

KEEPING THE WORLD SAFE FOR DEMOCRACY?

A Statistical Survey of Enlisted Men in the U.S. Army

by

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## ABSIRACI

A survey measuring objective knowledge of world events, opinions, and a comparative sample was distributed in November, 1985 to two-hundred and fifty enlisted men of the 82nd Airborne Division in Fort Bragg, North Carolina. One-hundred and ninety-two surveys were returned for analysis.

The objective section sought to ascertain the knowledge of world events, both current and historical. The opinions section attempted to measure the respondents' feelings about democracy. The comparative portion of the survey directly compared the responses of the enlisted men to identical questions answered by civilians in a recent Harris Poll.

Each of the three sets of questions was scored and graphed according to nine variables which were part of the introduction sample of the survey. These variables were experience, rank, educational level, region of the country, race, combat experience, voter registration, voter participation, and political party.

Significant relationships were then determined by the results of each of the twenty-seven graphs. Significant relationships were determined to be plus or minus five

percent or approximately ten soldiers.

Experience, rank, and region of the country were found to have a significant relationship on scores in unit one. All variables EXCEPT combat experience were found to be significant in unit two. In unit three, all variables EXCEPT combat experience, voter registration, and voter participation were found to be significant relationships.

The results varied, but demonstrated that soldiers scores were affected by their military experience. When all data was assessed, it was determined that the soldiers performed significantly better on most portions of the survey than expected. Soldiers were found to be binary in their nature. In some aspects, they were different from civilians and other aspects similar. Most importantly, as soldiers, these men are prepared to defend the nation. This large task, after all, is their principle job.

## LITERATURE REVIEW

God and the soldier, we adore  
In time of danger, not before:  
The danger passed and all things righted  
God is forgotten, and the soldier slighted

While many studies have been made of war and the battles which compose these wars, there have been relatively few studies of the men which fight these wars: the soldiers.

But who is the soldier and what is he like? Bernard Glick defines a person ready for military duty as "All boys who reach age 18 and who are physically and mentally fit." (Glick, p. 36) Morris Janowitz describes the soldier as living a life, "firmly rooted in the past." (Janowitz, p.3) The life of the soldier; however, is more complex.

Many of the beliefs and attitudes of these men may be easily categorized and regarded as typical of the majority of the entire class of soldiers. The soldier, like the civilian, is widely diverse in his views. Not all soldiers wholeheartedly support the defense effort of the

United States. Not all are true conservatives as the military is often characterized. The individual soldier has often become victim in academic studies to gross classifications which has failed to pursue insights into the character of the individual. ". . . if a man wears a uniform, is trained in the use of weapons, and is under society's discipline, in practical terms it often makes little difference that you call him a soldier, a reservist, a militiaman, a national guardsman, or a policeman." (Glick, p. 6)

The study of the soldier and war closely parallels the up and down cycle of war itself. During times of national crisis, interest in the soldier rises. During peace, little concern of the composition of our fighting forces exists. Due to this fact, few studies have been made of the volunteer armed forces of today. Studies of soldier during war include a large majority of soldiers that were conscripted into the service of the United States. What compels a young man to voluntarily enter the Army, Air Force, Navy, Marine Corps, or Coast Guard today? Why are individuals drawn toward the service of national defense and away from the civilian work force? Do soldiers of today share a single common thread of patriotism that civilians do not have? The answer is most likely not. Soldiers enter the profession for a variety of reasons. "In particular, we

must look at the social composition of the youth who enter the military, to the degree this might reflect differential levels of civic consciousness." (Janowitz and Wesbrook, p. 308)

To generate more accurate statistics about today's soldiers, insight must be gained into their individual natures. The five branches of the service have changed radically since the post-Vietnam transition to an All-Volunteer-Force (AVF). Operating in the environment of an AVF, the branches have become keenly competitive in an attempt to recruit the greatest quantity of the highest caliber men and women into their particular branch. As stated, this is a significant difference in a modern study of the soldier and those done in the past. The soldier of past did not enter the service voluntarily, or if he did volunteer it was due to impending or occurring wars. Will the differences in motivation of new recruits from the predecessors have a significant effect on the quality of the armed forces? "The question is whether the level of patriotism and the political beliefs of the personnel recruited for the AVF, especially lower ranking enlisted personnel, are adequate to maintain military 'morale' and fighting effectiveness." (Janowitz and Wesbrook, p. 56) In a race to fill enlistment quotas, many feel the branches of the armed service may be compromising entrance requirement



to help maintain the strength of the AVF. Is the AVF filled with high school drop outs, and young criminals which "generous" judges offered enlistment in lieu of a jail sentence? While trends have been documented, the enlisted ranks of the armed forces remain quite diverse in ethnic composition and quite possibly as diverse in the motivation for enlistment. However, ". . . the Army's enlisted ranks reflects increasing reliance on two discrete streams—one from minorities, principally blacks, but also Hispanics, and the other from white youth with modest educational attainment." (Janowitz and Wesbrook, p. 312)

An examination of the men and women that comprise the armed forces of today is not likely to reveal any trends that are not prevalent in the civilian community. What such an examination is likely to reveal is that these trends exist in different proportions than in the civilian world. The military is plagued with the same problems as civilian society: racism, sexual discrimination, and crime to highlight only a few. ". . . The military is the most integrated segment of American society." (Glick, p. 20) Because blacks are forced to work with whites, and men are forced to work with women, many of the problems in the civilian community are either eased or made more acute. In the civilian work place, a worker can quit or request a transfer if a person is not happy with the race or gender of

one of his or her fellow employees. In the military, one must work to the best of his or her ability regardless of prejudices that are held against a particular race or the opposite sex. While a male soldier may not tolerate women in the military, he will have to work with females. This may serve to make him more tolerant or make his dislike of women in the armed forces worse. Despite this imposed toleration by the armed forces, discrimination does still exist, particularly in the civilian community surrounding military installations. Overseas, host nation's citizens often resent the presence of U.S. military personnel. While this social trend is not often echoed in the decision making of the host governments, it is felt by the soldiers and families of the soldiers serving tours of duty overseas. Local whites, in United States communities, may despise the fact that blacks are in the armed forces. This is generally due to the fact that black soldiers can rise above many of the social barriers imposed upon their race, and become a threat to the social standing of poorer members of the white community. This trend is exemplified when black families search for off-post housing. ". . . Military families from minority groups, especially blacks, (are) at the mercy of local customs and prejudices in the matter of sale and rental of suitable housing in suitable neighborhoods." (Glick, p.21)

Why is the soldier different in some aspects from the civilian community and similar in others? Military author and researcher, Morris Janowitz attributes the differences to "the political education of soldiers." Soldiers, sailors, and airmen possess no innate ability which compels them to serve their nations. Some may enter the service for patriotic reasons and others simply to get a job. The education these men and women receive in the service causes men and women from different backgrounds to act alike in some instances and individually in others. The men and women of the armed forces today must be regarded as individuals with diverse beliefs and attitudes, rather than quickly categorized as soldiers.

After studying quite a long list of texts for a review of work previously done in this field, I discovered that little research had been done which paralleled my own. This heightened my interest in the subject matter. The largest majority of research of the social attitudes of servicemen has been done by Morris Janowitz. While he is mentioned often in my literature review, much of his extensive research was not applicable to my subject matter.

## INTRODUCTION

My desire to learn more about the enlisted soldier in the United States Army began at Fort Benning, Georgia during my sophomore year in 1984. While visiting my brother on the post at the time of his commissioning as an officer, I looked at, listened to, and wondered about the enlisted men in the Army. I was somewhat disillusioned by what I observed.

My principle concern about the soldiers was what had compelled these men and women to enter the armed forces. In my study; however, this curiosity broadened to concern the soldiers knowledge of world events, their opinions about the democracy they are to defend, and their opinions as compared to civilians.

As I began my study, a review of available literature revealed that little information existed and no modern information existed about my areas of interest. Most studies were historic in perspective, with the most recent studies involving soldiers of the Vietnam era.

I saw the need for an original study, because many of today's young soldiers were not born or small children during the Vietnam war. The new soldier is far different from the soldiers who were studied earlier. Unlike most of

the soldiers of the Vietnam era, today's soldier volunteered to defend his nation. This fact in itself causes concern for additional study. All branches of the armed forces are developing new incentive programs to fill the ranks of the All Volunteer Force (AVF). Most are attracted by the financial incentives, like the Army's College Fund. The soldier of today seeks to gain benefits from time in the service that he or she could not gain otherwise. This soldier is clearly different from those of earlier periods and merits study.

As a vehicle to gather information in my original study, I decided to use a survey. I began work on the survey questions in July, 1985. Questions were test sampled and screened for bias. The survey was then distributed in Fort Bragg, North Carolina to enlisted soldiers of the United States Army's 82nd Airborne Division in November, 1985. The 82nd Airborne is an elite unit of first-defense combat-ready paratroopers who are historically famous for their endeavors during the D-Day invasion, Vietnam, and most recently Grenada. 1Lt John H. Davis was the officer in charge of distribution and collection of the survey. A Sergeant Major in the division was the actual distributor of the survey, deciding which men would be given the opportunity to complete the survey. The survey was returned in December, 1985 to College Station, Texas.

The lengthy process of analysis of the completed surveys began immediately. The statistics, graphs, and results of the survey enabled me to determine if today's soldiers are: "Keeping the World Safe for Democracy?"

## THE SURVEY

The first page in the section is the letter of instruction sent to the officer in charge of the administration of the survey. The administrator was instructed, among other details, that the survey was to be voluntary and no one should be required to respond.

The following six pages are the actual survey as it was distributed to the respondents in the 82nd Airborne Division. Care was taken in the introductory section of the survey to insure that all respondents were aware that the survey would be anonymous, not entered on their military records, and participation was voluntary.

19 November 1985

TO: 1LT John H. Davis  
Box 70985  
Ft. Bragg, NC 28307

SUBJECT: LETTER OF INSTRUCTION for administration of the survey.

You will soon receive a box containing 250 copies of the six page survey. Please insure the following conditions are met when the survey is administered.

1. Insure each soldier that the survey is voluntary and will not be placed in his military records. This is stated in the preface section of the survey; however, each soldier should be reminded verbally of this as well.
2. Insure that the soldiers complete the survey in a single sitting while being monitored.
3. Insure that each soldier completes the survey by himself without consulting reference materials or other people.
4. Insure that soldiers of most, if not all, enlisted grades complete the survey. (ie. do not give the survey to all E-1's or E-2's)
5. If possible, insure that some female soldiers complete the survey.
6. If possible, distribute the survey to soldiers of varying MOS's. (ie. do not give all the surveys to 11B's or 11C's)
7. Collect all surveys and await instructions for returning them to College Station.

THANK YOU

Matthew K. Davis





The following survey is being used for a social science research project about the United States Army by a senior at Texas A&M University.

Your participation in this survey will remain ANONYMOUS. The results of this survey will not be placed in your military records. The survey does not require you to give your name, social security number, or any other information that might disclose your identity.

PARTICIPATION IN THIS SURVEY IS VOLUNTARY! Thank you for your cooperation.

1. Please fill in the blank with a whole number: (example 3, not 3 1/2)

I have been in the United States Army for \_\_\_\_\_ years.

2. Circle your current rank:

E-1 E-2 E-3 E-4 E-5 E-6 E-7 E-8 E-9

3. Circle the highest educational level completed:

Grade: 6 7 8 9 10 11 12

College: Freshman Sophomore Junior Senior

4. Circle the letter which corresponds to the region of the United States in which you attended your last public school:

- a. east
- b. south
- c. southwest
- d. west
- e. midwest
- f. not in the United States

5. Circle the letter which corresponds to your race:

- a. Caucasian
- b. Black
- c. Hispanic
- d. Asian or Pacific Islander
- e. American Indian or Alaskan
- f. other

6. Circle YES or NO:

I have served as a soldier in the United States Army during actual combat against enemy forces.

YES NO

7. Sex: Circle MALE or FEMALE

MALE FEMALE

8. Circle YES or NO:

Are you currently registered to vote?

YES

NO

9. Circle YES or NO:

Did you vote in the 1984 Presidential election?

YES

NO

10. Circle the letter which corresponds to the appropriate response:

Which political party, if any, do you identify with?

- a. Democratic
  - b. Republican
  - c. no identification (independent)
  - d. other
- 
- 

Please circle the letter of the ONE response which you feel most correctly answers each of the following questions.

1. In 1975, United States military forces pulled out of \_\_\_\_\_, ending United States involvement in Vietnam.

- a. Tokyo
- b. Seoul
- c. Saigon
- d. Manila

2. In 1983, elements of the 82nd Airborne Division deployed in Grenada facing enemy forces from \_\_\_\_\_.

- a. East Germany
- b. Cuba
- c. Nicaragua
- d. El Salvador

3. On December 7, 1941, forces from \_\_\_\_\_ bombed the United States naval fleet stationed at Pearl Harbor, Hawaii.

- a. Germany
- b. Japan
- c. Vietnam
- d. Korea

4. In June, 1944, allied forces took part in the invasion of Nazi-controlled France. This invasion is known as \_\_\_\_\_.

- a. Tet Offensive
- b. Guadalcanal
- c. Midway
- d. D-Day

5. The current Secretary of the United States Army is \_\_\_\_\_.
- a. George Schultz
  - b. John Marsh
  - c. Donald Regan
  - d. Casper Weinberger
6. In 1983, U.S. Marines were killed in a terrorist bombing in \_\_\_\_\_.
- a. Vietnam
  - b. Lebanon
  - c. Cambodia
  - d. Iran
7. In 1945, the United States dropped the world's first atomic bomb on the city of \_\_\_\_\_.
- a. Hiroshima
  - b. Tokyo
  - c. Yokahama
  - d. Osaka
8. After the fall of Saigon in South Vietnam, the city was renamed \_\_\_\_\_.
- a. Quan Long
  - b. Ho Chi Minh City
  - c. Da Linh City
  - d. Osaka
9. The government of the Soviet Union can best be described as a form of \_\_\_\_\_.
- a. democracy
  - b. monarchy
  - c. Marxism
  - d. capitalism
10. In 1980, naval and ground forces of Great Britian and \_\_\_\_\_ clashed in the Falkland Islands.
- a. Bolivia
  - b. Peru
  - c. Brazil
  - d. Argentina
11. The capital of the Soviet Union is \_\_\_\_\_.
- a. Stalingrad
  - b. Moscow
  - c. Leningrad
  - d. Vladiovostock

12. After World War II, the \_\_\_\_\_ became a separate branch of the armed forces.

- a. Coast Guard
- b. Marine Corps
- c. Air Force
- d. Navy

13. United States General James Dozier was kidnapped in Italy by a terrorist group known as the \_\_\_\_\_.

- a. Shiite Moslems
- b. Red Brigade
- c. Black Panthers
- d. The Weathermen

14. A registration system known as the \_\_\_\_\_ contains the names of all men eligible for service in the armed forces.

- a. Draft
- b. Armed Forces Registration System
- c. U.S. Army Personnel System
- d. Selective Service System

15. In 1954, \_\_\_\_\_ forces were defeated in a crucial battle by the Army of North Vietnam at Dien Bien Phu.

- a. German
- b. American
- c. French
- d. Canadian

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Please circle the number which corresponds with your individual FEELING about the following statements:

- 1-STRONGLY AGREE
- 2-AGREE
- 3-AGREE SOMEWHAT
- 4-DISAGREE SOMEWHAT
- 5-DISAGREE
- 6-STRONGLY DISAGREE
- 0-NO OPINION OR DON'T KNOW

1. Democracy should not insure that all persons governed by that democracy have gainful employment.

1    2    3    4    5    6    0

2. A democracy does not have to guarantee that each person has a voice the the government.

1    2    3    4    5    6    0

- 1-STRONGLY AGREE
- 2-AGREE
- 3-AGREE SOMEWHAT
- 4-DISAGREE SOMEWHAT
- 5-DISAGREE
- 6-SIRONGLY DISAGREE
- 0-NO OPINION OR DON'T KNOW

3. A government can be characterized as a democracy, if it is governed by the people or by representatives of the people.

1 2 3 4 5 6 0

4. A democracy does not have to guarantee each citizen a minimum standard of living.

1 2 3 4 5 6 0

5. A citizen of a democracy has a patriotic duty to serve in the armed forces.

1 2 3 4 5 6 0

6. The United States should actively support the preservation of democratic regimes in other nations of the world.

1 2 3 4 5 6 0

7. A democracy guarantees the freedom of every individual.

1 2 3 4 5 6 0

8. People who do not vote in the elections of government officials are failing to exercise their democratic rights.

1 2 3 4 5 6 0

9. In the democratic process, a person can change the government if he or she is not happy with the current government.

1 2 3 4 5 6 0

10. A democracy affords equal rights to all people it governs.

1 2 3 4 5 6 0

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Please circle the letter of the ONE response which you feel most correctly answers each of the following questions.

1. Do you think President Reagan is being too tough in his dealings with the Soviet Union, not tough enough, or about right?

- a. too tough
- b. not tough enough
- c. about right
- d. no opinion

2. There is much discussion as to the amount of money the government in Washington should spend for national defense and military purposes. How do you feel about this: Do you think we are spending too much, about the right amount, or too little?

- a. too much
- b. about right
- c. too little
- d. no opinion

3. If the Reagan administration planned to increase the number of U.S. military advisors in El Salvador, would you approve or disapprove of this?

- a. approve
- b. disapprove
- c. no opinion

4. Do you think the United States made a mistake in sending the Marines to the Middle East, or not?

- a. yes, a mistake
- b. no
- c. no opinion

5. Do you approve or disapprove of the way Ronald Reagan is handling his job as President?

- a. approve
- b. disapprove
- c. no opinion

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS SURVEY !

## PROFILE OF SURVEY RESPONDENTS

One-hundred and ninety-two of the two-hundred and fifty surveys were returned for a response rate of 76.8 per cent.

### Background of Respondents:

1. Experience: 3.04 years in service (average)
2. Rank: E-4, corporal
3. Educational Level: 12.4 years schooling (average)  
93% high school grads
4. Region:

East 28%	Midwest 30%
West 10%	Southwest 07%
South 24%	other 01%
5. Race:

Caucasian 83%	Indian 03%
Black 07%	other 01%
Hispanic 06%	
6. Combat Experience: Yes 17% No 83%
7. Sex: Male 100%\* Female 0%
8. Registered Voters: Register 54% Not Register 46%
9. Actual Voters: Voters 42% Non-Voters 58%
10. Political Party: Republican 52% Democrat 18%  
Independent 26% other 04%

### Average Scores:

- I. Objective: 13.1 of 15, 87.3% correct
- II. Opinions: 93 of 192 liberal, 48%  
99 of 192 conservative, 52%
- III. Poll Replication: 2.75 of 5 responses varied

\*"Sex" was not used as in the analysis because the sample was 100 per cent male.

## ANALYSIS OF SURVEY

After the survey was returned in December, it was first scored by hand and the data was entered onto a spreadsheet. Later the data was entered on to a computer using the IBM Supercalc program which was used for the remainder of the analysis of the data.

The following pages are the computer printouts of the computer spreadsheet of the coded answers of the one-hundred and ninety-two respondents to the survey.

The figures below the dotted line on the final page are the figures seen earlier on the profile sheet.

The data was coded for entry as follows:

1. Experience: numeric value of years in service
2. Rank: numeric value of enlisted grade
3. Educational Level: numeric value of years in school
4. Region of Country: W=west, E=East, S=South, MW=Midwest, SW=Southwest, X=other than U.S.



5. Race: C=Caucasian, B=Black, H=Hispanic, I=Indian or Pacific Islander, X=other

6. Combat Experience: Y=Yes in Combat, N=Not in Combat

7. Registered Voters: Y=Registered to Vote, N=Not Registered

8. Actual Voters: Y=Did vote in 1984 election, N=Did not vote

9. Party: R=Republican, D=Democrat, I=Independent, X=other

Part I: Numeric value of number of correct responses

Part II: Numeric value of liberal/conservative score

Part III: Numeric value of responses which varied

EXP	RANK	ED	REG	RACE	COM	CV	DV	PAR	I#	R	I#	R	I#	I#	V
2	3	12	W	C	N	N	N	R	14	3.00					3
3	4	12	X	C	N	Y	Y	R	15	2.67					4
20	9	12	S	C	Y	Y	Y	D	15	2.33					2
3	4	12	W	C	N	N	N	R	15	2.89					4
2	4	12	MW	C	N	N	N	I	15	2.89					0
3	4	12	S	C	N	Y	Y	I	14	2.22					2
4	4	12	X	H	N	N	N	I	15	3.00					0
1	3	12	SW	C	N	Y	Y	R	14	3.89					2
1	3	12	E	C	N	N	N	I	15	2.67					3
6	5	16	E	B	N	Y	Y	D	11	5.00					2
2	3	12	SW	X	N	Y	Y	R	15	2.89					4
2	2	12	S	B	N	Y	N	D	9	3.00					0
2	4	12	E	C	N	Y	N	R	10	3.11					2
2	4	12	S	C	N	N	Y	R	11	2.40					3
5	5	16	E	B	N	N	N	D	15	3.11					1
1	2	13	E	C	N	Y	Y	I	13	2.78					3
3	4	13	W	C	Y	Y	Y	R	13	4.00					2
3	4	12	MW	C	Y	Y	Y	R	15	3.33					3
4	4	14	E	C	Y	N	N	X	14	3.44					3
8	6	14	X	C	N	Y	Y	R	15	2.00					4
2	4	14	E	C	N	N	N	R	12	2.88					1
9	7	14	S	C	N	N	N	R	15	2.00					3
2	5	10	E	C	N	Y	Y	D	15	3.00					4
3	4	11	E	C	N	N	N	I	15	3.11					4
3	5	14	SW	C	Y	N	N	R	11	3.38					3
3	4	12	MW	C	N	N	N	I	13	4.11					1
1	1	11	MW	C	N	N	N	I	10	3.22					4
3	4	12	MW	C	N	N	N	R	15	2.89					4
2	4	12	MW	C	N	N	N	X	6	3.44					3
2	4	12	MW	C	N	Y	N	R	11	2.56					2
3	4	12	MW	C	N	Y	Y	R	15	3.67					3
3	3	12	E	C	Y	Y	N	R	12	3.22					1
1	1	12	E	B	N	Y	N	R	12	3.67					2
2	4	12	W	C	N	Y	Y	R	13	4.11					3
11	6	12	MW	C	Y	Y	Y	R	15	3.22					2
2	4	12	X	H	N	N	N	D	14	3.67					0
5	6	12	SW	C	Y	Y	Y	I	15	2.78					4
4	5	13	NW	C	N	N	N	R	15	2.00					4
2	3	12	W	C	N	N	N	R	15	4.00					4
4	5	12	S	C	Y	Y	Y	R	13	2.88					3
4	5	13	S	C	Y	Y	Y	R	15	2.44					1
1	3	12	MW	C	N	Y	Y	R	15	2.63					2
4	5	12	S	C	Y	Y	Y	R	15	2.00					4
9	7	14	E	C	N	Y	Y	R	15	2.67					2
3	4	13	MW	C	Y	Y	Y	R	15	2.00					3
2	3	12	E	C	N	Y	Y	I	15	3.22					1
7	6	13	MW	C	Y	Y	Y	R	15	3.00					4
4	5	12	S	C	Y	Y	Y	D	15	3.00					4
4	5	14	W	C	Y	Y	Y	R	15	2.33					4
5	5	12	SW	C	N	Y	N	R	15	2.67					3
2	4	12	MW	C	N	N	N	R	15	2.78					2
3	4	10	W	C	N	N	N	I	15	6.00					1

6	5	12	W	H	N	N	N	I	12	5.40	4
2	4	12	S	C	N	N	N	R	10	2.78	3
1	3	14	MW	C	N	Y	Y	R	14	3.56	3
2	4	12	E	C	N	Y	N	I	15	3.44	3
1	3	12	W	C	N	N	N	R	14	3.25	2
2	4	12	E	C	N	N	N	I	13	2.56	4
2	4	16	W	C	N	Y	Y	I	13	3.44	3
3	4	12	S	C	N	Y	Y	R	13	1.67	4
4	5	14	NW	C	N	N	N	D	15	3.63	4
6	5	12	E	C	N	N	N	I	15	3.11	4
3	4	12	E	C	N	N	N	I	13	3.55	1
3	4	10	SW	C	Y	N	N	R	10	4.14	1
1	2	12	E	C	N	Y	N	R	4	3.55	3
2	3	12	E	H	N	N	N	I	13	3.00	4
2	3	12	SW	C	N	Y	N	R	11	2.88	2
2	4	16	MW	C	N	Y	Y	R	14	3.67	4
2	3	12	E	C	N	Y	Y	R	15	2.89	3
1	3	12	MW	C	N	N	N	R	15	2.89	3
1	2	12	W	C	N	N	N	X	15	3.00	3
15	7	13	SW	B	N	N	N	X	14	3.00	2
2	3	13	E	C	N	Y	Y	I	15	3.44	2
1	3	12	MW	C	N	Y	Y	D	13	3.44	3
2	3	12	MW	C	N	N	N	D	12	3.22	1
1	3	12	MW	C	N	N	N	D	12	3.33	2
1	3	12	MW	C	N	Y	Y	I	10	3.33	2
1	3	12	MW	C	N	Y	Y	D	14	3.22	2
10	3	8	E	X	Y	N	N	X	14	2.67	4
2	3	12	E	C	N	Y	N	R	15	3.22	3
2	4	12	E	C	N	N	N	I	14	3.11	3
2	3	12	SW	C	N	Y	Y	R	13	2.67	2
1	3	12	E	C	N	Y	Y	D	6	1.83	1
1	2	12	S	H	N	Y	Y	R	12	3.67	2
1	2	12	SW	C	N	N	N	I	10	4.56	3
1	3	12	MW	C	N	N	N	R	13	2.55	2
1	3	12	E	C	N	Y	N	D	15	2.89	4
2	4	12	S	C	N	Y	Y	R	15	3.11	3
1	1	11	W	C	N	N	N	I	14	3.38	2
1	3	12	E	C	N	N	N	I	12	2.88	1
2	4	12	S	C	N	N	N	I	15	2.33	3
1	2	12	MW	C	N	N	N	I	12	3.75	3
1	3	14	MW	C	N	Y	Y	R	14	2.00	3
2	4	12	MW	C	N	Y	Y	R	11	3.00	4
3	2	12	S	C	N	N	N	I	6	3.33	4
3	4	12	MW	C	N	N	N	I	15	2.89	3
4	4	12	MW	C	N	N	N	D	15	3.56	3
3	4	13	E	B	N	Y	N	D	14	3.56	1
1	3	12	E	C	N	N	N	R	11	4.22	2
1	3	12	E	C	N	N	N	R	13	3.44	4
2	3	12	MW	C	N	Y	Y	D	10	3.33	3
1	3	12	MW	C	N	Y	N	R	13	2.78	0
1	3	12	MW	C	N	N	N	I	15	3.56	4
2	3	12	S	C	N	N	N	D	14	2.89	4
1	2	13	MW	C	N	Y	N	I	13	3.33	3
1	3	12	MW	B	N	Y	Y	D	10	3.11	2

2	2	12	NW	C	N	Y	Y	D	9	4.11	4
2	4	12	MW	C	N	N	N	R	15	2.78	3
1	3	12	W	C	N	N	N	R	11	3.33	3
2	4	11	E	C	N	N	N	R	14	2.63	3
2	3	12	S	C	N	N	N	I	15	3.33	4
2	4	14	W	C	N	N	N	R	15	3.00	3
2	5	16	SW	C	N	Y	Y	R	15	2.44	3
6	7	16	E	C	N	Y	Y	R	15	2.33	4
4	5	12	E	C	Y	Y	N	R	15	2.43	3
5	6	15	W	C	Y	Y	Y	R	15	2.88	3
2	4	13	MW	C	N	Y	Y	D	9	1.58	4
3	4	9	E	C	N	Y	Y	R	14	3.11	2
1	3	12	MW	I	N	Y	N	I	15	3.78	4
3	4	12	MW	C	N	N	N	D	13	4.38	2
5	5	14	E	C	N	Y	Y	R	13	3.78	4
1	3	13	E	C	N	Y	Y	R	15	2.44	3
2	4	13	E	C	N	Y	Y	R	15	2.67	3
2	4	12	S	C	N	Y	Y	R	15	3.4	3
2	3	12	S	C	N	Y	Y	D	14	2.56	3
11	7	12	S	H	N	Y	N	R	14	2.00	4
2	3	12	E	C	N	N	N	R	13	1.86	2
2	3	12	S	C	N	N	N	R	12	3.38	4
2	4	16	SW	H	N	Y	N	R	15	3.00	3
7	5	13	MW	C	N	N	N	R	15	2.56	4
2	3	12	SW	C	N	Y	Y	R	13	3.75	1
1	2	13	NW	C	N	Y	Y	R	10	2.89	1
2	3	12	E	C	N	N	N	R	15	3.56	3
1	3	13	NW	C	N	Y	Y	R	11	3.33	4
2	3	12	S	C	N	Y	Y	R	11	2.86	2
4	5	12	MW	C	N	N	N	X	14	2.56	3
2	4	13	MW	C	N	N	N	I	15	3.67	2
1	3	12	S	C	N	N	N	D	14	2.78	4
3	5	13	NW	C	N	Y	Y	I	15	3.44	2
3	5	14	NW	C	N	Y	Y	D	14	2.67	3
1	3	12	E	C	N	Y	Y	I	12	2.67	3
11	6	14	SW	I	N	Y	Y	I	15	3.22	3
2	4	12	E	C	N	Y	N	R	11	2.56	3
2	4	12	W	C	Y	N	N	I	10	3.33	2
2	4	12	E	H	N	Y	N	R	15	3.11	4
1	3	12	MW	C	N	Y	Y	I	13	2.67	3
2	3	12	SW	C	N	Y	Y	R	13	3.00	3
2	3	12	MW	C	N	N	N	X	11	3.67	3
1	1	12	W	H	N	Y	Y	X	13	3.63	1
3	4	12	MW	C	Y	N	N	R	11	3.00	3
3	4	13	W	C	Y	Y	Y	R	12	3.33	4
1	3	12	SW	C	N	N	N	R	8	3.56	2
1	2	12	S	C	N	Y	Y	I	14	3.78	3
4	4	13	S	C	Y	N	N	I	15	3.55	3
1	3	12	MW	C	N	N	N	R	13	3.11	4
3	3	11	X	B	N	N	N	I	10	3.33	3
4	5	14	E	I	Y	Y	N	I	14	3.44	2
4	5	12	E	B	N	N	N	I	13	3.75	2
1	3	11	S	C	N	Y	Y	R	14	1.77	2
2	3	12	E	C	N	N	N	D	13	3.44	2

3	5	12	S	C	N	Y	Y	R	13	3.44	3
16	7	12	MW	C	Y	Y	Y	R	15	2.55	4
6	5	13	S	C	Y	N	N	R	15	2.55	4
2	3	12	MW	C	N	N	N	R	13	3.00	3
2	2	12	E	C	N	N	N	I	11	3.88	2
1	3	12	MW	C	N	Y	N	D	13	3.44	4
2	4	14	MW	C	N	Y	Y	R	14	2.78	3
2	3	12	E	C	N	Y	Y	R	14	3.44	3
2	5	13	MW	C	Y	N	N	R	13	3.00	3
2	4	12	W	C	N	N	N	I	15	4.63	2
3	5	14	S	B	Y	N	N	D	14	3.11	4
3	5	15	S	B	Y	Y	Y	D	15	3.67	1
2	4	11	W	I	N	N	N	I	13	2.77	4
1	3	11	W	C	N	N	N	D	13	2.22	4
2	4	12	E	C	N	N	N	D	12	3.88	3
5	6	12	E	C	Y	N	N	I	11	3.50	1
2	4	12	NW	B	N	Y	Y	D	7	3.33	1
7	6	12	MW	H	N	Y	Y	R	15	2.77	3
1	3	12	E	C	N	N	Y	R	13	2.67	0
3	4	12	MW	C	N	Y	Y	R	15	3.00	3
3	5	13	W	H	N	N	N	R	13	3.33	3
2	4	12	NW	B	N	N	N	D	6	2.88	2
1	3	12	MW	C	N	N	I	N	12	2.89	2
11	6	11	E	C	N	Y	Y	R	11	2.56	2
13	6	12	SW	B	N	N	N	D	13	2.67	4
16	7	14	E	B	Y	Y	Y	R	11	3.44	4
3	4	12	MW	C	N	Y	N	R	14	2.78	3
2	1	12	S	C	N	N	N	I	12	3.44	3
3	5	12	S	C	Y	Y	Y	D	7	3.33	3
2	3	12	SW	C	N	Y	N	R	14	2.67	3
1	3	12	SW	H	N	Y	Y	D	14	3.29	2
1	2	12	E	C	N	N	N	R	14	2.22	3

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3.04	4	12.4	E.28	C.83	N.83	Y.54	Y.42	R.52	13.1	3.09	2.75
			W.10	B.07	Y.17	N.46	N.58	I.26			
			S.24	H.06				D.18			
			MW.30	I.03				X.04			
			SW.07	X.01							
			X.01								

## UNIT ONE ANALYSIS

Unit one was the objective portion of the survey. Its intent was to measure the general knowledge of recent and historical world events. Questions in the section ranged from Pearl Harbor to the recent terrorist bombing of Marine headquarters in Lebanon.

Each of the fifteen questions in this section had four possible choices of answers. They were original questions that in most cases would not require specific knowledge of history to answer correctly.

Scores from this section ranged from only six correct responses all the way to fifteen correct. The average was 13.1 correct (87.3%). The most frequently missed questions were: number five pertaining to the identity of the Secretary of the Army and number twelve regarding the establishment of the Air Force.

Only three of the variables from unit one showed significant relationships. Significance was plus or minus five per cent which rounded up to ten soldiers. The significant relationships having an effect on unit one were: experience, rank, and region of the country. Educational level, race, combat experience, voter registration, voter

participation, and political party were found to have no significant relationship in unit one.

Overall, I was impressed with the scores the soldiers received from this section. The average of 13.1 correct responses was much higher than my original, pre-survey prediction of only nine correct responses.

The following nine pages are the actual graphs used in the analysis. Explanations of the variables appears in the key above the graph. A significant relationship can be seen if a four point decimal number in the center of the graph is at least five per cent (.05) greater than the decimal number directly above or below it. Graphs number one, two, and four are significant relationships in unit one.









EFFECT OF REGION ON SCORES FROM UNIT ONE

KEY: E = Eastern U.S.                      MW = Midwestern U.S.  
 W = Western U.S.                        SW = Southwestern U.S.  
 S = Southern U.S.                        X = Other than U.S.

LOW SCORES = <13 correct  
 HIGH SCORES = 13, 14, or 15 correct

N = 192  
 EASTERN U.S. = 53                      MIDWESTERN U.S. = 57  
 WESTERN U.S. = 20                     SOUTHWESTERN = 13  
 SOUTHERN U.S. = 46                    OTHER THAN U.S. = 3  
 LOW SCORES = 46  
 HIGH SCORES = 146

	LOW SCORES		HIGH SCORES	
E	FIFTEEN	.2830 .7170:	THRITY-EIGHT	(53)
W	THREE	.15 .85:	SEVENTEEN	(20)
S	NINE	.1957 .8043:	THIRTY-SEVEN	(46)
MW	FOURTEEN	.2456 .7544:	FORTY-THREE	(57)
SW	FOUR	.3077 .6923:	NINE	(13)
X	ONE	.3333 .6667:	TWO	(3)
	(46)		(146)	

EFFECT OF RACE ON SCORES FROM UNIT ONE

KEY: WHITE = Caucasian  
 NOT W = All other races

LOW SCORES = <13 correct  
 HIGH SCORES = 13, 14, OR 15 correct

N = 192  
 WHITE = 160  
 NOT WHITE = 32  
 LOW SCORES = 46  
 HIGH SCORES = 146

	LOW SCORES	HIGH SCORES	
WHITE	THIRTY EIGHT	ONE HUND.-TWENTY-TWO	(160)
		.2375 .7625	
NOT W	EIGHT	TWENTY-FOUR	(32)
		.25 .75	
	(46)	(146)	



EFFECT OF VOTER REGISTRATION ON SCORES FROM UNIT ONE

KEY: REG = Registered as of 1984 Presidential election  
 N REG = Not registered as of 1984 Presidential election

LOW SCORES = <13 correct  
 HIGH SCORES = 13, 14, or 15 correct

N = 192  
 REGISTERED VOTERS = 103  
 NOT REGISTERED TO VOTE = 89  
 LOW SCORES = 46  
 HIGH SCORES = 146

	LOW SCORES	HIGH SCORES	
REG	TWENTY-THREE	EIGHTY	(103)
		.2233 .7767	
N REG	TWENTY-THREE	SIXTY-SIX	(89)
		.2584 .7416	
	(46)	(146)	



EFFECT OF POLITICAL PARTY ON SCORES FROM UNIT ONE

KEY: REP = Republican party identifiers (of Sample: 52%)  
 OTH = Any other party identifiers: Dem, Ind, and other  
 (of Sample: Dem = 18%, Ind = 26%, other = 4%)

LOW SCORES = <13 correct  
 HIGH SCORES = 13, 14, or 15 correct

N = 192  
 REPUBLICANS = 99  
 OTHERS = 93  
 LOW SCORES = 46  
 HIGH SCORES = 146

	LOW SCORES	HIGH SCORES	
REP	TWENTY-FOUR	SEVENTY-FIVE	(99)
		.2424 .7576:	
OTH	TWENTY-TWO	SEVENTY-ONE	(93)
		.2366 .7634:	
	.(46)	.(146)	



## UNIT TWO ANALYSIS

Unit two was the opinions portion of the survey. The purpose of this section was to establish a liberal / conservative score for each soldier regarding democracy. This section contained ten questions that were responded to on a Likert scale, also known as a "feeling thermometer". There were ten statements with a choice of seven answers:

STRONGLY AGREE  
AGREE  
SOMEWHAT AGREE  
SOMEWHAT DISAGREE  
DISAGREE  
STRONG DISAGREE  
NO OPINION OR DON'T KNOW

The statements were all conservative in nature. A low score would indicate conservatism as the respondent would agree, and a higher score would indicate liberalism. An overall average score lower than the average of the sample (3.09) would then be conservative and a score greater than 3.09 would be liberal.

Question number eight was disregarded in the grading

of the survey due to its inability to conform to the scale. The numeric value of each score was added and then divided by the total number of answered questions. If all questions were answered the sum was divisible by nine. If respondents skipped questions, they were not penalized. For example, numeric values in responses of 4, 5, 1, 4, 2, 2, 2, 3, 3 would sum to 26. The final score for this soldier would then be  $26/9$  or 2.88, a conservative score.

Significant relationship of plus or minus five per cent were found in unit two for: experience, rank, educational level, region of the country, race, voter registration, voter participation, and political party. Significance was not found for the variable on combat experience.

The final analysis of the data found that the sample was near equal with regard to ideology. Forty-eight per cent scored liberally, while fifty-two per cent scored conservatively. I had expected, due to the usual conservatism of the military, a much higher conservative portion.

The following nine pages are the graphs used in the analysis. Explanations of the variable can be found above each graph. A significant relationship will show a five per cent (.05) variance with the cell directly above or below it

in the center of the graph. In unit two, all graphs are significant except number six, combat experience.







EFFECT OF REGION ON SCORE FROM UNIT TWO

KEY: E = Eastern U.S.                      MW = Midwestern U.S.  
 W = Western U.S.                         SW = Southwestern U.S.  
 S = Southern U.S.                        X = Other than U.S.

LIBERAL SCORE = > 3.09  
 CONSERVATIVE SCORE = 3.09 or less

N = 192  
 EASTERN U.S. = 53                        MIDWESTERN U.S. = 57  
 WESTERN U.S. = 20                        SOUTHWESTERN U.S. = 13  
 SOUTHERN U.S. = 46                       OTHER THAN U.S. = 3  
 LIBERAL SCORES = 93  
 CONSERVATIVE SCORES = 99

	LIBERAL SCORE		CONSERVATIVE SCORE	
E	THIRTY-TWO	.6038 .3962:	TWENTY-ONE	(53)
W	NINE	.45 .55:	ELEVEN	(20)
S	SIXTEEN	.3478 .6522:	THIRTY	(46)
MW	TWENTY-EIGHT	.4912 .5088:	TWENTY-NINE	(57)
SW	SIX	.4615 .5385:	SEVEN	(13)
X	TWO	.6667 .3333:	ONE	(3)
	.(93)		.(99)	









EFFECT OF VOTING ON SCORE FROM UNIT TWO

KEY: YES = Soldier that voted in 1984 Presidential election  
 NO = Soldier that did not vote in 1984 Presidential election

LIBERAL SCORE = > 3.09  
 CONSERVATIVE SCORE = 3.09 or less

N = 192  
 VOTERS = 80  
 NON VOTERS = 112  
 LIBERAL SCORES = 93  
 CONSERVATIVE SCORES = 99

	LIBERAL SCORES	CONSERVATIVE SCORES	
YES	THIRTY-TWO	FORTY-EIGHT	(80)
		.4 .6	
		.5446 .4554	
NO	SIXTY-ONE	FIFTY-ONE	(112)
	(93)	(99)	

EFFECT OF POLITICAL PARTY ON SCORE FROM UNIT TWO

KEY: REP = Republican party identifiers (of Sample: 52%)  
 OTH = Any other party identifiers: Dem, Ind, and other  
 (of Sample: Dem = 18%, Ind = 26%, other = 4%)

LIBERAL SCORE = > 3.09  
 CONSERVATIVE SCORE = 3.09 or less

N = 192  
 REPUBLICANS = 99  
 OTHERS = 93  
 LIBERAL SCORES = 93  
 CONSERVATIVE SCORES = 99

	LIBERAL SCORES	CONSERVATIVE SCORES	
REP	THIRTY-SEVEN	SIXTY-TWO	(99)
		.3737 .6263:	
		.6022 .3978:	
OTH	FIFTY-SIX	THIRTY-SEVEN	(93)
	(93)	(99)	

### UNIT THREE ANALYSIS

Unit three was the portion of the survey which sought to compare the sampled soldiers responses with civilians. For this comparison, five questions were taken from several recent Harris Polls.

Soldiers received a score which reflected the number of responses, for each of the five questions, in which their answer varied from the most frequently selected civilian response. The average variance in unit three was 2.75 of the five questions. That is, the average soldier's responses were different on more than half of the questions from the average civilian's responses.

I selected questions from the Harris Polls which had national policy or national defense as a subject matter. The topics of the five questions were: U.S. / Soviet policy, defense spending, aid to Central America, intervention in the Middle East, and opinion of Reagan's performance. In many cases, four of the five responses varied, with the only agreement being on the approval of President Ronald Reagan's performance in office.

Most civilians felt Reagan's Soviet policy was about right, soldiers felt it was not tough enough. Civilians felt Reagan is spending too much on defense, soldiers felt

that he is spending not enough. Soldiers approve of sending advisors to Central America, civilians do not. Civilians felt it was a mistake for Reagan to send Marines to Lebanon. Soldiers felt it was not a mistake, and many pencilled in comments like, "let them fight back next time." Finally as stated, both civilians and soldiers agreed that President Reagan was doing a good job in office.

Significant relationships of at least five per cent (.05) significance were found for the following variables: experience, rank, educational level, region of the country, race, and political party. Significance was not found for combat experience, voter registration, and voter participation.

The nine pages which follow contain the nine graphs used for analysis in unit three. A significant relationship will show a five per cent (.05) difference from the inner cell directly above or below it in the center of the graph. All graphs are significant except numbers six, seven, and eight.









EFFECT OF REGION ON VARIANCE IN UNIT THREE

KEY: E = Eastern U.S.                      MW = Midwestern U.S.  
 W = Western U.S.                        SW = Southwestern U.S.  
 S = Southern U.S.                        X = Other than U.S.

LOW VARIANCE = 0, 1, or 2 varying responses  
 HIGH VARIANCE = 3, 4, or 5 varying responses

N = 192  
 EASTERN U.S. = 53                      MIDWESTERN U.S. = 57  
 WESTERN U.S. = 20                     SOUTHWESTERN U.S. = 13  
 SOUTHERN U.S. = 46                    OTHER THAN U.S. = 3  
 LOW VARIANCE = 64  
 HIGH VARIANCE = 128

	LOW VARIANCE		HIGH VARIANCE	
E	TWENTY-ONE	.3962	.6038:	THIRTY-TWO (53)
W	FIVE	.25	.75:	FIFTEEN (20)
S	TEN	.2174	.7826:	THIRTY-SIX (46)
MW	TWENTY	.3509	.6491:	THIRTY-SEVEN (57)
SW	SEVEN	.5385	.4615:	SIX (13)
X	ONE	.3333	.6667:	TWO (3)
	. (64)			. (128)







EFFECT OF VOTING ON VARIANCE IN UNIT THREE

KEY: YES = Soldier that voted in 1984 Presidential election  
 NO = Soldier that did not vote in 1984 Presidential election

LOW VARIANCE = 0, 1, or 2 varying responses  
 HIGH VARIANCE = 3, 4, or 5 varying responses

N = 192  
 VOTERS = 80  
 NON VOTERS = 112  
 LOW VARIANCE = 64  
 HIGH VARIANCE = 128

	LOW VARIANCE	HIGH VARIANCE	
YES	TWENTY-NINE	FIFTY-ONE	(80)
		.3625 .6375:	
		.3125 .6875:	
NO	THIRTY-FIVE	SEVENTY-SEVEN	(112)
	.(64)	.(128)	



## CONCLUSION

As mentioned at the outset of this research, my curiosity was first aroused due to my disillusionment when I had come in contact with U.S. Army enlisted men. My study caused me to think differently about some aspects of these soldiers.

Part one of the study, which tested the knowledge of current and historical events, was easier for the soldiers than I had imagined. This presumption might have been caused by the representation of soldiers in the media as high school drop-outs, incapable of making a living anywhere else except the military. This is clearly not the case with today's enlisted personnel in the Army. I predicted that the respondents would answer only nine of the fifteen questions correctly (60%). The average number of correct answer was 13.1 (87.3%). I feel that this unexpected high score is attributable to the fact that ninety-three per cent of the sample were high school graduates. Many had higher levels of education; some even being college graduates. The soldier in the armed forces today is not an academic underachiever, or a convict pardoned from a prison term to join the military. The soldiers of the 1980's are ambitious



young men and women desiring to improve their lot in life through a tour in the service of their country. Many of these young soldiers enter to finance a college education through the Army's College Fund which otherwise they could not afford. These youth feel that the Army is not their only alternative, but their best alternative.

Of the significant relationships found in unit one, two of the three are attributable to the furthering of education a soldier receives in the service. Soldiers with higher amounts of experience and rank scored decisively better on this section of the survey. Soldiers with more experience and / or rank scored eighteen per cent better than did soldiers with lesser. Soldiers who had attended high school in the West, South, and Midwest did better than others on the survey. Surprisingly, the soldiers with the higher levels of education did not do significantly better than those with lesser amounts of education. This fact supports the assertion that much of the education a soldier receives is during his time in the service as proved by the experience and rank statistics stated before.

My presumptions regarding the second portion of the survey were not supported as strongly as I expected. The military is traditionally characterized as a right-wing, ultra-conservative institution. While my sample proved to

be conservative, the results were not significant. Fifty-two per cent scored conservatively on unit two and forty-eight per cent scored liberally. Despite this near equal ideological division, the military is still categorized as a conservative body. The military, taken in this new perspective, is not unlike the greater United States' political environment. There are conservatives and liberals in all institutions, including the military. Ideological divisions in my sample tended to parallel the same trends as in a civilian sample. Blacks and Hispanics scored more liberally than whites, and Republicans were more conservative than Democrats. These statistics of the military sample are similar to a larger civilian sample. Nevertheless, the military, most likely, will continue to be categorized as a traditionally conservative body. My sample of the military was not purely conservative.

Eight of the nine variables in unit two proved to be significant. Only combat experience failed to show significance. Higher levels of experience and rank led to higher levels of conservatism. Again, this might be part of the social and political education soldiers receive subliminally in the service. Soldiers, in effect, become militarized and less heterogeneous over time, although they do not lose much of their individual identity. As stated, whites were decisively more conservative, than non-whites

and Republicans more so than non-Republicans. Registered voters and actual voters also scored more conservatively. This might reflect the national statistic of broad based support for the more liberal democratic party which is not evident in election results due to lack of voter participation.

Unit three is perhaps the most interesting portion of the survey. Through replication of questions from recent Harris Polls, I was able to compare civilians directly to my sample of enlisted men from the 82nd Airborne Division. A large variance in opinion was found between the military and the civilians on the five questions selected. Of the five questions selected, the military sample varied on 2.75 of the five questions from the most popularly selected civilian response. This difference might have been predictable due to the sensitivity of the subject matter of the questions selected. Current topics in world events and policy questions were measured and compared. Unlike the conservative / liberal indicator, unit three points to a marked difference in civilian and military views. The military clearly supported a better-funded, more interventionist, get-tough foreign and defense policies. The civilian tended to favor the status quo or reductions in our concerns. However, both sets of respondents to the

questions overwhelmingly approved of President Reagan's performance in office. Reagan's ability to illicit support and approval from all aspects of society has been noted before.

Six of the nine variables in unit three were found to be significant. Voter registration and voter participation did not produce significant results. Combat experience in unit three, as in units one and two, did not produce notable differences. Soldier with higher levels of experience and rank displayed higher levels of variance from the civilian sample. This fact again may be attributable to the social and political education a soldier receives during his service. His service leads to a homogeneity in opinions. Soldiers from the Southwest disagreed the least with the civilian respondents. Whites and Republicans disagreed more than Blacks and Democrats. This may be due to the partisan nature of the question to which disagreement with the civilian responses to the policy questions would support the platform of the current administration. That is, whites and Republicans would or might favor increasing defense spending, getting tougher with the Soviet Union, and intervening in Central America. Those with greater levels of education disagreed more with the results of the civilian sample. However, this fact can not be attributed to any causal factor in support of a specific assertion. Overall,

the interesting fact discovered in unit three was that the military sample responded differently than the civilians on more than half of the questions.

After the analysis of my project was completed, I was impressed by the quality of enlisted personnel in the U.S. Army. My earlier disillusionment about their effectiveness and potential to defend the United States was dispelled by studying the make-up of the individuals. Reasons for my confidence are as follows. The soldiers in my sample entered the military with high levels of education and added to their knowledge while in the military. Secondly, a wide range of varying opinions were represented in some of the responses. The soldier is first a man or a woman with a system of beliefs that has not been radically changed by the military, merely altered. Varying and conflicting opinions are necessary for an organization to grow and become more effective. However, on issues vital to the national defense of our nation, the soldiers responded as soldiers. The majority seemed to wholeheartedly support the defense policy of the United States and favor a strong military presence in the world. While civilians may disagree with national defense policy, they should find security in the fact that the soldiers who will fight for

them support that policy and are ready to defend the nation.

Finally, my study of the soldier revealed that the individual is two-fold in his perspective of the world. In some necessary aspects, the soldier is different from the civilian, and must act differently. He must be different, as his duties and responsibilities demand it. Although different, the soldier will act and respond as any other member of society in other regards. Despite this binary nature, the soldier was found to be prepared for his primary responsibility of: " Keeping the World Safe for Democracy!"

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