less than 100,000 population
_____ suburban community near a large city
_____ city over 100,000 but less than one million
_____ city over one million

Date of entry into USMC _____

Amount of time served to date _____ years _____ months
Marital status: Single ___ Married ___ Divorced ___ Divorced & remarried ___
If ever married, number of children you have _____

What is your height _____ What is your weight _____

When you were a child, how often were you sick? (check a point on the scale which best represents your health on each question)

always _____:_____:_____:_____:_____:_____ never

How strong, physically, were you as a child?

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

In general, how is your health now?

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

How strong, physically, are you now?

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

Circle your order of birth (that is, which number child are you?)

1 2 3 4 5 6 7 8 9 10 11 12

How many brothers do you have _____ How many sisters do you have _____

What is your race? Black ___ Red ___ White ___ Brown ___ Yellow ___

What is your nationality? (that is, Irish, German, etc.) _____

In general, how anxious are you?

very anxious _____:_____:_____:_____:_____:_____ not at all

What is your father's nationality? _____

Where was your father's father nationality? _____

What was your father's mother nationality? _____

What is your mother's nationality? _____

What was your mother's mother nationality? _____

What was your mother's father nationality? _____

What is your religion?

Protestant ____ Jew ____ none ____
Catholic _____ Muslim ____ other ____

Before joining the Marines, how often did you attend church or religious services?

never _____:_____:_____:_____:_____:_____:_____ always

Do you have any hobbies? yes ____ no ____

If yes, what are your hobbies?

If no, what did you do for enjoyment?

In general, how happy were you before you joined the Marines?

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

How happy are you now?

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

What high school did you attend? _____
name

_____
city state # of pupils

How much schooling have you had? (check the highest grade or year completed)

none ____
grammar school, grades 1___2___3___4___5___6___7___8___
high school, grades 9___10___11___12___
college (years) 1___2___3___4___5___6___

Have you attended any technical schools? yes ____ no ____

if yes, what kind? _____

Have you attended any military or service schools? yes ____ no ____

If yes, what kind? _____

Have you taken any correspondence courses? yes ____ no ____

If yes, what courses did you take? _____

_____

_____

How intelligent do you think you are?

dull _____:_____:_____:_____:_____:_____ bright

How much did you like school?

very much _____:_____:_____:_____:_____:_____ very little

How often did you skip or miss classes?

never _____:_____:_____:_____:_____:_____ always

What subjects did you like the most?

What subjects did you like the least?

Do you speak, read, or write in any foreign language(s)? yes ___ no ___

If yes, which language(s)? _____

What kind of work or job did you have before you joined the Marines?

_____

How many hours did you work each week? _____

How much money did you earn per week? _____

How well did you like your job?

very little _____:_____:_____:_____:_____:_____ very much

What are your favorite sports? (list them in order of preference)

_____

_____

_____

_____

In which sports did you excell?

_____

_____

Do you consider yourself to be a joiner? yes ____ no ____

In how many organizations did you belong? _____

What kind(s) of organization(s) are they? political ___; social ____;

religious ____; military ____; other (please explain) _____

Were you well-liked by your family and friends? yes ____ no ____

if no, why do you think they disliked you?

Whom did you respect the most in civilian life?

_____

name occupation

What is your goal in life? (That is, what do you want to be or do?)

Is your father living? yes ____ no ____

Is your mother living? yes ____ no ____

Are your original parents divorced? yes ____ no ____

What is your father's occupation? _____

Is he currently employed? yes ____ no ____

How much money did he earn per week? _____

How much money did he earn per year? _____

What is your mother's occupation? _____

Is she currently employed? yes ____ no ____

How much money did she earn per week? _____

How much did she earn per year? _____

How much education does your father have? (check the gighest grade or year completed)

none ____
grammar school, grades 1 ___2___3___4___5___6___7___8___
high school, grades 9___10___11___12___
college, years 1___2___3___4___5___6___
professional schools (law, med., etc.) _____
technical schools (radio repair, etc.) _____
military schools (course(s) studied) _____
correspondence schools (coure(s) studied) _____

How much education does your mother have?

none ____
grammar school, grades 1___2___3___4___5___6___7___8___
high school, grades 9___10___11___12___
college, years 1___2___3___4___5___6___
professional schools (law. med., etc.)_____
technical schools (secretarial, etc.) _____
military schools (course(s)studied) _____
correspondence schools (course(s) studied) _____

To which social class do you belong?

upper upper class ____
middle upper class ____
lower upper class ____
upper middle class ____
middle middle class ___
lower middle class ____
upper lower class ____
middle lower class ____
lower lower class ____

To which political party does your father belong? _____

To which political party does your mother belong? _____

To which political party do you think you belong? _____

In general, how do you classify yourself?

liberal _____:_____:_____:_____:_____:_____ conservative

In general, how do you classify your father?

conservative _____:_____:_____:_____:_____:_____ liberal

In general, how do you classify your mother?

liberal _____:_____:_____:_____:_____:_____ conservative

Did you live at home with your parents? yes ____ no ____

If your parents were divorced, with whom did you live? _____

How well did you like the family meals?

very little ____ : ____ : ____ : ____ : ____ : ____ very much

How much freedom did you have at home?

very much ____ : ____ : ____ : ____ : ____ : ____ very little

Did you have your own room and some privacy at home? yes ___ no ___

Have you ever tried any kind of dope or narcotics? yes ____ no ____

Do you drink whiskey, beer, etc? yes ___ no ___ if yes, how often?

frequently ____ : ____ : ____ : ____ : ____ : ____ seldom

Do you smoke? yes ___ no ___ if yes, how often?

seldom ____ : ____ : ____ : ____ : ____ : ____ frequently

Do you enjoy going out with girls? yes ___ no ___ if yes, how often?

frequently ____ : ____ : ____ : ____ : ____ : ____ seldom

Do you have a steady girl? yes ___ no __ (married ___)

How often were you disciplined or punished at home?

seldom ____ : ____ : ____ : ____ : ____ : ____ frequently

How was the discipline or punishment you received at home?

tough ____ : ____ : ____ : ____ : ____ : ____ easy

Who administered the discipline in your family? (use numbers in the space after the person to indicate order---use 1 for person who disciplines the most, 2 for the next, etc.) Then check the scale after each person you marked to indicate the severity of that person's punishment.

father____easy ____ : ____ : ____ : ____ : ____ : ____ tough

mother____tough____ : ____ : ____ : ____ : ____ : ____ easy

brother___ easy____ : ____ : ____ : ____ : ____ : ____ tough

sister____tough____ : ____ : ____ : ____ : ____ : ____ easy

uncle_____ easy____ : ____ : ____ : ____ : ____ : ____ tough

aunt _____tough____ : ____ : ____ : ____ : ____ : ____ easy

cousin ____ easy ____ : ____ : ____ : ____ : ____ : ____ tough

other (specify _____) ____

tough ____ : ____ : ____ : ____ : ____ : ____ easy

When you were disciplined or punished at home, what kind of punishment was used? (that is, how were you punished—spanking, etc.) List them is the order of frequency used.

1. _____

2. _____

3. _____

4. _____

When did you first think about joing the Marines?

How old were you when you first considered joining the Marines? _____

How strong was your desire to become a Marine?

very weak ____ : ____ : ____ : ____ : ____ : ____ very strong

In order of importance, who influenced you to join the Marines? (put 1 after the person or thing which was <u>most</u> important, 2 after the next most important, and 3 after the next etc. check as many as were relevant.)

father ____	aunt ____	the war ____
mother ____	teacher ____	in-law ____
brother ____	recruiter ____	cousin ____
sister ____	a Marine friend ____	books ____
friend ____	draft ____	news ____
uncle ____	movies ____	plays ____

(give the titles of movies, books, and plays on the following lines:)

_____

_____

_____

In general, what is your opinion toward military service?

very positive ____ : ____ : ____ : ____ : ____ : ____ very negative

Has any member of your family served in the armed forces? yes ___ no ___

if yes, check which relatives and name the branch of service in which he or she served

Relative	Branch
father ___	_____
mother ___	_____
brother ___	_____
sister ___	_____
uncle ___	_____
aunt ___	_____
cousin ___	_____
other (specify) ___	_____

Any previous military service? yes ___ no ___

if yes, give branch of service and dates served _____ branch

_____ (date) to (date)

Have you ever been in front-line combat? yes___ no ___

if yes, list the place(s) and date(s)

_____

_____

_____

_____

Presently, how strong is your desire to become a Marine?

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

Have you ever belonged to any of the organizations listed below? (check as many as you joined)

Boy Scouts ___	USMCR ___
ROTC ___	USAR ___
Sea Scouts ___	USAFR ___
USNR ___	other (specify) _____
Young Marines ___	_____

_____ _____

Before you joined the Marines, did you consider joining some other branch of service? yes ___ no ___

if yes, which branches did you consider? (list in order of preference)

1 _____

2 _____

3 _____

4 _____

In order of preference, what were the most important reasons for your selecting the Marine Corps? (put 1 after your first preference, 2 after the second, and so forth)

to be a Marine ___	it builds men ___	learn a trade ___
avoid the draft ___	to leave home ___	no job ___
defend country ___	orphan, no home ___	G.I. Bill ___
good retirement ___	to travel ___	security ___

other (please explain) _____

_____

Do you intend to make the Marines your career? yes ___ no ___

if yes, why?

if no, why not?

If you had to do it over, how likely is it that you would join the Marines?

very likely ___ : ___ : ___ : ___ : ___ : ___ very unlikely

What do you like most about being a Marine? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What do you like least about being a Marine? (in order most dislikes)

1. _____ 3. _____

2. _____ 4. _____

Would you encourage your brother or one of your close friends to join the Marines?

greatly encourage ___ : ___ : ___ : ___ : ___ : ___ greatly discourage

What qualities do you think a person has to have in order to become a Marine? (number in order of importance, 1 for most important, 2 for next, etc.)

intelligence ____
physical strength ____
mental attitude ____
discipline ____
dedication to be a Marine ___
ambition to get ahead ___
leadership qualities ____
military bearing ____
loyalty ____
patriotism ____
Cleanliness ____
other (please explain) _____
_____

What kind of duty do you want most in the Marines? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What kind of duty do you want least in the Marines? (in order of most dislike)

1. _____ 3. _____

2. _____ 4. _____

In your opinion, what is the purpose of bootcamp?

What kind of Marine do you intend to be?

best ___ : ___ : ___ : ___ : ___ : ___ worst

Do you think bootcamp is fulfilling its purpose? yes ___ no ___

if no, why not?

When you were a recruit, what did you like most about bootcamp? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

When you were a recruit, what did you like least about bootcamp? (in order of most disliked)

1. _____ 3. _____

2. _____ 4. _____

If you were in-charge, what changes would you make in bootcamp?

When you were a recruit, how certain were you of being able to complete the training?

very uncertain ___ : ___ : ___ : ___ : ___ : ___ very certain

When you completed bootcamp, what kind of Marine were you?

best ___ : ___ : ___ : ___ : ___ : ___ worst

What did you like most about your Drill Instructor when you were in bootcamp? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What did you like least about your Drill Instructor when you were in bootcamp? (in order of most dislike)

1. _____ 3. _____

2. _____ 4. _____

What changes do you think have occurred to you as a person as a result of going through bootcamp? That is, how do you think bootcamp has changed you? Check the position on each scale which you feel reflects that change.

more aggressive ____:____:____:____:____:____: more passive

weaker physically ____:____:____:____:____:____: stronger physically

more happy ____:____:____:____:____:____: less happy

less honest ____:____:____:____:____:____: more honest

inferior ____:____:____:____:____:____: superior

more intelligent ____:____:____:____:____:____: less intelligent

less religious ____:____:____:____:____:____: more religious

less confident ____:____:____:____:____:____: more confident

How happy would you be if you had to go through bootcamp again as a recruit?

very happy ____:____:____:____:____:____: very unhappy

How pleasant was your life as a recruit?

very painful ____:____:____:____:____:____: very pleasant

How did you get assigned to D.I. duty?

How long have you been a D.I.? _____years _____months

Is this your first tour of D.I. duty? yes ___ no ___

Did you attend a D.I. school? yes ___ no ___

if yes, give the name of the school and the dates attended

_____

name of school Base (location)

_____

from (date) to (date)

List the qualities which you think a person needs in order for him to be a good D.I. (list in order of perference)

1. _____ 3. _____

2. _____ 4. _____

How many hours does a D.I. have to spend each day with his recruits?

_____ hours per day

Do you have the authority to train your recruits as you see fit? yes ___ no ___

if no, who tells you what to do?

name rank position

_____

_____

_____

_____

_____

How do you rate D.I. duty?

best _____ : _____ : _____ : _____ : _____ : _____ worst

Would you advise other Marines to become Drill Instructors? yes ___ no ___

if no, why not?

What kind of D.I. are you?

best _____ : _____ : _____ : _____ : _____ : _____ worst

How do you think other D.I.'s rate you?

worst _____ : _____ : _____ : _____ : _____ : _____ best

How do you think your Commanding Officer rates you as a D.I.?

best _____ : _____ : _____ : _____ : _____ : _____ worst

In your opinion, who is the best D.I. on this Base?

_____

name rank organization

Why do you think that the person you named is the best D.I.?

Does he have (or has he had) any honor platoons? yes ___ no ___

Have you had any honor platoons? yes ___ no ___

How would you rate yourself on toughness with recruits?

very tough ___ : ___ : ___ : ___ : ___ : ___ very easy

How do you think other D.I.'s would rate you on toughness with recruits?

very easy ___ : ___ : ___ : ___ : ___ : ___ very tough

How often have you been reported for mistreating a recruit?

often ___ : ___ : ___ : ___ : ___ : ___ never

How often have you been disciplined or punished since you have been a Marine?

never ___ : ___ : ___ : ___ : ___ : ___ often

How do you rate yourself as a Marine?

best ___ : ___ : ___ : ___ : ___ : ___ WORST

Do you hope to become a commissioned officer some day? yes ___ no ___

The following question asks you to rate six D.I.'s whom you know on this base. Name three who are easy on their recruits and three who are tough. Check a point on each scale after the name to indicate how easy or tough you think that person is with recruits.

_____ tough ___ : ___ : ___ : ___ : ___ : ___ easy
name

_____ easy ___ : ___ : ___ : ___ : ___ : ___ tough
name

_____ tough ___ : ___ : ___ : ___ : ___ : ___ easy
name

_____ easy ___ : ___ : ___ : ___ : ___ : ___ tough
name

_____ tough ___ : ___ : ___ : ___ : ___ : ___ easy
name

_____ easy ___ : ___ : ___ : ___ : ___ : ___ tough
name

APPENDIX D

Recruit Questionnaire--Form C

_____
date

Name _____
last first middle

Rank _____ Service Number _____

Unit _____
Plt Co Bn Base

Military Status: USMC ____ USMCR ____ USMCSS ____

How strong is your desire to become a Marine?

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

How much do you like bootcamp?

very much _____:_____:_____:_____:_____:_____:_____ not at all

What do you like most about bootcamp? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

What do you like least about bootcamp?

1. _____ 3. _____

2. _____ 4. _____

If you were in-charge, what changes would you make in bootcamp? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

In your opinion, what is the purpose of bootcamp?

Do you think the objectives of bootcamp are being fulfilled? yes ___ no ___

if no, why not?

How much do you like your Drill Instructor?

not at all _____:_____:_____:_____:_____:_____:_____ very much

In order of preference, what characteristics do you like most about your D.I.?

1. _____ 3. _____

2. _____ 4. _____

What characteristics do you dislike most about your D.I.? (in order of preference)

1. _____ 3. _____

2. _____ 4. _____

Do you think that you will be able to complete boot training? yes ___ no ___

if no, why not?

In order of preference, what qualities or characteristics do you think one must have in order to become a Marine?

1. _____ 3. _____

2. _____ 4. _____

How often do you attend religious services now?

always _____ : _____ : _____ : _____ : _____ : _____ never

How often are you able to meet and talk with recruits from other platoons?

never _____ : _____ : _____ : _____ : _____ : _____ always

How often are you permitted to go to the movies?

always _____ : _____ : _____ : _____ : _____ : _____ never

How often are you permitted to go to the Post Exchange?

never _____ : _____ : _____ : _____ : _____ : _____ always

How often are you permitted to smoke?

always _____ : _____ : _____ : _____ : _____ : _____ never

How often are you permitted to drink liquor or beer?

never _____ : _____ : _____ : _____ : _____ : _____ always

How often are you permitted to go on liberty?

always _____ : _____ : _____ : _____ : _____ : _____ never

How often are you permitted to write letters?

always _____ : _____ : _____ : _____ : _____ : _____ never

Who are your best friends in bootcamp?

name unit

_____

_____

_____

_____

_____

Whom do you respect most in bootcamp?

_____

name unit

How has bootcamp changed you? That is, how are you different from when you first joined the Marine Corps?

more aggressive ___:___:___:___:___:___ more passive

weaker physically ___:___:___:___:___:___ stronger physically

more happy ___:___:___:___:___:___ less happy

less honest ___:___:___:___:___:___ more honest

inferior ___:___:___:___:___:___ superior

more intelligent ___:___:___:___:___:___ less intelligent

less religious ___:___:___:___:___:___ more religious

less confident ___:___:___:___:___:___ more confident

How would you rate your platoon with the others you have seen?

best ___:___:___:___:___:___ worst

How would you rate your D.I. with other D.I.'s you have seen on this Base?

best ___:___:___:___:___:___ worst

In your opinion, which platoon has the best D.I.?

_____

Plt# Co Bn

If you had a choice, which platoon would you like to be in?

_____

Plt# Co Bn

Why would you want to be in this platoon?

At this stage of training, how good of a Marine do you think you are?

best _____:_____:_____:_____:_____:_____ worst

In your opinion, how tough is your D.I. on recruits?

tough _____:_____:_____:_____:_____:_____ easy

In order of preference, what kind of duty do you want most in the Marines?

1. _____ 3. _____

2. _____ 4. _____

What kind of duty do you want least in the Marines?

1. _____ 3. _____

2. _____ 4. _____

How much would you like to be a D.I.?

not at all _____:_____:_____:_____:_____:_____ very much

If you would like to be a D.I., please give the reasons why:

How much do you like being a Marine?

very much _____:_____:_____:_____:_____:_____ not at all

In order of preference, what do you like most about being a Marine?

1. _____ 3. _____

2. _____ 4. _____

What do you like least about being a Marine? (List your dislikes in order of importance to you.)

1. _____ 3. _____

2. _____ 4. _____

To which social class do you belong?

upper upper class ____
middle upper class ____
lower upper class ____
upper middle class ____
middle middle class ____
lower middle class ____
upper lower class ____
middle lower class ____
lower lower class ____

Do you intend to make the Marine Corps your career? yes ___ no ___

if yes, why?

if no, why not?

If you had to do it over, how likely is it that you would join the Marines?

very likely _____:_____:_____:_____:_____:_____ very unlikely

Would you encourage your brother or one of your close friends to join the Marines?

greatly encourage ____:____:____:____:____:____ greatly discourage

Do you wish that you would have joined another branch of service? yes __ no __

if yes, which branch would you have joined and why?

How often have you been disciplined or punished by your D.I.?

frequently _____:_____:_____:_____:_____:_____ never

Have you been disciplined or punished recently? yes ____ no ____

How would you rate the kind of punishment given to recruits?

easy _____:_____:_____:_____:_____:_____ tough

How was the discipline or punishment you received at home?

tough _____:_____:_____:_____:_____:_____:_____ easy

How does bootcamp punishment compare with your home punishment?

easier _____:_____:_____:_____:_____:_____:_____ tougher

List some of the D.I.'s whom you think are real tough on their recruits

name	Plt.

How happy would you be if you had to go through bootcamp again?

very unhappy _____:_____:_____:_____:_____:_____:_____ very happy

How happy are you now?

very happy _____:_____:_____:_____:_____:_____:_____ very unhappy

How anxious are you now?

very anxious _____:_____:_____:_____:_____:_____:_____ not at all

How much does bootcamp differ from your civilian life?

very much _____:_____:_____:_____:_____:_____:_____ very little

What is your goal in life? (What do you want to be or do?)

APPENDIX E

Semantic Differential--Form D

_____
date

Name _____
last first middle

Rank _____ Service Number _____

Unit _____
Plt Co Bn Base

Military Status: USMC ____ USMCR ____ USMCSS ____

INSTRUCTIONS: For each concept listed, place an x in the space which best describes that concept in terms of the pairs of adjectives listed below.

Drill Instructor

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	cruel
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense

Bootcamp

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	cruel
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense

Marine Corps

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	unkind
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense

Myself

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	cruel
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense

Marine

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	cruel
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense

Most People

controlled	: : : : : :	free
like	: : : : : :	dislike
good	: : : : : :	bad
tough	: : : : : :	easy
excitable	: : : : : :	calm
fair	: : : : : :	unfair
coward	: : : : : :	hero
kind	: : : : : :	unkind
strong	: : : : : :	weak
worthless	: : : : : :	valuable
sincere	: : : : : :	insincere
immoral	: : : : : :	moral
pleasant	: : : : : :	painful
sad	: : : : : :	happy
relaxed	: : : : : :	tense