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Department of Defense
MINORITY MARKET STUDY

Report Prepared By:

James L. Ginter
The Ohio State University ✓

John R. Goral
Defense Manpower Data Center

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DEPARTMENT OF DEFENSE

Data Collected By:

Earl G. Graves Marketing and Research, Inc.

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Office of the Assistant Secretary of Defense
(Manpower and Reserve Affairs)
Military Personnel Policy

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INTRODUCTION

This report presents the major findings from DOD's Minority Market Study^{1/} The two major thrusts of the report are:

1. issues relevant to the accession of enlisted minority youth,
and
2. issues relevant to the accession of Black officers.

The first set of issues was investigated with a national sample of 1019 Black and 434 Hispanic 16-21 year-old males who had no military experience and were not enrolled in four-year colleges. Data for the investigation of the second set of issues came from a survey of 390 Black college students at ten predominantly Black and ten predominantly White colleges which offered ROTC and were randomly selected. All data were collected by personal interview during May and June 1976.

POTENTIAL ENLISTED MINORITY YOUTH

Distinguishing Characteristics of the Minority Sample

In comparison with the Spring 1976 Tracking Study sample (a sample of all 16-21 year old male civilians), a smaller fraction of the minority respondents were high school students and high school graduates, and; correspondingly, a larger fraction of this group had dropped out of high school. Much lower percentages of the minority respondents were employed on both a full-time and part-time basis.

Job Attributes

Rankings of importance of various job attributes differed between the Spring 1976 Tracking Study and this study in that the minority respondents placed relatively more importance on "pays well to start" and "helps you get a college education while you serve". A larger proportion of the minority respondents saw "provides good benefits for you and your family" as available in the military. An analysis of attribute importance and

^{1/} Data used for this report were collected by Earl G. Graves Marketing and Research, Inc., under contract No. MDA 903-75-C-0222.

perceived availability of the attributes in the military shows that "promotions based on performance rather than race", "pays well to start", and "gives you the job you want" were perceived as relatively important and relatively low in availability in the military.

Respondents were asked to indicate for which Service each attribute was most true. The Army was mentioned most frequently for every attribute, and the Navy was mentioned least frequently for every attribute.

Achievement of Life Goals

Comparison of military service and a civilian job on likelihood of achieving various life goals shows that the military is perceived most advantageous for "adventure and excitement", "job security", "chance to mature, become a man", and "doing challenging work". A civilian job was seen as advantageous for "making a lot of money", "being able to make your own decisions on the job", and "personal freedom".

Advertising Copy Point Identification

For each of the ten copy points listed, a smaller proportion of the minority respondents were able to correctly identify the source than was found in the Spring 1976 Tracking Study. Two of the copy points ("Join the people" (Army) and "Most important part-time job" (Guard)) were correctly identified by more than 25% of the sample, and fewer than 10% could correctly identify the sources of "Same pay as other services" (Marine Corps), "The (Guard) belongs", "(Air Force), a great way of life", and "The opportunity is for real (Navy)".

Enlisted Starting Pay

When asked to estimate enlisted starting pay, fewer than half of the sample responded, and only 23% were within approximately \$40 of the correct figure. The respondents do feel that pay is important and they have a relatively negative general perception of military pay. However, they cannot state accurately what the current starting pay is.

Analysis of Propensity

Approximately 43% of the respondents indicated a "definite" or "probable" likelihood of entering at least one of the four active Services. A comparison of these respondents with the remainder of the sample led to results different from those reported in the Spring 1976 Tracking Study, in that the minority propensity groups were not different on the quality index, education of father, and educational status. The groups were different in terms of discussions of the military with influencers, recruiter contact, actions taken to seek information, attribute importances, association of attributes with the military, and perceived achievability of life goals in the military versus a civilian job.

Propensity was also analyzed for each of the four active Services, Coast Guard, National Guard, and Reserves individually. In general, the positive groups associated the attributes with the military more highly than did their peers. Positive and negative propensity group differences on perceived achievability of life goals in the military were stronger in the active Service analyses than in the National Guard and Reserve analyses. Recruiter contact was associated with propensity in all analyses, as was discussion with most influencers. In most of the individual Service propensity analyses, the positive propensity groups showed greater agreement with "My parents would like it if I told them I was going to enlist". In the National Guard and Reserves analyses, the positive groups

agreed more strongly with "I get bored in my spare time", it's important for me to have a lot of friends", and "one good way to get a job today is to be trained in how to operate modern technical machinery".

Quality Minority Youth

A comparison of above average quality and below average quality respondents showed that the higher quality group contained more high school graduates and fewer high school dropouts. They also came from homes with higher income and had parents with more education. More of the high quality group estimated starting enlisted pay accurately (26% vs. 20%) however, neither of these percentages are very high. Higher quality respondents indicated that a \$100 pay increase would have less effect on their enlistment intentions. These respondents also saw a civilian job as a greater advantage in terms of "making a lot of money" and placed greater importance on "helps you get a college education while you serve". The high quality group indicated greater readership of general and ethnic newspapers, and all magazines listed. More of the high quality group had been in contact with Air Force and Navy recruiters than the low quality group, and more of them had had discussions of the military with potential influencers.

Propensity to enlist in any active Service and propensity to enlist in the National Guard or Reserves were analyzed within the high quality group. The results were similar to those of the previous propensity analyses in that the positive and negative groups differed on importance of attributes, perceived advantage of the military in achieving life goals, and discussions with influencers. Unlike the any active Service propensity groups, the National Guard/Reserves groups did not differ on association of all attributes with the military. In the any Service analysis, the positive group expressed greater agreement that their parents would like it very much if they told them they were going to enlist. The same was not true of the National Guard/Reserves groups.

Recruiter Contact

Approximately 21% of the respondents in touch with recruiters of the four Services indicated they had received very little of the information they wanted, and 37% indicated that they had received all of the information they wanted. With the exception of the Army, a higher percentage of the contacts were with a recruiter of another ethnic background than were with a recruiter of the same background. A higher percentage of contacts with Navy recruiters of the same background led to all the information wanted than those of another ethnic background. About 42% of the respondents indicated a positive attitude change after the recruiter contact and 14%, a negative change. A larger proportion of those who had talked with a recruiter of the same minority background indicated a "much more" favorable attitude change than those who had talked with a recruiter of a different background.

POTENTIAL BLACK OFFICERS

Distinguishing Characteristics

In comparison with the non-college respondents, the college respondents showed lower propensity to join each of the five active Services as well as the National Guard and Reserves. The college students had parents who were more highly educated, and they also had higher family income. They perceived less difficulty in getting jobs; and more of them held part-time jobs and fewer, full-time jobs. The college group saw the military as less advantageous for achieving all of the life goals except job security. They also saw the following attributes as less available in the military: "opportunity to better your life", "trains you for leadership", "provides good benefits", "is a career you can be proud of", "pays well to start", and "promotions based on performance rather than race". The college students placed less importance on "is a career you can be proud of" and more on "promotions based on performance rather than race". They also saw military advertising less favorably on most dimensions.

Propensity of Black College Students

The college students with positive propensity toward joining any active Service were not different from their peers in quality or in other demographic dimensions. The positive group perceived greater achievability of the life goals in the military and associated all attributes with the military more highly. The propensity groups were equal in importance of all attributes. This is different from the non-college propensity analyses. The positive group agreed more with "my parents would like it if I told them I was going to enlist".

Type of College Attended

Respondents from predominantly Black colleges had higher propensity toward joining the Navy and the Army than did those from predominantly White colleges. More of the students at Black colleges associated each of the attributes with the military. They also placed more importance on "trains you for leadership", "is a career you can be proud of", "has others you'd like to work with", and "gives you a job which is challenging". Almost twice as many of the Black college group had heard a recruiter give a talk at school, and students at Black and White colleges were equal in discussions of the military with influencers.

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and
2. issues relevant to the accession of Black officers.

The first set of issues was investigated with a national sample of 1019 Black and 434 Hispanic 16-21 year-old males who had no military experience and were not enrolled in four-year colleges. Data for the investigation of the second set of issues came from a survey of 390 Black college students at ten predominantly Black and ten predominantly White colleges which offered ROTC and were randomly selected. All data were collected by personal interview during May and June 1976.

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Job Attributes

Rankings of importance of various job attributes differed between the Spring 1976 Tracking Study and this study in that the minority respondents placed relatively more importance on "pays well to start" and "helps you get a college education while you serve". A larger proportion of the minority respondents saw "provides good benefits for you and your family" as available in the military. An analysis of attribute importance and

attitudes, interests and opinions each of which could possibly provide information relevant to the study objectives.

Given that this area of investigation was to be one of many to be explored, it was necessary to conduct a data reduction phase which would, through factor analysis and other analytical procedures, eliminate those statements either found not related to an important criterion variable or to be correlated with other statements and therefore redundant. Thus Phase 2 of this study was conducted with samples of Black respondents (three locations) and Hispanic youth (two locations) using a six point agree-disagree scale to respond to each of the 98 statements. Demographic and criterion variables were also measured in Phase 2. In total, 392 minority youth were surveyed with the data reduction questionnaire during January and February 1976.

Following analyses of the Phase 2 survey, the Phase 3 questionnaire was prepared (Appendix A). Major topics in addition to demographics dealt with work experience, general attitudes, military attributes, life goals, media habits, activities, attitudes toward joining the military, recruiters and other influencers, attitudes toward military advertising and copy point recognition.

I.B. SAMPLING

In order to meet the objectives of this study a two part sampling plan was developed for Phase 3. For the first part, the population under consideration was defined as 16-21 year old male Black and Hispanic youth without prior Service experience or current commitment, who were not currently students at four year colleges. These individuals are considered for the purposes of this study as enlisted potential.

Separate sampling procedures were selected for each minority. For the Blacks, a multi-stage area probability design with the 48 contiguous states divided into 9 primary strata (the 9 Census Regions) was utilized. A total of 140 sampling points were allocated to these regions proportionally to U.S. Black population.

In the case of Hispanics, the population was limited to youth in New York, Texas, and California, since these three states account for 87% of the total U.S. Hispanic population. Fifty sampling points were distributed in these states in a manner similar to that for the Black sample. Appendix B shows the sample counties for both the Hispanic and Black non-college samples.

The second part of the sampling plan was designed specifically to survey those considered primarily as officer potential. A total of twenty colleges which had ROTC programs and were located throughout the country were randomly selected, 10 with predominantly Black enrollment and 10 with predominantly White enrollment, but also a sizeable Black enrollment. A total of about 20 Black respondents were interviewed at each selected school. Hispanic college students were not considered since their relatively small total number and wide dispersion made their inclusion impractical.

The analyses to be discussed are based on a total of 1843 Phase 3 personal interviews conducted during May and June 1976. Table I.B.1 gives a breakdown of this total for the major sample subgroups.

TABLE I.B.1

DESCRIPTION OF THE PHASE 3 SAMPLE

	<u>Subgroup</u>	<u>Sample Size</u>
Black	- High School dropouts	240
	High School students	465
	High School graduates, not currently in school	260
	Junior college, vocational or technical school students	54
Hispanic	- High School dropouts	119
	High School students	188
	High School graduates, not currently in school	106
	Junior college, vocational or technical school students	21
Black	- Students at predominantly Black colleges	203
	Students at predominantly White colleges	<u>187</u>
	TOTAL	1,843

I.C. ANALYTICAL PLAN

Several analytical questions were addressed. The body of this report is broken into two sections: the first deals with issues relevant to the non-college or enlisted potential minority youth, and the second probes the data from the standpoint of Black officer potential.

The first enlisted potential question raised was whether or not minority youth are meaningfully different from the general male population of the same age range. Comparisons are made between the Phase 3 minority study data and appropriate data from DOD's Youth Attitude Tracking Study² in section II.B. dealing with demographics and in section II.C. covering military attributes life goals, and copy point recognition. Phase 3 data were collected by personal interview during May and June 1976, while the Youth Attitude Tracking data were obtained by telephone interviewing in April and May of 1976.

Section II.D. presents a comparative analysis of those non-college Black and Hispanic youth with positive vs. negative attitudes (propensities) toward serving in the active military in general, followed by Service-specific propensity analyses and then the National Guard and its individual components and finally the Reserves.

Another important enlisted potential analysis deals with comparisons in section II.E. of those respondents classified high and low on a composite quality index. In addition, differences within the high quality group on active Service and then Reserve/Guard propensity are studied.

² A detailed description of this study can be found in the contractor report: "Youth Attitude Tracking Study - Spring 1976", Market Facts, Inc. July 1976.

Ethnic differences are studied in two analyses reported in Section II.F. The first is a three way comparison of Puerto Rican, Chicano, and Black non-college respondents, while the second looks for regional differences between the same Black respondents when compared on a Northeast, North Central, South and West basis.

Section II.G. uses discussion with parents (or lack of it) regarding possible enlistment as a criterion in an additional comparative analysis of survey variables.

Recruiter contact is covered in detail in section II.H. Particular attention is given to the possible interaction between the recruiter's ethnic background and the respondent's reaction to the contact.

Differences between the non-college and college samples are discussed in section III.A. The remainder of section III examines the potential officer group from the standpoint of differences in propensity (III.B.) and differences in the type of college the respondent is attending (II.C.).

II. A. INTRODUCTION

The descriptor variables used in this study were organized into five groups. The variables included in these groups, their coding, their corresponding questionnaire items, and the mean values for the non-college and college portions of the sample are shown in Appendix C.

The variable groupings are:

1. Demographics
2. Military Attributes
3. Sources of Influence
4. Media Habits
5. Activities and General Attitudes

Variables of major interest are used for comparing the non-college portion of the Minority Study and the corresponding group from the Spring 1976 wave of the Tracking Study in the following two sections of this report.³ Following the description of the sample as a unit, alternative subgroups of the sample are compared in sections II.D, E, F, and G. Finally, an analysis of recruiter interaction is included in section II.H.

II. B. DEMOGRAPHIC DESCRIPTION OF THE SAMPLE

The demographic profile of the sample from the non-college portion of the minority study is shown in Table 2.B.1. The table also describes the comparable portion of the Spring 1976 Youth Attitude Study.⁴

³ The post high school students are eliminated from the Spring 1976 Tracking Study sample in every comparison. The minority group respondents are not eliminated from that sample, however. Therefore, the adjusted samples are comparable in terms of their representation of youth currently applicable for enlisted status, with the Minority Study sample representative of the minority youth, and the Tracking Study sample representative of the general population (including minorities).

⁴ Youth Attitude Study Weighted Data: Education/Grades, Spring 1976, Vol. 3; Market Facts, Inc.; OMB #22-R-0339 job no. 9221-02, p. 002

The highlights are:

- o Smaller proportions of the minority sample were high school students and high school graduates. Correspondingly, a larger proportion of the minority sample had dropped out of high school.
- o The percentages of respondents employed on both a full-time basis and a part-time basis were roughly twice as large for the Tracking Study sample as for the minority sample.
- o 51.5% of the minority sample resided in households in which not both parents were present. The mother was the only parent in the household of 33.8% of the respondents. These figures should be considered in light of the fact that some respondents may have moved away from home.
- o The mean of the quality index was significantly⁵ lower for the minority sample.
- o 70.6% of the minority sample were Black respondents; the remainder were Hispanic.

⁵ Throughout this report, the term "significance" is used to denote statistical significance only. The .05 probability level is used in this case.

TABLE 2.B.1
 DEMOGRAPHIC DESCRIPTION OF MINORITY SAMPLE
 AND SPRING 1976 TRACKING STUDY SAMPLE ^{a/}

	Minority Study Potential Enlistees	Spring 1976 Tracking Study
Age	17.98	18.13
Educational Status		
High School Student	44.9 %	55.8 %
High School Graduate	25.5 %	32.6 %
Post High School Student	5.1 %	
High School Dropout	24.7 %	10.8 %
Employment Status		
Unemployed	65.7 %	42.1 %
Full-time	18.7 %	32.0 %
Part-time	14.4 %	25.9 %
Number of People in Household	5.45	
Parental Status (at home)		
Both	48.7 %	
Father only	2.6 %	
Mother only	33.8 %	
Neither	15.1 %	
Family Income	\$9,597	
Quality Index	5.49	6.20
Race/Region		
Puerto Rican	9.8 %	
Chicano	19.6 %	
Black	70.6 %	
Black		
Northeast	14.1 %	
North Central	14.3 %	
South	31.5 %	
West	9.6 %	

^{a/} Figures may not add to 100% because of rounding.

II. C. ATTRIBUTES, LIFE GOALS, AND ADVERTISING COPY POINT IDENTIFICATION

Respondents provided three different types of information with respect to specific job characteristics. The first was an indication of the importance of the job attribute if the respondent were considering joining the service (Q6a). The second was an indication of whether or not the attribute was true of any Service (Q6b). The third type of information was a comparison of the military and civilian jobs in terms of likelihood of achieving specified life goals (Q12). Analyses of these three sets of information are provided in the following sections.

2.C.1. Importance of Job Attributes

Respondents rated each attribute on a 4-point importance scale where

- 1 = extremely important
- 2 = very important
- 3 = fairly important
- 4 = not important at all

Table 2.C.1 shows the average stated importance and the ranking of the attributes in terms of importance.

The most important attributes are:

- o provides good benefits for you and your family
- o promotions are based on performance rather than race
- o pays well to start
- o teaches you a valuable trade or skill

The least important attributes (although at least fairly important) are:

- o trains you for leadership
- o allows you to travel to different places
- o has other men you would like to work with

The most important attributes are similar in that they have economic implications. A comparison of the Minority Study sample and the Spring 1976 Tracking Study sample shows that the minority sample rated two attributes as relatively more important ("pays well to start" and "helps you get a college education while you serve") and three attributes as relatively less important ("teaches you a valuable trade or skill", "gives you the job you want", and "gives you a job which is challenging").

2.C.2 Existence of Job Attributes in Military Service

Respondents indicated whether each of the job attributes was true of any Service, and results are shown in Table 2.C.2. A majority of the respondents gave positive replies for every attribute.

The following joint comparison of tables 2.C.1 and 2.C.2 provides useful information for development of communication strategy. Those attributes which are seen as relatively high in importance and relatively less available in the military could be effective bases for promotional efforts. Communications directed at those attributes which are seen as relatively low in importance with relatively high availability in the military may not be effective in changing attitudes about enlistment.

TABLE 2.C.1

ATTRIBUTE IMPORTANCES
(Minority Study and Spring 1976 Tracking Study)

	Minority Study		Spring 1976 Tracking Study
	Avg.	Rank	Rank
Provides good benefits for you and your family	1.65	1	2
Promotions are based on performance rather than race	1.66	*	*
Pays well to start	1.74	2	4
Teaches you a valuable trade or skill	1.76	3	1
Helps you get a college education while you serve	1.83	4	7
Gives you the job you want	1.84	5	3
Gives you an opportunity to better your life	1.85	6	5
Is a career you can be proud of	1.92	7	8
Gives you a job which is challenging	1.98	8	6
Trains you for leadership	2.01	9	9
Allows you to travel to difference places	2.09	10	11
Has other men you would like to work with	2.30	11	10

* Rank omitted for attributes included in only one of the studies.

TABLE 2.C.2

EXISTENCE OF JOB ATTRIBUTES IN MILITARY SERVICE
(Minority Study and Spring 1976 Tracking Study)

	Minority Study %	Study Rank	Spring 1976 Tracking Study Rank
Allows you to travel to different places	83.0	1	1
Teaches you a valuable trade or skill	80.1	2	2
Provides good benefits for you and your family	78.2	3	7-8 (tie)
Trains you for leadership	77.1	4	4
Helps you get a college education while you serve	76.6	5	3
Gives you an opportunity to better your life	75.8	6	7-8 (tie)
Is a career you can be proud of	74.5	7	6
Gives you a job which is challenging	73.0	8	5
Pays well to start	68.7	9	11
Promotions are based on performance rather than race	68.7	*	*
Has other men you would like to work with	64.9	10	9
Gives you the job you want	62.4	11	10

* Rank omitted for attributes included in only one of the studies.

	Most True of Military	Least True of Military
Relatively Important	Provides good benefits for you and your family Teaches you a valuable trade or skill	Promotions are based on performance rather than race Pays well to start Gives you the job you want
Relatively Unimportant	Allows you to travel to different places Trains you for leadership	Has other men you would like to work with Gives you a job which is challenging Is a career you can be proud of

These findings suggest that "promotions based on performance rather than race", "pays well to start", and "gives you the job you want" may be able to be used as effective bases for promotion strategy.

Table 2.C.2 also shows that the Minority Study respondents rated the military higher than the Tracking Study sample on "provides good benefits for you and your family" and relatively lower on "helps you get a college education while you serve" and "gives you a job which is challenging".

2.B.3 Existence of Job Attributes in Specific Services

Respondents who had indicated that an attribute was true for any Service were then asked for which specific Service the attribute was most true. Table 2.C.3 shows the percentage of the non-college portion of the sample which indicated that each attribute was most true of each Service. Implications for each Service can be developed from Table 2.C.3. and a comparison of Table 2.C.3 with Table 2.C.1.

TABLE 2.C.3.

PERCENT INDICATING EACH SERVICE AS THAT FOR WHICH
ATTRIBUTE IS MOST TRUE

	<u>AIR FORCE</u>	<u>ARMY</u>	<u>MARINE CORPS</u>	<u>NAVY</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Gives you an opportunity to better your life	19.4	20.7	11.6	7.0
Trains you for leadership	13.0	21.5	20.0	6.1
Teaches you a valuable trade or skill	20.0	23.6	11.9	8.0
Helps you get a college education while you serve	19.6	21.4	9.6	8.7
Allows you to travel to different places	19.7	20.0	11.3	17.7
Provides good benefits for you and your family	15.1	25.3	10.7	7.0
Is a career you can be proud of	18.3	18.6	14.9	6.9
Has other men you would like to work with	13.1	18.2	10.6	7.1
Gives you the job you want	14.8	16.4	10.1	7.2
Gives you a job which is challenging	16.6	17.8	14.4	8.6
Pays well to start	15.6	17.1	11.0	6.5
Promotions are based on performance rather than race	14.4	19.9	10.9	6.0

1. Air Force

The Air Force is neither the most nor least highly associated Service on any of the attributes. Three of the attributes which were relatively important are among the lower ratings for the Air Force. These are: "provides good benefits", "promotions based on performance rather than race", and "pays well to start".

2. Army

The Army was associated with every attribute more than the other Services. Two of the attributes less frequently associated with the Army were previously seen as relatively important. These are "promotions based on performance rather than race" and "pays well to start".

3. Marine Corps

The Marine Corps was indicated less frequently than any other Service for "allows you to travel to different places". Of the five most important attributes in Table 2.C.1, four of these were among the Marine Corps' lower ratings. These are "provides good benefits", "promotions based on performance rather than race," "pays well to start", and "helps you get a college education while you serve."

4. Navy

Every attribute except "allows you to travel to different places" was associated less with the Navy than with the other Services. As for the Marine Corps, the five most important attributes in Table 2.C.1 were among those on which the Navy rated lower (the exception is "teaches you a valuable trade or skill").

In addition to the above Service-specific implications, a more general result in Table 2.C.3 may be of interest. There is considerable variability across the Services on every attribute, including those on which the Services are equal (e.g. "provides good benefits", "pays well to start", and "promotions are based on performance rather than race"). Although their levels of association differed across Services, the fact that two of the most important attributes ("pays well to start" and "promotions based on performance rather than race") were associated with each Service at a relatively low level supports consideration of joint promotional effort for these attributes. Implications developed above which are unique to the individual Services may best be addressed through individual efforts.

2.C.4 Achievability of Life Goals

Respondents were asked to compare military service and a civilian job in terms of likelihood of achieving each of a set of life goals. The following scale was used.

- 1 = much more likely in military
- 2 = somewhat more likely in military
- 3 = either military or civilian
- 4 = somewhat more likely in civilian
- 5 = much more likely in civilian

The results (see Table 2.C.4) are very similar to those from the Spring 1976 Tracking Study. The strongest perceived advantages of the military are adventure and excitement and job security. The strongest perceived advantages of a civilian job are making a lot of money, being able to make your own decisions on the job, and personal freedom. The military is also seen as more likely to provide equal opportunity for minorities, although the previous sections indicated that the

TABLE 2.C.4.

ACHIEVABILITY OF LIFE GOALS IN MILITARY SERVICE VS. CIVILIAN JOB
(Minority Study and Spring 1976 Tracking Study)

	Minority Study Avg.	Study Rank	Spring 1976 Tracking Study Rank
Adventure and excitement	2.44	1	2
Job security	2.55	2	1
Chance to mature, become a man	2.61	*	*
Doing challenging work	2.62	3	3
More equal opportunity for minorities	2.65	*	*
Recognition and status	2.73	4	4
Learning as much as you can	2.74	5	6
Developing your potential	2.86	6	5
Helping other people	2.95	7	7
Having the respect of friends	2.96	8	8
Making a lot of money	3.15	9	9
Being able to make your own decisions on the job	3.43	10	10
Personal freedom	3.62	11	11

* Rank omitted for life goals included in only one of the studies

military was not rated very highly on this characteristic. Ten of the thirteen life goals were seen as more achievable in the military than in a civilian job.

2.C.5. Advertising Copy Point Identification

Respondents were asked which Service made each of a set of statements. The proportion of the sample correctly identifying the source of each of the statements is shown in Table 2.C.5. In every case the proportion is smaller for the Minority Study than for the Spring 1976 wave of the Tracking Study. Only two of the copy points were correctly identified by more than 25% of the sample - "Most important part-time job" and "Join the people". Four of the copy points were correctly identified by fewer than 10% of the sample - "Same pay as other Services", "The ...belongs", "Great way of life", and "The opportunity is for real".

2.C.6. Estimation of Starting Pay

Respondents were asked to estimate the monthly pay for an enlisted man entering the military (before taxes), and results are shown in Table 2.C.6. Note that fewer than half of the respondents would hazard a guess. Only 22.3% of the respondents made estimates that were within an approximately \$40 range of the correct figure, and roughly three times as many respondents were below this range as were above it. These findings should be considered in conjunction with the facts that "pays well to start" was among the most important

TABLE 2.C.5

PERCENT CORRECTLY IDENTIFYING ADVERTISING COPY POINT SOURCES

	Minority Study <u>%</u>	Spring 1976 Tracking Study <u>%</u>
Same pay as other Services (MC)	7.6	11.8
Project Ahead (A)	20.5	29.0
Build your future on a proud tradition (N)	10.3	15.8
Most important part-time job (NG)	27.1	49.9
Look up - be looked up to (AF)	24.6	33.1
Join the people (A)	31.7	44.8
The ... belongs (NG)	8.3	17.1
Great way of life (AF)	9.6	14.4
The opportunity is for real (N)	9.6	16.8
For 200 years kept ranks small (MC)	24.6	41.0

TABLE 2.C.6
ESTIMATED STARTING PAY

	<u>Percent of Respondents</u>
Don't know/No response	51.8%
Under \$325	19.6%
\$325 - \$400	22.3%
Over \$400	6.3%

attributes in Table 2.C.1 and among the lowest military ratings in Table 2.C.2. The respondents do feel that pay is important, they have a relatively negative general perception of military pay, and they cannot state accurately what the current starting pay is. Consequently, there appears to be a need for making minority youth aware of the current salary level.

II. D. ANALYSIS OF PROPENSITY

2.D.1 Any Active Service

The likelihood of serving in each of the Services was measured in Question 5a as

definitely
probably
probably not
definitely not
don't know/not sure.

Respondents who indicated "definitely" or "probably" for either the Air Force, Army, Marine Corps, or Navy active force were considered as having positive propensity toward "any active Service". This group was compared with that composed of respondents who did not indicate "definitely" or "probably" for any of the active Services. The fraction of the enlisted sample indicating a positive propensity for any Service and for each of the individual Services is shown in Table 2.D.1. The two "any Service" groups were compared on the variables shown in Appendix C through the use of individual F tests.⁶ Results shown in Table 2.D.2 are significant at the .01 level.

⁶Discriminant analysis and partial tests were not used for these analyses because of the potential instability of results due to inter-correlations of variables.

TABLE 2.D.1

PROPORTION OF POSITIVE RESPONDENTS

<u>Component</u>	<u>Percent Positive</u>	<u>Percent Negative</u>
Any Active Service ^{a/}	43.5	56.5
Air Force	22.0	78.0
Army	21.3	78.7
Navy	18.6	81.4
Marine Corps	16.3	83.7
Coast Guard	13.7	86.3
Reserves	18.2	81.8
National Guard	17.2	82.8
Air Guard	4.8	95.2
Army Guard	9.4	90.6

^{a/} Not including Coast Guard

TABLE 2.D.2
 ANY ACTIVE SERVICE PROPENSITY ANALYSIS ^{a/}

	Positive Propensity Means/Percents n =632	Negative Propensity Means/Percents n =821	F
<u>DEMOGRAPHICS</u>			
Working in a factory	3.20	3.55	23.04
Age	17.76	18.16	20.33
Not living with either parent	11.2%	17.9%	12.55
Southern Black	36.1%	28.4%	9.82
Working as a laborer on construction jobs	3.13	3.34	8.85
North Central Black	11.2%	16.6%	8.34
Not currently employed	69.8%	62.6%	8.19
High School graduate not currently in school	21.7%	27.9%	7.35
<u>MILITARY ATTRIBUTES</u>			
Effect of \$100 a month pay increase	3.82	3.19	164.34
Learning as much as you can	2.37	3.04	113.71
Chance to mature, become a man	2.27	2.90	107.11
Availability - career you can be proud of	86.7%	64.0%	102.42
Availability - challenging job	85.6%	62.6%	101.43
Availability - good starting pay	81.5%	57.5%	100.81
Availability - job you want	76.0%	51.2%	99.35
Doing challenging work	2.29	2.91	97.60
Developing your potential	2.53	3.14	94.91
Availability - men you would like to work with	78.0%	54.2%	94.04
Having the respect of friends	2.66	3.22	90.39
Making a lot of money	2.80	3.41	84.03
Availability - opportunity to better your life	86.7%	66.5%	82.72
Helping other people	2.65	3.21	79.43
More equal opportunity for minorities	2.35	2.91	79.41
Availability - promotions based on performance not race	80.4%	59.2%	78.03
Availability - good benefits for you and your family	88.5%	69.7%	76.76
Adventure and excitement	2.14	2.69	74.54
Importance - career you can be proud of	1.69	2.11	73.08
Recognition and status	2.46	2.98	69.40
Ability to make decisions on job	3.16	3.66	63.60
Job security	2.27	2.77	58.32
Personal freedom	3.36	3.83	57.61
Availability - leadership training	85.8%	69.6%	54.23

^{a/}
 Does not include Coast Guard
 Coding details for all variables are provided in Appendix C.
 All differences shown are significant at the .01 level.

	Positive Propensity Means/Percents n =632	Negative Propensity Means/Percents n =821	F
Availability - travel	90.8%	76.9%	50.86
Availability - trade or skill training	88.0%	73.1%	50.33
Availability - in-Service college education	85.0%	69.8%	47.02
Importance - challenging job	1.81	2.12	42.57
Importance - job you want	1.69	1.99	38.50
Importance - travel	1.93	2.22	33.49
Importance - good starting pay	1.60	1.86	32.66
Importance - leadership training	1.86	2.13	31.01
Importance - trade or skill training	1.64	1.87	29.56
Importance - opportunity to better your life	1.72	1.97	29.16
Importance - good benefits for you and your family	1.52	1.74	25.78
Importance - men you would like to work with	2.16	2.42	25.11
Importance - in-Service college education	1.71	1.92	18.32
Monthly pay estimate \$325-\$400	25.8%	19.9%	7.26

INFLUENCES

Advertising attracts and interests me	2.38	3.31	186.83
Talked with parents about enlistment	52.2%	25.1%	122.18
Advertising is truthful	2.37	3.02	93.25
Advertising gives complete picture of service	2.98	3.61	87.44
Talked with friends about enlistment	59.8%	36.4%	82.89
Talked with girl friend or wife about enlistment	34.2%	14.5%	82.29
Advertising shows minorities in the service	2.29	2.81	59.26
People in advertising look genuine	2.30	2.84	56.73
Advertising shows minorities as more than tokens	2.53	3.02	53.25
Went to recruiting station	16.9%	5.9%	47.48
Asked for military information by mail	19.5%	8.2%	41.21
Talked with counselor about enlistment	22.9%	11.3%	36.00
Made toll-free call	10.1%	2.8%	34.81
Had recruiter contact since Christmas	32.1%	19.5%	31.01
Been physically or mentally tested	12.7%	4.9%	29.11
Talked to local recruiter by phone	11.9%	5.2%	21.31
Talked face-to-face with recruiter not at recruiting station	16.3%	8.8%	19.33
Knew "join the people" copy point	37.5%	27.3%	17.39
Had contact with Marine Corps recruiter	15.5%	8.8%	15.84
Received recruiting literature in mail	16.6%	10.2%	12.95
Took service aptitude test	16.0%	10.1%	11.20
Heard recruiter give talk at school	14.1%	8.8%	10.29
Had contact with Army recruiter	26.7%	20.2%	8.60
Knew "ranks small, standards high" copy point	28.0%	21.9%	7.15

	Positive Propensity Means/Percents <u>n =632</u>	Negative Propensity Means/Percents <u>n =821</u>	F
<u>MEDIA HABITS</u>			
Watch TV on weekends after midnight	18.8%	28.9%	19.69
Listen to radio on weekdays in early morning	40.8%	50.9%	14.74
Watch TV on weekdays after midnight	14.9%	22.1%	12.06
Read local newspapers regularly	83.4%	78.0%	6.69
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.72	3.64	90.77
Approve of draft	3.44	3.93	23.62
Total number of activities	1.21	1.05	8.36
Get bored in spare time	2.95	3.22	8.10
Enlistment decision a personal one	1.76	1.57	7.88
Don't like idea of being ordered around	3.27	3.04	7.27
Would like trial service period	1.85	1.66	7.24

1. Demographics

The positive propensity group expressed a greater likelihood of working in a factory and as a construction laborer, a greater percentage of them were unemployed, and a lower percentage were high school graduates. The positive propensity group was younger, and this may relate to the fact that fewer of them lived with neither parent. Also, the positive propensity group contained a higher proportion of Blacks from the Southern geographical region and a lower proportion of Blacks from the North Central region.

2. Military Attributes

The two groups were most different on their perceived effect of a \$100 per month increase in pay, with the positive group estimating a greater effect. In addition, a larger proportion of the positive group estimated current pay within approximately \$40 of the correct figure (Note that this proportion is still rather low, at 25.8%). The groups were very different on life goals and attribute association in that the positive propensity group saw the military in a more favorable light on almost every characteristic. This group also felt that nearly every attribute was more important. The level of significance of the differences was higher for perceptions of the military, however, than that for stated importances.

3. Sources of Influence

The positive propensity group expressed a more positive reaction to military advertising on every statement asked. About twice as many of them had discussed the military with the possible influencers mentioned. The largest proportions were the 60% who had talked with

friends with service experience and the 52% who had discussed the military with parents. Also, a larger proportion of the positive group had had contact with recruiters in all ways asked. A larger proportion of the positive group correctly identified the source of the Army's "Join the people" and the Marines' "For 200 years" copy points.

4. Media Habits

The two groups showed little difference on this variable set. The only significant differences were that a smaller proportion of the positive propensity group watched television after midnight during the week and on weekends, and a lower percentage listened to the radio in early morning during the week. More of the positive propensity group read local newspapers regularly.

5. Activities and General Attitudes

The positive propensity group participated in more activities and hobbies, but the groups were not significantly different in participation in any of the individual activities included in the questionnaire. The positive group also tended more to think that their parents would like it if they enlisted and expressed less agreement (although substantial) that the decision would be theirs alone. They agreed more that the draft was good for a lot of people and less (although strongly) that they should be able to resign from the military without penalty.

6. Summary

The findings on demographics are quite different from those of the Spring 1976 Tracking Study report. The quality index, education of father, and educational status variables were different between

propensity groups in that report. The propensity groups in the non-college portion of the minority sample were not different on these variables. The propensity analysis in the Spring 1976 Tracking Study was conducted on data from both college and non-college respondents. In addition, the positive propensity group in that analysis contained a greater proportion of minority respondents than the negative group, and an earlier section of this report showed that the minority respondents had lower scores on the quality index. These facts may partially explain the differences in quality between the propensity groups observed in the Tracking Study and the lack of these differences observed in this study.

The variables related to attribute importances, association of attributes with the military, and achievability of life goals in the military were very different between propensity groups in both this study and the Spring 1976 Tracking Study. Findings on variables related to discussions with influencers, actions taken, and recruiter contact were also similar for the two studies.

2.D.2 Service Specific Analyses

Analyses of propensity were conducted in a similar manner for each of the following separately.

Air Force (Active)

Army (Active)

Coast Guard (Active)

Marine Corps (Active)

Navy (Active)

All National Guard

Air National Guard

Army National Guard

All Reserves

The results of these analyses are shown in Appendix D and their deviations from the above analysis are highlighted below. Typically, fewer significant differences are found because of the smaller size of the individual positive propensity groups.

1. Air Force (Active)

The positive propensity group felt that they were more likely to be working in an office and attending school full time for the next few years.

The groups were also very different in the extent to which they mentioned the attributes as being true of the Air Force, with the positive group consistently having a more favorable attitude. The attributes on which the differences were greatest were "gives job you want", "promotions based on performance rather than race," and "gives challenging job." As in the preceding analysis, the positive group viewed the military more favorably on life goals and the attributes as more important.

This analysis also showed the greater contact with influencers among the positive group than was found previously. A larger proportion of this group identified the source of the two Air Force copy points.

The positive Air Force group contained a larger proportion of respondents who listen to all news and weather radio stations and read Black Sports. A larger proportion of this group also listen to the radio in the afternoon, both during the week and on weekends.

Unlike the analysis for any Service, the positive group in the Air Force analysis indicated greater participation in several specific activities, as well as total number of activities.

2. Army (Active)

Similar to the any Service analysis, the positive Army group expressed greater likelihood of working in a factory and as a construction laborer. A larger proportion of this group consisted of high school dropouts.

The two groups were very different in their association of the attributes with the Army. The differences were most significant on "gives job you want", "gives challenging job", and "pays well to start". The groups were also different on the achievement of life goals and attribute importance variables. A smaller fraction (although large - 45%) of the positive group declined to estimate starting pay.

In addition to the influence differences seen in the any Service analysis, a larger fraction of the positive Army group had talked to an Army recruiter of the same ethnic background. Also, a larger portion of this group correctly identified the source of the two Army copy points.

More of the positive group indicated that they read classified/help wanted sections of the newspaper regularly, and fewer, national news.

Unlike the any Service and Air Force previous analyses, the Army groups did not differ in participation in activities.

3. Coast Guard (Active)

The positive Coast Guard group indicated that they were more likely to be working as construction laborers, factory workers, in an office, and going to school full time in the next few years. A larger

fraction of this group were Blacks from the Western region.

The positive group agreed more that they get bored in their spare time, their parents would approve of their enlisting, and that a good salary is more important than job security.

4. Marine Corps (Active)

The positive Marine Corps group was younger and had fewer high school graduates. They were also more likely to be working as construction laborers and factory workers.

The two groups were different on association of attributes with the Marines, and differences were most significant on "is a career you can be proud of" and "pays well to start". They were different in perceived achievability of life goals in the military, and they differed on importance of only four of the attributes. The positive group saw "is a career you can be proud of", "gives job you want", "trains for leadership", and "gives challenging job" as more important than the negative group.

A larger fraction of the positive group had talked with a recruiter of their own ethnic background, although this fraction was rather small (8.7%). More of this group correctly identified the source of the two Marine copy points.

5. Navy (Active)

The positive Navy group was more likely to be working in a factory, and fewer of them lived with neither parent. A smaller fraction of them were Blacks from the North Central region. There was no significant age or educational status difference between the groups.

The attributes on which association with the Navy was most different between the groups were "gives challenging job" and "pays well to start". The only attributes which the positive group saw as more important were "allows you to travel to different places" and "is a career you can be proud of."

The groups were not different on all forms of recruiter contact (just "gone to a recruiting station" and "received recruiting literature in the mail"). They were also not different in terms of their ability to identify the source of the Navy copy points.

The positive Navy group had participated in more activities, and more of them had participated in political activities. They agreed more that they get bored in their spare time, they liked science courses, and that it's important to have a lot of friends.

6. All National Guard

The positive National Guard group were more likely to be construction laborers and factory workers in the next few years. More of them were Blacks from the Southern region. There were no other demographic differences between the groups. The groups differed on association of attributes with the military, importance of attributes, and achievability of life goals in the military.

As in each of the active Service analyses, a larger portion of the positive National Guard group had discussed the military with all of the influencers mentioned. More of them had also been in recruiting contact with Army and Army National Guard personnel, but the groups were equal in contact with other recruiters (including Air National Guard). A larger portion of the positive group had had all types of recruiter contacts mentioned.

The positive National Guard group indicated greater agreement that they get bored in their spare time, a good salary is more important than job security, and it's important to have a lot of friends. This group also expressed significantly greater agreement that one good way to get a job today is to be trained in how to operate modern technical machinery.

7. Air National Guard

The positive Air National Guard group was not different from the negative propensity group on any of the demographic variables.

More of the positive group associated every attribute with the Air Force. A larger portion of this group also estimated starting monthly enlisted pay at greater than \$400 per month. The only attribute which the positive group perceived as more important was "gives you a challenging job". The groups were equal on assessment of achievability of all of the life goals. These variables differentiated the groups in the analyses of the other Services.

A larger portion of the positive group had talked with an Air Force recruiter of their own ethnic background. More had also been in touch with active Air Force recruiters and with recruiting personnel from the Air Force Reserve and Air Force National Guard. Unlike the other analyses, the groups were not different in discussing enlistment with parents and girlfriends or wives. "Advertising attracts me and interests me" was the only measure of attitude toward advertising on which the groups were different. Propensity for Air National Guard, therefore, was more highly correlated with contacts with recruiting personnel and discussions with friends in the military and teachers and counselors than with other possible sources of influence. The groups were equal in ability to identify sources of copy points.

More of the positive group read Ebony and Jet.

8. Army National Guard

More of the positive Army National Guard group were high school dropouts (35.8%), and they felt they were more likely to be construction laborers and factory workers in the next few years.

More of the positive group associated the attributes with the

Army, with the exception of "allows you to travel". They also saw the military more favorably in likelihood of achieving personal freedom, developing potential, being able to make their own decisions on the job, and chance to mature than the negative group. The groups were equal on achievability of other life goals in the military versus a civilian job. The groups were equal on perceived importance of all job attributes.

The groups were equal in discussion of enlistment with teachers and counselors, but more of the positive group had talked with other influencers. More of this group had also talked with recruiting personnel from the Army National Guard. More of the positive group had gone to a recruiting station, but the groups were equal in other forms of recruiter contact. A greater portion of the positive group were able to identify the source of the copy point "the most important part-time job in America."

The positive group also responded more agreeably to "salary is more important than job security", "it's important to have a lot of friends", and "my parents would like it if I were to enlist".

9. Reserves

The positive Reserves group expressed a greater likelihood of working as construction laborers, factory workers, and at a desk in a business office than the negative propensity group. More of the positive group were Blacks from the Southern region.

The positive group perceived that the job attributes were more important, with the exceptions "helps you get a college education", "has others you'd like to work with", and "gives you the job you want". They also saw the military more favorably in likelihood of achieving all life goals except "making a lot of money" and "doing challenging work". More of the

positive group associated all attributes with the military.

More of the positive group had talked with recruiting personnel from the Air Force and Army Reserve. This group was also better able to identify the source of the copy point "Join the people". More of this group listen to all news and weather stations.

More of the positive group participated in honorary clubs. This group also expressed greater agreement with "I get bored in my spare time", "I like the idea of a job with people working for me", "it's important to have a lot of friends", and "one good way to get a job today is to be trained in how to operate modern technical machinery."

10. Summary

The Service specific analyses were unlike the any active Service analysis in that fewer of the variables were significantly different between the high and low propensity groups. As stated previously, this is caused in part by the smaller number of respondents in the individual positive propensity groups.

In general, the likelihood of specific non-military jobs was significant in the Service specific analyses. The attribute association variables were also significant throughout these analyses. Attribute importances, however, were not as different between the pairs of groups as they were in the any Service analysis. The achievability of life goals in the military was different in the analyses for the active Services and much less significant in the National Guard and Reserves analyses.

Discussions with the various influencers were consistently significant in the active Service analyses, but some of these were not significant in the National Guard and Reserve analyses. Contact with recruiters was associated with propensity throughout the analyses, and contact with recruiting personnel from the National Guard and Reserves was significant in those corresponding analyses.

Media habits were not very different between groups in any of the analyses, except where readership of specific magazines and specific sections of the newspaper were different.

Throughout most of the analyses the positive propensity groups showed greater agreement with "my parents would like it very much if I told them I was going to enlist". In the National Guard and Reserves analysis, the positive groups agreed more strongly with "I get bored in my spare time", "it's important for me to have a lot of friends", and "one good way to get a job today is to be trained in how to operate modern technical machinery".

II. E. ANALYSES OF QUALITY

2.E.1. Introduction

The mean score on the quality index⁷ for the non-college portion of the minority sample was 5.48. The sample was broken into two groups consisting of those 5.0 and below and those 6.0 and above. Since the quality index is a sum of integers, this breakdown included all respondents in the sample.

The high and low quality groups were compared on the variable sets shown in Section 2.A.1. of this report, and findings are presented in the following section.

The high quality group was then broken into those with positive propensity toward the active Air Force, Army, Marine Corps, and Navy, and those with negative propensity toward these Services. These active Service propensity groups were then compared on the five variable sets.

Similar to the above analysis, the high quality group was divided into those with positive and negative propensity toward the National Guard and Reserves. These groups were also compared on the five sets of variables.

⁷ The computation of the quality index is similar to that in the Tracking Studies. The index is an accumulation of the following scores, and it ranges from 2 to 10.

<u>High School Grades</u>	<u>Number of Math Courses in High School</u>	<u>Sciences Courses in High School Covering Electricity/Electronics</u>
<u>Value</u>	<u>Value</u>	<u>Value</u>
A's and B's 3	Four 5	Yes 2
B's and C's 2	Three 4	No, Not specified 1
C's and below 1	Two 3	
Not Specified 0	One 2	
	None 1	

2.E.2 Comparison of High and Low Quality Groups

In addition to the comparisons of high and low quality groups on the five variable sets presented below, significance tests were computed to determine whether the quality factor was related to propensity toward joining any of the Service components under study. In no case did the two quality groups differ at the .01 level. This is related to the previously stated finding that propensity groups did not differ on quality .

The results of the other comparisons of the high and low quality groups are shown in Table 2.E.1. The high quality group expressed a greater likelihood of attending college or school full time and working at a desk in a business office in the next few years, and less likelihood of working as a construction laborer and factory worker. The high quality group had higher family income and, correspondingly, higher education of father or mother. A greater proportion of the high quality group had graduated from high school, and fewer were high school dropouts. The high quality group also contained more Blacks from the Northeast region.

More of the high quality group estimated pay within the \$325-\$400 range (25.9%), and fewer of them declined to make an estimate. The high quality group placed more importance on the attribute "helps you get a college education while you serve". They also indicated that a \$100 pay increase would have less effect than the low quality group. The high quality group saw the military as a greater disadvantage in terms of "making a lot of money". The groups were equal in terms of their association of attributes with the military.

More of the high quality group had been in contact with Air Force and Navy recruiters, but there was no difference in contact with recruiters from the other Services. More of the high quality group had received

TABLE 2.E.1
ANALYSIS OF QUALITY ^{a/}

	High Quality Means/Percents n =642	Low Quality Means/Percents n =811	F
<u>DEMOGRAPHICS</u>			
Attending school full-time	2.28	2.83	60.19
Family annual income	5.22	4.39	45.11
High school dropout	16.5%	31.2%	42.70
High school graduate not currently in school	32.9%	19.1%	36.83
Education level of parents	3.13	2.63	20.28
Working as a laborer on construction jobs	3.43	3.11	18.82
Northeast Black	18.1%	10.2%	18.82
Working in a factory	3.55	3.27	15.09
Working in a business office	2.98	3.25	15.05
Age	18.16	17.85	12.80
Junior college or vocational school student	7.2%	3.6%	9.48
Difficulty of finding full-time job	2.26	2.12	7.94
<u>MILITARY ATTRIBUTES</u>			
Unable to estimate monthly pay	46.7%	55.7%	11.72
Importance - in-Service college education	1.75	1.90	9.73
Effect of \$100 a month pay increase	3.38	3.53	9.07
Making a lot of money	3.25	3.06	8.17
Monthly pay estimate \$325-\$400	25.9%	19.7%	7.76
<u>INFLUENCES</u>			
Had Air Force recruiter contact	17.9%	8.6%	28.29
Asked for information about the military by mail	17.6%	9.5%	20.99
Talked with counselor about enlistment	21.2%	12.6%	19.61
Talked with parents about enlistment	41.6%	33.2%	10.98
Talked with girl friend or wife about enlistment	27.1%	19.9%	10.68
Talked with friends about enlistment	51.3%	42.9%	10.06
Had contact with Navy recruiter	12.2%	7.4%	9.46
Received recruiting literature in the mail	15.9%	10.7%	8.47
<u>MEDIA HABITS</u>			
Frequency of reading local newspapers	2.35	3.04	46.94
Magazine readership	74.8%	58.7%	42.28
Frequency of reading minority oriented papers	2.30	2.52	36.30
Reads <u>Newsweek</u>	19.5%	8.8%	36.09
Reads local news section of newspaper	61.4%	46.1%	34.21
Reads <u>Ebony</u>	37.4%	23.6%	33.57
Reads national news section of newspaper	53.1%	38.1%	33.38
Reads local newspapers regularly	86.8%	75.2%	30.81
Reads <u>Time</u>	19.8%	10.0%	28.54
Reads <u>Sports Illustrated</u>	38.3%	25.9%	26.11

^{a/} Coding details for all variables are shown in Appendix C. All differences shown are significant at the .01 level.

	High Quality Means/Percents n =642	Low Quality Means/Percents n =811	F
Reads sports section of newspaper	73.7%	61.7%	23.77
Reads <u>Black Sports</u>	17.9%	10.1%	18.83
Listens to soft background type music stations	28.0%	18.7%	17.75
Listens to all news and weather stations	25.1%	16.5%	16.37
Reads comics section of newspapers	43.9%	34.2%	14.57
Reads <u>Jet</u>	34.7%	25.7%	14.31
Reads <u>Playboy</u>	22.6%	16.3%	9.29
Watches TV on weekdays in late morning	4.8%	8.3%	6.74

ACTIVITIES AND ATTITUDES

Like High School	1.75	2.12	68.23
Total number of activities	1.36	.93	63.35
Like science courses	2.61	3.27	53.49
Got good education in school	2.35	2.82	33.01
Participated in debating, drama, band or chorus	16.2%	8.1%	22.86
Have chance to get good job with current training	2.59	2.98	20.80
Participated in journalism activity	7.5%	2.5%	20.42
Participated in school subject club	10.0%	4.3%	18.24
Participated in political activity	9.5%	4.1%	17.67
Good salary more important than job security	3.25	2.93	12.45
Participated in sports	58.3%	49.5%	11.25
Participated in honorary clubs	5.3%	2.1%	10.90
Enjoy explaining things to other people	1.92	2.13	10.40
Education more important than job for young person	1.66	1.84	8.14

recruiting literature in the mail, and had discussed the military with the influencers. The groups were equal in terms of actions they had taken regarding enlistment and their ability to identify sources of the copy points.

The high quality group indicated greater readership of both general and ethnic newspapers. They also indicated greater readership of all magazines listed (the groups were most different on readership of Newsweek). They expressed heaviest readership of Ebony, Jet, and Sports Illustrated. No differences in radio listening and television viewing patterns were found, except that more of the high quality group listened to "background" type music and all news and weather stations.

The high quality group appeared to be more satisfied with their education, and they placed greater importance on job security (versus a good salary). They had also participated in more activities.

2.E.3. Any Active Service Propensity within High Quality

The high quality group was divided into those with high and low propensity toward any active Service. (See Table 2.E.2.) The comparison of these groups showed that the positive propensity group was younger, contained a larger proportion of students, and contained a smaller proportion living with neither parent.

The positive group rated the military more favorably in achievability of all of the life goals and perceived greater association of all of the attributes with the military. They also perceived all of the attributes as more important than the negative group.

More of the positive group had discussed the military with the various influencers, and they held more positive attitudes about military

TABLE 2.E.2

ANALYSIS OF ACTIVE DUTY PROPENSITY AMONG HIGH QUALITY RESPONDENTS ^{a/}

	Positive Propensity Means/Percents n =262	Negative Propensity Means/Percents n =380	F
<u>DEMOGRAPHICS</u>			
Age	17.86	18.37	14.74
Living with neither parent	8.0%	18.7%	14.66
High School student	49.6%	39.2%	6.89
<u>MILITARY ATTRIBUTES</u>			
Effect of \$100 a month pay increase	3.78	3.10	90.97
Doing challenging work	2.27	2.97	55.37
Developing your potential	2.48	3.17	53.13
Learning as much as you can	2.39	3.06	51.44
Availability - career you can be proud of	87.4%	63.4%	48.80
Having the respect of friends	2.67	3.27	47.18
Helping other people	2.63	3.24	45.64
Chance to mature, become a man	2.28	2.88	43.14
Availability - job you want	77.9%	53.7%	41.55
Importance - career you can be proud of	1.65	2.11	39.06
Recognition and status	2.42	2.99	38.04
More equal opportunity for minorities	2.34	2.88	33.25
Availability - good starting pay	78.6%	57.4%	32.75
Adventure and excitement	2.13	2.66	32.20
Availability - other men you would like to work with	77.5%	56.6%	31.18
Ability to make decisions on the job	3.19	3.70	30.65
Importance - leadership training	1.77	2.17	29.89
Availability - promotions based on performance	80.5%	60.8%	29.39
Making a lot of money	2.93	3.47	28.98
Importance - job you want	1.62	2.01	28.56
Availability - challenging job	85.1%	66.8%	28.22
Personal freedom	3.38	3.85	27.27
Availability - opportunity to better your life	86.3%	69.5%	25.05
Availability - good benefits	86.6%	70.3%	24.27
Job security	2.31	2.77	20.15
Importance - other men you would like to work with	2.06	2.41	19.71
Importance - opportunity to better your life	1.67	1.98	18.96
Availability - travel	91.2%	78.7%	18.42
Availability - leadership training	84.7%	71.3%	16.01
Importance - valuable trade or skill training	1.60	1.86	15.58
Importance - in-Service college education	1.59	1.86	14.53
Importance - challenging job	1.82	2.09	14.37
Importance - travel	1.91	2.20	13.34
Importance - good benefits	1.51	1.75	12.86
Importance - good starting pay	1.63	1.89	12.79
Availability - valuable trade or skill training	85.9%	75.3%	10.91
Availability - in-Service college education	85.1%	74.5%	10.66
Importance - promotions based on performance	1.49	1.67	7.15

^{a/} Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Positive Propensity Means/Percents n =262	Negative Propensity Means/Percents n =380	F
<u>INFLUENCES</u>			
Talked with parents about enlistment	61.8%	27.6%	84.23
Advertising attracts and interests me	2.35	3.30	78.94
Talked with girl friend or wife about enlistment	43.9%	15.5%	69.83
Talked with friends about enlistment	64.9%	41.8%	34.63
Advertising gives complete picture of the service	3.05	3.66	32.57
Advertising is truthful	2.41	3.00	30.96
Talked with counselor about enlistment	31.3%	14.2%	28.23
Went to recruiting station	17.2%	5.5%	23.58
Advertising shows minorities in the service	2.26	2.76	23.28
Asked for information about the military by mail	26.0%	11.8%	21.96
Advertising shows minorities as more than tokens	2.55	3.04	21.40
Had contact with recruiter since Christmas	36.3%	20.5%	20.05
People in military advertising look genuine	2.31	2.82	19.58
Made toll-free call	11.5%	3.7%	14.95
Knew "join the people" copy point	43.1%	29.5%	12.92
Talked face-to-face with recruiter somewhere other than recruiting station	19.1%	9.7%	11.74
Talked to local recruiter by phone	14.1%	6.3%	11.15
Had contact with Marine Corps recruiter	18.3%	10.0%	9.36
Been physically or mentally tested	14.1%	7.1%	8.60
<u>MEDIA HABITS</u>			
Watch TV on weekends after midnight	15.7%	27.6%	12.89
Listen to radio on weekdays in early morning	40.8%	53.7%	10.38
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.81	3.75	39.39
Approve of draft	3.32	4.05	23.10
Participated in school subject clubs	14.1%	7.1%	8.60
Total number of activities	1.51	1.26	7.09

advertising. More of them had also been in contact with recruiters in the various contexts, except for hearing a talk at school and receiving recruiting literature in the mail. The groups were equal in terms of contact with recruiters of the specific Services except that more of the positive group had been in contact with a Marine recruiter. More of the positive group identified the source of the "Join the people" copy point, but the groups were equal in ability to identify sources of the other copy points.

The groups were equal on all of the media habits variables.

Even among the high quality group, the positive respondents had participated in more activities. They also expressed greater agreement that their parents would like it very much if they were to enlist and the draft was a good thing for a lot of people.

2.E.4 National Guard/Reserve Propensity Within High Quality

The high quality group was also divided into those with positive and negative propensity toward the National Guard and Reserves. Results of these comparisons are shown in Table 2.E.3. The positive group expressed a greater likelihood of working in a factory, as a construction laborer, and at a desk in a business office in the next few years.

The positive group also placed greater importance on "gives an opportunity to better your life", "trains you for leadership", "allows you to travel", "provides good benefits", "is a career you can be proud of", "has others you'd like to work with", and "pays well to start". The groups placed equal importance on the other attributes. They were also equal in perceptions of achievability of personal freedom, job security, having respect of friends, and equal opportunity for minorities in the military. The positive group saw the military as a greater

TABLE 2.E.3

ANALYSIS OF NATIONAL GUARD/RESERVE PROPENSITY AMONG
HIGH QUALITY RESPONDENTS a/

	Positive Propensity Means/Percents n =153	Negative Propensity Means/Percents n =489	F
<u>DEMOGRAPHICS</u>			
Working as a laborer on construction jobs	3.08	3.53	14.07
Working in a factory	3.26	3.65	9.63
Working in a business office	2.72	3.06	7.26
<u>MILITARY ATTRIBUTES</u>			
Importance - career you can be proud of	1.61	2.03	23.96
Availability - career you can be proud of	88.2%	68.5%	23.92
Learning as much as you can	2.44	2.89	17.15
Chance to mature, become a man	2.31	2.74	15.68
Availability - travel	93.5%	80.8%	14.08
Availability - opportunity to better your life	86.9%	73.0%	12.71
Developing your potential	2.59	2.98	12.38
Importance - leadership training	1.78	2.08	11.77
Adventure and excitement	2.16	2.53	11.29
Importance - travel	1.86	2.15	10.68
Availability - leadership training	86.3%	73.8%	10.27
Availability - promotions based on performance	79.1%	65.6%	9.94
Availability - challenging job	83.7%	71.4%	9.32
Recognition and status	2.51	2.84	9.22
Availability - other men you would like to work with	75.2%	62.0%	9.04
Availability - good benefits	85.6%	74.2%	8.61
Importance - good benefits	1.48	1.70	8.60
Availability - job you want	73.2%	60.5%	8.16
Availability - in-Service college education	86.9%	76.3%	7.99
Importance - opportunity to better your life	1.68	1.91	7.93
Doing challenging work	2.45	2.76	7.56
Availability -good starting pay	75.2%	63.2%	7.51
Helping other people	2.76	3.06	7.46
Importance - good starting pay	1.61	1.83	7.29
Ability to make decisions on the job	3.27	3.56	7.20
Importance - other men you would like to work with	2.09	2.32	7.01
Making a lot of money	3.02	3.33	7.00
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.25	3.12	48.08
Talked with girl friend or wife about enlistment	45.8%	21.3%	37.30
Talked with parents about enlistment	59.5%	36.0%	27.51
Talked with friends about enlistment	68.0%	46.0%	23.24
Advertising shows minorities as more than tokens	2.43	2.96	18.73
Advertising gives complete picture of service	3.05	3.52	14.47

a/ Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Positive Propensity Means/Percents n =153	Negative Propensity Means/Percents n =489	F
Asked for information about military by mail	27.5%	14.5%	13.68
Talked with counselor about enlistment	31.4%	18.0%	12.70
Advertising is truthful	2.43	2.86	11.88
Knew "join the people" copy point	46.4%	31.5%	11.55

MEDIA HABITS

NONE

ACTIVITIES AND ATTITUDES

Parents would approve of enlistment	2.62	3.60	32.13
Approve of draft	3.17	3.93	19.32
Get bored in spare time	2.76	3.37	13.71
Important to have a lot of friends	1.87	2.36	13.17
Technical training a good way to get job	1.56	1.90	8.99
Think I am aggressive	1.76	2.08	7.26

advantage for the other life goals. They perceived greater association of all attributes except "teaches valuable trade or skill", "allows you travel", and "is a career you can be proud of" with the military.

The positive group showed more favorable attitudes toward military advertising, except for "shows people of my background" and "the people look like real military people". More of them had also discussed the military with the influencers. They did not show greater contact with recruiting personnel.

The positive group also expressed greater agreement that they were aggressive, they got bored in their spare time, it is important to have a lot of friends, one good way to get a job is to be trained with technical machinery, their parents would like it if they enlisted, and the draft was good for a lot of people. The groups were equal in terms of their activities and media habits.

2.E.5 Summary

The comparison of the high and low quality groups showed that they differed in expectation of what they might be doing in the next few years. The fact that more of the high quality group were high school graduates and fewer were high school dropouts is related to the derivation of the quality index. The high quality group came from homes with higher income and had parents with more education. The high quality group was more accurate in estimation of pay and indicated less effect of a \$100 pay increase. These respondents also saw the military as a greater disadvantage in terms of "making a lot of money." The groups were equal in perceived advantage of the military versus a civilian job on other attributes. More of the high quality group had been in contact with Air Force and Navy recruiters than the low quality group, and more of them had discussed the military with other influencers. The high quality group also indicated greater readership of general and ethnic newspapers and all magazines listed.

The any active Service and the National Guard/Reserves propensity analyses within the high quality group were similar to the previous analyses in that the groups tended to differ on importance of attributes and advantage of the military in likelihood of achieving life goals. Unlike the any active Service groups, the National Guard/Reserves groups did not differ on association of all attributes with the military. In the any Service analysis, the positive group expressed greater agreement that their parents would like it very much if they enlisted, but the same was not true of the National Guard/Reserves analysis.

II. F. ANALYSES OF ETHNIC BACKGROUND

2.F.1 Introduction

In order to identify unique characteristics of ethnic groups within the non-college portion of the minority sample, it was divided into Black, Puerto Rican, and Chicano respondents. These groups were then compared on the five sets of variables and propensity toward the various components.

The Black respondents were also divided into those from the Northeast, North Central, South, and West regions. These groups were also compared.

2.F.2 Comparison of Blacks, Puerto Ricans, and Chicanos

As was the case with the quality analysis of propensity, none of the three ethnic groups compared differed significantly on the five point propensity scale with respect to any of the five active components or the National Guard or Reserves.

The results of the remaining analyses are shown in Table 2.F.1. The Puerto Ricans appeared to be the most different in the analyses. The

TABLE 2.F.1
 a/
 ETHNIC ANALYSIS

	Puerto Rican Means/ Percents n =143	Chicano Means/ Percents n =291	Black Means/ Percents n=1019	F
<u>DEMOGRAPHICS</u>				
Education level of parents	2.26	2.33	3.08	33.08
Attending school full-time	2.91	2.84	2.47	12.42
Living with mother only	39.2%	22.0%	36.2%	11.48
Not working	78.3%	56.7%	66.5%	10.58
Difficulty of finding part-time job	2.20	2.62	2.40	9.48
Working in a factory	3.85	3.42	3.33	9.36
Working full-time	11.2%	26.5%	17.5%	9.04
Working in a business office	2.93	3.41	3.08	9.01
Family annual income	4.01	4.83	4.84	7.76
Living with both parents	54.6%	57.0%	45.4%	7.26
Living with neither parent	4.9%	17.9%	15.6%	6.86
Difficulty of finding full-time job	2.02	2.33	2.16	5.76
Working as a laborer on construction jobs	3.52	3.07	3.26	5.68
High school dropout	35.7%	23.4%	23.6%	5.15
<u>MILITARY ATTRIBUTES</u>				
Ability to make decisions on the job	2.88	3.59	3.48	18.76
Importance - travel	1.81	2.22	2.09	8.97
Making a lot of money	2.81	3.18	3.18	5.62
Importance - job you want	1.69	1.98	1.84	5.22
<u>INFLUENCES</u>				
Advertising shows minorities in the service	3.45	2.72	2.42	42.56
People in military advertising look genuine	3.46	2.72	2.46	34.93
Had contact with Army recruiter	6.3%	15.8%	27.5%	21.85
Knew "part-time job" copy point	8.4%	29.9%	29.0%	14.37
Had recruiter contact since Christmas	9.8%	21.7%	28.1%	12.44
Talked with counselor about enlistment	29.4%	18.2%	14.0%	11.37
Knew "ranks small, standards high" copy point	11.9%	32.3%	24.1%	11.09
Talked with girl friend or wife about enlistment	37.8%	22.7%	21.1%	9.94
Heard recruiter give talk at school	2.1%	9.6%	12.8%	7.69
Knew "proud tradition" copy point	2.1%	13.4%	10.6%	6.81
Had contact with Air Force recruiter	3.5%	12.4%	14.1%	6.45
Talked to local recruiter by phone	1.4%	6.5%	9.5%	6.20
Received recruiting literature in mail	4.2%	12.4%	14.4%	5.90
Advertising is truthful	3.07	2.76	2.68	5.56
Had contact with Navy recruiter	2.1%	9.3%	10.6%	5.31

a/ Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Puerto Rican Means/ Percents n =143	Chicano Means/ Percents n =291	Black Means/ Percents n=1019	F
Talked face-to-face with recruiter somewhere other than recruiting station	5.6%	9.3%	13.7%	5.27
Advertising gives complete picture of the service	3.60	3.42	3.27	4.63

MEDIA HABITS

Listen to latin music stations	87.4%	31.3%	9.8%	339.18
Listen to soul music stations	88.8%	35.4%	83.5%	182.70
Read <u>Jet</u>	7.7%	3.1%	40.3%	107.20
Read <u>Ebony</u>	7.7%	3.1%	40.3%	106.94
Listen to top hits stations	9.8%	72.9%	37.7%	104.09
Frequency of reading minority oriented papers	2.50	2.67	2.34	27.41
Read <u>Black Sports</u>	7.7%	3.8%	17.2%	20.16
Listen to radio on weekends in late morning	11.2%	38.5%	30.9%	17.38
Listen to radio on weekdays in afternoon	21.0%	49.8%	39.2%	17.14
Listen to radio on weekends in afternoon	24.5%	51.9%	37.9%	17.03
Watch TV on weekdays after midnight	34.3%	18.9%	16.8%	12.68
Listen to radio on weekdays in late morning	9.1%	29.2%	26.2%	11.54
Read local news section of paper	71.3%	50.9%	50.8%	11.00
Ready <u>Playboy</u>	32.2%	21.0%	16.7%	10.29
Watch TV on weekends in late morning	11.2%	25.4%	15.3%	10.22
Listen to radio on weekends in early evening	27.3%	49.1%	42.3%	9.51
Watch TV on weekdays in early evening	41.3%	57.7%	44.3%	9.28
Read <u>Time</u>	13.3%	22.0%	12.3%	8.89
Watch TV on weekends after midnight	37.8%	19.6%	24.0%	8.84
Listen to radio on weekdays in early evening	32.2%	51.9%	44.2%	7.71
Listen to soft background type music stations	10.5%	22.0%	24.8%	7.45
Read national news section of paper	56.6%	49.5%	41.7%	7.38
Listen to radio on weekdays in late evening	32.2%	50.5%	45.6%	6.64
Listen to all news and weather stations	26.6%	13.8%	21.3%	5.95
Watch TV on weekends in afternoon	15.4%	29.2%	23.2%	5.30
Watch TV on weekdays in afternoon	8.4%	19.2%	19.2%	5.12
Watch TV on weekends in early evening	21.7%	36.4%	33.2%	4.94

ACTIVITIES AN ATTITUDES

Think I am an aggressive person	1.48	2.50	1.99	33.52
Would like option to resign from service without penalty	1.29	1.98	1.74	12.18
Participated in hobbies	7.7%	21.0%	11.8%	10.57
Parents would approve of enlistment	2.73	3.03	3.37	9.79
Important to have a lot of friends	1.91	2.03	2.33	9.23
Usually did what. parents told me to do	1.87	2.36	2.03	8.37
Enjoy explaining things to other people	1.88	2.28	1.99	7.52
Technical training a good way to get job	2.30	1.90	1.86	7.26
People with rough starts can go on to succeed	2.54	2.32	2.13	6.82
More minority officers should be shown in advertising	1.73	2.11	1.87	6.13
Need special job training to get a job	2.19	2.23	1.96	5.08
Approve of draft	3.84	3.41	3.79	4.72
Like idea of people working for me	1.87	2.31	2.22	4.69

Blacks expressed a greater likelihood of attending college or school full time in the next few years. Fewer of the Chicanos lived with their mother only. The Puerto Ricans expressed lower likelihood of working in a factory, and the Chicanos of working at a desk in a business office. The Puerto Ricans were from lower income families.

The groups were equal on nearly all of the variables related to military attributes. The Puerto Ricans, however, did see the military as a greater advantage for being able to make your own decisions on the job.

Puerto Ricans agreed less with "advertising shows that people of my background are in the service" and "the people shown in the advertising look like real military people." Fewer of them had been in contact with an Army recruiter. Also, fewer of the Puerto Ricans were able to identify the sources of the "Build your future on a proud tradition", "The most important part time job in America", and "For 200 years" copy points. More of the Puerto Ricans had discussed the military with teachers or counselors and with girl friends or wives, but the groups were equal on discussions with other influencers. Fewer of the Puerto Ricans had heard a recruiter give a talk at school. The groups were equal in other types of recruiter contacts.

The groups were different on several of the media habits variables. The Puerto Ricans listened to more Latin music and less "background" type music. The Chicanos listened to soul music less and top hits more than the other groups. More of the Blacks read Ebony, Jet, and Black Sports than the other groups, while more of the Puerto Ricans read Playboy and more of the Chicanos read Time. In general, the Puerto Ricans appear

to watch television and listen to the radio less than the other groups in the late morning and afternoon, and more after midnight.

More of the Chicanos indicated participation in hobbies. The Puerto Ricans agreed more with the statements "I think I'm aggressive", "My parents would like it if I enlisted", "It's important to have a lot of friends", "I usually did what my parents told me", and "I enjoy explaining things to other people". They agreed less than the other groups with "One good way to get a job is to be trained on modern technical machinery" and "Lots of people who had it rough at first have gone on to succeed in life."

2.F.3 Geographic Comparison of Blacks

Blacks from the four geographic regions were compared, and results are shown in Table 2.F.2. The four regions were: Northeast, North Central, South and West. With regard to propensity, significant differences were found for the Army, Coast Guard, and Air Force. Highest propensity for the Army was shown by Blacks from the South, while those from the West and South had the highest propensity toward the Coast Guard and Air Force.

The Northeast group appeared to be higher quality and expressed a lower likelihood of working in a factory. The West group had fewer people at home and the South group had lower family income.

The South group saw the military as a greater advantage in maturing and becoming a man, more equal opportunity for minorities, and making a lot of money. They also associated "has other men you would like to work with" and "pays well to start" more with the military than did the other groups.

The groups were equal in discussions with influencers and contact with recruiters. The West group expressed greater disagreement that

TABLE 2.F.2

ANALYSIS OF REGIONAL DIFFERENCES WITHIN BLACK SAMPLE^{a/}

	North- east Means/ Percents n =199	North Central Means/ Percents n =207	South Means/ Percents n =461	West Means/ Percents n =138	F
<u>PROPENSITY</u>					
Army (active)	3.94	4.11	3.73	4.05	5.03
Coast Guard (active)	4.29	4.21	4.05	3.91	3.93
Air Force (active)	3.91	4.11	3.77	3.69	3.92
<u>DEMOGRAPHICS</u>					
Education level of parents	3.22	3.33	2.72	3.64	15.02
Total family income	5.23	5.20	4.33	5.15	11.31
Working in a factory	3.72	3.12	3.19	3.43	8.61
Quality index score	6.06	5.43	5.36	5.59	7.68
Total number in household	5.60	5.14	5.79	4.87	7.06
Living with father only	2.0%	3.9%	1.3%	7.3%	5.13
High School graduate not currently in school	21.6%	23.7%	31.2%	17.4%	4.89
Working as a laborer on construction jobs	3.54	3.13	3.20	3.18	4.09
Working full-time	13.6%	15.0%	22.1%	13.0%	3.91
<u>MILITARY ATTRIBUTES</u>					
Effect of \$100 a month pay increase	3.38	3.18	3.67	3.45	12.75
Chance to mature, become a man	2.94	2.70	2.40	2.89	12.23
Availability - other men you would like to work with	53.8%	55.6%	72.9%	63.0%	10.75
More equal opportunity for minorities	2.82	2.89	2.41	2.84	10.70
Availability - good starting pay	57.3%	58.9%	75.1%	60.9%	10.22
Making a lot of money	3.28	3.35	2.96	3.51	9.08
Recognition and status	2.87	2.92	2.55	2.81	5.99
Availability - leadership training	73.9%	71.0%	82.7%	69.6%	5.98
Availability - good benefits	76.9%	73.0%	84.0%	70.3%	5.97
Availability - promotions based on performance	61.3%	61.4%	74.4%	65.9%	5.83
Having the respect of friends	3.06	3.08	2.82	3.22	5.82
Importance - other men you would like to work with	2.18	2.43	2.26	2.56	5.34
Personal freedom	3.77	3.72	3.48	3.86	5.09
Availability - career you can be proud of	68.3%	67.2%	79.2%	72.5%	4.97
Learning as much as you can	2.97	2.77	2.58	2.77	4.72
Importance - promotions based on performance	1.51	1.55	1.67	1.80	4.42

^{a/} Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	North- east Means/ Percents n =199	North Central Means/ Percents n =207	South Means/ Percents n =461	West Means/ Percents n =138	F
Importance - opportunity to better your life	1.74	1.90	1.83	2.09	4.39
Helping other people	3.12	3.10	2.83	3.10	4.23
Availability - job you want	55.3%	56.0%	67.0%	63.8%	4.06
Availability - valuable trade or skill training	73.9%	78.3%	84.2%	75.4%	3.94

INFLUENCES

Advertising shows minorities as more than tokens	2.81	2.66	2.63	3.18	7.13
Advertising shows minorities in the service	2.58	2.43	2.26	2.70	6.15
Knew "opportunity is for real" copy point	13.1%	14.5%	6.1%	10.9%	5.02
Had Army recruiter contact	27.1%	25.6%	32.1%	15.9%	4.89
Talked face-to-face with recruiter somewhere other than recruiting station	7.0%	19.8%	13.5%	15.9%	4.88
Taken service aptitude test	6.0%	17.9%	14.1%	14.5%	4.47
Advertising is truthful	2.86	2.55	2.58	2.93	4.37
Been physically or mentally tested	3.0%	11.6%	10.6%	11.6%	4.11
Had recruiter contact since Christmas	18.1%	30.9%	29.9%	31.2%	4.07
Advertising gives complete picture of the service	3.47	3.20	3.15	3.47	4.03
Had Coast Guard recruiter contact	6.0%	1.5%	2.4%	.7%	4.00
Knew "Guard belongs" copy point	8.5%	5.3%	12.2%	5.1%	3.89
People in military advertising look genuine	2.67	2.23	2.42	2.53	3.89

MEDIA HABITS

Watch TV on weekdays in early evening	50.8%	27.5%	44.5%	59.4%	13.73
Listen to Latin music stations	19.1%	3.4%	7.4%	13.8%	11.96
Read national news section of paper	55.3%	48.3%	32.8%	42.8%	11.69
Frequency local newspapers read	2.15	2.63	2.87	3.34	11.62
Listen to radio on weekends in late morning	24.1%	22.7%	32.1%	48.6%	10.72
Watch TV on weekends in early evening	33.7%	17.9%	38.0%	39.1%	9.87
Watch TV on weekends in afternoon	13.6%	16.9%	30.2%	22.5%	9.42
Listen to radio on weekdays after midnight	38.7%	35.3%	23.4%	42.0%	9.27
Watch TV on weekdays in afternoon	11.6%	13.0%	25.0%	22.5%	7.81
Read local news section of paper	64.8%	51.2%	46.2%	43.5%	7.64
Listen to top hits stations	24.6%	35.3%	42.7%	44.2%	7.62
Hours per day spent listening to radio	5.05	5.95	4.50	5.66	6.96

	North- east Means/ Percents n =199	North Central Means/ Percents n =207	South Means/ Percents n =461	West Means/ Percents n =138	F
Read <u>Jet</u>	47.7%	49.8%	34.7%	35.5%	6.62
Listen to radio on weekends after midnight	40.7%	38.7%	28.4%	43.5%	5.81
Frequency of reading minority oriented papers	2.40	2.16	2.38	2.42	5.80
Listen to radio on weekdays in late morning	19.6%	27.1%	25.0%	39.1%	5.69
Read <u>Playboy</u>	24.1%	11.1%	14.1%	21.0%	5.67
Read <u>Ebony</u>	44.2%	50.2%	36.7%	31.9%	5.53
Listen to radio on weekends in early morning	30.7%	31.4%	32.1%	48.6%	5.19
Listen to radio on weekends in afternoon	31.7%	32.4%	39.9%	50.0%	5.16
Watch TV on weekends after midnight	26.1%	14.0%	26.7%	24.6%	4.62
Listen to country and western stations	10.6%	3.9%	13.2%	10.9%	4.52
Watch TV on weekends in late morning	11.1%	10.1%	17.6%	21.7%	4.46
Read sports section of paper	74.9%	65.7%	68.8%	56.5%	4.43
Read <u>Black Sports</u>	25.1%	18.8%	13.9%	15.9%	4.28
Listen to radio on weekdays in afternoon	33.7%	36.2%	39.9%	51.5%	4.04

ACTIVITIES AND ATTITUDES

Liked high school	2.11	1.98	1.78	2.11	10.49
Participated in hobbies	12.1%	8.2%	9.8%	24.6%	8.85
Usually did what parents told me to do	2.41	1.91	1.88	2.18	8.26
Important to have a lot of friends	2.52	2.66	2.12	2.25	8.12
Good salary more important than job security	3.41	3.36	2.92	2.70	7.42
Decision to enlist a personal one	2.02	1.54	1.56	1.57	6.78
Got a good education in school	2.94	2.56	2.38	2.41	6.38
Get bored in spare time	3.25	3.52	2.93	3.35	6.15
Training gives chance to get good job	3.03	3.00	2.60	2.79	4.50
Prefer doing things on my own	2.20	1.89	2.14	1.84	4.09

"advertising shows minorities as more than mere tokens."

The West group read local newspapers more frequently, and the Northeast group less frequently. The South group read less national news; and the Northeast group read more local news in the papers and listened less to top hits on the radio. The South group listened to the radio the least.

The West group indicated greater participation in hobbies, and agreed more strongly that a good salary is more important than job security. The Northeast group indicated less (although substantial) agreement that the decision to join the military would be theirs alone.

II. G. DISCUSSION WITH INFLUENCERS

The propensity analyses consistently showed that a larger fraction of the high propensity groups had discussed the military with potential influencers. The groups with which most respondents had entered these discussions were parents and friends with military experience. The non-college minority sample was divided into those who had talked with parents about the military and those who had not. These two groups were compared with the thought that discussion of the military with parents may be one of the early, low-risk, and low cost (in time and effort) steps taken by a youth who is potentially interested in serving. The groups were compared on the demographic and military attributes sets of variables. The same process was followed for those who had discussed the military with friends. The results of the two analyses were very similar, and the one based on parents is discussed here (see Table 2.G.1.).

The group who had discussed possible enlistment in the military were higher in quality, and fewer of them lived with neither parent.

Fewer of this group declined to estimate starting pay, and they also indicated more favorable response to a \$100 per month increase in pay. The group who had held the discussions saw the military as a greater advantage for every life goal, associated each of the attributes with the military more, and placed more importance on each of the attributes.

TABLE 2.G.1

ANALYSIS OF PARENTAL DISCUSSIONS ABOUT ENLISTMENT^{a/}

	Means/Percents of those Talking With Parents n = 536	Means/Percents of those not Talking With Parents n = 917	F
<u>DEMOGRAPHICS</u>			
Living with neither parent	11.2%	17.2%	9.72
Quality index score	5.65	5.39	6.98
<u>MILITARY ATTRIBUTES</u>			
Effect of \$100 a month pay increase	3.74	3.30	70.29
Unable to estimate monthly starting pay	39.4%	59.0%	54.08
Estimated monthly starting pay \$325-\$400	32.3%	16.7%	48.77
Having the respect of friends	2.72	3.13	42.83
Doing challenging work	2.37	2.79	41.05
Chance to mature, become a man	2.37	2.78	39.91
Developing your potential	2.61	3.03	38.70
Learning as much as you can	2.49	2.90	38.13
Making a lot of money	2.89	3.30	35.73
More equal opportunity for minorities	2.43	2.80	33.08
Recognition and status	2.52	2.89	33.03
Importance - career you can be proud of	1.74	2.03	32.76
Job security	2.31	2.70	32.75
Availability - career you can be proud of	82.1%	69.0%	30.46
Availability - job you want	70.9%	56.7%	29.43
Helping other people	2.75	3.09	28.65
Importance - challenging job	1.82	2.08	27.67
Adventure and excitement	2.24	2.58	26.49
Availability - opportunity to better your life	82.8%	70.9%	26.42
Ability to make decisions on the job	3.25	3.55	21.57
Importance - travel	1.94	2.18	21.52
Personal freedom	3.44	3.73	20.70
Availability - challenging job	79.5%	68.6%	20.40
Availability - other men you would like to work with	71.8%	60.3%	19.87
Availability - good starting pay	75.0%	63.8%	19.73
Importance - job you want	1.72	1.93	19.63
Availability - travel	88.4%	79.7%	18.36
Availability - valuable trade or skill training	85.5%	76.1%	18.31
Importance - valuable trade or skill training	1.65	1.84	17.64
Importance - opportunity to better your life	1.73	1.93	17.61
Availability - in-Service college education	82.5%	72.9%	17.53
Availability - leadership training	82.3%	73.3%	15.41
Availability - promotions based on performance	74.4%	64.9%	14.41
Availability - good benefits	83.2%	74.7%	14.32
Importance - leadership training	1.89	2.08	14.10
Importance - in-Service college education	1.71	1.90	13.88
Importance - good starting pay	1.64	1.81	12.96
Importance - promotions based on performance	1.56	1.71	11.04
Importance - other men you would like to work with	2.20	2.37	10.00
Importance - good benefits	1.56	1.69	8.73

a/ Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

II. H. CONTACT WITH RECRUITERS

Respondents who had been in touch with a recruiter were asked the ethnic background of the recruiter with whom they had had contact. The contacts were categorized as (a) those with a recruiter of another ethnic background and (b) those with a recruiter of the same ethnic background. Table 2.H.1 shows the results for the aggregate of all four Services and for each of them individually. The results show that in the aggregate analysis a significantly higher percentage of the contacts were with a recruiter of another ethnic background than with one of the same ethnic background. The Service-specific analysis indicates that the same finding held for the Air Force, Marine Corps, and Navy; but it was not true of the Army. The percentages of contacts with Army recruiters of another ethnic background and the same ethnic background were not significantly different.

The respondents also indicated whether they had received all the information they wanted, most of it, or very little from their recruiter contacts. Table 2.H.1 shows that only 36.7% of the respondents in touch with recruiters of the four Services received all the information they wanted, and 20.9% received very little of the information. None of the Services was significantly above or below the aggregate of the other three.

The adequacy of information received was considered along with the ethnic background of the recruiter. With few exceptions, the adequacy of information was no different for contacts with recruiters of the same

TABLE 2.H.1

INFORMATION ADEQUACY

"How adequate was the information you got from the ..recruiter?
Did he give you ..."

SERVICE	N	Proportion of Contacts By Ethnic Group	RESPONSE		
			All the Informa- tion you wanted	Most of it	Very Little
Four-Service Total	665		36.7%	42.4%	20.9
Other Ethnic Group	369	55.5%*		45.3%**	
Same Ethnic Group	296	44.5%		38.9%	
Air Force	140		35.0%	44.3%	20.7%
Other Ethnic Group	85	60.7%*			
Same Ethnic Group	55	39.3%			
Army	283		35.3%	42.4%	22.3%
Other Ethnic Group	142	50.2%			17.6%**
Same Ethnic Group	141	49.8%			27.0%
Marine Corps	130		42.3%	41.5%	16.2%
Other Ethnic Group	77	59.2%*			
Same Ethnic Group	53	40.8%			
Navy	112		35.7%	41.1%	23.2%
Other Ethnic Group	65	58.0%*	29.2%**		
Same Ethnic Group	47	42.0%	44.7%		
Coast Guard	23		30.4%	39.1%	30.4%
Other Ethnic Group	15	65.2%*			
Same Ethnic Group	8	34.8%			

* Other vs. same ethnic group difference in proportion of contacts significant at .10 level.

** Other vs. same ethnic group difference in response significant at .10 level. These differences are shown in only those comparisons in which they were significant.

background and with recruiters of another ethnic background. A significantly higher percentage of contacts with Army recruiters of the same background led to very little information than those of another ethnic background. A significantly higher percentage of contacts with Navy recruiters of the same ethnic background led to all the information wanted than those of another ethnic background. The remainder of the results of the Service-specific analyses indicated no difference in adequacy of information received between ethnic backgrounds of recruiters.

Respondents who had talked with a recruiter were also asked how their attitude toward joining a Service changed after talking to a recruiter from that Service. Table 2.H.2 shows that for the four-Service total 42.4% of the respondents indicated a positive attitude change and 14.5% a negative attitude change (slightly less plus much less). A significantly larger proportion of those who had talked with a recruiter of the same ethnic group indicated a much more favorable attitude change than those who had talked with a recruiter of a different ethnic group. Proportions of responses between ethnic background of recruiter were not significant in any of the Service specific analyses. Also, none of the Services was significantly different from the average of the other three in terms of attitudinal response to recruiters.

TABLE 2.H.2

ATTITUDE CHANGE AFTER RECRUITER CONTACT

"Was your attitude toward joining the ... more, or less favorable than before you talked to the recruiter, or didn't it change?"

SERVICE	N	RESPONSE				
		Much More Favorable	Slightly More Favorable	Didn't Change	Slightly Less Favorable	Much Less Favorable
Four-Service Total	652	22.5%	19.9%	43.1%	7.4%	7.1%
Other Ethnic Group	361	19.7%*				
Same Ethnic Group	291	26.1%				
Air Force	138	27.5%	18.1%	44.2%	5.1%	5.1%
Other Ethnic Group	83					
Same Ethnic Group	55					
Army	272	21.3%	19.1%	42.5%	8.5%	8.5%
Other Ethnic Group	138					
Same Ethnic Group	134					
Marine Corps	129	20.2%	18.6%	48.1%	7.8%	5.4%
Other Ethnic Group	77					
Same Ethnic Group	52					
Navy	113	22.1%	25.7%	37.2%	7.1%	8.0%
Other Ethnic Group	63					
Same Ethnic Group	50					
Coast Guard	22	18.2%	27.3%	50.0%	-	4.5%
Other Ethnic Group	14					
Same Ethnic Group	8					

* Other vs. same ethnic group difference in response significant at .10 level. Differences were not significant in any of the other comparisons.

III.A. COMPARISON OF POTENTIAL OFFICER AND ENLISTED GROUPS

The potential officer group was considered to be those respondents who were sampled from four-year colleges. Prior to analyses within this portion of the sample, the characteristics differentiating them from the non-college or enlisted potential sample were identified. The results of this comparison are shown in Table 3.A.1.

In terms of propensity, the college students showed less likelihood of joining each of the five active duty Services as well as the National Guard and Reserves.

More of the college students had both parents at home and fewer had the mother only. Their parents were more highly educated and, correspondingly, they had higher family income. They also had fewer people living at home. They perceived less difficulty in getting full-time and part-time jobs. More of them held part-time jobs and fewer held full-time jobs. They felt they were more likely to go to school and work in an office than the non-college group. Also, as would be expected, the college students were higher on the quality index than the non-college Blacks.

The potential officer group saw the military as less advantageous for achieving all of the life goals except job security. More of them estimated enlisted military starting salary at above \$400 per month, and fewer declined to make an estimate. The college group was also significantly lower in associating "opportunity to better your life", "trains you for leadership", "provides good benefits", "is a career you can be proud of", "pays well to start", and "promotions based on performance rather than race" with the military. They also placed less importance on "is a career you can be proud of" and more on "promotions based on performance rather than race."

TABLE 3.A.1

ANALYSIS OF BLACK NON-COLLEGE AND COLLEGE SAMPLES ^{a/}

PROPENSITY	Non-College	College	F
	Means/Percents n = 1019	Means/Percents n = 376	
Marine Corps (Active)	4.09	4.53	43.98
Army (Active)	3.93	4.38	37.11
Air Force (Active)	3.88	4.30	29.92
Coast Guard (Active)	4.12	4.47	29.56
National Guard	4.01	4.35	23.56
Navy (Active)	4.07	4.39	21.70
Reserves	3.98	4.20	9.38
<u>DEMOGRAPHICS</u>			
Quality index score	5.57	7.37	284.12
Parents education level	3.10	4.15	93.13
Working as a laborer on construction jobs	3.26	3.98	86.75
Attending school full-time	2.47	1.84	67.76
Difficulty finding full-time job	2.16	2.61	63.07
Working in a business office	3.08	2.47	58.94
Total annual family income	4.84	5.99	55.34
Working in a factory	3.33	3.92	54.40
Difficulty finding part-time job	2.52	2.94	38.70
Working part-time	14.5%	26.6%	27.89
Living with both parents	45.4%	59.8%	23.14
Living with mother only	36.2%	25.3%	14.96
Total number in household	5.48	5.01	10.31
Working full-time	17.5%	11.2%	8.24
<u>MILITARY ATTRIBUTES</u>			
Learning as much as you can	2.74	3.45	89.70
Making a lot of money	3.18	3.87	79.69
Developing your potential	2.89	3.53	70.16
Personal freedom	3.64	4.21	65.21
Ability to make decisions on the job	3.48	4.04	63.08
Doing challenging work	2.64	3.22	58.39
Helping other people	2.99	3.48	45.95
Chance to mature, become a man	2.64	3.14	44.87
Having the respect of friends	2.99	3.44	41.52
Adventure and excitement	2.44	2.91	36.35
Recognition and status	2.74	3.16	29.34
More equal opportunity for minorities	2.66	3.07	29.22
Importance - promotions based on performance	1.64	1.40	21.94
Availability - career you can be proud of	73.1%	61.7%	17.22
Estimated starting monthly enlisted pay over \$400	6.3%	13.0%	17.00
Availability - promotions based on performance	67.7%	56.7%	14.86
Unable to estimate starting monthly enlisted pay	51.3%	39.9%	14.50

^{a/} Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Non-College Means/Percents n = 1019	College Means/Percents n = 376	F
Availability - opportunity to better your life	74.9%	64.6%	14.48
Importance - career you can be proud of	1.93	2.12	10.97
Availability - good starting pay	66.0%	57.2%	9.16
Availability - good benefits	78.0%	71.0%	7.45
Availability - leadership training	76.4%	69.4%	6.97

INFLUENCES

Knew "ranks small, standards high" copy point	24.1%	43.6%	52.00
Advertising gives complete picture of the Service	3.27	3.83	49.92
Advertising attracts and interest me	2.89	3.41	38.94
Knew "part-time job" copy point	29.0%	45.7%	35.63
Advertising shows minorities as more than tokens	2.76	3.12	22.39
Knew "Project Ahead" copy point	21.3%	33.2%	21.49
Had contact with Navy recruiter	10.6%	20.0%	21.35
Talked with girl friend or wife about enlistment	21.1%	11.7%	16.20
People in military advertising look genuine	2.46	2.77	14.83
Had contact with Air Force recruiter	14.1%	22.3%	13.65
Talked with parents about enlistment	37.1%	26.6%	13.56
Advertising is truthful	2.68	2.97	13.42
Had contact with Marine Corps recruiter	12.2%	19.4%	11.98
Had contact with Army recruiter	27.5%	35.4%	8.25
Talked with friends about enlistment	46.4%	38.6%	6.89

MEDIA HABITS

Read <u>Newsweek</u>	12.5%	39.6%	140.37
Read <u>Time</u>	12.3%	37.0%	118.33
Read national news section of paper	41.7%	71.0%	101.04
Read <u>Ebony</u>	40.3%	65.7%	74.56
Read magazine in past month	66.8%	89.4%	74.24
Read <u>Jet</u>	40.3%	57.2%	32.20
Frequency of reading minority oriented papers	2.34	2.11	28.68
Read <u>Playboy</u>	16.7%	27.9%	22.25
Read <u>Sports Illustrated</u>	31.1%	43.6%	19.26
Frequency of reading local newspapers	2.74	2.24	18.97
Read local news section of paper	50.8%	63.3%	17.38
Hours per day watch TV	3.53	2.96	16.47
Read local newspapers regularly	79.7%	88.0%	13.03
Read sports section of paper	67.7%	75.8%	8.57
Listen to country and western music stations	10.6%	5.6%	8.26
Listen to top hits stations	37.7%	46.0%	7.97
Read <u>Black Sports</u>	17.2%	23.7%	7.59
Watch TV on weekdays in late morning	6.7%	2.9%	7.25
Read classified section of paper	33.7%	26.3%	6.84

	Non-College Means/Percents n = 1019	College Means/Percents n = 376	F
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	3.37	4.45	95.15
Liked High School	1.93	1.50	76.67
Total number of activities	1.11	1.56	43.70
Training gives chance to get good job	2.79	2.27	29.16
Approve of draft	3.79	4.36	26.03
Good salary more important than job security	3.07	3.61	25.88
Got good education	2.53	2.14	18.92
Participated in honorary clubs	3.4%	8.8%	17.09
Get bored in spare time	3.18	3.60	15.27
Participated in political activities	6.2%	11.4%	10.87
Enlistment decision a personal one	1.64	1.40	10.81
Like idea of trial enlistment period	2.19	2.52	10.01
Participated in debating, drama, band or chorus	11.7%	17.8%	9.01
Participated in school subject clubs	6.2%	10.6%	8.01

More of the potential officer group could identify the sources of the copy points "Project AHEAD" , "Most important part-time job in America", and "For 200 years." They also saw the military advertising less favorably on all the measures except "shows that people of my background are in the service". Fewer of the potential officer group had discussed the military with parents, friends in the Service, and girl friends or wives. More of them had talked with recruiters from each of the Services.

More of the potential officer group read each of the magazines listed. They also watched television less and read local and ethnic newspapers more frequently.

The potential officer group had participated in more activities. They agreed less with "I get bored in my spare time", "good salary is more important than job security", and "I would like a two week trial period." They felt more positively about their education and agreed more that "the decision to enlist would be mine alone."

III.B. COMPARISION OF HIGH AND LOW PROPENSITY COLLEGE STUDENTS

The potential officer portion of the sample was divided into those with positive and negative propensity toward joining any active Service. The groups were compared on the five sets of variables, and results are shown in Table 3.B.1.

The positive group expressed a higher likelihood of working as a construction laborer and at a desk in an office. There were no other differences in quality or other demographic variables.

The positive group perceived greater achievability of the life goals in the military, and associated all of the attributes with the military more highly. The groups were equal in importance of all attributes. This is different from the non-college propensity analyses.

More of the positive group had discussed the military with all of the influencers. They also agreed more with "advertising attracts and interests me", but the groups were equal on the other measures of attitudes toward military advertising. The positive group was better able to identify the sources of the copy points "the...belongs", "A great way of life", and "For 200 years". More of the positive group had talked with a recruiter other than at a recruiting station and had requested information by phone or mail. The groups were equal in other forms of recruiter contact.

The positive group also agreed more with "my parents would like it if I enlisted".

TABLE 3.B.1

ANALYSIS OF PROPENSITY TOWARD MILITARY SERVICE AMONG
BLACK COLLEGE STUDENTS ^{a/}

	Positive Propensity Means/Percents n = 84	Negative Propensity Means/Percents n = 306	F
<u>DEMOGRAPHICS</u>			
Working as a laborer on construction jobs	3.67	4.08	8.15
<u>MILITARY ATTRIBUTES</u>			
Developing your potential	2.75	3.76	49.12
Doing challenging work	2.46	3.45	46.64
Having the respect of friends	2.81	3.63	35.33
More equal opportunity for minorities	2.38	3.27	32.68
Availability - valuable trade or skill training	96.4%	67.3%	30.86
Job security	1.96	2.86	30.28
Availability - other men you would like to work with	82.1%	50.0%	29.75
Adventure and excitement	2.25	3.11	29.21
Availability - opportunity to better your life	88.1%	57.2%	29.17
Chance to mature, become a man	2.52	3.32	28.06
Availability - in-Service college education	96.4%	69.3%	27.71
Recognition and status	2.52	3.35	27.42
Availability - good benefits	91.7%	64.4%	24.86
Learning as much as you can	2.93	3.61	22.78
Helping other people	3.02	3.62	20.02
Availability - leadership training	88.1%	63.4%	19.54
Availability - challenging job	85.7%	61.1%	18.65
Availability - travel	97.6%	78.4%	17.53
Availability - good starting pay	76.2%	51.3%	17.27
Availability - career you can be proud of	78.6%	55.9%	14.70
Availability - promotions based on performance	73.8%	51.6%	13.57
Ability to make decisions on the job	3.67	4.14	13.44
Availability - job you want	71.4%	49.7%	12.93
Making a lot of money	3.49	3.96	10.49
<u>INFLUENCES</u>			
Talked with parents about enlistment	50.0%	19.9%	33.10
Advertising attracts and interests me	2.76	3.60	26.30
Talked with friends about enlistment	56.0%	33.3%	14.75
Heard recruiter give talk at school	31.0%	14.1%	13.30
Had recruiter contact since Christmas	44.1%	24.2%	13.14
Knew "great way of life" copy point	23.8%	9.8%	11.86
Talked with counselor about enlistment	21.4%	8.5%	11.27
Had contact with Air Force recruiter	35.7%	19.0%	10.84
Talked with girl friend or wife about enlistment	21.4%	8.8%	10.48
Asked for information about the military by mail	19.1%	7.5%	9.94

^{a/} Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Positive Propensity Means/Percents n = 84	Negative Propensity Means/Percents n = 306	F
Talked face-to-face with recruiter somewhere other than recruiting station	27.4%	13.7%	9.01
Made toll-free call	8.3%	2.0%	8.44
Knew "Guard belongs" copy point	19.1%	8.5%	7.75
Knew "ranks small, standards high" copy point	54.8%	38.9%	6.89

MEDIA HABITS

None

ACTIVITIES AND ATTITUDES

Parents would approve enlistment	3.74	4.63	19.68
Approve of draft	3.90	4.45	6.76

III.C. COMPARISON OF STUDENTS AT PREDOMINANTLY BLACK AND WHITE COLLEGES

The total college sample was divided into those students attending predominantly Black colleges and those attending predominantly White colleges. The results of the comparison of these groups is shown in Table 3.C.1.

Respondents from predominantly Black colleges had significantly higher propensity towards the Navy and the Army.

The students at White colleges had fewer people living at home and higher family income. There were no quality or other demographic differences between the groups.

More of the students at Black colleges associated each of the attributes with the military. They also saw the military as more advantageous for all life goals except "personal freedom", "making a lot of money", "doing challenging work", "helping other people", and "being able to make your own decisions on the job." The Black college group placed more importance on "trains you for leadership", "is a career you can be proud of", "has others you'd like to work with", and "gives you a job which is challenging."

Almost twice as many of the Black college group had heard a recruiter give a talk at school. They were also better able to identify the copy point "look up, be looked up to". This group agreed more that "advertising shows minorities as more than mere tokens." The groups were equal in discussions with influencers and most forms of recruiter contact.

The Black college group listened to the radio more hours per day, and more of them reported reading Ebony.

TABLE 3.C.1.

ANALYSIS OF BLACK STUDENTS ATTENDING PREDOMINANTLY BLACK AND WHITE COLLEGES a/

	Black College Means/Percents n =203	White College Means/Percents n =187	F
<u>PROPENSITY</u>			
Navy (Active)	4.21	4.59	15.17
Army (Active)	4.27	4.53	7.04
<u>DEMOGRAPHICS</u>			
Total annual family income	5.58	6.58	12.04
Total number of persons in household	5.30	4.66	6.72
<u>MILITARY ATTRIBUTES</u>			
Availability - career you can be proud of	73.4%	47.1%	30.39
Availability - promotions based on performance	68.0%	43.9%	24.37
Availability - job you want	65.5%	42.3%	22.36
Availability - valuable trade or skill training	83.3%	63.1%	21.34
Availability - leadership training	78.8%	57.8%	21.07
More equal opportunity for minorities	2.80	3.37	19.00
Importance - other men you would like to work with	2.25	2.66	18.22
Importance - career you can be proud of	1.93	2.35	17.73
Availability - opportunity to better your life	73.4%	53.5%	17.40
Availability - good starting pay	66.0%	46.5%	15.57
Availability - good benefits	78.8%	61.0%	15.36
Availability - in-Service college education	82.3%	67.4%	11.83
Chance to mature, become a man	2.94	3.37	11.74
Availability - other men you would like to work with	65.0%	48.1%	11.61
Job security	2.44	2.91	11.53
Adventure and excitement	2.71	3.16	11.52
Availability - challenging job	73.9%	58.3%	10.86
Importance - challenging job	1.75	2.03	10.86
Having the respect of friends	3.28	3.65	10.25
Importance - leadership training	1.79	2.08	9.58
Availability - travel	88.2%	76.5%	9.44
Recognition and status	2.98	3.39	9.44
Unable to estimate monthly starting pay	33.0%	48.1%	9.43
Learning as much as you can	3.29	3.65	9.04
Developing your potential	3.39	3.71	6.70
<u>INFLUENCES</u>			
Advertising attracts and interests me	3.18	3.68	13.73
Advertising shows minorities as more than tokens	2.93	3.36	11.10
Heard recruiter give talk at school	23.7%	11.2%	10.53
Knew "look up" copy point	34.0%	20.3%	9.31

a/ Coding details for all variables are provided in Appendix C. All differences shown are significant at the .01 level.

	Black College Means/Percents n =203	White College Means/Percents n =187	F
<u>MEDIA HABITS</u>			
Listen to top hits stations	60.6%	28.9%	43.72
Listen to all news and weather stations	36.5%	13.9%	27.67
Listen to soft background music stations	40.9%	18.2%	25.32
Listen to radio on weekdays in early evening	49.8%	26.2%	24.10
Listen to radio on weekdays in late morning	32.0%	16.6%	12.86
Hours per day listening to radio	6.15	4.51	11.64
Listen to radio on weekends in late morning	37.4%	22.5%	10.58
Listen to radio on weekends in early evening	43.8%	28.9%	9.57
Read magazines in past month	93.6%	85.0%	7.71
Read comics section of paper	28.1%	40.6%	6.92
Read <u>Ebony</u>	70.9%	58.3%	6.92
<u>ACTIVITIES AND ATTITUDES</u>			
Like idea of trial period in the service	2.16	2.86	14.88
Training gives chance to get good job	2.00	2.54	14.49
Liked high school	1.39	1.64	11.68
Technical training good way to get job	1.82	2.22	11.48
Got good education in school	1.95	2.36	10.58
Necessary to take orders in life	1.76	2.13	10.53
More important to get education than take job	1.53	1.88	10.26
Participated in hobbies	9.9%	20.9%	9.35
Usually did what parents told me to do	1.89	2.26	8.34
Like idea of changing jobs often	4.61	4.16	7.62
Parents would approve of enlistment	4.22	4.68	7.57

More of the White college group participated in hobbies. They also agreed more that they liked the idea of changing jobs pretty often. The Black college students agreed more with:

it is often necessary to take orders from a boss,
I usually did what my parents told me,
I have a chance to get a good job with my training,
I think I've gotten a good education,
it's more important when you're young to get an education
rather than take a job,
one good way to get a job is to be trained in how to
operate modern technical machinery,
my parents would like it if I enlisted, and
I'd like the idea of a two-week trial.

III.D. SUMMARY

The comparison of potential officer and enlisted groups showed that more of the college students had both parents at home, their parents were more highly educated, and family income was higher. The college group saw the military as less advantageous than the potential enlisted group for achieving all life goals except job security. They did see the likelihood of achieving most of the life goals in the military as greater than that in a civilian job, however. The college group perceived less association of several of the attributes with the military than did the potential enlisted group. The college group also viewed military advertising less favorably on most measures, and fewer of them had discussed the military with parents, friends in the Service, and girl friends or wives. More of them had had recruiter contact.

The comparison of high and low propensity college students showed that the positive group perceived greater achievability of the life goals in the military and associated all attributes with the military more highly. The groups were not different in perceived attribute importances. More of the positive group had discussed the military with all influencers, and they expressed greater agreement with "my parents would like it if I enlisted."

In the comparison of respondents from predominantly Black and predominantly White colleges, more of the students at Black colleges associated each of the attributes with the military, and they felt that several of the attributes were more important. They also saw the military as more advantageous for most life goals. Almost twice as many of the Black college students had heard a recruiter give a talk at school.

APPENDIX A.
THE QUESTIONNAIRE

295 Madison Avenue
New York, N. Y. 10017

OMB22-S-76001
Expires November, 1976

SCREENING

A. Are there any males living in this household who are between the ages of 16 and 21?
YES 8-1 NO -2 (TERMINATE, ERASE AND RE-USE)

B. (IF PERSON WITH WHOM YOU ARE SPEAKING IS A MALE WHO IS BETWEEN THE AGES OF 16 AND 21, ASK:)

We are conducting a survey for the federal government to find out about young men's attitudes toward the military.

This is a voluntary study, and you are not required to participate if you do not wish to do so.

At the completion of the interview, I have a gift for you as a token of appreciation for your cooperation.

Are you now a member, or have you ever been a member of the armed services, the National Guard, or the Reserves?

YES 9-1 (TERMINATE, ERASE AND RE-USE)

NO -2 (CONTINUE)

Are you currently enrolled in ROTC?

YES -5 (SEE NOTE BELOW)

NO -6

INTERVIEWER NOTE: DETERMINE RESPONDENT SCHOOL STATUS. IF RESPONDENT IS A COLLEGE FRESHMAN OR SOPHOMORE WHO IS ENROLLED IN ROTC, HE IS ELIGIBLE FOR INTERVIEW. IF RESPONDENT IS A COLLEGE JUNIOR OR SENIOR WHO IS ENROLLED IN ROTC, TERMINATE -- HE IS NOT ELIGIBLE FOR INTERVIEW.

C. (IF PERSON WITH WHOM YOU ARE SPEAKING IS NOT A MALE BETWEEN THE AGES OF 16 AND 21, ASK:)

How many males are there now living in this household who are between the ages of 16 and 21? Please give me their first name(s) and age(s):

FIRST NAME: 1. _____
2. _____
3. _____

INTERVIEWER NOTE: IF THERE IS MORE THAN ONE ELIGIBLE RESPONDENT IN THE HOUSEHOLD, PUT THEIR FIRST NAMES IN ALPHABETICAL ORDER, AND ASK TO SPEAK TO THE PERSON WHOSE NAME IS ON THE FIRST LINE. IF THAT PERSON IS NOT AVAILABLE, ASK TO SPEAK TO THE PERSON WHOSE NAME IS ON THE SECOND LINE, ETC.

D. May I speak with (NAME:) _____

(IF PERSON IS AVAILABLE, INTRODUCE YOURSELF USING THE INFORMATION IN B, THEN GO ON TO Q. 1 OF QUESTIONNAIRE).

IF NO ONE IS AVAILABLE, ASK WHEN ONE WILL BE AVAILABLE AND SET UP APPOINTMENT TO RETURN AND INTERVIEW THAT PERSON.

NAME AGE ADDRESS PHONE TIME AVAILABLE

1a. First of all, just to be sure I am interviewing the right person, what is your age please?

16 10-1
17 -2

18 -3
19 -4

20 -5
21 -6

1b. Are you attending school now?

YES 11-1 (ASK Q. 1c AND SKIP TO Q. 2a)
NO -2 (SKIP TO Q. 1d)

1c. What is your current year in school and what type of school are you attending?

10th Grade (High School)	<input type="checkbox"/> 12-1	1st year of 4-year college (Freshman)	<input type="checkbox"/> -6
11th Grade (High School)	<input type="checkbox"/> -2	2nd year of 4-year college (Sophomore)	<input type="checkbox"/> -7
12th Grade (High School)	<input type="checkbox"/> -3	1st year of Junior College/Community college	<input type="checkbox"/> -8
First year of special training in vocational or trade school	<input type="checkbox"/> -4	2nd year of Junior college/Community college	<input type="checkbox"/> -9
Second year of special training in vocational or trade school	<input type="checkbox"/> -5	3rd year college	<input type="checkbox"/> -0
		4th year college or more	<input type="checkbox"/> -x

1d. Are you a high school graduate? YES 13-1 NO -2 (ASK Q. 1e)

IF ANSWER TO Q. 1b IS "NO" AND TO Q. 1d ALSO "NO," CLASSIFY THE RESPONDENT AS SCHOOL DROPOUT. TERMINATE ONLY IF YOU HAVE REACHED YOUR QUOTA OF SCHOOL DROPOUTS.

1e. How many years of schooling have you completed?

Less than one year of high school	<input type="checkbox"/> 14-1	2 years of high school	<input type="checkbox"/> -3
1 year of high school	<input type="checkbox"/> -2	3 years of high school	<input type="checkbox"/> -4
		4 years of high school	<input type="checkbox"/> -5

2. What activities have you participated in, either in or out of school this year? (DO NOT READ) (PROBE: ANYTHING ELSE? PROBE FOR AS MANY ACTIVITIES AS CAN BE OBTAINED.)

HAVE PARTICIPATED

Athletic teams, intramurals, sports club	<input type="checkbox"/> 15-1
Debating, Drama, Band, Chorus	<input type="checkbox"/> -2
Hobbies such as photography, model building, hot rod, crafts	<input type="checkbox"/> -3
Honorary clubs such as Beta Club or National Honor Society	<input type="checkbox"/> -4
School newspaper, magazine, yearbook, annual	<input type="checkbox"/> -5
School subject clubs such as science, history, language, business, art	<input type="checkbox"/> -6
Student council, student government, political club	<input type="checkbox"/> -7
Vocational education clubs such as Future Homemakers, Teachers	<input type="checkbox"/> -8
Other (LIST) _____	<input type="checkbox"/> -9
	<input type="checkbox"/> -0

3a. Are you currently employed?

YES 16-1

NO -2 (ASK Q. 3d AND SKIP TO Q. 3f)

3b. Are you working:

Full-time 17-1

or

Part-time -2

3d. Are you currently looking for a job, or not?

YES 21-1 NO -2

3c. What is the hourly pay that you receive (before taxes)?

18-

19-

20-

(RECORD HERE AND SKIP TO Q. 3e)

3e. (HAND RESPONDENT CARD 1)

I am going to read you a list of statements that people use to describe aspects of their jobs. For each statement, please give me the number on this card of the response that comes closest to how you feel about the statement.

START HERE		NEITHER				
		STRONGLY AGREE	SLIGHTLY AGREE	AGREE NOR DISAGREE	SLIGHTLY DISAGREE	STRONGLY DISAGREE
<input type="checkbox"/>	Interesting work	22- 1	2	3	4	5
<input type="checkbox"/>	Good pay	23- 1	2	3	4	5
<input type="checkbox"/>	I get along well with my fellow workers	24- 1	2	3	4	5
<input type="checkbox"/>	Good hours	25- 1	2	3	4	5
<input type="checkbox"/>	I get along well with my boss or supervisor	26- 1	2	3	4	5
<input type="checkbox"/>	I am well satisfied with my job	27- 1	2	3	4	5
<input type="checkbox"/>	Very little heavy physical labor required	28- 1	2	3	4	5
<input checked="" type="checkbox"/>	I am judged on <u>performance</u> rather than <u>race</u>	29- 1	2	3	4	5

3f. How easy or difficult is it for someone like yourself to get a full time job in your area? Would you say it is almost impossible, very difficult, somewhat difficult or not difficult at all?

3g. What about getting a part-time job? Would you say it is: almost impossible, very difficult, somewhat difficult, or not difficult at all?

	<u>FULL-TIME</u>	<u>PART-TIME</u>
Almost impossible	30- 1	31- 1
Very difficult	- 2	- 2
Somewhat difficult	- 3	- 3
Not difficult at all	- 4	- 4
Don't Know	- 5	- 5

4. I am going to read you some statements on various topics. Please indicate how you feel about each statement -- that is, whether you:

- 1. AGREE STRONGLY
- 2. AGREE SOMEWHAT
- 3. AGREE SLIGHTLY
- 4. DISAGREE SLIGHTLY
- 5. DISAGREE SOMEWHAT
- 6. DISAGREE STRONGLY

(HAND RESPONDENT CARD 2)

Please give me the number on this card of the response that comes closest to how you feel about the statement. Please respond to each statement as rapidly as possible. We want your immediate, "top of mind" reactions to the statements, rather than your "thought-out" responses.

INTERVIEWER: START AT THE STATEMENT MARKED BY A CHECK IN THE LEFT HAND MARGIN. BE SURE TO COVER ALL STATEMENTS, INCLUDING THOSE PRECEDING THE STATEMENT WHERE YOU STARTED.

START HERE	AGREE STRONGLY	AGREE SOMEWHAT	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE SOMEWHAT	DISAGREE STRONGLY
<input type="checkbox"/> I think that I am an aggressive person.	32-1	-2	-3	-4	-5	-6
<input type="checkbox"/> It is often necessary in life to take orders from a boss or leader.	33-1	-2	-3	-4	-5	-6
<input type="checkbox"/> Generall, I get pretty bored in my spare time.	34-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I like the idea of a job in which I have people working for me.	35-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I enjoy explaining things to other people.	36-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I usually did what my parents told me to do.	37-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I like the idea of changing jobs pretty often.	38-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think I have the chance to get a good job with the training I have gotten at school.	39-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I don't like the idea of being ordered to do things.	40-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think a good salary is more important than job security.	41-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think I have gotten a good education in school.	42-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I believe you need special job training as well as a high school education to get a job.	43-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think it's more important when you're young to get an education rather than to take a job.	44-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I like science courses in school.	45-1	-2	-3	-4	-5	-6
<input type="checkbox"/> Lots of people who had it rough at first have gone on to succeed in life.	46-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think it's important to have a lot of friends.	47-1	-2	-3	-4	-5	-6
<input type="checkbox"/> One good way to get a job today is to be trained in how to operate modern technical machinery.	48-1	-2	-3	-4	-5	-6
<input checked="" type="checkbox"/> I prefer doing things on my own.	49-1	-2	-3	-4	-5	-6
<input checked="" type="checkbox"/> My parents would like it very much if I told them I was going to enlist in the service.	50-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I think that the draft was a good thing for a lot of people.	51-1	-2	-3	-4	-5	-6
<input type="checkbox"/> I would like the idea of a trial period of 2 weeks or a month before I definitely decided to enlist in the service.	52-1	-2	-3	-4	-5	-6

Q. 4 (Continued)

- If I enlisted in the service and didn't like it, I should be able to resign without penalty 53-1 ___ -2___ -3___ -4___ -5___ -6___
- More minority officers should be shown in advertising for the military service 54-1 ___ -2___ -3___ -4___ -5___ -6___
- The decision as to whether to enlist in the services would be mine alone, and no other person could influence me one way or the other 55-1 ___ -2___ -3___ -4___ -5___ -6___

5a. Now, I'm going to read you a list of several things which young men your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be ... (READ STATEMENT)...? Would you say "Definitely," "Probably," "Probably Not," or "Definitely Not?"

	DEFINITELY	PROBABLY	PROBABLY NOT	DEFINITELY NOT	DON'T KNOW/NOT SURE
Working as a laborer on Construction jobs	56-1	2	4	5	3
Working at a desk in a business office	57-1	2	4	5	3
* Serving in the military	58-1	2	4	5	3
Attending college or school full time	59-1	2		5	3
Working in a factory	60-1	2	4	5	3

**START
HERE**

- * Serving in the Air Force (active duty) 61-1 2 4 5 3
- * Serving in the Army (active duty) 62-1 2 4 5 3
- * Serving in Coast Guard (active duty) 63-1 2 4 5 3
- * Serving in the Marine Corps (active duty) 64-1 2 4 5 3
- * Serving in the Navy (active duty) 65-1 2 4 5 3
- * Serving in the National Guard 66-1 2 4 5 3
- * Serving in the Reserves 67-1 2 4 5 3

5b. IF "DEFINITELY" OR "PROBABLY" SERVING IN THE NATIONAL GUARD, ASK:
Is that the Air National Guard, or the Army National Guard?

- AIR NATIONAL GUARD 68-1
- ARMY NATIONAL GUARD -2
- DON'T KNOW -3

(INTERVIEWER: SINGLE RESPONSE ONLY.)

5c. IF "DEFINITELY" OR "PROBABLY" SERVING IN THE RESERVES, ASK:
Is that the Air Force Reserve, the Army Reserve, the Coast Guard Reserve, Marine Corps Reserve or the Navy Reserve? (INTERVIEWER: SINGLE RESPONSE ONLY)

- AIR FORCE RESERVE 69-1
- ARMY RESERVE -2
- COAST GUARD RESERVE -3
- MARINE CORPS RESERVE -4
- NAVY RESERVE -5
- DON'T KNOW -6

* (ASK Q. 5d AND 5e IF "DEFINITELY" OR "PROBABLY" TO ANY OF THE 5 SERVICES OR NATIONAL GUARD/RESERVE OR "SERVING IN THE MILITARY." OTHERWISE, SKIP TO Q. 6a.)

5d. When do you think you will join?

	ACTIVE DUTY	NATIONAL GUARD/ RESERVES
Within 6 months	<input type="checkbox"/> 70-1	<input type="checkbox"/> 71-1
6 months - 1 year	<input type="checkbox"/> -2	<input type="checkbox"/> -2
More than 1 year - less than 2 years	<input type="checkbox"/> -3	<input type="checkbox"/> -3
2 years or more	<input type="checkbox"/> -4	<input type="checkbox"/> -4
Don't Know	<input type="checkbox"/> -5	<input type="checkbox"/> -5

5e. Do you expect you would enter the service as an enlisted man or as an officer?

(HAND RESPONDENT CARD 3)

6a. I'd like to read several statements. After I read each statement, please tell me how important you feel it would be if you were considering joining the service. Here's the first one. (READ STATEMENT) Do you consider that Extremely Important, Very Important, Fairly Important, or Not Important At All? (REPEAT FOR EACH STATEMENT)

START HERE		EXTREMELY	VERY	FAIRLY	NOT	DON'T KNOW
		IMPORTANT	IMPORTANT	IMPORTANT	IMPORTANT AT ALL	
<input type="checkbox"/>	Gives you an opportunity to better your life	<input type="checkbox"/> 73-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Trains you for leadership-----	<input type="checkbox"/> 74-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Teaches you a valuable trade or skill-----	<input type="checkbox"/> 75-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Helps you get a college education while you serve-----	<input type="checkbox"/> 76-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Allows you to travel to different places-----	<input type="checkbox"/> 77-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
(END CARD 1)						
<input type="checkbox"/>	Provides good benefits for you and your family-----	<input type="checkbox"/> 8-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Is a career you can be proud of-----	<input type="checkbox"/> 9-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Has other men you would like to work with---	<input type="checkbox"/> 10-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Gives you the job you want-----	<input type="checkbox"/> 11-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Gives you a job which is challenging	<input type="checkbox"/> 12-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Pays well to start-----	<input type="checkbox"/> 13-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0
<input type="checkbox"/>	Promotions are based on performance rather than race-----	<input type="checkbox"/> 14-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -0

80-1

6b. I'm going to read the statements again. The first one is...(READ). Do you think this is true of any of the services or not?

6c. (IF "YES" to Q. 6b, ASK:) Which one service is this most true of? (SINGLE RESPONSE ONLY)

Start Here	Q. 6b			Q. 6c					
	True of Any Service			Most True Of:					
	Yes	No	Don't Know	Air Force	Army	Marine Corps	Navy	Don't Know	
<input checked="" type="checkbox"/>	Gives you an opportunity to better your life -----	<input type="checkbox"/> 15-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 27-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Trains you for leadership -----	<input type="checkbox"/> 16-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 28-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Teaches you a valuable trade or skill - Helps you get a college education while you serve -----	<input type="checkbox"/> 17-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 29-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Allows you to travel to different places -----	<input type="checkbox"/> 18-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 30-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Provides good benefits for you and your family -----	<input type="checkbox"/> 19-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 31-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Is a career you can be proud of -----	<input type="checkbox"/> 20-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 32-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Has other men you would like to work with -----	<input type="checkbox"/> 21-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 33-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Gives you the job you want -----	<input type="checkbox"/> 22-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 34-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Gives you a job which is challenging --	<input type="checkbox"/> 23-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 35-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Pays well to start -----	<input type="checkbox"/> 24-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 36-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>	Promotions are based on performance rather than race -----	<input type="checkbox"/> 25-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 37-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/>		<input type="checkbox"/> 26-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> 38-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5

7. Now, I would like to read some statements that may have been made by the Air Force, Army, Marine Corps, Navy or National Guard. Let me read the first statement.
(READ STATEMENT WITH AN "X")

Which service or services made this statement?

(IF "NATIONAL GUARD," ASK:) Is that the "Air National Guard" or "Army National Guard?" (RECORD BELOW) (IF "AIR FORCE" OR "ARMY," ASK:) Is it "Active Service" or "National Guard?" (RECORD BELOW)

START HERE	AIR FORCE		ARMY		NAVY	MARINE CORPS		NONE	DON'T KNOW
	ACTIVE	GUARD	ACTIVE	GUARD					
<input type="checkbox"/> The <u>BLANK</u> offers the same pay, technical training and educational opportunities as the other services	<input type="checkbox"/> 39-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> There is a <u>BLANK</u> education program called PROJECT AHEAD, which lets me earn my college credits while in the <u>BLANK</u> with the <u>BLANK</u> paying up to 75% of my tuition -----	<input type="checkbox"/> 40-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> Build your future on a proud tradition -----	<input type="checkbox"/> 41-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> The most important part-time job in America -----	<input type="checkbox"/> 42-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input checked="" type="checkbox"/> Look up, be looked up to -----	<input type="checkbox"/> 43-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> Join the people who've joined the <u>BLANK</u> -----	<input type="checkbox"/> 44-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> The <u>BLANK</u> belongs. Maybe you belong to the <u>BLANK</u> -----	<input type="checkbox"/> 45-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> <u>BLANK</u> - a great way of life -----	<input type="checkbox"/> 46-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> The opportunity is for real...and so are we... -----	<input type="checkbox"/> 47-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	
<input type="checkbox"/> For 200 years the <u>BLANK</u> has kept its ranks small and its standards high -----	<input type="checkbox"/> 48-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5	<input type="checkbox"/> -6	<input type="checkbox"/> -7	<input type="checkbox"/> -8	

(HAND RESPONDENT CARD 4)

8. I am going to read you a list of statements that might describe the advertising you have seen for the armed services. Please tell me how close each statement comes to describing the advertising you have seen for the services.

	Strongly Agree	Slightly Agree	Disagree	Disagree	Strongly Disagree
(a) Advertising is truthful -----	<input type="checkbox"/> 49-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
(b) Advertising shows that people of my background are in the service -----	<input type="checkbox"/> 50-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
(c) Advertising gives a complete picture of the service -----	<input type="checkbox"/> 51-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
(d) Advertising attracts me and interests me -----	<input type="checkbox"/> 52-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
(e) Advertising shows minorities as more than mere tokens -----	<input type="checkbox"/> 53-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
(f) The people shown in the advertising look like real military people -----	<input type="checkbox"/> 54-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5

Now, let's go on to another subject.

9a. Have you had any contact with a military recruiter representing the active military since last Christmas?

Yes 55-1 (CONTINUE WITH Q. 9b) No -2 (SKIP TO Q. 9c)

9b. How were you in contact with the recruiter? (READ EACH STATEMENT. START WITH THE "X'd" ITEM)

START HERE		SINCE LAST CHRISTMAS	
		Yes	No
<input checked="" type="checkbox"/>	Have gone to a recruiting station and talked to a recruiter -----	<input type="checkbox"/> 56-1	<input type="checkbox"/> -2
	Have talked face-to-face with a recruiter somewhere other than at a recruiting station -----	<input type="checkbox"/> 57-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have heard a recruiter give a talk at school -----	<input type="checkbox"/> 58-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have talked to a local recruiter by telephone -----	<input type="checkbox"/> 59-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have received recruiting literature in the mail -----	<input type="checkbox"/> 60-1	<input type="checkbox"/> -2

9c. (ASK EVERYONE) Since last Christmas ... (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

START HERE		YES	NO
<input type="checkbox"/>	Have you discussed the possibility of enlistment with friends already in the service or who have been in the service -----	<input type="checkbox"/> 61-1	<input type="checkbox"/> -2
<input checked="" type="checkbox"/>	Have you talked with a teacher or guidance counselor at school about possible enlistment -----	<input type="checkbox"/> 62-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you talked with your girl friend or wife about possible enlistment -----	<input type="checkbox"/> 63-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you talked with one or both parents about possible enlistment-----	<input type="checkbox"/> 64-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you taken an aptitude or career guidance test in high school given by the armed services -----	<input type="checkbox"/> 65-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you made a toll-free call to get information about the military -----	<input type="checkbox"/> 66-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you asked for information about the military by mail -----	<input type="checkbox"/> 67-1	<input type="checkbox"/> -2
<input type="checkbox"/>	Have you been physically or mentally tested at a military examination station -----	<input type="checkbox"/> 68-1	<input type="checkbox"/> -2

I have some more questions about military recruiters. (IF "NO" TO Q. 9a, ASK Q. 10a. OTHERWISE, SKIP TO Q. 10b.)

10a. Have you ever had any contact with any military recruiter?

Yes 69-1 No -2 (SKIP TO Q. 11a)

10b. You say you have been in contact with a military recruiter. What branch or branches of the service did they represent? (RECORD BELOW. PROBE) Any other military recruiter? (PROBE UNTIL UNPRODUCTIVE)

	AIR FORCE	ARMY	MARINE CORPS	NAVY	COAST GUARD
Recruiters Represented -----	<input type="checkbox"/> 70-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5

10c. (IF "AIR FORCE," "ARMY" OR "MARINE CORPS," ASK:) Did the (NAME SERVICE) recruiter represent the (READ ALTERNATIVE ANSWERS)?

AIR FORCE		ARMY	MARINE CORPS	
Active Air Force	<input type="checkbox"/> 71-1	Active Army	<input type="checkbox"/> 72-1	Active Marines
Air National Guard	<input type="checkbox"/> -2	Army National Guard	<input type="checkbox"/> -2	Marine Reserve
Air Force Reserve	<input type="checkbox"/> -3	Army Reserve	<input type="checkbox"/> -3	<input type="checkbox"/> -2
Don't Know	<input type="checkbox"/> -4	Don't Know	<input type="checkbox"/> -4	Don't Know <input type="checkbox"/> -3

INTERVIEWER: IF "DON'T KNOW" TO ANY SERVICE, CONTINUE WITH Q. 10d-g.)

END CARD 2

80-2

(ASK Q. 10d-g FOR EACH "ACTIVE" RECRUITER CONTACT -- AIR FORCE, ARMY, MARINE CORPS -- AND FOR EACH NAVY OR COAST GUARD CONTACT. ASK ALL QUESTIONS FOR A SERVICE BEFORE GOING ON TO THE NEXT.)

10d. Did the (NAME SERVICE) recruiter contact you first, or did you contact him?

	<u>AIR FORCE</u>	<u>ARMY</u>	<u>MARINE CORPS</u>	<u>NAVY</u>	<u>COAST GUARD</u>
Recruiter contacted first -----	<input type="checkbox"/> 8-1	<input type="checkbox"/> 9-1	<input type="checkbox"/> 10-1	<input type="checkbox"/> 11-1	<input type="checkbox"/> 12-1
Respondent contacted first -----	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2

10e. How adequate was the information you got from the (NAME SERVICE) recruiter? Did he give you ...

All the information you wanted -----	<input type="checkbox"/> 13-1	<input type="checkbox"/> 14-1	<input type="checkbox"/> 15-1	<input type="checkbox"/> 16-1	<input type="checkbox"/> 17-1
Most of it -----	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
Or, Very Little -----	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3

10f. Was your attitude toward joining (NAME SERVICE) more or less favorable than before you talked to the recruiter, or didn't it change?

More Favorable
(Was that ...)

Much more favorable -----	<input type="checkbox"/> 18-1	<input type="checkbox"/> 19-1	<input type="checkbox"/> 20-1	<input type="checkbox"/> 21-1	<input type="checkbox"/> 22-1
Or, slightly more favorable -----	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
<u>Didn't Change</u> -----	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3

Less Favorable
(Was that ...)

Slightly less favorable -----	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4
Or, much less favorable -----	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5

10g. Was the (SERVICE BRANCH) recruiter:

	<u>AIR FORCE</u>	<u>ARMY</u>	<u>MARINE CORPS</u>	<u>NAVY</u>	<u>COAST GUARD</u>
(a) Black -----	<input type="checkbox"/> 23-1	<input type="checkbox"/> 24-1	<input type="checkbox"/> 25-1	<input type="checkbox"/> 26-1	<input type="checkbox"/> 27-1
(b) White -----	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
(c) Hispanic -----	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3

11a. As far as you know, what is the MONTHLY pay for an ENLISTED MAN entering the military -- before taxes are deducted? (ROUND TO NEAREST DOLLAR)

(WRITE IN) \$ _____ Don't Know _____ x, x, x
28, 29, 30

11b. If the pay for recruits entering the service was increased by \$100.00 a month over what it is now, how much would that affect your attitude toward entering the service?

Would you be much less likely, somewhat less likely, just as likely, somewhat more likely, or much more likely to join?

Much Less	<input type="checkbox"/> 31-1	Somewhat More	<input type="checkbox"/> -4
Somewhat Less	<input type="checkbox"/> -2	Much More	<input type="checkbox"/> -5
Just as	<input type="checkbox"/> -3		

10

12. I am going to read you a list of life goals that young men like yourself might have. As I read each one, please tell me whether you feel you would be more likely to achieve this goal in the military service or in a civilian job, or could it be achieved in either one? (READ FIRST GOAL. IF "MILITARY" OR "CIVILIAN" ANSWER, ASK:) Would you say you would be (much more likely or somewhat more likely to achieve this goal in the military) OR (somewhat more or much more likely to achieve this goal in a civilian job)?

Start Here	Military		Either	Civilian		
	Likely More	Somewhat More	Military or Civilian	Somewhat More	Likely More	
	Likely	Likely		Likely	Likely	
<input type="checkbox"/> a.	Personal freedom-----	<input type="checkbox"/> 32-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> b.	Developing your potential -----	<input type="checkbox"/> 33-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> c.	Job security, that is, a steady job ----	<input type="checkbox"/> 34-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> d.	Making a lot of money -----	<input type="checkbox"/> 35-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> e.	Having the respect of friends -----	<input type="checkbox"/> 36-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> f.	Doing challenging work -----	<input type="checkbox"/> 37-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> g.	Adventure and excitement -----	<input type="checkbox"/> 38-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> h.	Learning as much as you can -----	<input type="checkbox"/> 39-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> i.	Helping other people -----	<input type="checkbox"/> 40-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> j.	Being able to make your own decisions on the job -----	<input type="checkbox"/> 41-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> k.	Recognition and status -----	<input type="checkbox"/> 42-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> l.	Chance to mature, become a man -----	<input type="checkbox"/> 43-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5
<input type="checkbox"/> m.	More equal opportunity for minorities --	<input type="checkbox"/> 44-1	<input type="checkbox"/> -2	<input type="checkbox"/> -3	<input type="checkbox"/> -4	<input type="checkbox"/> -5

13a. About how many hours a day during the week do you watch television? 45, 46

13b. During what hours of the day or night on weekdays do you watch television?

13c. During what hours of the day or night on weekends do you watch television?

	Weekdays	Weekends
Early morning (7:00 - 10:00 A.M.)	<input type="checkbox"/> 47-1	<input type="checkbox"/> 48-1
Late morning (10:00 A.M. - 12 Noon)	<input type="checkbox"/> -2	<input type="checkbox"/> -2
Afternoon (12 Noon - 6:00 P.M.)	<input type="checkbox"/> -3	<input type="checkbox"/> -3
Early evening (6:00 - 9:00 P.M.)	<input type="checkbox"/> -4	<input type="checkbox"/> -4
Late evening (9:00 P.M. - 12 Mid.)	<input type="checkbox"/> -5	<input type="checkbox"/> -5
After 12:00 Midnight	<input type="checkbox"/> -6	<input type="checkbox"/> -6

14a. About how many hours a day during the week are you most likely to be listening to the radio? 49, 50

14b. During what hours of the day or night on weekdays do you listen to the radio?

14c. During what hours of the day or night on weekends do you listen to the radio?

	Weekdays	Weekends
Early morning (7:00 - 10:00 A.M.)	<input type="checkbox"/> 51-1	<input type="checkbox"/> 52-1
Late morning (10:00 A.M. - 12 Noon)	<input type="checkbox"/> -2	<input type="checkbox"/> -2
Afternoon (12 Noon - 6:00 P.M.)	<input type="checkbox"/> -3	<input type="checkbox"/> -3
Early evening (6:00 - 9:00 P.M.)	<input type="checkbox"/> -4	<input type="checkbox"/> -4
Late evening (9:00 P.M. - 12 Mid.)	<input type="checkbox"/> -5	<input type="checkbox"/> -5
After 12:00 Midnight	<input type="checkbox"/> -6	<input type="checkbox"/> -6

14d. (HAND RESPONDENT CARD 5) Please look at this card and tell me which letters correspond to the kinds of radio stations you listen to frequently.

A. Soul music - performed by black musicians -----	<input type="checkbox"/> 53-1
B. Latin music -----	<input type="checkbox"/> -2
C. Country and western music -----	<input type="checkbox"/> -3
D. Top hits from the charts -----	<input type="checkbox"/> -4
E. Soft, soothing "background" type music -----	<input type="checkbox"/> -5
F. All news and weather -----	<input type="checkbox"/> -6

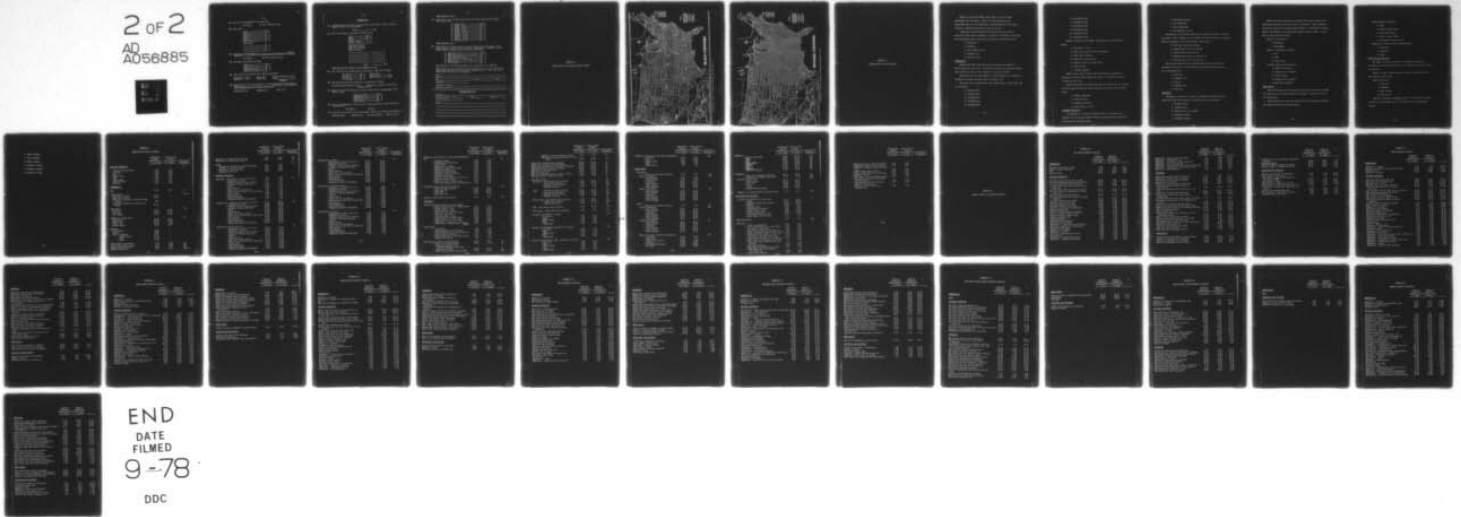
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MINORITY MARKET STUDY.(U)
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15a. Have you read any magazines in the past month?

Yes 54-1 No -2 (SKIP TO Q. 16a)

15b. Which ones?

- Ebony ----- 55-1
- Jet----- -2
- Black Sports ----- -3
- Playboy ----- -4
- Time ----- -5
- Newsweek ----- -6
- Sports Illustrated ----- -7
- Other (LIST)
- _____ -8
- _____ -9
- _____ -0

16a. Do you read local newspapers like _____ or _____ regularly?
(INTERVIEWER: USE THE NAMES OF THE APPROPRIATE LOCAL NEWSPAPERS FOR YOUR AREA)

Yes 56-1 No -2 (SKIP TO Q. 16d)

16b. How often do you usually read them?

- Daily ----- 57-1
- Several times a week ----- -2
- About once a week ----- -3
- Several times a month ----- -4
- About once a month or less ----- -5

16c. What sections do you usually read? (MARK ALL THAT APPLY)

- National News 58-1 Sports -3 Classified/Help Wanted -5
- Local News -2 Comics -4 Other _____ -6
- (SPECIFY)

16d. How often do you read weekly papers that concentrate on black/Spanish speaking issues, such as _____ or _____? (INTERVIEWER: SEE INSTRUCTIONS FOR APPROPRIATE PAPER NAME TO INSERT FOR YOUR AREA)

Frequently 59-1 Sometimes -2 Never -3

CLASSIFICATION

17a. Including yourself, how many persons are there in your family -- that is, related persons living in the same household?

Total _____ (60)

17b. What is each person in the family's relation to you?

Self ----- 61-1
 Mother ----- -2
 Father ----- -3
 Sisters (number) -- _____ -4
 Brothers (number) - _____ -5

Other family members living in your household: List relationship and number.

_____ -6
 _____ -7
 _____ -8
 _____ -9
 _____ -0

Total _____ (62)

(MUST EQUAL THE TOTAL NUMBER OF FAMILY MEMBERS IN Q. 17a)

18a. What (are/were) your average grades in high school? (READ LIST OF GRADES)

A's and B's ----- 63-1 (DON'T READ)
 B's and C's ----- -2 Does not apply ----- -5
 C's and D's ----- -3 Don't remember ----- -6
 D's and below ----- -4

18b. What education program (are/were) you in in high school? (READ)

College preparatory/academic 64-1 Commercial or business training -2
 Vocational -3

18c. Which of the following mathematics courses, if any, did you take and pass in high school? (READ)

Elementary Algebra ----- 65-1
 Plane Geometry ----- -2
 Intermediate Algebra ----- -3
 Trigonometry ----- -4
 None of these ----- -5

18d. Did you take and pass any science courses in high school which covered electricity or electronics?

Yes 66-1 No -2

18e. In general, how (do/did) you like high school? Would you say that you (like/liked) it:

Very much 67-1 Somewhat -2 Not too much -3 Not at all -4

(HAND RESPONDENT CARD 6)

19a. Please look at this card and tell me which letter comes closest to your family's total yearly income.

- A. Under \$2,000 ----- 68-1
- B. \$2,000 - \$3,999 ----- -2
- C. \$4,000 - \$5,999 ----- -3
- D. \$6,000 - \$7,999 ----- -4
- E. \$8,000 - \$9,999 ----- -5
- F. \$10,000 - \$11,999 ----- -6
- G. \$12,000 - \$13,999 ----- -7
- H. \$14,000 - \$15,999 ----- -8
- I. \$16,000 - \$17,999 ----- -9
- J. \$18,000 - \$19,999 ----- -0
- K. \$20,000 and over ----- -x

(HAND RESPONDENT CARD 7)

19b. Please look at this card and give me the letter that describes the highest educational level your father or mother completed. (INTERVIEWER: IF RESPONDENT IS NOT SURE OF PARENT'S EDUCATION, ASK HIM TO GIVE HIS BEST GUESS)

- a. 8th grade or less ----- 69-1
- b. Some high school but did not graduate -- -2
- c. High school graduate ----- -3
- d. Adult education program ----- -4
- e. Business school or trade school ----- -5
- f. Some college ----- -6
- g. College graduate ----- -7

This study is for the federal government and is authorized by law (10USC136).

I need to ask your name and address because my supervisor will contact a few respondents to make sure that the interviews were conducted properly. After that is done, all personal information will be destroyed.

Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Interviewer's Signature _____

Checked by Supervisor _____

FOR OFFICE USE ONLY

Validated by _____

Validation Method: Mail _____ Phone _____ In Person _____

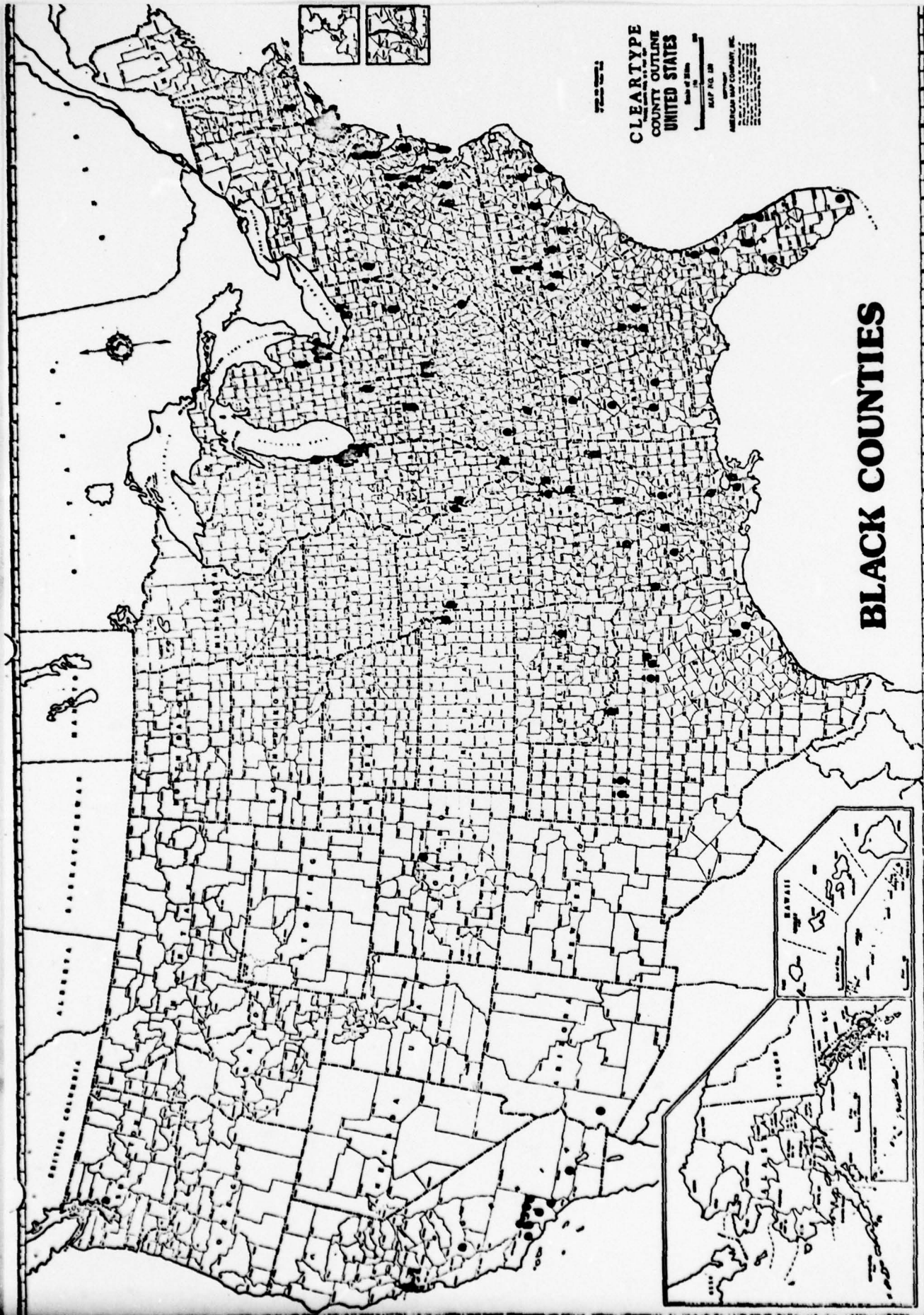
Failed validation _____

Comments _____

APPENDIX B.

COUNTY MAPS OF BLACK AND HISPANIC SAMPLES

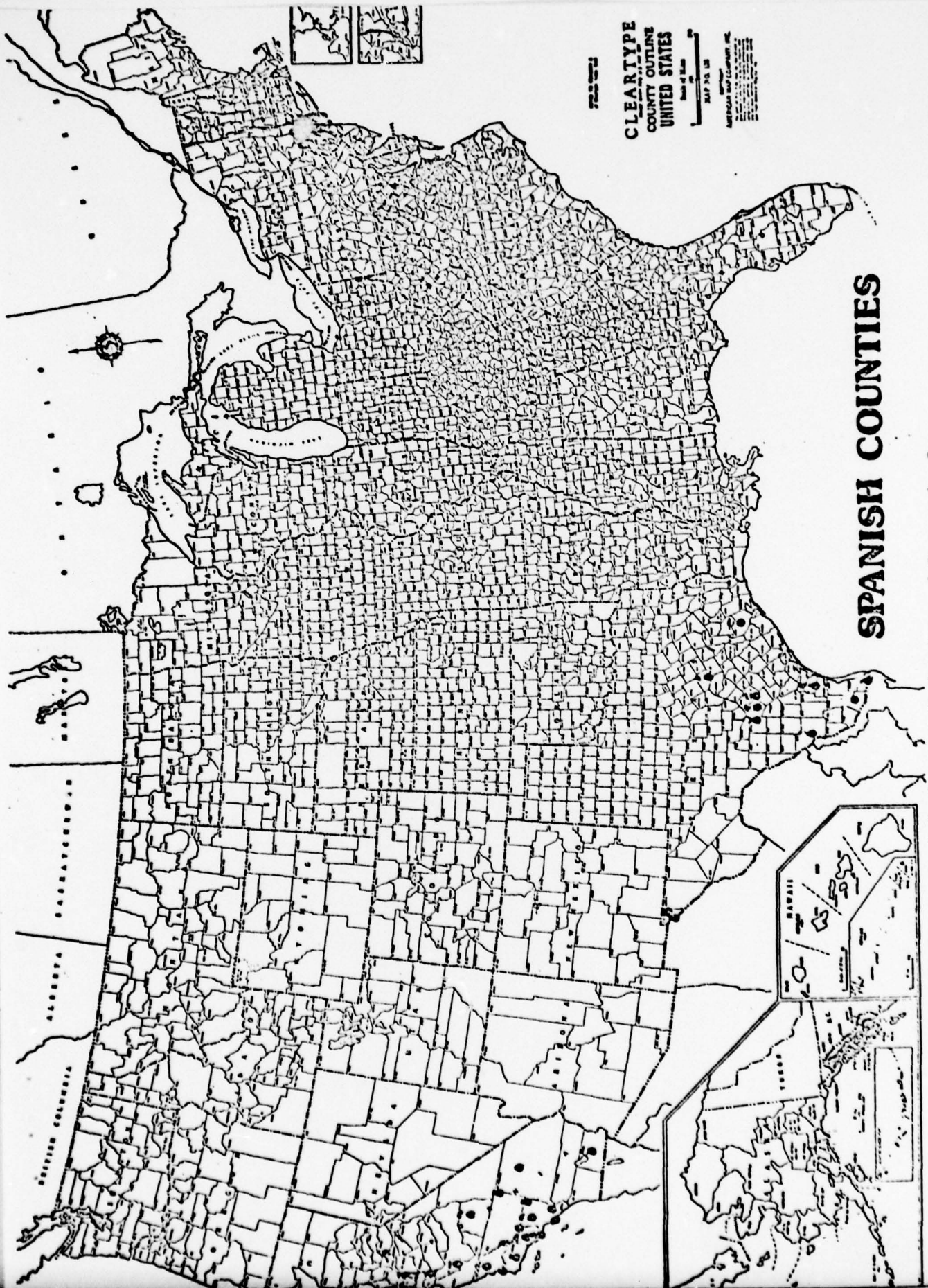
15



CLEARTYPE
COUNTY OUTLINE
UNITED STATES
 Scale of Miles 0 100
 MAP NO. 100
 AMERICAN MAP COMPANY, INC.
 1000 15th Street, N.W.
 Washington, D.C. 20004

BLACK COUNTIES

Provided by: Earl G. Graves, Marketing and Research, Inc.



CLEARTYPE
COUNTY OUTLINE
UNITED STATES

Scale of Miles
 0 100 200
 Scale of Kilometers
 0 100 200
 AMERICAN MAP COMPANY, INC.
 1000 15th Street, N.W.
 Washington, D.C. 20004

SPANISH COUNTIES

Provided by: Earl G. Graves, Marketing and Research, Inc.

APPENDIX C.

DESCRIPTION OF STUDY VARIABLES

Figures presented throughout this report are of two types: percentages and scale means. While the interpretation of the percentages does not need explanation, understanding the scale means requires a detailed description of each scale used.

Likelihood of future military and non-military job related activities (Q5a) such as "working in a factory" or "serving in the Army" were determined using a five point scale with the following values:

- 1 = Definitely
- 2 = Probably
- 3 = Don't know/Not sure
- 4 = Probably not
- 5 = Definitely not

DEMOGRAPHICS

Reported mean age values are based on responses to question 1a which requested current age. It should be recalled that sampling requirements limit the range of this variable to the ages of 16-21.

Mean values for the total number of related people in a respondent's household are based on answers given to question 17a.

The scale used to compute mean total annual family income (Q19a) was the following:

- 1 = Under \$2,000
- 2 = \$2,000-\$3,999
- 3 = \$4,000-\$5,999
- 4 = \$6,000-\$7,999
- 5 = \$8,000-\$9,999

- 6 = \$10,000-\$11,999
- 7 = \$12,000-\$13,999
- 8 = \$14,000-\$15,999
- 9 = \$16,000-\$17,999
- 10 = \$18,000-\$19,999
- 11 = \$20,000 and over

Parents' education level (Q19b) was reported in the following manner:

- 1 = 8th grade or less
- 2 = Some high school but did not graduate
- 3 = High school graduate
- 4 = Adult education program
- 5 = Business school or trade school
- 6 = Some college
- 7 = College graduate

Reported mean quality index scores are based on a composite of responses to certain areas covered in item 18. A detailed description is given on page 2-32.

Results from questions dealing with perceived difficulty in obtaining full-time and part-time jobs (Qs 3f and 3g) are based on the following scale:

- 1 = Almost impossible
- 2 = Very difficult
- 3 = Somewhat difficult
- 4 = Not difficult at all

MILITARY ATTRIBUTES

The importance of military attributes such as "provides good benefits for you and your family" (Q6a) was studied using a four point scale with the following values:

- 1 = Extremely important
- 2 = Very important
- 3 = Fairly important
- 4 = Not important at all

Perceptions of the setting (military or civilian) in which a series of life goals, such as "making a lot of money", were more likely to be achieved (Q12) were measured on the following five point scale.

- 1 = Much more likely in military
- 2 = Somewhat more likely in military
- 3 = Either military or civilian
- 4 = Somewhat more likely in civilian job
- 5 = Much more likely in civilian job

Mean scores reported for the question dealing with the effect on enlistment propensity of a \$100 a month pay increase (Q11b) are based on the following scale:

- 1 = Much less
- 2 = Somewhat less
- 3 = Just as
- 4 = Somewhat more
- 5 = Much more

INFLUENCES

Respondent reactions to a series of statements regarding military advertising (Q8) were recorded on a five point scale as follows:

- 1 = Strongly agree
- 2 = Slightly agree
- 3 = Neither agree nor disagree
- 4 = Slightly disagree
- 5 = Strongly disagree

Those respondents reporting ever having had recruiter contact were asked three questions about the recruiter interaction. These questions covered the initiation of contact (Q10d) adequacy of information received (Q10e), and changes in attitude toward entering Service (Q10f). Scales used in these questions follows.

Contacted initiated by:

1 = Recruiter

2 = Respondent

Amount of information provided:

1 = All

2 = Most

3 = Very little

Attitude toward entering Service?

1 = Much more favorable

2 = Slightly more favorable

3 = Didn't change

4 = Slightly less favorable

5 = Much less favorable

MEDIA HABITS

Data on mean hours per day during the week spent watching television and listening to the radio are based on responses to questions 13a and 14a respectively.

Mean frequencies of local and minority oriented newspaper readership were measured with the following scales:

Local newspaper readership:

- 1 = Daily
- 2 = Several times a week
- 3 = About once a week
- 4 = Several times a month
- 5 = About once a month or less

Readership of minority issue oriented papers:

- 1 = Frequently
- 2 = Sometimes
- 3 = Never

ACTIVITIES AND ATTITUDES

The number of total activities for a respondent is based on the summation of positive responses to the individual activities listed in question 2.

General attitude toward high school (Q18e) was obtained on the following four point scale.

Liked high school:

- 1 = Very much
- 2 = Somewhat
- 3 = Not too much
- 4 = Not at all

Question 4 presented respondents with a six point scale on which to react to 24 statements such as "I think that I am an aggressive person."

- 1 = Agree strongly
- 2 = Agree somewhat
- 3 = Agree slightly
- 4 = Disagree slightly
- 5 = Disagree somewhat
- 6 = Disagree strongly

APPENDIX C

DESCRIPTION OF STUDY VARIABLES

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
MILITARY PROPENSITY			5a
- Serving in the military	3.36	4.05	
- Air Force	3.90	4.29	
- Army	3.92	4.39	
- Marine Corps	4.09	4.53	
- Navy	4.04	4.39	
- Coast Guard	4.16	4.47	
- National Guard	4.05	4.31	
- Reserves	4.03	4.20	
DEMOGRAPHICS			
Age	17.98	19.96	1a
School Status			1b, c, d
High School dropout	24.7%	-	
High School student	44.9%	-	
Technical, Vocational or Junior College student	5.2%	-	
High School graduate not currently in school	25.2%	-	
Work Status			3a, b
Full-time	18.7%	10.8%	
Part-time	14.1%	27.2%	
Not working	67.2%	62.0%	
Household - Living with:			17b
Both parents	48.6%	60.0%	
Mother only	33.7%	24.6%	
Father only	22.7%	3.3%	
Neither parent	15.0%	12.1%	
Minority			
Puerto Rican	9.8%	-	
Chicano	20.0%	-	
Black - Northeast	13.7%	-	
- North Central	14.3%	-	
- South	31.7%	-	
- West	9.5%	-	
Total number in household	5.46	4.99	17a
Total annual family income	4.76	6.06	19a
Parents' education level	2.85	4.16	19b
Quality Index Score	5.49	7.37	18a, c, d

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
Difficulty of finding full-time job	2.18	2.61	3f
Difficulty of finding part-time job	2.42	2.87	3g
Plans:			5a
- Working as a laborer on construction jobs	3.25	3.99	
- Working in a business office	3.13	2.50	
- Attending school full-time	2.59	1.86	
- Working in a factory	3.40	3.93	

MILITARY ATTRIBUTES

Importance			6a
- Opportunity to better your life	1.86	1.88	
- Leadership training	2.01	1.93	
- Valuable trade or skill training	1.77	1.76	
- In-Service college education	1.83	1.75	
- Travel	2.09	2.12	
- Good benefits	1.65	1.59	
- Career you can be proud of	1.93	2.13	
- Other men you would like to work with	2.31	2.44	
- Job you want	1.86	1.87	
- Challenging job	1.98	1.88	
- Good starting pay	1.75	1.76	
- Promotions based on performance	1.65	1.42	
Availability			6b
- Opportunity to better you life	75.3%	63.9%	
- Leadership training	76.6%	68.7%	
- Valuable trade or skill training	80.0%	73.6%	
- In-Service college education	76.4%	75.1%	
- Travel	82.9%	82.6%	
- Good benefits	77.8%	70.3%	
- Career you can be proud of	73.9%	60.8%	
- Other men you would like to work with	64.6%	56.9%	
- Job you want	61.9%	54.4%	
- Challenging job	72.6%	66.4%	
- Good starting pay	67.9%	56.7%	
- Promotions based on performance	68.4%	56.4%	
Availability in Air Force of:			6c
- Opportunity to better your life	19.4%	22.1%	
- Leadership training	13.0%	14.4%	
- Valuable trade or skill training	20.0%	25.1%	
- In-Service college education	19.6%	22.8%	
- Travel	19.7%	21.8%	
- Good benefits	15.1%	17.7%	
- Career you can be proud of	18.3%	17.2%	
- Other men you would like to work with	13.1%	15.6%	
- Job you want	14.8%	16.4%	
- Challenging job	16.6%	18.2%	
- Good starting pay	15.6%	15.6%	
- Promotions based on performance	14.4%	12.8%	

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n=390	Questionnaire Reference
Availability in Army of:			6c
- Opportunity to better your life	20.7%	14.1%	
- Leadership training	21.5%	19.7%	
- Valuable trade or skill training	23.6%	17.9%	
- In-Service college education	21.4%	20.5%	
- Travel	20.0%	14.1%	
- Good benefits	25.3%	21.0%	
- Career you can be proud of	18.6%	12.3%	
- Other men you would like to work with	18.2%	11.3%	
- Job you want	16.4%	13.3%	
- Challenging job	17.8%	12.6%	
- Good starting pay	17.1%	12.3%	
- Promotions based on performance	19.9%	14.9%	
Availability in Marine Corps of:			6c
- Opportunity to better your life	11.6%	9.0%	
- Leadership training	20.0%	20.0%	
- Valuable trade or skill training	11.9%	7.9%	
- In-Service college education	9.6%	6.7%	
- Travel	11.3%	5.9%	
- Good benefits	10.7%	7.7%	
- Career you can be proud of	14.9%	12.6%	
- Other men you would like to work with	10.6%	8.5%	
- Job you want	10.1%	5.4%	
- Challenging job	14.4%	12.3%	
- Good starting pay	11.0%	6.7%	
- Promotions based on performance	10.9%	9.0%	
Availability in Navy of:			6c
- Opportunity to better your life	7.1%	7.7%	
- Leadership training	6.1%	3.3%	
- Valuable trade or skill training	8.0%	9.7%	
- In-Service college education	8.7%	9.0%	
- Travel	17.7%	25.4%	
- Good benefits	7.0%	5.9%	
- Career you can be proud of	6.9%	5.6%	
- Other men you would like to work with	7.1%	8.7%	
- Job you want	7.2%	7.9%	
- Challenging job	8.6%	9.0%	
- Good starting pay	6.5%	6.7%	
- Promotions based on performance	6.0%	5.4%	

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
Comparison of Military vs. Civilian achievability of:			
			12
- Personal freedom	3.63	4.20	
- Developing your potential	2.88	3.54	
- Job security	2.56	2.67	
- Making a lot of money	3.15	3.86	
- Having the respect of friends	2.98	3.46	
- Doing challenging work	2.64	3.24	
- Adventure and excitement	2.45	2.92	
- Learning as much as you can	2.75	3.46	
- Helping other people	2.97	3.49	
- Ability to make decisions on the job	3.44	4.04	
- Recognition and status	2.75	3.18	
- Chance to mature, become a man	2.63	3.15	
- More equal opportunities for minorities	2.66	3.08	
Estimated monthly enlisted starting pay:			
			11a
- Unable to make estimate	51.8%	40.3%	
- Less than \$325	19.6%	18.2%	
- \$325-\$400	22.3%	28.7%	
- More than \$400	6.3%	12.8%	
Effect of \$100 a month pay increase	3.46	3.07	11b
<u>INFLUENCES</u>			
Correct Service Association of Copy Points:			
			7
- Same as other Services - Marine Corps	7.6%	9.5%	
- Project Ahead - Army	20.5%	32.8%	
- Proud tradition - Navy	10.3%	12.3%	
- Part-time job - National Guard	27.1%	44.6%	
- Look-up - Air Force	24.6%	27.4%	
- Join the people - Army	31.7%	35.9%	
- Guard belongs - National Guard	8.3%	10.8%	
- Great way of life - Air Force	9.6%	12.8%	
- Opportunity is for real - Navy	9.6%	13.6%	
- Ranks small, standards high - Marine Corps	24.6%	42.3%	
Advertising:			
			8
- is truthful	2.74	2.98	
- shows minorities in the Service	2.58	2.55	
- gives complete picture of the Service	3.34	3.83	
- attracts and interests me	2.91	3.42	
- shows minorities as more than tokens	2.81	3.14	
- people look genuine	2.61	2.79	
Had recruiter contact since Christmas			
			9a
- went to recruiting station	25.0%	28.5%	
- talked face-to-face with recruiter somewhere other than recruiting station	10.7%	7.2%	9b
- heard recruiter give talk at school	12.0%	16.7%	9b
	11.1%	17.7%	9b

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
- Talked to local recruiter by phone	8.1%	7.2%	9b
- Received recruiting literature in the mail	13.0%	16.9%	9b
Talked with friends about enlistment	46.6%	38.2%	9c
Talked with counselor about enlistment	16.4%	11.3%	9c
Talked with girlfriend or wife about enlistment	23.1%	11.5%	9c
Talked with parents about enlistment	36.9%	26.4%	9c
Taken Service aptitude test	12.7%	15.4%	9c
Made toll-free call	6.0%	3.3%	9c
Asked for information about military by mail	13.1%	10.0%	9c
Been physically or mentally tested	8.3%	9.7%	9c
Recruiter Contact:			10
Air Force - had contact with recruiter	12.7%	22.6%	10b
- active duty recruiter	8.5%	16.7%	10c
- National Guard recruiter	1.2%	2.1%	10c
- Reserve recruiter	2.2%	4.1%	10c
Army - had contact with recruiter	23.1%	34.9%	10b
- active duty recruiter	16.2%	27.2%	10c
- National Guard recruiter	2.8%	3.8%	10c
- Reserve recruiter	3.7%	5.6%	10c
Marine Corps - had contact with recruiter	11.7%	18.7%	10b
- active duty recruiter	7.6%	15.4%	10c
- Reserve recruiter	2.6%	3.1%	10c
Navy - had contact with recruiter	9.5%	19.7%	10b
Coast Guard - had contact with recruiter	2.3%	3.9%	10b
Initiation of recruiter contact:			10d
- Air Force	1.37	1.34	
- Army	1.38	1.30	
- Marine Corps	1.32	1.30	
- Navy	1.32	1.29	
- Coast Guard	1.21	1.33	
Adequacy of information provided by recruiter:			10e
- Air Force	1.82	1.79	
- Army	1.85	1.79	
- Marine Corps	1.71	1.76	
- Navy	1.85	1.79	
- Coast Guard	1.90	2.00	
Attitude toward Service after talking to recruiter:			10f
- Air Force	2.48	2.49	
- Army	2.65	2.96	
- Marine Corps	2.59	2.72	
- Navy	2.54	2.74	
- Coast Guard	2.50	2.93	

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
Talked to recruiter of same ethnic background:			10g
- Air Force	4.2%	6.7%	
- Army	9.7%	15.9%	
- Marine Corps	3.8%	7.4%	
- Navy	3.5%	7.2%	
- Coast Guard	.6%	.8%	
<u>MEDIA HABITS</u>			
Television:			
- Hours per day spent watching	3.53	2.96	13a
Watch on weekdays:			13b
- early morning	8.8%	10.0%	
- late morning	6.7%	2.8%	
- afternoon	18.2%	13.1%	
- early evening	46.7%	39.7%	
- late evening	56.6%	55.9%	
- after midnight	18.9%	13.6%	
Watch on weekends:			13c
- early morning	14.3%	11.3%	
- late morning	16.9%	10.3%	
- afternoon	23.6%	28.2%	
- early evening	32.7%	32.1%	
- late evening	42.1%	38.0%	
- after midnight	24.5%	19.2%	
Radio:			
- Hours per day spent listening	5.06	5.36	14a
Listen on weekdays:			14b
- early morning	46.5%	52.1%	
- late morning	25.1%	24.6%	
- afternoon	39.5%	37.4%	
- early evening	44.5%	38.5%	
- late evening	45.3%	44.9%	
- after midnight	30.3%	30.3%	
Listen on weekends:			14c
- early morning	34.1%	33.9%	
- late morning	30.5%	30.3%	
- afternoon	39.4%	39.7%	
- early evening	42.2%	36.7%	
- late evening	44.9%	46.4%	
- after midnight	34.1%	34.1%	
Types of stations listened to frequently:			14d
- soul music	74.4%	82.6%	
- latin music	21.8%	7.7%	
- country and western	10.5%	6.2%	
- top hits	42.0%	45.4%	
- soft background music	22.9%	30.0%	
- all news	20.3%	25.6%	

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
Magazines:			
- Read in past month	65.8%	89.5%	15a
- <u>Ebony</u>	29.7%	64.9%	15b
- <u>Jet</u>	29.7%	56.2%	15b
- <u>Black Sports</u>	13.6%	22.8%	15b
- <u>Playboy</u>	19.1%	28.2%	15b
- <u>Time</u>	14.3%	36.7%	15b
- <u>Newsweek</u>	13.5%	39.7%	15b
- <u>Sports Illustrated</u>	31.4%	43.9%	15b
Newspapers:			
- Read local newspapers regularly	80.3%	88.0%	16a
- Frequency of reading local papers	2.73	2.25	16b
Sections usually read:			16c
- national news	44.7%	69.7%	
- local news	52.9%	63.6%	
- sports	67.0%	75.6%	
- comics	38.5%	34.1%	
- classified/help wanted	33.4%	25.9%	
Frequency of reading minority oriented papers	2.42	2.11	16d
<u>ACTIVITIES AND ATTITUDES</u>			
Activities participated in this year:			2
- sports	53.3%	58.2%	
- debating, drama, band, chorus	11.7%	18.0%	
- hobbies	13.2%	15.1%	
- honorary clubs	3.5%	8.7%	
- journalistic activities	4.7%	7.4%	
- school subject clubs	6.8%	10.5%	
- political activities	6.5%	11.8%	
- vocational education clubs	3.0%	3.6%	
- total number of activities	1.12	1.55	
Liked High School	1.96	1.51	18e
Attitudes:			4
- Think I am aggressive	2.04	2.02	
- It is often necessary to take orders	2.13	1.94	
- Get bored in spare time	3.10	3.60	
- Like idea of people working for me	2.20	2.20	
- Enjoy explaining things to other people	2.04	1.81	
- Usually did what parents told to do	2.08	2.07	
- Like idea of changing jobs often	4.13	4.39	
- Training gives chance to get good job	2.81	2.26	
- Don't like to be ordered to do things	3.14	2.98	
- Good salary more important than job security	3.07	3.58	
- Got good education	2.61	2.15	
- Need special training to get a job	2.04	1.91	
- More important to get education than take job	1.76	1.70	
- Like science courses	2.98	2.87	

	Non-College Student Means/Percents n = 1453	Black College Student Means/Percents n = 390	Questionnaire Reference
- People who had it rough can succeed	2.21	2.03	
- Important to have a lot of friends	2.23	2.30	
- Technical training a good way to get job	1.91	2.01	
- Prefer doing things on own	2.08	1.95	
- Parents would approve of enlistment	3.24	4.44	
- Approve of draft	3.72	4.33	
- Like idea of trial enlistment period	2.19	2.50	
- Want option to resign from Service without penalty	1.74	1.70	
- More minority officers should be shown in advertising	1.91	2.03	
- Decision to enlist would be a personal one	1.65	1.40	

APPENDIX D.

SERVICE SPECIFIC PROPENSITY ANALYSES

APPENDIX D-1

AIR FORCE PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n = 308	Negative Propensity Means/Percents n = 1092	F
<u>DEMOGRAPHICS</u>			
Working in a business office	2.89	3.20	13.11
Going to school full-time	2.36	2.65	10.86
Age	17.73	18.05	9.08
Southern Black	38.3%	29.6%	8.53
<u>MILITARY ATTRIBUTES</u>			
Air Force gives you the job you want	33.1%	9.6%	113.72
Air Force promotions based on performance	29.9%	1.0%	81.68
Air Force gives you challenging job	33.1%	12.0%	81.64
Air Force has other men you would like to work with	27.9%	9.0%	79.75
Air Force has career you can be proud of	34.7%	13.6%	75.30
Air Force gives you opportunity to better your life	35.1%	14.9%	65.23
Air Force provides good benefits	29.2%	11.2%	63.58
Air Force helps you get in-Service college education	34.7%	15.3%	60.12
Air Force allows you to travel	34.7%	15.5%	58.60
Learning as much as you can	2.32	2.90	56.91
Air Force pays well to start	28.5%	11.8%	55.36
Having the respect of friends	2.58	3.11	53.19
Air Force trains you for leadership	25.0%	9.6%	52.07
Helping other people	2.60	3.09	42.67
Effect of \$100 a month pay increase	3.77	3.37	42.52
Air Force teaches trade or skill	32.8%	16.4%	41.53
Chance to mature, become a man	2.28	2.75	37.18
Doing challenging work	2.28	2.76	36.54
Personal freedom	3.28	3.73	35.12
Developing your potential	2.53	2.98	32.37
Adventure and excitement	2.13	2.57	30.98
Importance - career you can be proud of	1.67	2.00	30.55
More equal opportunity for minorities	2.36	2.76	27.56
Recognition and status	2.48	2.85	23.38
Making a lot of money	2.86	3.23	20.32
Importance - travel	1.88	2.15	19.14
Ability to make decisions on job	3.19	3.52	18.30
Job security	2.30	2.65	18.18
Importance - getting job you want	1.67	1.90	16.94
Importance - leadership training	1.84	2.07	14.63

	Positive Propensity Means/Percents n =308	Negative Propensity Means/Percents n =1092	F
Importance - trade or skill training	1.61	1.82	14.40
Importance - challenging job	1.83	2.03	11.16
Importance - in-Service college education	1.69	1.88	10.53
Importance - good starting pay	1.62	1.78	8.75
Importance - other men you would like to work with	2.17	2.35	8.51
Importance - opportunity to better your life	1.74	1.89	6.97
Importance - good benefits	1.54	1.68	6.78

INFLUENCES

Advertising attracts and interests me	2.35	3.09	75.79
Had contact with Air Force recruiter	26.0%	9.2%	63.29
Talked with parents about enlistment	53.9%	31.8%	52.45
Advertising is truthful	2.38	2.86	33.32
Talked with counselor about enlistment	26.3%	13.4%	30.15
Advertising gives complete picture of the Service	3.01	3.45	27.12
Asked for information about the military by mail	21.1%	10.4%	24.90
Talked with friends about enlistment	58.8%	43.1%	23.97
Saw Air Force recruiter of same ethnic background	9.1%	2.8%	23.62
Attitude toward Air Force after seeing recruiter	2.39	2.51	21.84
Advertising shows people of my background in Service	2.28	2.67	21.30
Had recruiter contact since Christmas	35.1%	22.3%	21.28
People in military advertising look genuine	2.30	2.70	19.40
Talked with girl friend or wife about enlistment	31.5%	20.1%	18.19
Went to recruiting station	17.2%	8.9%	17.60
Made toll-free call	10.7%	4.7%	15.71
Talked face-to-face with recruiter not at a recruiting station	18.5%	10.3%	15.55
Heard recruiter give talk at school	17.2%	9.4%	14.80
Received recruiting literature in the mail	19.2%	11.3%	13.34
Knew "great way of life" copy point	14.6%	7.9%	12.95
Advertising shows minorities as more than tokens	2.59	2.88	12.89
Took Service aptitude test	17.5%	10.8%	10.15
Talked to local recruiter by phone	12.0%	7.1%	7.94
Knew "look up" copy point	30.5%	22.8%	7.77
Been physically or mentally tested	12.0%	7.1%	7.59

MEDIA HABITS

Listen to radio on weekdays in early morning	36.0%	50.3%	19.79
Watch TV on weekends after midnight	16.9%	26.9%	13.12
Watch TV on weekdays after midnight	13.3%	20.8%	8.72
Watch TV on weekdays in late evening	50.0%	59.3%	8.61

	Positive Propensity Means/Percents n =308	Negative Propensity Means/Percents n =1092	F
Listen to all news and weather type radio stations	26.0%	18.8%	7.72
Read <u>Black Sports</u>	18.5%	12.4%	7.69
Listen to radio on weekday afternoons	46.1%	37.7%	7.07
Listen to radio on weekend afternoons	46.1%	37.9%	6.76

ACTIVITIES AND ATTITUDES

Parents would approve of enlistment	2.65	3.40	39.81
Total number of activities	1.42	1.03	34.68
Participated in student government or political club	11.4%	5.0%	16.15
Participated in sports	61.7%	51.1%	10.90
Participated in school subject club	10.7%	5.7%	9.69
Participated in vocational education club	5.5%	2.2%	9.37
Participated in debating, drama, band, or chorus	16.2%	10.1%	9.05
Believe received good education	2.38	2.69	9.01
Participated in journalistic activity	7.5%	3.8%	7.62
Attitude toward high school	1.84	1.99	6.92

APPENDIX D-2

ARMY PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n = 300	Negative Propensity Means/Percents n = 1107	F
<u>DEMOGRAPHICS</u>			
Working in a factory	3.05	3.50	25.78
Working as a laborer on construction jobs	2.91	3.34	25.70
Southern Black	40.7%	28.8%	15.55
High School dropout	31.0%	22.9%	8.48
<u>MILITARY ATTRIBUTES</u>			
Army gives you the job you want	40.0%	10.0%	173.34
Army gives you challenging job	42.0%	11.2%	171.72
Army pays well to start	41.0%	10.7%	171.51
Army has career you can be proud of	43.0%	12.0%	167.09
Army gives you opportunity to better your life	45.3%	14.0%	156.78
Army has other men you would like to work with	40.7%	12.1%	142.26
Army promotions based on performance	40.3%	14.4%	107.35
Army provides good benefits	47.0%	19.4%	101.71
Army trains you for leadership	42.0%	16.0%	101.17
Army teaches valuable trade or skill	44.3%	18.0%	97.10
Army helps you get in-Service college education	41.3%	16.0%	96.19
Effect of \$100 a month pay increase	3.91	3.34	85.27
Army allows you to travel	36.7%	15.5%	68.88
Making a lot of money	2.71	3.28	48.58
Developing your potential	2.45	3.00	46.71
Having the respect of friends	2.61	3.09	43.31
Doing challenging work	2.24	2.76	43.00
More equal opportunity for minorities	2.29	2.78	39.68
Learning as much as you can	2.41	2.86	32.38
Helping other people	2.64	3.08	31.95
Ability to make decisions on job	3.12	3.54	28.32
Job security	2.23	2.67	27.82
Chance to mature	2.32	2.73	27.58
Adventure and excitement	2.14	2.56	27.48
Importance - career you can be proud of	1.68	1.99	27.24
Personal freedom	3.35	3.72	23.63
Importance - challenging job	1.77	2.04	21.26
Recognition and status	2.48	2.84	21.12
Importance - other men you would like to work with	2.10	2.36	17.00
Importance - good starting pay	1.57	1.79	15.86
Importance - getting job you want	1.70	1.89	10.77
Importance - opportunity to better your life	1.71	1.89	9.88
Importance - leadership training	1.87	2.06	9.76
Importance - travel	1.95	2.13	8.28
Importance - trade or skill training	1.65	1.80	7.57

	Positive Propensity Means/Percents n = 300	Negative Propensity Means/Percents n = 1107	F
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.26	3.10	95.75
Talked with parents about enlistment	55.0%	31.5%	58.34
Advertising is truthful	2.27	2.89	53.20
Had contact with Army recruiter	38.3%	19.0%	51.58
Talked with girl friend or wife about enlistment	37.7%	18.6%	50.59
Advertising gives complete picture of the Service	2.88	3.47	47.76
Advertising shows minorities as more than tokens	2.40	2.93	41.09
Saw Army recruiter of same ethnic background	19.3%	7.1%	41.06
People in military advertising look genuine	2.17	2.73	37.61
Advertising shows people of my background in Service	2.19	2.70	36.63
Talked with counselor about enlistment	27.7%	13.3%	36.61
Talked with friends about enlistment	61.3%	42.8%	33.22
Went to recruiting station	19.3%	8.2%	31.43
Attitude toward Army after seeing recruiter	2.52	2.69	27.22
Made toll-free call	12.0%	4.5%	23.38
Being physically or mentally tested	14.3%	6.8%	17.75
Had recruiter contact since Christmas	33.7%	22.7%	15.35
Talked to local recruiter by phone	13.3%	6.7%	14.13
Asked for information about the military by mail	19.0%	11.4%	12.19
Talked face-to-face with recruiter not at recruiting station	17.3%	10.7%	9.95
Knew "Project Ahead" copy point	26.3%	18.7%	8.53
Took Service aptitude test	17.0%	11.0%	7.86
<u>MEDIA HABITS</u>			
Watch TV after midnight on weekdays	13.3%	20.6%	8.11
Read classified section of newspaper	40.3%	31.9%	7.57
Read national news section of newspaper	38.0%	46.6%	7.11
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.64	3.39	39.34
Approve of draft	3.42	3.78	8.38
Enlistment decision a personal one	1.83	1.59	7.89

APPENDIX D-3

COAST GUARD PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =193	Negative Propensity Means/Percents n =1213	F
<u>DEMOGRAPHICS</u>			
Working in a factory	2.85	3.49	35.93
Working as a laborer on construction jobs	2.81	3.32	25.66
Western Black	15.0%	8.8%	7.36
Attending school full-time	2.34	2.63	7.36
Working in a business office	2.90	3.17	7.02
<u>MILITARY ATTRIBUTES</u>			
Effect of \$100 a month pay increase	3.87	3.40	38.68
Availability - other men you would like to work with	79.3%	62.2%	21.60
Availability - challenging job	86.0%	70.7%	19.89
Availability - good starting pay	81.4%	66.0%	18.37
Availability - career you can be proud of	86.5%	72.1%	18.36
Having the respect of friends	2.66	3.04	18.27
Chance to mature, become a man	2.30	2.70	18.25
Helping other people	2.66	3.03	16.67
Learning as much as you can	2.44	2.82	15.64
Adventure and excitement	2.14	2.52	15.49
Availability - job you want	74.1%	60.4%	13.50
Importance - travel	1.86	2.13	13.29
More equal opportunity for minorities	2.39	2.72	12.66
Availability - good benefits	87.6%	76.2%	12.58
Availability - promotions based on performance	79.3%	67.0%	11.70
Doing challenging work	2.39	2.69	10.27
Availability - opportunity to better your life	84.5%	74.0%	9.96
Availability - travel	90.7%	81.5%	9.82
Importance - challenging job	1.79	2.01	9.75
Importance - career you can be proud of	1.73	1.96	9.42
Availability - leadership training	85.0%	74.9%	9.33
Developing your potential	2.63	2.92	8.98
Making a lot of money	2.91	3.19	7.94
Availability - trade or skill training	87.1%	78.3%	7.82
Job security	2.34	2.61	7.52
Availability - college education in Service	83.9%	74.9%	7.46
Ability to make decisions on the job	3.23	3.49	7.36
Personal freedom	3.42	3.67	7.29

	Positive Propensity Means/Percents n = 193	Negative Propensity Means/Percents n = 1213	F
<u>INFLUENCES</u>			
Advertising is truthful	2.20	2.84	40.52
Advertising attracts and interests me	2.42	3.00	30.21
Talked with parents about enlistment	53.4%	33.9%	27.76
Initiation of Coast Guard recruiter contact	1.21	1.20	24.78
People in military advertising look genuine	2.16	2.68	23.38
Talked with friends about enlistment	62.2%	44.0%	22.38
Talked to local recruiter by phone	15.5%	6.8%	17.72
Advertising shows minorities in the Service	2.27	2.64	12.85
Advertising gives complete picture of the Service	3.03	3.39	12.09
Went to recruiting station	17.6%	9.4%	12.03
Advertising shows minorities as more than tokens	2.55	2.86	9.56
Been physically or mentally tested	13.5%	7.6%	7.53
Had recruiter contact since Christmas	32.6%	23.6%	7.36
Heard recruiter give talk at school	16.6%	10.1%	7.29
Talked with girl friend or wife about enlistment	30.1%	21.4%	7.09
<u>MEDIA HABITS</u>			
Listen to radio on weekdays in early morning	31.1%	49.1%	21.90
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.55	3.34	30.94
Get bored in spare time	2.74	3.17	9.83
Good salary more important than job security	2.74	3.12	8.25

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APPENDIX D-4

MARINE CORPS PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =230	Negative Propensity Means/Percents n =1183	F
<u>DEMOGRAPHICS</u>			
Working in a factory	3.01	3.47	22.03
Working as a laborer on construction jobs	2.92	3.31	16.42
Age	17.63	18.05	12.79
High School graduate not currently in school	16.5%	26.9%	11.04
<u>MILITARY ATTRIBUTES</u>			
Marine Corps has career you can be proud of	38.3%	10.4%	128.20
Marine Corps pays well to start	31.3%	7.0%	126.57
Marine Corps gives you opportunity to better your life	30.4%	8.0%	101.62
Marine Corps promotions based on performance	29.1%	7.4%	100.59
Marine Corps teaches valuable trade or skill	30.4%	8.3%	96.20
Marine Corps has other men you would like to work with	28.3%	7.2%	96.15
Marine Corps provides good benefits	28.3%	7.3%	94.73
Marine Corps helps you get in-Service college education	24.8%	6.6%	77.67
Marine Corps gives you the job you want	25.7%	7.1%	76.71
Marine Corps allows you to travel	26.5%	8.3%	67.09
Marine Corps gives you challenging job	31.3%	11.2%	66.14
Marine Corps trains you for leadership	38.3%	16.4%	59.98
Effect of \$100 a month pay increase	3.83	3.39	41.44
Chance to mature, become a man	2.25	2.72	29.24
Having the respect of friends	2.62	3.06	28.92
Making a lot of money	2.75	3.23	27.76
Learning as much as you can	2.39	2.84	26.18
Ability to make decisions on the job	3.09	3.52	25.18
Helping other people	2.63	3.05	24.46
Doing challenging work	2.29	2.72	23.40
Job security	2.21	2.64	22.78
Importance - career you can be proud of	1.68	1.97	18.53
Developing your potential	2.57	2.94	17.41
Personal Freedom	3.37	3.69	14.20
Adventure and excitement	2.19	2.52	13.55
Recognition and status	2.51	2.81	11.87
More equal opportunity for minorities	2.43	2.72	10.89
Importance - getting job you want	1.67	1.88	10.79
Importance - leadership training	1.84	2.05	9.15
Importance - challenging job	1.83	2.01	7.16

	Positive Propensity Means/Percents n = 230	Negative Propensity Means/Percents n = 1183	F
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.30	3.04	58.75
Advertising is truthful	2.22	2.85	45.61
Advertising gives complete picture of the Service	2.90	3.42	30.16
Had contact with Marine Corps recruiter	20.4%	10.1%	20.25
Saw Marine Corps recruiter of same ethnic background	8.7%	2.8%	18.83
Advertising shows people of my background in Service	2.25	2.65	18.36
Talked with girl friend or wife about enlistment	33.0%	20.8%	16.59
People in military advertising look genuine	2.26	2.67	16.59
Attitude toward Marine Corps after seeing recruiter	2.51	2.61	15.17
Advertising shows minorities as more than tokens	2.54	2.87	12.61
Talked with parents about enlistment	46.5%	34.4%	12.31
Talked with friends about enlistment	57.0%	44.5%	12.17
Went to recruiting station	17.0%	9.3%	12.06
Knew "same as other services" copy point	12.6%	6.7%	9.65
Knew "ranks small, standards high" copy point	33.0%	23.4%	9.58
Marine Corps recruiter contact initiation	1.34	1.31	8.39
Talked with counselor about enlistment	22.2%	15.0%	7.43
<u>MEDIA HABITS</u>			
Watch TV on weekends in the afternoon	15.7%	25.1%	9.61
Watch TV on weekends after midnight	17.4%	26.1%	7.92
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.60	3.35	31.61
Approve of draft	3.28	3.79	13.71
Enlistment decision a personal one	1.94	1.59	13.60

APPENDIX D-5

NAVY PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =263	Negative Propensity Means/Percents n =1150	F
<u>DEMOGRAPHICS</u>			
Working in a factory	2.97	3.50	31.15
North Central Black	7.6%	16.2%	12.72
Not living with either parent	9.5%	16.3%	7.69
<u>MILITARY ATTRIBUTES</u>			
Navy gives a challenging job	20.9%	5.8%	64.49
Navy pays well to start	17.1%	4.1%	62.18
Navy allows you to travel	33.5%	14.1%	57.33
Navy has other men you would like to work with	17.5%	4.7%	55.29
Navy provides good benefits	17.1%	4.7%	52.44
Navy gives you the job you want	17.1%	4.9%	49.96
Navy gives opportunity to better your life	16.7%	4.8%	48.44
Navy promotions based on performance	14.8%	4.0%	45.77
Navy teaches valuable trade or skill	17.9%	5.7%	44.09
Navy has career you can be proud of	15.6%	4.9%	39.49
Navy helps you get in-Service college education	17.9%	6.6%	34.96
Effect of \$100 a month pay increase	3.77	3.39	34.19
Navy trains you for leadership	13.7%	4.4%	33.40
Chance to mature, become a man	2.29	2.72	27.99
Personal freedom	3.29	3.71	27.89
Having the respect of friends	2.68	3.06	23.44
Doing challenging work	2.33	2.72	21.51
Developing your potential	2.56	2.95	21.41
Adventure and excitement	2.16	2.54	20.04
Ability to make decisions on the job	3.14	3.51	19.83
Helping other people	2.69	3.05	19.64
Learning as much as you can	2.47	2.83	18.78
Making a lot of money	2.87	3.22	16.16
More equal opportunity for minorities	2.41	2.74	16.09
Recognition and status	2.50	2.82	14.38
Job security	2.31	2.63	13.81
Importance - travel	1.94	2.13	8.19
Importance - career you can be proud of	1.79	1.96	7.29

	Positive Propensity Means/Percents n = 263	Negative Propensity Means/Percents n = 1150	F
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.33	3.05	62.14
Talked with counselor about enlistment	29.3%	13.1%	42.42
Talked with parents about enlistment	53.2%	32.5%	40.76
Advertising is truthful	2.28	2.85	40.46
Advertising gives complete picture of the Service	2.92	3.43	32.95
Advertising shows minorities as more than tokens	2.42	2.90	30.40
Talked with girl friend or wife about enlistment	35.0%	19.9%	28.19
Talked with friends about enlistment	60.8%	43.0%	27.75
Advertising shows minorities in the Service	2.29	2.65	16.78
People in military advertising look genuine	2.29	2.68	16.56
Attitude toward Navy after seeing recruiter	2.47	2.55	13.85
Had recruiter contact since Christmas	32.3%	23.2%	9.53
Had contact with Navy recruiter	14.5%	8.4%	9.33
Went to recruiting station	15.6%	9.5%	8.46
Received recruiting literature in the mail	18.3%	11.7%	8.34
<u>MEDIA HABITS</u>			
Listen to radio on weekdays in early morning	36.1%	49.4%	15.28
Watch TV on weekends after midnight	17.1%	26.3%	9.73
Listen to radio on weekdays in the afternoon	47.2%	38.0%	7.51
Read local newspapers regularly	86.3%	79.3%	6.75
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.66	3.35	29.97
Total number of activities	1.34	1.06	15.71
Importance of having friends	2.00	2.30	9.48
Like science courses	2.70	3.04	8.07
Participated in political activity	10.3%	5.6%	7.88
Approve of draft	3.41	3.77	7.80
Get bored in spare time	2.84	3.18	7.69

APPENDIX D-6

NATIONAL GUARD PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =242	Negative Propensity Means/Percents n =1165	F
<u>DEMOGRAPHICS</u>			
Working as a laborer on construction jobs	2.88	3.32	21.94
Working in a factory	3.05	3.47	18.98
Southern Black	40.9%	29.2%	12.93
<u>MILITARY ATTRIBUTES</u>			
Availability - other men you would like to work with	79.8%	61.5%	29.91
Availability - challenging job	84.7%	70.0%	21.96
Learning as much as you can	2.44	2.84	20.74
Availability - good starting pay	80.2%	65.4%	20.30
Importance - travel	1.85	2.14	19.35
Availability - career you can be proud of	84.7%	71.6%	18.07
Availability - valuable trade or skill training	89.3%	77.3%	17.58
Availability - promotions based on performance	80.2%	66.6%	17.38
Importance - career you can be proud of	1.70	1.98	16.95
Having the respect of friends	2.72	3.04	15.79
Availability - opportunity to better your life	84.7%	73.5%	13.75
Personal freedom	3.39	3.69	13.02
Chance to mature, become a man	2.39	2.70	12.92
Availability - travel	90.5%	81.0%	12.62
Importance - leadership training	1.83	2.06	11.95
Adventure and excitement	2.22	2.52	11.86
Developing your potential	2.64	2.94	11.79
Availability - good benefits	85.5%	76.1%	10.30
Ability to make decisions on the job	3.23	3.50	9.91
Doing challenging work	2.43	2.70	9.71
Importance - challenging job	1.82	2.01	9.11
Availability - job you want	70.3%	60.1%	8.81
Availability - leadership training	83.5%	74.7%	8.58
Importance - other men you would like to work with	2.14	2.34	8.21
More equal opportunity for minorities	2.48	2.72	8.11
Helping other people	2.79	3.02	7.83
Recognition and status	2.58	2.80	7.14
Importance - valuable trade or skill training	1.64	1.80	7.03

	Positive Propensity Means/Percents n = 242	Negative Propensity Means/Percents n = 1165	F
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.38	3.03	47.06
Talked with friends about enlistment	63.6%	42.9%	35.40
Talked with girl friend or wife about enlistment	36.0%	19.5%	32.00
Advertising is truthful	2.32	2.84	31.49
Talked with parents about enlistment	50.4%	33.4%	25.53
Had contact with Army National Guard recruiter	7.4%	2.0%	21.44
Went to recruiting station	18.6%	8.8%	20.52
Advertising shows minorities in the Service	2.25	2.66	20.29
Had contact with Army recruiter	33.9%	20.9%	19.08
Had recruiter contact since Christmas	35.5%	22.4%	18.83
Been physically or mentally tested	15.3%	7.0%	18.33
Talked with counselor about enlistment	24.4%	14.0%	16.44
Taken Service aptitude test	19.8%	10.7%	15.55
Talked face-to-face with recruiter somewhere other than recruiting station	18.6%	10.5%	12.74
People in military advertising look genuine	2.32	2.67	12.41
Heard recruiter give talk at school	16.9%	9.6%	11.18
Asked for information about military by mail	19.4%	11.6%	10.99
Advertising shows minorities as more than tokens	2.57	2.87	10.91
Talked to local recruiter by phone	13.2%	7.0%	10.73
Advertising gives complete picture of the Service	3.10	3.40	10.54
Received recruiting literature in the mail	17.8%	11.6%	6.95
<u>MEDIA HABITS</u>			
Watch TV on weekdays in early evening	35.1%	49.2%	16.07
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.69	3.35	25.38
Approve of draft	3.28	3.80	14.63
Get bored in spare time	2.75	3.19	12.75
Technical training good way to get job	1.65	1.96	11.24
Important to have a lot of friends	1.97	2.29	10.16
Good salary more important than job security	2.77	3.14	9.15

APPENDIX D-7

AIR FORCE NATIONAL GUARD PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =70	Negative Propensity Means/Percents n =1383	F
<u>DEMOGRAPHICS</u>			
NONE			
<u>MILITARY ATTRIBUTES</u>			
Air Force gives challenging job	42.9%	15.3%	37.26
Air Force promotions based on performance	35.7%	13.3%	27.65
Air Force has career you can be proud of	40.0%	16.9%	24.61
Air Force teaches valuable trade or skill	41.4%	18.6%	22.31
Air Force allows you to travel	40.0%	18.7%	19.25
Air Force provides good benefits	31.4%	14.5%	14.95
Air Force gives you the job you want	30.0%	13.7%	14.31
Air Force has other men you would like to work with	27.1%	12.2%	13.27
Air Force pays well to start	30.0%	14.6%	12.24
Air Force helps you get a college education in-Service	35.7%	19.0%	11.77
Air Force trains you for leadership	25.7%	12.2%	10.89
Air Force gives you opportunity to better your life	32.9%	18.4%	9.00
Importance - challenging job	1.67	2.00	8.70
Estimated starting monthly pay over \$400	14.3%	5.9%	8.10
<u>INFLUENCES</u>			
Had contact with Air Force recruiter	35.7%	11.6%	35.77
Saw Air Force recruiter of same ethnic background	17.1%	3.4%	33.00
Had contact with Air Force Reserve recruiter	11.4%	1.7%	29.62
Talked face-to-face with recruiter other than at recruiting station	31.4%	11.1%	26.53
Had recruiter contact since Christmas	45.7%	23.9%	17.04
Had contact with Navy recruiter	22.9%	8.8%	15.41
Had contact with Air National Guard recruiter	5.7%	.9%	13.24
Heard recruiter give talk at school	24.3%	10.4%	13.12
Had contact with active Air Force recruiter	20.0%	7.9%	12.72
Talked with friends about enlistment	67.1%	45.6%	12.57
Talked with counselor about enlistment	31.4%	15.6%	12.25
Received recruiting literature in the mail	25.7%	12.4%	10.56
Had contact with active Army recruiter	30.0%	15.5%	10.43
Advertising attracts and interests me	2.41	2.93	9.70
Had contact with Army recruiter	37.1%	22.3%	8.26
Asked for information about the military by mail	24.3%	12.5%	8.16
Talked to local recruiter by phone	17.1%	7.7%	8.06
Had contact with Coast Guard recruiter	7.1%	2.1%	7.45
Took Service aptitude test	22.9%	12.2%	6.93

	Positive Propensity Means/Percents n =70	Negative Propensity Means/Percents n =1383	F
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MEDIA HABITS

Listen to radio on weekdays in early morning	30.0%	47.4%	8.11
Ready <u>Ebony</u>	44.3%	28.9%	7.57
Read <u>Jet</u>	44.3%	28.9%	7.57

ACTIVITIES AND ATTITUDES

Parents would approve of enlistment	2.52	3.28	11.07
Approve of draft	3.14	3.74	6.74

APPENDIX D-8

ARMY NATIONAL GUARD PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =137	Negative Propensity Means/Percents n =1316	F
<u>DEMOGRAPHICS</u>			
Working as a laborer on construction jobs	2.77	3.30	20.24
Working in a factory	2.96	3.44	15.59
High School dropout	35.8%	23.6%	10.00
<u>MILITARY ATTRIBUTES</u>			
Army gives you a challenging job	35.0%	15.8%	32.28
Army has a career you can be proud of	35.8%	16.5%	31.46
Army gives you the job you want	31.4%	14.8%	25.27
Army gives opportunity to better your life	36.5%	18.9%	23.80
Army has other men you would like to work with	31.4%	17.0%	17.49
Army pays well to start	29.2%	15.7%	16.11
Importance - career you can be proud of	1.63	1.96	15.06
Developing your potential	2.54	2.91	11.41
Army trains you for leadership	32.9%	20.4%	11.35
Learning as much as you can	2.42	2.79	11.34
Importance - travel	1.84	2.12	10.93
Army helps get in-service college education	32.1%	20.1%	10.70
Army promotions are based on performance	29.9%	18.6%	10.10
Army teaches valuable trade or skill	34.3%	22.5%	9.66
Ability to make decisions on the job	3.14	3.47	9.35
Chance to mature, become a man	2.33	2.66	9.27
Army provides good benefits	35.0%	24.0%	8.07
Personal freedom	3.36	3.65	7.88
<u>INFLUENCES</u>			
Advertising attracts and interests me	2.31	2.97	29.25
Talked with girl friend or wife about enlistment	40.2%	21.3%	25.30
Had contact with Army National Guard recruiter	9.5%	2.1%	24.91
Talked with friends about enlistment	66.4%	44.5%	24.27
Advertising is truthful	2.27	2.79	18.99
Talked with parents about enlistment	51.8%	35.3%	14.62
Had contact with Army recruiter	35.8%	21.7%	13.89
Went to recruiting station	18.3%	9.9%	9.17
Attitude toward Army after talking to recruiter	2.53	2.67	9.01
Advertising shows minorities in the Service	2.27	2.62	8.62
Been physically or mentally tested	14.6%	7.6%	8.06
Knew "part-time job" copy point	36.5%	26.1%	6.76

	Positive Propensity Means/Percents n = 137	Negative Propensity Means/Percents n = 1316	F
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MEDIA HABITS

NONE

ACTIVITIES AND ATTITUDES

Good salary more important than job security	2.67	3.12	8.24
Important to have a lot of friends	1.92	2.26	7.05
Parents would approve of enlistment	2.84	3.28	6.93

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APPENDIX D-9

RESERVE PROPENSITY ANALYSIS

	Positive Propensity Means/Percents n =255	Negative Propensity Means/Percents n =1149	F
<u>DEMOGRAPHICS</u>			
Working in a factory	3.03	3.48	22.88
Working as a laborer on construction jobs	2.94	3.31	15.88
Working in business office	2.87	3.19	11.95
Southern Black	38.0%	29.7%	6.82
<u>MILITARY ATTRIBUTES</u>			
Learning as much as you can	2.33	2.86	39.20
Importance - career you can be proud of	1.62	2.00	34.37
Helping other people	2.63	3.05	26.66
Availability - challenging job	85.1%	70.1%	24.20
Having the respect of friends	2.69	3.06	22.30
Chance to mature, become a man	2.33	2.71	21.55
Availability - job you want	74.5%	59.3%	20.86
Availability - men you would like to work with	76.9%	61.9%	20.76
Availability - good starting pay	79.6%	65.3%	19.92
Making a lot of money	2.84	3.22	19.09
Doing challenging work	2.35	2.71	17.97
Ability to make decisions on the job	3.16	3.51	17.95
Availability - career you can be proud of	84.3%	71.7%	17.41
Importance - trade or skill training	1.58	1.81	17.31
Adventure and excitement	2.19	2.53	15.91
Developing your potential	2.60	2.94	15.90
Importance - challenging job	1.78	2.03	15.56
Availability - opportunity to better your life	84.7%	73.4%	14.60
Availability - leadership training	85.5%	74.3%	14.54
Availability - good benefits	86.7%	75.8%	14.37
Availability - promotions based on performance	78.8%	66.8%	14.13
More equal opportunity for minorities	2.43	2.73	13.23
Importance - leadership training	1.83	2.06	12.97
Availability - travel	90.2%	81.0%	12.35
Importance - travel	1.91	2.13	12.08
Importance - good benefits	1.49	1.68	12.06
Job security	2.33	2.62	11.49
Recognition and status	2.53	2.81	11.30
Personal freedom	3.42	3.68	10.13
Importance - opportunity to better your life	1.70	1.89	9.71
Importance - good starting pay	1.60	1.78	9.24
Importance - promotions based on performance	1.51	1.68	9.21
Availability - in-Service college education	83.1%	74.6%	8.44
Availability - valuable trade or skill training	85.9%	77.9%	8.16

	Positive Propensity Means/Percents n = 255	Negative Propensity Means/Percents n = 1149	F
<u>INFLUENCES</u>			
Talked with parents about enlistment	55.7%	32.0%	52.31
Advertising attracts and interests me	2.38	3.05	51.90
Advertising is truthful	2.24	2.87	47.89
Talked with girl friend or wife about enlistment	36.1%	19.3%	34.53
Advertising gives complete picture of the Service	2.96	3.42	25.36
Advertising shows minorities in the Service	2.22	2.67	24.72
Advertising shows minorities as more than tokens	2.47	2.90	23.04
Went to recruiting station	18.8%	8.7%	23.01
Talked with friends about enlistment	58.8%	43.5%	19.92
Had recruiter contact since Christmas	34.9%	22.7%	16.74
People in military advertising look genuine	2.31	2.67	14.40
Talked with counselor about enlistment	23.5%	14.2%	13.75
Talked to local recruiter by phone	13.7%	7.0%	12.79
Asked for information about the military by mail	19.2%	11.5%	11.17
Heard recruiter give talk at school	16.9%	9.7%	11.16
Had contact with Army recruiter	31.0%	21.5%	10.59
Knew "join the people" copy point	40.0%	29.8%	10.17
Received recruiting literature in the mail	18.8%	11.5%	10.10
Been physically or mentally tested	12.9%	7.3%	8.70
Had contact with Army Reserve recruiter	6.7%	3.1%	7.70
Had contact with Air Force Reserve recruiter	4.3%	1.7%	7.09
Had contact with Coast Guard recruiter	4.7%	1.9%	6.91
<u>MEDIA HABITS</u>			
Read classified section of newspaper	43.5%	31.7%	13.20
Listen to radio on weekdays in early morning	36.9%	48.8%	12.09
Listen to all news and weather radio stations	28.2%	18.9%	11.23
Watch TV on weekends after midnight	17.7%	26.5%	8.72
<u>ACTIVITIES AND ATTITUDES</u>			
Parents would approve of enlistment	2.63	3.37	34.25
Get bored in spare time	2.66	3.21	20.48
Approve of draft	3.37	3.79	9.82
Important to have a lot of friends	1.99	2.30	9.61
Participated in honorary club	6.3%	2.9%	7.20
Technical training good way to get job	1.71	1.95	6.93
Like job with people working for me	1.99	2.25	6.83