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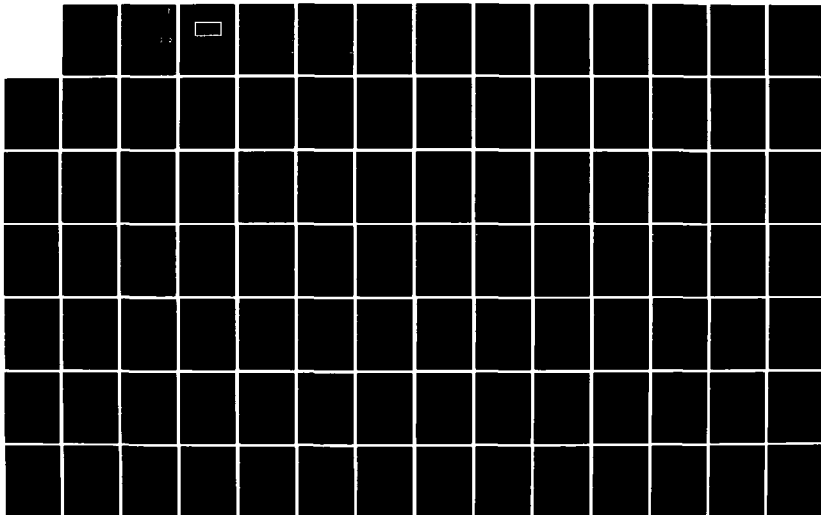
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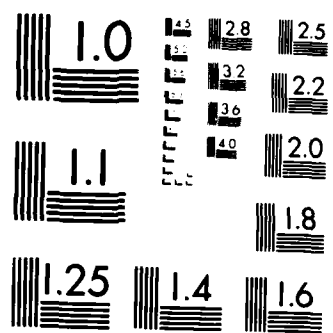
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ISSUES RELATED TO
RECRUITMENT OF ENLISTED PERSONNEL
FOR THE RESERVE COMPONENTS

1979

TECHNICAL VOLUME

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ASSOCIATES FOR RESEARCH IN BEHAVIOR, INC.
PHILADELPHIA, PENNSYLVANIA

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ISSUES RELATED TO
RECRUITMENT OF ENLISTED PERSONNEL
FOR THE RESERVE COMPONENTS

1979 TECHNICAL VOLUME Wave II
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June, 1980

Prepared for:
Office of Assistant Secretary of Defense
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19 ABSTRACT (Continue on reverse if necessary and identify by block number) The Reserve Component Attitude Study (RCAS) is an annual series from 1978 to 1982 surveying the propensity of men and women to enlist in the Selected Reserve Forces (Guard/Reserve). The study is conducted through a random digit dialing telephone survey of the NPS respondents. The veterans sample was selected from listings provided by the Department of Defense. In 1983 RCAS underwent a reconfiguration and was renamed Veterans Attitude Tracking Study (VATS). The purpose of RCAS is to discover issues relevant to enhancing the number and quality of those enlisting in National Guard and Reserve Forces. Data was collected to determine individuals' reasons for wanting to enlist in the Guard/Reserve from samples of Prior service (PS) men and women and Non-prior (NPS) service men and women. Individuals sampled were divided into categories of those with a negative propensity to enlist and those with a positive propensity to enlist.			
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This Technical Volume supplements RCAS 1979. It gives a description of the sampling approach and related methodology, the data collection process, the data handling procedures, the calculation of completion rates and the design of the questionnaire. It also contains the complete Data Tape Documentation.

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PREFACE

This is Volume III of the final report of A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components. It concentrates on the technical aspects of the Tracking Study, documenting the methods and procedures employed during various phases of its execution.

In Section One, a description is given of the sampling approach and related methodology, the data collection process, the data handling procedures, the calculation of completion rates, and the design of the questionnaire.

Section Two contains the complete Data Tape Documentation for the computer tape of edited raw data forwarded to DoD.

SECTION ONE

Technical Aspects of the Tracking Study

1.0 SAMPLING APPROACH AND METHODOLOGY

1.1 Overview

This section describes the target populations under investigation, the generation of the sampling pools for each population and the final sample selection procedures.

1.2 The Target Populations

Three major population groups were studied: Non-Prior Service males, 17 1/2 to 26 years of age; Non-Prior Service females, 17 1/2 to 26 years of age; and Prior Service individuals not in the Selected Reserve, with time remaining under their initial six-year obligation. The Prior Service group consisted of males and females who had served in the Army, Air Force, and Navy, and males who had served in the Marine Corps.

The target populations in the present study were somewhat modified in comparison to the baseline study conducted last year (ARB, 1979 - 1980¹): college graduates were included in the Non-Prior service groups, and females were included in the Prior Service group.

College graduates were included in the Non-Prior Service groups this year in an attempt to gauge the propensity of this market segment at a time when untapped market segments need to be assessed; to provide data that could be compared to future investigations of the college market; and to increase the comprehensiveness of the enlistment process model.

1) A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components. Conducted for the Department of Defense (MDA903-78-C-0298) by Associates for Research in Behavior, 1979 - 1980.

The inclusion of a sample of Prior Service women was based on two factors: First, a substantial number of Guard/Reserve accessions come from the Prior Service pool, a growing proportion of this pool will be female, and there now exists a cadre of female Veterans of sufficient size from which to sample. Second, data obtained from the Non-Prior Service females during the baseline year indicated that women may be predisposed to enlist for reasons different from those given by men.

1.3 Considerations Affecting Sampling Design

1.3.1 Non-Prior Service Groups

The Non-Prior Service (NPS) groups were treated as a single group with respect to sampling design, generation, and methods. Associates generated a single sampling pool of target households from which NPS males and females were selected. The presence of an eligible NPS male or female in these households determined the sample for which the obtained data were used. Under no circumstances, however, were two interviews completed from the same household.

Following this method, it was predicted that eligible females would be encountered more frequently than males so a procedure was introduced which favored the selection of males in those households with eligible respondents of both sexes.

1.3.2 Prior Service Group

The selection of the Prior Service (PS) group was a two-stage process. The Defense Manpower Data Center (DMDC) sampled the total, eligible population and that sample was used as the population from which Associates drew the final sample.

The PS sample DMDC provided to Associates and the final PS sample Associates drew differed in composition from the samples used during the baseline year. During the baseline year, the PS sampling did not attempt to obtain a certain number of individuals from each branch of service. As a result of sampling PS individuals proportionally to their service branches, the sample was composed mostly of Army personnel. In this wave, the composition of the PS sample was stratified to increase the utility of the data to all branches of service.

Associates calculated the number of Army, Air Force, and Navy males and females, and Marine Corps males that would be required from DMDC to obtain the final, stratified PS sample. The quotas were as follows:

<u>Branch</u>	<u>Male</u>		<u>Female</u>	
	<u>Target</u>	<u>Pool</u>	<u>Target</u>	<u>Pool</u>
Army	450	5,625	150	1,875
Air Force	450	5,625	150	1,875
Navy	450	5,625	150	1,875
Marines	<u>200</u>	<u>2,500</u>	<u>--</u>	<u>--</u>
Total	1,550	19,375	450	5,625

The small number of available PS Marine Corps females precluded their incorporation into the PS group.

Associates provided DMDC with the general framework for selecting the PS males and the framework for selecting the PS females. For the selection of PS males, the framework was based on the geographic dispersion of the Army Reserve; for the selection of PS females, the framework was based on the distribution of females within their respective components. Further details on the selection procedures are provided in Appendix A-1.

As documented in the primary research study (ARB, 1977 - 1978¹), the Army Reserve was chosen as a geographical model for the men because it has the broadest geographic dispersion of drill units among the various Reserve components, and maintains complete zip code information based on member's residence. The framework for the PS females was not based on the geographic dispersion of the Army Reserve because of the relatively small number PS females available in each component.

A master sample of 25,103 names and addresses was drawn by DMDC: 5,639 Army males, 5,630 Air Force males, 5,641 Navy males, 2,506 Marine Corps males, 1,885 Army females, 1,890 Air Force females, and 1,912 Navy females; and received 25 October 1980.

1.4 Sampling Methods

1.4.1 Sampling Plan for Non-Prior Service Samples

The telephone numbers supplied for the samples drawn from the National Guard and Reserve components in the primary research study were used to develop the NPS samples for the present study from a method of randomizing the last three digits of these telephone numbers developed for the previous studies. The procedure is detailed in Appendix A-2.

1) A Study of Issues Related to Accession and Retention of Enlisted Personnel in the Reserve Components. Report prepared for the Department of Defense (M000-27-73-A-0013) by Associates for Research in Behavior, 1977 - 1978.

1.4.2 Sampling Plan for Prior Service Sample

Each of the PS subgroups (Army males, etc.) was sampled separately.

The procedure used to draw each PS subsample from the names supplied by DMDC is detailed in Appendix A-3.

2.0 DATA COLLECTION

2.1 Overview

All data collected for the present study were obtained over the telephone by experienced interviewers in a carefully controlled environment.

2.2 Interviewing Location

All interviewing for this study was conducted by Valley Forge Information Service (VFIS) at their controlled, centrally located WATS facility in suburban Philadelphia. The operations center for VFIS is located in the Burlington Industrial Complex in the Valley Forge Corporate Center, Valley Forge, Pennsylvania. VFIS has the modern equipment and facilities needed to run an efficient interviewing operation. The center of interviewing and field control is the telephone room with sound-proof booths, monitoring equipment and a control room. Adjacent to the telephone room are interviewer training rooms and the sampling and editing departments. The proximity of the Valley Forge Center to Associates' main office made working closely together quite simple.

2.3 Supervisor and Interviewer Instruction Guides

Written instructions were developed for the field supervisors and interviewers to facilitate accurate completion of the study and to reduce observation and measurement error. Separate interviewer guides were developed for each sample set (NPS and PS). The instructions were reviewed orally for field supervisors and interviewers by Associates' personnel. They were also distributed in written form for subsequent reference. Copies of the Supervisor and Interviewer Instruction Guides are included in Appendix A-4.

The Supervisor Instruction Guide covered the types of samples, sample quotas, sampling procedures, sample replacements, callback procedures, monitoring procedures, and production schedule.

The Interviewer Instruction Guides included a brief explanation of the study, a description of the sample, instructions for using the call record packets and associated callback procedures, item-by-item instructions for using the screener, general questionnaire instructions, and specific instructions for each question on the questionnaire.

2.4 Interviewer Training

The majority of interviewers were trained in group sessions at the beginning of the data collection period. An Associates' staff member attended and participated in most of these sessions. Copies of the Interviewer Instruction Guides, call record packets, screeners, and questionnaires were distributed to each interviewer during these sessions. The training sessions were usually three hours in duration.

The sessions began with a general description of the study and the samples involved. The interviewers were told that all of the necessary information was contained in the instruction guides and they were encouraged to retain their copy until the completion of the study. The guides were then reviewed orally.

The interviewers were then given detailed briefings on the proper sampling procedures, the use of the call record packets, screeners and questionnaires. Each specific question on the screener and questionnaire was covered in depth. The purpose of the question and how it was to be handled during the interviewing process was explained. Questions from interviewers were encouraged throughout the session. Each training session continued until each of the interviewers felt he or she understood every question.

Following the briefing, the interviewers rotated reading through the questionnaire aloud until the questionnaire had been read in total. This procedure enabled the interviewers to become familiar with reading the questions as they would during a live interview and also permitted Associates' personnel to observe the reading ability of each interviewer assigned to the study.

After the questionnaire had been read aloud, the interviewers were paired off to continue practicing administration the questionnaire. Beginning with the screener and continuing through the questionnaire, each interviewer was the interviewer once and the respondent once. This training procedure helped uncover interviewer problems with the questionnaire. After questions about wording, probing, inflection, and content were answered, this segment of the session was over. Then the interviewers were instructed on the proper handling of completed materials.

When actual interviewing began, the first interviews of each interviewer were carefully monitored by the floor supervisor to ensure that they were being conducted correctly. An Associates' staff member also monitored initial interviews. Any help needed by the interviewer was immediately given by the supervisor, who also corrected deficient interviewing techniques as they became apparent.

2.5 Interviewer Monitoring

Periodic monitorings were made of each interviewer's work by the VFIS floor supervisors. Associates also carried out interviewer monitoring in addition to the monitoring procedures employed by the interviewing service.

The system Associates used was basically a three-stage process: 1) the monitor listened in on on-going interviews and assessed the quality of the interviewer's work on forms developed for this purpose (these forms appear in Appendix A-5); the monitor communicated any needed changes in performance to the VFIS super-

visory staff who, in turn discussed the matter with the individual interviewer; and 3) later, the monitor reviewed the work of interviewers who had demonstrated problems to ensure that they had improved their interviewing techniques. Interviewers who made repeated serious errors were terminated from the study.

2.6 Respondent Tracking Procedures

2.6.1 Availability of Prior Service Respondents

DMDC provided the names used for the Prior Service sample and their last known addresses. Since the addresses were often out of date, it was difficult to obtain telephone numbers for many target respondents. Therefore, almost all of the names and addresses supplied by DMDC had to be used to obtain the PS sample.

Table 2-1 shows the percentage of names and addresses in each PS subsample which were unusable due to the inability to locate a matching telephone number. As indicated in Table 2-1, the addresses given for the Air Force males were least often out of date and those supplied for the Army females were most often out of date. Overall, 45.5 percent of the names and addresses could not be matched with a telephone number.

There is obviously a sex effect here. Whereas about 41 percent of the PS male addresses were out of date, over 60 percent of the PS female addresses were unusable. This effect is probably due to the females getting married, changing surnames, and relocating.

The availability of PS respondent introduced other biases into the final sample, also. Analyses were performed comparing selected demographic characteristics of the obtained sample to the larger sample supplied by DMDC. The analyses indicated that the obtained sample was significantly different from the DMDC sample, particularly on those characteristics related to stability. For example, the obtained sample tended to have individuals who were older, better educated, and of higher rank. The differences between the obtained sample and the DMDC sample constrain the projectability of the study data.

TABLE 2-1. PERCENTAGE OF PRIOR SERVICE NAMES AND ADDRESSES THAT
WERE UNUSABLE IN EACH SUBSAMPLE

<u>PRIOR SERVICE GROUP</u>	<u>PERCENT UNUSABLE NAMES AND ADDRESSES</u>
<u>Males</u>	<u>41.1</u>
Army males	44.8
Air Force males	36.8
Navy males	38.7
Marine Corps males	47.8
<u>Females</u>	<u>60.7</u>
Army females	63.1
Air Force females	58.8
Navy females	60.2
<u>Total</u>	<u>45.5</u>

2.6.2 Tracking Technique

Information operators were called to obtain telephone numbers matching names and addresses. If a telephone number was obtained, it was dialed. However, it was not uncommon for an interviewer to have to call more than one telephone number. If the target respondent was no longer at the obtained number, the cooperation of the current residents was enlisted to provide a new telephone number at which the target respondent could be reached. The new number was dialed if it was located within the same area code, thereby maintaining the geographical structure of the sample.

2.7 Callback Procedures

The survey design required that an original call and three callbacks be made to each telephone number. In actual practice, as many as six calls were often made in an attempt to reach the desired respondent. Whenever possible, interviewers attempted to determine the best time to find the respondent at home and to make the callbacks then.

2.7.1 Original Callback Procedures

Certain callback procedures were employed to maximize the probability of contacting the target respondent in those cases where the best time to make the callback could not be determined: Callbacks were made on different days of the week and at different times from the original call.

For example, if a respondent could not be reached on Tuesday evening at 6:00, the next call was made on Wednesday at a later time -- 7 PM, 8 PM or 9 PM. If the respondent was still not reached, the next callback was made on the weekend when the likelihood of finding him/her at home might be greater.

2.7.2 Modified Callback Procedures

Although the original callback procedures maximize the probability of contacting the desired respondent, they also serve to protract the data collection period. At first, production proceeds rapidly as there is an abundance of sample, or telephone numbers, to be called. Later, as quotas begin to be filled, there are many fewer telephone numbers that can be dialed. Production tails off as all the numbers have been called at least once, and the interviewers must wait to call back on different days and at different times from the original call.

As the production curve began tailing off in the present study, modified callback procedures were progressively implemented to facilitate timely completion of data collection: First, callbacks were permitted after four hours on weeknights and once per shift on weekends. Therefore, two dialings to a target number could be made each day, thus allowing a number to be exhausted in two days rather than in three to seven days. Second, callbacks were permitted after three hours and busy numbers could be called after one-half hour. Thus, a number could be exhausted in slightly less than two days. Finally, three telephone numbers were made available for use simultaneously. During this final procedure, three telephone numbers could be exhausted in slightly less than two days.

The effect of the modified callback procedures is documented in Section 5.0, Completion Rates.

2.8 Call Records

Specially designed call record packets were used to keep track of the outcome of each call attempted. Each call record packet had a unique identification number.

For the NPS sample, each 13 page packet contained the 50 telephone numbers which comprised the particular block. For the PS sample, the same format was employed but the 4 to 8 names and addresses comprising each block were printed on 1 to 2 page

packets. Above each name and address in the Prior Service call record packets were codes indicating subsample membership and state of residence. A sample page from a Non-Prior Service packet and a sample page from a Prior Service packet are shown in Appendix A-6.

In addition to identifying the interviewer and the date and time of the call, records were kept to show the outcome of each attempted call. The codes used for the Non-Prior Service and Prior Service call records are given in Appendix A-7.

A detailed analysis of all the calls made is presented in Section 5.0, Completion Rates.

2.9 Completed Field Forms

Three types of materials were turned in by the interviewers:

1. Questionnaires with attached screeners and call record packets for completed interviews or interviews that were incomplete because the respondent refused to continue.
2. Screeners and call records for those men and women who did not qualify for the interview or who terminated before getting into the main questionnaire.
3. Call records for no listings, non-working or disconnected numbers, etc. or where there was no eligible person in the household.

2.10 Questionnaire Editing at Interviewing Site

All questionnaires were given a thorough field editing by the VFIS editing staff to determine the appropriateness of the respondent who had been interviewed, the completeness of the questionnaire, and the clarity and consistency of the respondent's answers. Where necessary, respondents were called back to obtain missing information or to clarify inconsistent or unclear answers.

3.0 DATA HANDLING

3.1 Overview

In a study of this magnitude, proper data handling is required to facilitate prompt and accurate completion of the field work and to enable timely initiation of subsequent data analysis. Data handling includes careful sample control, questionnaire editing, coding of necessary questionnaire items, keypunching and verification of data.

3.2 Sample Control and Monitoring

Rigid controls were employed to monitor the execution of the survey samples. Each of the three major samples and the seven subsamples within the PS sample were controlled separately. A total of 111,480 dialings were made in the attempt to contact 52,910 households. Each of the 111,480 dialings were checked to ensure that they were made in conformance with the sample design.

The major part of the sample control system is built into the design of the call record packets. Since each packet contains the initial target person or phone number, as well as the appropriate backups, it is necessary only to complete one interview per packet. Each packet is given a unique identification number for sampling control.

The sampling department provided the field staff with the exact number of packets needed to reach the appropriate quotas for each sample and subsample. The packet identification numbers allowed the field staff to monitor the number of completed interviews in each sample and to ensure that an interview was completed from each packet. As each interview was completed from a particular packet, the packet number was checked off on the master list for the appropriate sample or subsample. Call record packets that were exhausted before yielding a completed interview were noted on the master list and then returned to the sampling department. Replacement packets were supplied on a one-to-one basis.

All materials returned by the field were subjected to a two-stage checking procedure. First, the questionnaire or screener was checked to be sure it had the proper number assigned to it. Second, the record of all phone numbers attempted within a block were checked to ensure that they were called in the prescribed order and that there were no deviations from the sampling plan. The results of the second stage of this checking procedure are documented in Section 3.3, Deviations from Sampling Plan.

Three master quota forms were designed: 1) to record the number of call record packets sent to the field each day, 2) to record the number of interviews completed each day, and 3) to log in the number of completed questionnaires shipped back to sampling control. The last two records were cross-checked daily with the field department to ensure that field records and sampling control records showed the same number of completed or incompleter interviews.

3.3 Deviations from Sampling and Procedural Plans

As noted above, each of the dialings were checked to ensure that the integrity of the sampling plan was not violated. Subsequent analysis demonstrated that the sampling plan was executed properly. Analyses were conducted to determine the number of call record packets containing sampling and procedural errors and the types and numbers of errors committed.

3.3.1 Sampling and Procedural Errors in Call Record Packets

Table 3-1 shows the number of NPS and PS call record packets containing sampling and/or procedural errors. Almost two-thirds of the PS packets and more than one-third of the NPS packets did not contain any errors. Collapsing across samples, more than half of the 5,972 call record packets were error-free; 41 percent contained six or less errors.

TABLE 3-1. NUMBER OF NON-PRIOR SERVICE AND PRIOR SERVICE CALL RECORD
PACKETS CONTAINING ERRORS^a

NUMBER OF ERRORS IN PACKET	NON-PRIOR SERVICE ^b		PRIOR SERVICE ^c		ALL SAMPLES ^d	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0	1096	39.5	2060	64.4	3156	52.8
1	504	18.2	811	25.4	1315	22.0
2	283	10.2	241	7.5	524	8.8
3	205	7.4	58	1.8	263	4.4
4	135	4.9	19	0.6	154	2.6
5	89	3.2	9	0.3	98	1.6
6	91	3.3	1	0.0	92	1.5
7 - 15	344	12.4	—	—	344	5.8
16 or more	26	0.9	—	—	26	0.4

a) Analysis includes both exhausted packets and packets producing an interview.

b) BASE = 2773

c) BASE = 3199

d) BASE = 5972

3.3.2 Types and Number of Errors

Since 47 percent of the total number of packets contained at least one sampling or procedural error, an analysis was conducted to determine the types and number of errors that were committed.

There are two distinct factors related to the sampling plan: the design of the sampling plan and the execution of the sampling plan. The first factor, the design of the sampling plan, is not under investigation. In fact, it was well-conceived: it produced a sample in which the respondents were, in fact, located near Army Reserve Training Centers, provided the framework for maximizing the probability of interviewing target respondents, and allowed for the proper replacement of target respondents who could not or would not be interviewed.

The focus of this analysis, then, is on the execution of the sampling plan: the types of number of errors that were made, and the severity of the errors.

Three basic types of errors were committed: 1) calling the next name or number before exhausting the previous name or number; 2) failing to call back at a time prearranged with the target respondent; and 3) violating the callback rules related to varying the day or time of a callback to a name or number where a prearranged appointment could not be obtained. The number of each of the above type of errors that were committed are shown in Table 3-2.

The last two types of errors cited above are procedural errors. Both are related to maximizing the probability of interviewing the target respondent within the required four dialings. These errors were made on 7.56 percent of all dialings. While these were the most frequently committed errors, they are not damaging to the sampling plan itself. Although interviewers may not have waited a full 24 hours before redialing, etc., in their attempt to interview the respondent, many of these dialings resulted in a completed interview with the target respondent. Moreover, on many occasions interviewers made more than the required four dialings to a particular household.

TABLE 3-2. TYPE AND NUMBER OF ERRORS COMMITTED IN OBTAINING
NON-PRIOR SERVICE AND PRIOR SERVICE SAMPLES^a

TYPE OF ERROR	NON-PRIOR SERVICE		PRIOR SERVICE		ALL SAMPLES	
	<u>N</u>	<u>%^b</u>	<u>N</u>	<u>%^c</u>	<u>N</u>	<u>%^d</u>
Called next number before exhausting previous number	199	0.21	34	0.19	233	0.21
Failure to call back at an appointed time	52	0.06	201	1.12	253	0.23
Violated day and/or time of callback rule	6815	7.29	1358	7.55	8173	7.33
Total errors	7066	7.56	1593	8.86	8659	7.77

a) Analysis includes exhausted packets and packets producing an interview.

b) BASE = 93,500

c) BASE = 17,980

d) BASE = 111,480

However, in the event that a target respondent could not be reached or would not be interviewed, it was necessary to replace him or her. The process of choosing a replacement is critical to the sampling plan: it is necessary to proceed to the next telephone number only after the previous number has been exhausted (i.e., attempted four times without yielding an interview). Proceeding on to the next number prematurely or skipping past the next number after exhausting a number is a sampling error. Both represent violations of the sampling plan. These errors occurred so infrequently that they were treated as a single category and still only accounted for 0.2 percent of all dialings.

In summary, over half of the call record packets did not contain any sampling errors and in those packets containing errors, the types of errors committed did not seriously affect the sampling plan.

3.4 Questionnaire Editing

Each questionnaire was first edited from a tabulation standpoint, ensuring that all questions which were supposed to have been answered were, that questions which should not have been answered were not, and that all answers were clear and consistent. Very few problems were discovered during the tabulation editing and most of the few that were found could be resolved by the editors. In a small number of cases, questionnaires had to be sent back to the field for clarification or to obtain missing information.

3.5 Questionnaire Coding

Almost all of the questions on the questionnaire were closed-ended questions that did not require coding. Even the few questions which were not entirely closed-ended contained pre-coded response alternatives in addition to the open-ended alternative. Open-ended response alternatives were only used if 1) the response

alternative was not available, or 2) if there was some doubt on the interviewer's part as to how the response should be recorded.

Codes for the open-ended response alternatives, such as the one found for college major, were developed by the Coding Supervisor using a sample of approximately 400 questionnaires. Additional codes were added, as necessary, as more questionnaires were returned from the field.

3.6 Keypunching

The questionnaires required five cards per respondent. Thus, a total of 22,150 cards was keypunched and 100 percent of them were key verified to detect any keypunching errors.

3.7 Consistency Checks

A series of consistency checks was developed separately for the data from each questionnaire. Two types of checks were used. The first type was designed to identify coding or keypunching errors and the second to identify illogical answers given by the respondent, e.g., a person who is not currently employed citing the number of hours per week he/she regularly works.

The verified card decks for each sample and subsample were computer analyzed using the consistency check programs. The output was a list of cards with consistency check errors, identifying the check which the card had failed. Corrections were made in the small number of cards with errors by referring to the original questionnaire. No corrections were made automatically or mechanically when consistency check errors were discovered.

After all the cards were corrected, the set of consistency checks was re-run to ascertain that no errors were uncovered as a result of the corrections made.

4.0 COMPLETION RATES

4.1 Overview

Completion rates were calculated for the NPS and PS samples and PS subsamples separately. The two NPS samples were considered together for these analyses due to their simultaneous selection from the same sampling pool. Overall completion rates were calculated for each sample and subsample as well as for the portion of each sample and subsample obtained during the original callback procedure.

4.2 Formula Used in Calculation of Completion Rates

Completion rates were calculated using the following formula:

$$CR = \frac{U}{U + V + W + Y - \frac{Z}{U + V + Z} \times W - \frac{Z}{U + V + Z} \times Y}$$

where,

U = number of completed interviews

V = refusal by qualified respondents

W = no answer, busy, not at home

Y = refusal before determination

Z = not eligible, no qualified respondent in household

This formula uses the number of completed interviews as the numerator of the fraction. The denominator is the sum of 1) completed interviews, 2) refusals by eligible respondents, 3) no answers, busies, not at homes, and 4) refusals before determination of eligibility, less the portion of 3) and 4) that were estimated to be ineligible for inclusion in the study.

The estimator for determining the number of ineligible respondents among the no answers, busies, not at homes and pre-eligibility determination refusals is obtained by dividing the number of ineligible respondents by the sum of the respondents whose eligibility is known -- completed interviews, refusals by qualified respondents and the ineligible respondents. The appropriate portion of these non-reached groups was subtracted from the denominator in the completion rate formula.

This is a conservative formula for computing completion rate because a large portion of the numbers to which the above estimator was applied were no answers after repeated calls. In fact, many of these are non-working or disconnected numbers which did not have an automatic recording attached to them advising the caller of the status of that number. In addition, some of these no answers were doubtless business phones which were not answered during the evening hours and weekends when the interviewing was done.

4.3 Data Used in Calculation of Completion Rates

Overall completion rates were calculated for the NPS samples, PS sample, and PS subsamples as well as for the portion of each sample and subsample obtained during the original callback procedure. (See Section 2.7 for a discussion of original versus modified callback procedures.)

The data used for calculating the overall completion rates and completion rates during the original callback procedure for the NPS samples and PS sample appear in Appendix A-8. The data used are detailed analyses of the final results of the calls attempted during both the original and modified procedures for each sample and subsample, and detailed analyses of the final results of the calls attempted during only the original callback procedure for each sample and subsample.

4.4 Obtained Completion Rates

The obtained completion rates appear in Table 4-1. The completion rates for each sample and subsample during the original callback procedure are tabled along with the percentage of each sample and subsample obtained during the original procedure. Almost 80 percent of the total number of questionnaires were administered during the original procedure, and completion rates ranged from .63 for the NPS samples to .76 for the Air Force female subsample. The overall completion rates, those based on data collected during both the original and modified callback procedures, ranged from .61 for the NPS samples to .74 for the Air Force male subsample.

However, 72 percent of the NPS individuals who were screened and found eligible for inclusion in the study were interviewed; 82 percent of the PS individuals who were screened and found eligible for inclusion in the study were interviewed.

TABLE 4-1. SAMPLE AND SUBSAMPLE COMPLETION RATES, CALCULATED OVERALL
AND FOR ORIGINAL CALLBACK PROCEDURE

<u>SAMPLE</u>	<u>COMPLETION RATE DURING ORIGINAL PROCEDURE</u>	<u>PERCENTAGE OF SAMPLE OBTAINED DURING ORIGINAL PROCEDURE</u>	<u>OVERALL COMPLETION RATE</u>
<u>Prior Service</u>	<u>.74</u>	<u>75</u>	<u>.71</u>
Army males	.75	82	.71
Air Force males	.75	82	.74
Navy males	.73	74	.70
Marine Corps males	.71	71	.69
Army females	.73	62	.72
Air Force females	.76	59	.73
Navy females	.69	66	.67
<u>Non-Prior Service</u>	<u>.63</u>	<u>84</u>	<u>.61</u>

5.0 QUESTIONNAIRE DESIGN

5.1 Overview

This section briefly describes the essential tools used for collecting the data in this study: the screeners and questionnaires. Examples of the NPS and PS screeners and questionnaires appear in Appendix B of this volume.

5.2 Screeners

The screeners were used for establishing the eligibility of a respondent to participate in the study. Demographic data used to determine eligibility were also included in the study data.

Two basic screener versions were used in the present study, one for the NPS samples and one for the PS sample.

5.2.1 Screener for Non-Prior Service Samples

The NPS screener was used to determine the eligibility of a respondent to participate in the study. It was also needed to guide the interviewer's selection of a respondent in households with more than one eligible individual to obtain samples balanced for age and sex. In using the screener, the interviewer determined the number, ages, and sex of all eligible respondents in a household as well as the age, sex, and educational level of the selected respondent.

Two systematic selection procedures were incorporated into the screeners: one for selecting a respondent of the proper sex, and one for selecting a respondent of the proper age level. A male was selected more often in a household containing eligible members of each sex than an eligible female, since the population of eligible females is greater than that of eligible males. A

detailed algorithm was also developed to guide the selection by age among eligible respondents of each sex to yield an even distribution of the different age levels in the sample.

After a respondent was selected, additional screener questions were used to eliminate those respondents who are Veterans, are currently in the Active services or Reserve components, or are awaiting basic training. Another algorithm was used to replace such respondents in the contacted household, if more than one eligible respondent was available.

5.2.2 Screeners for Prior Service Sample

The Prior Service screener verified the eligibility of the respondent designated on the basis of the DMDC tape by asking questions regarding:

- . Current military status
- . Time in military service
- . Month and year entered military service
- . Month and year released from military service

Additional information collected on the screeners included age, sex, educational level, and the branch of the military in which the individual served.

5.3 Questionnaire Versions

The present study required two basic versions of the questionnaire, one version for the NPS samples and one version for the PS sample.

The PS version differed from the NPS version largely in the inclusion of certain service-related questions; the omission of some questions which were inappropriate for PS individuals; and the inclusion of less advertising and social influencer questions. These differences are discussed in detail in Section 5.6, Questionnaire Structure and Content.

5.4 Comparability of Questions

With the exception of those items just noted above, the questionnaires for the NPS samples and PS sample covered the same topics. Identical wording was used in both versions.

5.5 Questionnaire Length

The questionnaires went through two major drafts in the design process: a modification of the questionnaires used in the baseline study, with some shifts in emphasis; and a refinement and sharpening of the wording, and a lessening in the emphasis of some content areas to meet the interview length constraints. Interview length was limited to one-half hour.

Throughout the questionnaire design phase of the project, Associates met with and was in telephone contact with DoD personnel for guidance and approval of the changes and shifts in emphasis.

5.6 Questionnaire Structure and Content

The final versions of the questionnaire were developed on the basis of the baseline research (ARB, 1978 - 1979), analysis of the focus group results, and current recruitment concerns. A number of scales were carried over from the 1978 - 1979 research and enhanced by addition of related questions in order to increase the reliability of measurement. Additional questions were developed to focus on issues highlighted during the focus group sessions.

The various sections of the NPS questionnaire included items on:

- . Enlistment propensity, including propensity to enlist in each National Guard and Reserve component and in the Active Military; health problems which might prevent enlistment; behavioral intentions related to enlistment; and propensity to enlist under a reduced commitment and varying levels of cash bonuses and educational benefits.

- . Demographic factors, including educational history; family history; and personal history.
- . Employment factors, including employment history; company policy toward Guard/Reserve participation; supervisor attitudes toward Guard/Reserve participation; and the relationship between Guard/Reserve service and civilian jobs.
- . Social factors, including contacts with career military personnel; the influence of peers; sources of social support for enlistment; and perceived social support for enlistment.
- . Knowledge and Advertising Awareness, including knowledge of length of enlistment and length of basic training; perceived similarity between military components; and ad recall, recall of ad content, and recall of military service sponsoring ad.
- . Political Considerations, including perceived degree of military danger to the U.S.; feelings toward Draft Registration under varying conditions; perceived response to draft calls; and feelings toward a National Service Requirement.
- . Psychographics and Attitudes, including amount of free time; preferred spare time activities; military-related attitudes; attitudes toward women in the military; attitudes toward feminism; and other attitudes related to the need to be with others and feelings of control/stability.

- . Situational Considerations and Achievability of Life Goals, including the likelihood and evaluation of certain situations occurring in the Guard/Reserve; and the importance and achievability of various life goals.

The various sections of the PS questionnaire included items on the above factors except that some questions were omitted and some content areas were diminished in emphasis. In addition to the factors described above, the PS questionnaire contained items on:

- . Military History, including branch of service, highest grade attained; and month and year entered and released from service.
- . Attitudes toward Military Service, including satisfaction with MOS, Specialty, or AFSC; perceptions of importance of promotion on reenlistment; feelings toward the treatment of women in the service; and perceptions of the utility of the military experience in civilian life.
- . Contact with Guard/Reserve, including discussions with career counselors, receipt of recruiting literature; and behavior related to seeking out local Guard/Reserve unit.

The question sequence was structured so that the simplest factual information was asked first, with the more difficult or sensitive information coming later in the interview. Care was also taken with the placement of questions in the interview so that answers to a particular question did not bias answers to subsequent questions (e.g., the initial propensity measure was positioned prior to any other military-related questions).

Every effort was made to keep the questions as brief as possible to facilitate respondent cooperation and interest. Simple conversational language was used, to aid in respondent comprehension.

Finally, special attention was given to placing interviewer guides on the questionnaire. All the immediate information the interviewer needed to conduct the interview was contained on the questionnaire itself. After the initial training, then, the interviewer did not have to refer to another document, which would have interfered with the question flow and may have reduced respondent cooperation.

5.7 Questionnaire Pretests

Each version of the questionnaire was subjected to a two-stage in-house pretesting procedure. First, personal interviews were conducted to determine respondent comprehension of the questions. Second, telephone interviews were conducted to determine how well the questionnaire flowed on the telephone, and to assess the length of time required to administer the interview.

5.8 Analysis of Incomplete Questionnaires

A number of factors may cause a respondent to terminate a telephone interview, among which is the design and content of the questionnaire. Therefore, a detailed analysis of the termination point for incompleted interviews was performed. The data are shown in Appendix A-9.

Overall, the proportion of incompleted interviews to attempted interviews was reduced to .085 this year compared to .095 last year, a 10.3 percent reduction. Since an attempt was made this year to reduce the number of terminators by diminishing the length of certain lists of statements which were to be rated, an analysis was conducted to determine the percentage of terminators at these points in the questionnaire.

The results of the point of termination analysis indicate that less than half of the terminations occurred during a question requiring a list of statements to be rated. Compared to the percentage of respondents terminating at these points in the baseline study, these results represent an 11 percent and 33 percent decrease for the NPS samples and PS samples, respectively. The reduction of the length of these statement lists clearly had a substantial impact on the number of terminators.

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APPENDIX A

APPENDIX A-1

FURTHER DETAILS ON SAMPLING PROCEDURE FOR PRIOR SERVICE GROUP¹⁾

SAMPLING PROCEDURE

Using the Prior Service Military Available file created by DMDC, the following restrictions were applied and the sample population was defined:

- Date of separation was between Oct 1976 and March 1979.
- Active Duty Base date was greater than June 1973.
- Name, State and Zip Code was present.
- Mental category was 3 or above for males only.
- RE code was 1.
- ISC code was between 01 and 08.

A selection was then made by sex and service with the following populations available for sampling.

ARMY MALE	77684
NAVY MALE	27676
AIR FORCE MALE	23637
MARINE CORPS MALE	19758
ARMY FEMALE	8568
NAVY FEMALE	2447
AIR FORCE FEMALE	2237

The sample for males was drawn based on the distribution of the USAR Ready Reserve Force Strength CONUS - Feb. 1977. The sample for the females was drawn based on the actual distribution of the sample population.

1) From DMDC communication received 25 October 1979.

APPENDIX A-2

The procedure used for generating the NPS samples was as follows:

1. Approximately 2,000 paired sets of telephone numbers were randomly generated in the primary research study (see ARB, 1977 - 1978, Section 1.3.2).
2. These telephone numbers were retrieved and set up on computer file. Then the first set out of every four was systematically deleted to produce 1,500 sets (see ARB, 1978 - 1979, Section 1.4.1).
3. These 1,500 sets, or 3,000 telephone numbers, were retrieved for the present study and set up on computer file.
4. Each of the 3,000 telephone numbers was then increased by 200. For example, telephone number 555-555-5555 became 555-555-5755.
5. Next, the last two digits of each telephone number were deleted yielding an eight-digit stem.
6. One permutation of ten digits and one permutation of five digits were then generated. The set of ten digits were then paired with the set of five digits to create 50 two-digit numbers. An example of this process is given in Table A-2.1.
7. The set of 50 two-digit numbers were then arrayed in random fashion; the array appears in Table A-2.2.
8. The 50 pairs were then affixed to the first eight-digit stem to create 50 new telephone numbers. These first 50 telephone numbers constituted the first sampling block.

TABLE A-2.1. EXAMPLE OF RANDOM PROCEDURE FOR GENERATING DOUBLE
DIGIT SUFFIXES

Set of Five Random Digits

7
4
9
2
0

Set of Ten Random Digits

7
5
9
2
8
4
1
6
0
3

Two Sets of Digits Combined to Form Fifty Two-Digit Sets

77	47	97	27	07
75	45	95	25	05
79	49	99	29	09
72	42	92	22	02
78	48	98	28	08
74	44	94	24	04
71	41	91	21	01
76	46	96	26	06
70	40	90	20	00
73	43	93	23	03

TABLE A-2.2. THE SET OF RANDOMLY GENERATED SUFFIXES

48
27
77
49
03
06
96
25
07
91
41
05
94
42
46
99
01
22
47
26
95
44
92
71
78
02
73
43
28
20
08
93
75
45
79
40
74
76
21
04
29
98
24
72
97
00
90
09
70
23

9. The set of 50 two-digit numbers were then affixed to the second eight-digit stem to produce the second block of 50 telephone numbers.
10. This procedure was followed until 3,000 blocks of 50 telephone numbers were generated. Each of the 150,000 numbers was a unique number.
11. The 50 telephone numbers in each block represented the target number plus 49 backups. In the baseline study, a sampling block consisted of 100 telephone numbers: one target number plus 99 backups. However, an analysis of the dialing outcomes indicated that dialing attempts did not proceed past the fiftieth number in 88.5 percent of the blocks. Therefore, smaller, more efficient sampling blocks (blocks of 50 numbers) were constructed for the present study.
12. The quota for the NPS samples was 2,500 interviews (1,500 NPS males, 1,000 NPS females). The first 2,500 generated blocks, then, represented both NPS samples. However, since it was expected that approximately 11.5 percent of the blocks might be exhausted prior to yielding an interview, the additional 500 blocks were generated to serve as replacement blocks.
13. To complete the two NPS samples, one interview had to be completed within each of the first 2,500 blocks. Thus, interviewing started with the first, or target number in each block and proceeded sequentially until a completed interview was obtained. The first block to contain a large proportion of unusable numbers (e.g. business numbers and dead numbers) was replaced with the 2,501th block. The second block exhausted before yielding a completed interview was replaced with the 2502th block. This procedure was followed for replacement of all exhausted sampling blocks.

14. Close to what was anticipated, about 14.9 percent of the original blocks needed replacement. However, about 23 percent of the replacement blocks needed further replacement. This increase in exhausted blocks is probably a function of the modified callback procedures implemented toward the end of the data collection period (see text).

APPENDIX A-3

The procedure used to draw each PS subsample from the names supplied by DMDC was as follows:

1. The names were sorted by state.
2. Within state, the names were arranged by zip code in ascending order.
3. Every nth name was selected within each particular state in order to maintain the relative contribution of each state to the total sample. Every nth name was designated as a potential target respondent.
4. Backup names were selected at the same time as the potential target names. Between three and seven names were chosen as backups for each potential target person.¹⁾ The names situated after each nth name were used as backups for that particular nth name, thus maintaining the state and zip code structure of the design.
5. Every potential target name plus its associated backups constituted a single sampling block.
6. The total number of sampling blocks constructed was three times the final quota needed.
7. The final sample (N = 2,000) was drawn by selecting every third sampling block.
8. The remaining sampling blocks were designated as replacement blocks. Since the replacement blocks also maintained the relative contribution of each state to the total sample, it was usually possible to replace an exhausted block with one from the same state, initially.

¹⁾ The availability of backup names varied as a function of the original number of subjects in each state.

9. To complete the PS sample, one interview had to be completed within each of the 2,000 target sampling blocks. Thus, interviewing started with the first, or target, name in each block and proceeded sequentially until a completed interview was obtained. Those target sampling blocks which were exhausted prior to yielding a completed interview were replaced with a replacement block from the same state, initially.
10. All of the replacement blocks were used. After the replacement blocks were exhausted, usable names (i.e., those with telephone numbers which were never tried) from same-state blocks that contained completed interviews were combined to form new blocks. If it was not possible to form new blocks with names from the same state, names from contiguous states were used.

APPENDIX A-4

Copies of the Interviewer Instruction Guide (NPS questionnaire), Interviewer Instruction Guide (PS questionnaire), and Supervisor Instruction Guide are given in Sections A-4.1, A-4.2, and A-4.3, respectively.

THE ENLISTMENT STUDY

The Enlistment Study is attempting to determine the attitudes NPS and Veteran men and women have toward the National Guard and Reserves as well as other related factors. It is a tracking study; that is, it is done each year to see how peoples' attitudes change over time. This is the third year in a row that Associates and Valley Forge Information Services are working together under the general auspices of the Department of Defense. We hope that this year's effort will be even more successful than the previous year.

The Enlistment Study will run from October through December. It is collecting data from 4500 respondents. The respondents are grouped into two general samples:

2500 -- NPS respondents. NPS, or Non-Prior Service, means that these respondents have never been in military service. The WHITE questionnaire will be used for the NPS sample.

The NPS sample will consist of 1,500 males and 1,000 females. The same questionnaire is used for both sexes. Each screener indicates which sex to ask for in a particular household. There are 12 versions of the screener, and if these are used randomly, we will automatically end up with the desired number of males and females.

2000 -- Veterans. Veterans have been in active service and are presently in inactive status. They have not yet been formally discharged from the military. The YELLOW questionnaire will be used for the Veterans sample.

The Veterans sample consists of 7 subsamples: Army males, Army females, Air Force males, Air Force females, Navy males, Navy females, and Marine males. The quotas for each subsample are automatically filled by completing one interview from each Veteran Call Record Packet.

The WHITE questionnaire for the NPS sample and the YELLOW questionnaire for the Veterans sample are different. Likewise, the Call Record Packets for the NPS and Veterans samples are different. Therefore, there are separate instruction guides to be used for the two samples.

INTERVIEWER INSTRUCTIONS FOR NPS QUESTIONNAIRE

I. CALL RECORD PACKET INSTRUCTIONS

There are 50 telephone numbers in each Call Record packet. It is necessary to obtain one and only one interview from each packet.

The telephone numbers are printed on connected, perforated sheets. The sheets are not to be separated or torn apart. The phone numbers in each sample pack have been consecutively numbered from 1 to 50. If the sheets or a section becomes detached, staple them back together.

Interviewing must begin with the first number. This is the target number. The other 49 numbers are back-ups. The second number cannot be called until the first number is completely exhausted. Likewise, no other numbers may be tried until each number before it has been exhausted. A telephone number becomes exhausted when (1) the call result is coded as numbers, 1-12 (see Call Result Codes below); (2) the call result is coded with letters in all four result rows (i.e., the telephone number has been tried unsuccessfully four times); or (3) when a completed interview (coded 13) is obtained from that number. When a completed interview is obtained from a Call Record Packet, the entire Packet is retired from the field.

For each call made to a number, it is necessary to record the date, time of day, your interviewer identification number, and the final result of the call.

Call Result Codes are as follows:

- ✓ NA - No answer
- ✓ BY - Busy
- ✓ CB - Callback; either the respondent answered, was busy and asked you to call back later or someone else answered and said the respondent was not available and asked you to call back later. If this occurs, record the date and time of day at which you were requested to call back next to CB 1. If this occurs again, record the information next to CB 2. A callback to this number must be made at the time you were requested to do so.
- OE - Other Effective Number; someone answered and gave you another number where the person may be reached. If this occurs, record the new number given to you next to OE. Then immediately call this number.
- 1 - Non-working number
- 2 - Disconnected number
- 3 - Business number
- 4 - OMITTED
- ✓ 5 - Refusal by someone else; someone other than the respondent answers and refuses to let the target person be interviewed. *Do not accept refusal.*
- ✓ 6 - Refusal by respondent; the respondent refuses to be interviewed.
- ✓ 7 - Other (specify: language barrier, etc.)
- ✓ 8 - Terminate screener; 1a, age.
- ✓ 9 - Terminate screener, 1h, past military service
- ✓ 10 - Terminate screener, 1i, awaiting basic training
- ✓ 11 - OMITTED
- ✓ 12 - Incomplete interview — the respondent begins the interview, but then refuses to finish it. A "12" is recorded as the Call Result. However, in addition to recording the result, indicate next to the result the number of the LAST QUESTION answered and circle it. In the case of a question with a long list of statements, indicate also the letter of the LAST STATEMENT answered. For example:

RESULT
 12 (35)

- ✓ 13 - Completed interview

When a dialed number results in a recording which gives you a new number in the same area code and ~~exchange~~ as the original number dialed, the original number should be crossed out and the new number is to be written under "Other Phone", this number may be used.

If the call result is a number (i.e., between 1 and 12), the telephone number has been exhausted and the next number may be called. Remember to move on only to the next number. The numbers in the Call Record Packet have to be called in sequential order so as not to bias the results of the study.

If the call result is 13, you have a completed interview and are finished with this Call Record Packet. Move on to another Call Record Packet.

If the call result is NA or BY, the number must be called back on another day at another time. If the new result is NA or BY, the number must be called back on the weekend at another time. If the call result is NA or BY and you were already calling on the weekend, you do not have to wait until the following weekend to call back. Call back on another day at another time. However, when the result is NA or BY, the number has not yet been exhausted so do not move on to the next number.

Instead, work on another Call Record Packet and return to this one the next day. If after four calls you have not reached anyone at a given number, you may consider it exhausted and move on to the next number.

Even if a series of 10, 20 or more numbers continue to be non-working numbers, you may not give up and move on to a new Call Record Pack. You must continue through this Call Record Packet until you obtain an interview or until all 50 numbers have been exhausted.

II. SCREENER INSTRUCTIONS

- Q #1a -- If there are no young men or women in the household between the ages of 17½ and 26, terminate the interview. Put an 8 in the RESULT column on the call record. (For a listing of all call record result codes, refer to "CALL RECORD PACKET INSTRUCTIONS.")
- Q #1b -- If there are young men or women in the household, q. 1b will determine the number of men living in the household.
- Q #1c -- List names and ages of all men in the household. List name and age of the youngest man first, the next older man second, and so forth until all men have been listed. The correct ordering is critical to choosing the correct respondent. Be very careful to do the listing correctly.
- Q #1d -- If there are young men or women in the household (#1a), q. 1d will determine the number of women living in the household.
- Q #1e -- List names and ages of all women in the household. List name and age of the youngest woman first, the next older woman second, and so forth until all women have been listed. The correct ordering is critical to choosing the correct respondent. Be very careful to do the listing correctly.
- Q #1f -- If there are only men or only women in the household (q. 1c and 1e), look at the appropriate box (where it states "Interview person #") to ascertain who to interview. For instance, if q. 1c looks like this:

NAME		AGE	IF NUMBER IN HH IS:	MALE SELECTION BOX INTERVIEW PERSON #
1.	John	19	1	1
2.	Frank	20	2	1
3.	Harry	22	3	2
4.			4	2
5.			5	3
6.			6	3
7.			7	4

There are three males in the household eligible for the interview. Read the number across from 3 (under "IF NUMBER IN HH IS:") listed in the column, "INTERVIEW PERSON #." That number is 2. Therefore, you would circle person number "2" and ask to speak to Frank. Always ask for the respondent by name.

If there are both males and females eligible for the interview, see the box at the bottom of the page to determine which respondent to select.

If the respondent is not home, DO NOT INTERVIEW ANYONE ELSE! Ask for a time when he/she can be reached, write this information in CB 1, and record CB in the RESULT column on the call record. Call back at the stated time.

- Q #lg — Since it is possible to be speaking with someone in the household other than the selected respondent, it will be necessary to reread the introduction once the selected respondent is on the telephone. This is immediately followed by asking the respondent his/her age.
- Q #lh — If the previously selected person doesn't qualify to continue on to the questionnaire, return to the selection box to determine who is next to screen. Determine the new number of eligible respondents in the household by excluding the person who didn't qualify. Then read across to the selection box to find the next person to be interviewed.

For instance, in the example mentioned above, Frank might turn out to be ineligible because he responds "yes" to q. lh. Cross through the circle next to Frank (see example below). There are two more eligible males in the sample. Reading across from 2 (number in HH), you see that you are to interview person #1. Circle person #1 and ask for John. Use a new screener and start with q. lg.

NAME		AGE	IF NUMBER IN HH IS:	MALE SELECTION BOX INTERVIEW PERSON #:
1	John	19	1	1
2	Frank	20	2	1
3	Harry	22	3	2
4			4	2
5			5	3
6			6	3
7			7	4

If there is no other member of the same sex who is eligible, ask to speak to a person of the opposite sex: check box to see which person to interview by finding the number in the household and reading across to the number of the person to be interviewed.

The procedure mentioned above is the same for q. li when the respondent turns out to be ineligible.

- Q #lj — If the respondent qualifies to be interviewed (i.e., answers "no" to lh and li), determine the last year of school or college he/she completed.
- Q #lk — Do not read this question. Check appropriate box and fill in the appropriate information (RESPONDENT, ADDRESS, ETC....). Then proceed to give the interview to the respondent.

15- [unclear]
[unclear]

Placement of Used Screeners

Screeners for completed interviews will be stapled with the completed interview to the front of the sample page from which it is obtained.

Screeners for households in which a call back must be made will be stapled to the back of the sample page from which they are obtained.

Terminated screeners will be stapled to the back of the last page of the sample pack in the same sequence as numbers dialed.

III. GENERAL INSTRUCTIONS FOR QUESTIONNAIRE

1. Read each question exactly as it is worded. Never read words which are all CAPITALIZED; those are interviewer instructions. Do not read the responses for any questions that end in question marks (such as questions 2 and 3). The answers should be read when the question ends with a colon (:) — such as questions 7b, 7c and 9, and the answers are punctuated for your convenience.

Never read "don't know" or "not applicable" responses. "Don't know" is only to be used when respondent cannot answer the question and tells you that he/she does not know. However, you should attempt to obtain an answer to a question by repeating the question and/or the response alternatives. For instance, if in question 8a, the response is "oh, gee, I don't know, it's different every week", you should repeat the question and emphasize that you want the number of hours that the respondent usually works. Use discretion with probes. Do not antagonize the respondent by over-probing. "Not applicable" is not to be marked on the questionnaire by the interviewer. "Not applicable" applies to a question that is not relevant to a respondent. A question is not relevant if the interviewer has an instruction to skip to a certain question. For example, if the respondent answers "yes" to q. 2, the interviewer does not ask q. 3. After the questionnaire has been completed, the field editors will check off all of the "not applicable" responses.

2. Be sure that skip patterns are followed exactly. In this way, the interview will run smoothly and sound sensible to the respondent.
3. If a word in a question is underlined, this means that you should emphasize that word when reading the question.
4. When marking responses for long series of statements, such as in q. 30, be extremely careful to put the "x" on the appropriate line. There should be one and only one "x" per line. When marking any question, always use "x's" and not check marks.
5. Generally, in questions such as #30 where there are long lists of statements, be sure to repeat answers after the first few items. After that, repeat the alternatives about half way down the list. For example, in q. 28, the interviewer might say "... I've always liked the idea of wearing a uniform ..., would you strongly agree with that statement, somewhat agree, etc....?"

On specified questions, it will be necessary to probe for an answer from the respondent. For example, in answering q. 30a, the respondent might say "yes." In this case, the interviewer should probe for the appropriate response by saying "Would that be that you like snow-skiing very much or like it a little bit?"

6. When answers must be written in, such as in q. 6b, next to the responses "engineer" and "double major or other", please write legibly. Never put an "x" next to a category that the respondent does not specifically name. For instance, if the respondent says his/her major is Sociobiology, mark "other" and write out the response. Do not put this in the categories of "Sociology" or "Biology."
7. Throughout the questionnaire, "Guard/Reserve" is often substituted for "the National Guard or Reserve." This phrase (Guard/Reserve) should be read: "the Guard or Reserve."

IV. SPECIFIC QUESTIONNAIRE INSTRUCTIONS

Always read the first paragraph ("Your household ...") to each respondent.

- Q #2 -- If the respondent is attending school, skip to q. 4.
- Q #3 -- Ask only those respondents who said "no" in q. 2. If "no" in q. 3, skip to q. 7a.
- Q #4 -- Notice that in this question there are two alternate wordings (indicated by slashed phrases). Read "What type of school are you attending" if the respondent said "yes" in q. 2. Read "What type of school are you planning to attend" if the respondent said "yes" to q. 3. Note that if the respondent answers vocational, two-year, four-year, skip to q. 6a. If the respondent answers graduate or professional school, skip to q. 6b. If he/she answers "don't know", skip to q. 7a.
- Q #5a -- Ask only those respondents who are attending/planning to attend high school. If "yes" or "don't know", skip to q. 7a.
- Q #5b -- Ask only those respondents who say "no" to q. 5a. After asking this question, skip to q. 7a.
- Q #6a -- This question refers to how many courses per semester, not how many "hours." If the respondent answers "15" (an unlikely number of courses) the interviewer should probe "15 courses or 15 hours? We want the number of courses you are taking."
- Also note that we want the number of courses in one semester. If the number given by the respondent is 6 or more, always probe to make sure he/she is specifically referring to courses per semester.
- Q #6b -- Notice that in this question, there are a number of alternate wordings (indicated by slashed phrases).
- "What is your major?" should be asked of current students.
- "What was your major?" should be asked of graduates.
- "What will be your major?" should be asked of those planning to attend school.
- Obviously, it will be necessary to be aware of how the respondent answered q. 2 and q. 3 in order to ask q. 6b properly.
- You should not make any interpretations of responses to this question. As noted previously, a response such as "Biochemistry" should be written out next to the "double major or other" category; Chemistry or Biology should NOT be marked.
- If the respondent says "engineer", probe for what type of engineer he/she is; type MUST be specified.

Q #6c — Notice that in this question, there are two alternate wordings (indicated by slashed phrases).

Read "Are you using ..." to those who are currently attending school.

Read "Will you be using ..." for those who are planning to attend school.

Read "Did you use any kind of financial assistance" to those who are in graduate or professional school. Notice that this third alternate wording is not written into the question. Please try to remember the third wording and use it when appropriate.

Q #7a — Ask of all respondents. If respondent says "no", skip to q. 11.

Q #7b -- Ask only those respondents who are employed ("yes" in q. 7a).

and
Q #7c In case the respondent is confused about the difference between q. 7b and q. 7c, you should be clear about the distinction between these two questions (it is possible that the respondent will think he is being asked the same question twice). Q. 7b refers to the whole company (such as the sum of all employees in all branches of a bank). Q. 7c refers to the particular office/store/factory that the respondent works in (such as the particular branch of a bank). Note that in many cases, the number in 7b and 7c may be the same (such as for the person who works in a store that is not a part of a chain). You may use this example in explaining the difference to the respondent.

If the distinction is still unclear to the respondent, tell him/her that q. 7c refers only to those at the street address where he/she works.

Q #8a -- Write in the exact number of hours per week in the space next to the question. If the respondent works 49 hours or more, skip to q. 9.

Q #8b — Ask only those respondents who work 48 hours or less.

Q #9 -- Ask all employed respondents.

Q #10 -- Do not read the responses. Put an "X" next to the appropriate category. For example, if the respondent answers "eleven and one-half months" put an "X" next to the 1-5 year category.

NOTE: AFTER ASKING THIS QUESTION, SKIP TO Q. 12.

Q #11 — Ask only those respondents who are not currently employed.

Q #12 — Ask of all respondents, regardless of whether they are currently employed.

Q #13a -- Always ask q. 13 a, b, and c first.

thru
Q #13j For statements 13d through 13i, always ask the starred item first. Then read down the list to the end (i). Return to the beginning of the list and read down until all have been asked. For instance, if item "f" is starred the interviewer should ask the statements in this order: f, g, h, i, d, e, j. Notice that statement j is always asked last.

Q #14 — Read the stem ("Have you ever"), then read each statement and obtain an answer. It is not necessary to read the stem before each statement.

Q #15a — If "no" or "don't recall", skip to q. 16a next.

Q #15b -- Ask only those respondents who said "yes" to q. 15a. The "N/A" under q. 15b means "not applicable." This column is not for interviewer use.

You must read all the categories under q. 15b (mother, father, spouse, etc.) before asking q. 15c. Do not jump back and forth from q. 15b and q. 15c for each item.

Q #15c -- For each "yes" in q. 15b, q. 15c is asked and marked appropriately (1, 2 or 3). For each "no" in q. 15b, q. 15c is not asked. The interviewer should mark an "8" (Not applicable, N/A) for each "no."

Q #16a -- Ask of all respondents. If "no" or "don't know", skip to q. 17.

Q #16b -- Ask only those respondents who said "yes" in q. 16a. Be sure to mark down all answers mentioned by the respondent.

NOTE: This question is NOT concerned with the number of ads the respondent has seen but rather the different services the respondent has seen ads for.

Q #16c -- Be sure to mark down all responses mentioned by the respondent.
and
Q #16d

Q #17 -- If "Jobs or Training" was mentioned in q. 16d, read what is in parentheses as part of the question. Otherwise, do not read what is in parentheses, but read the rest of the question.

Q #18 -- Be sure to emphasize the words "you" and "your" in this question to make a clear distinction between what was asked for in q. 17 and q. 18.

Q #19 -- Notice that this question is stated "IF you were to consider" This will be a hypothetical situation for some respondents. If the respondent comes back with "I'd never, never join" you should say something like "Yes, I understand .. but IF you were to consider"

Q #20 -- Refers to actually applying to join.

Q #21 -- This question refers to a health problem the respondent thinks might prevent him/her joining. If they say "I don't know ... what health problems keep you out of the service?", reread the question emphasizing "you think."

Q #22 -- If "yes" in q. 21, read what is in parentheses as part of the question. Otherwise, do not read what is in parentheses, but read the rest of the question. Again, we are interested in what they think.

Q #23a -- Notice "(NAME UNIT)" at the end of the question. The units are "Active Militia" and "National Guard/Reserves" so you will read the question ("For how long twice.

Q #23b -- As in q. 19, this is a hypothetical situation. We want to know how likely they would be to enlist if they had to sign up for only two years.

Q #24 -- In the unlikely event that the respondent should ask whether active duty means Basic Training (BT) or Advanced Individual Training (AIT) or both, tell them to want the period of time for both (added together -- the total time).

Q #25 -- "ITEM" refers to statements a, b and c. You should get three separate answers, one for each item.

Q #26a -- These questions are asked of all respondents regardless of whether they are thru employed.

Q #26c Notice that below q. 26c there is an instruction to the interviewer to skip q. 27a-d if the respondent is not employed. You should look back to page 2 for the response to q. 7a in order to make sure of how to procede. Be careful! Do not risk a) antagonizing the respondent by asking inappropriate questions, or b) losing valuable information by skipping questions that are appropriate.

Q #27a -- Ask only those respondents who are employed.

Q #27b -- Notice that these questions are asked of all employed respondents, regardless and of their answer in q. 27a. If the respondent answers "no" or "don't know" in Q #27c q. 27c, skip to q. 28.

Q #27d -- If the respondent says that he/she has talked to more than one supervisor, ask for the feelings of the supervisor in the most recent conversation the respondent had.

Q #28 -- Read the answers ("Strongly agree, somewhat agree, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement. "DK's" should be written in next to the appropriate row if no answer can be obtained.

Q #29 -- Emphasize that the question refers to a normal week in the respondent's life.

Q #30 -- Read the answers ("Like very much, like a little, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Q #31 -- Emphasize that the question refers to the next six months.

Q #32 -- Emphasize the importance of each reason to the respondent personally.

Q #33 -- Be sure to emphasize the word "or" when reading this question. Read it slowly and carefully so respondents are able to understand that you want them to think of two situations (the Guard/Reserve versus another part-time activity) and compare them for the likelihood of offering the characteristics in the list (a through f).

Q #34 -- Read the answers ("Likely to occur, unlikely to occur") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Be sure to read the question slowly and carefully. The respondent may need to be reminded of the initial part of the question because the list of statements is quite long.

Q #35 -- Read the answers ("Like very much, like somewhat, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Be sure to read the question slowly and carefully. The respondent may need to be reminded of the initial part of the question because the list of statements is quite long.

Q #36a -- Notice that this question refers to a draft requirement for males only. Q. 36b refers to a requirement for both males and females.

- Q #36b — Notice that this question refers to a draft requirement for both males and females.
- Q #36c — Refers to a draft requirement for both men and women in addition to participation in a mandatory national service.
- Q #36d — Do not read "other" or "don't know." An answer such as "I'd go to Canada" belongs in the other category. (Remember to write legibly when writing in responses next to "other.")
- Q #37 — If the respondent says "neither", reread the response categories. Try to get the respondent to choose the answer closest to what he/she thinks.
- Q #38 — Read the answers ("Strongly agree, somewhat agree, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement. "DK's" should be written in next to the appropriate row if no answer can be obtained.
- Q #39a — Notice that these questions are only asked of females. If the respondent is and male, skip to q. 40.
- Q #39b
- Q #40 — "ITEM" refers to statements a, b and c.
- Q #41a — Self explanatory
- Q #41b — If the respondent is single, widowed or divorced, skip to q. 41d. If separated, skip to q. 42.
- Q #41c — Ask only those respondents who are married.
- Q #41d — Ask only those respondents who are single, widowed or divorced.
- Q #42 — This question refers to the respondent. If the respondent says his/her parents own the home, "no" should be marked.
- Q #43 — Refers to the education of the respondent's primary male guardian whether he be the biological father, stepfather, adopted father, grandfather, etc. What's important is that you get information about the male guardian who was present for most of the respondent's childhood.
- Q #44a — If the respondent answers "no one place" or some combination of places, try to obtain an answer by probing for where he/she lived most of their first ten years. Don't forget to emphasize "most" when you initially read the question. If the respondent still cannot place him/herself in one of the categories (after probing), mark "no one place" and skip to q. 45a.
- Q #44b -- Be careful to place an "X" next to the appropriate category. For example, if the respondent says "150 thousand", place an "X" next to the "100,000 to 499,999" category.
- Q #45a -- Be sure to emphasize the word "career." If the respondent answers "no" or "don't know", skip to q. 45c.
- Q #45b -- Ask only those respondents who say "yes" in q. 45a. We are looking for the respondent's opinion. Do not permit the respondent to go ask a relative these questions. Tell the respondent we only want his/her opinion.
- Q #45c — If "no" or "don't know", skip to q. 46. Emphasize "career."

- Q #45d — Ask only those respondents who said "yes" to q. 45c. Notice that the question allows for multiple answers. Mark an "X" next to all answers mentioned by the respondent.
- Q #46 — Refers to the education of the primary female guardian during most of the respondent's childhood whether she be the biological mother, stepmother, adopted mother, grandmother, etc.
- Q #47 — Notice that the question is phrased "Excluding yourself" Be sure that the respondent only means dependents other than her/himself.
- Q #48 — Emphasize "during your high school years."
- Q #49 — "ITEM" refers to statements a, b and c. Read each separately starting with "do you feel ..." for statements b and c.
- Q #50a — If the respondent says "none", skip to q. 51a. Notice that the "none" category is after "six or more."
- Q #50b — Notice that the "none" category is after "six or more."
- Q #50c — Notice that this question is similar to q. 45d. However, q. 45d refers to brothers/sisters who were career military personnel. Q. 50c refers to any brothers/sisters serving in the military regardless of whether they were career military persons.
- Q #51a — Notice that you should pause after reading the first sentence. Give the respondent a little time to think of who those four friends are. If the respondent answers "no", skip to q. 52a.
- Q #51b — Ask only those respondents who said "yes" to q. 51a. Notice that the "none" category is after the four categories.
- Q #52a — Emphasize "those people closest to you."
- Q #52b — This question allows for multiple responses. Be sure to check all mentioned by the respondent.
- Q #53 — Do not read "other." If the respondent says "I'm not any of those, I'm Hungarian", write Hungarian next to the "other" category.
- Q #54a — If the respondent tells you his/her social security number right away, write the numbers in the spaces provided and put an "X" in the parentheses next to the 1. If the respondent can't remember, urge them to get it immediately. It's very important that we have the information. If the respondent is unable to obtain it or doesn't have a social security number, go to respondent name. If the respondent refuses or asks questions, go to q. 54b.
- Q #54b — If the respondent seems unduly concerned about giving his/her number, assure them that the information is confidential. If you still are unable to get the number, mark appropriate reason (can't find, refused, etc.) and go to "respondent name."

After reading q. 54b (if applicable), go to the respondent name, phone, address, etc. Write in this information accurately and legibly. Don't forget to put in your interviewer number.

THE ENLISTMENT STUDY

The Enlistment Study is attempting to determine the attitudes NPS and Veteran men and women have toward the National Guard and Reserves as well as other related factors. It is a tracking study; that is, it is done each year to see how peoples' attitudes change over time. This is the third year in a row that Associates and Valley Forge Information Services are working together under the general auspices of the Department of Defense. We hope that this year's effort will be even more successful than the previous year.

The Enlistment Study will run from October through December. It is collecting data from 4500 respondents. The respondents are grouped into two general samples:

2500 -- NPS respondents. NPS, or Non-Prior Service, means that these respondents have never been in military service. The WHITE questionnaire will be used for the NPS sample.

The NPS sample will consist of 1,500 males and 1,000 females. The same questionnaire is used for both sexes. Each screener indicates which sex to ask for in a particular household. There are 12 versions of the screener, and if these are used randomly, we will automatically end up with the desired number of males and females.

2000 -- Veterans. Veterans have been in active service and are presently in inactive status. They have not yet been formally discharged from the military. The YELLOW questionnaire will be used for the Veterans sample.

The Veterans sample consists of 7 subsamples: Army males, Army females, Air Force males, Air Force females, Navy males, Navy females, and Marine males. The quotas for each subsample are automatically filled by completing one interview from each Veteran Call Record Packet.

The WHITE questionnaire for the NPS sample and the YELLOW questionnaire for the Veterans sample are different. Likewise, the Call Record Packets for the NPS and Veterans samples are different. Therefore, there are separate instruction guides to be used for the two samples.

INTERVIEWER INSTRUCTIONS FOR VETERANS QUESTIONNAIRE

I. CALL RECORD PACKET INSTRUCTIONS

There are 8 names and addresses in each Call Record packet. It is necessary to obtain one and only one interview from each packet. The telephone number for each name in the call record packet will be written below the address. If a telephone number was not obtained, "NL" (not listed) will be written next to the name. Names with NL's next to them are to be skipped.

The names are printed on connected, perforated sheets. The sheets are not to be separated or torn apart. The names in each sample pack have been consecutively numbered from 1 to 8. If the sheets or a section becomes detached, staple them back together.

Interviewing must begin with the first name which has a telephone number. This is the target person. The other 7 names are back-ups. The second name cannot be called until the first name is completely exhausted. Likewise, no other names may be tried until each name before it has been exhausted. A name becomes exhausted when (1) the call result is coded as numbers, 1-12 (see Call Result Codes below); (2) the call result is coded with letters in all four result rows (i.e., the telephone number has been tried unsuccessfully four times); or (3) when a completed interview (coded 13) is obtained from that number. When a completed interview is obtained from a Call Record Packet, the entire Packet is retired from the field.

For each call made to a person, it is necessary to record the date, time of day, your interviewer identification number, and the final result of the call.

Call Result Codes are as follows:

Still live telephone number — go to new packet:

NA - No answer

BY - Busy

CB - Callback; either the respondent answered, was busy and asked you to call back later or someone else answered and said the respondent was not available and asked you to call back later. If this occurs, record the date and time of day at which you were requested to call back next to CB 1. If this occurs again, record the information next to CB 2. A callback to this number must be made at the time you were requested to do so.

OE - Other Effective Number; someone answered and gave you another number where the person may be reached. If this occurs, record the new number given to you next to OE. Then immediately call this number.

Dead number — move on to next telephone number in packet:

- 1 - Non-working number
- 2 - Disconnected number
- 3 - Business number
- 4 - OMITTED
- 5 - Refusal by someone else; someone other than the respondent answers and refuses to let the target person be interviewed.
- 6 - Refusal by respondent; the respondent refuses to be interviewed.
- 7 - Other (specify: language barrier, hard of hearing, deceased, etc.)
- 8 - Terminate screener, 1a, non-Veteran
- 9 - Terminate screener, 1b, currently serving in the military
- 10 - Terminate screener, 1c, currently serving in the active reserves
- 11 - Terminate screener, 1d, 1e or 1f, length of time or period of time in the military
- 12 - Incomplete interview; the respondent begins the interview, but then refuses to finish it. A "12" is recorded as the Call Result. However, in addition to recording the result, indicate next to the result the number of the LAST QUESTION answered and circle it. In the case of a question with a long list of statements, indicate also the letter of the LAST STATEMENT answered. For example,

RESULT

12	986
----	-----

Retire packet from field:

- 13 - Completed interview

When a dialed number results in a recording which gives you a new number in the same area code as the original number dialed, the original number should be crossed out and the new number is to be written under "Other Phone", this number may be used.

If the call result is a number (i.e., between 1 and 12), the name has been exhausted and the next number may be called. Remember to move on only to the next name. The numbers in the Call Record Packet have to be called in sequential order so as not to bias the results of the study.

If the call result is 13, you have a completed interview and are finished with this Call Record Packet. Move on to another Call Record Packet.

If the call result is NA or BY, the person must be called back on another day at another time. If the new result is NA or BY, the person must be called back on the weekend at another time. If the call result is NA or BY and you were already calling on the weekend, you do not have to wait until the following weekend to call back. Call back on another day at another time. However, when the result is NA or BY, the name has not yet been exhausted so do not move on to the next name.

Instead, work on another Call Record Packet and return to this one the next day. If after four calls you have not reached the target person at a given number, you may consider it exhausted and move on to the next name.

II. SCREENER INSTRUCTIONS

Always write in the target person's telephone number on the line at the top of the page before dialing the number.

- Q #1a — If the person says he/she has never been in the military service, terminate the interview. Put an 8 in the RESULT column on the call record. (For a listing of all call record result codes, refer to "CALL RECORD PACKET INSTRUCTIONS.")
- Q #1b — If the person is currently serving in the military, terminate the interview. Put a 9 in the RESULT column of the call record.
- Q #1c — If the person is a member of the active reserves in paid drill status, terminate the interview. Put a 10 in the result column of the call record.
- Q #1d — If the person has been in the military for either less than two years or for six years or more, terminate the interview. Put an 11 in the RESULT column of the call record.
- Q #1e — If the respondent entered the military service either "before November 1973" or "November 1977 or after", terminate the interview. Put an 11 in the RESULT column of the call record.
If the respondent entered the military between November 1973 and October 1977, be sure to put both an "x" next to the appropriate month and an "x" next to the appropriate year.
- Q #1f — If the respondent was released from military service before November 1974, terminate the interview. Put an 11 in the RESULT column of the call record.
If the respondent was released from military service November 1974 or after, put an "x" next to the appropriate month and an "x" next to the appropriate year.
- Q #1g — If the respondent qualifies to be interviewed, determine the branch of military service he/she served in.
- Q #1h — Determine the respondent's age. Notice that the last category is for 41 years of age or more.
- Q #1i — Determine the last year of school or college the respondent completed. Notice that there are separate categories for one, two, three and four years of college. Four years of college is equivalent to graduating from college.
- Q #1j — Do not ask the respondent this question. Place an "X" next to the appropriate category for respondent's sex. Be very careful not to skip this question.

At the bottom of the page there is space for information about the respondent (name, address, etc.). If the respondent qualifies to be interviewed, do NOT ask for this information now. You will obtain it at the end of the interview and immediately copy the information onto the screener.

However, if the respondent was not eligible to be interviewed (Q. 1a, 1b, 1c, 1d, 1e, or 1f), obtain this information before terminating the interview.

In addition to writing the respondent information, write in your interviewer ID # and the sample segment from which the call was made. The sample segment can be found on the call record.

Placement of Screeners

1. Screeners for completed questionnaires should be stapled backside up to the front of the questionnaire. The questionnaire is then to be stapled to the front of the page of the Call Record Packet from which it was obtained.
2. Screeners for callbacks should be stapled to the back of the page of the Call Record Packet from which it was obtained.
3. Terminated screeners should be stapled to the back of the page of the Call Record Packet from which it was obtained. They will be in the same sequence as the names that were called.

III. GENERAL INSTRUCTIONS FOR QUESTIONNAIRE

1. Read each question exactly as it is worded. Never read words which are all CAPITALIZED; those are interviewer instructions. Do not read the responses for any questions that end in question marks (such as questions 2 and 3). The answers should be read when the question ends with a colon (:) — such as questions 7b, 7c and 9, and the answers are punctuated for your convenience.

Never read "don't know" or "not applicable" responses. "Don't know" is only to be used when respondent cannot answer the question and tells you that he/she does not know. However, you should attempt to obtain an answer to a question by repeating the question and/or the response alternatives. For instance, if in question 8a, the response is "oh, gee, I don't know, it's different every week", you should repeat the question and emphasize that you want the number of hours that the respondent usually works. Use discretion with probes. Do not antagonize the respondent by over-probing. "Not applicable" is not to be marked on the questionnaire by the interviewer. "Not applicable" applies to a question that is not relevant to a respondent. A question is not relevant if the interviewer has an instruction to skip to a certain question. For example, if the respondent answers "yes" to q. 2, the interviewer does not ask q. 3. After the questionnaire has been completed, the field editors will check off all of the "not applicable" responses.

2. Be sure that skip patterns are followed exactly. In this way, the interview will run smoothly and sound sensible to the respondent.
3. If a word in a question is underlined, this means that you should emphasize that word when reading the question.
4. When marking responses for long series of statements, such as in q. 30, be extremely careful to put the "x" on the appropriate line. There should be one and only one "x" per line. When marking any question, always use "x's" and not check marks.

5. Generally, in questions such as #30 where there are long lists of statements, be sure to repeat answers after the first few items until the respondent becomes familiar with them.

Sometimes it will be necessary to probe for a more focused answer from the respondent. For example, in answering q. 30a, the respondent might say "yes." In this case, the interviewer should probe for the appropriate response by saying "Would that be that you like snow-skiing very much or like it a little bit?"

For some questions (see "SPECIFIC QUESTIONNAIRE INSTRUCTIONS"), a probe will always be necessary. For example, q. 45d asks about relatives who are career military. After the respondent answers, you should always probe (ONCE): "Anyone else?"

6. When answers must be written in, such as in q. 6b, next to the responses "engineer" and "double major or other", please write legibly. Never put an "x" next to a category that the respondent does not specifically name. For instance, if the respondent says his/her major is Sociobiology, mark "other" and write out the response. Do not put this in the categories of "Sociology" or "Biology."

7. Throughout the questionnaire, "Guard/Reserve" is often substituted for "the National Guard or Reserve." This phrase (Guard/Reserve) should be read: "the Guard or Reserve."

8. You may encounter a situation where rounding numbers is necessary. Suppose you have categories "5-11 months" and "1 year to 5 years." The respondent answers "11 and one-half months." This number is between the two categories.

YOU SHOULD ALWAYS ROUND "UP."

In other words, put an answer that is between categories into the "larger" category. In the above example, the answer should be marked as "1 year to 5 years."

9. Whenever you encounter a question which contains a time period (such as q. 16b "... 2 years") and/or an important conditional statement (usually these start with "if ...") such as q. 16b ("... if you had to sign up for two years"), be sure to emphasize these phrases. Time periods and conditional phrases are critical to the respondent's correct understanding of the questions.

IV. SPECIFIC QUESTIONNAIRE INSTRUCTIONS

Always read the first paragraph ("Your household ...") to each respondent.

Q #2 -- If the respondent is attending school, skip to q. 4.

Q #3 -- Ask only of those respondents who said "no" in q. 2. If "no" in q. 3, skip to q. 7a.

Q #4 -- Notice that in this question there are two alternate wordings (indicated by slashed phrases).

Read "What type of school are you attending?" if the respondent said "yes" in q. 2.

Read "What type of school are you planning to attend?" if the respondent said "yes" to q. 3.

Note that if the respondent answers vocational, two-year, four-year, skip to q. 6a. If the respondent answers graduate or professional school, skip to q. 6b. If he/she answers "don't know", skip to q. 7a.

Q #5a -- Ask only those respondents who are attending/planning to attend high school. If "yes" or "don't know", skip to q. 7a.

Q #5b -- Ask only those respondents who say "no" to q. 5a. After asking this question, skip to q. 7a.

Q #6a -- This question refers to how many courses per semester, not how many "hours." If the respondent answers "15" (an unlikely number of courses) the interviewer should probe "15 courses or 15 hours? We want the number of courses you are taking."

Also note that we want the number of courses in one semester. If the number given by the respondent is 6 or more, always probe to make sure he/she is specifically referring to courses per semester.

Q #6b -- Notice that in this question, there are a number of alternate wordings (indicated by slashed phrases).

"What is your major?" should be asked of current students.

"What was your major?" should be asked of graduates.

"What will be your major?" should be asked of those planning to attend school.

Obviously, it will be necessary to be aware of how the respondent answered q. 2 and q. 3 in order to ask q. 6b properly.

You should not make any interpretations of responses to this question. As noted previously, a response such as "Biochemistry" should be written out next to the "double major or other" category; Chemistry or Biology should NOT be marked.

If the respondent says "engineer", probe for what type of engineer he/she is; type MUST be specified.

Q #6c — Notice that in this question there are three alternate wordings (indicated by slashed phrases).

Read "Are you using ..." to those who are currently attending school.

Read "Will you be using ..." for those who are planning to attend school.

Read "Did you use any kind of financial assistance" to those who have graduated from college and those who are in graduate or professional school.

Q #7a — Ask of all respondents. If respondent says "no", skip to q. 11.

Q #7b — Ask only those respondents who are employed ("yes" in q. 7a).

and
Q #7c — In case the respondent is confused about the difference between q. 7b and q. 7c, you should be clear about the distinction between these two questions (it is possible that the respondent will think he is being asked the same question twice). Q. 7b refers to the whole company (such as the sum of all employees in all branches of a bank). Q. 7c refers to the particular office/store/factory that the respondent works in (such as the particular branch of a bank). Note that in many cases, the number in 7b and 7c may be the same (such as for the person who works in a store that is not a part of a chain). You may use this example in explaining the difference to the respondent.

If the distinction is still unclear to the respondent, tell him/her that q. 7c refers only to those at the street address where he/she works.

Q #8a -- Write in the exact number of hours per week in the space next to the question. If the respondent works 49 hours or more, skip to q. 9.

Q #8b — Ask only those respondents who work 48 hours or less.

Q #9 -- Ask all employed respondents.

Q #10 -- Do not read the responses. Put an "X" next to the appropriate category. For example, if the respondent answers "eleven and one-half months" put an "X" next to the 1-5 year category (see #8 in the "GENERAL INSTRUCTIONS" section for the rounding rule).

NOTE: AFTER ASKING THIS QUESTION, SKIP TO Q. 12.

Q #11 — Ask only those respondents who are not currently employed.

Q #12 — Ask of all respondents, regardless of whether they are currently employed.

Q #13a — Always ask q. 13 a, b, and c first.

thru
Q #13j — For statements 13d through 13i, always ask the starred item first. Then read down the list to the end (i). Return to the beginning of the list and read down until all have been asked. For instance, if item "f" is starred, you should ask the statements in this order: f, g, h, i, / d, e, / j. Notice that statement j is always asked last.

Suppose statement "h" is starred. You would ask the statements in this order: h, i, / d, e, f, g, / j.

Q #14 — Read the stem ("Have you ever"), then read each statement and obtain an answer. It is not necessary to read the stem before the second statement.

- Q #15a — Notice that the second sentence is phrased "When you think of ...".
A respondent can answer this question regardless of whether they've actually seen military advertisements.
- Q #15b — Be sure to emphasize the words "you" and "your" in this question to make a clear distinction between q. 15a and q. 15b.
- Q #16a — Determine whether the respondent has ever actually applied to join the Guard/Reserve.
- Q #16b — This question refers to a hypothetical situation. We want to know how likely they would be to enlist if they had to sign up for only two years.
- Q #17a — Name appropriate service from q. 1g on the screener (e.g., Army, Navy, Air Force, Marines or Coast Guard).
- Q #17b
and — (For your own information, MOS means Military Occupational Specialty.
Q #17c AFSC means Air Force Specialty Code.)
- Q #18a — If the respondent says "E-1", "don't know" or refuses, skip to q. 21.
- Q #18b — If 7 months or more (answers 4 through 7), skip to q. 20. If "don't know", skip to q. 21.
- Q #19 — Only asked of those respondents who had a promotion within the last six months. After asking the question, skip to q. 21 next.
- Q #20 — Only asked of those respondents who received a promotion 7 months ago or more in q. 18b.
- Q #21 — Asked of all respondents.
- Q #22a — If "no" or "not sure", skip to q. 23a next.
- Q #22b — Emphasize the word "first."
- Q #22c — Refers to general value of any or all such discussions.
- Q #23a
and — Emphasize "civilian life."
Q #23b
- Q #23c — Emphasize "since you left the service." Read statements a through f.
- Q #23d — Emphasize "since you left the service."
- Q #24a — Emphasize "since you left." If "no" or "don't know", skip to q. 25.
- Q #24b — Only asked of those respondents who remember receiving literature. Emphasize "since you left."
- Q #24c — Self-explanatory.
- Q #24d — Self-explanatory.
- Q #25 — "ITEM" refers to statements a, b and c. You should get three separate answers; one for each item.

Q #26a thru Q #26c are asked of all respondents regardless of whether they are employed.

Q #26a — Emphasize "civilian job."

Q #26b — Emphasize "3 to 6 months."

Q #26c — Emphasize "If the employer did hold a position open" This is an important conditional phrase.

NOTE:**— Below q. 26c there is an instruction to the interviewer to skip q. 27a-d if the respondent is not employed. You should look back to page 2 for the response to q. 7a in order to make sure of how to proceed. Be careful! Do not risk (a) antagonizing the respondent by asking inappropriate questions, and (b) losing valuable information by skipping questions that are appropriate.

Q #27a -- Ask only those respondents who are employed.

Q #27b — Notice that these questions are asked of all employed respondents, regardless and of their answer in q. 27a. If the respondent answers "no" or "don't know" in

Q #27c q. 27c, skip to q. 28.

Q #27d -- If the respondent says that he/she has talked to more than one supervisor, ask for the feelings of the supervisor in the most recent conversation the respondent had.

Q #28 — Read the answers ("Strongly agree, somewhat agree, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement. "DK's" should be written in next to the appropriate row if no answer can be obtained.

Q #28j — ** NOTE: Be sure to read "... unnecessary ..."

Q #29 — Emphasize that the question refers to a normal week in the respondent's life.

Q #30 -- Read the answers ("Like very much, like a little, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Q #31 -- Emphasize that the question refers to the next six months.

Q #32 -- Emphasize the importance of each reason to the respondent personally.

Q #33 -- Be sure to emphasize the word "or" when reading this question. Read it slowly and carefully so respondents are able to understand that you want them to think of two situations (the Guard/Reserve versus another part-time activity) and compare them for the likelihood of offering the characteristics in the list (a through f).

Q #34 -- Read the answers ("Likely to occur, unlikely to occur") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Emphasize "If you were to join the National Guard or the Reserves ...". This is an important conditional statement.

Q #35 -- Read the answers ("Like very much, like somewhat, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement.

Be sure to read the question slowly and carefully. The respondent may need to be reminded of the initial part of the question during the list of statements.

Q #36a -- Notice that this question refers to a draft requirement for males only. Q. 36b refers to a requirement for both males and females.

Q #36b -- Notice that this question refers to a draft requirement for both males and females.

Q #36c -- Notice that this question refers to both a draft registration and a National Service. The National Service Requirement includes the option of community service instead of military service.

Q #37 -- If the respondent says "neither", reread the response categories. Try to get the respondent to choose the answer closest to what he/she thinks.

Q #38 -- Read the answers ("Strongly agree, somewhat agree, etc.") after the first few statements until the respondent becomes familiar with them. Be certain that one and only one response is marked next to each statement. "DK's" should be written in next to the appropriate row if no answer can be obtained.

NOTE** -- Below q. 38p there is an instruction to skip q. 39a-c if the respondent is male.

Q #39a-c are asked only of female respondents.

Q #39a -- Self-explanatory.

Q #39b -- If "no" or "don't know", skip to q. 40.

Q #39c -- Self-explanatory.

Q #40 -- "ITEM" refers to statements a, b and c. Always read "... for up to 4 years" in each statement.

Q #41a -- Self explanatory

Q #41b -- If the respondent is single, widowed or divorced, skip to q. 41d. If separated, skip to q. 42.

Q #41c -- Ask only those respondents who are married.

Q #41d -- Ask only those respondents who are single, widowed or divorced.

Q #42 -- This question refers to the respondent. If the respondent says his/her parents own the home, "no" should be marked.

Q #43 -- Refer to the education of the respondent's primary male guardian during most of the respondent's childhood, whether he be the biological father, stepfather, adopted father, etc.

Q #44a — If the respondent answers "no one place" or some combination of places, try to obtain an answer by probing for where he/she lived most of their first ten years. Don't forget to emphasize "most" when you initially read the question. If the respondent still cannot place him/herself in one of the categories (after probing), mark "no one place" and skip to q. 45a.

If the respondent answers "on a farm", skip to q. 45a.

Q #44b — Be careful to place an "X" next to the appropriate category. For example, if the respondent says "150 thousand", place an "X" next to the "100,000 to 499,999" category.

Q. 45a-d. WE ARE LOOKING FOR THE RESPONDENT'S OPINION. DO NOT PERMIT THE RESPONDENT TO GO ASK A RELATIVE THESE QUESTIONS. TELL THE RESPONDENT WE ONLY WANT HIS/HER OPINION.

Q #45a — If "no" or "don't know", skip to q. 45c.

Q #45b — Only asked of those respondents who said "yes" to q. 45a.

Q #45c — If "no" or "don't know", skip to q. 46.

Q #45d — Asked only of those respondents who said "yes" to q. 45c. Notice that the question allows for multiple answers. Mark an "x" next to all answers mentioned by the respondent. Probe "Anyone else?" one and only one time.

Q #46 — Refers to the education of the primary female guardian during most of the respondent's childhood whether she be the biological mother, stepmother, adopted mother, etc.

Q #47 — Notice that the question is phrased "Excluding yourself" Be sure that the respondent only means dependents other than her/himself. Emphasize "excluding."

Q #48 — Emphasize "during your high school years."

Q #49 -- "ITEM" refers to statements a, b and c. Read each separately starting with "do you feel ..." for statements b and c.

Q #50a — If the respondent says "none", skip to q. 51a. Notice that the "none" category is after "six or more."

Q #50b -- Notice that the "none" category is after "six or more."

Q #50c -- Notice that this question is similar to q. 45d. However, q. 45d refers to brothers/sisters who were career military personnel. Q. 50c refers to any brothers/sisters serving in the military regardless of whether they were career military persons.

Q #51a — Notice that you should pause after reading the first sentence. Give the respondent a little time to think of who those four friends are. If the respondent answers "no", skip to q. 52a.

Q #51b -- Ask only those respondents who said "yes" to q. 51a. Notice that the "none" category is after the four categories.

- Q #52a — Emphasize "those people closest to you."
- Q #52b — This question allows for multiple responses. Be sure to check all mentioned by the respondent. Do NOT probe for others.
- Q #53 — Do not read "other." If the respondent says "I'm not any of those, I'm Hungarian", write Hungarian next to the "other" category.
- Q #54a — If the respondent tells you his/her social security number right away, write the numbers in the spaces provided and put an "X" in the parentheses next to the 1. If the respondent can't remember, urge them to get it immediately. It's very important that we have the information. If the respondent is unable to obtain it or doesn't have a social security number, go to q. 55a next. If the respondent refuses or asks questions, go to q. 54b.
- NOTE: If respondent does not remember his/her social security number, you can remind him/her that it was their Serial Number in the service.
- Q #54b — If the respondent seems concerned about giving his/her number, assure them that the information will be held in confidence. If you still are unable to get the number, mark appropriate reason (can't find, refused, etc.) and go to "respondent name."
- Q #55a — If "no", go to respondent name, etc.
- Q #55b -- Ask only of those respondents who said "yes" in q. 55a. If "no", go to respondent name, etc.
- Q #55c — Ask only of those respondents who said "yes" in q. 55b. Go to respondent name, etc.

Be sure to write in the respondent's name, address, etc., in the space provided at the bottom of the page, and to copy this information onto the screener. Write in your identification number and the sample segment. The sample segment numbers are the numbers from the upper left hand corner of the Call Record sheet.

A-4.3DOD III TRACKING STUDYField ProceduresSampling

1. One Call Record Packet will be provided for each interview to be made. For Samples A and B, a Call Record Packet consists of the target telephone number plus 49 backups. For Sample C, a Call Record Packet consists of the target person's name and address plus the names and addresses of the backups. One, and only one, interview should be completed from each Call Record Packet.
2. The survey design requires that an original call and three callbacks be made to a number. For all three samples, interviewing must begin with the first telephone number or name and flow sequentially to the last telephone number or name of the Call Record Packet. Interviewers CANNOT proceed to the next number or name until all three callbacks are made to the prior number or name. Any deviations from this procedure represent violations of the sampling rules.
3. If the respondent cannot be reached or cannot be interviewed on the first call, interviewers should attempt to determine the best time to find the respondent at home and to make the callbacks then. In cases where the best time to make the callback cannot be determined, callbacks will be made on different days of the week and at different times from the original call. For example, if a respondent cannot be reached on Tuesday evening at 6:00, the next call should be made on Wednesday at a later time -- 7, 8 or 9 o'clock. If the respondent is still not reached, the next callback should be made on the weekend when the likelihood of finding him/her at home will be enhanced.

4. There are three samples: Sample A -- Non-prior Service Males, Sample B -- Non-prior Service Females, and Sample C -- Veterans. Within Sample C, there are seven subgroups.

Each Call Record Packet contains a Block Number. The Block Number identifies the particular Call Record Packet and, more importantly, the sample to which it belongs. The same Call Record Packets will be used for Samples A and B. However, different Call Record Packets will be used for the seven subgroups of Sample C.

The Block Numbers (ranging from 0001 to 2500) for Sample A and B will be followed by a two-digit code (i.e., 00) indicating that they are Call Record Packets for Samples A and B.

The Block Numbers for Sample C will be followed by a two-digit code indicating to which of the seven subgroups the Call Record Packets belongs. These two-digit code numbers range from 01 to 07. The range of Block Numbers by code are as follows:

<u>Code</u> <u>Number</u>	<u>Block</u> <u>Number</u>
01 --	001 to 450
02 --	001 to 450
03 --	001 to 450
04 --	001 to 200
05 --	001 to 150
06 --	001 to 150
07 --	001 to 150

5. A master list of Block Numbers for Samples A and B and a master list of the Block Numbers for each subgroup of Sample C should be constructed. The field sampling department should check off the Block Number from the appropriate master list as an interview is completed from each Call Record Packet. This will enable the field staff to:
 - 1) monitor the number of completed interviews in each sample and/or subsample, 2) avoid completing more than one interview per packet, and 3) ensure that an interview was completed from each packet.

Final sample sizes will be:

Sample A (00)*	=	1500
Sample B (00)*	=	1000
Sample C		
01	=	450
02	=	450
03	=	450
04	=	200
05	=	150
06	=	150
07	=	<u>150</u>
		4500

* VFIS must keep track of the number of Sample A and B completions by some means other than the code number (00). The only difference between these samples is that one (Sample A) is composed of males and the other (Sample B) is composed of females. Proper use of the screeners will result in maintaining a 60% - 40% distribution of male and female respondents.

6. Exactly enough Call Record Packets will be supplied to produce the correct number of interviews within each sample and subsample. If all of the telephone numbers or names in a Call Record Packet are exhausted without producing a completed interview, the Call Record Packet should be returned to Associates. It will be replaced. Replacement Call Record Packets will have new Block Numbers but the same code number. The potential Block Numbers to be used and the appropriate code numbers are as follows:

<u>Code</u> <u>Number</u>	<u>Block</u> <u>Number</u>
00 --	2501 ... on
01 --	451 ... on
02 --	451 ... on
03 --	451 ... on
04 --	201 ... on
05 --	151 ... on
06 --	151 ... on
07 --	151 ... on

When a Call Record Packet becomes exhausted before yielding a completed interview, the Block Number of that Call Record Packet should not be crossed-off of the master list for that sample, but circled. The new Block Number of the Replacement Call Record Packet should be added to the master list. The new Block Number, then, is crossed-off if it yields a completed interview. If the Replacement Call Record Packet becomes exhausted before yielding a completed interview, the Block Number of that Replacement Call Record Packet should be circled on the master list for that sample and the bad packet returned to Associates. It will be replaced following the above procedures.

7. There are 12 versions of the screener for Samples A and B. These screeners regulate the age and sex of the selected respondent in households containing more than one eligible respondent. These screeners should be thoroughly shuffled, i.e. used randomly, in order to avoid violating the sampling rules.

Monitoring

1. The floor supervisor should check the Call Record Packets and Questionnaires of completed interviews to determine that 1) the sampling rules were not violated in the Call Record Packets, and 2) there are not large blocks of missing data on the Questionnaires. In last year's study, there were a large number of Call Record Packet errors, i.e., skipping to the next telephone number or name before the previous number or name was exhausted and failure to begin with the first, or target number or name. In addition, many Questionnaires contained large sections of missing data. These problems can be solved immediately if the floor supervisor attempts to check 100 percent of the materials before the interviewer begins another interview and before the materials go to the field editing staff. If these errors are corrected early, interviewers will learn the required procedures faster, and the need to check 100 percent of the materials should decrease. However, supervisors should always check the majority of the materials.
2. The first interviews of each interviewer should be carefully monitored to ensure that they are being conducted correctly. Any help needed by the interviewer should be immediately given by the supervisor. After the supervisor is satisfied with the interviewer's performance, periodic monitorings should continue being made of the interviewer's work. These periodic monitorings should continue throughout the study.

3. A system should be set up to enable Associates staff to monitor actual interviewing from their offices in Philadelphia.

Production

1. It is anticipated that VFIS will have the final form of the study Questionnaires by October 11, 1979. The Questionnaires will have been pretested for ease of administration, respondent comprehension and length.
2. Peak interviewing should commence at once. This is especially important due to the nature of the rigorous callback procedures. By collecting most of the data in the first five to six weeks, the remaining data which trickles in from callbacks can be obtained in the final four to five weeks.
3. It is anticipated that VFIS will have conducted the 4500 interviews by December 10, 1979.
4. In order for ARB to maintain consistent and continuous data treatment functions, we are requesting the following biweekly quotas. The quotas are as follows:

	<u>Week</u>	<u>Cumulative</u>
2nd week =	1500	1500
4th week =	1500	3000
6th week =	750	3750
8th week =	500	4250
10th week =	250	4500

APPENDIX A-5

The standardized form used for assessing interviewer work and the associated codes appear in Figures A-5.1 and A-5.2, respectively.

FIGURE A-5.2. KEY TO CODES FOR INTERVIEWER ERRORS AND STRONG
POINTS PLACED ON STANDARDIZED ASSESSMENT SHEET

MR: Misread

- RA: Response alternative
- WW: Wrong word
- XX: Read response alternatives that should not be read
- PR: Pronunciation
- SK: Omitted word(s)
- AD: Adding word(s)

IP: Incorrect probing

OP: Omitted probing

SKIP: Question skipped in error

EDIT: Editorial comments

ERROR: Marking down (or repeating) a response in error

EMPH: No emphasis of underlined words, conditional/time phrases

GEN: General comment

RSKIP: Read a question that should have been skipped

NRA: Error in repeating response alternatives

XRA: Omitted RA according to rule

RC: Respondent control (e.g., allowing respondent to ask
relatives the questions)

SE: Sampling error

STRONGPOINTS

GP: Very good probing

V: Voice

NONE: No problems

APPENDIX A-6

A sample page from a Non-Prior Service packet and a sample page from a Prior Service packet are shown in Figures A-6.1 and A-6.2, respectively.

FIGURE A-6.1. SAMPLE PAGE FROM A NON-PRIOR SERVICE CALL RECORD PACKET

44a

NO. 1 BLK 351				CALL	DATE	TIME	INTERV	RESULT
# (414) 458-1448				1	10/24	6:55 A P	231	NA
				2	10/25	9:20 A P	253	8
				3	/	: A P		
				4	/	: A P		
NA	BY	CB		CB 1	/	: A P	OTHER PHONE	
OE				CB 2	/	: A P		
1 NW#	2 DIS	3 BUS	REFUSAL 5 ELS 6 RSP	7 OTHER SPEC.	8	9	10	11
								12 INC 13 CPL

NO. 2 BLK 351				CALL	DATE	TIME	INTERV	RESULT
# (414) 458-1427				1	10/25	8:20 A P	253	14
				2	10/27	2:36 A P	255	2
				3	/	: A P		
				4	/	: A P		
NA	BY	CB		CB 1	/	: A P	OTHER PHONE	
OE				CB 2	/	: A P		
1 NW#	2 DIS	3 BUS	REFUSAL 5 ELS 6 RSP	7 OTHER SPEC.	8	9	10	11
								12 INC 13 CPL

NO. 3 BLK 351 1828				CALL	DATE	TIME	INTERV	RESULT
# (414) 458-1477				1	10/27	2:37 A P	522	13
				2	/	: A P		
				3	/	: A P		
				4	/	: A P		
NA	BY	CB		CB 1	/	: A P	OTHER PHONE	
OE				CB 2	/	: A P		
1 NW#	2 DIS	3 BUS	REFUSAL 5 ELS 6 RSP	7 OTHER SPEC.	8	9	10	11
								12 INC 13 CPL

NO. 4 BLK 351				CALL	DATE	TIME	INTERV	RESULT
# (414) 458-1449				1	/	: A P		
				2	/	: A P		
				3	/	: A P		
				4	/	: A P		
NA	BY	CB		CB 1	/	: A P	OTHER PHONE	
OE				CB 2	/	: A P		
1 NW#	2 DIS	3 BUS	REFUSAL 5 ELS 6 RSP	7 OTHER SPEC.	8	9	10	11
								12 INC 13 CPL

FIGURE A-6.2. SAMPLE PAGE FROM A PRIOR SERVICE CALL RECORD PACKET

NG. 5 BLK.266 ST.36 SRVC. 1 CALL				DATE	TIME	INTERV	RESULT				
GONZALEZ, NELSON ANTONIO				1	/	A P					
111-17 167 ST				2	/	A P					
JAMAICA NY 11433				3	/	A P					
				4	/	A P					
NA	BY	CB	CB	1	/	A P	OTHER PHONE				
DE			CB	2	/	A P					
1 NW#	2 DIS	3 BUS	5 REFUSAL ELS	6 RSP	7 OTHER SPEC.	8	9	10	11	12 INC	13 CPL

NG. 6 BLK.266 ST.36 SRVC. 1 CALL				DATE	TIME	INTERV	RESULT				
RUIZ, ROBERT JOSEPH 2708				1	11/8	5:50 A P	518 CB				
132-45 154TH ST JAMAICA				2	11/9	10:11 A P	265 13				
QUEENS NY 11434				3	/	A P					
				4	/	A P					
NA	BY	CB	CB	1	11/9	1:00 A P	OTHER PHONE				
DE			CB	2	/	A P					
1 NW#	2 DIS	3 BUS	5 REFUSAL ELS	6 RSP	7 OTHER SPEC.	8	9	10	11	12 INC	13 CPL

NG. 7 BLK.266 ST.36 SRVC. 1 CALL				DATE	TIME	INTERV	RESULT				
BROOKINS HAROLD MASON				1	/	A P					
177-17 145TH RD				2	/	A P					
JAMAICA NY 11434				3	/	A P					
				4	/	A P					
NA	BY	CB	CB	1	/	A P	OTHER PHONE				
DE			CB	2	/	A P					
1 NW#	2 DIS	3 BUS	5 REFUSAL ELS	6 RSP	7 OTHER SPEC.	8	9	10	11	12 INC	13 CPL

NG. 8 BLK.266 ST.36 SRVC. 1 CALL				DATE	TIME	INTERV	RESULT				
MCDONALD ROBERT TILTON J				1	/	A P					
106-41 PINEGROVE ST				2	/	A P					
JAMAICA NY 11435				3	/	A P					
				4	/	A P					
NA	BY	CB	CB	1	/	A P	OTHER PHONE				
DE			CB	2	/	A P					
1 NW#	2 DIS	3 BUS	5 REFUSAL ELS	6 RSP	7 OTHER SPEC.	8	9	10	11	12 INC	13 CPL

APPENDIX A-7

The codes used for the Non-Prior Service call records were:

- NA No answer
- BY Busy
- CB Respondent not a home, call back
- OE An other effective number which can be called to reach respondent
 - 1 Non-working number
 - 2 Disconnected number
 - 3 Business listing
 - 5 Refusal - by someone other than the respondent
 - 6 Refusal - by the respondent
 - 7 Other (language barrier, hearing problem, illness, deceased, respondent not at number given, etc.)
 - 8 Termination - no one in household of eligible age
 - 9 Termination - individual was/is in service
 - 10 Termination - individual awaiting basic training
 - 12 Incompleted interview
 - 13 Completed interview

The codes used for the Prior Service call records were identical to those used for the Non-Prior Service except for the following:

- 8 Termination - individual was never in military
- 9 Termination - individual currently in military
- 10 Termination - individual currently in paid drill status/
Reserves
- 11 Termination - individual not in 4th, 5th or 6th year of
initial enlistment.

APPENDIX A-8

The following tables present detailed analyses of the final results of the calls attempted during both the original and modified callback procedures for each sample and subsample, and detailed analyses of the final results of the calls attempted during only the original callback procedures for each sample and subsample. These data were used in the calculation of completion rates.

TABLE A-8.1. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR NON-PRIOR SERVICE
AND PRIOR SERVICE SAMPLES

FINAL RESULTS OF ATTEMPTED CALLS	NON-PRIOR SERVICE		VETERANS	
	N	(%) ^a	N	(%) ^a
Total number of phone numbers tried	44819	(100)	8091	(100)
Unusable numbers	14056	(31.4)	414	(5.1)
Non-working number	4337		204	
Disconnected number	5609		191	
Business number	4110		19	
Refusals	2512	(5.6)	406	(5.0)
Refusal by someone other than respondent	2010		218	
Refusal by respondent	499		186	
Initial hang-up	3		2	
No answer, busy, not at home	7534	(16.8)	3975	(49.1)
No answer	5472		880	
Busy	1094		233	
Not at home	159		124	
Other (e.g., language barrier, respondent not at number given)	809		2738	
Respondent not eligible	166	(0.4)	1243	(15.4)
Current or past military participation	135		—	
Currently awaiting basic training	31		—	
Never in military	—		237	
Currently in military	—		174	
Currently in paid drill status/Reserves	—		211	
Not in 4th, 5th, or 6th year	—		621	
Household not eligible	17763	(39.6)	—	
Incompleted interview	299	(0.7)	112	(1.4)
Completed interview	2483	(5.6)	1941	(24.0)

a) Percentages may not sum to 100 due to rounding.

TABLE A-8.2. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR NON-PRIOR SERVICE AND PRIOR SERVICE SAMPLES DURING THE ORIGINAL CALLBACK PROCEDURE

FINAL RESULT OF ATTEMPTED CALLS	NON-PRIOR SERVICE		VETERANS	
	N	(%) ^a	N	(%) ^a
Total number of phone numbers tried	32408	(100)	5739	(100)
Unusable numbers	10204	(31.5)	288	(5.0)
Non-working number	3442		147	
Disconnected number	4003		126	
Business number	2759		15	
Refusals	1912	(5.9)	306	(5.3)
Refusal by someone other than respondent	1505		161	
Refusal by respondent	404		143	
Initial hang-up	3		2	
No answer, busy, not at home	4406	(13.6)	2706	(47.2)
No answer	3143		494	
Busy	640		159	
Not at home	98		60	
Other (e.g., language barrier, respondent not at number given)	525		1993	
Respondent not eligible	99	(0.3)	917	(16.0)
Current or past military participation	76		--	
Currently awaiting basic training	23		--	
Never in military	--		179	
Currently in military	--		138	
Currently in paid drill status/Reserves	--		151	
Not in 4th, 5th, or 6th year	--		449	
Household not eligible	13447	(41.5)	--	
Incompleted interview	256	(0.8)	69	(1.2)
Completed interview	2084	(6.4)	1453	(25.3)

a) Percentages may not sum to 100 due to rounding.

TABLE A-8.3 DETAILED ANALYSIS OF ATTEMPTED CALLS FOR MALE PRIOR SERVICE SUBSAMPLES

FINAL RESULT OF ATTEMPTED CALLS	ARMY MALES		AIR FORCE MALES		NAVY MALES		MARINE CORPS MALES	
	N	(%) ^a	N	(%) ^a	N	(%) ^a	N	(%) ^a
<u>Total number of phone numbers</u> <u>tried</u>	1613	(100)	1683	(100)	2034	(100)	743	(100)
Unusable numbers	81	(5.0)	83	(4.9)	95	(4.7)	42	(5.7)
Non-working number	43		43		45		24	
Disconnected number	35		37		45		16	
Business number	3		3		5		2	
Refusals	91	(5.6)	85	(5.1)	105	(5.2)	34	(4.6)
Refusal by someone other than respondent	55		42		58		18	
Refusal by respondent	34		43		47		16	
Initial hang-up	2		0		0		0	
No answer, busy, not at home	736	(45.6)	752	(44.7)	972	(47.8)	360	(48.4)
No answer	181		166		233		91	
Busy	50		47		58		30	
Not at home	35		20		28		19	
Other (e.g., language barrier, respondent not at number given)	467		519		653		220	
Respondent not eligible	234	(14.5)	292	(17.4)	394	(19.4)	89	(12.0)
Current or past military participation	—		—		—		—	
Currently awaiting basic training	—		—		—		—	
Never in military	47		47		51		18	
Currently in military	42		30		47		14	
Currently in paid drill status/ Reserves	53		34		65		8	
Not in 4th, 5th, or 6th year	92		181		231		49	
Household not eligible	—		—		—		—	
Incomplete interview	25	(1.6)	19	(1.1)	26	(1.3)	14	(1.9)
Completed interview	446	(27.6)	452	(26.9)	442	(21.7)	204	(27.5)

a) Percentages may not sum to 100 due to rounding.

TABLE A-8.4. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR FEMALE PRIOR SERVICE SUBSAMPLES

FINAL RESULT OF ATTEMPTED CALLS	ARMY FEMALES		AIR FORCE FEMALES		NAVY FEMALES	
	N	(%) ^a	N	(%) ^a	N	(%) ^a
Total number of phone numbers tried	631	(100)	727	(100)	660	(100)
Unusable numbers	28	(4.4)	44	(6.1)	41	(6.2)
Non-working number	17		17		15	
Disconnected number	11		22		25	
Business number	0		5		1	
Refusals	32	(5.1)	31	(4.3)	28	(4.2)
Refusal by someone other than respondent	19		15		11	
Refusal by respondent	13		16		17	
Initial hang-up	0		0		0	
No answer, busy, not at home	356	(56.4)	423	(58.2)	376	(57.0)
No answer	58		77		71	
Busy	17		19		12	
Not at home	11		5		6	
Other (e.g., language barrier, respondent not at, number given)	270		322		287	
Respondent not eligible	58	(9.2)	79	(10.9)	97	(14.7)
Current or past military participation	—		—		—	
Currently awaiting basic training	—		—		—	
Never in military	17		28		29	
Currently in military	12		13		16	
Currently in paid drill status/Reserves	20		12		19	
Not in 4th, 5th, or 6th year	9		26		33	
Household not eligible	—		—		—	
Incompleted interview	11	(1.7)	6	(0.8)	11	(1.7)
Completed interview	146	(23.1)	144	(19.8)	107	(16.2)

a) Percentages may not sum to 100 due to rounding.

TABLE A-8.5. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR MALE PRIOR SERVICE SUBSAMPLES
DURING ORIGINAL CALLBACK PROCEDURE

FINAL RESULT OF ATTEMPTED CALLS	ARMY MALES		AIR FORCE MALES		NAVY MALES		MARINE CORPS MALES	
	N	(%) ^a	N	(%) ^a	N	(%) ^a	N	(%) ^a
<u>Total number of phone numbers tried</u>	1222	(100)	1341	(100)	1439	(100)	499	(100)
Unusable numbers	59	(4.8)	63	(4.7)	65	(4.5)	28	(5.6)
Non-working number	32		35		30		17	
Disconnected number	24		25		31		9	
Business number	3		3		4		2	
Refusals	64	(5.2)	72	(5.4)	75	(5.2)	28	(5.6)
Refusal by someone other than respondent	39		36		41		15	
Refusal by respondent	25		36		34		13	
Initial hang-up	0		0		0		0	
No answer, busy, not at home	534	(43.7)	589	(43.9)	665	(46.2)	225	(45.1)
No answer	108		113		131		50	
Busy	41		38		39		19	
Not at home	21		12		13		9	
Other (e.g., language barrier, respondent not at number given)	364		426		482		147	
Respondent not eligible	186	(15.2)	229	(17.1)	294	(20.4)	65	(13.0)
Current or past military participation	—		—		—		—	
Currently awaiting basic training	—		—		—		—	
Never in military	40		37		41		14	
Currently in military	37		25		36		11	
Currently in paid drill status/Reserves	43		36		48		5	
Not in 4th, 5th, or 6th year	66		141		160		35	
Household not eligible	—		—		—		—	
Incompleted interview	14	(1.2)	16	(1.2)	15	(1.0)	8	(1.6)
Completed interview	365	(29.9)	372	(27.7)	325	(22.6)	145	(29.1)

a) Percentages may not sum to 100 due to rounding.

TABLE A-8.6. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR FEMALE PRIOR SERVICE SUBSAMPLES
DURING ORIGINAL CALLBACK PROCEDURE

FINAL RESULT OF ATTEMPTED CALLS	ARMY FEMALES		AIR FORCE FEMALES		NAVY FEMALES	
	N	(%) ^a	N	(%) ^a	N	(%) ^a
Total number of phone numbers tried	390	(100)	439	(100)	409	(100)
Unusable numbers	23	(5.9)	26	(5.9)	24	(5.9)
Non-working number	14		12		7	
Disconnected number	9		12		16	
Business number	0		2		1	
Refusals	22	(5.6)	21	(4.8)	22	(5.4)
Refusal by someone other than respondent	14		9		7	
Refusal by respondent	8		12		15	
Initial hang-up	0		0		0	
No answer, busy, not at home	215	(55.1)	259	(59.0)	221	(54.0)
No answer	35		30		27	
Busy	8		8		6	
Not at home	3		1		1	
Other (e.g., language barrier, respondent not at number given)	169		220		187	
Respondent not eligible	34	(8.7)	45	(10.2)	64	(15.6)
Current or past military participation	--		--		--	
Currently awaiting basic training	--		--		--	
Never in military	15		15		17	
Currently in military	5		10		14	
Currently in paid drill status/Reserves	8		8		13	
Not in 4th, 5th, or 6th year	6		12		20	
Household not eligible	--		--		--	
Incompleted interview	6	(1.5)	3	(0.7)	7	(1.7)
Completed interview	90	(23.1)	85	(19.4)	71	(17.4)

a) Percentages may not sum to 100 due to rounding.

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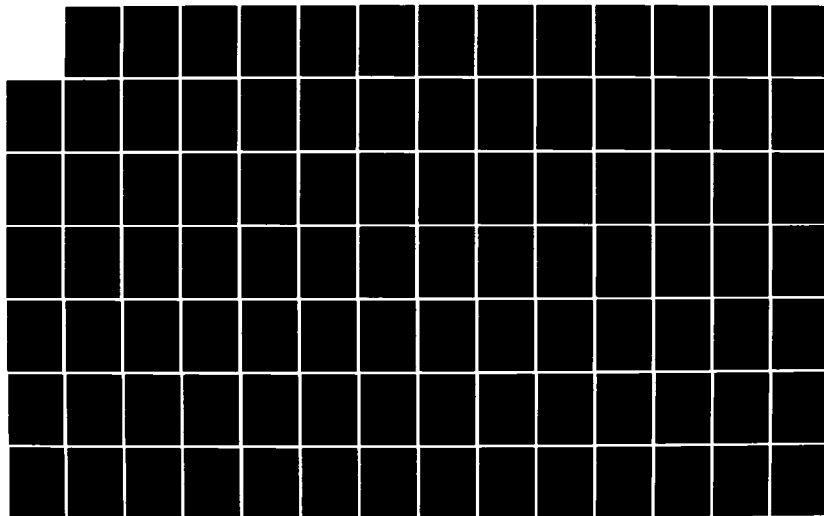
ISSUES RELATED TO RECRUITMENT OF ENLISTED PERSONNEL FOR 2/3
THE RESERVE COMPO. (U) ASSOCIATES FOR RESEARCH IN
BEHAVIOR INC PHILADELPHIA PA JUN 80

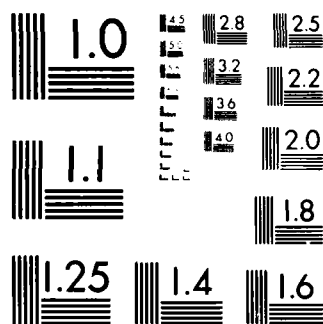
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

APPENDIX A-9

Tables A-9.1 and A-9.2 indicate the number of respondents terminating the interview at each question number, as well as the content and type of question involved. Those questions requiring a list of statements to be rated or having a list of statements which are repeated from the previous question are noted.

TABLE A-9.1. DETAILED ANALYSIS OF TERMINATION POINT FOR INCOMPLETE INTERVIEWS — NON-PRIOR SERVICE SAMPLES

QUESTION NUMBER	CONTENT	TYPE ^a	NUMBER TERMINATING
2-6	Educational History		9
7-12	Employment History		25
13	Propensity to Enlist		6
14	Contact with Guard Unit		1
15	Social Influencers		7
16-19	Advertising Issues		22
20-25	Apply/Length of Enlistment/Bonus		29
26-27	Perceptions of Employers		41
28	Attitudes (Set 1)	L	39
29-30	Spare Time Activities	L	40
31	Behavioral Intentions		10
32	Life Goals (Importance)	L	11
33	Life Goals (Achievability)	L,R	13
34	Perceptions about Guard/Reserve	L	22
35	Favorability of Perceptions	L,R	13
36-37	Issues Related to Registration		3
38	Attitudes (Set 2)	L	6
39	Women's Lib (Females only)		0
40	Tuition Assistance		0
41-48	Family History		1
49	Component Similarities		1
50-54	Personal History		0
			299

a) L = Questions requiring a list of statements to be rated.

R = The list of statements to be rated is repeated from the previous question.

TABLE A-9.2. DETAILED ANALYSIS OF TERMINATION POINT FOR INCOMPLETE
INTERVIEWS — PRIOR SERVICE SAMPLE

<u>QUESTION NUMBER</u>	<u>CONTENT</u>	<u>TYPE^a</u>	<u>NUMBER TERMINATING</u>
2-6	Educational History		4
7-12	Work History		21
13	Propensity to Enlist		6
14	Contact with Guard Unit		2
15	Advertising Issues		0
16	Apply/Length of Enlistment		2
17-23	Prior Military History		9
24-25	Recruiting Literature/Bonus		2
26-27	Perceptions of Employer		9
28	Attitudes (Set 1)	L	14
29-30	Spare Time Activities	L	12
31	Behavioral Intentions		4
32	Life Goals (Importance)	L	3
33	Life Goals (Achievability)	L,R	8
34	Perceptions about Guard/Reserve	L	5
35	Favorability of Perceptions	L,R	7
36-37	Issues Related to Registration		0
38	Attitudes (Set 2)	L	0
39	Women's Lib (Females Only)		0
40	Tuition Assistance		3
41-48	Family History		0
49	Component Similarities		0
50-54	Personal History		1
55	Local Unit		0
			112

a) L = Questions requiring a list of statements to be rated.

R = The list of statements to be rated are repeated from the previous question.

APPENDIX B

Associates for Research in Behavior, Inc.
1 Market Street
Philadelphia, Pennsylvania 19104

October 1979
Job #8894

OMB #22-R0407

PHONE # _____
RESPONDENT'S SEX _____

ID# _____
SEQ# _____

() First screener HH
() Additional screener HH

ENLISTMENT STUDY — NPS SAMPLE — SCREENER 1

Hello, I'm _____ from Associates for Research in Behavior, a research company in Philadelphia. We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

Are there any young men or young women in your household between the ages of 17½ and 26?

1() Yes

2() No (END INTERVIEW -CODE 8)

IF YES:

How many men age 17½ to 26 are there living in your household?

0() None (#1d NEXT)

3() Three

() Six or more

1() One

4() Four

WRITE IN NUMBER

2() Two

5() Five

What are the names and ages of each man in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	<u>NAME</u>	<u>AGE</u>	IF NUMBER IN HH IS:
1.	_____	_____	1
2.	_____	_____	2
3.	_____	_____	3
4.	_____	_____	4
5.	_____	_____	5
6.	_____	_____	6
7.	_____	_____	7

MALE SELECTION BOX

INTERVIEW PERSON #:

1
1
1
2
3
1
5

How many women age 17½ to 26 are there living in your household?

0() None (#1f NEXT)

3() Three

() Six or more

1() One

4() Four

WRITE IN NUMBER

2() Two

5() Five

What are the names and ages of each woman in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	<u>NAME</u>	<u>AGE</u>	IF NUMBER IN HH IS:
1.	_____	_____	1
2.	_____	_____	2
3.	_____	_____	3
4.	_____	_____	4
5.	_____	_____	5
6.	_____	_____	6
7.	_____	_____	7

FEMALE SELECTION BOX

INTERVIEW PERSON #:

1
1
1
2
3
1
5

IF ONLY MEN OR ONLY WOMEN IN HOUSEHOLD, CHECK APPROPRIATE BOX ABOVE TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK TO THAT PERSON.

IF BOTH MEN AND WOMEN IN HOUSEHOLD, CHECK FEMALE BOX TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK WITH THAT PERSON.

ID #: 1-
2-
3-
4-

1g. WHEN APPROPRIATE PERSON IS ON PHONE, READ:

Hello, I'm _____ from Associates for Research in Behavior, a research company in Philadelphia. We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

How old are you?

SAMP. 5-

12- 1() 17½
2() 18
3() 19
4() 20
5() 21

6() 22
7() 23
8() 24
9() 25
0() 26

LOCNO. 6-
7-
8-
9-
10-
11-

Are you now or have you ever been in the active military service, or the National Guard or Reserves in a paid drill status?

1() Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW—CODE 9)

2() No

Have you been accepted by the active military service or the National Guard or Reserves and are currently awaiting basic training?

1() Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW—CODE 10)

2() No

What is the last year of school or college you completed?

13- 1() Less than high school graduate
2() High school graduate
3() Vocational school/training after high school
4() One year of college
5() Two years of college
6() Three years of college
7() Four years of college
8() Post graduate work

CHECK:

14- 1() Male

2() Female

15-25 (0)

RESPONDENT _____ PHONE _____

LESS _____

CITY _____ STATE _____ ZIP _____

REVIEWER ID # _____ DATE _____

SAMPLE SEGMENT _____

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

October 1979
Job # 8894
OMB # 22-R0407

ENLISTMENT STUDY — NPS SAMPLE

Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?

26- 1() Yes (#4 NEXT) 2() No

3. IF NO:

Are you planning to attend any type of school or college in the next year or so?

27- 1() Yes 2() No (#7a NEXT) 0() Not applicable

4. IF YES IN #2 OR #3:

What type of school are you attending/planning to attend?

23- 1() High school
2() Vocational training school after high school (#6a NEXT)
3() Two-year college (#6a NEXT)
4() Four-year college (#6a NEXT)
5() Graduate or professional school (#6b NEXT)
9() Don't know (#7a NEXT)
0() Not applicable

5a. IF HIGH SCHOOL:

Do you plan to go on to vocational training or college after high school?

29- 1() Yes (#7a NEXT) 9() Don't know (#7a NEXT)
2() No 0() Not applicable

5b. IF NO:

Did you have technical training in high school — in shop courses, that is?

30- 1() Yes } #7a NEXT 9() Don't know } #7a NEXT
2() No } 0() Not applicable }

6a. IF COLLEGE OR VOCATIONAL TRAINING IN #4:

How many courses are you taking/planning to take per semester?

31- 1() One 5() Five
2() Two 6() Six or more
3() Three 9() Don't know
4() Four 0() Not applicable

6b. What is/was/will be your major?

32- 1() English; literature
3 - 2() Foreign language or literature
3() Psychology; sociology; anthropology
4() Economics; political science
5() Biology
6() Mathematics; computer science; information science
7() Physics; chemistry
() Engineering: SPECIFY TYPE _____
() Double major or other: SPECIFY _____
9() None; undecided; not sure
0() Not applicable

6c. Are you/will you be using any kind of financial assistance?

34- 1() Yes
2() No

9() Don't know
0() Not applicable

7a. Are you currently employed outside your home?

35- 1() Yes

2() No (#11 NEXT)

7b. IF YES:

Q About how big is the company you work for? Would you say that the total number of people who work for it is:

35- 1() Just yourself,
2() 2 - 10,
3() 11 - 100,
4() 101 - 1,000

5() 1,001 - 10,000, or
6() More than 10,000?
9() Don't know
0() Not applicable

7c. Now, think about just the office or store or factory in which you yourself are located. Are the number of people working there for your company:

37- 1() Just yourself,
2() 2 - 10,
3() 11 - 100,
4() 101 - 1,000,

5() 1,001 - 10,000, or
6() More than 10,000?
9() Don't know
0() Not applicable

8a. How many hours a week do you regularly work?

IF 49 OR MORE, Q. 9 NEXT

8b. IF 48 OR FEWER HOURS:

Have you been looking for a second job or another way to increase your income?

40- 1() Yes
2() No

0() Not applicable

9. How satisfied are you with your present job? Are you:

41- 1() Very satisfied,
2() Somewhat satisfied,

3() Somewhat dissatisfied, or
4() Very dissatisfied?
0() Not applicable

10. How long have you been employed there?

42- 1() Less than 6 months
2() 6 months - 11 months

3() 1 - 5 years
4() More than 5 years
0() Not applicable

SKIP TO Q. 12 NEXT.

11. IF NOT CURRENTLY EMPLOYED IN Q. 7a:
Are you looking for work?

43- 1() Yes

2() No
0() Not applicable

12. How difficult do you think it is for someone in your type of work to find a job where you live? Is it:

44- 1() Very difficult,
2() Somewhat difficult.

3() Somewhat easy, or
4() Very easy?
9() Don't know

13. Now I'm going to read you a list of several things which young people 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	DK/ Not Sure
a. Working in a factory	1()	2()	3()	4()	9() -45
b. Working at a desk in a business office	1()	2()	3()	4()	9() -46
c. Working as a salesperson	1()	2()	3()	4()	9() -47

FOR STATEMENTS d THROUGH i, START WITH STARRED ITEM FIRST; ROTATE THRU REMAINDER.

d. Serving in the Army National Guard	1()	2()	3()	4()	9() -48
e. Serving in the Air National Guard	1()	2()	3()	4()	9() -49
f. Serving in the Army Reserve	1()	2()	3()	4()	9() -50
g. Serving in the Air Force Reserve	1()	2()	3()	4()	9() -51
h. Serving in the Marine Corps Reserve	1()	2()	3()	4()	9() -52
i. Serving in the Navy Reserve	1()	2()	3()	4()	9() -53

STATEMENT j IS ALWAYS ASKED LAST.

j. Serving in the active military	1()	2()	3()	4()	9() -54
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14. Have you ever:

a. Sent for recruiting literature from the National Guard/Reserves?	1() Yes	2() No	-55
b. Attended an open house for a National Guard/Reserve unit in your area?	1() Yes	2() No	-56
c. Gone to a recruiting center to talk about joining the Active Forces?	1() Yes	2() No	-57
d. Gone to a recruiting center to talk about joining the National Guard/Reserves?	1() Yes	2() No	-58

- 15a. Have you ever talked with your parents, brothers or sisters, spouse, friends, or employer about joining the military?

59- 1() Yes

2() No
3() Don't recall } #16a NEXT

15b. IF YES IN #15a:

Was that with your:

Q. 15b
Yes No N/A

15c. FOR EACH "YES" IN Q. 15b, ASK:
 Was your (NAME PERSON) mostly positive
 or mostly negative about your joining?

	Q. 15c			
	<u>Positive</u>	<u>Negative</u>	<u>Mixed</u>	<u>N/A</u>
Mother	()	()	9()	1() 2() 3() 8() -60
Father	()	()	9()	1() 2() 3() 8() -61
Spouse, fiancée or steady friend	()	()	9()	1() 2() 3() 8() -62
Other friends	()	()	9()	1() 2() 3() 8() -63
Brothers or sisters	()	()	9()	1() 2() 3() 8() -64
Employer	()	()	9()	1() 2() 3() 8() -65

16a. Have you seen any ads for the military services in the past three months?

66- 1() Yes

2() No

9() Don't know } #17 NEXT

16b. IF YES:

Which service were they advertising? (CHECK ALL MENTIONED)

67-1() Army

73- 7() Several services (but not all)

68-2() Navy

74- () Other

69-3() Marines

WRITE IN

70-4() Air Force

75- 9() Don't know

71-5() Coast Guard

76- 0() Not applicable

72-6() All the services

77-73-(0); 80-(1); 1-4 (DUP)

16c. Were those you saw for the Active Forces, the National Guard, or the Reserves?
 (CHECK ALL MENTIONED)

5-1() Active Forces

3-9() Don't know

6-2() National Guard

9-0() Not applicable

7-3() Reserves

16d. What sorts of reasons did the ads give you for joining? CHECK ALL MENTIONED

10-1() Jobs or training

11-2() Pride

12-3() Travel

13-4() Money or other direct benefits

14-5() Educational benefits

15- () Other

WRITE IN

16-9() Don't know

17-0() Not applicable

17. IF "JOBS OR TRAINING" MENTIONED, READ PARENTHESES:

(As you mentioned) A number of ads for the military concentrate on the jobs and the training available. When you think of the National Guard or the Reserves, how true do you think the ads really are? Would you say that the National Guard/Reserves offer:

13- 1() A great variety of jobs and training programs,
 2() Some variety, but not great variety,
 3() Only a little variety, or
 4() Hardly any variety at all?
 9() Don't know

18. How about for a person like yourself — do you think that, considering your skills and your interests, you would find in the National Guard/Reserve:

- 19- 1() A great variety of jobs and training programs,
 2() Some variety, but not great variety,
 3() Only a little variety, or
 4() Hardly any variety at all?
 9() Don't know

19. If you were to consider joining the National Guard or the Reserves, do you think you'd be looking for: :

- 20- 1() A specific job or training program, 9() Don't know
 2() Just to see what jobs are offered, or
 3() For nothing in particular?

20. Did you ever actually apply to join the National Guard or Reserves?

- 21- 1() Yes 2() No

21. Do you have a health problem which you think might prevent your joining the military?

- 22- 1() Yes 2() No 9() Don't know

22. IF YES, READ PARENTHESES:

(Assuming that your health were all right), Do you think you would qualify to join the military?

- 23- 1() Yes 2() No 9() Don't know

23a. The requirements and benefits of the Active Military, the National Guard, and the Reserves vary somewhat.

For how long do you think you usually have to enlist, if you join the (NAME UNIT)?

	<u>Active Military</u>	<u>National Guard/Reserves</u>
1 year	24- 1()	25- 1()
2 years	2()	2()
3 years	3()	3()
4 years	4()	4()
5 years	5()	5()
6 years	6()	6()
Other: WRITE IN		
Don't know	9()	9()

23b. The current length of time for enlistment in the Guard/Reserve is six years. How likely would you be to enlist in the Guard/Reserve if you had to sign up for 2 years — would you:

- 26- 1() Definitely enlist, 3() Probably not enlist, or
 2() Probably enlist, 4() Definitely not enlist?
 9() Don't know

24. How long is the period of active duty for initial training when you join the National Guard/Reserve?

- 27- 1() None 5() 13 months to 2 years
 2() Less than 3 months 6() More than 2 years
 3() 3 to 6 months 9() Don't know
 4() 7 to 12 months

25. How likely would you be to enlist in the Guard/Reserve if you were to receive (NAME ITEM!) — would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist?

		ENLIST		NOT ENLIST		DK
		Definitely	Probably	Probably	Definitely	
a.	A \$1,000 bonus	1()	2()	3()	4()	9() -23
b.	A \$1,500 bonus	1()	2()	3()	4()	9() -29
c.	A \$2,000 bonus	1()	2()	3()	4()	9() -30

26a. Do you think it would help you in a civilian job if you were to be a member of the National Guard or the Reserves?

- 31- 1() Yes 2() No 9() Don't know

26b. Do you think an employer would hold a job for someone who was away in active duty training with the National Guard or the Reserves for 3 to 6 months?

- 32- 1() Yes 2() No 9() Don't know

26c. If an employer did hold a position open, would the employee lose all of his or her seniority from a company during the training period for the National Guard or the Reserves?

- 33- 1() Yes 2() No 9() Don't know

IF RESPONDENT IS NOT EMPLOYED (Q. 7a, PAGE 2), SKIP TO Q. 28.

27a. IF RESPONDENT IS EMPLOYED:

Does your company have a specific policy about National Guard or Reserves participation?

- 34- 1() Yes 9() Don't know
 2() No 0() Not applicable

27b. With regard to Guard/Reserve participation, would you say the company is:

- 35- 1() Positive, 9() Don't know
 2() Neutral, or 0() Not applicable
 3() Negative?

27c. Have you ever talked with any supervisor about company policy on this, or has any supervisor ever talked with you?

- 36- 1() Yes 9() Don't know (#28 NEXT)
 2() No (#28 NEXT) 0() Not applicable

27d. IF YES:

Would you say your supervisor was:

- 37- 1() Positive, 9() Don't know
 2() Neutral, or 0() Not applicable
 3() Negative?

28. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the statement. READ LIST.

	AGREE		Neither	DISAGREE		
	Strongly	Somewhat		Somewhat	Strongly	
a. It's important for our country to be able to use military force in its relations with other countries.	1()	2()	3()	4()	5()	-38
b. I like to become involved in projects in my community.	1()	2()	3()	4()	5()	-39
c. People look up to a person in the uniform of the National Guard or Reserves.	1()	2()	3()	4()	5()	-40
d. It's more fun to play team sports than individual sports.	1()	2()	3()	4()	5()	-41
e. Our country is too militaristic.	1()	2()	3()	4()	5()	-42
f. A nation should always be ready to fight.	1()	2()	3()	4()	5()	-43
g. I like to belong to organizations or groups which help me find more interesting things to do than being on my own.	1()	2()	3()	4()	5()	-44
h. I've always liked the idea of wearing a uniform.	1()	2()	3()	4()	5()	-45
i. The National Guard is a place to meet good friends and make lasting friendships.	1()	2()	3()	4()	5()	-46
j. It is unnecessary for us to spend billions and billions of dollars each year for military preparations.	1()	2()	3()	4()	5()	-47
k. The National Guard and the Reserves are highly respected in my community.	1()	2()	3()	4()	5()	-48
l. The military life is a pretty lonely one.	1()	2()	3()	4()	5()	-49
m. The National Guard or Reserves offers an opportunity to become involved in projects in my community.	1()	2()	3()	4()	5()	-50
n. I would be proud to be a member of the National Guard or Reserves.	1()	2()	3()	4()	5()	-51
o. In my spare time I prefer doing things with others rather than being by myself.	1()	2()	3()	4()	5()	-52

29. Now I'd like you to think about a normal week in your life. About how often do you get a chance to just relax for three or four hours in a row — to do what you want without having to catch up on chores from your job or your home? A chance to do what you want for a few hours at a stretch — without having to take care of things or see people you don't want to? Would you say this happens:

- 53- 1() Every week, 4() Hardly ever, or
 2() Almost every week, 5() Never?
 3() Once or twice a month, 9() Don't know

30. When you do have a chance to do what you want, what sorts of activities do you like? As I read each of these activities, tell me if it is something you like very much, something you like a little bit, something you don't particularly care about one way or the other, or something you dislike altogether. READ LIST

	LIKE		Don't		DK/ Never Tried
	Very Much	A Little	Particularly Care About	Dislike	
a. Snow skiing	1()	2()	3()	4()	9() -54
b. Volleyball	1()	2()	3()	4()	9() -55
c. Meal preparation	1()	2()	3()	4()	9() -55
d. Reading a novel	1()	2()	3()	4()	9() -57
e. Fishing	1()	2()	3()	4()	9() -53
f. Gardening	1()	2()	3()	4()	9() -59
g. Watching a football game	1()	2()	3()	4()	9() -60
h. Reading about medicine	1()	2()	3()	4()	9() -61
i. Dining out	1()	2()	3()	4()	9() -62
j. Participating in religious activities	1()	2()	3()	4()	9() -63
k. Doing crossword puzzles	1()	2()	3()	4()	9() -64
l. Studying the stock market	1()	2()	3()	4()	9() -65
m. Reading about foreign countries	1()	2()	3()	4()	9() -66
n. Hunting	1()	2()	3()	4()	9() -67
o. Going to a movie	1()	2()	3()	4()	9() -68
p. Visiting friends	1()	2()	3()	4()	9() -69
q. Fixing up a car or motorcycle	1()	2()	3()	4()	9() -70
r. Working with a youth group	1()	2()	3()	4()	9() -71
s. Playing cards with friends	1()	2()	3()	4()	9() -72
t. Going to a disco	1()	2()	3()	4()	9() -73
u. Working for a political or social cause	1()	2()	3()	4()	9() -74
v. Camping out	1()	2()	3()	4()	9() -75
w. Shooting the breeze with friends	1()	2()	3()	4()	9() -76

77-79 (0)

80 (2)

1-4 (DUP)

31. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next six months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do. READ LIST

	LIKELY		Neither	UNLIKELY		Don't Know
	Very	Somewhat		Somewhat	Very	
a. Send for literature about the military forces.	1()	2()	3()	4()	5()	9()-5
b. Talk to a recruiter for one of the military services.	1()	2()	3()	4()	5()	9()-6
c. Look for a job, or look to change jobs.	1()	2()	3()	4()	5()	9()-7
d. Take a physical or written test for military service.	1()	2()	3()	4()	5()	9()-8
e. Look for a way to change the routine in your life.	1()	2()	3()	4()	5()	9()-9
f. Look for a way to make some extra money in your spare time.	1()	2()	3()	4()	5()	9()-10

32. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing — would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally. READ LIST

	IMPORTANT		Neither	UNIMPORTANT		Don't Know
	Very	Somewhat		Somewhat	Very	
a. Developing a sense of discipline.	1()	2()	3()	4()	5()	9()-11
b. The opportunity to serve my community.	1()	2()	3()	4()	5()	9()-12
c. Gaining recognition and status.	1()	2()	3()	4()	5()	9()-13
d. Learning a new trade or specialty.	1()	2()	3()	4()	5()	9()-14
e. Learning leadership skills.	1()	2()	3()	4()	5()	9()-15
f. Meeting new kinds of people.	1()	2()	3()	4()	5()	9()-16

33. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or more likely to accomplish it by some other part-time job or activity. Would the National Guard or the Reserves — or another job or activity be much more likely, or somewhat more likely to offer: READ LIST

				Other Part-Time			
				<u>Job/Activity</u>		<u>Don't</u>	
				<u>Somewhat</u>	<u>Much</u>	<u>Know</u>	
				<u>Much</u>	<u>Somewhat</u>	<u>Neither</u>	
a.	Developing a sense of discipline.	1()	2()	3()	4()	5()	9()-17
b.	The opportunity to serve my community.	1()	2()	3()	4()	5()	9()-18
c.	Gaining recognition and status.	1()	2()	3()	4()	5()	9()-19
d.	Learning a new trade or specialty.	1()	2()	3()	4()	5()	9()-20
e.	Learning leadership skills.	1()	2()	3()	4()	5()	9()-21
f.	Meeting new kinds of people.	1()	2()	3()	4()	5()	9()-22

4. If you were to join the National Guard or the Reserves, would the following things be likely or unlikely to occur? As I read each statement, please tell me whether it would be likely to occur or unlikely to occur? READ LIST.

	TO OCCUR		DK/ Not Sure
	Likely	Unlikely	
a. Not being able to earn extra money.	1()	2()	9() -23
b. Losing a chance to progress toward a solid job and job security.	1()	2()	9() -24
c. Engaging in exciting and adventurous activities.	1()	2()	9() -25
d. Taking too much time away from your family during drills.	1()	2()	9() -26
e. Being with "losers."	1()	2()	9() -27
f. Taking too much time away from your personal and social activities.	1()	2()	9() -28
g. Having military supervisors who would hassle or harrass you.	1()	2()	9() -29
h. Having a chance to show your abilities.	1()	2()	9() -30
i. Having problems with your job because of National Guard or Reserve obligations.	1()	2()	9() -31
j. Learning self-discipline.	1()	2()	9() -32
k. Getting a chance to travel.	1()	2()	9() -33
l. Having a job that's not too demanding.	1()	2()	9() -34
m. Losing a chance for educational progress.	1()	2()	9() -35
n. Not having much spare time.	1()	2()	9() -36
o. Obtaining useful training.	1()	2()	9() -37

5. Now as I read each of these statements again, please tell me whether it is something you'd like very much, something you'd like somewhat, something you'd dislike somewhat, something you'd dislike very much, or something you'd neither like nor dislike. READ LIST.

	LIKE		Neither	DISLIKE		DK
	Very	Somewhat		Somewhat	Very	
a. Not being able to earn extra money.	1()	2()	3()	4()	5()	9() -38
b. Losing a chance to progress toward a solid job and job security.	1()	2()	3()	4()	5()	9() -39
c. Engaging in exciting and adventurous activities.	1()	2()	3()	4()	5()	9() -40
d. Taking too much time away from your family during drills.	1()	2()	3()	4()	5()	9() -41
e. Being with "losers."	1()	2()	3()	4()	5()	9() -42
f. Taking too much time away from your personal and social activities.	1()	2()	3()	4()	5()	9() -43
g. Having military supervisors who would hassle or harrass you.	1()	2()	3()	4()	5()	9() -44
h. Having a chance to show your abilities.	1()	2()	3()	4()	5()	9() -45
i. Having problems with your job because of National Guard or Reserve obligations.	1()	2()	3()	4()	5()	9() -46
j. Learning self-discipline.	1()	2()	3()	4()	5()	9() -47
k. Getting a chance to travel.	1()	2()	3()	4()	5()	9() -48
l. Having a job that's not too demanding.	1()	2()	3()	4()	5()	9() -49
m. Losing a chance for educational progress.	1()	2()	3()	4()	5()	9() -50
n. Not having much spare time.	1()	2()	3()	4()	5()	9() -51
o. Obtaining useful training.	1()	2()	3()	4()	5()	9() -52

36a. A number of people have been discussing a law requiring all men to register for the draft, when they are 18 years old. How would you personally feel about such a requirement, if it meant only that the young men would have to register, but there would be no draft unless there were a national emergency? Would you be:

- 53- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

36b. How would you feel if the requirement applied not only to men at age 18, but also to women? If the requirement were that all young people are required to register but there would be no draft unless there were a national emergency, would you be:

- 54- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

36c. How about draft registration, together with a requirement that all young people would have to participate in some sort of national service? If some people could choose to join some community service organization, such as Vista or the Peace Corps, and those who wanted could choose the military forces, how would you react to the requirement? Would you be:

- 55- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

36d. Finally, if you yourself had to register for a draft, and you knew some people would actually be drafted, would you:

- 56- 1() Join the Active Military,
2() Join the National Guard or the Reserves, or
3() Take your chances that you wouldn't be drafted?
() Other _____

WRITE IN

- 9() Don't know

37. Would you say that military danger from other countries to the United States right now is:

- 57- 1() Very high, 3() Somewhat low, or
2() Somewhat high, 4() Very low?
9() Don't know

38. Now I'm going to read you one last list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the statement. READ LIST

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
a. You can't trust the government, because their policies are always changing.	1()	2()	3()	4()	5()-53
b. There are too many choices a young person has to make in today's world.	1()	2()	3()	4()	5()-59
c. Politicians and bureaucrats don't care about the people they're supposed to serve.	1()	2()	3()	4()	5()-60
d. Military officers don't care about the people who have to serve under them.	1()	2()	3()	4()	5()-61
e. My family sometimes doesn't understand my style of life.	1()	2()	3()	4()	5()-62
f. You can't trust the military because their policies are always changing.	1()	2()	3()	4()	5()-63
g. There are very few jobs really worth doing.	1()	2()	3()	4()	5()-64
h. I feel ready to settle down.	1()	2()	3()	4()	5()-65
i. Women do not have the physical strength and endurance to be military personnel.	1()	2()	3()	4()	5()-66
j. The military life is a good influence on most young people.	1()	2()	3()	4()	5()-67
k. Women think less clearly than men, and are more emotional.	1()	2()	3()	4()	5()-68
l. Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units.	1()	2()	3()	4()	5()-69
m. Women have a tougher time adjusting to military life than do men.	1()	2()	3()	4()	5()-70
n. Women in the military are less feminine than other women.	1()	2()	3()	4()	5()-71
o. Employers value people who have had military training.	1()	2()	3()	4()	5()-72
p. It's really important for women to have the same opportunities as men.	1()	2()	3()	4()	5()-73

IF RESPONDENT IS MALE, SKIP TO #40.

39a. IF RESPONDENT IS FEMALE:

How do you feel about Women's Lib? Are you:

- 74- 1() Strongly in favor of it, 9() Don't know
 2() Somewhat in favor, 0() Not applicable
 3() Somewhat opposed, or
 4() Strongly opposed to it?

39b. If you were in the military, would you personally want a job that has usually been a man's?

- 75- 1() Yes 9() Don't know
 2() No 0() Not applicable

40. How likely would you be to enlist in the Guard/Reserve if you were to receive (NAME ITEM) — would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist?

	ENLIST		NOT ENLIST		Don't Know
	Definitely	Probably	Probably	Definitely	
a. Tuition assistance of \$500 per year, for up to 4 years.	1()	2()	3()	4()	9()-76
b. Tuition assistance of \$750 per year, for up to 4 years.	1()	2()	3()	4()	9()-77
c. Tuition assistance of \$1,000 per year, for up to 4 years.	1()	2()	3()	4()	9()-73

41a. And now a few questions for classification purposes. Are you living with your parents?

79- 1() Yes 2() No

41b. Are you: 80-(3); 1-4 (DUP)

5- 1() Married, 3() Widowed, divorced, or (#41d NEXT)
2() Single, (#41d NEXT) 4() Separated? (#42 NEXT)

41c. IF MARRIED:

Is your spouse working?

5- 1() Yes (#42 NEXT) 2() No (#42 NEXT) 0() Not applicable

41d. IF SINGLE, WIDOWED, OR DIVORCED IN #41b:

Are you planning to get married in the next 12 months?

7- 1() Yes 9() Don't know
2() No 0() Not applicable

42. Do you own your own home?

8- 1() Yes 2() No

43. What was the last grade of school or college your father completed?

9- 1() Less than high school graduate
2() High school graduate
3() Vocational/training school after high school
4() Some college
5() College graduate or more
9() Don't know

44a. During most of your first ten years of life, did you live:

10- 1() On a farm, (#45a NEXT) 9() No one place (#45a NEXT)
2() In a town,
3() In a suburb, or
4() In a city?

44b. Approximately what was its population?

11- 1() Under 1,000 6() 500,000 to 999,999
2() 1,000 to 9,999 7() 1 million or over
3() 10,000 to 49,999 9() Don't know
4() 50,000 to 99,999 0() Not applicable
5() 100,000 to 499,999

45a. Was your father a career military man?

12- 1() Yes

2() No

9() Don't know

} #45c NEXT

45b. IF YES:

How do you think he would rate his military career — would you say he was:

13- 1() Very satisfied,

2() Somewhat satisfied,

3() Neither satisfied nor
dissatisfied,

4() Somewhat dissatisfied, or

5() Very dissatisfied?

9() Don't know

0() Not applicable

45c. Have any other close relatives been career military personnel?

14- 1() Yes

2() No

9() Don't know

} #46 NEXT

45d. IF YES:

Who was that? CHECK ALL MENTIONED

15- 1() Mother

16- 2() Uncle or aunt

17- 3() Brother or sister

18- 4() Grandparent

19- () Other

21- 5() Spouse

22- 6() Cousin

23- 7() Stepfather or stepmother

24- 8() Father-in-law/mother-in-law

WRITE IN

25- 0() Not applicable

46. What was the last grade of school or college your mother completed?

26- 1() Less than high school graduate

2() High school graduate

3() Vocational/training school after high school

4() Some college

5() College graduate or more

9() Don't know

47. Excluding yourself, how many dependents do you have?

27- 1() None

2() One

3() Two

4() Three

5() Four

6() Five or more

48. During your high school years, would you say you were an:

28- 1() A student,

2() B student,

3() C student,

4() D student, or

5() F student?

9() Don't know

49. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM) are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

	SIMILAR		DIFFERENT		Don't Know
	Very	Somewhat	Somewhat	Very	
a. National Guard and the Active Military	1()	2()	3()	4()	9()-29
b. Active Military and the Reserves	1()	2()	3()	4()	9()-30
c. National Guard and the Reserves	1()	2()	3()	4()	9()-31

50a. How many brothers and sisters do you have?

- | | |
|--------------|-----------------------|
| 32- 1() One | 5() Five |
| 2() Two | 6() Six or more |
| 3() Three | 0() None (#51a NEXT) |
| 4() Four | |

50b. How many are older than you?

- | | |
|--------------|---------------------|
| 33- 1() One | 5() Five |
| 2() Two | 6() Six or more |
| 3() Three | 0() None |
| 4() Four | 9() Not applicable |

50c. Have any of your brothers or sisters served in the military?

- | | |
|--------------|---------------------|
| 34- 1() Yes | 9() Don't know |
| 2() No | 0() Not applicable |

51a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

- | | |
|--------------|---------------------|
| 35- 1() Yes | 2() No (#52a NEXT) |
|--------------|---------------------|

51b. IF YES:

How many of those friends joined?

- | | |
|--------------|---------------------|
| 36- 1() One | 4() Four |
| 2() Two | 0() None |
| 3() Three | 9() Not applicable |

52a. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

- | | |
|-------------------------------------|--------------------------|
| 37- 1() Very pleased | 4() Somewhat displeased |
| 2() Somewhat pleased | 5() Very displeased |
| 3() Neither pleased nor displeased | 9() Don't know |

52b. Who were you mostly thinking of when you answered just now? CHECK ALL MENTIONED

- | | |
|---------------------|--------------------------------|
| 38- 1() Mother | 46- 7() Coworkers |
| 39- 2() Father | 47- 8() Employer |
| 40- 3() Brother(s) | 48- 9() Teacher(s), coach(es) |
| 41- 4() Sister(s) | 49- 1() Counselor(s) |
| 42- 5() Spouse | 50- 2() Best friend |
| 43- 6() Child(ren) | 51- 3() Fiance(e) or steady |
| 44- () Other | |
| 45- _____ | |

WRITE IN

53. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

- | | |
|---------------------------------------|-----------------|
| 52- 1() Hispanic | () Other _____ |
| 2() American Indian or Alaska Native | WRITE IN |
| 3() Black, not of Hispanic origin | |
| 4() Asian or Pacific Islander | |
| 5() White, not of Hispanic origin | |

54a. And last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 53- 1() _____ } GO TO RESPONDENT NAME, ETC.
2() Can't remember and can't find readily
3() No social security number
4() Refusal } #54b NEXT
5() Asks reasons

54b. We need this information: for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 54- 1() _____
2() Can't remember and can't find readily
3() No social security number
4() Refusal
0() Not applicable

SS #: 55-
56-
57-
58-
59-
60-
61-
62-
63-

Interviewer:

64-
65-
66-

67-79 (0)
80 (4)

RESPONDENT _____ PHONE _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
INTERVIEWER _____ DATE _____
SAMPLE SEGMENT _____

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

October 1979
Job #8894
OMB #22-R0407

TELEPHONE # _____

ID # _____

ENLISTMENT STUDY — VETERANS SAMPLE SCREENER

Hello, I'm _____ from Associates for Research in Behavior, a research company in Philadelphia. May I please speak with (NAME ON CALL RECORD)?

IF TARGET PERSON ANSWERED PHONE, READ:

We are conducting a survey for the Federal Government and would like to have your opinion.

IF SOMEONE OTHER THAN TARGET PERSON ANSWERED, WHEN TARGET PERSON IS ON PHONE READ:

Hello, I'm _____ from Associates for Research in Behavior, a research company in Philadelphia. We are conducting a survey for the Federal Government and would like to have your opinion.

1a. Have you ever been in the military service?

1() Yes

2() No (END INTERVIEW— CODE 8)

b. IF YES:

Are you currently serving in the military?

1() Yes (END INTERVIEW— CODE 9)

2() No

c. IF NO:

Are you currently a member of the active reserves in paid drill status; that is, going to night or weekend unit training assemblies and/or summer training camp?

1() Yes (END INTERVIEW— CODE 10)

2() No

- OVER -

1d. IF NO IN #1c:

For how many months and years were you in the military service?

- 12- 1() Less than 2 years (END INTERVIEW—CODE 11) 4() 4 years— 4 yrs., 11 mos.
2() 2 years— 2 yrs., 11 mos. 5() 5 years— 5 yrs., 11 mos.
3() 3 years— 3 yrs., 11 mos. 6() 6 years or more (END INTERVIEW—
CODE 11)

e. In what month and year did you enter the military service? CHECK MONTH AND YEAR

- () Before November 1973 (END INTERVIEW—CODE 11)
() November 1977 or later (END INTERVIEW—CODE 11)

MONTH

YEAR

ID #: 1—

2—

3—

4—

SAMP. 5—

- 13- 01() January 07() July 15- 3() 73
14- 02() February 08() August 4() 74
03() March 09() September 5() 75
04() April 10() October 6() 76
05() May 11() November 7() 77
06() June 12() December

f. In what month and year were you released from the military service? CHECK MONTH AND YEAR

- () Before November 1975 (END INTERVIEW—CODE 11)

MONTH

YEAR

LOCNO 6—

7—

8—

9—

10—

11—

- 16- 01() January 07() July 18- 4() 74
17- 02() February 08() August 5() 75
03() March 09() September 6() 76
04() April 10() October 7() 77
05() May 11() November 8() 78
06() June 12() December 9() 79

g. In what branch of the military did you serve?

- 19- 1() Air Force 4() Marines
2() Army 5() Navy
3() Coast Guard

h. How old are you?

- 20- 01() 20 or under 06() 25 11() 30 16() 35
21- 02() 21 07() 26 12() 31 17() 36
03() 22 08() 27 13() 32 18() 37
04() 23 09() 28 14() 33 19() 38
05() 24 10() 29 15() 34 20() 39
21() 40
22() 41 or over

i. What is the last year of school or college you completed?

- 22- 1() Less than high school graduate 5() Two years of college
2() High school graduate 6() Three years of college
3() Vocational school/training after high school 7() Four years of college
4() One year of college 8() Post graduate work

j. CHECK SEX:

- 23- 1() Male 2() Female 24—
25—

RESPONDENT _____ PHONE _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
INTERVIEWER _____ DATE _____
SAMPLE SEGMENT _____

● Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

October 1979
Job # 8894
CMB # 22-RO407

ENLISTMENT STUDY — VETERANS SAMPLE

1 Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?

25- 1() Yes (#4 NEXT) 2() No

3. IF NO:

Are you planning to attend any type of school or college in the next year or so?

27- 1() Yes 2() No (#7a NEXT) 0() Not applicable

4. IF YES IN #2 OR #3:

What type of school are you attending/planning to attend?

23- 1() High school
2() Vocational training school after high school (#6a NEXT)
3() Two-year college (#6a NEXT)
4() Four-year college (#6a NEXT)
5() Graduate or professional school (#6b NEXT)
9() Don't know (#7a NEXT)
0() Not applicable

5a. IF HIGH SCHOOL:

Do you plan to go on to vocational training or college after high school?

29- 1() Yes (#7a NEXT) 9() Don't know (#7a NEXT)
2() No 0() Not applicable

5b. IF NO:

Did you have technical training in high school — in shop courses, that is?

37- 1() Yes } #7a NEXT 9() Don't know } #7a NEXT
2() No } 0() Not applicable }

6a. IF COLLEGE OR VOCATIONAL TRAINING IN #4:

How many courses are you taking/planning to take per semester?

31- 1() One 5() Five
2() Two 6() Six or more
3() Three 9() Don't know
4() Four 0() Not applicable

6b. What is/was/will be your major?

1() English; literature
2() Foreign language or literature
3() Psychology; sociology; anthropology
4() Economics; political science
5() Biology
6() Mathematics; computer science; information science
7() Physics; chemistry
() Engineering: SPECIFY TYPE _____
() Double major or other: SPECIFY _____
9() None; undecided; not sure
0() Not applicable

6c. Are you/will you be using/did you use any kind of financial assistance?

- 1() Yes
2() No

- 9() Don't know
0() Not applicable

7a. Are you currently employed outside your home?

- 1() Yes

- 2() No (#11 NEXT)

7b. IF YES:

About how big is the company you work for? Would you say that the total number of people who work for it is:

- 1() Just yourself,
2() 2 - 10,
3() 11 - 100,
4() 101 - 1,000

- 5() 1,001 - 10,000, or
6() More than 10,000?
9() Don't know
0() Not applicable

7c. Now, think about just the office or store or factory in which you yourself are located. Are the number of people working there for your company:

- 1() Just yourself,
2() 2 - 10,
3() 11 - 100,
4() 101 - 1,000,

- 5() 1,001 - 10,000, or
6() More than 10,000?
9() Don't know
0() Not applicable

8a. How many hours a week do you regularly work?

IF 49 OR MORE, Q. 9 NEXT

8b. IF 48 OR FEWER HOURS:

Have you been looking for a second job or another way to increase your income?

- 1() Yes
2() No

- 0() Not applicable

9. How satisfied are you with your present job? Are you:

- 1() Very satisfied,
2() Somewhat satisfied,

- 3() Somewhat dissatisfied, or
4() Very dissatisfied?
0() Not applicable

10. How long have you been employed there?

- 1() Less than 6 months
2() 6 months - 11 months

- 3() 1 - 5 years
4() More than 5 years
0() Not applicable

SKIP TO Q. 12 NEXT.

11. IF NOT CURRENTLY EMPLOYED IN Q. 7a:
Are you looking for work?

- 1() Yes

- 2() No
0() Not applicable

12. How difficult do you think it is for someone in your type of work to find a place where you live? Is it:

- 1() Very difficult,
2() Somewhat difficult,

- 3() Somewhat easy, or
4() Very easy?
9() Don't know

13. Now I'm going to read you a list of several things which young people 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	DK/ Not Sure
a. Working in a factory	1()	2()	3()	4()	9()-45
b. Working at a desk in a business office	1()	2()	3()	4()	9()-46
c. Working as a salesperson	1()	2()	3()	4()	9()-47

FOR STATEMENTS d THROUGH i, START WITH
STARRED ITEM FIRST; ROTATE THRU REMAINDER.

d. Serving in the Army National Guard	1()	2()	3()	4()	9()-48
e. Serving in the Air National Guard	1()	2()	3()	4()	9()-49
f. Serving in the Army Reserve	1()	2()	3()	4()	9()-50
g. Serving in the Air Force Reserve	1()	2()	3()	4()	9()-51
h. Serving in the Marine Corps Reserve	1()	2()	3()	4()	9()-52
i. Serving in the Navy Reserve	1()	2()	3()	4()	9()-53

STATEMENT j IS ALWAYS ASKED LAST.

j. Serving in the active military	1()	2()	3()	4()	9()-54
-----------------------------------	------	------	------	------	---------

14. Have you ever:

- a. Attended an open house for a National Guard/Reserve unit in your area? 1() Yes 2() No-55
- b. Gone to a recruiting center to talk about joining the National Guard/Reserves? 1() Yes 2() No-56

- 15a. A number of ads for the military concentrate on the jobs and the training available. When you think of the National Guard or the Reserves, how true do you think the ads really are? Would you say the National Guard/Reserves offer:

- 57- 1() A great variety of jobs and training programs,
2() Some variety, but not great variety,
3() Only a little variety, or
4() Hardly any variety at all?
9() Don't know

- 15b. How about for a person like yourself -- do you think that, considering your skills and your interests, you would find in the National Guard/Reserve:

- 53- 1() A great variety of jobs and training programs,
2() Some variety, but not great variety,
3() Only a little variety, or
4() Hardly any variety at all?
9() Don't know

16a. Did you ever actually apply to join the National Guard or Reserves?

- 59- 1() Yes 2() No

16b. The current length of time for enlistment in the Guard/Reserve is six years. How likely would you be to enlist in the Guard/Reserve if you had to sign up for 2 years — would you:

- 50- 1() Definitely enlist, 3() Probably not enlist, or
2() Probably enlist, 4() Definitely not enlist?
9() Don't know

17a. I'd like to change the topic now. I notice that you were in the (NAME SERVICE FROM SCREENER). Overall, how satisfied were you with the time you spent in the (NAME SERVICE) — were you:

- 61- 1() Very satisfied, 4() Somewhat dissatisfied, or
2() Somewhat satisfied, 5() Very dissatisfied with the
3() Neither satisfied nor service?
dissatisfied, 9() Don't know

17b. Did you get the MOS or specialty or AFSC you wanted when you joined the service?

- 52- 1() Yes 2() No

17c. How satisfied were you with your MOS or specialty or AFSC — were you:

- 53- 1() Very satisfied, 4() Somewhat dissatisfied, or
2() Somewhat satisfied, 5() Very dissatisfied with the
3() Neither satisfied nor service?
dissatisfied, 9() Don't know

18a. What was your grade when you left the service?

- 64- 1() E-1 (#21 NEXT) 6() E-6
2() E-2 7() E-7
3() E-3 8() E-8
4() E-4 9() E-9
5() E-5 0() Don't know/refused (#21 NEXT)

18b. IF E-2 OR HIGHER IN #18a:

. How long before you left the service was your last promotion?

- 65- 1() Last week or two
2() Last three months, but not last week or two
3() Four to six months
4() Seven to nine months
5() Ten to 12 months
6() A year to a year and a half
7() More than a year and a half
9() Don't know (#21 NEXT)
0() Not applicable

} #20 NEXT

19. IF SIX MONTHS OR LESS IN #18b:

Had you received the promotion earlier, would you have been more likely to stay in the service?

56- 1() Yes } #21 NEXT
2() No

9() Don't know (#21 NEXT)
0() Not applicable

20. IF SEVEN MONTHS OR MORE IN #18b:

Had you received a promotion more recently, would you have been more likely to stay in the service?

67- 1() Yes
2() No

9() Don't know
0() Not applicable

21. In your opinion, how were women treated in the service? Would you say they were treated:

63- 1() Better than men,
2() About the same as men, or
3() Worse than men?

9() Don't know

22a. Do you remember discussing the Guard/Reserve with a career counselor before you left the service?

69- 1() Yes

2() No
9() Not sure } #23a NEXT

22b. IF YES:

About how long before you left the service was your first contact with him/her?

73- 1() Last week or two
2() Last three months, but not last week or two
3() Four to six months
4() Seven to nine months
5() Ten to 12 months
6() A year to a year and a half
7() More than a year and a half
9() Don't know
0() Not applicable

22c. Do you feel that your discussions with career counselors were helpful to you?

71- 1() Yes
2() No

9() Don't know
0() Not applicable

23a. Do you feel your experience in the service has helped you in civilian life?

- 72- 1() Yes 9() Don't know
2() No

23b. How useful has your experience in the service been since your return to civilian life? Would you say it has been:

- 73- 1() Very useful, 9() Don't know
2() Somewhat useful,
3() Slightly useful, or
4() Not at all useful?

23c. Have you done any of the following things since you left the service? READ LIST

- | | | | | |
|--|----------|---------|-----|-----------------------|
| a. Gone back to school | 1() Yes | 2() No | -74 | |
| b. Gotten married | 1() Yes | 2() No | -75 | |
| c. Bought a home | 1() Yes | 2() No | -76 | |
| d. Had a child | 1() Yes | 2() No | -77 | |
| e. Taken out a bank loan, other than
a home mortgage loan | 1() Yes | 2() No | -78 | |
| f. Gotten divorced or separated | 1() Yes | 2() No | -79 | 83- (1)
1-4- (DUP) |

23d. On the whole, how satisfied have you been with civilian life since you left the service? Would you say you are:

- 5- 1() Very satisfied, 9() Don't know
2() Somewhat satisfied,
3() Neither satisfied nor dissatisfied,
4() Somewhat dissatisfied, or
5() Very dissatisfied?

24a. Do you remember receiving any recruiting literature from the service since you left?

- 6- 1() Yes 2() No } #25 NEXT
9() Don't know

24b. IF YES:

How recently was that? Was it in the:

- 7- 1() Last three months, 9() Don't know
2() Four to six months ago, 0() Not applicable
3() Seven to nine months ago,
4() 10 to 12 months ago, or
5() More than a year ago?

24c. Was that from the:

- 8- 1() Active forces, 9() Don't know
2() The Guard/Reserve, or 0() Not applicable
3() Both?

24d. Did you read it?

- 9- 1() Yes 9() Don't recall
2() No 0() Not applicable

25. How likely would you be to enlist in the Guard/Reserve if you were to receive (NAME ITEM) — would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist?

	ENLIST		NOT ENLIST		DK
	Definitely	Probably	Probably	Definitely	
a. A \$1,000 bonus	1()	2()	3()	4()	9() - 10
b. A \$1,500 bonus	1()	2()	3()	4()	9() - 11
c. A \$2,000 bonus	1()	2()	3()	4()	9() - 12

- 26a. Do you think it would help you in a civilian job if you were to be a member of the National Guard or the Reserves?

13- 1() Yes 2() No 9() Don't know

- 26b. Do you think an employer would hold a job for someone who was away in active duty training with the National Guard or the Reserves for 3 to 6 months?

14- 1() Yes 2() No 9() Don't know

- 26c. If an employer did hold a position open, would the employee lose all of his or her seniority from a company during the training period for the National Guard or the Reserves?

15- 1() Yes 2() No 9() Don't know

IF RESPONDENT IS NOT EMPLOYED (Q. 7a, PAGE 2), SKIP TO Q. 28.

- 27a. IF RESPONDENT IS EMPLOYED:

Does your company have a specific policy about National Guard or Reserves participation?

15- 1() Yes 9() Don't know
2() No 0() Not applicable

- 27b. With regard to Guard/Reserve participation, would you say the company is:

17- 1() Positive, 9() Don't know
2() Neutral, or 0() Not applicable
3() Negative?

- 27c. Have you ever talked with any supervisor about company policy on this, or has any supervisor ever talked with you?

18- 1() Yes 9() Don't know (#28 NEXT)
2() No (#28 NEXT) 0() Not applicable

- 27d. IF YES:

Would you say your supervisor was:

19- 1() Positive, 9() Don't know
2() Neutral, or 0() Not applicable
3() Negative?

28. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the statement. READ LIST.

AGREE		Neither	DISAGREE	
Strongly	Somewhat		Somewhat	Strongly

- | | | | | | | |
|----|--|------|------|------|------|---------|
| a. | It's important for our country to be able to use military force in its relations with other countries. | 1() | 2() | 3() | 4() | 5()-20 |
| b. | I like to become involved in projects in my community. | 1() | 2() | 3() | 4() | 5()-21 |
| c. | People look up to a person in the uniform of the National Guard or Reserves. | 1() | 2() | 3() | 4() | 5()-22 |
| d. | It's more fun to play team sports than individual sports. | 1() | 2() | 3() | 4() | 5()-23 |
| e. | Our country is too militaristic. | 1() | 2() | 3() | 4() | 5()-24 |
| f. | A nation should always be ready to fight. | 1() | 2() | 3() | 4() | 5()-25 |
| g. | I like to belong to organizations or groups which help me find more interesting things to do than being on my own. | 1() | 2() | 3() | 4() | 5()-26 |
| h. | I've always liked the idea of wearing a uniform. | 1() | 2() | 3() | 4() | 5()-27 |
| i. | The National Guard is a place to meet good friends and make lasting friendships. | 1() | 2() | 3() | 4() | 5()-28 |
| j. | It is unnecessary for us to spend billions and billions of dollars each year for military preparations. | 1() | 2() | 3() | 4() | 5()-29 |
| k. | The National Guard and the Reserves are highly respected in my community. | 1() | 2() | 3() | 4() | 5()-30 |
| l. | The military life is a pretty lonely one. | 1() | 2() | 3() | 4() | 5()-31 |
| m. | The National Guard or Reserves offers an opportunity to become involved in projects in my community. | 1() | 2() | 3() | 4() | 5()-32 |
| n. | I would be proud to be a member of the National Guard or Reserves. | 1() | 2() | 3() | 4() | 5()-33 |
| o. | In my spare time I prefer doing things with others rather than being by myself. | 1() | 2() | 3() | 4() | 5()-34 |

29. Now I'd like you to think about a normal week in your life. About how often do you get a chance to just relax for three or four hours in a row — to do what you want without having to catch up on chores from your job or your home? A chance to do what you want for a few hours at a stretch — without having to take care of things or see people you don't want to? Would you say this happens:

- 35- 1() Every week, 4() Hardly ever, or
 2() Almost every week, 5() Never?
 3() Once or twice a month, 9() Don't know

30. When you do have a chance to do what you want, what sorts of activities do you like? As I read each of these activities, tell me if it is something you like very much, something you like a little bit, something you don't particularly care about one way or the other, or something you dislike altogether. READ LIST

	LIKE		Don't		DK/ Never Tried
	Very Much	A Little	Particularly Care About	Dislike	
a. Snow skiing	1()	2()	3()	4()	9() -36
b. Volleyball	1()	2()	3()	4()	9() -37
c. Meal preparation	1()	2()	3()	4()	9() -33
d. Reading a novel	1()	2()	3()	4()	9() -39
e. Fishing	1()	2()	3()	4()	9() -40
f. Gardening	1()	2()	3()	4()	9() -41
g. Watching a football game	1()	2()	3()	4()	9() -42
h. Reading about medicine	1()	2()	3()	4()	9() -43
i. Dining out	1()	2()	3()	4()	9() -44
j. Participating in religious activities	1()	2()	3()	4()	9() -45
k. Doing crossword puzzles	1()	2()	3()	4()	9() -46
l. Studying the stock market	1()	2()	3()	4()	9() -47
m. Reading about foreign countries	1()	2()	3()	4()	9() -48
n. Hunting	1()	2()	3()	4()	9() -49
o. Going to a movie	1()	2()	3()	4()	9() -50
p. Visiting friends	1()	2()	3()	4()	9() -51
q. Fixing up a car or motorcycle	1()	2()	3()	4()	9() -52
r. Working with a youth group	1()	2()	3()	4()	9() -53
s. Playing cards with friends	1()	2()	3()	4()	9() -54
t. Going to a disco	1()	2()	3()	4()	9() -55
u. Working for a political or social cause	1()	2()	3()	4()	9() -56
v. Camping out	1()	2()	3()	4()	9() -57
w. Shooting the breeze with friends	1()	2()	3()	4()	9() -58

31. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next six months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do. READ LIST

	LIKELY		Neither	UNLIKELY		Don't Know
	Very	Somewhat		Somewhat	Very	
a. Send for literature about the military forces.	1()	2()	3()	4()	5()	9()-59
b. Talk to a recruiter for one of the military services.	1()	2()	3()	4()	5()	9()-50
c. Look for a job, or look to change jobs.	1()	2()	3()	4()	5()	9()-61
d. Take a physical or written test for military service.	1()	2()	3()	4()	5()	9()-62
e. Look for a way to change the routine in your life.	1()	2()	3()	4()	5()	9()-63
f. Look for a way to make some extra money in your spare time.	1()	2()	3()	4()	5()	9()-64

32. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing — would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally. READ LIST

	IMPORTANT		Neither	UNIMPORTANT		Don't Know
	Very	Somewhat		Somewhat	Very	
a. Developing a sense of discipline.	1()	2()	3()	4()	5()	9()-65
b. The opportunity to serve my community.	1()	2()	3()	4()	5()	9()-66
c. Gaining recognition and status.	1()	2()	3()	4()	5()	9()-67
d. Learning a new trade or specialty.	1()	2()	3()	4()	5()	9()-68
e. Learning leadership skills.	1()	2()	3()	4()	5()	9()-69
f. Meeting new kinds of people.	1()	2()	3()	4()	5()	9()-70

33. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or more likely to accomplish it by some other part-time job or activity. Would the National Guard or the Reserves — or another job or activity be much more likely, or somewhat more likely to offer: READ LIST

	Guard/Reserves		Neither	Other Part-Time Job/Activity		Don't Know
	Much	Somewhat		Somewhat	Much	
a. Developing a sense of discipline.	1()	2()	3()	4()	5()	9()-71
b. The opportunity to serve my community.	1()	2()	3()	4()	5()	9()-72
c. Gaining recognition and status.	1()	2()	3()	4()	5()	9()-73
d. Learning a new trade or specialty.	1()	2()	3()	4()	5()	9()-74
e. Learning leadership skills.	1()	2()	3()	4()	5()	9()-75
f. Meeting new kinds of people.	1()	2()	3()	4()	5()	9()-76

77-79 (6)
80 (2)
1-4 (DUP)

4. If you were to join the National Guard or the Reserves, would the following things be likely or unlikely to occur? As I read each statement, please tell me whether it would be likely to occur or unlikely to occur? READ LIST.

	TO OCCUR		DK/ Not Sure
	Likely	Unlikely	
a. Not being able to earn extra money.	1()	2()	9() -5
b. Losing a chance to progress toward a solid job and job security.	1()	2()	9() -6
c. Engaging in exciting and adventurous activities.	1()	2()	9() -7
d. Taking too much time away from your family during drills.	1()	2()	9() -3
e. Being with "losers."	1()	2()	9() -9
f. Taking too much time away from your personal and social activities.	1()	2()	9() -10
g. Having military supervisors who would hassle or harrass you.	1()	2()	9() -11
h. Having a chance to show your abilities.	1()	2()	9() -12
i. Having problems with your job because of National Guard or Reserve obligations.	1()	2()	9() -13
j. Learning self-discipline.	1()	2()	9() -14
k. Getting a chance to travel.	1()	2()	9() -15
l. Having a job that's not too demanding.	1()	2()	9() -16
m. Losing a chance for educational progress.	1()	2()	9() -17
n. Not having much spare time.	1()	2()	9() -18
o. Obtaining useful training.	1()	2()	9() -19

35. Now as I read each of these statements again, please tell me whether it is something you'd like very much, something you'd like somewhat, something you'd dislike somewhat, something you'd dislike very much, or something you'd neither like nor dislike. READ LIST.

	LIKE		Neither	DISLIKE		DK
	Very	Somewhat		Somewhat	Very	
a. Not being able to earn extra money.	1()	2()	3()	4()	5()	9() -20
b. Losing a chance to progress toward a solid job and job security.	1()	2()	3()	4()	5()	9() -21
c. Engaging in exciting and adventurous activities.	1()	2()	3()	4()	5()	9() -22
d. Taking too much time away from your family during drills.	1()	2()	3()	4()	5()	9() -23
e. Being with "losers."	1()	2()	3()	4()	5()	9() -24
f. Taking too much time away from your personal and social activities.	1()	2()	3()	4()	5()	9() -25
g. Having military supervisors who would hassle or harrass you.	1()	2()	3()	4()	5()	9() -26
h. Having a chance to show your abilities.	1()	2()	3()	4()	5()	9() -27
i. Having problems with your job because of National Guard or Reserve obligations.	1()	2()	3()	4()	5()	9() -28
j. Learning self-discipline.	1()	2()	3()	4()	5()	9() -29
k. Getting a chance to travel.	1()	2()	3()	4()	5()	9() -30
l. Having a job that's not too demanding.	1()	2()	3()	4()	5()	9() -31
m. Losing a chance for educational progress.	1()	2()	3()	4()	5()	9() -32
n. Not having much spare time.	1()	2()	3()	4()	5()	9() -33
o. Obtaining useful training.	1()	2()	3()	4()	5()	9() -34

36a. A number of people have been discussing a law requiring all men to register for the draft, when they are 18 years old. How would you personally feel about such a requirement, if it meant only that the young men would have to register, but there would be no draft unless there were a national emergency? Would you be:

- 35- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

36b. How would you feel if the requirement applied not only to men at age 18, but also to women? If the requirement were that all young people are required to register but there would be no draft unless there were a national emergency, would you be:

- 36- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

36c. How about draft registration, together with a requirement that all young people would have to participate in some sort of national service? If some people could choose to join some community service organization, such as Vista or the Peace Corps, and those who wanted could choose the military forces, how would you react to the requirement? Would you be:

- 37- 1() Strongly in favor, 4() Somewhat opposed, or
2() Somewhat in favor, 5() Strongly opposed?
3() Neither in favor nor opposed, 9() Don't know

37. Would you say that military danger from other countries to the United States right now is:

- 33- 1() Very high, 3() Somewhat low, or
2() Somewhat high, 4() Very low?
9() Don't know

38. Now I'm going to read you one last list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the statement. READ LIST

	AGREE		Neither	DISAGREE	
	Strongly	Somewhat		Somewhat	Strongly
a. You can't trust the government, because their policies are always changing.	1()	2()	3()	4()	5()-39
b. There are too many choices a young person has to make in today's world.	1()	2()	3()	4()	5()-40
c. Politicians and bureaucrats don't care about the people they're supposed to serve.	1()	2()	3()	4()	5()-41
d. Military officers don't care about the people who have to serve under them.	1()	2()	3()	4()	5()-42
e. My family sometimes doesn't understand my style of life.	1()	2()	3()	4()	5()-43
f. You can't trust the military because their policies are always changing.	1()	2()	3()	4()	5()-44
g. There are very few jobs really worth doing.	1()	2()	3()	4()	5()-45
h. I feel ready to settle down.	1()	2()	3()	4()	5()-46
i. Women do not have the physical strength and endurance to be military personnel.	1()	2()	3()	4()	5()-47
j. The military life is a good influence on most young people.	1()	2()	3()	4()	5()-48
k. Women think less clearly than men, and are more emotional.	1()	2()	3()	4()	5()-49
l. Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units.	1()	2()	3()	4()	5()-50
m. Women have a tougher time adjusting to military life than do men.	1()	2()	3()	4()	5()-51
n. Women in the military are less feminine than other women.	1()	2()	3()	4()	5()-52
o. Employers value people who have had military training.	1()	2()	3()	4()	5()-53
p. It's really important for women to have the same opportunities as men.	1()	2()	3()	4()	5()-54

IF RESPONDENT IS MALE, SKIP TO #40.

39a. IF RESPONDENT IS FEMALE:

How do you feel about Women's Lib? Are you:

- 55- 1() Strongly in favor of it, 9() Don't know
 2() Somewhat in favor, 0() Not applicable
 3() Somewhat opposed, or
 4() Strongly opposed to it?

39b. When you were in the military, did you personally want a job that has usually been a man's?

- 56- 1() Yes 9() Don't know (#40 NEXT)
 2() No (#40 NEXT) 0() Not applicable

39c. IF YES:

Did you get it?

- 57- 1() Yes 0() Not applicable
 2() No

40. How likely would you be to enlist in the Guard/Reserve if you were to receive (NAME ITEM) — would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist?

	ENLIST		NOT ENLIST		Don't Know
	Definitely	Probably	Probably	Definitely	
a. Tuition assistance of \$500 per year, for up to 4 years.	1()	2()	3()	4()	9() 53
b. Tuition assistance of \$750 per year, for up to 4 years.	1()	2()	3()	4()	9() 59
c. Tuition assistance of \$1,000 per year, for up to 4 years.	1()	2()	3()	4()	9() 60

41a. And now a few questions for classification purposes. Are you living with your parents?

61- 1() Yes 2() No

41b. Are you:

62- 1() Married, 3() Widowed, divorced, or (#41d NEXT)
2() Single, (#41d NEXT) 4() Separated? (#42 NEXT)

41c. IF MARRIED:

Is your spouse working?

63- 1() Yes (#42 NEXT) 2() No (#42 NEXT) 0() Not applicable

41d. IF SINGLE, WIDOWED, OR DIVORCED IN #41b:

Are you planning to get married in the next 12 months?

64- 1() Yes 9() Don't know
2() No 0() Not applicable

42. Do you own your own home?

65- 1() Yes 2() No

43. What was the last grade of school or college your father completed?

66- 1() Less than high school graduate
2() High school graduate
3() Vocational/training school after high school
4() Some college
5() College graduate or more
9() Don't know

44a. During most of your first ten years of life, did you live:

67- 1() On a farm, (#45a NEXT) 9() No one place (#45a NEXT)
2() In a town,
3() In a suburb, or
4() In a city?

44b. Approximately what was its population?

68- 1() Under 1,000 6() 500,000 to 999,999
2() 1,000 to 9,999 7() 1 million or over
3() 10,000 to 49,999 9() Don't know
4() 50,000 to 99,999 0() Not applicable
5() 100,000 to 499,999

45a. Was your father a career military man?

69- 1() Yes

2() No

9() Don't know } #45c NEXT

45b. IF YES:

How do you think he would rate his military career — would you say he was:

70- 1() Very satisfied,

4() Somewhat dissatisfied, or

2() Somewhat satisfied,

5() Very dissatisfied?

3() Neither satisfied nor
dissatisfied,

9() Don't know

0() Not applicable

45d. Have any other close relatives been career military personnel?

71- 1() Yes

2() No

9() Don't know } #46 NEXT

45d. IF YES: 72-79 (0); 80 (3); 1-4 (DUP)

Who was that? CHECK ALL MENTIONED

5-1() Mother

11- 5() Spouse

5-2() Uncle or aunt

12- 6() Cousin

7-3() Brother or sister

13- 7() Stepfather or stepmother

3-4() Grandparent

14- 8() Father-in-law/mother-in-law

9- () Other

WRITE IN

15- 0() Not applicable

46. What was the last grade of school or college your mother completed?

16- 1() Less than high school graduate

2() High school graduate

3() Vocational/training school after high school

4() Some college

5() College graduate or more

9() Don't know

47. Excluding yourself, how many dependents do you have?

17- 1() None

4() Three

2() One

5() Four

3() Two

6() Five or more

48. During your high school years, would you say you were an:

13- 1() A student,

4() D student, or

2() B student,

5() F student?

3() C student,

9() Don't know

49. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM) are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

	SIMILAR		DIFFERENT		Don't Know
	Very	Somewhat	Somewhat	Very	
a. National Guard and the Active Military	1()	2()	3()	4()	9()-19
b. Active Military and the Reserves	1()	2()	3()	4()	9()-20
c. National Guard and the Reserves	1()	2()	3()	4()	9()-21

50a. How many brothers and sisters do you have?

- | | | |
|-----|------------|-----------------------|
| 22- | 1() One | 5() Five |
| | 2() Two | 6() Six or more |
| | 3() Three | 0() None (#51a NEXT) |
| | 4() Four | |

50b. How many are older than you?

- | | | |
|-----|------------|---------------------|
| 23- | 1() One | 5() Five |
| | 2() Two | 6() Six or more |
| | 3() Three | 0() None |
| | 4() Four | 9() Not applicable |

50c. Have any of your brothers or sisters served in the military?

- | | | |
|-----|----------|---------------------|
| 24- | 1() Yes | 9() Don't know |
| | 2() No | 0() Not applicable |

51a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

- | | | |
|-----|----------|---------------------|
| 25- | 1() Yes | 2() No (#52a NEXT) |
|-----|----------|---------------------|

51b. IF YES:

How many of those friends joined?

- | | | |
|-----|------------|---------------------|
| 26- | 1() One | 4() Four |
| | 2() Two | 0() None |
| | 3() Three | 9() Not applicable |

52a. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

- | | | |
|-----|-------------------------------------|--------------------------|
| 27- | 1() Very pleased | 4() Somewhat displeased |
| | 2() Somewhat pleased | 5() Very displeased |
| | 3() Neither pleased nor displeased | 9() Don't know |

52b. Who were you mostly thinking of when you answered just now? CHECK ALL MENTIONED

- | | | | |
|-----|-----------------|-----|----------------------------|
| 28- | 1() Mother | 36- | 7() Coworkers |
| 29- | 2() Father | 37- | 8() Employer |
| 30- | 3() Brother(s) | 38- | 9() Teacher(s), coach(es) |
| 31- | 4() Sister(s) | 39- | 1() Counselor(s) |
| 32- | 5() Spouse | 40- | 2() Best friend |
| 33- | 6() Child(ren) | 41- | 3() Fiance(e) or steady |
| 34- | () Other | | |
| 35- | | | |

WRITE IN

53. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

- | | | |
|-----|---------------------------------------|-----------|
| 42- | 1() Hispanic | () Other |
| | 2() American Indian or Alaska Native | WRITE IN |
| | 3() Black, not of Hispanic origin | |
| | 4() Asian or Pacific Islander | |
| | 5() White, not of Hispanic origin | |

54a. And, next to last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 43- 1() _ _ _ _ - _ _ _ - _ _ _ _ _
 2() Can't remember and can't find readily
 3() No social security number
 4() Refusal
 5() Asks reasons
- } #55a NEXT
 } #54b NEXT

54b. We need this information for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

- 44- 1() _ _ _ _ - _ _ _ - _ _ _ _ _
 2() Can't remember and can't find readily
 3() No social security number
 4() Refusal
 0() Not applicable

55a. Have you tried to find out if there is a Guard/Reserve unit close enough for you to join?

- 45- 1() Yes 2() No (GO TO RESPONDENT NAME, ETC.)

55b. IF YES:

Is there one close enough for you to join?

- 46- 1() Yes 2() No
 0() Not applicable } GO TO RESPONDENT NAME, ETC.

55c. IF YES:

Does it have an opening for someone with your skills or training?

- 47- 1() Yes 9() Don't know
2() No 0() Not applicable

SS #: 48-
49-
50-
51-
52-
53-
54-
55-
56-

INTERVIEWER: 57-
58-
59-
60-79 (o)
80 (4)

RESPONDENT _____ PHONE _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
INTERVIEWER _____ DATE _____

SAMPLE SEGMENT

SECTION TWO

The Data Tape Documentation

DATA TAPE DOCUMENTATION

The 9 Track (1600 BPI) magnetic data tape is described as follows:

External Label	=	X22156
Internal Label	=	MASTER
Code	=	EBCDIC

The data tape contains three data sets corresponding to the three samples in the Tracking Study. The Data Control Block specifications for each of the three data sets are as follows:

Record Format	=	VBS
Logical Record Length	=	20008
Block Size	=	6400

Each data set is an SPSS system file. The file specifications are as follows:

Non-Prior Service Males

Data Set Name	=	NPSMALE2
Number of Variables	=	266
Number of Subfiles	=	0

Non-Prior Service Females

Data Set Name	=	NPSWMN2
Number of Variables	=	266
Number of Subfiles	=	0

Prior Service Individuals

Data Set Name = VETS2
Number of Variables = 262
Number of Subfiles = 7

Description of Subfiles for Prior Service File:

<u>Subfile Name</u>	<u>Number of Cases</u>	<u>Description of Membership</u>
ARM	446	Army males
AFM	452	Air Force males
NYM	442	Navy males
MCM	204	Marine Corps males
ARF	146	Army females
AFF	144	Air Force females
NYF	107	Navy females

The data for each file was initially taken from five cards. Upon the creation of an SPSS system file, column structure is converted to the relative position of each variable within the file.

All variables are in F-format with no decimals. With two exceptions, the print format is equal to zero. The print format for variables SUBFILE and CASWGT are "A" and "4", respectively.

The values "0" and "9" have been declared as missing values for all non-system file variables on all files with the following exceptions:

Variable			
All Three Files	NPS Files Only	PS File Only	Missing Value
ID, SAMPLE, AGE, EDUCATN, SEX, NOWINSCH, APPLY, LIVWPAR, MARSTAT, MOMMIL to FRNDMIL, MOMSIG to FIANCSIG, INTVWRNO, ZIP, AREACODE, MONTH, DAY	ARMYAD to NAAD2, JOBORTRN, PRIDE, TRAVEL, MONEY, EDUCBEN, OTHRESO, DKRESO, NARES, NUMSIBS	ENTRYMO, ENTRYYR, RLSMO, RLSYR, BRANCHSR, BRANCH, EMPLOYED, OWNHOME, FINDUNIT	NONE
NOLDER, NFRNDS	JOBSFORU, YRSINAC, YRSINGR, NUMDEPS	NUMSIBS, OPENING	9
	MOTHER, FATHER, SPOUSE, OTHFRND, SIBLINGS, EMPLOYER		8,9
HRSPERWK			0,99
		TINSERV GDINSERV GRADES	11 0 6,9

The variables NOINBLK, BLK, STATE, CARD1, CASE2, CARD2, CASE3, CARD3, CASE4, CARD4, CASE5, and CARD5 were used for quality control purposes and no longer represent useful information.

The associated question number on the questionnaire, relative position on the file or subfile, name, description, and response choice codes¹⁾ for each variable are listed in the following pages. This information is first listed for the Non-Prior Service files and then it is listed for the Prior Service file.

1) In most cases, the response choice codes given for each variable are the only labels that were assigned to the variable on the data tape. However, in some cases irrelevant labels have been attached to a variable or relevant labels have not been attached to a variable; this is the result of "batch-labeling" similar variables. In the former case, only the relevant labels have been described in the response choice column of the variable documentation; in the latter case, all relevant labels have been included in the response choice column of the variable documentation even though some of these do not appear on the tape.

DOCUMENTATION FOR VARIABLES:

NON-PRIOR SERVICE FILES

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
--	1	SEQNUM: Standard SPSS system file variable	--
--	2	SUBFLJ: Standard SPSS system file variable	--
--	3	CASWGT: Standard SPSS system file variable	--
--	4	ID: Unique number for each case	--
--	5	SAMPLE: Describes sample membership	1. NPS male 2. NPS female
--	6	NOINBLK	--
--	7	BLK	--
1g	8	AGE: Age of NPS sample respondents	1. 17.5 2. 18 3. 19 4. 20 5. 21 6. 22 7. 23 8. 24 9. 25 10. 26
1j	9	EDUCATN: The last year of school or college completed	1. Less than high school grad 2. High school graduate 3. Voc-Tech training 4. One-year college 5. Two-year college 6. Three-year college 7. Four-year college 8. Post-graduate

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
1k	10	SEX: Sex of NPS respondent	1. Male 2. Female
2	11	NOWINSCH: Currently attending any type of school or college	1. Yes 2. No
3	12	PLANSCH: Planning to attend any type of school or college in the next year or so	1. Yes 2. No 0. Not applicable
4	13	TYPESCH: Type of school attending/planning to attend	1. High school 2. Voc-Tech training 3. Two-year college 4. Four-year college 5. Graduate school 0. Not applicable 9. Don't know
5a	14	AFTERHS: Plan to go on to vocational training or college after high school	1. Yes 2. No 0. Not applicable 9. Don't know
5b	15	TAKESHOP: Had technical training (i.e., shop courses) in high school	1. Yes 2. No 0. Not applicable 9. Don't know
6a	16	NCOURSES: Number of courses taking/planning to take per semester	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
6b	17	MAJOR: College major	01. English-Literature 02. Psych-Soc-Anth 03. Foreign Language-Literature 04. Econ-Polysci 05. Biology 06. Math-Computer Science 07. Physics-Chemistry 10.-99. Other (See Appendix) 00. Not applicable 09. Don't know
6c	18	FINAID: Using any kind of financial assistance	1. Yes 2. No 0. Not applicable 9. Don't know
7a	19	EMPLOYED: Currently employed outside your home	1. Yes 2. No
7b	20	SIZEOFFCO: Approximate number of people who work for your company	1. Self 2. 2-10 3. 11-100 4. 101-1000 5. 1001-10K 6. More than 10K 0. Not applicable 9. Don't Know
7c	21	SIZELOCA: Approximate number of people who work at just the store or office or factory in which you are located	1. Self 2. 2-10 3. 11-100 4. 101-1000 5. 1001-10K 6. More than 10K 0. Not applicable 9. Don't Know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
8a	22	HRSPEWK: Number of hours per week regularly worked	99. Don't know
8b	23	SCNDJOB: Looking for a second job	1. Yes 2. No 0. Not applicable
9	24	JOBSATIS: Satisfied with your present job	1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied 4. Very dissatisfied 0. Not applicable 9. Don't know
10	25	TONJOB: Time employed at present job	1. Less than 6 months 2. 6-11 months 3. 1-5 years 4. More than 5 years 0. Not applicable
11	26	LOOKWK: Currently looking for employment	1. Yes 2. No 0. Not applicable
12	27	DIFFJOB: Difficulty for someone finding work in area	1. Very difficult 2. Somewhat difficult 3. Somewhat easy 4. Very easy 9. Don't know
13a	28	FACTORY: Likelihood of working in a factory	1. Definitely 2. Probably 3. Probably not 4. Definitely not 9. Don't know-not sure

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
13b	29	DESK: Likelihood of working at a desk in an office	1. Definitely 2. Probably 3. Probably not 4. Definitely not 9. Don't know-not sure
13c	30	SALES: Likelihood of working as a salesperson	Same codes as above
13d	31	ANG: Likelihood of serving in Army National Guard	Same codes as above
13e	32	AFNG: Likelihood of serving in Air National Guard	Same codes as above
13f	33	ARES: Likelihood of serving in Army Reserve	Same codes as above
13g	34	AFRES: Likelihood of serving in the Air Force Reserve	Same codes as above
13h	35	MCRES: Likelihood of serving in the Marine Corps Reserve	Same codes as above
13i	36	NAVRES: Likelihood of serving in the Navy Reserve	Same codes as above
13j	37	ACTIVES: Likelihood of serving in the Active Military	Same codes as above
14a	38	LITERATR: Sent for recruiting literature from the Guard/Reserve	1. Yes 2. No 9. Don't know
14b	39	OPENHSE: Attended a Guard/Reserve open house	Same codes as above
14c	40	TALKACTV: Gone to a recruiting center to talk about joining the Active Forces	Same codes as above
14d	41	TALKGR: Gone to a recruiting center to talk about joining the Guard/Reserve	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
15a	42	TALKJOIN: Ever talked with parents, siblings, spouses friends, or employer about joining the military	1. Yes 2. No-don't recall
15b-c	43	MOTHER: Mother's feelings about respondent joining	4. Positive 5. Mixed-don't know 6. Negative 8. Not applicable-no talk 9. Not applicable-no mention
15b-c	44	FATHER: Father's feelings about respondent joining	Same codes as above
15b-c	45	SPOUSE: Spouse's, fiance's, or steady friend's feelings about respondent joining	Same codes as above
15b-c	46	OTIFRND: Other friend's feelings about respondent joining	Same codes as above
15b-c	47	SIBLINGS: Brother's or sister's feelings about respondent joining	Same codes as above
15b-c	48	EMPLOYER: Employer's feelings about respondent joining	Same codes as above
16a	49	SEENADS: Seen ads for military services in past three months	1. Yes 2. No-don't know
16b	50	ARMYAD: Ads seen were for the Army	0. Not Mentioned 1. Mentioned
16b	51	NAVYAD: Ads seen were for the Navy	Same codes as above
16b	52	MARINFAD: Ads seen were for the Marine Corps	Same codes as above
16b	53	AIRAD: Ads seen were for the Air Force	Same codes as above
16b	54	CGAD: Ads seen were for the Coast Guard	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
16b	55	ALLSERAD: Ads seen were for all services	0. Not mentioned 1. Mentioned
16b	56	SEVRLAD: Ads were seen for several, but not all of the services	Same codes as above
16b	57	OTHERAD: Ads were seen for other services	Same codes as above
16b	58	DKAD1: Don't know what service the ads were for	0. Not mentioned 9. Mentioned
16b	59	NAAD1: Question not applicable	0. Not mentioned 8. Mentioned
--	60	CARD1	--
--	61	CASE2	--
16c	62	ACTIVEAD: Ads seen were for the Active Forces	0. Not mentioned 1. Mentioned
16c	63	GUARDAD: Ads seen were for the National Guard	Same codes as above
16c	64	RESERVAD: Ads seen were for the Reserves	Same codes as above
16c	65	DKAD2: Don't know what component the ads were for	0. Not mentioned 9. Mentioned
16c	66	NAAD2: Question not applicable	0. Not mentioned 8. Mentioned
16d	67	JOBORTEN: Jobs or training was reason ads gave for joining	0. Not mentioned 1. Mentioned
16d	68	PRIDE: Pride was reason ads gave for joining	Same codes as above
16d	69	TRAVEL: Travel was reason ads gave for joining	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
16d	70	MONEY: Money was reason ads gave for joining	0. Not mentioned 1. Mentioned
16d	71	EDUCBEN: Educational benefits was reason ads gave for joining	Same codes as above
16d	72	OTHREASON: Other reasons ads gave for joining	1. Growth-development 2. Bonus-\$1500 3. Delayed Entry Program 4. Opportunity-benefits 5. Change 6. Need more people 7. Adventure-excitement 8. Make friends 9. Patriotism 10. Other
16d	73	DKRESON: Don't know reason ads gave for joining	0. Not mentioned 9. Mentioned
16d	74	NARESON: Question not applicable	0. Not mentioned 8. Mentioned
17	75	TRUEAD: What does the Guard/Reserve really offer	1. Great variety jobs 2. Some variety 3. Little variety 4. Hardly any variety 9. Don't know
18	76	JOBSFORU: Considering your skills and interests, what would you find in the Guard/Reserve	Same codes as above
19	77	WHYJOIN: If you were to consider joining, what would you be looking for	1. Specific job 2. See what's offered 3. Nothing particular 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
20	78	APPLY: Ever apply to join the National Guard or Reserves	1. Yes 2. No
21	79	HEALTH: Have a health problem which might prevent joining the military	1. Yes 2. No 9. Don't know
22	80	QUALIFYD: Do you think you qualify to join the military	1. Yes 2. Don't know 3. No
23a	81	YRSINAC: Perceived length of Active Military enlistment	0. Less than one year 1. One year 2. Two years 3. Three years 4. Four years 5. Five years 6. Six years 7. More than six years 9. Don't know
23a	82	YRSINCR: Perceived length of Guard/Reserve enlistment	Same codes as above
23b	83	IF2YRS: Propensity to join Guard/Reserve if enlistment length was two years	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
24	84	TIMETRAN: Perceived length of initial training for Guard/Reserve	1. None 2. Less than 3 months 3. 3-6 months 4. 7-12 months 5. 13 months - 2 years 6. More than 2 years 9. Don't know
25a	85	BONUS1: Likelihood of enlisting if offered a \$1,000 bonus	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 9. Don't know
25b	86	BONUS2: Likelihood of enlisting if offered a \$1,500 bonus	Same codes as above
25c	87	BONUS3: Likelihood of enlisting if offered a \$2,000 bonus	Same codes as above
26a	88	HELPVITA: Would Guard/Reserve participation help in civilian job	1. Yes 2. Don't know 3. No
26b	89	HOLDJOB: Would employer hold job for someone in Guard/Reserve training	Same codes as above
26c	90	LUZSNFTV: Would employee lose seniority while away for Guard/Reserve training	1. Yes 2. No 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
27a	91	COPOLICY: Does company have specific policy about Guard/Reserve participation	1. Yes 2. No 0. Not applicable 9. Don't know
27b	92	COATTUD: Company's attitude toward Guard/Reserve participation	1. Positive 2. Neutral 3. Negative 0. Not applicable 9. Don't know
27c	93	TALKSPRV: Ever talked with supervisor about company policy	1. Yes 2. No-don't know 0. Not applicable
27d	94	SPRVATT: Supervisor's attitude toward Guard/Reserve participation	1. Positive 2. Neutral 3. Negative 0. Not applicable 9. Don't know
28a	95	ATT119: It's important for our country to be able to use military force in its relations with other countries	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
28b	96	ATT112: I like to become involved in projects in my community	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
28c	97	ATT120: People look up to a person in the uniform of the National Guard or Reserves	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
28d	98	ATT121: It's more fun to play team sports than individual sports	Same codes as above
28e	99	ATT115: Our country is too militaristic	Same codes as above
28f	100	ATT104: A nation should always be ready to fight	Same codes as above
28g	101	ATT114: I like to belong to organizations or groups which help me find more interesting things to do than being on my own	Same codes as above
28h	102	ATT107: I've always liked the idea of wearing a uniform	Same codes as above
28i	103	ATT101: The National Guard is a place to meet good friends and make lasting friendships	Same codes as above
28j	104	ATT118: It is unnecessary for us to spend billions and billions of dollars each year for military preparations	Same codes as above
28k	105	ATT106: The National Guard and the Reserves are highly respected in my community	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
281	106	ATT108: The military life is a pretty lonely one	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
28m	107	ATT116: The National Guard or Reserves offers an opportunity to become involved in projects in my community	Same codes as above
28n	108	ATT103: I would be proud to be a member of the National Guard or Reserves	Same codes as above
28o	109	ATT105: In my spare time I prefer doing things with others rather than being by myself	Same codes as above
29	110	RELAX: How often do you get a chance to relax	1. Every week 2. Almost every week 3. Once or twice a month 4. Hardly ever 5. Never 9. Don't know
30a	111	ACTSKI: Snow skiing	1. Like very much 2. Like a little 3. Don't particularly care about 4. Dislike 9. Don't know/never tried
30b	112	ACTVOLY: Volleyball	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
30c	113	ACTCOOK: Meal preparation	1. Like very much 2. Like a little 3. Don't particularly care about 4. Dislike 9. Don't know/never tried
30d	114	ACTREAD: Reading a novel	Same codes as above
30e	115	ACTFISH: Fishing	Same codes as above
30f	116	ACTGARDN: Gardening	Same codes as above
30g	117	ACTGAME: Watching a football game	Same codes as above
30h	118	ACTMED: Reading about medicine	Same codes as above
30i	119	ACTDINE: Dining out	Same codes as above
30j	120	ACTRELIG: Participating in religious activities	Same codes as above
30k	121	ACTXWORD: Doing crossword puzzles	Same codes as above
30l	122	ACTSTOX: Studying the stock market	Same codes as above
30m	123	ACTFOROC: Reading about foreign countries	Same codes as above
30n	124	ACTHUNT: Hunting	Same codes as above
30o	125	ACTMOVIE: Going to a movie	Same codes as above
30p	126	ACTVISIT: Visiting friends	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
30q	127	ACTMECH: Fixing up a car or motorcycle	1. Like very much 2. Like a little 3. Don't particularly care about 4. Dislike 9. Don't know/never tried
30r	128	ACTYOUTH: Working with a youth group	Same codes as above
30s	129	ACTCARDS: Playing cards with friends	Same codes as above
30t	130	ACTDISCO: Going to a disco	Same codes as above
30u	131	ACTFONDA: Working for a political or social cause	Same codes as above
30v	132	ACTCAMP: Camping out	Same codes as above
30w	133	ACTBREEZ: Shooting the breeze with friends	Same codes as above
--	134	CARD2	--
--	135	CARD3	--
31a	136	BINT1: Likelihood to send for literature about the military forces	1. Very likely 2. Somewhat likely 3. Neither 4. Somewhat unlikely 5. Very unlikely 9. Don't know
31b	137	BINT2: Likelihood to talk to a recruiter for one of the military services	Same codes as above
31c	138	BINT3: Likelihood to look for a job, or look to change jobs	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
31d	139	BINT4: Likelihood to take a physical or written test for military service	1. Very likely 2. Somewhat likely 3. Neither 4. Somewhat unlikely 5. Very unlikely 9. Don't know
31e	140	BINT6: Likelihood to look for a way to change the routine in your life	Same codes as above
31f	141	BINT7: Likelihood to look for a way to make some extra money in your spare time	Same codes as above
32a	142	IMP17: Importance of developing a sense of discipline	1. Very important 2. Somewhat important 3. Neither 4. Somewhat unimportant 5. Very unimportant 9. Don't know
32b	143	IMP09: Importance of the opportunity to serve my community	Same codes as above
32c	144	IMP11: Importance of gaining recognition and status	Same codes as above
32d	145	IMP12: Importance of learning a new trade or specialty	Same codes as above
32e	146	IMP15: Importance of learning leadership skills	Same codes as above
32f	147	IMP16: Importance of meeting new kinds of people	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
33a	148	ACH17: Achievability of developing a sense of discipline	1. Guard/Reserve much 2. Guard/Reserve somewhat 3. Neither 4. Other job somewhat 5. Other job much 9. Don't know
33b	149	ACH09: Achievability of the opportunity to serve my community	Same codes as above
33c	150	ACH11: Achievability of gaining recognition and status	Same codes as above
33d	151	ACH12: Achievability of learning a new trade or specialty	Same codes as above
33e	152	ACH15: Achievability of learning leadership skills	Same codes as above
33f	153	ACH16: Achievability of meeting new kinds of people	Same codes as above
34a	154	SITS23: Situation of not being able to earn extra money	1. Likely to occur -1. Unlikely to occur 9. Don't know
34b	155	SITS05: Situation of losing a chance to progress toward a solid job and job security	Same codes as above
34c	156	SITS16: Situation of engaging in exciting and adventurous activities	Same codes as above
34d	157	SITS06: Situation of taking too much time away from your family during drills	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
34e	158	SITS17: Situation of being with "losers"	1. Likely to occur -1. Unlikely to occur 9. Don't know
34f	159	SITS02: Situation of taking too much time away from your personal and social activities	Same codes as above
34g	160	SITS03: Situation of having military supervisors who would hassle or harrass you	Same codes as above
34h	161	SITS18: Situation of having a chance to show your abilities	Same codes as above
34i	162	SITS13: Situation of having problems with your job because of National Guard or Reserve obligations	Same codes as above
34j	163	SITS19: Situation of learning self-discipline	Same codes as above
34k	164	SITS20: Situation of getting a chance to travel	Same codes as above
34l	165	SITS01: Situation of having a job that's not too demanding	Same codes as above
34m	166	SITS07: Situation of losing a chance for educational progress	Same codes as above
34n	167	SITS21: Situation of not having much spare time	Same codes as above
34o	168	SITS22: Situation of obtaining useful training	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURVILL	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
35a	169	LIKE23: Likelihood of not being able to earn extra money	1. Like very much 2. Like somewhat 3. Neither 4. Dislike somewhat 5. Dislike very much 9. Don't know
35b	170	LIKE05: Likelihood of losing a chance to progress toward a solid job and job security	Same codes as above
35c	171	LIKE16: Likelihood of engaging in exciting and adventurous activities	Same codes as above
35d	172	LIKE06: Likelihood of taking too much time away from your family during drills	Same codes as above
35e	173	LIKE17: Likelihood of being with "losers"	Same codes as above
35f	174	LIKE02: Likelihood of taking too much time away from your personal and social activities	Same codes as above
35g	175	LIKE03: Likelihood of having military supervisors who would hassle or harrass you	Same codes as above
35h	176	LIKE18: Likelihood of having a chance to show your abilities	Same codes as above
35i	177	LIKE13: Likelihood of having problems with your job because of National Guard or Reserve obligations	Same codes as above
35j	178	LIKE19: Likelihood of learning self-discipline	Same codes as above
35k	179	LIKE20: Likelihood of getting a chance to travel	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURVEY	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
35i	180	LIKE01: Likelihood of having a job that's not too demanding	1. Like very much 2. Like somewhat 3. Neither 4. Dislike somewhat 5. Dislike very much 9. Don't know
35m	181	LIKE07: Likelihood of losing a chance for educational progress	Same codes as above
35n	182	LIKE21: Likelihood of not having much spare time	Same codes as above
35o	183	LIKE22: Likelihood of obtaining useful training	Same codes as above
36a	184	DRAFTMEN: Favorability of draft registration for all 18 year old men	1. Strongly favor 2. Somewhat favor 3. Neither 4. Somewhat oppose 5. Strongly oppose 9. Don't know
36b	185	DRAFTALL: Favorability of draft registration for all 18 year old men and women	Same codes as above
36c	186	NATLSERV: Favorability of draft registration together with a national service requirement for all young people	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
36d	187	INDRAFT: Course of action to be taken if there were draft registration and some people would be drafted	1. Join Active Military 2. Join Guard/Reserve 3. Take chances 4. Leave country 5. Conscientious objector 6. Join Peace Corps-Vista 7. Draft resistor 9. Don't know
37	188	MILDANGER: Perceived degree of military danger to U.S. from other countries	1. Very high 2. Somewhat high 3. Somewhat low 4. Very low 9. Don't know
38a	189	ATT206: You can't trust the government, because their policies are always changing	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
38b	190	ATT208: There are too many choices a young person has to make in today's world	Same codes as above
38c	191	ATT210: Politicians and bureaucrats don't care about the people they're supposed to serve	Same codes as above
38d	192	ATT212: Military officers don't care about the people who have to serve under them	Same codes as above
38e	193	ATT213: My family sometimes doesn't understand my style of life	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBTITLE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
38f	194	ATT214: You can't trust the military because their policies are always changing	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
38g	195	ATT215: There are very few jobs really worth doing	Same codes as above
38h	196	ATT316: I feel ready to settle down	Same codes as above
38i	197	ATT302: Women do not have the physical strength and endurance to be military personnel	Same codes as above
38j	198	ATT303: The military life is a good influence on most young people	Same codes as above
38k	199	ATT304: Women think less clearly than men, and are more emotional	Same codes as above
38l	200	ATT305: Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	Same codes as above
38m	201	ATT309: Women have a tougher time adjusting to military life than do men	Same codes as above
38n	202	ATT311: Women in the military are less feminine than other women	Same codes as above
38o	203	ATT314: Employers value people who have had military training	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
38p	204	ATT315: It's really important for women to have the same opportunities as men	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
39a	205	FEMINIST: Feelings about Women's Lib	1. Strongly favor 2. Somewhat favor 3. Somewhat oppose 4. Strongly oppose 0. Not applicable 9. Don't know
39b	206	MANSJOB: If in the military, would you want a job that has usually been a man's	1. Yes 2. Don't know 3. No 0. Not applicable
40a	207	SCHBEN1: Likelihood of enlistment if offered tuition assistance of \$500 per year	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 9. Don't know
40b	208	SCHBEN2: Likelihood of enlistment if offered tuition assistance of \$750 per year	Same codes as above
40c	209	SCHBEN3: Likelihood of enlistment if offered tuition assistance of \$1,000 per year	Same codes as above
41a	210	LIVWPAR: Currently living with parents	1. Yes 2. No

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
--	211	CARD3	--
--	212	CASE4	--
41b	213	MARSTAT: Current marital status	1. Married* 2. Single* 3. Widowed-divorced 4. Separated
41c	214	SPSWORK: Does spouse work	1. Yes 2. No 0. Not applicable
41d	215	GETMAR: Planning to get married in next twelve months	1. Yes 2. No 0. Not applicable 9. Don't know
42	216	OWNHOME: Do you own your own home	1. Yes 2. No 9. Don't know
43	217	DADED: Father's education	1. Less than high school grad 2. High school grad 3. Voc-Tech training 4. Some college 5. College graduate 9. Don't know

* The first two categories of marital status were mislabeled during initial file preparation. Printouts of these data will carry the following labels: 1. Single, 2. Married. However, as indicated here, the correct labels are: 1. Married, 2. Single.

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
44a	218	WHERLIVE: Where lived first ten years of life	1. Farm 2. Town 3. Suburb 4. City 9. No one place
44b	219	POPULATN: Approximate population of where lived	1. Less than 1000 2. 1-10K 3. 10-50K 4. 50-100K 5. 100-500K 6. 500-1000K 7. Over one million 0. Not applicable 9. Don't know
45a	220	DADMIL: Was father a career military man	1. Yes 2. No 9. Don't know
45b	221	DADSATIS: Father's satisfaction with military	1. Very satisfied 2. Somewhat satisfied 3. Neither 4. Somewhat dissatisfied 5. Very dissatisfied 0. Not applicable 9. Don't know
45c	222	RELMIL: Were any other close relatives career military personnel	1. Yes 2. No 9. Don't know
45d	223	MONMIL: Mother was career military	0. Not mentioned 1. Mentioned

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
45d	224	UNCMIL: Uncle or aunt was career military	0. Not mentioned 1. Mentioned
45d	225	BROMIL: Brother or sister was career military	Same codes as above
45d	226	GPARMIL: Grandparent was career military	Same codes as above
45d	227	OTHINMIL: Someone else was career military	0. Not mentioned 10. Brother- or sister-in-law 90. Refused
45d	228	SPSMIL: Spouse was career military	0. Not mentioned 1. Mentioned
45d	229	COUSMIL: Cousin was career military	Same codes as above
45d	230	STEPMIL: Stepparent was career military	Same codes as above
45d	231	INLAWMIL: Father- or mother-in-law was career military	Same codes as above
45d	232	NOTAPMIL: Question not applicable	0. Not mentioned 8. Mentioned
46	233	MOMED: Mother's education	1. Less than high school grad 2. High school grad 3. Voc-Tech training 4. Some college 5. College graduate 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
47	234	NUMDEPS: Number of dependents	0. None 1. 1 2. 2 3. 3 4. 4 5. 5 or more 9. Don't know
48	235	GRADES: Reported high school grades	1. A student 2. B student 3. C student 4. D student 5. F student 9. Don't know
49a	236	GDVSACT: Similarity of National Guard and Active Military	1. Very similar 2. Somewhat similar 3. Somewhat different 4. Very different 9. Don't know
49b	237	ACTVSRES: Similarity of Active Military and Reserves	Same codes as above
49c	238	GDVSRES: Similarity of National Guard and Reserves	Same codes as above
50a	239	NUMSIBS: Number of siblings	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 0. None

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
50b	240	NOLDER: Number of older siblings	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 0. None 9. Not applicable
50c	241	SIBSINMIL: Have any siblings served in military	1. Yes 2. No 0. Not applicable 9. Don't know
51a	242	FRNDMIL: Have friends joined or talked of joining military	1. Yes 2. No
51b	243	NFRNDS: Number of friends joined military	0. None 1. One 2. Two 3. Three 4. Four 9. Not applicable
52a	244	PLSDJOIN: Would family, friends, etc. be pleased if you joined the military	1. Very pleased 2. Somewhat pleased 3. Neither 4. Somewhat displeased 5. Very displeased 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
52b	245	MOMSIG: Mother would be pleased or displeased	0. Not mentioned 1. Mentioned
52b	246	DADSIG: Father would be pleased or displeased	Same codes as above
52b	247	BROSIG: Brother would be pleased or displeased	Same codes as above
52b	248	SISSIG: Sister would be pleased or displeased	Same codes as above
52b	249	SPSSIG: Spouse would be pleased or displeased	Same codes as above
52b	250	CHILDSIG: Child would be pleased or displeased	Same codes as above
52b	251	OTHSIG: Someone else would be pleased or displeased	0. Not mentioned 1. Friends 2. Entire family 3. Everybody 4. Other relatives 5. Myself 8. No one in particular 9. Other
52b	252	COWKSIG: Coworkers would be pleased or displeased	0. Not mentioned 1. Mentioned
52b	253	EMPSIG: Employer would be pleased or displeased	Same codes as above
52b	254	TEACHSIG: Teacher/coach would be pleased or displeased	Same codes as above
52b	255	COUNSIG: Counselor would be pleased or displeased	Same codes as above
52b	256	FRNDSIG: Best friend would be pleased or displeased	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
52b	257	FIANSIG: Fiance/steady would be pleased or displeased	0. Not mentioned 1. Mentioned
53	258	RACE: Description of race or ethnicity	1. Hispanic 2. Indian 3. Black 4. Asian 5. White 6. Combination 9. Refused
--	259	INTVWRNO: Interviewer identification number	100. Male 200. Female
--	260	CARD4	--
--	261	CASE5	--
--	262	ZIP: Respondent's zip code	--
--	263	AREACODE: Respondent's area code	--
--	264	MONTH: Month of interview	--
--	265	DAY: Day of interview	--
--	266	CARD5	--

DOCUMENTATION FOR VARIABLES:

PRIOR SERVICE FILE

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
--	1	SEQNUM: Standard SPSS system file variable	--
--	2	SUBFILE: Standard SPSS system file variable	--
--	3	CASWGT: Standard SPSS system file variable	--
--	4	ID: Unique number for each case	--
--	5	SAMPLE: Describes sample membership	3. Prior Service Individuals
--	6	NOINBLK	--
--	7	BLK	--
--	8	STATE	--
1d	9	TINSERV: Length of time in military service	11. Less than 2 years or greater than 6 years 2. 2 years to 2 years, 11 months 3. 3 years to 3 years, 11 months 4. 4 years to 4 years, 11 months 5. 5 years to 5 years, 11 months
1e	10	ENTRYMO: Month entered military service	1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
1e	11	ENTRYR: Year entered military service	3. 1973 4. 1974 5. 1975 6. 1976 7. 1977
1f	12	RLSMO: Month released from military service	1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December
1f	13	RLSYR: Year released from military service	4. 1974 5. 1975 6. 1976 7. 1977 8. 1978 9. 1979
1g	14	BRANCHSR: Branch of military in which served	1. Air Force 2. Army 3. Coast Guard 4. Marine Corps 5. Navy

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
1h	15	AGE: Age of respondent	1. Less than 20 years 2. 21 3. 22 4. 23 5. 24 6. 25 7. 26 8. 27 9. 28 10. 29 11. 30 12. 31 13. 32 14. 33 15. 34 16. 35 17. 36 18. 37 19. 38 20. 39 21. 40 22. Greater than 41 years
1i	16	EDUCATN: The last year of school or college completed	1. Less than high school grad 2. High school graduate 3. Voc-Tech training 4. One-year college 5. Two-year college 6. Three-year college 7. Four-year college 8. Post-graduate

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
1,j	17	SEX: Sex of respondent	1. Male 2. Female
--	18	BRANCH: Previous branch of service and sex of respondent	1. Army-male 2. Air Force-male 3. Navy-male 4. Marine Corps-male 5. Army-female 6. Air Force-female 7. Navy-female
2	19	NOWINSCH: Currently attending any type of school or college	1. Yes 2. No
3	20	PLANSCH: Planning to attend any type of school or college in the next year or so	1. Yes 2. No 0. Not applicable
4	21	TYPESCH: Type of school attending/planning to attend	1. High school 2. Voc-Tech training 3. Two-year college 4. Four-year college 5. Graduate school 0. Not applicable 9. Don't know
5a	22	AFTERHS: Plan to go on to vocational training or college after high school	1. Yes 2. No 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
5b	23	TAKESHOP: Had technical training (i.e., shop courses) in high school	1. Yes 2. No 0. Not applicable 9. Don't know
6a	24	COURSES: Number of courses taking/planning to take per semester	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 0. Not applicable 9. Don't know
6b	25	MAJOR: College major	01. English-Literature 02. Psych-Soc-Anth 03. Foreign Language-Literature 04. Econ-Polysci 05. Biology 06. Math-Computer Science 07. Physics-Chemistry 10.-99. Other (see Appendix) 00. Not applicable 09. Don't know
6c	26	FINAID: Using any kind of financial assistance	1. Yes 2. No 0. Not applicable 9. Don't know
7a	27	EMPLOYED: Currently employed outside your home	1. Yes 2. No

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
7b	28	SIZEOFCO: Approximate number of people who work for your company	1. Self 2. 2-10 3. 11-100 4. 101-1000 5. 1001-10K 6. More than 10K 0. Not applicable 9. Don't know
7c	29	SIZELOCA: Approximate number of people who work at just the store or office or factory in which you are located	1. Self 2. 2-10 3. 11-100 4. 101-1000 5. 1001-10K 6. More than 10K 0. Not applicable 9. Don't know
8a	30	HRSPIERWK: Number of hours per week regularly worked	99. Don't know
8b	31	SCNDJOB: Looking for a second job	1. Yes 2. No 0. Not applicable
9	32	JOBSATIS: Satisfied with your present job	1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied 4. Very dissatisfied 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
10	33	TONJOB: Time employed at present job	1. Less than 6 months 2. 6-11 months 3. 1-5 years 4. More than 5 years 0. Not applicable
11	34	LOOKWK: Currently looking for employment	1. Yes 2. No 0. Not applicable
12	35	DIFFJOB: Difficulty for someone finding work in area	1. Very difficult 2. Somewhat difficult 3. Somewhat easy 4. Very easy 9. Don't know
13a	36	FACTORY: Likelihood of working in a factory	1. Definitely 2. Probably 3. Probably not 4. Definitely not 9. Don't know-not sure
13b	37	DESK: Likelihood of working at a desk in an office	Same codes as above
13c	38	SALES: Likelihood of working as a sales person	Same codes as above
13d	39	ANG: Likelihood of serving in Army National Guard	Same codes as above
13e	40	AFNG: Likelihood of serving in Air National Guard	Same codes as above
13f	41	ARES: Likelihood of serving in Army Reserve	Same codes as above
13g	42	AFRES: Likelihood of serving in the Air Force Reserve	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
13h	43	MCRES: Likelihood of serving in the Marine Corps Reserve	1. Definitely 2. Probably 3. Probably not 4. Definitely not 9. Don't know-not sure
13i	44	NAVRES: Likelihood of serving in the Navy Reserve	Same codes as above
13j	45	ACTIVES: Likelihood of serving in the Active Military	Same codes as above
14a	46	OPENISE: Attended a Guard/Reserve open house	1. Yes 2. No 9. Don't know
14b	47	TALKGR: Gone to a recruiting center to talk about joining the Guard/Reserve	Same codes as above
15a	48	TRUEAD: What does the Guard/Reserve really offer	1. Great variety jobs 2. Some variety 3. Little variety 4. Hardly any variety 9. Don't know
15b	49	JOESFORU: Considering your skills and interests, what would you find in the Guard/Reserve	Same codes as above
16a	50	APPLY: Ever apply to join the National Guard or Reserves	1. Yes 2. No
16b	51	IF2YRS: Propensity to join Guard/Reserve if enlistment length was two years	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
17a	52	SRVSATIS: Overall satisfaction with service	1. Very satisfied 2. Somewhat satisfied 3. Neither 4. Somewhat dissatisfied 5. Very dissatisfied 9. Don't know
17b	53	DESIRMO: Received desired MOS or specialty or AFSC	1. Yes 2. No 9. Don't know
17c	54	MOSSATIS: Satisfaction with MOS or specialty or AFSC	1. Very satisfied 2. Somewhat satisfied 3. Neither 4. Somewhat dissatisfied 5. Very dissatisfied 9. Don't know
18a	55	EDINSERV: Grade in service upon separation	1. E-1 2. E-2 3. E-3 4. E-4 5. E-5 6. E-6 7. E-7 8. E-8 9. E-9 0. Don't know/refused

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
18b	56	WHENPRM: Length of time before separation received last promotion	1. 1-2 weeks 2. Last 3 months 3. 4-6 months 4. 7-9 months 5. 10-12 months 6. 1-1.5 years 7. Greater than 1.5 years 0. Not applicable 9. Don't know
19	57	STAYPR1: If received promotion earlier, increase likelihood of remaining in service	1. Yes 2. No 0. Not applicable 9. Don't know
20	58	STAYPR2: If received promotion more recently, likelihood of remaining in service	Same codes as above
21	59	WOMMEN: Treatment of women in service	1. Better than men 2. Same as men 3. Worse than men 9. Don't know
22a	60	TALKCC: Talked with career counselor before separation from service	1. Yes 2. No 9. Don't know
22b	61	FIRSTCC: Length of time before separation first contact with career counselor	1. 1-2 weeks 2. Last 3 months 3. 4-6 months 4. 7-9 months 5. 10-12 months 6. 1-1.5 years 7. Greater than 1.5 years 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
22c	62	(CHILPFL: Discussions with career counselor helpful	1. Yes 2. No 0. Not applicable 9. Don't know
23a	63	SERVHELP: Has experience in service helped in civilian life	1. Yes 2. No 9. Don't know
23b	64	SERVUSE: Degree of usefulness of experience in service since returning to civilian life	1. Very useful 2. Somewhat useful 3. Slightly useful 4. Not at all useful 9. Don't know
23c	65	GOTOSCH: Gone back to school since left service	1. Yes 2. No 9. Don't know
23c	66	GOTMAR: Gotten married since left service	Same codes as above
23c	67	BUYHOME: Bought a home since left service	Same codes as above
23c	68	BABY: Had a child since left service	Same codes as above
23c	69	LOAN: Taken out a bank loan since left service	Same codes as above
23c	70	DIVORCED: Gotten divorced since left service	Same codes as above
--	71	CARD1	--
--	72	CASE2	--

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
23d	73	CIVSATIS: Satisfaction with civilian life since left service	1. Very satisfied 2. Somewhat satisfied 3. Neither 4. Somewhat dissatisfied 5. Very dissatisfied 9. Don't know
24a	74	GETLIT: Received recruiting literature since left service	1. Yes 2. No 9. Don't know
24b	75	WHENLIT: When received literature	1. 3 months 2. 4-6 months 3. 7-9 months 4. 10-12 months 5. Greater than 1 year 0. Not applicable 9. Don't know
24c	76	LITFROM: Who sent the literature	1. Active Forces 2. Guard/Reserve 3. Both 0. Not applicable 9. Don't know
24d	77	READLIT: Read literature	1. Yes 2. No 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
25a	78	BONUS1: Likelihood of enlisting if offered a \$1,000 bonus	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 9. Don't know
25b	79	BONUS2: Likelihood of enlisting if offered a \$1,500 bonus	Same codes as above
25c	80	BONUS3: Likelihood of enlisting if offered a \$2,000 bonus	Same codes as above
26a	81	HELPVITA: Would Guard/Reserve participation help in civilian life	1. Yes 2. No 9. Don't know
26b	82	HOLDJOB: Would employer hold job for someone in Guard/Reserve training	Same codes as above
26c	83	LUZSNRTY: Would employee lose seniority while away for Guard/Reserve training	Same codes as above
27a	84	COPOLICY: Does company have specific policy about Guard/Reserve participation	1. Yes 2. No 0. Not applicable 9. Don't know
27b	85	COATTUD: Company's attitude toward Guard/Reserve participation	1. Positive 2. Neutral 3. Negative 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
27c	86	TALKSPRV: Ever talked with supervisor about company policy	1. Yes 2. No 0. Not applicable 9. Don't know
27d	87	SPRVATT: Supervisor's attitude toward Guard/Reserve participation	1. Positive 2. Neutral 3. Negative 0. Not applicable 9. Don't know
28a	88	ATT119: It's important for our country to be able to use military force in its relations with other countries	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
28b	89	ATT112: I like to become involved in projects in my community	Same codes as above
28c	90	ATT120: People look up to a person in the uniform of the National Guard or Reserves	Same codes as above
28d	91	ATT121: It's more fun to play team sports than individual sports	Same codes as above
28e	92	ATT115: Our country is too militaristic	Same codes as above
28f	93	ATT104: A nation should always be ready to fight	Same codes as above
28g	94	ATT114: I like to belong to organizations or groups which help me find more interesting things to do than being on my own	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
28h	95	ATT107: I've always liked the idea of wearing a uniform	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
28i	96	ATT101: The National Guard is a place to meet good friends and make lasting friendships	Same codes as above
28j	97	ATT118: It is unnecessary for us to spend billions and billions of dollars each year for military preparations	Same codes as above
28k	98	ATT106: The National Guard and the Reserves are highly respected in my community	Same codes as above
28l	99	ATT108: The military life is a pretty lonely one	Same codes as above
28m	100	ATT116: The National Guard or Reserves offers an opportunity to become involved in projects in my community	Same codes as above
28n	101	ATT103: I would be proud to be a member of the National Guard or Reserves	Same codes as above
28o	102	ATT105: In my spare time I prefer doing things with others rather than being by myself	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
29	103	RELAX: How often do you get a chance to relax	1. Every week 2. Almost every week 3. Once or twice a month 4. Hardly ever 5. Never 9. Don't know
30a	104	ACTSKI: Snow skiing	1. Like very much 2. Like a little 3. Don't particularly care about 4. Dislike 9. Don't know/never tried
30b	105	ACTVOL: Volleyball	Same codes as above
30c	106	ACTCOOK: Meal preparation	Same codes as above
30d	107	ACTREAD: Reading a novel	Same codes as above
30e	108	ACTFISH: Fishing	Same codes as above
30f	109	ACTGARDN: Gardening	Same codes as above
30g	110	ACTGAME: Watching a football game	Same codes as above
30h	111	ACTMED: Reading about medicine	Same codes as above
30i	112	ACTDINE: Dining out	Same codes as above
30j	113	ACTRELIG: Participating in religious activities	Same codes as above
30k	114	ACTXWORK: Doing crossword puzzles	Same codes as above
30l	115	ACTSTOCK: Studying the stock market	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
30n	116	ACTFORCO: Reading about foreign countries	1. Like very much 2. Like a little 3. Don't particular care about 4. Dislike 9. Don't know/never tried
30n	117	ACTHUNT: Hunting	Same codes as above
30n	118	ACTMOVIE: Going to a movie	Same codes as above
30p	119	ACTVISIT: Visiting friends	Same codes as above
30q	120	ACTMECH: Fixing up a car or motorcycle	Same codes as above
30r	121	ACTYOUTH: Working with a youth group	Same codes as above
30s	122	ACTCARDS: Playing cards with friends	Same codes as above
30t	123	ACTDISCO: Going to a disco	Same codes as above
30u	124	ACTFONDA: Working for a political or social cause	Same codes as above
30v	125	ACTCAMP: Camping out	Same codes as above
30w	126	ACTBREEZE: Shooting the breeze with friends	Same codes as above
31a	127	BINT1: Likelihood of sending for literature about the military forces	1. Very likely 2. Somewhat likely 3. Neither 4. Somewhat unlikely 5. Very unlikely 9. Don't know

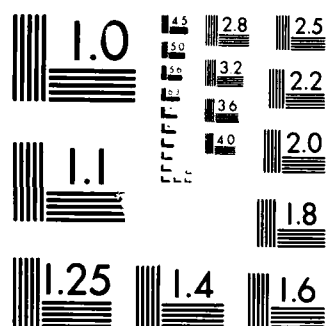
QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
31b	128	BINT2: Likelihood to talk to a recruiter for one of the military services	1. Very likely 2. Somewhat likely 3. Neither 4. Somewhat unlikely 5. Very unlikely 9. Don't know
31c	129	BINT3: Likelihood to look for a job, or look to change jobs	Same codes as above
31d	130	BINT4: Likelihood to take a physical or written test for military service	Same codes as above
31e	131	BINT6: Likelihood to look for a way to change the routine in your life	Same codes as above
31f	132	BINT7: Likelihood to look for a way to make some extra money in your spare time	Same codes as above
32a	133	IMP17: Importance of developing a sense of discipline	1. Very important 2. Somewhat important 3. Neither 4. Somewhat unimportant 5. Very unimportant 9. Don't know
32b	134	IMP09: Importance of the opportunity to serve my community	Same codes as above
32c	135	IMP11: Importance of gaining recognition and status	Same codes as above
32d	136	IMP12: Importance of learning a new trade or specialty	Same codes as above

AD-A149 172 ISSUES RELATED TO RECRUITMENT OF ENLISTED PERSONNEL FOR 3/3
THE RESERVE COMPO. (U) ASSOCIATES FOR RESEARCH IN
BEHAVIOR INC PHILADELPHIA PA JUN 80
UNCLASSIFIED DADC/MRB-TR-79/2-SUPPL MDA903-78-C-0491 F/G 5/9 NL

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
32e	137	IMP15: Importance of learning leadership skills	1. Very important 2. Somewhat important 3. Neither 4. Somewhat unimportant 5. Very unimportant 9. Don't know
32f	138	IMP16: Importance of meeting new kinds of people	Same codes as above
33a	139	ACH17: Achievability of developing a sense of discipline	1. Guard/Reserve much 2. Guard/Reserve somewhat 3. Neither 4. Other job somewhat 5. Other job much 9. Don't know
33b	140	ACH09: Achievability of the opportunity to serve my community	Same codes as above
33c	141	ACH11: Achievability of gaining recognition and status	Same codes as above
33d	142	ACH12: Achievability of learning a new trade or specialty	Same codes as above
33e	143	ACH15: Achievability of learning leadership skills	Same codes as above
33f	144	ACH16: Achievability of meeting new kinds of people	Same codes as above
--	145	CARD2	--
--	146	CASE3	--

QUESTION NUM	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
34a	147	SITS23: Situation of not being able to earn extra money	1. Likely to occur -1. Unlikely to occur 9. Don't know
34b	148	SITS05: Situation of losing a chance to progress toward a solid job and job security	Same codes as above
34c	149	SITS16: Situation of engaging in exciting and adventurous activities	Same codes as above
34d	150	SITS06: Situation of taking too much time away from your family during drills	Same codes as above
34e	151	SITS17: Situation of being with "losers"	Same codes as above
34f	152	SITS02: Situation of taking too much time away from your personal and social activities	Same codes as above
34g	153	SITS03: Situation of having military supervisors who would hassle or harass you	Same codes as above
34h	154	SITS18: Situation of having a chance to show your abilities	Same codes as above
34i	155	SITS13: Situation of having problems with your job because of National Guard or Reserve obligations	Same codes as above
34j	156	SITS19: Situation of learning self-discipline	Same codes as above
34k	157	SITS20: Situation of getting a chance to travel	Same codes as above
34l	158	SITS01: Situation of having a job that's not too demanding	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
34m	159	SITS07: Situation of losing a chance for educational progress	1. Likely to occur -1. Unlikely to occur 9. Don't know
34n	160	SITS21: Situation of not having much spare time	Same codes as above
34o	161	SITS22: Situation of obtaining useful training	Same codes as above
35a	162	LIKE23: Likelihood of not being able to earn extra money	1. Like very much 2. Like somewhat 3. Neither 4. Dislike somewhat 5. Dislike very much 9. Don't know
35b	163	LIKE05: Likelihood of losing a chance to progress toward a solid job and job security	Same codes as above
35c	164	LIKE16: Likelihood of engaging in exciting and adventurous activities	Same codes as above
35d	165	LIKE06: Likelihood of taking too much time away from your family during drills	Same codes as above
35e	166	LIKE17: Likelihood of being with "losers"	Same codes as above
35f	167	LIKE02: Likelihood of taking too much time away from your personal and social activities	Same codes as above
35g	168	LIKE03: Likelihood of having military supervisors who would hassle or harrass you	Same codes as above
35h	169	LIKE18: Likelihood of having a chance to show your abilities	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
35i	170	LIKE13: Likelihood of having problems with your job because of National Guard or Reserve obligations	1. Like very much 2. Like somewhat 3. Neither 4. Dislike somewhat 5. Dislike very much 9. Don't know
35j	171	LIKE19: Likelihood of learning self-discipline	Same codes as above
35k	172	LIKE20: Likelihood of getting a chance to travel	Same codes as above
35l	173	LIKE01: Likelihood of having a job that's not too demanding	Same codes as above
35m	174	LIKE07: Likelihood of losing a chance for educational progress	Same codes as above
35n	175	LIKE21: Likelihood of not having much spare time	Same codes as above
35o	176	LIKE22: Likelihood of obtaining useful training	Same codes as above
36a	177	DRAFTMEN: Favorability of draft registration for all 18 year old men	1. Strongly favor 2. Somewhat favor 3. Neither 4. Somewhat oppose 5. Strongly oppose 9. Don't know
36b	178	DRAFTALL: Favorability of draft registration for all 18 year old men and women	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
36c	179	NATLSERV: Favorability of draft registration together with a national service requirement for all young people	1. Strongly favor 2. Somewhat favor 3. Neither 4. Somewhat oppose 5. Strongly oppose 9. Don't know
37	180	MLDANGER: Perceived degree of military danger to US. from other countries	1. Very high 2. Somewhat high 3. Somewhat low 4. Very low 9. Don't know
38a	181	ATT206: You can't trust the government because their policies are always changing	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
38b	182	ATT208: There are too many choices a young person has to make in today's world	Same codes as above
38c	183	ATT210: Politicians and bureaucrats don't care about the people they're suppose to serve	Same codes as above
38d	184	ATT212: Military officers don't care about the people who have to serve under them	Same codes as above
38e	185	ATT213: My family sometimes doesn't understand my style of life	Same codes as above
38f	186	ATT214: You can't trust the military because their policies are always changing	Same codes as above
38g	187	ATT215: There are very few jobs really worth doing	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
38h	188	ATT316: I feel ready to settle down	1. Strongly agree 2. Somewhat agree 3. Neither 4. Somewhat disagree 5. Strongly disagree 9. Don't know
38i	189	ATT302: Women do not have the physical strength and endurance to be military personnel	Same codes as above
38j	190	ATT303: The military life is a good influence on most young people	Same codes as above
38k	191	ATT304: Women think less clearly than men, and are more emotional	Same codes as above
38l	192	ATT305: Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	Same codes as above
38m	193	ATT309: Women have a tougher time adjusting to military life than men do	Same codes as above
38n	194	ATT311: Women in the military are less feminine than other women	Same codes as above
38o	195	ATT314: Employers value people who have had military training	Same codes as above
38p	196	ATT315: It's really important for women to have the same opportunities as men	Same codes as above
39a	197	FEMINIST: Feelings about Women's Lib	1. Strongly favor 2. Somewhat favor 3. Somewhat oppose 4. Strongly oppose 0. Not applicable 9. Don't know

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
39b	198	MANJOB: When in military, did you want a job that has usually been a man's	1. Yes 2. No 0. Not applicable 9. Don't know
39c	199	GETMANJB: Did you get a man's job	1. Yes 2. No 0. Not applicable
40a	200	SCHBEN1: Likelihood of enlistment if offered tuition assistance of \$500 per year	1. Definitely enlist 2. Probably enlist 3. Probably not enlist 4. Definitely not enlist 7. Tuition from GI Bill 9. Don't know
40b	201	SCHBEN2: Likelihood of enlistment if offered tuition assistance of \$750 per year	Same codes as above
40c	202	SCHBEN3: Likelihood of enlistment if offered tuition assistance of \$1,000 per year	Same codes as above
41a	203	LIVWPAR: Currently living with parents	1. Yes 2. No
41b	204	MARSTAT: Current marital status *	1. Married 2. Single 3. Widowed-divorced 4. Separated
41c	205	SPSWORK: Does spouse work	1. Yes 2. No 0. Not applicable

* The response choice categories for MARSTAT were mislabeled during initial file preparation. Printouts of these data will carry the following labels: 1. Less than high school grad, 2. High school grad, 3. Voc-tech training, 4. Some college, 5. College grad, and 6. Don't know. However, as indicated here, the correct labels are: 1. Married, 2. Single, 3. Widowed-divorced, and 4. Separated.

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
41d	206	GETMAR: Planning to get married in next twelve months	1. Yes 2. No 0. Not applicable 9. Don't know
42	207	OWNHOME: Do you own your own home	1. Yes 2. No 9. Don't know
43	208	DADED: Father's education*	1. Less than high school grad 2. High school graduate 3. Voc-Tech training 4. Some college 5. College graduate 9. Don't know
44a	209	WHERLIVE: Where lived first ten years of life	1. Farm 2. Town 3. Suburb 4. City 9. No one place
44b	210	POPULATN: Approximate population of where lived	1. Less than 1000 2. 1-10K 3. 10-50K 4. 50-100K 5. 100-500K 6. 500-1000K 7. Over one million 0. Not applicable 9. Don't know

* There are not category labels for DADED on the file. However, the appropriate labels for each numerical category are shown here.

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
45a	211	DADMIL: Was father a career military man	1. Yes 2. No 9. Don't know
45b	212	DADSATIS: Father's satisfaction with military	1. Very satisfied 2. Somewhat satisfied 3. Neither 4. Somewhat dissatisfied 5. Very dissatisfied 0. Not applicable 9. Don't know
45c	213	RELMIL: Were any other close relatives career military personnel	1. Yes 2. No 3. Don't know
--	214	CARD3	--
--	215	CASE4	--
45d	216	MOMMIL: Mother was career military	0. Not mentioned 1. Mentioned Same codes as above
45d	217	UNCMIL: Uncle or aunt was career military	Same codes as above
45d	218	BROMIL: Brother or sister was career military	Same codes as above
45d	219	GPARMIL: Grandparent was career military	Same codes as above
45d	220	OTHINMIL: Someone else was career military	0. Not mentioned 10. Brother- or sister-in-law 90. Refused
45d	221	SPSMIL: Spouse was career military	0. Not mentioned 1. Mentioned
45d	222	COUSMIL: Cousin was career military	Same codes as above

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
45d	223	STEPMIL: Stepparent was career military	0. Not mentioned 1. Mentioned
45d	224	INLAWMIL: Father- or mother-in-law was career military	Same codes as above
45d	225	NOTAPMIL: Question not applicable	0. Not mentioned 8. Mentioned
46	226	MOMED: Mother's education*	1. Less than high school grad 2. High school graduate 3. Voc-Tech training 4. Some college 5. College graduate 9. Don't know
47	227	NUMDEPS: Number of dependents	1. None 2. One 3. Two 4. Three 5. Four 6. Five or more 9. Refused
48	228	GRADES: Reported high school grades	1. A student 2. B student 3. C student 4. D student 5. F student 6. Didn't go to high school 9. Don't know

* There are no category labels for MOMED on the file. However, the appropriate labels for each numerical category are shown here.

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
49a	229	GDVSACT: Similarity of National Guard and Active Military	1. Very similar 2. Somewhat similar 3. Somewhat different 4. Very different 9. Don't know
49b	230	ACTVSRES: Similarity of Active Military and Reserves	Same codes as above
49c	231	GDVSRES: Similarity of National Guard and Reserves	Same codes as above
50a	232	NUMSIBS: Number of Siblings	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 9. Refused 0. None
50b	233	NOLDER: Number of older siblings	1. One 2. Two 3. Three 4. Four 5. Five 6. Six or more 0. None 9. Not applicable
50c	234	SIBSINMIL: Have any siblings served in military	1. Yes 2. No 0. Not applicable 9. Don't know
51a	235	FRNDMIL: Have friends joined or talked of joining military	1. Yes 2. No

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
51b	236	NFRNDS: Number of friends joined military	0. None 1. One 2. Two 3. Three 4. Four 9. Not applicable
52a	237	PLSDJOIN: Would family, friends, etc., be pleased if you joined the military	1. Very pleased 2. Somewhat pleased 3. Neither 4. Somewhat displeased 5. Very displeased 9. Don't know
52b	238	MOMSIG: Mother would be pleased or displeased	0. Not mentioned 1. Mentioned
52b	239	DADSIG: Father would be pleased or displeased	Same codes as above
52b	240	BROSIG: Brother would be pleased or displeased	Same codes as above
52b	241	SISSIG: Sister would be pleased or displeased	Same codes as above
52b	242	SPSSIG: Spouse would be pleased or displeased	Same codes as above
52b	243	CHILDSIG: Child would be pleased or displeased	Same codes as above
52b	244	OTHSIG: Someone else would be pleased or displeased	0. Not mentioned 1. Friends 2. Entire family 3. Everybody 4. Other relatives 5. Myself 6. No one in particular 9. Other
52b	245	COWKSIG: Coworkers would be pleased or displeased	0. Not mentioned 1. Mentioned

QUESTION NUMBER	RELATIVE POSITION IN SUBFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
52b	246	EMPSIG: Employer would be pleased or displeased	0. Not mentioned 1. Mentioned
52b	247	TEACHSIG: Teacher/coach would be pleased or displeased	Same codes as above
52b	248	COUNSIG: Counselor would be pleased or displeased	Same codes as above
52b	249	FRNDSIG: Best friend would be pleased or displeased	Same codes as above
52b	250	FIANC SIG: Fiance/steady would be pleased or displeased	Same codes as above
53	251	RACE: Description of race or ethnicity	1. Hispanic 2. Indian 3. Black 4. Asian 5. White 6. Combination 9. Refused
55a	252	FINDUNIT: Tried to find out if Guard/Reserve unit close enough to join	1. Yes 2. No
55b	253	CLOSUNIT: If there a unit close enough to join	1. Yes 2. No 0. Not applicable
55c	254	OPENING: Does the unit have an opening for someone with your skills/training	1. Yes 2. No 0. Not applicable 9. Don't know
--	255	INTVWRNO: Interviewer identification number	100. Male 200. Female
--	256	CARD4	--
--	257	CASE5	--
--	258	ZIP: Respondent's zip code	--
--	259	AREACODE: Respondent's area code	--

QUESTION NUMBER	RELATIVE POSITION IN SURFILE	VARIABLE NAME AND DESCRIPTION	RESPONSE CHOICE CODES
--	260	MONTH: Month of interview	--
--	261	DAY: Day of interview	--
--	262	CARD5	--

APPENDIX

The "other" codes for college major in question 6b are as follows:

<u>Code</u>	<u>Major</u>
10	Electronic Engineer
11	Mechanical Engineer
12	Electrical Engineer
13	Industrial Engineer
14	Chemical Engineer
15	Civil Engineer
16	Solar Engineer
17	Aerospace Engineer
18	Nutritional Science/Dietetics
19	Animal Science/Zoology/Veterinarian
20	Finance/Accounting/Taxation/Banking
21	Business/Business Management/Business Administration/Marketing/Real Estate
22	Art/Music/Photography
23	Environmental Science/Wildlife/Forrestry
24	Biometrics/Biostatics
25	Hotel Administration
26	Education (Special/Elementary/Physical Education)
27	Law Enforcement/Criminal Justice
28	Architect
29	Communication/Journalism
30	Pre-Law/Law
31	Horticulture
32	Religion/Theology
33	Agriculture
34	Merchandising
35	Library Science
36	History
37	Philosophy
38	Home Economics
39	Public Relations/Public Administration
40	Pre-Med
41	Nursing
42	Medical Assistant/Medical Technology
43	Occupational Therapy
44	Chiropractor Therapy
45	Denistry Therapy
46	Hygienist/Dental Assistant
47	Physical Therapy/Respiratory Therapy
48	Carpentry/Cabinet Making
49	Bookkeeping
50	Interior Decorating
51	Machinist/Sheet Metal Worker
52	Auto Mechanic/Mechanic/Diesel Mechanic
53	Plumbing
54	Electronics
55	Secretary (Legal/Medical)/Shorthand/Typing
56	Cosmetology
57	Welding
58	Drafting
59	Computer Programmer/Data Processing

<u>Code</u>	<u>Major</u>
60	Cooking/Restaurant
61	Refrigeration/Air-Conditioning/Heating
62	Electrician
63	Para-Legal
65	Finance and Mathematics
66	Business and Arts
67	Finance
68	Political Science and Pre-Law
69	Mathematics and Economics
70	Psychology and Economics
71	Chemistry and Sociology
72	Law and Nursing
73	Biology and Chemistry
74	Theology and Education
75	Electrical Engineer and Designing
76	Law and Business
77	Finance and Economics
78	Electronics and Forestry
79	Law Enforcement and Business
80	Religion and History
81	Business and Finance
82	Business and Agriculture
83	Sociology and Criminal Justice
84	Education and Psychology
85	Photography and Public Relations
86	Printing/Graphic Arts
87	Meat Cutter
88	Auto Painting/Body Repair
89	Solar Technology/Solar Energy
91	Tractor-Trailor Driving
92	Air Traffic Control
93	Geology/Mining
94	Fire Science/Fire Prevention
95	Office Machine Repair
96	Painting
97	Flight Technology/Pilot School
98	Other
99	Refused

END

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