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ANALYSIS OF THE 1990 SURVEY OF HIGH
SCHOOL YOUTH AND PARENTS

BY

CAROLYN E. SETLOW

RONALD BASS

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AND



CONNIE J. SCHROYER

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Research & Studies Division
U.S. Army Recruiting Command
Program Analysis and Evaluation Directorate
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<p style="text-align: right; margin-right: 50px;"><i>Army College Fund</i></p> <p>→ The 1990 Survey of High School Youth and Parents was designed to provide the Army with the relative appeals among high school juniors and seniors and their parents of: 1) increased ACF entitlement levels, 2) increased enlistment bonuses, and 3) National Service Act legislation comparing community with military service. Youth surveys were administered in 350 high school English classes nationwide. The parents survey was administered via Computer Assisted Telephone Interviewing (CATI) in the homes of parents of junior and senior males. Males of high academic standing (indicated by grades in school) were analyzed separately. Findings indicated that 15% of all high school juniors and seniors nationwide express a positive propensity to join the military and 8% express a positive propensity to join the Army. Fifty-five percent of high academic males are familiar with the Army's educational incentives and more money would successfully attract more enlistments. Familiarity with enlistment bonuses is much lower, however, more money would increase the propensity of high academic males. Familiarity with National Service Act legislation is low for both youth and parents; however, given the option most youth would choose community service. Many other findings useful for the Army's recruiting and advertising program are presented.</p>				
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by

Carolyn E. Setlow and Ronald Bass
Harris/Scholastic Research, A Division of Louis Harris & Associates, Inc.

Connie J. Schroyer
HumRRO International, Inc.

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and

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5001 Eisenhower Avenue
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CONTENTS

	<u>Page</u>
LIST OF TABLES.....	v
LIST OF FIGURES.....	x
EXECUTIVE SUMMARY.....	xii
INTRODUCTION.....	xix
Study Background.....	xix
Study Objectives.....	xxi
Timing.....	xxiii
Project Responsibility.....	xxiii
Public Release of Survey Findings.....	xxiv
Sampling Plan.....	xxiv
Administration of Survey.....	xxviii
Statistical Weighting.....	xxx
CHAPTER 1: WHAT HIGH SCHOOL YOUTHS PLAN TO DO AFTER HIGH SCHOOL.....	1
Academic and Work-Related Background of the Students Interviewed.....	1
Plans for After High School.....	6
CHAPTER 2: STUDENTS' ATTITUDES TOWARD THE MILITARY AND THE ARMY.....	21
Attitudes Toward the Military.....	21
Attitudes Toward the Army.....	23
Preferences for Branch and Type of Service.....	24
Effect of Recent Developments in Eastern Europe on Interest in Serving in the Military.....	28
Effect of Recent Reductions in Size of Military on Interest in Serving in the Military and in the Army.....	31
Potential Effect of Allowing Women to Volunteer for Combat Assignments.....	33
Potential Effect of Lowering Recruiting Standards.....	38
Students' Reaction to Positive and Negative Statements About the Army.....	42
CHAPTER 3: EXPERIENCES WITH ARMY RECRUITERS AND RECRUITMENT EFFORTS..	50
Familiarity with Opportunities in the Army.....	50
Experience with Military Recruiters.....	56
Experience with the Armed Services Vocational Aptitude Battery.....	61
CHAPTER 4: STUDENTS' REACTIONS TO ARMY EDUCATIONAL INCENTIVES, ARMY ENLISTMENT BONUSES, AND THE NATIONAL AND COMMUNITY SERVICE ACT.....	62
Student Familiarity with Army Educational Incentives.....	62
Student Reaction to Army Educational Incentives.....	64
Student Familiarity with Army Enlistment Bonuses.....	71
Student Reaction to Army Enlistment Bonuses.....	74

Student Familiarity with the National and Community Service Act.....	77
Student Reaction to the National and Community Service Act.....	79
Length and Branch of Service Preferences of Students Who Would Choose Military Service.....	88
Length of Service Preferences of Students Who Would Choose Community Service.....	90
Whether Students Would Choose Community Service if Grants Could Only Be Used for Education.....	93
CHAPTER 5: PARENTS DISCUSS WHAT THEIR SONS PLAN TO DO AFTER HIGH SCHOOL.....	95
Parents Discuss the Academic Background of Their Sons.....	95
Parents Discuss Their Son's Plans After High School.....	96
CHAPTER 6: PARENTS' ATTITUDES TOWARD THE MILITARY AND TOWARD THEIR SON'S PARTICIPATION IN THE MILITARY.....	100
Experience with the Military.....	100
Parents' Attitudes Toward the Military.....	104
Parents' Attitudes Toward the Army.....	106
Parents' Preferences for Their Son's Military Service.....	109
Parents Assess the Likelihood of Their Son Serving in the Military and in the Army.....	114
Effect of Recent Developments in Eastern Europe on Encouraging Son to Serve in the Military.....	115
Effect of Recent Reductions in Size of the Army on Encouraging Their Son to Serve in the Army.....	117
Potential Effect of Allowing Women to Volunteer for Combat Assignments.....	118
Potential Effect of Lowering Recruiting Standards on Encouraging Son to Enlist in the Army.....	120
Parents' Reaction to Positive and Negative Statements About the Army.....	122
Whether Parents Would Encourage Their Son to Enlist in the Army: Post-Interview.....	125
CHAPTER 7: PARENTS' REACTIONS TO ARMY EDUCATIONAL INCENTIVES, ARMY ENLISTMENT BONUSES, AND THE NATIONAL AND COMMUNITY SERVICE ACT.....	126
Parents' Familiarity with Opportunities Available in the Army.....	126
Parents' Reaction to Army Educational Incentives.....	127
Parents' Reaction to Army Enlistment Bonuses.....	131
Parents' Familiarity with the National and Community Service Act.....	134
Parents' Reactions to the National and Community Service Act.....	136
APPENDIX: PROFILE OF RESPONDENTS.....	140

LIST OF TABLES

I-1	Sampling errors for single percentages (percentages from sample).....	xxvi
I-2	Sampling error for differences between subclass percentages (proportion nearest 50%).....	xxvii
I-3	1988 high school student population figures.....	xxx
I-4	Weights for parents' sample.....	xxxii
1	Likelihood of graduating from high school.....	1
2	Type of high school program.....	2
3	High school grades.....	3
4	Employment status.....	4
5	Number of hours worked per week.....	5
6	Whether currently looking for work.....	6
7	When students decided what to do after high school.....	7
8	Activities students might be pursuing in the near future...	8
9	Whether intend to go to college right after high school....	9
10	Activities related to getting into college.....	11
11	Whether students plan to apply for financial assistance....	12
12	Reasons for not going to college right after high school...	14
13	Occupations students may have in the near future.....	16
14	Education needed for jobs students will be doing in the future.....	19
15	Availability of full-time jobs in students' communities....	20
16	Students' preference for branch of service.....	25
17	Students' preference for type of service.....	26
18	Whether students think recent developments in Eastern Europe reduce chance of war with the Soviet Union.....	28
19	Effect of recent developments in Eastern Europe on students.....	29

20	Effect of reductions in military on students' interest in serving in the military.....	31
21	Effect of reductions in Army on students' interest in serving in the Army.....	33
22	Likelihood of serving in the Army.....	38
23	Effect of lowering entrance standards on students' likelihood of serving in the Army.....	39
24	Whether students agree/disagree with statements about the Army.....	44
25	Students' likelihood of serving in the military revisited.....	47
26	Students' preference for branch of service.....	49
27	Whether received Army enlistment information in the mail.....	52
28	Whether students' requested Army enlistment information.....	54
29	Where students learned about requesting Army enlistment information.....	56
30	Whether students have talked with a military recruiter.....	57
31	Which branches did students speak with recruiters.....	58
32	When students last spoke with a military recruiter.....	60
33	Whether students have taken the Armed Services Vocational Aptitude Battery.....	61
34	Familiarity with current incentive packages.....	63
35	Likelihood of enlisting for two years if educational incentive is \$17,000.....	65
36	Likelihood of enlisting for two years if educational incentive is \$18,000.....	66
37	Likelihood of enlisting for three years if educational incentive is \$22,800.....	67
38	Likelihood of enlisting for three years if educational incentive is \$27,000.....	68
39	Likelihood of enlisting for four years if educational incentive is \$25,200.....	69
40	Likelihood of enlisting for four years if educational incentive is \$36,000.....	70

41	Familiarity with current enlistment bonuses.....	73
42	Likelihood of enlisting for three years or more if enlistment bonus is \$8,000.....	75
43	Likelihood of enlisting for three years or more if enlistment bonus is \$12,000.....	76
44	Familiarity with the National and Community Service Act.....	79
45	Whether students think the National and Community Service Act is a good idea.....	81
46	Whether students would choose community service or military service - I	83
47	Whether students would choose community service or military service - II	85
48	Student preference for length of service if choosing military rather than community service.....	87
49	Student preference for branch of service if choosing military rather than community service.....	88
50	Which option students choose if could not join service of first choice.....	90
51	Student preference for length of service if choosing full-time community service.....	91
52	Student preference for length of service if choosing part-time community service.....	92
53	Whether students would choose community service if grants could only be used for education.....	94
54	Son's likelihood of graduating from high school.....	95
55	Son's high school program.....	96
56	Son's intentions to go on to college.....	97
57	Son's plans to apply for financial assistance for college.....	97
58	Son's reasons for not attending college.....	99
59	Whether ever personally served in the military.....	100
60	Branch of the military served in	101
61	Experience in the military.....	101

62	Whether any other household member ever served in the military.....	102
63	Branch(es) in which other household members have served.....	103
64	Experience of other household members in the military.....	103
65	Attitude toward the military.....	105
66	Whether attitude toward the military has become more positive or negative.....	105
67	Attitude toward the Army.....	107
68	Whether attitude toward the Army has become more positive or negative.....	108
69	Reasons for encouraging/discouraging son to enlist in Army after high school.....	113
70	Likelihood of son's serving in military in near future.....	114
71	Likelihood of son's serving in Army in near future.....	115
72	Whether recent developments in Eastern Europe reduce chances of war with Soviet Union.....	116
73	Effect of recent developments in Eastern Europe.....	117
74	Effect of recent reductions in the size of the U.S. Army.....	118
75	Effect of permitting women to volunteer for combat.....	120
76	Effect of the Army's accepting less qualified recruits.....	121
77	Whether parents agree/disagree with statements about the Army.	124
78	Whether would encourage son to enlist in the Army (post-interview).....	125
79	How would you feel about your son enlisting for two years for \$17,000/\$18,000 for his education?.....	128
80	How would you feel about your son enlisting for three years for \$22,800/\$27,000 for his education?.....	129
81	How would you feel about your son enlisting for four years for \$25,200/\$36,000 for his education?.....	130
82	How would you feel about your son enlisting for at least three years for an enlistment bonus of \$8,000/\$12,000?.....	133
83	Familiarity with the National and Community Service Act.....	135

84	Whether the National and Community Service Act is a good idea or not.....	136
85	Whether still choose Community Service if grants could <u>not</u> be used for purchase of home.....	139
A-1	Demographic profile of the students.....	141
A-2	Demographic profile of parents.....	144

LIST OF FIGURES

1	How likely is it that you will join the service in the near future.....	18
2	Would you say your attitude toward the military/Army is positive or negative?.....	21
3	Have attitudes toward the military/Army become more positive or negative over the years?.....	22
4	If you were to join the military, which branch would you join?.....	27
5	If you were to join the military, which type of service would you join?.....	27
6	Do recent developments in Europe make you more or less interested in serving?.....	30
7	Do reductions in the size of the Army make you more or less interested in serving?.....	34
8	Do you favor changing the law so women would be allowed to volunteer for combat?.....	35
9	If women were permitted in combat, how likely would you be to serve in the Army?.....	36
10	If the Army lowered its entrance standards, how likely would you be to serve.....	41
11	How familiar are you with opportunities in the Army.....	51
12	Have you received in the mail any information about enlisting in the Army?.....	53
13	Have you received in the mail any information about enlisting in the Army?.....	53
14	Have you ever talked with a military recruiter to get information about the military?.....	57
15	Which branches did those recruiters represent?.....	59
16	How familiar are you with current Army educational incentive packages?.....	64
17	How likely would you be to enlist in the Army to receive (\$) toward education?.....	71
18	How familiar are you with Army enlistment bonuses?.....	74

19	Would you enlist in the Army for three years or more for a bonus (\$8,000/\$12,000)?.....	77
20	If there were a National Community and Service Act, would you choose (one of the following)?.....	86
21	Is your attitude toward the military/Army positive or negative?.....	108
22	Has your attitude toward the military/Army become more positive or negative?.....	109
23	If your son were to join the military, which branch would you prefer?.....	110
24	If he were to join the military, which type of service would you prefer?.....	111
25	If your son wanted to enlist in the Army, would you encourage him?.....	112
26	Would you favor or oppose allowing women to volunteer for combat?.....	119
27	More or less likely to encourage your son to serve in the Army if . . .	122
28	Are you familiar with opportunities available to your son in the Army?.....	126
29	How would you feel if he enlisted for (____) years to receive (____) dollars?.....	131
30	How would you feel if he enlisted for at least three years for (____) bonus?.....	134
31	If the National Community Service Act passed, would you prefer for your son . . .	138

EXECUTIVE SUMMARY

- Fifteen percent of all high school juniors and seniors nationwide (22% of males and 8% of females) express a positive propensity to serve in the military in general. Only half as many high school juniors and seniors (8% in total, 11% of males and 5% of females) express a positive propensity to serve in the Army.
- Despite the fact that the Army needs to attract twice as many recruits as does the Air Force, young people are more than twice as likely to prefer the Air Force over the Army. Thirty-four percent of high school juniors and seniors say they would join the Air Force if they were to join the military, compared with 14% who would join the Army, 14% the Navy, and 11% the Marine Corps. Males (17%) are more likely than females (11%) to choose the Army, although females are twice as likely as males to express uncertainty as to which branch they would join.
- High school youths in total express a preference for the Reserves (including the National Guard) over Active Duty by 55% to 45%. In fact, while 70% of the young women express a strong preference for the Reserves over Active Duty (30%), young men are nearly evenly divided between Active Duty (37%) and the Reserves (33%).
- Half of high school youths (51%) say they are familiar with opportunities available to them in the Army. Familiarity does not vary significantly by recruiting brigade. Among students with high academic standing (that is, those with self-reported grades of mostly A's, A's and B's, or mostly B's), 64% of males and 44% of females say they are familiar with opportunities in the Army.

- Targeted mailing is successfully reaching more high-quality males than females. Seventy-four percent of males with high academic standing say they have received information about enlisting in the Army in the mail, compared with 56% of high academic females. Three out of four students who have received mail say they did not request any. Receipt of mail is lighter in the First and Sixth Recruiting Brigades than in the Second, Fourth or Fifth.
- Nearly half of all high academic males (46%) and more than a quarter of high academic females (28%) say they have talked with a military recruiter to get information about the military. On the whole, contact with recruiters reflects the recruiting mission of each service: 56% of males who have ever talked with a recruiter have talked with an Army recruiter, 32% with an Air Force recruiter, and 32% with a Navy recruiter. However, a full 33% of these high academic males have met with a Marine recruiter, evidence of the Marines' aggressive work in this area.
- The survey explored reactions to a variety of policies and programs. Among students with high academic standing, only one in four males (25%) and one in five females (19%) oppose changing the law so that women would be allowed to volunteer for combat. The remaining 75% of high academic males and 81% of high academic females either favor or are indifferent to the feminization of the Army.
- Recent reductions in the size of the Army makes little difference to the target market of high academic males. Two out of three of these males (67%) say that recent reductions in the size of the Army make them neither more nor less interested in serving. Fifteen percent say this makes them less interested, 6% more interested, and 12% are not sure.
- For six in 10 males of high academic standing, recent developments in Eastern Europe make no difference in their interest in serving in the military.

For every such male who says developments in Eastern Europe make him less interested in serving (15%), there is another who says they make him more interested (16%). Three out of five males in this target group believe that developments in Eastern Europe reduce the chance of war with the Soviet Union.

- A full 55% of high academic males and 40% of high academic females report that they are familiar with current Army educational incentive packages. Results of questions testing price/demand elasticities reveal that within each tour of duty, more money would successfully attract more enlistments. For a 2-year tour, 23% of males with high academic standing would be likely to enlist to receive \$17,000 toward their education, compared with 24% who would enlist for \$18,000. For a 3-year tour, 23% would be likely to enlist for education grants of \$22,800, compared with 26% for \$27,000. The greatest impact would be for the 4-year tour: 18% of high academic males would be likely to enlist for education grants of \$25,200, compared with 26% for \$36,000.
- Familiarity with enlistment bonuses runs much lower among the Army's target market than familiarity with educational incentive packages. Only 27% of males of high academic standing say they are very or somewhat familiar with enlistment bonuses for people who enlist for three years or more and decide to go into certain hard-to-fill specialized positions, compared with 55% who were familiar with education grants.
- By increasing enlistment bonuses from \$8,000 to \$12,000, the Army would effectively increase positive propensity to serve among high academic males from 19% to 22% (representing an increase of about 16%).
- If a National Community and Service Act were passed, males of high academic standing would choose community service (either full-time or part-time) over

military service by 2:1. Among all males with a positive propensity to serve in the military, 18% say they would opt for community service if such an Act were passed, compared with 50% who would opt for the military. High academic females would opt for community service by a greater ratio, 7:1.

- In general, youths' attitudes toward the military are more positive than their attitudes toward the Army. Thirty percent of high academic males report a negative attitude toward the Army, compared with only 21% toward the military. High academic females are less negative but more neutral than males toward both the military and the Army.
- On the whole, young men and women in this target group say that their attitudes toward the military and the Army have not changed much over the past few years. However, where attitudes toward the military have changed, they have become more positive rather than more negative, while attitudes toward the Army have not become more favorable. (Fifteen percent of high academic males say that their attitudes toward the Army have become more favorable over the past few years, compared with 19% who say less favorable.)
- Majorities of males of high academic standing, the prime recruiting market for the Army, agree with some strong positive statements about the Army: that it would teach important discipline and self-control (73%); that it would teach valuable skills transferable to civilian life (69%); that it would give them a chance to see the world (66%); that it would offer good career advancement (57%); and that they would be proud to join the Army and serve their country (53%). These are strong and credible recruiting messages.
- Only one negative statement elicits agreement from a majority -- that the Army would not respect their individuality and just treat them like a number.

This negative perception is one which the Army should attempt to overcome in its advertising and promotion messages.

- Parents of male high school juniors and seniors would be more likely to encourage their son to enlist in the Army than to discourage him, by 49% to 42%. (Eighteen percent say they would encourage their son strongly, compared with 24% who would discourage him strongly from enlisting.) Where opposition to the Army does exist, it reflects parents' education goals for their son as much as it does their opposition to the military or fear of war.
- Parents express an even stronger preference for the Air Force over the other branches than do the young men: 43% of parents would choose the Air Force compared with 33% of the young men. Like numbers of parents (14%) as high school males (17%) would choose the Army.
- Parents are more evenly divided in their preference for Active Duty versus the Reserves (by 43% to 45%) than are male students, who would opt for Active Duty (by 37% to 33%).
- Parents of male juniors and seniors favor allowing women to volunteer for combat by 57% to 38%. They are more strongly in support of this change than male high school students, who favor it by 37% to 25%, with 31% saying they neither favor nor oppose.
- Of all the changes tested, lowering recruiting standards would have the most negative impact on parental support for their son's enlistment. Sixty percent of parents say that lower standards would make them less likely to encourage their son to serve in the Army, compared with only 21% who say more likely. Reduction of the size of the Army would also have a negative effect on parental support, with 44% of parents saying this would make them less likely to encourage their son to serve in the Army and 30% saying more

likely. Parents are largely neutral (51% say neither) about the impact of women in combat on their encouragement of their son, most probably because they are talking about their sons and not their daughters.

- Parents report as much familiarity with opportunities available to their sons in the Army as do the young men themselves. Sixty-six percent of parents say they are very or somewhat familiar with these opportunities, compared with 60% of all males.
- Increases in educational incentives would have a positive effect on parental support for 3-year and 4-year tours of duty, but no significant impact on their encouragement of their sons to enlist for 2-year tours.
- An increase in enlistment bonuses from \$8,000 to \$12,000 would have only a slight impact on parental encouragement, but a positive one nonetheless.
- On questions referring to the National and Community Service Act, parents in general show a stronger support for some kind of service, be it community or military, than do their sons: 81% of parents would opt for one or the other, compared with only 46% of the young men. Parents would opt for community service over the military by a ratio of 5:3, and three out of four of them would choose part-time community service rather than full-time.
- Like the young men, parents of high school males are more likely to be positively inclined toward the military in general than toward the Army: 68% of the parents say they have positive attitudes toward the military versus 50% toward the Army. However, parents' attitudes toward both the military and the Army are more positive than those of the young men, 44% of whom have positive attitudes toward the military and 29% toward the Army.
- According to their own report, parental attitudes toward the military and the Army have not changed much over recent years. A full 79% of parents say their attitudes toward the Army have stayed the same over recent years,

compared with only 59% of male students who say that. The findings suggest that advertising may have its greatest impact on the attitudes of youth rather than their parents.

- The message of "getting a head start in life" has even more credibility among parents than among the young men. Eighty-five percent of parents agree that "my son would be taught valuable skills in the Army that he could use in civilian jobs," compared with 66% of male juniors and seniors in high school. In response to the list of statements about the Army, parents of male students react even more positively to the Army than do the male students themselves.

INTRODUCTION

Study Background

After many consecutive years of successfully meeting or exceeding its recruiting goals, the U.S. Army was experiencing significant shortfalls in 1988 and 1989 in recruiting the required number of qualified enlistees:

- In the last quarter of calendar year 1988 (the first quarter of fiscal year 1989), the Army for the first time in eight years was not able to sign up as many men and women as it needed. LTC John Cullen, spokesman for the U.S. Army Recruiting Command, reported in February 1989 that recruiters were not able to reach the Army's goal of signing up 24,143 volunteers for the last quarter of calendar year 1988.
- Recruiting in 1989 was particularly difficult. The Army was almost 1,000 soldiers behind its programmed accession target through February and projected a shortfall of over 6,000 by the end of May. However, through downward adjustments necessary to meet end-strength ceilings and through the acceptance of lower quality volunteers as measured by entrance test scores, accession levels were finally met. According to LTC Cullen, 10.8% of the Army volunteers in the last calendar quarter of CY88 were in the lowest acceptable test score category, Category IV. This is more than twice the 4% level of recruits who were in Category IV in 1986-88 fiscal years.
- Delayed Entry Program participation declined to the lowest level in five years.
- The Army Recruiting Command attributed these difficulties to a declining population of young people and to a smaller recruiting budget. Because of inflated advertising costs, current funding bought reduced media coverage and was constraining the Army's ability to purvey its message in the marketplace. Furthermore, according to U.S. Census data, the number of men and women 18-24 years of age would continue to decline through 1996. Within 10 years there would be 20% fewer college-age students entering the work force. By the year 2000, upward of 30% of these young people would be black and Hispanic, the very groups now at the bottom of the education ladder. In other words, the problem was expected to get worse before it got better.

The Office of the Deputy Chief of Staff for Personnel had formulated and submitted as part of its revised FY90 budget a strategy to stem this recruiting downturn. Key to this strategy were some changes in current enlistment offers related to both the Army College Fund (ACF) and enlistment bonuses (EBs). Proposed changes in the ACF were designed to increase the Army's loss of market share among high-quality enlistees in the historically college-bound segment of the youth market. Increases in EBs had been proposed as a means to attract and distribute quality enlistees into hard-to-fill skills and to prolong initial commitments by offering incremental bonuses for longer terms of enlistment.

Increasingly difficult recruiting for both quantity and quality of volunteers was expected to focus congressional attention on a number of proposals on Capitol Hill to make civic or military service a requirement for federal college education loans or grants. One proposal, the National and Community Service Act, would pay young people \$5,000 for each year of full-time community service or \$6,000 for three years of part-time community service. Opponents of this Act argue that it threatens to undermine the current GI Bill, under which servicemen and women earn money for college and vocational schools. The current GI Bill enables a soldier to earn \$10,800 for college after serving in the military for three years, \$1,200 of which is taken out of his or her pay. Opponents of the Service Act argue that the proposed bill would allow a young person to stay at home and get the same \$10,000 after two years of civilian service. Congressman G. V. Montgomery (D-Miss.), Chairman of the House Veterans' Affairs Committee and the author of the current GI Bill, has warned that the Service Act might create a competing program to the current GI Bill and, in the process, shoot down the All-Volunteer Force.

Missing from the analyses of proposed changes in the ACF and EBs, and missing too from the debate on the National and Community Service Act, was a measure of the potential reaction of the target market of potential enlistees themselves to all three proposals.

Study Objectives

This survey was designed to provide the Army with the relative appeals among high school juniors and seniors of the various proposed offers.

Specifically, the survey of high school students tested the following:

- The likely impact of increased ACF entitlement levels and adjustments to the relative 2-, 3-, and 4-year enlistment offers on expanding market share among the college-oriented youth segment and promoting longer terms of service.

Proponents of an increased kicker to the Montgomery GI Bill benefits argue that the maximum ACF kicker levels were set by congressional legislation in 1985 and have not been adjusted since for inflation. The face value of the package (that is, the combination of the GI Bill benefits and the ACF kickers) has diminished by almost one-third since 1985. The number of ACF takers decreased an average of 31% per year from 1986 to 1988. As a share of all new enlistees, they decreased an average of 5.7% per year.

This survey was designed to test the students' responses to the proposed increases in the kicker level for 2-, 3-, and 4-year commitments. Specifically, it assessed the likely impact of reinstating some of the purchasing power of the ACF kickers and also the impact of increasing the spread between the kickers for two, three, and four years. In short, the survey explored whether the increase in the kickers themselves would attract more recruits and whether the increased spread would in fact increase the average recruited term of service.

- The survey also explored the likely effect on enlistment among target segments of an increase in the enlistment bonus cap from its current \$8,000 to \$12,000.

At the time that this survey was designed, the Uniform Services Pay Act of 1981 allowed a maximum EB of \$8,000 for any single enlistment. The Army was using the EB as a means to attract and distribute quality enlistees into hard-to-fill skills and to prolong their initial commitments by offering incremental bonuses for longer terms of enlistment. Because the cap has not been raised since 1981, the real value of the maximum bonus after inflation has decreased to about \$5,900. The Army requested that the maximum allowable bonus be increased to \$12,000 to assist it in attracting the number and kinds of people required to man the armed forces and to increase the average service term.

As with the ACF, the survey tested among the students the relative appeal of various levels of EBs to reflect their sensitivity to increased levels and the likelihood that increased bonuses would assist the Army in meeting its recruiting goals.

- The survey also probed students' attitudes toward the proposed Service Act legislation and the relative appeal of the alternatives of one year of full-time community service at \$5,000 or three years of part-time community service at \$6,000 versus the two years of military service at \$17,000.

In short, the survey tested Congressman Montgomery's assertion that such legislation would undermine the All-Volunteer Army by attracting qualified candidates away from military into civic service.

Finally, the survey evaluated the attractiveness of these various proposals not only among high school juniors and seniors themselves, but also among a cross section of parents of male juniors and seniors to determine how

this key group of influencers reacted to the various alternatives to today's enlistment offers. At the same time, the survey was designed to measure the general attitudes of high school students and their parents (specifically, parents of male students) to service in the military in general and in the Army in particular.

Prior research has indicated that parents remain the primary influencing force of the career decisions of young people. Their reactions to specific proposals provide an added dimension to an analysis of the likely success of these changes.

Timing

The student and parent surveys were administered in the spring of 1990. It is important to note, in reviewing the findings, that the surveys were conducted following major developments in Eastern Europe, but prior to the August invasion of Kuwait by Iraq and the U.S. response to that aggression. Additional research would be necessary to measure the impact of these events on attitudes of high school students and their parents.

Project Responsibility

This research was commissioned by LTC Kenneth A. Martell, Headquarters, Department of the Army, ODCSPER-DMPM-MPA; and LTC Charles H. Williams, Headquarters, U.S. Army Recruiting Command, USAREC PAE-ARA. Dr. Connie Schroyer served as Project Director at HumRRO International, Inc., the prime contractor. The student and parent surveys were conducted by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc. The project team at the Harris firm included Carolyn E. Setlow, President of

Harris/Scholastic Research; Ron Bass, Vice President, and David Krane, Senior Vice President, of the Harris firm. Data Recognition Corporation handled the machine scanning of the data from the student survey, under the supervision of Susan Weyrauch.

HumRRO International, Inc. and Harris/Scholastic Research gratefully acknowledge the valuable contribution to the survey design and support provided by LTC Kenneth A. Martell, and by Dr. Naomi Verdugo of the U.S. Army Research Institute. However, final responsibility for the survey questions, the findings, and their interpretation rests solely with Harris/Scholastic Research.

Public Release of Survey Findings

This survey was designed for the proprietary and internal use of the Department of the Army. If data from this research are released to the public, any release must stipulate that the complete report is also available rather than simply an excerpt from the survey findings.

Sampling Plan

Student Survey: A national cross section of 10,051 high school juniors and seniors completed questionnaires in the classrooms of 461 public, private, and parochial schools in the contiguous United States. Forty-one questionnaires were eliminated according to an agreed-upon criterion for minimal completion, and eight were lost in transit between the Harris firm and the scanner. A total of 9,994 questionnaires were scanned for inclusion. Only one classroom per school was included in the sample.

The sample was stratified by geographic region without regard to U.S. Army Recruiting Brigades. After the sample was drawn, however, the zip code of

each school sampled was matched with one of the five recruiting brigades in order that the data could later be analyzed by Brigade.

The Harris/Scholastic National Probability Sample of Schools and Students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Educational Statistics.

The sample design used in this study includes students in grades 11 and 12 of public, private, and parochial schools. The basic sample design involved two stages of sampling. In the first stage, a sample of schools was selected from a list of all schools. In the second stage, a sample of students was chosen within those schools that were selected into the sample in the first stage.

Special procedures were employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care was given to the replacement of schools that were initially selected but were unwilling or unable to cooperate in the subsequent second-stage selection of students.

Table I-1 shows the margin of sampling error for single proportions. Table I-2 indicates differences between proportions derived using these factors. Values shown in tables I-1 and I-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

TABLE I-1. Sampling errors for single percentages
(percentages of sample)

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
10,000	0.31%	0.43%	0.58%	0.66%	0.71%	0.72%
9,500	0.32%	0.44%	0.58%	0.67%	0.71%	0.73%
9,000	0.32%	0.44%	0.59%	0.68%	0.72%	0.74%
8,500	0.33%	0.45%	0.60%	0.69%	0.74%	0.75%
8,000	0.33%	0.46%	0.61%	0.70%	0.75%	0.76%
7,500	0.34%	0.47%	0.62%	0.71%	0.76%	0.78%
7,000	0.34%	0.47%	0.63%	0.73%	0.78%	0.79%
6,500	0.35%	0.49%	0.65%	0.74%	0.79%	0.81%
6,000	0.36%	0.50%	0.66%	0.76%	0.81%	0.83%
5,500	0.37%	0.51%	0.68%	0.78%	0.83%	0.85%
5,000	0.38%	0.53%	0.70%	0.80%	0.86%	0.88%
4,500	0.40%	0.54%	0.73%	0.83%	0.89%	0.91%
4,000	0.41%	0.57%	0.76%	0.87%	0.93%	0.95%
3,500	0.43%	0.60%	0.79%	0.91%	0.97%	0.99%
3,000	0.46%	0.63%	0.84%	0.96%	1.03%	1.05%
2,500	0.49%	0.68%	0.90%	1.03%	1.10%	1.13%
2,000	0.54%	0.74%	0.99%	1.13%	1.21%	1.23%
1,500	0.61%	0.83%	1.11%	1.28%	1.36%	1.39%
1,000	0.73%	1.00%	1.33%	1.53%	1.63%	1.66%
500	1.00%	1.38%	1.84%	2.10%	2.25%	2.30%

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For percentages based on the entire sample, use the first row. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

This table assumes a design effect = 2.07674.
For subclasses, the design effect is $1 + \{(DEFF-p)*S\}$ where S = proportion of total sample in subclass.

TABLE I-2. Sampling error for differences between subclass percentages
(proportion nearest 50%)

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.05%	1.45%	1.93%	2.21%	2.36%	2.41%
10-90	0.79%	1.09%	1.46%	1.67%	1.78%	1.82%
15-85	0.69%	0.95%	1.26%	1.45%	1.55%	1.58%
20-80	0.63%	0.87%	1.16%	1.33%	1.42%	1.45%
25-75	0.60%	0.82%	1.09%	1.25%	1.34%	1.37%
30-70	0.57%	0.79%	1.05%	1.21%	1.29%	1.31%
35-65	0.56%	0.77%	1.02%	1.17%	1.25%	1.28%
40-60	0.55%	0.75%	1.01%	1.15%	1.23%	1.26%
45-55	0.54%	0.75%	1.00%	1.14%	1.22%	1.24%
50-50	0.54%	0.74%	0.99%	1.14%	1.22%	1.24%

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

In presenting results, the report highlights only those differences which are greater than differences caused by sampling variability and are, therefore, statistically significant.

Parent Survey: The study included telephone interviews with a national representative cross section of 350 parents of male high school juniors and seniors. Parents of female high school students were not included in the sample since young women represent a small proportion of recruits.

The sample of households contacted by telephone was based on a methodology designed to produce representative samples of persons in telephone households in the 48 contiguous United States. The Harris National Sample makes use of random digit-selection procedures which assure sample representation of persons in households which are both "listed" and "unlisted" in telephone directories. The sample design is also explicitly designed to assure proper representation of households in central city, suburban, and rural areas within each of the 48 states included.

Administration of Survey

Student Survey: Principals of high schools selected to be included in this sample as well as principals of substitute schools were sent a letter seeking their participation. That letter explained that the survey was commissioned by the federal government and authorized by the Office of Management and Budget, and described the purpose of the study: "To provide policymakers a better understanding of the attitudes and plans of young people as they relate to attending college, joining the work force and entering the military." In addition, an outline of the survey was attached for their information, as well as some sample questions.

The letter explained that their school had been scientifically selected as part of a cross section sample of American schools, and that we hoped they would allow us to survey one 11th or 12th grade class. No more

than one class was surveyed in any school in the sample. The surveys were all administered in English classes, since English is the only subject that all high school students are required to study. The letter further explained that if they participated in the survey, the school would receive credit toward the purchase of educational materials in the Scholastic Catalogue.

Consenting principals were mailed packets of materials that included instructions for the principals, instructions for the teacher, and questionnaires. In addition, the packet included postage-paid envelopes to be used for returning the completed questionnaires. The field period for the student survey was March 27 to June 15, 1990. This period included the time allotted for consent calls to principals, the mailing of the materials, the administration of the survey, and the return of the completed questionnaires by mail.

According to the Harris/Scholastic Research methodology, surveys of students are conducted in their classrooms nationwide. The classroom teacher administers the survey. Teachers offer an unusually high caliber of "interviewers" who require very little training because they are all college-educated, capable of following instructions in general, and experienced in administering standardized tests. To facilitate their role, Harris/Scholastic nevertheless provided teachers with materials to assure them that this was an educational exercise for their students and to also assure that the survey was administered consistently from one class to the next.

Parent Survey: The instrument for the parent survey was programmed in the Harris CATI (Computer Assisted Telephone Interviewing) System. The screening and interviewing of parents were conducted between April 2 and May

18, 1990. Four attempts were made to contact and conduct an interview at each telephone number sampled.

Statistical Weighting

Student Survey: Statistical weights were applied to the data to correct first for sampling distortions related to average size of school class. In selecting schools with a probability in proportion to student population, the assumption is made that classes have a uniform distribution with respect to size. Because, in fact, they do not, the data were weighted to restore classes to the average class size. In the study, the average size of 11th and 12th grade classes was 21.6963 students.

In addition, statistical weights were applied to correct any distortions by gender, by grade, and by race. Table I-3 shows the universe population figures as reported by the U.S. Bureau of the Census.

Table I-3. 1988 high school student population figures

	MALES			
	11th Grade		12th Grade	
	Population	Weights	Population	Weights
All Races	1,659,000	1.09	1,745,000	1.13
White (non-Hispanic)	1,220,000	1.12	1,276,000	1.14
Black (non-Hispanic)	237,000	1.27	260,000	1.42
Hispanic	128,000	0.81	146,000	0.93
Other	74,000	0.83	63,000	0.79
	FEMALES			
	11th Grade		12th Grade	
	Population	Weights	Population	Weights
All Races	1,565,000	0.92	1,617,000	0.90
White (non-Hispanic)	1,123,000	0.95	1,231,000	0.93
Black (non-Hispanic)	272,000	0.91	186,000	1.01
Hispanic	103,000	0.64	111,000	0.59
Other	67,000	1.05	89,000	0.76

SOURCE: Current Population Reports, Series P-20, No. 443, "School Enrollment - Social and Economic Characteristics of Students: October 1988 and 1987."

8

Parent Survey: Statistical weights were applied to correct any sampling distortions resulting from the biases of telephone interviewing. Specifically, the following characteristics were corrected to match Current Population Survey (CPS) universe counts:

Grade: Families with an 11th grader only, a 12th grader only, or both.

Race: Families whose heads are white (non-Hispanic), black (non-Hispanic), Hispanic, and other.

Gender: Families with a married male, a married female, a single male, and a single female.

A marginal weighting technique was used to allow all three characteristics to be met at the same time. Table I-4 shows the weighted and unweighted frequencies and percentages and the actual weights applied.

Table I-4. Weights for parents' sample

	<u>Total Weighted</u>	<u>Total Unweighted</u>	<u>Weights</u>
11th grade	178 50.86	171 48.86	1.0409
12th grade	159 45.51	163 46.57	0.9772
Both	13 3.63	16 4.57	0.7942
White	263 75.23	277 79.14	0.9506
Black	44 12.53	25 7.14	1.7548
Hispanic	29 8.40	41 11.71	0.7171
Other	13 3.84	7 2.00	1.9180
Married and male	134 38.35	111 31.71	1.2092
Married and female	134 38.35	185 52.86	0.7255
Single male head	11 3.20	9 2.57	1.2440
Single female head	70 20.10	45 12.86	1.5634

CHAPTER 1: WHAT HIGH SCHOOL YOUTHS PLAN TO DO AFTER HIGH SCHOOL

Academic and Work-Related Background of the Students Interviewed

Overall, 91% of the high school juniors and seniors surveyed say they will definitely graduate from high school and another 7% say they will probably graduate from high school. Among males, the corresponding percentages are 89% and 9%, and among females, 93% and 6% (table 1).

Q.2: How likely is it that you will graduate from high school? Would you say...?

Table 1. Likelihood of graduating from high school

	<u>Total</u>	<u>Males**</u>	<u>Females**</u>
Base	9,976	4,602	5,129
	%	%	%
Definitely	91	89	93
Probably	7	9	6
Probably not	*	*	*
Definitely not	*	*	*
Not sure	1	1	1

*Less than 0.5%.

**The unweighted bases of male (4,602) and female (5,129) respondents do not equal the unweighted base of total students (9,976) since some respondents failed to indicate their gender.

Observation:

That a full nine in 10 11th and 12th graders expect in the spring of the school year to graduate from high school is not surprising, since their numbers have already been reduced by earlier dropouts.

When asked to describe the high school program they are in, 73% of the high school youths questioned say they are in an academic or a college preparatory program, 5% say they are in a commercial or business training program, and 6% say they are in a vocational or technical program. Another 15% are not able to describe the program they are in (table 2). By gender:

- Among males, 71% say they are in an academic or a college preparatory program, 5% say they are in a commercial or business training program, and 8% say they are in a vocational or technical program. Another 16% are not able to describe the program they are in.
- Among females, 76% say they are in an academic or a college preparatory program, 6% say they are in a commercial or business training program, and 5% say they are in a vocational or technical program. Another 13% are not able to describe the program they are in.

Q.32: How would you describe the high school program you are in?

Table 2. Type of high school program

Base	<u>Total</u> 9,792 %	<u>Males</u> 4,529 %	<u>Females</u> 5,061 %
Academic or college preparatory	73	71	76
Commercial or business training	5	5	6
Vocational or technical	6	8	5
Not sure	15	16	13

When asked what grades they usually get in high school, 13% of the high school youths surveyed say they get mostly A's, 27% say they get mostly A's and B's, 17% say they get mostly B's, 27% say they get mostly B's and C's, and 15% say they get mostly C's or below. Girls report somewhat higher grades than do boys (table 3). By gender:

- Among males, 11% say they get mostly A's, 22% say they get mostly A's and B's, 16% say they get mostly B's, 29% say they get mostly B's and C's, and 19% say they get mostly C's or below.
- Among females, 16% say they get mostly A's, 31% say they get mostly A's and B's, 17% say they get mostly B's, 24% say they get mostly B's and C's, and 12% say they get mostly C's or below.

Q.31: What grades do you usually get in high school?

Table 3. High school grades

Base	<u>Total</u> 9,881 %	<u>Males</u> 4,561 %	<u>Females</u> 5,109 %
Mostly A's (numerical average 90-100)	13	11	16
Mostly A's and B's (numerical average of 85-95)	27	22	31
Mostly B's (numerical average of 80-89)	17	16	17
Mostly B's and C's (numerical average of 75-85)	27	29	24
Mostly C's (numerical average of 70-79)	9	11	7
Mostly C's and D's (numerical average of 65-75)	5	7	4
Mostly D's and F's (numerical average of below 70)	1	1	1
Not sure	2	2	1

For further analysis in this report, the 57% of students who report that their grades are mostly A's, mostly A's and B's, or mostly B's were grouped together as students of high academic standing. A full 64% of females qualify

as high academic performers by this measure, compared with 49% of males.

Academic standing was the indicator from this study used to approximate Test Score Categories (TSC) I-III A of the Armed Forces Qualification Test (AFQT).

At the time of the survey, 3% of the youths say they were employed full-time, 50% say they were employed part-time, and 45% say they were not employed. Among high academic males, blacks are the least likely to be employed (table 4).

Q.8: Are you currently employed full-time or part-time?

Table 4. Employment status

	MALES					
	<u>Total</u>	<u>Total Males</u>	<u>High Academically</u>			
<u>White</u>			<u>Black</u>	<u>His-panic</u>	<u>Other</u>	
Base	9,957 %	4,590 %	1,653 %	190 %	204 %	126 %
Yes, full-time	3	4	4	2	6	9
Yes, part-time	50	51	55	34	40	37
No	45	43	41	63	52	53
Not sure	-	-	-	-	-	-

When asked about the number of hours per week they work at their current or worked at their last job, 19% of the youths say they worked 30 or more hours per week, 28% say they work(ed) between 20 and 29 hours, 28% say they work(ed) between 10 and 19 hours per week, and 9% say they work(ed) less than 10 hours per week. Another 15% say the number of hours they work(ed) per week varied (table 5). By gender:

- Among males, 23% say they work or worked 30 or more hours per week, 28% between 20 and 29 hours, 26% between 10 and 19 hours per week, and 6% less than 10 hours per week. Another 15% say the number of hours they work(ed) per week varies.
- Among females, 14% say they work(ed) 30 or more hours per week, 28% between 20 and 29 hours, 31% between 10 and 19 hours per week, and 11% less than 10 hours per week. Another 15% say the number of hours they work(ed) per week varies.

Q.10: How many hours per week (do/did) you usually work at your current or last job?

Table 5. Number of hours worked per week (Base: Currently work or have worked in the past)

Base	<u>Total</u> 7,861 %	<u>Males</u> 3,798 %	<u>Females</u> 3,869 %
Less than 10 hours	9	6	11
10 - 19 hours	28	26	31
20 - 29 hours	28	28	28
30 or more hours	19	23	14
It varies	15	15	15
Not sure	2	2	1

At the time of the survey, 42% of the youths say they were currently looking for work (table 6).

Q.9: Are you looking for work now?

Table 6. Whether currently looking for work

	MALES							
	Total	Total Males	Academic Standing		High Academically			
			High	Low	White	Black	Hispanic	Other
Base	9,939	4,583	2,257	219	1,653	190	204	126
	%	%	%	%	%	%	%	%
Yes	42	41	37	46	35	50	38	39
No	55	56	60	51	62	47	58	59
Not sure	3	3	3	3	3	3	4	2

Observation:

Employment appears to be an integral part of the lives of high school juniors and seniors, with more than half of them currently working and two in five looking for work. Academic standing has no effect on the likelihood of young people to be employed after school, although race clearly does. That fewer high academic black males than white males are currently employed but more are looking for work suggests it is much harder for black males, regardless of their academic performance, to find employment during their high school years.

Plans for After High School

When asked when they first decided what they would do after high school, 10% of the youths say they decided in 1990, 24% in 1989, 14% in 1988, 8% in 1987, and 26% in 1986 or earlier. Another 16% say they are not sure (table 7).

- * Males with high academic standing make their decisions much earlier than do those with low academic standing: 39% of the former had made their decision in 1987 or earlier versus 24% of the latter.

Q.7: About when did you first decide what you would do after high school?

Table 7. When students decided what to do after high school

	MALES					
	<u>Total</u>	<u>Total</u> <u>Males</u>	<u>Grade</u>		<u>Academic</u> <u>Standing</u>	
			<u>11th</u>	<u>12th</u>	<u>High</u>	<u>Low</u>
Base	9,893 %	4,560 %	2,252 %	2,295 %	2,248 %	2,180 %
1990	10	11	9	13	8	14
1989	24	25	23	27	22	29
1988	14	15	17	14	16	15
1987	8	8	8	8	9	8
1986 or earlier	26	23	21	25	30	16
Not sure	16	15	19	12	14	16

Observation:

While one in three males make their post-high school plans even before entering high school, a full four in 10 postpone this decision until the year or year-and-a-half before graduating. If it hopes to attract the better students, however, the Army will need to begin marketing to them very early in their high school careers, if not even earlier.

When asked about plans for the near future and told to choose as many options as might apply, 81% of the youths say they might be going to school, 68% say they might be working, 12% say they might be joining the military, and 2% say they might be doing nothing (table 8). By gender:

- Among males, 76% say they might be going to school, 63% say they might be working, 18% say they might be joining the military, and 3% say they might be doing nothing. Males with low academic standing (22%) are slightly more likely to consider the military than those with high academic standing (15%).
- Males who say they are not college bound (35%) are three times more likely than those who are college bound (11%) to include the military in their thinking about the future.
- Among females, 87% say they might be going to school, 74% say they might be working, 6% say they might be joining the military, and 1% say they might be doing nothing.

Q.12: Which of the following do you think you might be doing (in the near future)?

Table 8. Activities students might be pursuing in the near future

	MALES							Females
	Total	Total Males	Academic Standing		Plans After High School			
			High	Low	Not College Bound/ Not Sure	College Bound	College Bound/ Financial Aid	
Base	9,919	4,570	2,251	2,192	1,338	3,189	2,093	5,114
	%	%	%	%	%	%	%	%
Going to school	81	76	86	66	35	93	94	87
Working	68	63	62	64	67	61	62	74
Doing nothing	2	3	3	2	4	2	2	1
Joining the military/ service	12	18	15	22	35	11	11	6
Marriage/Raising family	1	*	*	*	1	*	*	2
Other	1	1	2	1	2	1	1	1
Not sure	2	2	1	2	5	1	1	1

*Less than 0.5%

Observation:

It is worth noting that the military factors into the planning of one in 10 college-bound males.

In total, 75% of the youths say they intend to go to college right after high school, 9% say they do not intend to, and 16% say they are not sure (table 9). By gender:

- Among males, 71% say they intend to go to college right after high school, 11% say they do not intend to, and 18% say they are not sure.
- Only 21% of males with a positive propensity to serve in the Army (in a later question reported below) do not intend to go to college, while 46% do intend to and 33% are not sure.
- Among females, 81% say they intend to go to college right after high school, 6% say they do not intend to, and 13% say they are not sure.

Q.3: Do you intend to go on to college right after high school, or not?

Table 9. Whether intend to go to college right after high school

	<u>Total</u>	<u>MALES</u>		<u>Females</u>	
		<u>Total Males</u>	<u>Propensity to Serve in Army</u>		
Base	9,976 %	4,602 %	<u>Positive</u> 516 %	<u>Negative</u> 3,544 %	5,129 %
Yes, intend to go on to college	75	71	46	74	81
No, do not intend to go on to college	9	11	21	10	6
Not sure	16	18	33	15	13

Observation:

For the one in three high school students who are unsure as to whether they will go on to college and are positively inclined toward the Army, financial assistance in the form of Army educational incentives may make the difference.

Those students who said they intend to go to college right after high school were presented with a roster of specific activities related to getting into college and asked which activities they had done (table 10):

- Eighty-eight percent say they have told their parents what colleges they are thinking of applying to.
- Seventy-seven percent say they have decided which colleges to apply to.
- Seventy-six percent say they have taken PSAT, SAT, or ACT tests.
- Sixty-two percent say they have found out how much it costs to go to each college they are interested in.
- Forty-nine percent say they have figured out with their parents how they are going to get the money to go to college.
- Forty-seven percent say they have talked to a counselor about what colleges are best for them and which they might get into.
- Forty-three percent say they have actually applied to specific colleges.
- Thirty-nine percent say they have been saving money for college.
- Thirty-eight percent say they have been accepted at one or more colleges.
- Thirty-two percent say they have applied for a scholarship or grant.
- Thirty-one percent say they have learned about federally funded student loans and grants.
- Twenty percent say they have arranged interviews or have been interviewed.
- Nineteen percent say they have looked into getting a job at college.
- Fifteen percent say they have applied for a student loan.

Observation

As might be expected, 12th graders are considerably more likely to have pursued most of these items than 11th graders.

Q.4: Now we want to know what you have done about getting into college. Please indicate each of the things below that you have done.

Table 10. Activities related to getting into college
(continued on next page)

Base	<u>Total</u> 7,297 %	<u>MALES</u>		
		<u>Total Males</u> 3,132 %	<u>11th Grade</u> 1,486 %	<u>12th Grade</u> 1,641 %
Told your parents what colleges you are thinking of applying to	88	86	82	89
Decided which colleges to apply to	77	74	57	89
Have taken PSAT, SAT, or ACT tests	76	76	67	84
Found out how much it costs to go to each college you are interested in	62	61	44	76
Have figured out with your parents how you are going to get the money	49	46	35	56
Talked to a counselor about what colleges are best for you and you might get into	47	46	38	54
Have actually applied to specific colleges	43	42	6	74
Have been saving money for college	39	39	36	41
Have been accepted at one or more colleges	38	38	2	68
Have applied for a scholarship or grant	32	33	7	55
Have learned about federally funded student loans and grants	31	30	16	41
Have arranged interviews or have been interviewed	20	21	6	34
Have looked into getting a job at college	19	18	9	25

Table 10. (continued)

Base	<u>Total</u>	<u>MALES</u>		
		<u>Total Males</u>	<u>11th Grade</u>	<u>12th Grade</u>
	7,297	3,132	1,486	1,641
	%	%	%	%
Have applied for a student loan	15	16	2	28
None of these	-	-	-	-

Of the students who intend to go to college right after high school, 68% say they plan to apply for financial assistance (for example, loans, grants, or work-study employment). Sixty-six percent of males and 70% of females plan to apply for financial assistance (table 11).

Q.5: When you attend college, do you plan to apply for financial assistance?

Table 11. Whether students plan to apply for financial assistance
(Base: Intend to go to college right after high school)

Base	<u>Total</u>	<u>Males</u>	<u>Females</u>
	7,422	3,195	4,081
	%	%	%
Yes	68	66	70
No	14	15	12
Don't know	18	19	17

Of the students who do not intend to go to college right after high school, the most frequently mentioned reason is, "I need some time off from school to decide what I want to do" (44%), followed by, "I don't have enough

money" (26%), "I plan to go to trade or vocational school" (25%), "I plan to join the military" (25%), "My grades are not good enough to get into the college I want" (16%), and "The job I want doesn't require a college education" (11%)

(table 12). By gender:

- Among males, the most frequently mentioned reason is, "I need some time off from school to decide what I want to do" (38%), followed by, "I plan to join the military" (33%), "I plan to go to trade or vocational school" (26%), "I don't have enough money" (22%), "My grades are not good enough to get into the college I want" (15%), and "The job I want doesn't require a college education" (14%).
- Among females, the most frequently mentioned reason is, "I need some time off from school to decide what I want to do" (52%), followed by, "I don't have enough money" (31%), "I plan to go to trade or vocational school" (24%), "My grades are not good enough to get into the college I want" (16%), "I plan to join the military" (13%), and "The job I want doesn't require a college education" (8%).

Observation:

Planning to join the military is cited much more frequently by males (33%) than by females (13%) as a reason for not going to college right after high school..

Q.6: What are your reasons for not going directly after high school?

Table 12. Reasons for not going to college right after high school

Base	<u>Total</u> 2,291 %	<u>Males</u> 1,276 %	<u>Female</u> 929 %
I need some time off from school to decide what I want to do	44	38	52
I don't have enough money	26	22	31
I plan to go to trade or vocational school	25	26	24
I plan to join the military	25	33	13
My grades are not good enough to get into the college I want	16	15	16
The job I want doesn't require a college education	11	14	8
Some other reason	4	3	6
Not sure	7	5	7

All of the youths, whether or not they are planning to go to college right after high school, were presented with a variety of types of jobs they might have in the near future and asked whether they would definitely, probably, probably not, or definitely not be doing that kind of job. Just over half (53%) say they would definitely or probably be working as a professional, followed by working in an office job (45%), working in a trade or craft (24%), working in a service job (19%), working as a saleswoman or salesman (15%), serving in the military (15%), working in a factory or other operating plant (12%), and serving in the Army (8%) (table 13). By gender:

- Among males, 44% say they would definitely or probably be working as a professional, followed by working in an office job (39%), working in a trade or craft (36%), working in a service job (24%), serving in the military (22%), working in a factory or other operating plant (18%), working as a salesman (12%), and serving in the Army (11%).
- Among females, 64% say they would definitely or probably be working as a professional, followed by working in an office job (52%), working in a trade or craft (24%), working as a saleswoman (17%), working in a service job (14%), serving in the military (8%), working in a factory or other operating plant (5%), and serving in the Army (5%).

Observation:

These percentages add up to well over 100% for several reasons: (1) Some of the types of employment listed are overlapping, for example, "serving in the military" and "serving in the Army"; (2) it was left for the students to define "near future." For some students, this could have encompassed a time period in which they might have had several different types of jobs.

It is worth noting that high school youth are twice as likely to say they will serve in the military in general than in the Army in particular (by 15% to 8%). Young men are nearly three times as likely as young women (by 22% to 8%) to say they will serve in the military, but only twice as likely (by 11% to 5%) to say they will serve in the Army (figure 1).

Q.19: The following questions have to do with some things some young men and women might do in the near future. How likely is it that you will . . .?

Table 13. Occupations students may have in the near future
(continued on next page)

	<u>Total</u>	<u>Males</u>	<u>Females</u>
<u>Be working as a professional</u>			
Base	<u>9,897</u>	<u>4,569</u>	<u>5,096</u>
	%	%	%
Definitely/Probably	53	44	64
Probably not/Definitely not	36	44	26
Not sure	11	12	10
<u>Be working in an office job</u>			
Base	<u>9,928</u>	<u>4,582</u>	<u>5,111</u>
	%	%	%
Definitely/Probably	45	39	52
Probably not/Definitely not	39	44	34
Not sure	15	16	14
<u>Be working in a trade or craft</u>			
Base	<u>9,916</u>	<u>4,579</u>	<u>5,109</u>
	%	%	%
Definitely/Probably	24	36	24
Probably not/Definitely not	65	51	65
Not sure	10	12	10
<u>Be working in a service job</u>			
Base	<u>9,926</u>	<u>4,584</u>	<u>5,108</u>
	%	%	%
Definitely/Probably	19	24	14
Probably not/Definitely not	70	64	76
Not sure	11	12	10
<u>Be working as a saleswoman or salesman</u>			
Base	<u>9,882</u>	<u>4,562</u>	<u>5,087</u>
	%	%	%
Definitely/Probably	15	12	17
Probably not/Definitely not	74	76	73
Not sure	11	12	10

Table 13. (continued)

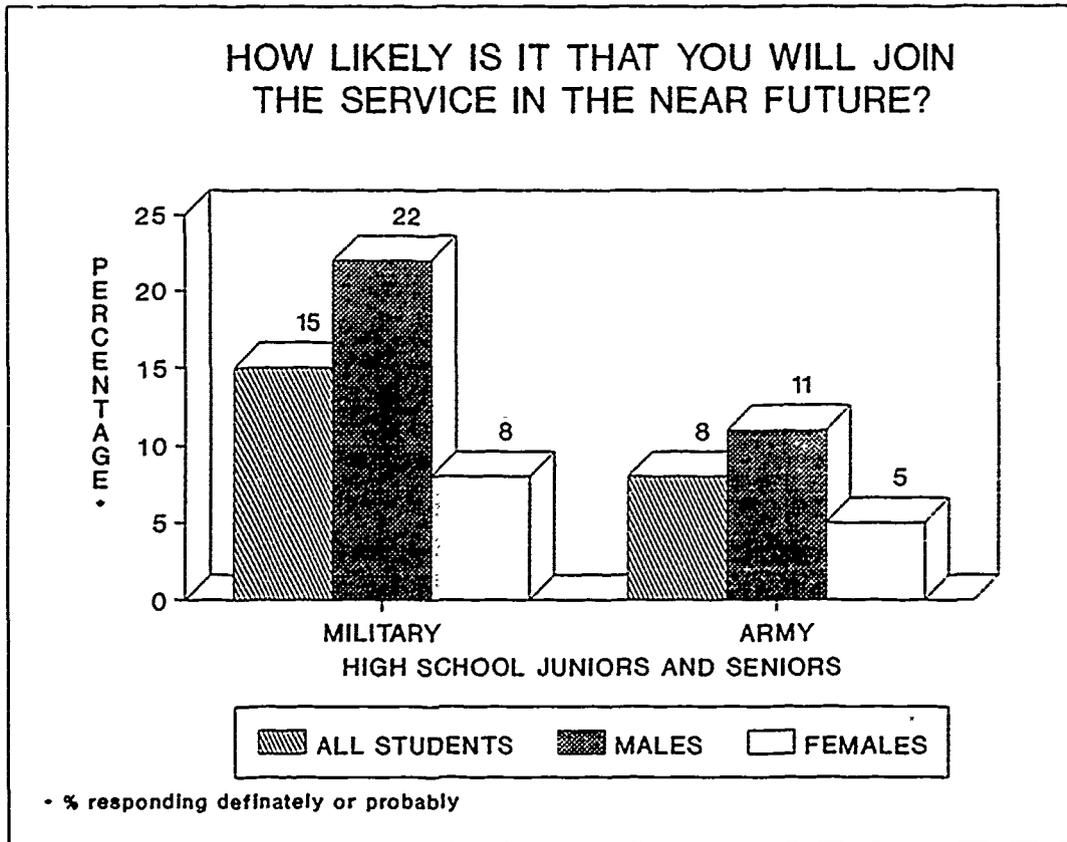
	<u>Total</u>	<u>Males</u>	<u>Females</u>
<u>Serving in the military*</u>			
Base	<u>9,881</u>	<u>4,558</u>	<u>5,091</u>
	%	%	%
Definitely/Probably	15	22	8
Probably not/Definitely not	74	64	85
Not sure	11	13	7
 <u>Serving in the Army</u>			
Base	<u>9,904</u>	<u>4,573</u>	<u>5,103</u>
	%	%	%
Definitely/Probably	8	11	5
Probably not/Definitely not	83	78	89
Not sure	9	11	6

*According to the 1989 YATS survey, 26.9% of younger men and 9.6% of younger women definitely or probably will enlist in the military, and 17% of younger men and 6.2% of younger women will enlist in the Army (YATS - 2 Supplemental Tables Fall 1989.). It should be noted that young men and women in the YATS survey are age 16-21, while this survey was limited to high school juniors and seniors, approximately 16-18 years of age.

Almost all of the students surveyed think they will need more than a high school education to get the kind of job they will be doing in the future. Thirty-five percent say they will need a graduate degree, 34% say they will need four years of college, 9% say they will need two years of college, 9% say they will need trade or vocational school, 5% say they will just need to finish high school, and 1% says they will need less than a high school education (table 14).

- Among males, 32% say they will need a graduate degree, 34% say they will need four years of college, 8% say they will need two years of college, 11% say they will need trade or vocational school, 6% say they will just need to finish high school, and 1% say they will need less than a high school education.
- Among males of high academic standing, a full 43% say they will need a graduate degree.

Figure 1.



- Among males with a positive propensity to serve in the Army, fewer say they will need four years of college (29%) or a graduate degree (20%).

Q.20: What is the highest education you think you'll need to get the kind of job you will be doing in the future?

Table 14. Education needed for jobs students will be doing in the future

	<u>Total</u>	<u>MALES</u>			
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Propensity to Serve in Army</u>	
Base	9,712 %	4,481 %	2,219 %	505 %	3,455 %
Less than a high school education	1	1	1	1	1
Just finishing high school	5	6	4	12	5
Vocational or technical school	9	11	6	14	11
Two years of college	9	8	4	11	7
Four years of college	34	34	36	29	35
A graduate degree	35	32	43	20	34
Don't plan to work outside the home	8	8	6	12	7
Not sure	*	*	*	1	*

*Less than 0.5%.

Observation:

The Army's target market for recruiting -- that is, young men with high academic standing -- not surprisingly places a high priority on education beyond high school.

When asked how easy or difficult it is for someone their age to get a full-time job in their community after finishing high school, 4% of males who are not college bound say getting a full-time job in their community after finishing high school is nearly impossible, 14% say very difficult, and 47% say somewhat difficult (table 15).

Q.11: How easy or difficult is it for someone your age to get a full-time job in your community after finishing high school? Is it...?

Table 15. Availability of full-time jobs in students' communities

	<u>MALES</u>			
	<u>Total</u>	<u>Total Males</u>	<u>Not College Bound/ Not Sure</u>	<u>College Bound</u>
Base	9,938 %	4,587 %	1,342 %	3,202 %
Almost impossible	3	3	4	3
Very difficult	13	13	14	13
Somewhat difficult	45	44	47	43
Not difficult at all	18	20	19	21
Not sure	21	20	16	21

Observation:

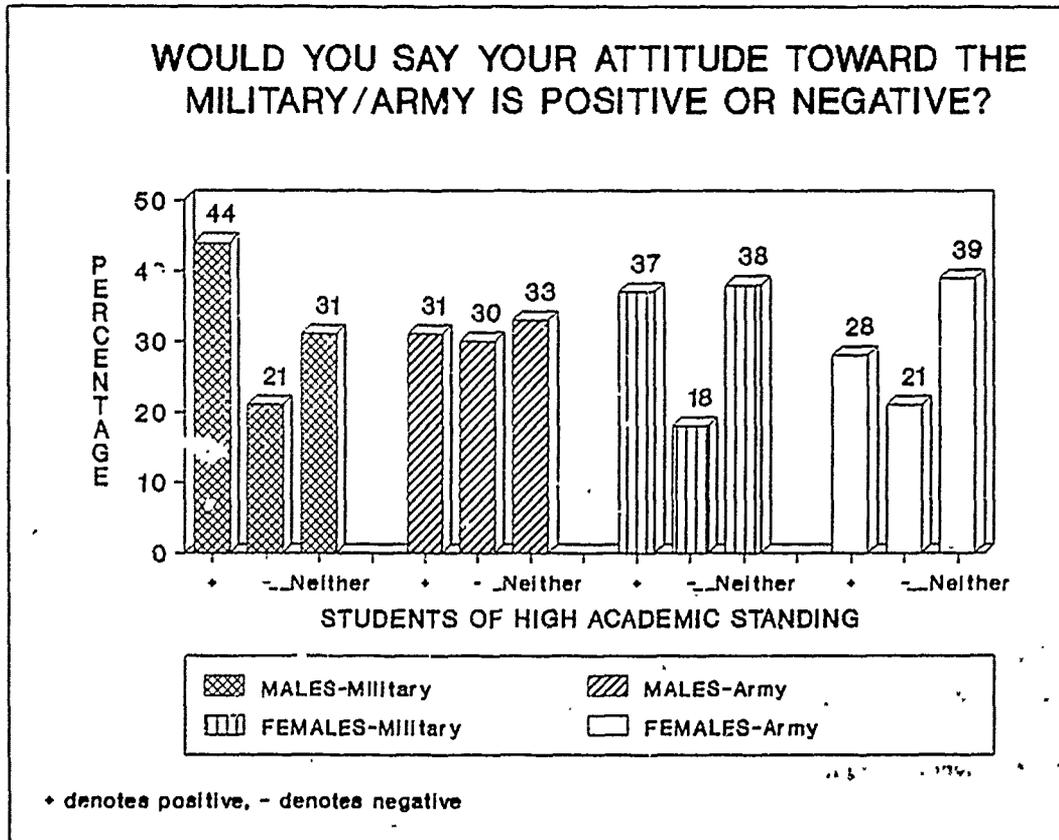
High school students in general -- and equally those who will hit the labor market shortly because they do not plan to attend college -- express real apprehension about the ability of young people with only a high school diploma to find employment in their community.

CHAPTER 2: STUDENTS' ATTITUDES TOWARD THE MILITARY AND THE ARMY

Attitudes Toward the Military

Forty-four percent of males with high academic standing say their attitude toward the military in general is either strongly or somewhat positive, 31% say their attitude is neither positive nor negative, and 21% say their attitude is strongly or somewhat negative. Thirty-seven percent of high academic females say their attitude toward the military in general is positive, 38% neither positive or negative, and 18% negative (figure 2).

Figure 2.

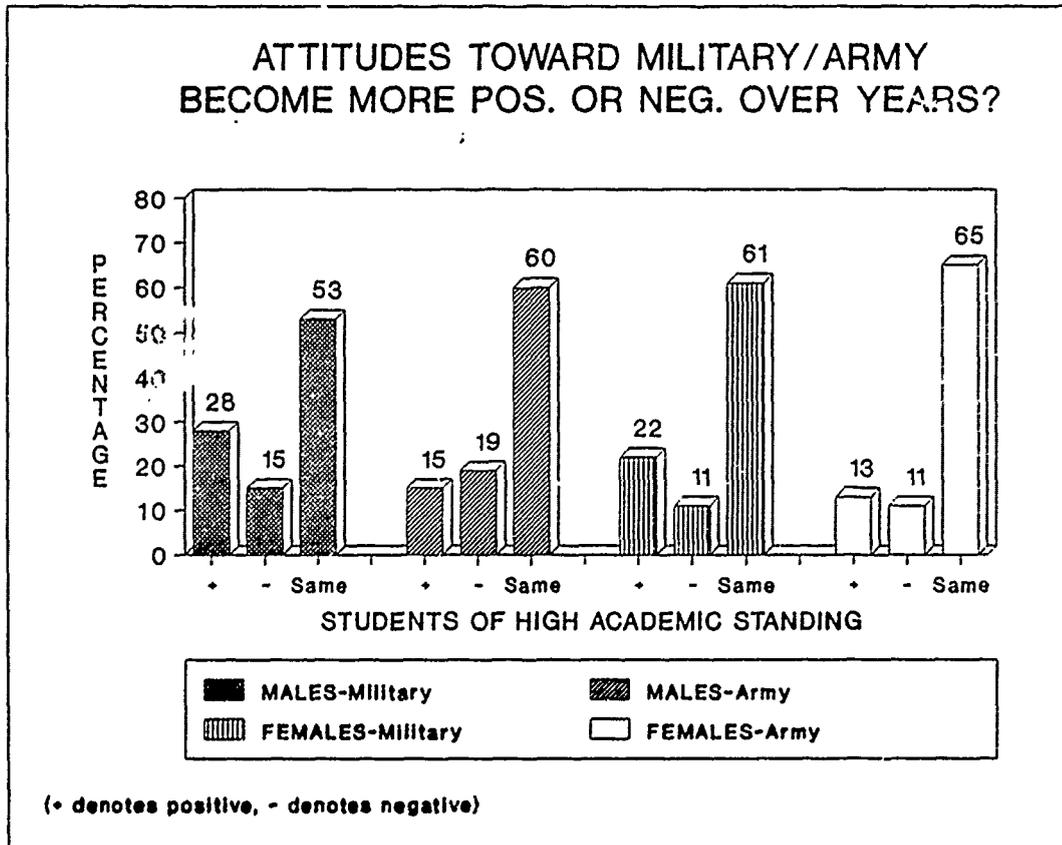


Nearly three in ten (28%) males with high academic standing say their attitudes toward the military have become more positive over the past few years, compared with 15% who say they have become more negative (figure 3).

Observation:

Only about one in seven high school males with high academic standing have negative feelings toward the military in general. The Vietnam War -- which so traumatically divided the nation and turned large segments of the population and youth against the military establishment -- is only history to today's high school youth. Furthermore, male and female attitudes toward the military in general have grown more positive over the past few years. Students with high academic standing are just as likely as students with low academic standing to be positively disposed to the military and to say their attitudes have grown more positive.

Figure 3.



Attitudes Toward the Army

Of the males with high academic standing surveyed, 31% say their attitude toward the Army is either strongly or somewhat positive (compared with 44% for the military in general), 33% say their attitude is neither positive nor negative, and 30% say their attitude is strongly or somewhat negative (compared with 21% for the military in general). Females with high academic standing are more positively inclined toward the Army (28% positive) than negatively (21% negative) (figure 2).

Observation:

Among males and females with high academic standing, the military in general is viewed more positively than the Army. Among males, there is a 13 percentage point difference (44% positive toward the military versus 31% positive toward the Army), and among females, there is a 9 percentage point difference (37% versus 28%). There are clearly other branches of the military that have relatively greater allure to young people than the Army.

Fifteen percent of males with high academic standing say that over the past few years their attitude toward the Army has become more positive, 19% say their attitude has become more negative, and 60% say their attitude has stayed about the same. Thirteen percent of high academic females say their attitude has become more positive, 11% less positive, and 65% the same (figure 3).

Observation:

Over the past few years, attitudes toward the military in general have improved relative to attitudes toward the Army.

While attitudes among youth toward the military in general have improved over recent years, the Army's image has not improved similarly. Needless to say, such images can be impacted dramatically as much by the events of the day and the media's coverage of those events as by the marketing efforts of the Army.

Preferences for Branch and Type of Service

All of the students surveyed were asked which branch of the service they would join if they were to join the military. Over a third (34%) say they would join the Air Force, 14% say they would join the Army, 14% say they would join the Navy, and 11% say they would join the Marine Corps. Another 27% are not sure which branch they would join (table 16 and figure 4). By gender:

- Thirty-three percent of males say they would join the Air Force, 17% say they would join the Army, 16% say they would join the Marine Corps, and 16% say they would join the Navy. Another 19% say they are not sure which branch they would join. However, among those with high academic standing, 38% say they would join the Air Force, 16% say they would join the Navy, 14% say they would join the Army, and 13% say they would join the Marine Corps. Another 20% are not sure which branch they would join.
- Thirty-five percent of females say they would join the Air Force, 12% say they would join the Navy, 11% say they would join the Army, and 7% say they would join the Marine Corps. Another 35% were not sure which branch they would join. However, among those with high academic standing, 37% say they would join the Air Force, 12% say they would join the Navy, 10% say they would join the Army, and 6% say they would join the Marine Corps. Another 36% are not sure which branch they would join.
- Among males with a positive propensity to serve in the military, the Army (25%) finished nearly neck-and-neck with the Air Force (29%) as the branch they would join.

Observation:

Among the half of all high school males who qualify as high academic performers, the Air Force outshines the Army (and all other branches for that matter) by nearly three to one. To compete effectively with the Air Force in recruiting young men in the top half academically, the Army needs a thorough understanding of what perceptions specifically explain this differential. Answers here go beyond the scope of this study.

Q.13 If you were to join the military, which branch of the service would you join?

Table 16. Students' preference for branch of service

	<u>Total</u>	<u>MALES</u>				<u>FEMALES</u>			
		<u>Total Males</u>	<u>Military Positive</u>	<u>Army Positive</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>Military Positive</u>	<u>Army Positive</u>	<u>High Academic Standing</u>
Base	9,666	4,464	1,014	510	2,195	4,980	383	241	2,939
	%	%	%	%	%	%	%	%	%
Air Force	34	33	29	16	38	35	38	20	37
Army	14	17	25	54	14	11	30	55	10
Marine Corps	11	16	19	15	13	7	8	6	6
Navy	14	16	20	7	16	12	16	9	12
Not sure	27	19	7	9	20	35	8	10	36

When asked which type of service they would choose, 45% say they would choose Active Duty, 40% say they would choose the Reserves, and 15% say they would choose the National Guard (table 17 and figure 5). By gender:

- Fifty-three percent of males say they would choose Active Duty, 34% say they would choose the Reserves, and 13% say they would choose the National Guard.
- Thirty-one percent of females say they would choose Active Duty, 50% say they would choose the Reserves, and 18% say they would choose the National Guard.

Observation:

If the Reserves are combined with the National Guard, males are evenly divided in their preference between Active Duty and the Reserves (including the National Guard), while women express a strong preference for the Reserves.

It is worth noting that this survey was conducted well before Iraq's invasion of Kuwait and the activating of the Reserves that followed shortly thereafter. These events may well have affected relative preferences for Active Duty versus the Reserves.

Figure 4.

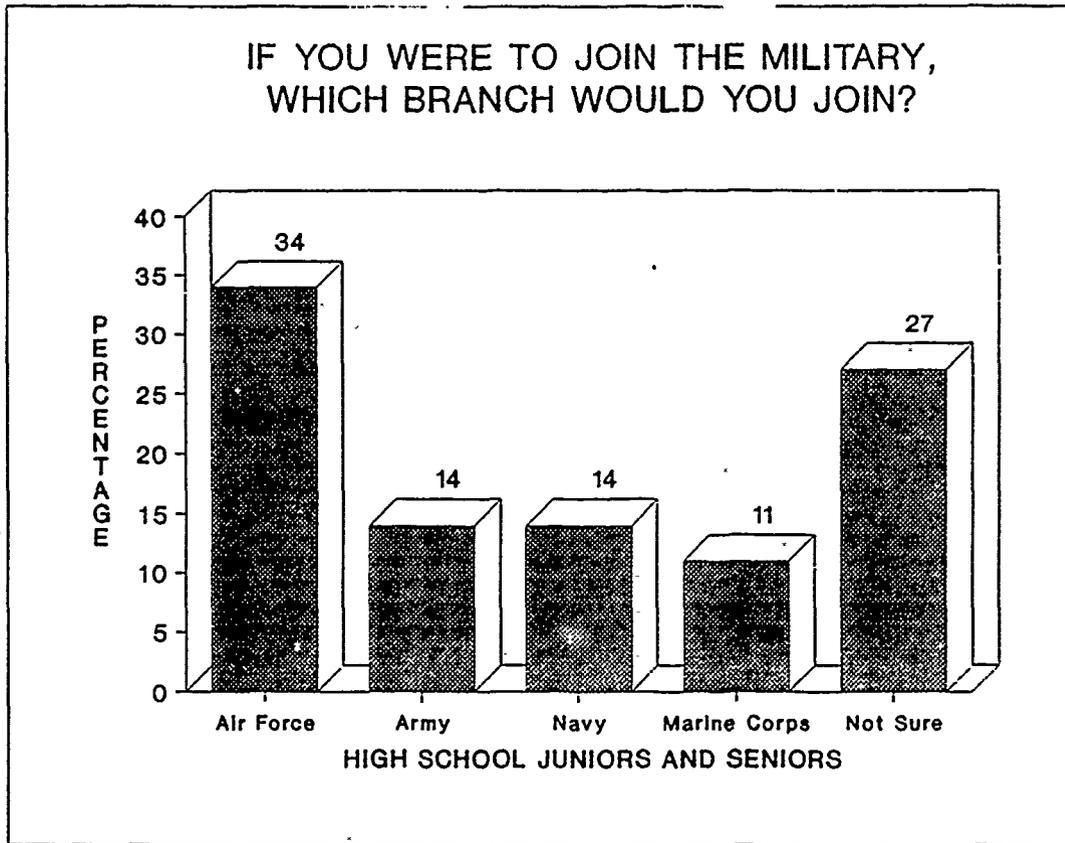
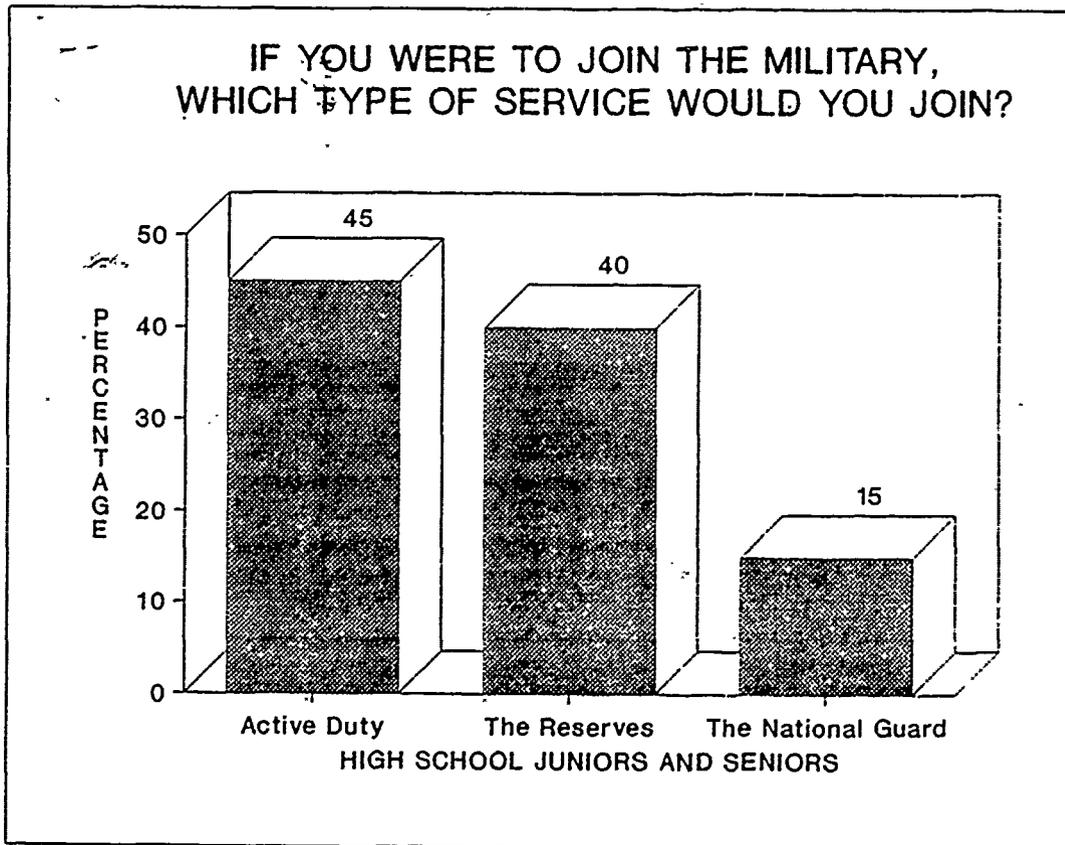


Figure 5.



Effect of Recent Developments in Eastern Europe on Interest in Serving in the Military

Forty-six percent of the youths surveyed think that the recent developments in East Germany, Hungary, Poland, and Czechoslovakia -- the most timely events at the time this survey was conducted in the spring of 1990 -- reduce the chances of war with the Soviet Union, 18% do not think these changes reduce the chances of war, and a high 36% are not sure (table 18). By gender, among those with high academic standing:

- Among males, 59% think the recent changes reduce the risk of war, 21% do not think so, and 20% are not sure.
- Among females, 44% think the recent changes reduce the risk of war, 15% do not think so, and 41% are not sure.

Q.53: Do you think that the recent developments in East Germany, Hungary, Poland, and Czechoslovakia reduce the chances of war with the Soviet Union, or not?

Table 18. Whether students think recent developments in Eastern Europe reduce chance of war with the Soviet Union

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,757 %	4,563 %	2,247 %	5,077 %	3,238 %
Yes, reduce the chances of war with Soviet Union	46	52	59	39	44
No, do not reduce the chances of war with Soviet Union	18	21	21	16	15
Not sure	36	27	20	45	41

Thirteen percent of the youths say the recent developments in Eastern Europe make them more interested in serving in the military, 14% say recent developments make them less interested in serving in the military, and 57% say recent events make them neither more nor less interested in serving in the military (table 19). By gender, among students with high academic standing:

- Among males, 16% say the recent developments in Eastern Europe make them more interested in serving in the military, 15% say recent developments make them less interested in serving in the military, and 58% say recent events make them neither more nor less interested in serving in the military (figure 6).
- Among females, 8% say the recent developments in Eastern Europe make them more interested in serving in the military, 11% say recent developments make them less interested in serving in the military, and 67% say recent events make them neither more nor less interested in serving in the military.

Observation:

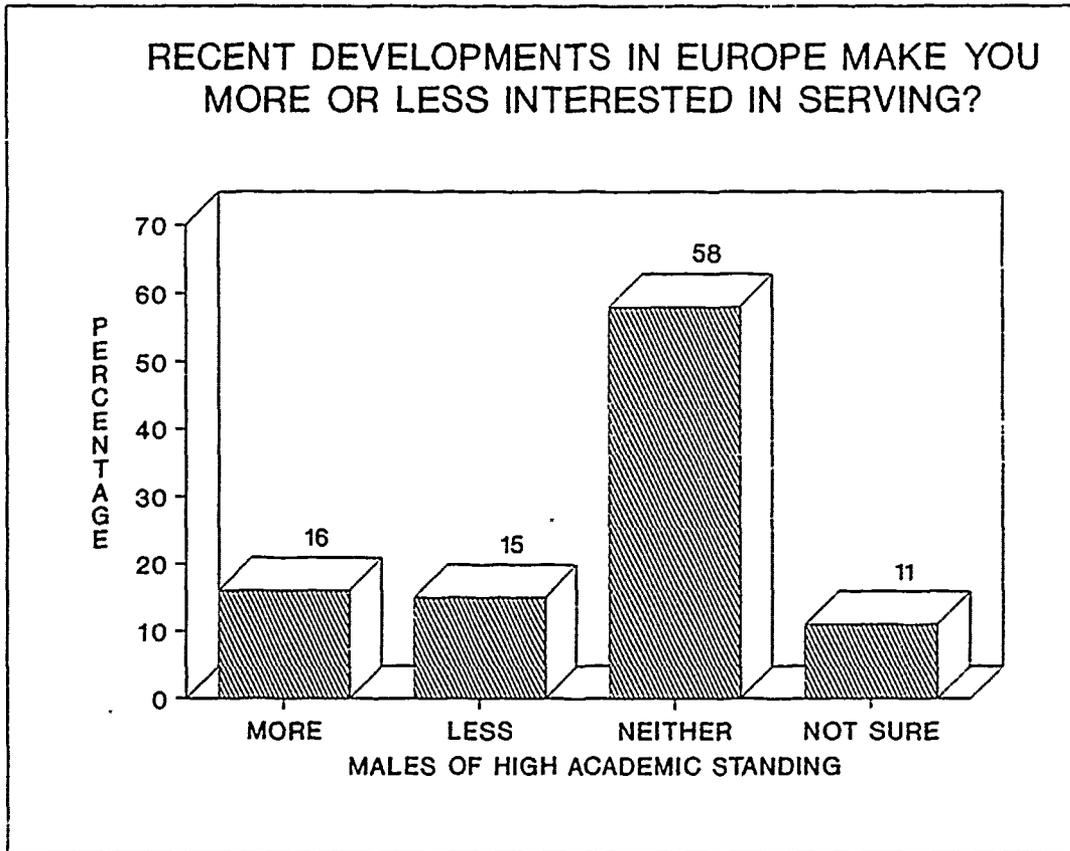
On balance, the recent events in Eastern Europe do not appear to have had much of an effect on the level of interest high school youths have in serving in the military.

Q.54: Would the recent developments in Eastern Europe make you more or less interested in serving in the military?

Table 19. Effect of recent developments in Eastern Europe on students

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,726 %	4,546 %	2,240 %	5,066 %	3,231 %
More interested	13	18	16	8	8
Less interested	14	15	15	12	11
Neither more nor less interested	57	52	58	62	67
Not sure	17	15	11	18	14

Figure 6.



Effect of Recent Reductions in Size of Military on Interest in Serving in the Military and in the Army

Of the students surveyed, 9% say the recent reductions in the size of the military make them more interested in serving in the military, 12% say the reductions make them less interested in serving in the military, and 63% say recent reductions make them neither more nor less interested in serving in the military (table 20). By gender, among students with high academic standing:

- Among males, 9% say the recent reductions in the size of the military make them more interested in serving in the military, 14% say recent developments make them less interested in serving in the military, and 65% say recent reductions make them neither more nor less interested in serving in the military.
- Among females, 5% say the recent reductions in the size of the military make them more interested in serving in the military, 9% say recent developments make them less interested in serving in the military, and 73% say recent reductions make them neither more nor less interested in serving in the military.

Q.55: Do the recent reductions in the size of the military make you more or less interested in serving in the military?

Table 20. Effect of reductions in military on students' interest in serving in the military

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,722 %	4,546 %	2,239 %	5,067 %	3,232 %
More interested	9	12	9	6	5
Less interested	12	14	14	10	9
Neither more nor less interested	63	58	65	68	73
Not sure	16	15	12	16	13

Of the students surveyed, 6% say the recent reductions in the size of the Army make them more interested in serving in the Army, 13% say the reductions make them less interested in serving in the Army, and 65% say recent reductions make them neither more nor less interested in serving in the Army (table 21). By gender, among students with high academic standing:

- Among males, 6% say the recent reductions in the size of the Army make them more interested in serving in the Army, 15% say recent developments make them less interested in serving in the Army, and 67% say recent reductions make them neither more nor less interested in serving in the Army (figure 7).
- Among females, 3% say the recent reductions in the size of the Army make them more interested in serving in the Army, 9% say recent developments make them less interested in serving in the Army, and 74% say recent reductions make them neither more nor less interested in serving in the Army.

Observation:

The recent reductions in the size of the military have had virtually no effect on students' interest in serving in the military and, at most, only a slight dampening effect on the level of interest students have in serving in the Army.

Q.56: Do the recent reductions in the size of the U.S. Army make you more or less interested in serving in the U.S. Army?

Table 21. Effect of reductions in Army on students' interest in serving in the Army

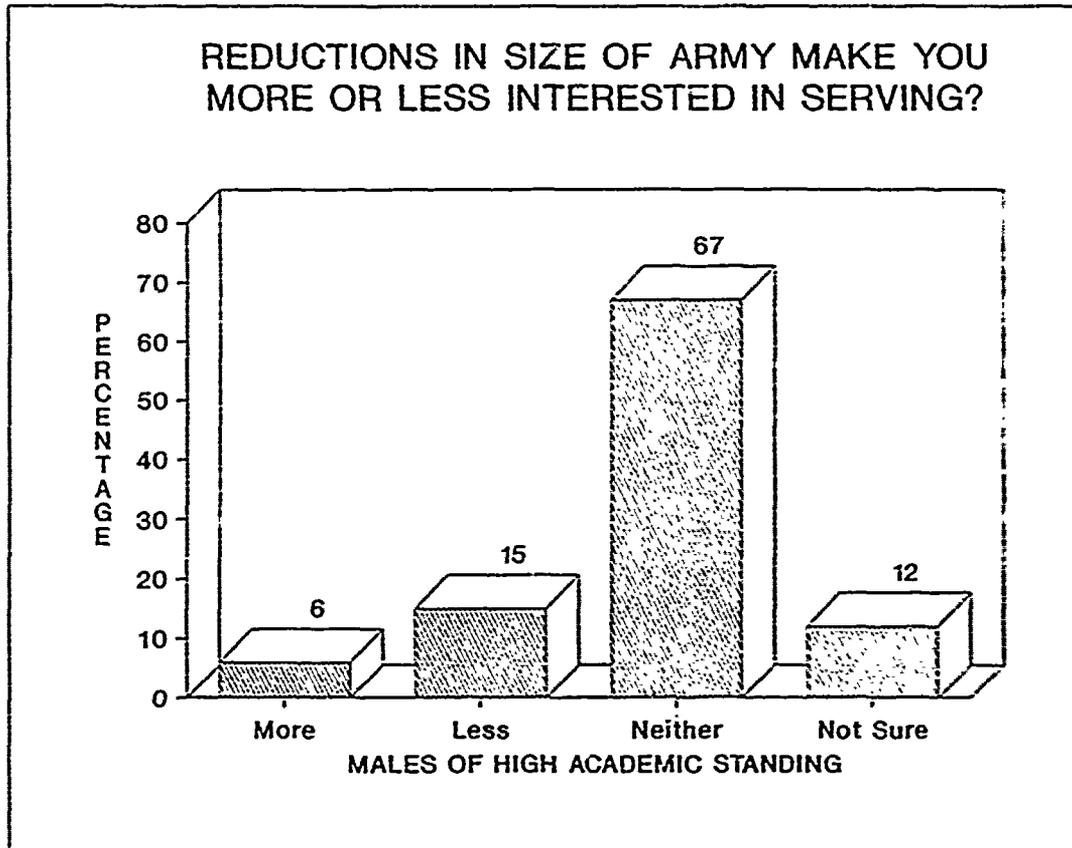
	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,649	4,510	2,230	5,040	3,222
	%	%	%	%	%
More interested	6	7	6	4	3
Less interested	13	16	15	10	9
Neither more nor less interested	65	61	67	70	74
Not sure	16	16	12	16	13

Potential Effect of Allowing Women to Volunteer for Combat Assignments

When asked their opinion about "changing the law so that women would be allowed to volunteer for combat assignments," 38% of the students surveyed say they favor such a change, 31% say they neither favor nor oppose such a change, and 22% say they oppose such a change. By gender, among those with high academic standing:

- Among males, 40% say they favor such a change, 29% say they neither favor nor oppose such a change, and 25% say they oppose such a change (figure 8).
- Among females, 41% say they favor such a change, 33% say they neither favor nor oppose such a change, and 19% say they oppose such a change.

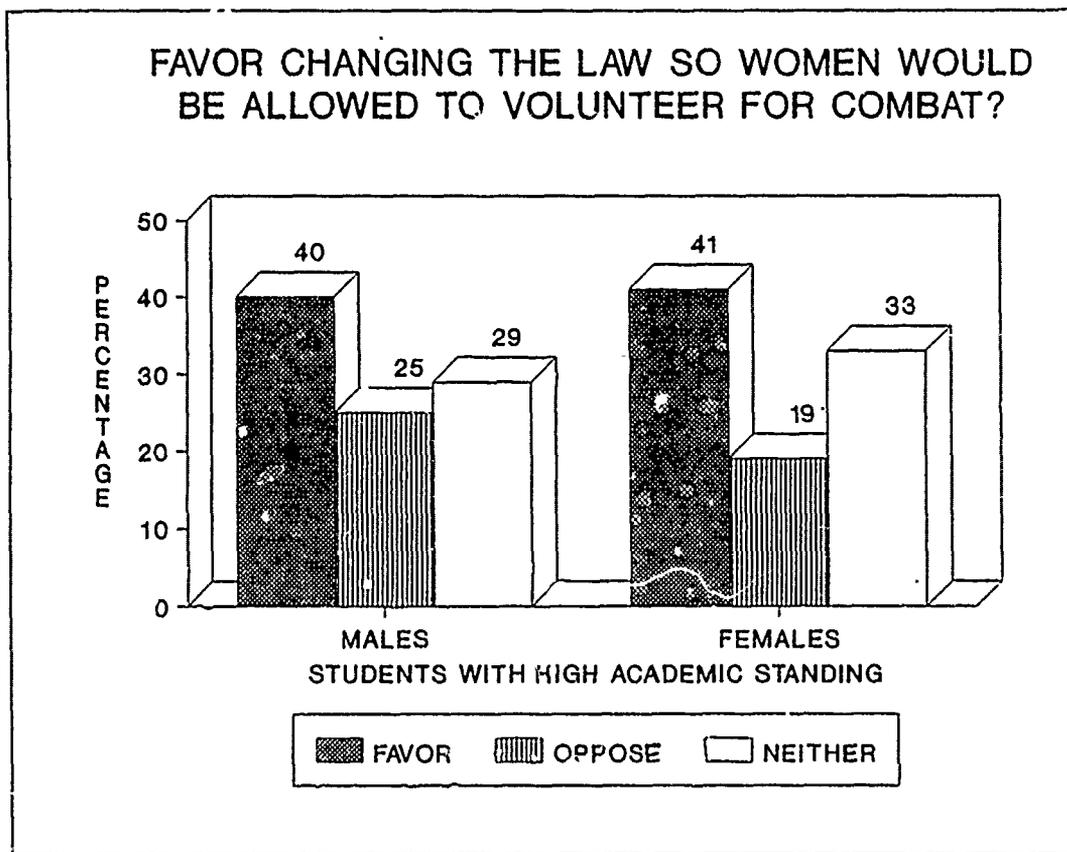
Figure 7.



Observation:

Young people in general -- including young women themselves -- are nearly twice as likely to favor as oppose allowing women to volunteer for combat assignments. Pluralities favor changing the law here.

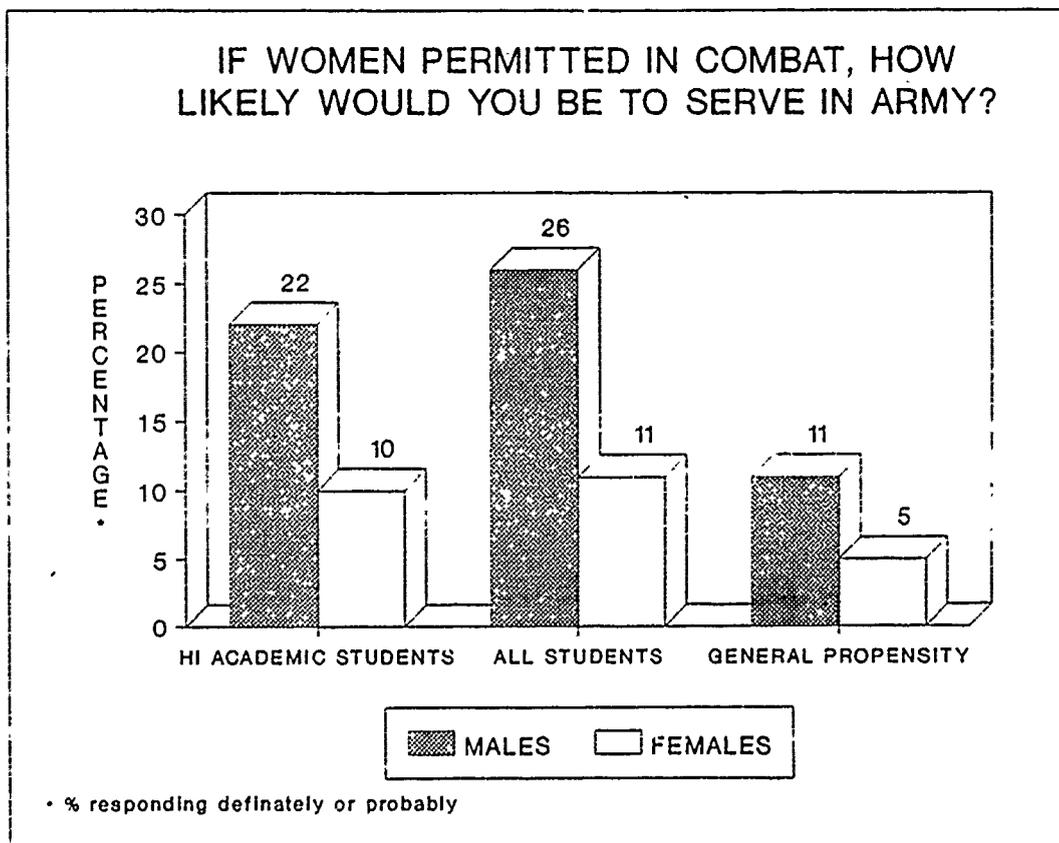
Figure 8.



When asked: "If the Army permitted women to volunteer for combat assignments, how likely would you be to serve in the Army," 19% of the students say they would definitely or probably serve in the Army, 64% say they would probably not or definitely not serve in the Army, and 17% are not sure whether they would serve in the Army.

- Among high academic males, 22% say they would definitely or probably serve in the Army (figure 9).
- Among high academic females, 10% say they would definitely or probably serve in the Army.

Figure 9.



Compared to their earlier responses to a question regarding their likelihood to serve in the Army "in the near future," both male and female high school students are twice as likely to respond positively to this question with the additional caveat: "If the Army permitted women to volunteer for combat assignments."

- Twenty-six percent of males say they would definitely or probably serve in the Army if women could volunteer for combat positions, compared with 11% who respond positively to the previous question with no reference to women in combat (table 22).
- Eleven percent of females say they would serve in the Army if women could volunteer for combat, compared with 5% who respond positively to the earlier question.
- The percentage of both males and females who are not sure about whether or not they would serve if the law were changed here is twice as large as in the previous question.

Observation:

The results indicate that a legislative change allowing women to volunteer for combat assignment would have only a positive effect on young people's -- male and female -- propensity to serve in the Army. It should be noted that the question specified permitting women to volunteer, not requiring them to serve in combat.

Q.19h: How likely is it that you will serve in the Army in the near future?

Q.29: If the Army permitted women to volunteer for combat assignments, how likely would you be to serve in the Army?

Table 22. Likelihood of serving in the Army

	Q.19h		Q.29	
	<u>Males</u> 4,573 %	<u>Females</u> 5,103 %	<u>Males</u> 4,531 %	<u>Females</u> 5,100 %
Definitely	4	1	7	2
Probably	7	4	19	9
Probably not	24	16	23	26
Definitely not	53	73	28	52
Not sure	11	6	23	11
Definitely/Probably	11	5	26	11
Probably not/ Definitely not	77	89	51	77

Potential Effect of Lowering Recruiting Standards

When asked what they would do "If the Army began to accept more recruits without high school diplomas or more recruits who score in the bottom half of the military entrance exam," 13% of the students say they would definitely or probably serve in the Army, 71% say they would probably not or definitely not serve in the Army, and 16% say they are not sure (table 23).

- Among males with high academic standing, 11% say they would definitely or probably serve in the Army, 73% say they would probably not or definitely not serve in the Army, and 15% say they are not sure. However, among males with lower academic standing, a higher 21% say they would definitely or probably serve in the Army, 60% say they would probably not or definitely not serve in the Army, and 20% say they are not sure.

- Among females with high academic standing, 6% say they would definitely or probably serve in the Army, 82% say they would probably not or definitely not serve in the Army, and 11% say they are not sure. However, among females with low academic standing, 13% say they would definitely or probably serve in the Army, 70% say they would probably not or definitely not serve in the Army, and 16% say they are not sure.

Q.30: Currently, 90% of new Army recruits have high school diplomas, and 63% score in the top half of the military entrance exam. If the Army began to accept more recruits without high school diplomas or more recruits who score in the bottom half of the military entrance exam, how likely is it that you would serve in the Army?

Table 23. Effect of lowering entrance standards on students' likelihood of serving in the Army

	<u>Total</u>	<u>MALES</u>			<u>FEMALES</u>		
		<u>Total</u> <u>Males</u>	<u>Academic</u> <u>Standing</u>		<u>Total</u> <u>Females</u>	<u>Academic</u> <u>Standing</u>	
			<u>High</u>	<u>Low</u>		<u>High</u>	<u>Low</u>
	%	%	%	%	%	%	%
Base	9,836	4,552	2,247	2,178	5,082	3,234	1,771
Definitely	4	5	3	3	3	2	3
Probably	9	11	8	15	6	4	10
Probably not	26	29	31	29	23	23	24
Definitely not	45	36	42	31	54	59	46
Not sure	16	19	15	20	14	11	16

Results here were compared to the prior question measuring likelihood to serve in the Army in the near future:

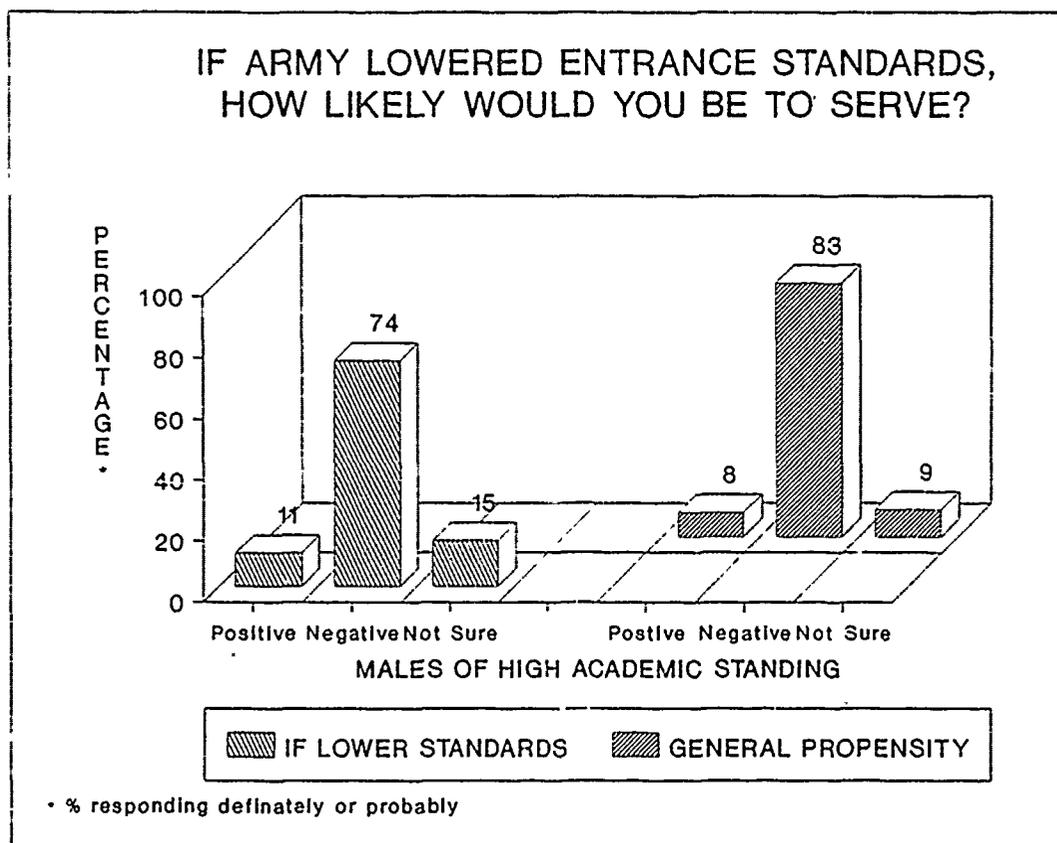
- Eleven percent of males with high academic standing say they would definitely or probably serve in the Army if the Army began to accept more recruits without high school diplomas or more recruits who score in the bottom half of the military entrance exam, compared with a similar 8% who say they would definitely or probably serve in the prior question.

- Forty-two percent of males with high academic standing would definitely not serve under this scenario of lower standards, compared with a higher 57% who would definitely not serve otherwise.

Observation:

Lowering the acceptance standards would not negatively affect the propensity of students with high academic standing to enlist in the Army.

Figure 10.



Students' Reaction to Positive and Negative Statements About the Army

All of the students were presented with a list containing both positive and negative statements about the Army and asked whether they agree strongly, agree somewhat, disagree somewhat, or disagree strongly with each statement. In response to the statements with a positive slant towards serving in the Army: 72% of the students agree that "the Army would teach me important discipline and self-control that will be useful later in life"; 68% agree that "the Army would give me a chance to travel and see the world"; 66% agree that "I would be taught valuable skills in the Army that I could use later in civilian jobs"; 60% agree that "the Army would offer me a good chance for career advancement"; and 46% agree that "I would be proud to join the Army and serve my country" (table 24).

- Among males with high academic standing, 73% agree that "the Army would teach me important discipline and self-control that will be useful later in life"; 66% agree that "the Army would give me chance to travel and see the world"; 69% agree that "I would be taught valuable skills in the Army that I could use later in civilian jobs"; 57% agree that "the Army would offer me a good chance for career advancement"; and 53% agree that "I would be proud to join the Army and serve my country."
- High academic females generally agree with males in like proportions, with one exception: 40% of females agree that "I would be proud to join the Army and serve my country," compared with a higher 53% of males.

In response to the statements with a negative slant towards serving in the Army: 50% of the students agree that "the Army would not respect my individuality and would just treat me like a number"; 42% agree that "I don't want to risk my life or safety by joining the Army"; 38% agree that "if I go into the Army, I'll fall behind other people my age in terms of jobs or careers"; 29% agree that "our society shows no respect for veterans, so why

should I serve"; 27% agree that "serving in the Army makes young people more aggressive and violent"; and 20% agree that "my parents would forbid me to go into the Army even if I wanted to."

- Among high academic males, 56% agree that "the Army would not respect my individuality and would just treat me like a number"; 38% agree that "I don't want to risk my life or safety by joining the Army"; 43% agree that "if I go into the Army, I'll fall behind other people my age in terms of jobs or careers"; 32% agree that "our society shows no respect for veterans, so why should I serve"; 29% agree that "serving in the Army makes young people more aggressive and violent"; and 18% agree that "my parents would forbid me to go into the Army even if I wanted to."
- On a few of these statements, females agree in different proportions than do males: "I don't want to risk my life or safety by joining the Army" (52% females, 38% males); and "My parents would forbid me to go into the Army even if I wanted to" (24% females, 18% males).

Observation:

Majorities of males of high academic standing -- the Army's prime recruiting target -- agree with some strong positive statements about the Army: that it would teach important discipline and self-control, that it would give them a chance to see the world, that it would teach valuable skills transferable to civilian life, that it would offer good career advancement, and that they would be proud to join the Army and serve their country. These are strong and credible recruiting messages.

On the negative side, a majority of this prime target market agrees with only one statement -- that the Army would not respect their individuality and just treat them like a number. This perception is an obstacle that the Army should strive to overcome in its communications.

Q.57: Here are some statements that other people have made. For each, tell me if you agree strongly, agree somewhat, disagree somewhat or disagree strongly?

Table 24. Whether students agree/disagree with statements about the Army (continued on next page)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Stand- ing</u>	<u>Total Females</u>	<u>High Academic Stand- ing</u>
<u>The Army would teach me important discipline and self-control that will be useful later in life</u>					
Base	<u>9,635</u>	<u>4,512</u>	<u>2,226</u>	<u>5,031</u>	<u>3,211</u>
	%	%	%	%	%
Agree strongly/Somewhat	72	70	73	74	78
Disagree somewhat/Strongly	16	17	16	14	13
Not sure	12	12	10	12	10
<u>The Army would give me a chance to travel and see the world</u>					
Base	<u>9,605</u>	<u>4,502</u>	<u>2,220</u>	<u>5,022</u>	<u>3,204</u>
	%	%	%	%	%
Agree strongly/Somewhat	68	65	66	72	74
Disagree somewhat/Strongly	18	21	23	15	15
Not sure	14	14	12	13	11
<u>I would be taught valuable skills in the Army that I could use later in civilian jobs</u>					
Base	<u>9,646</u>	<u>4,519</u>	<u>2,229</u>	<u>5,035</u>	<u>3,214</u>
	%	%	%	%	%
Agree strongly/Somewhat	66	66	69	67	71
Disagree somewhat/Strongly	16	18	17	14	12
Not sure	18	16	14	19	17
<u>The Army would offer me a good chance for career advancement</u>					
Base	<u>9,576</u>	<u>4,492</u>	<u>2,215</u>	<u>5,011</u>	<u>3,199</u>
	%	%	%	%	%
Agree strongly/Somewhat	60	57	57	63	62
Disagree somewhat/Strongly	21	24	26	17	19
Not sure	19	18	17	20	19

Table 24. (continued)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
<u>The Army would not respect my individuality and would just treat me like a number</u>					
Base	<u>9,588</u>	<u>4,493</u>	<u>2,217</u>	<u>5,020</u>	<u>3,205</u>
	%	%	%	%	%
Agree strongly/Somewhat	50	52	56	48	50
Disagree somewhat/Strongly	31	31	29	31	31
Not sure	19	17	15	21	19
<u>I would be proud to join the Army and serve my country</u>					
Base	<u>9,582</u>	<u>4,491</u>	<u>2,214</u>	<u>5,008</u>	<u>3,201</u>
	%	%	%	%	%
Agree strongly/Somewhat	46	52	53	46	40
Disagree somewhat/Strongly	32	29	30	32	34
Not sure	22	19	18	22	26
<u>I don't want to risk my life or safety by joining the Army</u>					
Base	<u>9,586</u>	<u>4,495</u>	<u>2,218</u>	<u>5,014</u>	<u>3,202</u>
	%	%	%	%	%
Agree strongly/Somewhat	42	35	38	50	52
Disagree somewhat/Strongly	41	49	49	33	32
Not sure	17	16	13	17	16
<u>If I go into the Army, I'll fall behind other people my age in terms of jobs or careers</u>					
Base	<u>9,989</u>	<u>4,499</u>	<u>2,219</u>	<u>5,014</u>	<u>3,200</u>
	%	%	%	%	%
Agree strongly/Somewhat	38	37	43	38	40
Disagree somewhat/Strongly	39	41	34	38	37
Not sure	23	21	18	25	23

Table 24. (concluded)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
<u>Our society shows no respect for veterans, so why should I serve</u>					
Base	<u>9,589</u>	<u>4,495</u>	<u>2,221</u>	<u>4,608</u>	<u>3,201</u>
	%	%	%	%	%
Agree strongly/Somewhat	29	31	32	29	25
Disagree somewhat/Strongly	54	52	53	54	60
Not sure	17	16	14	17	15
<u>Serving in the Army makes young people more aggressive and violent</u>					
Base	<u>9,589</u>	<u>4,495</u>	<u>2,218</u>	<u>5,010</u>	<u>3,205</u>
	%	%	%	%	%
Agree strongly/Somewhat	27	29	29	27	25
Disagree somewhat/Strongly	54	54	56	54	57
Not sure	18	17	15	18	18
<u>My parents would forbid me to go into the Army even if I wanted to</u>					
Base	<u>9,590</u>	<u>4,504</u>	<u>2,220</u>	<u>5,017</u>	<u>3,204</u>
	%	%	%	%	%
Agree strongly/Somewhat	20	17	18	23	24
Disagree somewhat/Strongly	57	62	64	52	52
Not sure	23	20	18	25	23

At the end of the interview, the students were once again asked how likely they were to serve in the military in the future. Among all students, 19% say they definitely or probably will join the military in the future. Twenty-six percent of all males and 19% of males with high academic standing say

they will definitely or probably join the military. Twelve percent of all females and 9% of females with high academic standing say they will definitely or probably join the military (table 25).

Observation:

The percentages who say they will definitely not join the military are lower than the responses given earlier in the questionnaire. This may be because the question at the end of the survey refers to the time frame as "the future" while the earlier question refers to "the near future." It is more likely, however, that focusing on detailed questions about enlistment bonuses and educational incentive packages caused some students to change their minds and indicate less resistance to considering enlisting in the military.

Q.19c: How likely is it that you will serve in the military?

Q.58: Now, once again, how likely are you to join the military in the future? Would you say...?

Table 25. Students' likelihood of serving in the military revisited

	Q.58					
			MALES		FEMALES	
	<u>Q.19c</u> <u>Total</u>	<u>Total</u>	<u>Total</u> <u>Males</u>	<u>High</u> <u>Academic</u> <u>Standing</u>	<u>Total</u> <u>Females</u>	<u>High</u> <u>Academic</u> <u>Standing</u>
Base	9,904 %	9,703 %	4,557 %	2,241 %	5,081 %	3,232 %
Definitely	6	7	10	8	3	2
Probably	10	12	16	11	9	7
Probably not	22	29	29	30	29	30
Definitely not	52	39	30	34	48	51
Not sure	11	13	16	14	11	9

At the end of the interview, the students were again asked which branch of the service they would join if they were to join the military. Overall, 32% say they would join the Air Force, 14% say they would join the Army, 13% say they would join the Navy, and 11% say they would join the Marine Corps. Another 30% are not sure which branch of the service they would join (table 26). By gender:

- Thirty-five percent of males with high academic standing say they would join the Air Force, 16% say they would join the Navy, 14% say they would join the Army, and 12% say they would join the Marine Corps. Another 23% are not sure which branch of the service they would join.
- Thirty-six percent of females with high academic standing say they would join the Air Force, 11% say they would join the Navy, 11% say they would join the Army, and 6% say they would join the Marine Corps. Another 37% are not sure which branch of the service they would join.

Observation:

The percentages who say they would join the Army after having heard detailed questions about enlistment bonuses and educational incentive packages are virtually unchanged from the percentages who indicated they would join the Army before hearing these questions: among all students, 14% before and 14% after; among males with high academic standing, 14% before and 14% after; and among females with high academic standing, 10% before and 11% after.

Q.13, Q.59: If you were to join the military, which branch of the service would you join?

Table 26. Students' preference for branch of service

	Q.59					
			MALES		FEMALES	
	<u>Q.13</u>			High		High
	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Academic</u>	<u>Total</u>	<u>Academic</u>
			<u>Males</u>	<u>Standing</u>	<u>Females</u>	<u>Standing</u>
	%	%	%	%	%	%
Base	9,666	9,461	4,441	2,189	4,966	3,161
Air Force	34	32	31	35	33	36
Army	14	14	16	14	12	11
Marine Corps	11	11	15	12	7	6
Navy	14	13	15	16	11	11
Not sure	27	30	23	23	36	37

CHAPTER 3: EXPERIENCES WITH ARMY RECRUITERS AND RECRUITMENT EFFORTS

Familiarity with Opportunities in the Army

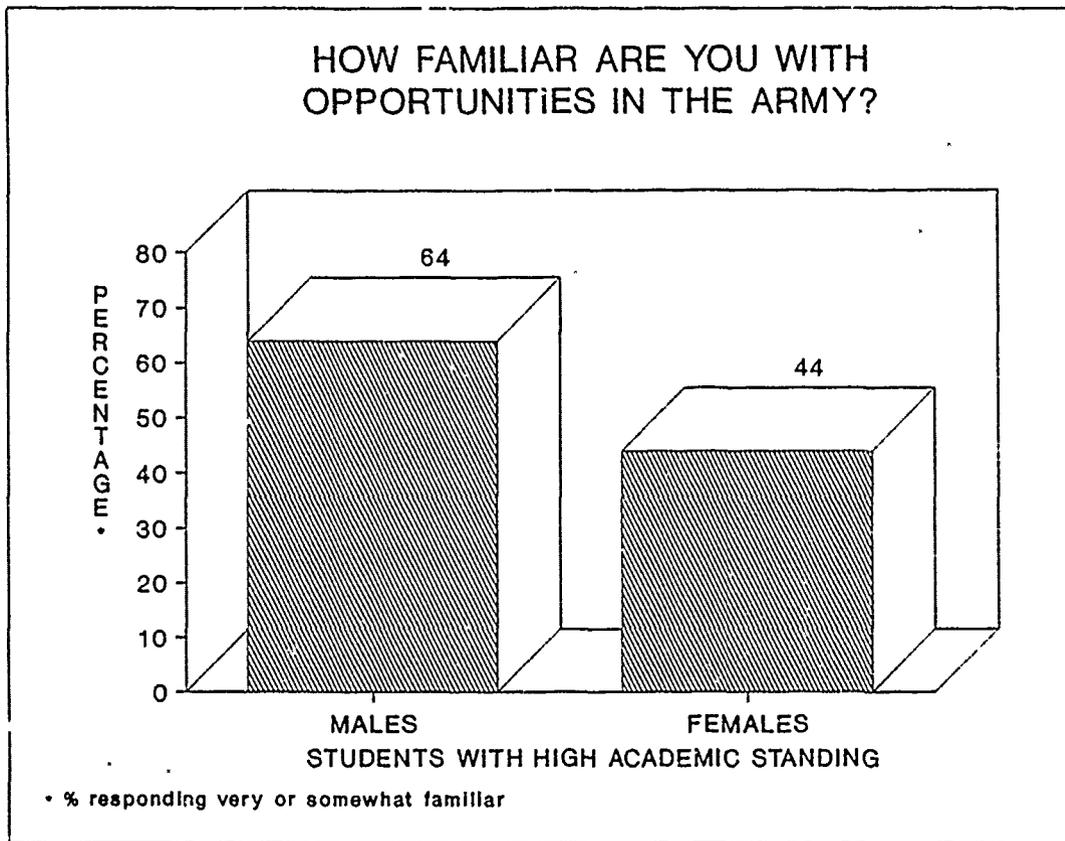
Overall, 13% of the students surveyed say they are very familiar with the opportunities available to them in the Army, 38% say they are somewhat familiar, 24% say they are not very familiar, and 18% say they are not familiar at all.

- Eighteen percent of males with high academic standing say they are very familiar with the opportunities available to them in the Army, while 46% say they are somewhat familiar (figure 11); 21% say they are not very familiar, and 11% say they are not familiar at all. Familiarity does not vary significantly by recruiting brigade.
- Nine percent of females with high academic standing say they are very familiar with the opportunities available to them in the Army, while 35% say they are somewhat familiar; 29% say they are not very familiar, and 22% say they are not familiar at all.

Observation:

That one in three high school males in the top half of the nation academically say they are not very or not at all familiar with opportunities available to them in the Army presents a marketing challenge.

Figure 11.



Sixty percent of the high school juniors and seniors say they have received information in the mail about enlisting in the Army, while 34% have not and 6% are not sure (table 27).

- Males in the 12th grade (83%) are far more likely to have received mailings from the Army than 11th-grade males (53%).
- Among students with high academic standing, 74% of males and 56% of females have received information in the mail about enlisting in the Army (figure 12).
- Males in the Fourth (76%) and Fifth (76%) Brigades are the most likely to have received information in the mail, and those in the First (60%) and Sixth (61%) Brigades the least (figure 13).

Observation:

The Army successfully targets its mail to higher academic achievers: 74% of males with high academic standing have received information versus 64% with low academic standing. Among males with high academic standing, mail is least successful in reaching Hispanics and other racial/ethnic groups: 76% of whites and 77% of blacks have received mail from the Army versus 62% of Hispanics and 64% of other racial/ethnic groups.

Q.22: Have you received in the mail any information about enlisting in the Army, or not?

Table 27. Whether received Army enlistment information in the mail

	MALES										FEMALES	
	Total	Total Males	High Academic			Recruiting Brigade					Total Females	High Academic
			Grade 11th	Grade 12th	Stand-ing	1st	2nd	4th	5th	6th		
Base	9,850	4,967	2,387	2,560	2,447	1,112	940	1,043	950	883	4,662	3,000
	%	%	%	%	%	%	%	%	%	%	%	%
Yes, have received	60	69	53	83	74	60	71	76	76	61	52	56
No, have not received	34	26	40	12	22	33	24	20	18	34	42	38
Not sure	6	5	6	5	4	7	5	4	6	6	6	6

Figure 12.

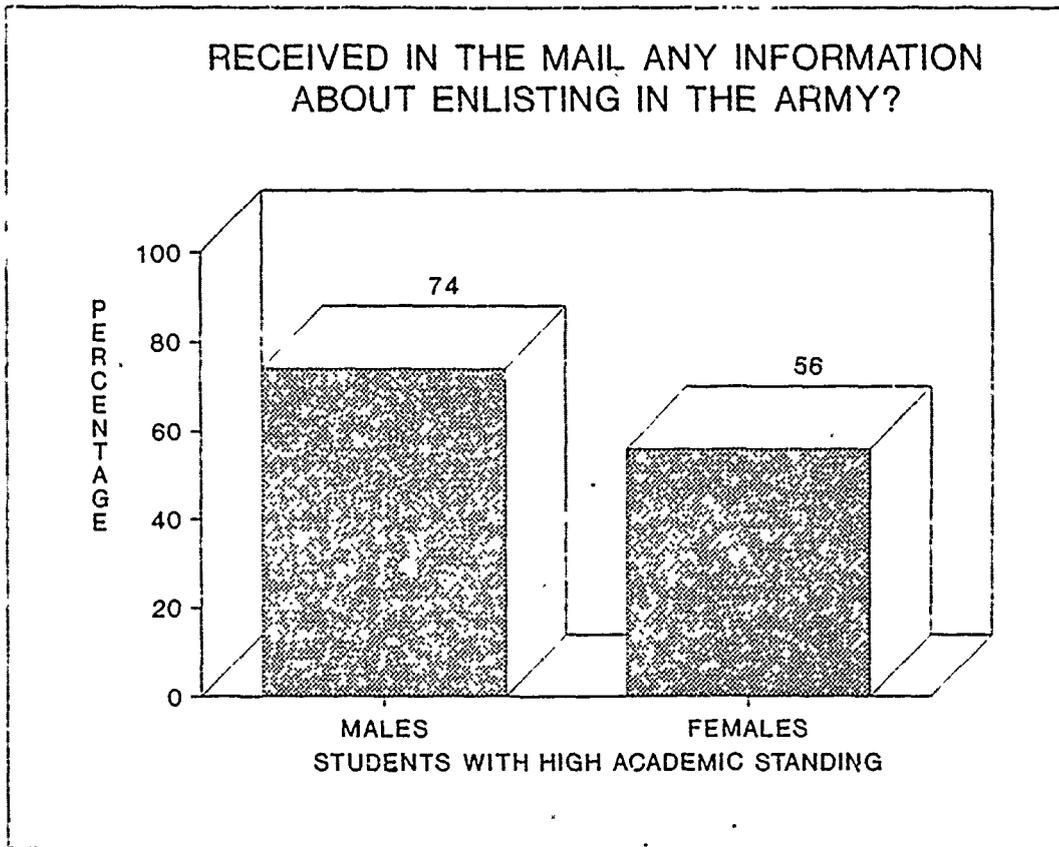
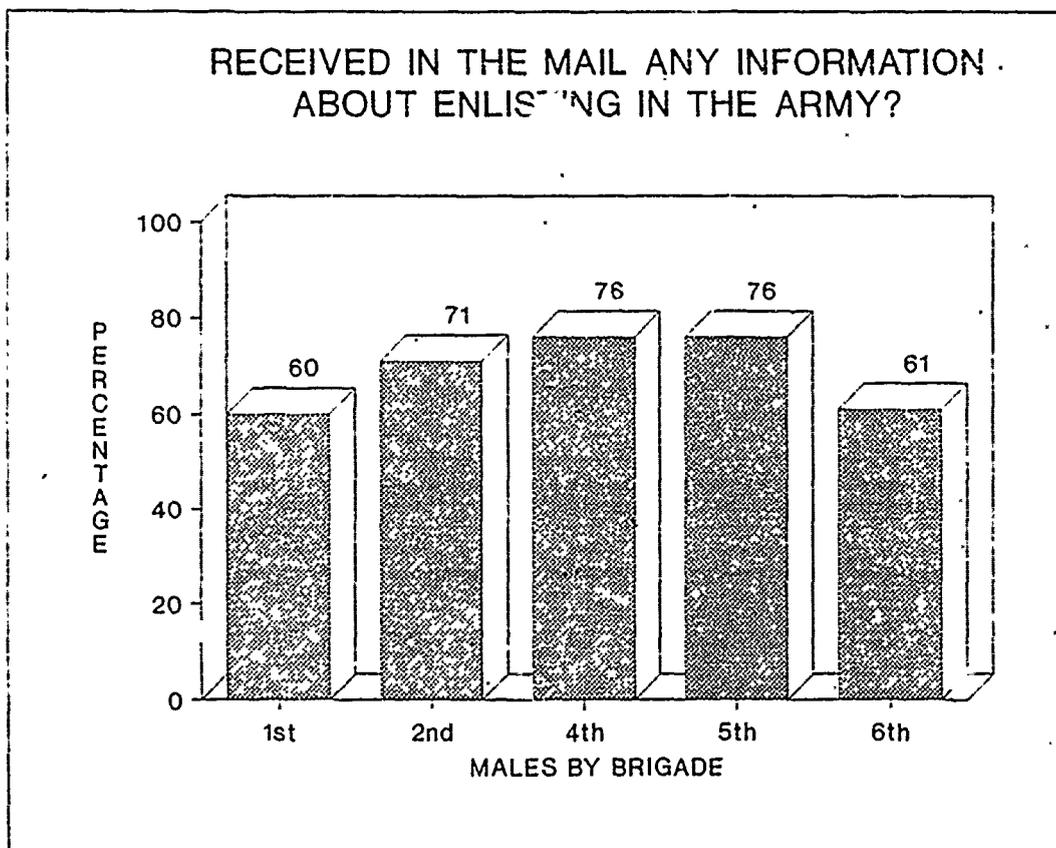


Figure 13.



Of those who did receive information in the mail about enlisting in the Army, 7% say they requested the information, 16% say they requested some but not all of the information, and 75% say they did not request this information (table 28).

- Six percent of males with high academic standing say they requested the information, 17% say they requested some but not all of the information, and 75% say they did not request this information.
- Four percent of females with high academic standing say they requested the information, 13% say they requested some but not all of the information, and 81% say they did not request this information.

Q.23: Was the Army mail you received in response to your request for information, or was it sent to you without your having asked for it?

Table 28. Whether students' requested Army enlistment information
(Base: Yes, have received information about enlisting in the Army)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	5,772 %	3,078 %	1,630 %	2,597 %	1,802 %
I requested this information	7	8	6	6	4
Some I requested and some I did not request	16	17	17	14	13
I did not request this information	75	73	75	79	81
Not sure	2	2	2	1	1

Of those who did request information about enlisting in the Army, 72% say they learned about requesting Army information in school (either from a guidance counselor, Army recruiter, or poster), 28% say they learned in a magazine advertisement, 16% say they learned in a television commercial, 11% say they learned at a job fair, and 7% say they learned in a radio advertisement (table 29).

Observation:

Seven in 10 youths who request information learn about requesting it at school. Therefore, it is critically important that the Army continually cultivate its relations with school principals and guidance counselors. It might be worthwhile for the Army to conduct further survey research among school principals and guidance counselors to understand how they perceive the Army and the military in general.

-56-

Q.24: How did you learn about requesting Army information?

Table 29. Where students learned about requesting Army enlistment information (Base: Requested information)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	1,264 %	737 %	358 %	511 %	292 %
Magazine advertisement	28	32	31	22	22
Television commercial	16	19	20	9	5
Radio advertisement	7	9	9	4	3
At school	72	70	70	74	71
Job fair	11	11	14	11	11
Mail	1	1	1	1	1
Family	2	2	2	1	1
Friends	2	2	2	2	1
Some other way	8	9	13	7	9
Not sure	3	3	3	3	3

Experience with Military Recruiters

Thirty-eight percent of the students say they have talked with a military recruiter to get information about the military (table 30).

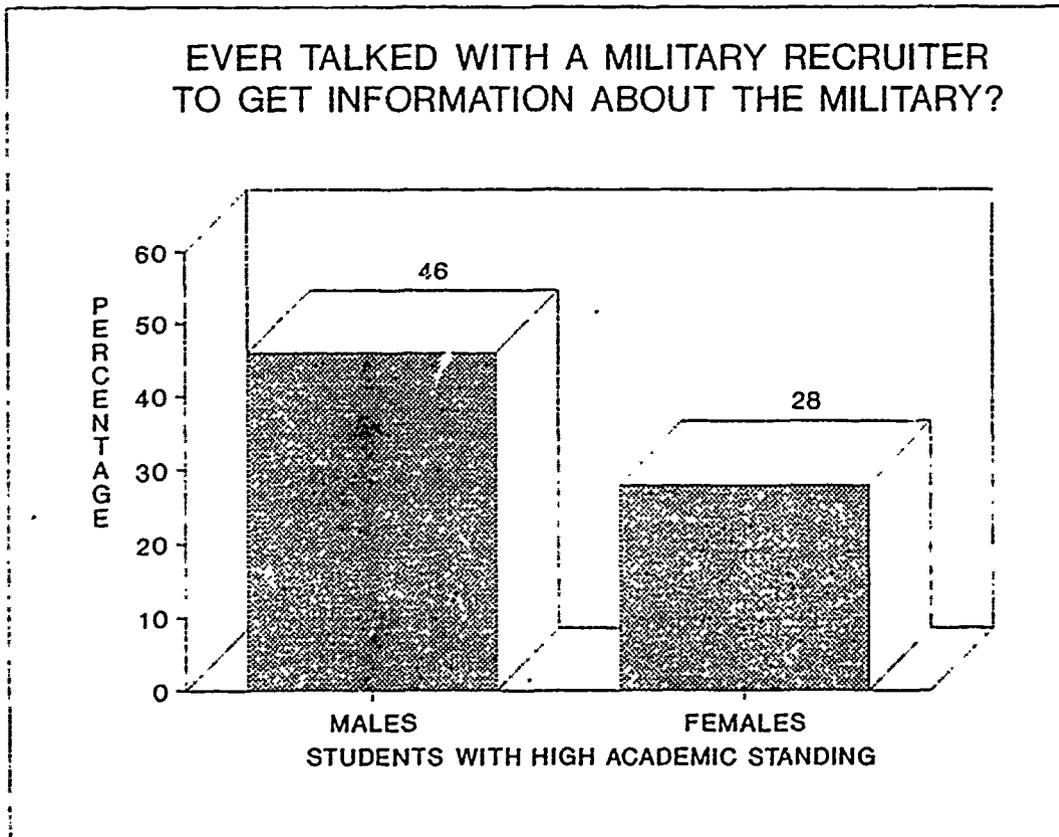
- Among those with high academic standing, 46% of males and 28% of females have talked with a military recruiter (figure 14).
- Males in the Second Recruiting Brigade (54%) are the most likely to have talked to a military recruiter.

Q.25a: Have you ever talked with any military recruiter to get information about the military?

Table 30. Whether students have talked with a Military Recruiter

	MALES							Female		
	Total	High Academic		Recruiting Brigade					Total	High Academic
		Males	Standing	1st	2nd	4th	5th	6th		
Base	9,763	4,501	2,232	995	823	966	871	846	5,047	3,224
	%	%	%	%	%	%	%	%	%	%
Yes, have talked with a military recruiter	38	48	46	44	54	48	49	44	28	28
No, never talked with a military recruiter	59	49	52	53	43	49	48	53	70	70
Not sure	2	3	2	3	2	2	3	3	2	2

Figure 14.



Of those students who have talked with a recruiter, 55% have talked with an Army recruiter, 30% with a Marine Corps recruiter, 29% with an Air Force recruiter, and 28% with a Navy recruiter (table 31). By gender, among students with high academic standing:

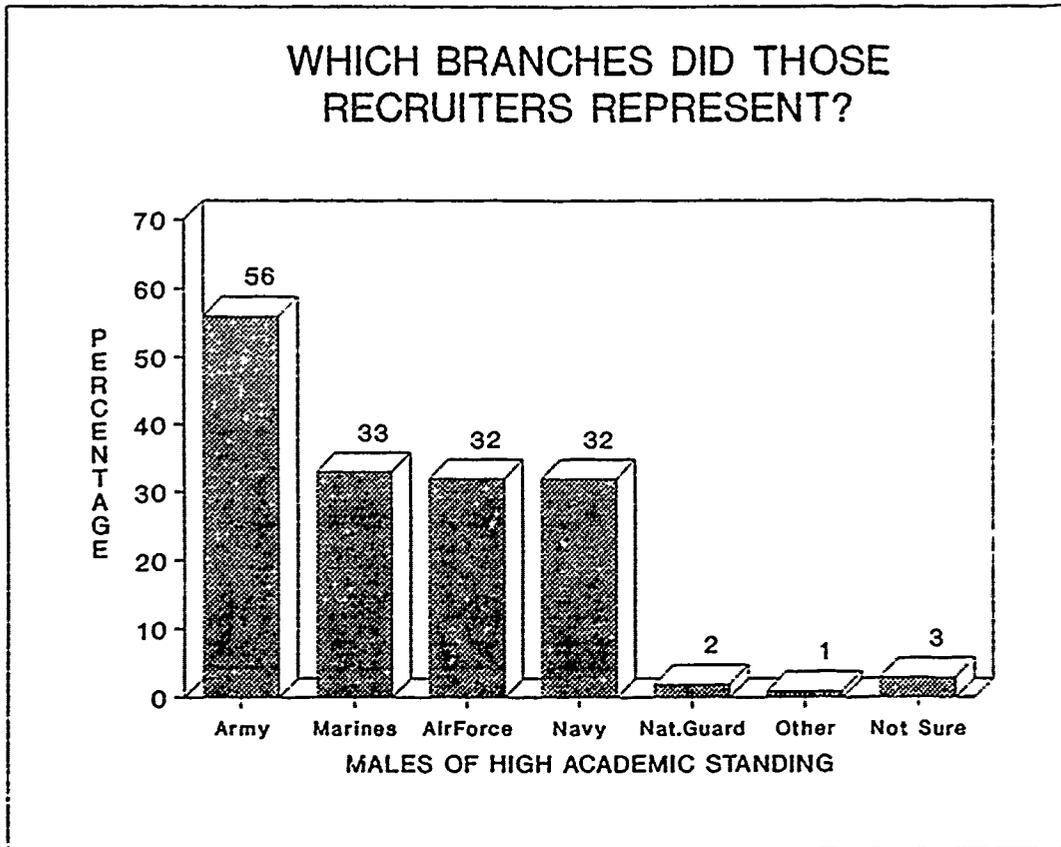
- Fifty-six percent of males have talked with an Army recruiter, 33% with a Marine Corps recruiter, 32% with an Air Force recruiter, and 32% with a Navy recruiter (figure 15).
- Fifty-six percent of females have talked with an Army recruiter, 33% with an Air Force recruiter, 23% with a Navy recruiter, and 19% with a Marine Corps recruiter.

Q.25b: Which service or services did the recruiter represent?

Table 31. Which branches did students speak with recruiters
(Base: Yes, have talked with a military recruiter)

	MALES							FEMALES		
	Total	High Academic Standing		Recruiting Brigade				Total Females	High Academic Standing	
		Total Males	Academic Standing	1st	2nd	4th	5th			6th
Base	3,673	2,139	1,010	440	444	463	425	367	1,454	916
	%	%	%	%	%	%	%	%	%	%
Air Force	29	28	32	27	31	30	24	24	31	33
Army	55	54	56	51	57	58	55	48	55	56
Marine Corps	30	35	33	37	35	32	37	34	20	19
Navy	28	31	32	25	36	34	28	34	23	23
National Guard	2	2	2	2	2	4	2	2	1	1
Other	1	1	1	1	2	1	1	2	1	1
Not sure	4	3	3	2	2	3	3	4	6	6

Figure 15.



Of those who have talked with a military recruiter, 60% say they last spoke with a recruiter in 1990, 27% in 1989, 3% in 1988, and 1% in 1987 (table 32). By gender, among those with high academic standing:

- Sixty-five percent of males say they last spoke with a recruiter in 1990, 25% in 1989, and 3% in 1988.
- Fifty-four percent of females say they last spoke with a recruiter in 1990, 34% in 1989, 4% in 1988, and 1% in 1986.

Table 32 also shows that half of all youths who have talked with a recruiter have done so in one of three months -- February (13%), March (17%), or April (20%).

Q.26: When did you last talk with a military recruiter -- what year was your most recent contact?

Table 32. When students last spoke with a military recruiter
(Base: Yes, have talked with a military recruiter)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	3,722	2,169	1,025	1,474	927
<u>Year</u>	%	%	%	%	%
1990	60	64	65	54	54
1989	27	25	25	32	34
1988	3	2	3	4	4
1987	1	*	*	1	*
1986	*	*	*	1	1
Not sure	6	6	5	6	6
 <u>Month</u>					
January	8	8	8	8	8
February	13	13	14	13	12
March	17	18	18	16	16
April	20	22	21	16	16
May	5	5	4	5	4
June	2	2	1	2	1
July	1	1	1	2	1
August	2	1	2	2	2
September	2	2	2	3	3
October	3	3	3	4	5
November	6	6	6	8	9
December	4	4	4	4	4
Not Sure	13	12	13	16	16

*Less than 0.5%.

Experience with the Armed Services Vocational Aptitude Battery

Of all the students surveyed, 36% say they have taken the Armed Services Vocational Aptitude Battery (ASVAB). Among those with high academic standing, 40% of males and 37% of females say they have taken the ASVAB (table 33).

Q.27: Have you taken the Armed Services Vocational Aptitude Battery (ASVAB), the military entrance examination?

Table 33. Whether students have taken the Armed Services Vocational Aptitude Battery

	MALES					FEMALES			
	Total	High Academic			Total	High Academic			
		Males	Stand- ing	Grade 11th 12th		Females	Stand- ing	Grade 11th 12th	
Base	9,899 %	4,574 %	2,256 %	2,262 %	2,293 %	5,105 %	3,248 %	2,525 %	2,560 %
Yes	36	38	40	33	44	34	37	32	36
No	61	59	59	64	54	64	61	66	62
Not sure	3	3	2	3	2	2	2	2	2

CHAPTER 4: STUDENTS' REACTIONS TO ARMY EDUCATIONAL INCENTIVES, ARMY ENLISTMENT BONUSES, AND THE NATIONAL AND COMMUNITY SERVICE ACT

Student Familiarity with Army Educational Incentives

When asked about familiarity with the current educational incentive packages which the Army offers to people who enlist to help pay for their education after they get out of the Army, 11% of the students say they are very familiar with such packages, 32% say they are somewhat familiar, 24% say they are not very familiar, and 24% say they are not familiar at all (table 34). By gender, among those with high academic standing:

- Sixteen percent of males say they are very familiar with the current educational incentive packages, 39% say they are somewhat familiar, 22% say they are not very familiar, and 16% say they are not familiar at all (figure 16).
- Eight percent of females say they are very familiar with the current educational incentive packages, 32% say they are somewhat familiar, 26% say they are not very familiar, and 30% say they are not familiar at all.

Twelfth graders are considerably more familiar with the Army's educational incentive packages than 11th graders. Among males, 56% of 12th graders and 43% of 11th graders are familiar with the incentive packages, while among females, 41% of 12th graders and 31% of 11th graders are familiar with the incentive packages.

Observation:

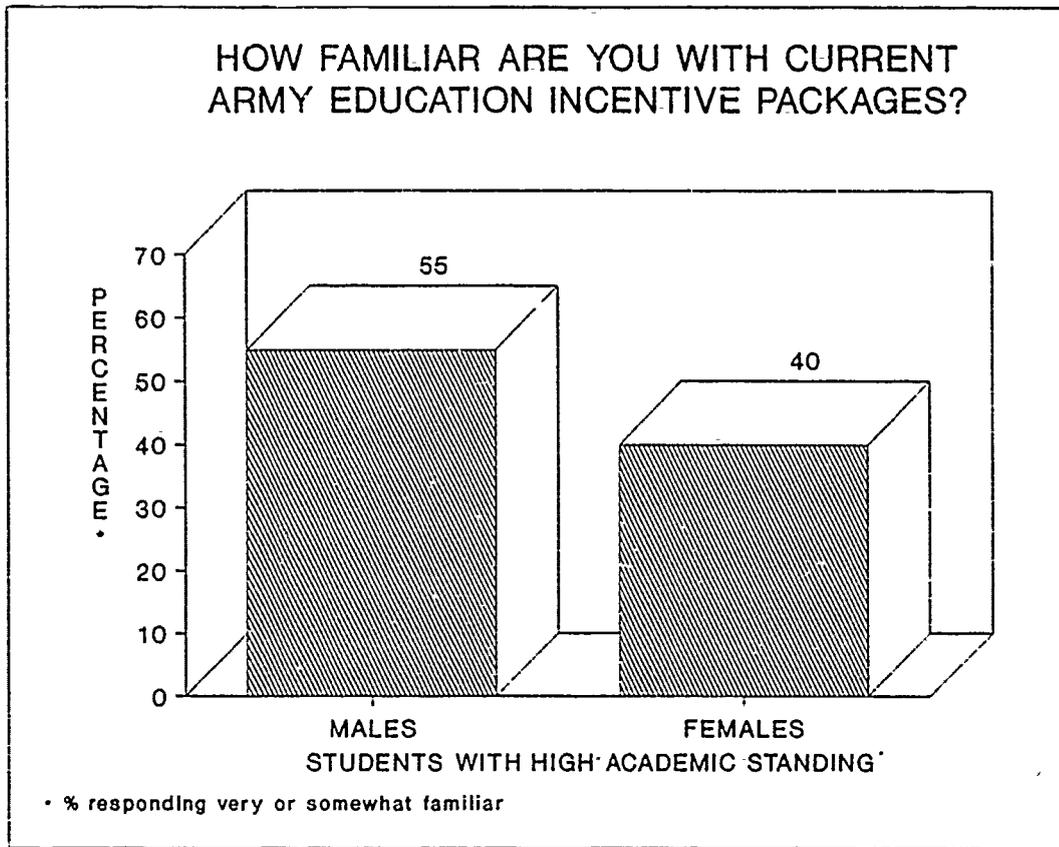
The Army has been more successful in familiarizing males with high academic standing than females of its current educational incentive packages. Half of all males in this high academic group have some familiarity with the Army's educational incentives, compared with four in 10 high academic females. In absolute numbers, however, more women than men with high grades know about these benefits, since more women have high grades than men!

Q.33: How familiar are you with the current educational incentive packages which the Army offers to people who enlist to help pay for their education after they get out of the Army?

Table 34. Familiarity with current incentive packages

	<u>Total</u>	<u>MALES</u>				<u>FEMALES</u>			
		<u>Total</u>	<u>High</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>	<u>High</u>	<u>11th</u>	<u>12th</u>
		<u>Males</u>	<u>Academic</u>	<u>Grade</u>	<u>Grade</u>	<u>Females</u>	<u>Standing</u>	<u>Grade</u>	<u>Grade</u>
	%	%	%	%	%	%	%	%	%
Base	9,807	4,546	2,236	2,253	2,275	5,068	3,228	2,504	2,546
Very familiar	11	15	16	10	19	8	8	5	10
Somewhat familiar	32	35	39	33	37	29	32	26	31
Not very familiar	24	23	22	27	19	24	26	27	22
Not familiar at all	24	17	16	20	15	32	30	35	29
Not sure	9	10	7	10	10	7	5	7	8

Figure 16.



Student Reaction to Army Educational Incentives

Each of the students was presented with the current level of educational incentive packages for 2-year, 3-year, and 4-year enlistments, and asked how likely they would be to enlist in the Army if they could receive these enlistment packages. For each current incentive level, all students except those who said they would definitely enlist if they received the current incentive package were presented with a proposed larger incentive package. These students were again asked how likely they would be to enlist in the Army if they received the larger incentives.

When asked about the likelihood of enlisting for two years with the current educational incentive package of \$17,000, 6% of the students say they would definitely enlist and 17% probably. Among students with high academic standing, 6% of males and 3% of females say they would definitely enlist (table 35). In a follow-up question asking all of the remaining students how likely they would be to enlist if the incentive package was raised to \$18,000, a total of 8% say they would definitely enlist (including those who would definitely enlist at \$17,000). Among students with high academic standing, 7% of males and 3% of females say they would definitely enlist at the higher incentive (table 36).

Q.34: As you may know, the Army currently gives people who enlist for two years \$17,000 towards their education. How likely would you be to enlist in the Army for two years if you could receive \$17,000 towards you education?

Table 35. Likelihood of enlisting for two years if educational incentive is \$17,000

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,776	4,541	2,237	5,050	3,222
	%	%	%	%	%
Definitely	6	8	6	4	3
Probably	17	20	17	13	12
Probably not	30	29	34	32	34
Definitely not	31	26	30	37	40
Not sure	15	17	14	13	11

Q.35: The Army is proposing to increase the amount of money for education it gives to people who enlist. How likely would you be to enlist in the Army for two years if you could receive \$18,000 for education?

Table 36. Likelihood of enlisting for two years if educational incentive is \$18,000 (Base: Includes those who say they would definitely enlist for \$17,000)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,733 %	4,506 %	2,223 %	5,046 %	3,216 %
Definitely	8	10	7	5	3
Probably	17	20	17	14	12
Probably not	30	28	33	32	34
Definitely not	30	25	29	35	39
Not sure	15	16	13	13	12

When asked about their likelihood of enlisting for three years with the current educational incentive package of \$22,800, 7% of the students say they would definitely and 17% probably enlist. Among students with high academic standing, 6% of males and 3% of females say they would definitely enlist (table 37). In a follow-up question asking all of the remaining students how likely they would be to enlist if the incentive package was raised to \$27,000, 9% say they would definitely enlist (including those who would definitely enlist at \$22,800). Among students with high academic standing, 9% of males and 4% of females say they would definitely enlist for \$27,000 (table 38).

Q.36: As you may know, the Army currently gives people who enlist for three years \$22,800 towards their education. How likely would you be to enlist in the Army for three years if you could receive \$22,800 towards your education?

Table 37. Likelihood of enlisting for three years if educational incentive is \$22,800

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,701	4,505	2,227	5,019	3,201
	%	%	%	%	%
Definitely	7	9	6	5	3
Probably	17	19	17	14	11
Probably not	31	30	34	32	34
Definitely not	31	26	30	36	39
Not sure	15	16	13	14	12

Q.37: The Army is proposing to increase this amount. How likely would you be to enlist in the Army for three years if you could receive \$27,000 for education?

Table 38. Likelihood of enlisting for three years if educational incentive is \$27,000 (Base: Includes those who say they would definitely enlist for \$22,800)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,737 %	4,513 %	2,225 %	5,048 %	3,221 %
Definitely	9	12	9	7	4
Probably	17	20	17	14	12
Probably not	29	28	33	31	33
Definitely not	30	25	28	35	38
Not sure	15	16	13	14	13

When asked about their likelihood of enlisting for four years with the current educational incentive package of \$25,200, 6% of the students say they would definitely enlist. Among students with high academic standing, 5% of males and 3% of females say they would definitely enlist (table 39). In a follow-up question asking all of the remaining students how likely they would be to enlist if the incentive package was raised to \$36,000, an additional 5% say they would definitely enlist. Among students with high academic standing, an additional 5% of males and 2% of females say they would definitely enlist (table 40).

Observation:

Among males with high academic standing, who constitute the target recruitment group, the proposed increase of the 4-year enlistment incentive to \$36,000 elicited the best response from students who say they would not enlist at the current incentive levels. At the proposed new incentive levels, 7% of males with high academic standing say they would definitely enlist for two years, 9% say they would definitely enlist for three years, and 10% say they would definitely enlist for four years.

Q.38: As you may know, the Army currently gives people who enlist for four years \$25,200 towards their education. How likely would you be to enlist in the Army for four years if you could receive \$25,200 towards your education?

Table 39. Likelihood of enlisting for four years if educational incentive is \$25,200

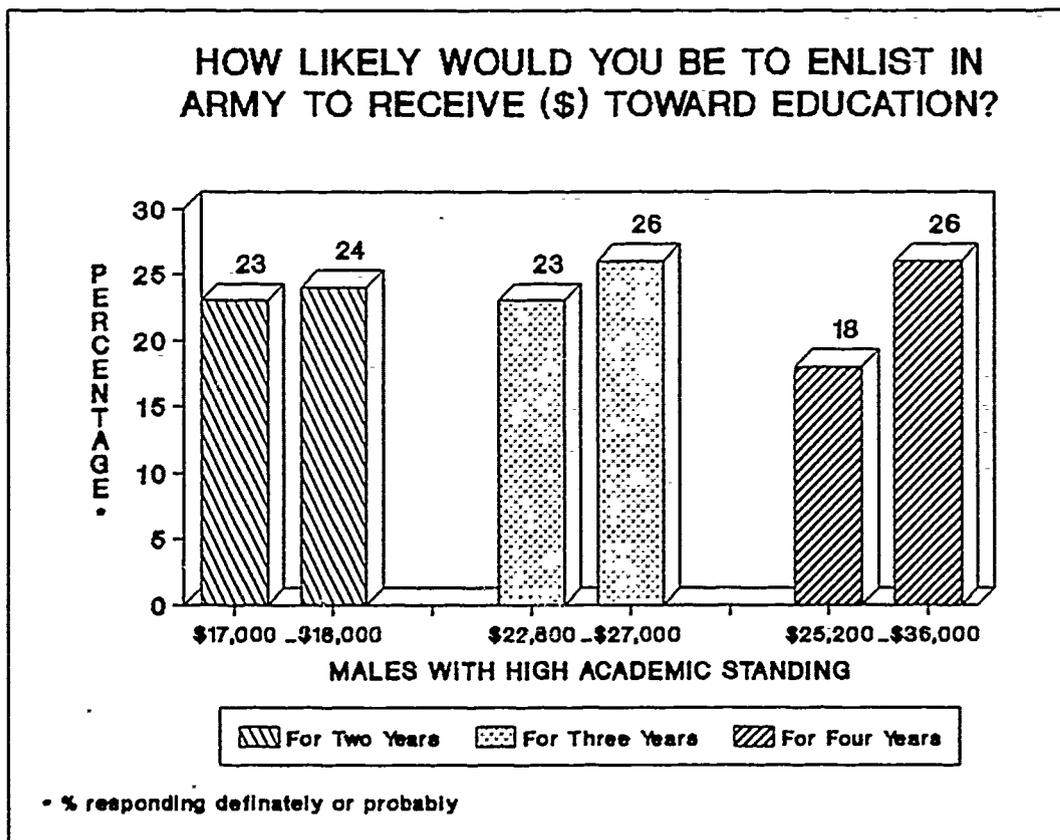
	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,718	4,506	2,228	5,039	3,218
	%	%	%	%	%
Definitely	6	8	5	4	3
Probably	14	16	13	11	9
Probably not	31	30	35	33	34
Definitely not	33	29	33	37	41
Not sure	15	17	14	14	13

Q.39: The Army is proposing to increase this amount. How likely would you be to enlist in the Army for four years if you could receive \$36,000 for education?

Table 40. Likelihood of enlisting for four years if educational incentive is \$36,000 (Base: Includes those who say they would definitely enlist for \$25,200)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,739	4,515	2,227	5,047	3,119
	%	%	%	%	%
Definitely	11	13	10	8	5
Probably	16	19	16	13	11
Probably not	28	27	32	30	32
Definitely not	30	25	29	35	39
Not sure	15	16	13	14	13

Figure 17.



Student Familiarity with Army Enlistment Bonuses

When asked about familiarity with the current enlistment bonuses which the Army offers to people who enlist for three years or more and who decide to go into certain hard-to-fill specialties, 5% of the students say they are very familiar, 16% say they are somewhat familiar, 33% say they are not very familiar, and 37% say they are not familiar at all (table 41). By gender:

- Six percent of males with high academic standing say they are very familiar with the current enlistment bonuses and 21% say they are somewhat familiar (figure 18), 38% say they are not very familiar and 29% say they are not familiar at all.

- Two percent of high academic females say they are very familiar with the current enlistment bonuses and 12% say they are somewhat familiar, 34% say they are not very familiar and 47% say they are not familiar at all.

Twelfth graders are considerably more familiar with the Army's enlistment bonuses than 11th graders: among males, 32% of 12th graders and 22% of 11th graders are familiar with the bonus packages. Among females, 18% of 12th graders and 12% of 11th graders are familiar with the bonus packages.

Observation:

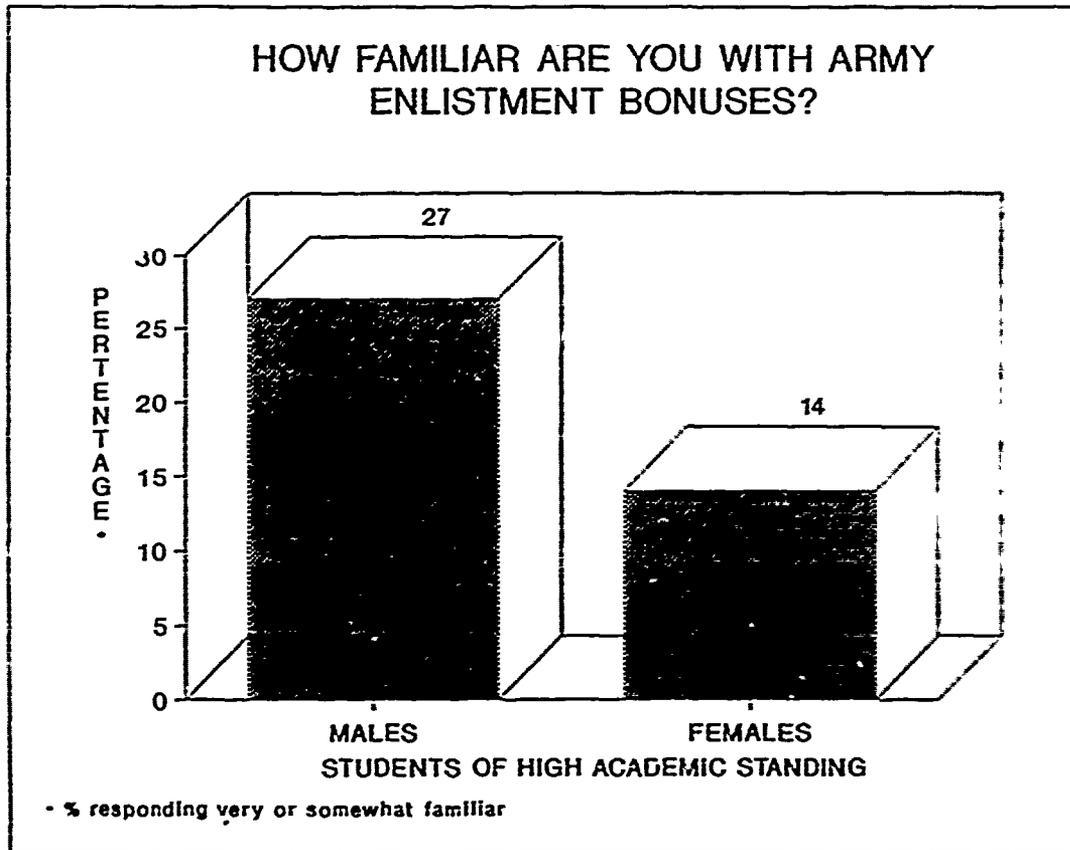
High school juniors and seniors, including the target group of high academic performers, are twice as familiar with the Army's educational incentive package than they are with current enlistment bonuses. More than half of males of high academic standing say they are very or somewhat familiar with educational incentives, compared with one in four who know about enlistment bonuses for those who sign up for three years to fill certain hard-to-fill positions.

Q.40: How familiar would you say you are with the current system of bonuses which the Army offers to people who enlist for three years or more and who decide to go into certain hard-to-fill specialized positions?

Table 41. Familiarity with current enlistment bonuses

	MALES					FEMALES			
	Total	High Academic Standing	11th Grade	12th Grade	Total	High Academic Standing	11th Grade	12th Grade	
Base	9,732	4,516	2,226	2,240	5,043	3,215	2,490	2,534	
	%	%	%	%	%	%	%	%	
Very familiar	5	7	6	5	9	3	2	2	3
Somewhat familiar	16	20	21	17	23	12	12	10	15
Not very familiar	33	35	38	37	33	32	34	32	32
Not familiar at all	37	28	29	32	24	46	47	50	43
Not sure	9	10	6	9	10	7	5	7	8

Figure 18.



Student Reaction to Army Enlistment Bonuses

Each student was presented with the current enlistment bonus for three or more years in certain areas of specialization, and asked how likely they would be to enlist for three or more years if they could receive this enlistment bonus. All students except those who said they would definitely enlist if they received the current enlistment bonus were presented with a proposed larger enlistment bonus. These students were again asked how likely they would be to enlist in the Army if they received the larger enlistment bonuses.

When asked about their likelihood of enlisting for three or more years with the current enlistment bonus of \$8,000, 5% of the students say they would definitely and 14% probably enlist. Among students with high academic standing, 5% of males and 2% of females say they would definitely enlist (table 42).

In a follow-up question asking all of the remaining students how likely they would be to enlist if the enlistment bonus was raised to \$12,000, an additional 3% say they would definitely enlist (table 43). Among students with high academic standing, an additional 2% of males (figure 19) and 1% of females say they would definitely enlist.

Q.41: The Army currently offers enlistment bonuses of up to \$8,000, with the actual size of the bonus determined by the area of specialization chosen. You are not entitled to receive both this bonus and money for education. How likely would you be to enlist in the Army for three years or more if you could receive an enlistment bonus of up to \$8,000?

Table 42. Likelihood of enlisting for three years or more if enlistment bonus is \$8,000

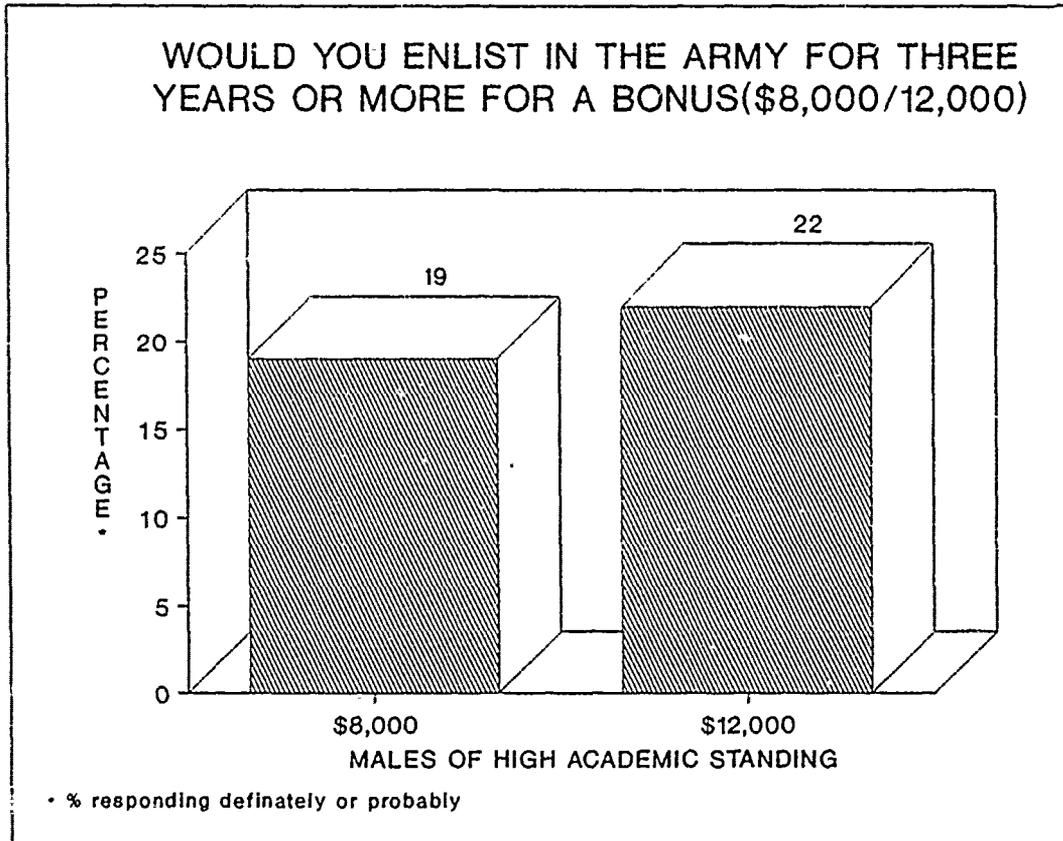
	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,737	4,526	2,234	5,043	3,217
	%	%	%	%	%
Definitely	5	7	5	3	2
Probably	14	17	14	11	9
Probably not	32	27	31	33	34
Definitely not	32	27	31	38	41
Not sure	17	18	14	15	13

Q.42: The Army is currently proposing to increase the size of the enlistment bonus. How likely would you be to enlist in the Army for three years or more if you could receive an enlistment bonus of up to \$12,000?

Table 43. Likelihood of enlisting for three years or more if enlistment bonus is \$12,000 (Base: Includes those who say they would definitely enlist for \$8,000)

	<u>Total</u>	<u>MALES</u>		<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Total Females</u>	<u>High Academic Standing</u>
Base	9,735 %	4,530 %	2,238 %	5,043 %	3,216 %
Definitely	8	10	7	5	3
Probably	15	18	15	11	9
Probably not	31	29	34	33	34
Definitely not	31	26	30	37	40
Not sure	16	17	14	15	13

Figure 19.



Student Familiarity With the National and Community Service Act

Each student was asked: "How familiar are you with the National and Community Service Act, a bill proposed in Congress which would offer grants of money to young people who volunteered to work part-time or full-time in their communities (for example, in a hospital, in a day-care center, in the Park Service, or as a teacher's aide)? These grants could be used toward the cost of higher education or the purchase of a home." Of the students surveyed, 2% are very familiar with the National and Community Service Act, 11% are somewhat

familiar, 32% are not very familiar, and 47% are not familiar at all (table 44).

By gender, among those with high academic standing:

- Two percent of males say they are very familiar with the National and Community Service Act, 10% are somewhat familiar, 37% are not very familiar, and 44% are not familiar at all.
- One percent of females say they are very familiar with the National and Community Service Act, 9% are somewhat familiar, 29% are not very familiar, and 57% are not familiar at all.

Familiarity increases among young people with a positive propensity to serve in the military and in the Army. Among the former, 4% are very familiar and 17% somewhat familiar with the Act; among the latter, 6% are very familiar and 19% somewhat familiar with it.

Observation:

Clearly, with only 13% of the youths surveyed either very familiar or somewhat familiar, it is evident that the vast majority of students are not aware of the provisions of the National and Community Service Act. It is worth noting that nearly twice as many males with a positive propensity to serve in the Army say they have some familiarity with the Act.

Q.43: How familiar are you with the National and Community Service Act, a bill proposed in Congress which would offer grants of money to young people who volunteered to work part-time or full-time in their communities (for example, in a hospital, in a day-care center, in the Park Services, or as a teacher's aide)? These grants could be used toward the cost of higher education or the purchase of a home. Are you...?

Table 44. Familiarity with the National and Community Service Act

	<u>Total</u>	<u>MALES</u>			Females with High Academic <u>Standing</u>
		<u>High Academic Standing</u>	<u>Positive Propensity to Serve</u>		
Base	9,769 %	2,247 %	<u>In Military</u> 1,015 %	<u>In Army</u> 508 %	3,230 %
Very familiar	2	2	4	6	1
Somewhat familiar	11	10	17	19	9
Not very familiar	32	37	37	35	29
Not familiar at all	47	44	36	30	57
Not sure	8	7	7	9	3

Student Reaction to the National and Community Service Act

Each student was presented with the following description: "Under the proposed National and Community Service Act, a high school graduate who volunteered for community service (like working in a hospital, a day-care center, in the Park Service, or as a teacher's aide) would be eligible for grants toward higher education or the purchase of a home. These grants would total \$5,000 for each year of full-time community service, up to \$10,000 for two years, or \$6,000 for three years of part-time community service, up to \$12,000 for six years." Overall, 68% of the students say the National and Community Service Act is a good idea, 7% say it is not a good idea, and 25% are not sure (table 45).

- Sixty-nine percent of males with high academic standing say the National and Community Service Act is a good idea, 7% say it is not a good idea, and 24% are not sure.
- Seventy-nine percent of females with high academic standing say the National and Community Service Act is a good idea, 3% say it is not a good idea, and 18% are not sure.

Males with a positive propensity to serve in the military and in the Army favor the Act in about the same proportions as their fellow students.

Observation:

Based on the description read to them, the students surveyed overwhelmingly view the National and Community Service Act as a good idea.

Q.44: Under the proposed National and Community Service Act, a high school graduate who volunteers for community service would be eligible for grants toward higher education or the purchase of a home. These grants would total \$5,000 for each year of full-time community service, up to \$10,000 for two years, or \$6,000 for three years of part-time community service, up to \$12,000 for six years. Overall, do you think the proposed law is a good idea, or not?

Table 45. Whether students think the National and Community Service Act is a good idea

	MALES					FEMALES	
	Total	Total Males	High Academic Stand- ing	Positive Propensity to Serve In Mili- tary	In Army	Total Females	High Academic Stand- ing
Base	9,774	4,550	2,246	1,019	510	5,071	3,229
	%	%	%	%	%	%	%
Yes, is a good idea	68	63	69	64	61	74	79
No, is not a good idea	7	9	7	10	11	4	3
Not sure	25	28	24	26	28	21	18

Each student was asked: "If this Act were passed, you could be eligible for government grants for higher education or the purchase of a home by doing either full-time (about 40 hours a week) or part-time (about 9 hours a week) community service. Or you could be eligible for grants for higher education (but not the purchase of a home) by doing full-time military service. Which would you choose?" Of those surveyed, 10% say they would choose full-time community service, 35% say they would choose part-time community service, 8% say

they would choose full-time military service, 23% say they would choose none of these options, and 25% are not sure (table 46).

- Eight percent of high academic males say they would choose full-time community service, 32% say they would choose part-time community service, 10% say they would choose full-time military service, 25% say they would choose none of these options, and 25% are not sure.
- Nine percent of high academic females say they would choose full-time community service, 48% say they would choose part-time community service, 3% say they would choose full-time military service, 22% say they would choose none of these options, and 19% are not sure.

Among males with a positive propensity to serve in the military, military service finishes ahead of community service by a slim margin: 35% say that they would choose full-time military service if the Act were passed, compared with 30% who would choose community service (10% full-time, 20% part-time). Among males with a positive propensity to serve in the Army, 34% would opt for the military versus 35% for community service (13% full-time, 22% part-time).

Observation:

A National and Community Service Act clearly presents an attractive alternative to many young men who might otherwise enlist in the military and, specifically, the Army.

Q.45: If this Act were passed, you could be eligible for government grants for higher education or the purchase of a home by doing either full-time (about 40 hours a week) or part-time (about 9 hours a week) community service. Or you could be eligible for grants for higher education by doing full-time military service. Which would you choose?

Table 46. Whether students would choose community service or military service - I

	MALES					FEMALES	
	Total	Total Males	High Academic Standing	Positive Propensity To Serve In Military	In Army	Total Females	High Academic Standing
Base	9,736	4,539	2,239	1,016	509	5,053	3,216
	%	%	%	%	%	%	%
Full-time community service	10	9	8	10	13	10	9
Part-time community service	35	28	32	20	22	43	48
Full-time military service	8	11	10	35	34	4	3
None of these/I would not serve	23	24	25	9	6	22	22
Not sure	25	28	25	26	26	22	19

The students were again asked which type of service they would be likely to choose after being told: "The grants you would be eligible for would differ, depending on type of service you choose. For example, you could be eligible for \$5,000 of grants for one year, or \$10,000 for two years of full-time community service, or \$6,000 of grants for three years, \$8,000 for four years, \$10,000 for five years, or \$12,000 for six years of part-time community service, or \$17,000 of grants for two years, \$22,800 for three years, or \$25,200 for four years of full-time military service."

After being presented with this description of the dollar-level of grants, 10% of the students say they would choose full-time community service, 27% say they would choose part-time community service, 13% say they would choose full-time military service, 25% say they would choose none of these options, and 25% are not sure (table 47).

- Seven percent of males with high academic standing say they would choose full-time community service, 24% say they would choose part-time community service, 15% say they would choose full-time military service, 28% say they would choose none of these options, and 26% are not sure.
- Eleven percent of females with high academic standing say they would choose full-time community service, 38% say they would choose part-time community service, 7% say they would choose full-time military service, 24% say they would choose none of these options, and 20% are not sure.

When presented with the dollar-level of grants, preference for the military climbs significantly among those males with a positive propensity to serve in the military: 50% of them now opt for the military versus 18% for community service. Those males with a positive propensity to serve in the Army jumps to 49% versus 22% who would choose part-time or full-time community service.

Observation:

After examining the dollar-level associated with each type of service, the percentage of students choosing the full-time military service option rose -- from 10% to 15% among males with high academic standing and from 3% to 7% among females with high academic standing (figure 20). Similarly, it jumped from 35% to 50% among those males with a positive propensity to serve in the military and from 34% to 49% among those males with a positive propensity to serve in the Army.

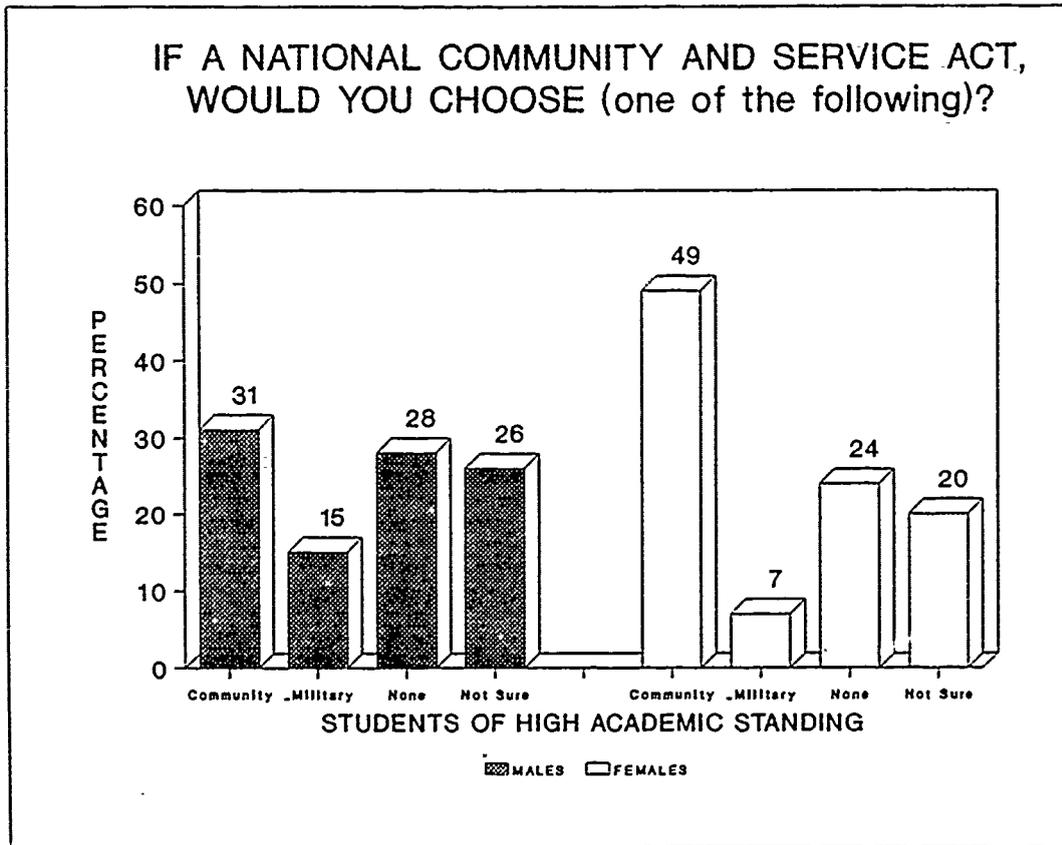
In the face of a National and Community Service Act, it would be important for the military to maintain a substantial dollar differential in its grants. Even so, community service appears to offer an attractive alternative to both the military in general and the Army in particular for about two in 10 young men otherwise predisposed to serve.

Q.46: The grants you would be eligible for would differ, depending on type of service you choose. For example, you could be eligible for \$5,000 of grants for one year, or \$10,000 for two years of full-time community service, or \$6,000 of grants for three years, \$8,000 for four years, \$10,000 for five years, or \$12,000 for six years of part-time community service, or \$17,000 of grants for two years, \$22,800 for three years, or \$25,200 for four years of full-time military service. Now, with the above information in mind, which would you be likely to choose?

Table 47. Whether students would choose community service or military service - II

	<u>Total</u>	<u>MALES</u>				<u>FEMALES</u>	
		<u>Total Males</u>	<u>High Academic Standing</u>	<u>Positive Propensity To Serve</u>		<u>Total Females</u>	<u>High Academic Standing</u>
				<u>In Military</u>	<u>In Army</u>		
Base	9,676 %	4,507 %	2,237 %	1,006 %	504 %	5,035 %	3,214 %
Full-time community service	10	8	7	7	10	12	11
Part-time community service	27	20	24	11	12	34	38
Full-time military service	13	18	15	50	49	8	7
None of these/I would not service	25	26	28	9	6	25	24
Not sure	25	28	26	23	23	22	20

Figure 20.



Length and Branch of Service Preferences
of Students Who Would Choose Military Service

Of the students who would choose full-time military service rather than community service, 26% say they would choose two years of service for \$17,000 in grants, 13% say they would choose three years of service for \$22,800 in grants, and 46% say they would choose four years of service for \$25,200 in grants. Another 15% are not sure which of the three options they would choose (table 48).

- A majority of these males with a positive propensity to serve would opt for four years of military service for grants of \$25,200: 61% of those with a positive propensity to serve in the military in general and 56% of those with a positive propensity to serve in the Army.

Q.50: How many years of military service would you be likely to choose?

Table 48. Student preference for length of service if choosing military rather than community service (Base: Chose full-time military service)

	<u>Total</u>	Males with Positive Propensity to Serve	
		<u>In Military</u>	<u>In Army</u>
Base	1,159 %	483 %	233 %
2 years of full-time military service for \$17,000 of grants	26	17	20
3 years of full-time military service for \$22,800 of grants	13	11	14
4 years of full-time military service for \$25,200 of grants	46	61	56
Not sure	15	11	10

Of the students who would choose full-time military service, 33% say their first choice would be the Air Force, 27% say the Army, 18% say the Navy, and 15% say the Marine Corps (table 49).

- Thirty-seven percent of males with high academic standing say their first choice would be the Air Force, 23% say the Army, 19% say the Navy, and 15% say the Marine Corps.
- Forty-four percent of high academic females say their first choice would be the Air Force, 25% say the Army, 13% say the Navy, and 8% say the Marine Corps.

Observation:

In the series of options including full-time and part-time military service, enlistment in the Army does not fare particularly well. Of the 15% of males with high academic standing who say they would choose full-time military service rather than community service, less than one-fourth (23%) -- or about 3.3% of all males with high academic standing -- say the Army is their first choice for branch of service. This compares with the 8% to 10% (depending on length of enlistment) who say they would definitely enlist in the Army if the proposed new educational incentive packages of \$18,000 to \$36,000 were available.

Q.51: Which military service would be your first choice?

Table 49. Student preference for branch of service if choosing military rather than community service (Base: Chose military service)

Base	<u>Total</u>	Males with High Academic Standing	Females with High Academic Standing
	1,164	338	214
	%	%	%
Air Force	33	31	44
Army	27	23	25
Marine Corps	15	15	8
Navy	18	19	13
Not sure	7	6	11

Those students who chose military service over community service in the prior question presenting dollar levels of grants were then asked: "If you could not join the service of your first choice, would you still choose military service to be eligible for these grants, would you instead choose community service, or would you choose neither of them." Overall, 59% say they would still choose military service, 11% say they would choose community service instead, 12% say they would choose neither one, and 18% are not sure what they would do (table 50)

- Sixty-nine percent of males with high academic standing say they would still choose military service, 6% say they would choose community service instead, 12% say they would choose neither one, and 13% are not sure what they would do.
- Fifty-one percent of females with high academic standing say they would still choose military service, 16% say they would choose community service instead, 11% say they would choose neither one, and 23% are not sure what they would do.

Observation:

Nearly six in 10 young people who chose military in preference to community service -- and nearly seven in 10 such men of high academic standing -- would continue to opt for military service even if deprived of the choice of branch. A lack of choice would be more likely to drive the remainder of such men with high academic standing away from service entirely than to drive them toward community service (12% would choose neither versus 6% who would then choose community service).

Q.52: If you could not join the service of your first choice, would you still choose military service to be eligible for these grants, would you instead choose community service, or would you choose neither of them?

Table 50. Which option students choose if could not join service of first choice (Base: Chose military service)

Base	<u>Total</u> 1,239 %	Males with High Academic <u>Standing</u> 351 %	Females with High Academic <u>Standing</u> 225 %
Would still choose military service	59	69	51
Would instead choose community service	11	6	16
Neither of them	12	12	11
Not sure	18	13	23

Length of Service Preferences of Students
Who Would Choose Community Service

Among students who would choose full-time community service, 25% say they would choose one year of service for \$5,000 of grants, 58% say they would choose two years of service for \$10,000 of grants, and 17% are not sure which of these options they would choose (table 51).

Q.47: How many years of full-time community service would you be likely to choose?

Table 51. Student preference for length of service if choosing full-time community service (Base: Chose full-time community service)

Base	<u>Total</u> 959 %
1 year of full-time community service for \$5,000 of grants	25
2 years of full-time community service for \$10,000 of grants	58
Not sure	17

Observation:

For proportionately no more money annually (that is, \$5,000 for one year, \$10,000 for two years), young people who would choose full-time community service would rather commit to two years than to one by a 2:1 margin.

Among students who would choose part-time community service, 42% say they would choose three years of service for \$6,000 of grants, 17% say they would choose four years of service for \$8,000 of grants, 4% say they would choose five years of service for \$10,000 of grants, 7% say they would choose six years of service for \$12,000 of grants, and 29% are not sure which of these options they would choose. (table 52).

Observation:

When it comes to part-time community service, young people who prefer this option are more inclined to opt for a commitment of three years (42%) than a longer commitment (28%). Three in ten were not sure how long a service they would choose.

Q.48: How many years of part-time community service would you be likely to choose?

Table 52. Student preference for length of service if choosing part-time community service (Base: Chose part-time community service)

	<u>Total</u>
Base	2,545
	%
3 years of part-time community service for \$6,000 of grants	42
4 years of part-time community service for \$8,000 of grants	17
5 years of part-time community service for \$10,000 of grants	4
6 years of part-time community service for \$12,000 of grants	7
Not sure	29

Whether Students Would Choose Community Service
if Grants Could Only Be Used for Education

The 37% of all students choosing community service in the earlier question (table 47) were asked: "If the grants offered for community service could be used only for higher education and not for the purchase of a home, would you still be likely to participate, or not?" Overall, 66% say they would still be likely to participate, 16% say they would not be likely to participate, and 17% say they were not sure (table 53).

- Sixty-five percent of males of high academic standing say they would still be likely to participate, 19% say they would not be likely to participate, and 16% say they were not sure.
- Seventy-seven percent of females of high academic standing say they would still be likely to participate, 10% say they would not be likely to participate, and 13% say they were not sure.

Observation:

For one in three young people who would choose community service, the availability of grants for the purchase of a home has some importance. If the grants were not available for a down payment on a home, 16% say they would not be likely to participate and 17% were not sure. For the remaining two in three, however, the attraction is clearly grants for higher education.

Q.49: If the grants offered for community service could be used only for higher education and not for the purchase of a home, would you still be likely to participate, or not?

Table 53. Whether students would choose community service if grants could only be used for education (Base: Chose full- or part-time community service)

	<u>Total</u>	<u>Males of High Academic Standing</u>	<u>Females of High Academic Standing</u>
Base	3,549 %	691 %	1,563 %
Yes, still likely to participate	66	65	77
No, not likely to participate	16	19	10
Not sure	17	16	13

CHAPTER 5: PARENTS DISCUSS WHAT THEIR SONS PLAN TO DO AFTER HIGH SCHOOL

Parents Discuss the Academic Background of Their Sons

Overall, 88% of the parents surveyed say their sons would definitely graduate from high school and another 11% say they would probably graduate from high school (table 54). Among the male students interviewed, as reported earlier (table 1), the corresponding percentages are 89% and 9%.

Q.1: How likely is it that he will graduate from high school -- will he definitely, probably, probably not, or definitely not graduate from high school?

Table 54. Son's likelihood of graduating from high school

	<u>Total</u>
Base	350
	%
Definitely	88
Probably	11
Probably not	1
Definitely not	-
Not sure/refused	-

When asked to describe the high school program their sons are in, 79% of the parents say their sons are in an academic or college preparatory program, 3% say their sons are in a commercial or business training program, and 15% say their sons are in a vocational or technical program. Another 3% are not able to

describe the program their sons are in (table 55). As earlier reported (table 2), among male students, 71% say they are in an academic or college preparatory program, 5% say they are in a commercial or business training program, and 8% say they are in a vocational or technical program. Another 16% are not able to describe the program they are in.

Q.3: Is the high school program he is in academic or college preparatory, commercial or business, or vocational or technical?

Table 55. Son's high school program

Base	<u>Total</u> 350 %
Academic/college preparatory	79
Commercial/business training	3
Vocational/technical	15
Not sure/refused	3

Parents Discuss Their Son's Plans After High School

Sixty-four percent of the parents say their son intends to go to college right after high school, 26% say their son does not intend to go to college right after high school, and 9% are not sure (table 56). As reported earlier (table 9), 71% of the male students interviewed say they intend to go to college right after high school, 11% say they do not intend to, and 18% are not sure.

Q.4: Does he intend to go on to college right after high school, or not?

Table 56. Son's intentions to go on to college

Base	<u>Total</u> 350 %
Yes, intends to go on to college	64
No, does not intend to go on to college	26
Not sure/refused	9

Of the parents who say their son intends to go to college right after high school, 67% say their son intends to apply for financial assistance (table 57). As reported earlier (table 11), 66% of the male students interviewed who are planning to go to college right after high school say they intend to apply for financial aid.

Q.5: When he attends college, does he plan to apply for financial assistance (for example, loans, grants, or work-study employment), or not?

Table 57. Son's plans to apply for financial assistance for college
(Base: Son intends to go on to college right after high school)

Base	<u>Total</u> 228 %
Yes, plans to apply	67
No, doesn't plan to apply	28
Not sure/refused	6

Of the parents who say their son does not intend to go to college right after high school, the most frequently mentioned reason is, "He plans to join the military" (30%), followed by "He plans to go to trade or vocational school" (23%), "He needs some time off from school to decide what he wants to do" (22%), "He doesn't have enough money to go to college" (18%), "The job he wants doesn't require a college education" (9%), and "His grades are not good enough to get into the college he wants" (5%) (table 58). As reported earlier (table 12), among the male students interviewed, the most frequently mentioned reason for not going to college right after high school is, "I need some time off from school to decide what I want to do" (38%), followed by "I plan to join the military" (33%), "I plan to go to trade or vocational school" (26%), "I don't have enough money" (22%), "My grades are not good enough to get into the college I want" (15%), and "The job I want doesn't require a college education" (14%).

Observation:

A comparable three in 10 parents of non-college-bound males and non-college-bound males themselves report that plans to join the military is one reason for not going to college right after high school. Young men (38%) are more likely than their parents (22%) to say that they simply need some time off from school to decide what to do.

Q.6: I'm going to read you some reasons why some young men do not attend college. Please tell me which of these are your son's reasons.

Table 58. Son's reasons for not attending college (Base: Son does not intend to go on to college right after high school or is not sure)

Base	<u>Total</u> 122 %
He plans to join the military	30
He plans to go to trade or vocational school	23
He needs some time off from school to decide what he wants to do	22
He doesn't have enough money to go to college	18
The job he wants doesn't require a college education	9
His grades are not good enough to get into the college he wants	5
Other (vol.)	6
Not sure/refused	6

CHAPTER 6: PARENTS' ATTITUDES TOWARD THE MILITARY AND TOWARD THEIR SON'S PARTICIPATION IN THE MILITARY

Experience with the Military

Of the parents surveyed, 21% have themselves served in the military (table 59). Of these, 45% served in the Army, 26% served in the Air Force, 14% served in the Navy, 13% served in the Marine Corps, and 2% served in the Coast Guard (table 60). Eighty-four percent say their experience in the military was more positive than negative, and 13% say their experience was more negative than positive (table 61).

Q.17: Have you personally ever served in the military or not?

Table 59. Whether ever personally served in the military

	<u>Total</u>
Base	350
	%
Yes, served	21
No, not served	79
Not sure/refused	-

Q.18: In what branch did you serve?

Table 60. Branch of the military served in (Base: Yes, served)

	<u>Total</u>
Base	63
	%
Air Force	26
Army	45
Marine Corps	13
Navy	14
Coast Guard (vol.)	2
Not sure/refused	-

Q.19: On the whole, was your experience in the branch more positive than negative or more negative than positive?

Table 61. Experience in the military (Base: Yes, served)

	<u>Total</u>
Base	63
	%
More positive	84
More negative	13
Not sure/refused	3

Thirty-six percent of the parents surveyed say another household member has served in the military (table 62). Of these other household members who have served, 56% served in the Army, 25% served in the Navy, 18% served in the Marine Corps, 13% served in the Air Force, and 1% served in the Coast Guard (table 63). Seventy percent say the experience of the other household member in the military was more positive than negative, and 20% say the experience was more negative than positive (table 64).

Observation:

Personal experience in the military on the part of parents was more positive than negative. By more than six to one, the parents surveyed report that their own experience in the military (nearly half of whom served in the Army and one-quarter in the Air Force) was more positive than negative. By more than three to one, parents surveyed report that their spouses (more than half of whom served in the Army) had a more positive than negative experience.

Q.20: Has any other member of your household ever served in the military?

Table 62. Whether any other household member ever served in the military

	<u>Total</u>
Base	350
	%
Yes, served	36
No, not served	63
Not sure/refused	*

*Less than 0.5%.

Q.21: In what branches?

Table 63. Branch(es) in which other household members have served
(Base: Other household member(s) have served)

	<u>Total</u>
Base	142 %
Army	56
Navy	25
Marine Corps	18
Air Force	13
Coast Guard (vol.)	1
Not sure/refused	2

Q.22: Overall, was their experience more positive than negative or more negative than positive?

Table 64. Experience of other household members in the military
(Base: Other household member(s) have served)

	<u>Total</u>
Base	142 %
More positive	70
More negative	20
Not sure/refused	9

Parents' Attitudes Toward the Military

Of the parents surveyed, 68% say their attitude toward the military in general is either strongly or somewhat positive, 18% say their attitude is neither positive nor negative, and 14% say their attitude is strongly or somewhat negative (table 65 and figure 21). As reported earlier (figure 2), among the male students surveyed, 44% say their attitude toward the military in general is either strongly or somewhat positive, 31% say their attitude is neither positive nor negative, and 21% say their attitude is strongly or somewhat negative.

Thirteen percent of the parents say that over the past few years their attitude toward the military in general has become more positive, 11% say their attitude has become more negative, and 77% say their attitude has stayed about the same (table 66 and figure 22). As reported earlier (figure 3), among the male students interviewed, 28% say that over the past few years their attitude toward the military in general has become more positive, 15% say their attitude has become more negative, and 53% say their attitude has stayed about the same.

Observation:

A full seven in 10 parents of sons in the 11th or 12th grade are positively disposed toward the military, and only one in seven are not. Clearly, the parents of male students who were interviewed have a far more positive attitude towards the military than the male students who were interviewed. However, male students are more likely than parents of male students to say that their attitude towards the military has become more positive over the past few years.

Q.13: Would you say your attitude toward the military in general is strongly positive, somewhat positive, neither positive nor negative, somewhat negative or strongly negative?

Table 65. Attitude toward the military

	<u>Total</u>
Base	350
	%
Strongly positive	32
Somewhat positive	36
Neither positive nor negative	18
Somewhat negative	10
Strongly negative	4
Not sure/refused	*

*Less than 0.5%.

Q.14: Over the past few years or so, has your attitude toward the military in general become more positive, more negative, or stayed about the same?

Table 66. Whether attitude toward the military has become more positive or negative

	<u>Total</u>
Base	350
	%
More positive	13
More negative	11
Stayed about the same	77
Not sure/refused	-

Parents' Attitudes Toward the Army

Of the parents surveyed, 50% say their attitude toward the Army is either strongly or somewhat positive, 28% say their attitude is neither positive nor negative, and 22% say their attitude is strongly or somewhat negative (table 67 and figure 21). As reported earlier (figure 2), among the male students surveyed, 31% say their attitude toward the Army is either strongly or somewhat positive, 33% say their attitude is neither positive nor negative, and 30% say their attitude is strongly or somewhat negative.

Thirteen percent of the parents say that over the past few years their attitude toward the Army has become more positive, 6% say their attitude has become more negative, and 79% say their attitude has stayed about the same (table 68 and figure 22). As reported earlier (figure 3), among the male students interviewed, 15% say that over the past few years their attitude toward the Army has become more positive, 19% say their attitude has become more negative, and 60% say their attitude has stayed about the same.

Observation:

As is the case with attitudes toward the military in general, the parents of male students who were interviewed have a far more positive attitude towards the Army than the male students who were interviewed.

For both parents and male students, attitudes toward the military in general are more favorable than attitudes toward the Army.

Q.15: Would you say your attitude toward the Army is strongly positive, somewhat positive, neither negative positive nor negative, somewhat negative, or strongly negative?

Table 67. Attitude toward the Army

Base	<u>Total</u> 350 %
Strongly positive	14
Somewhat positive	36
Neither positive nor negative	28
Somewhat negative	14
Strongly negative	8
Not sure/refused	*

*Less than 0.5%.

Q.16: Over the past few years or so, has your attitude toward the Army become more positive, more negative, or stayed about the same?

Table 68. Whether attitude toward the Army has become more positive or negative

Base	<u>Total</u> 350 %
More positive	13
More negative	6
Stayed about the same	79
Not sure/refused	1

Figure 21.

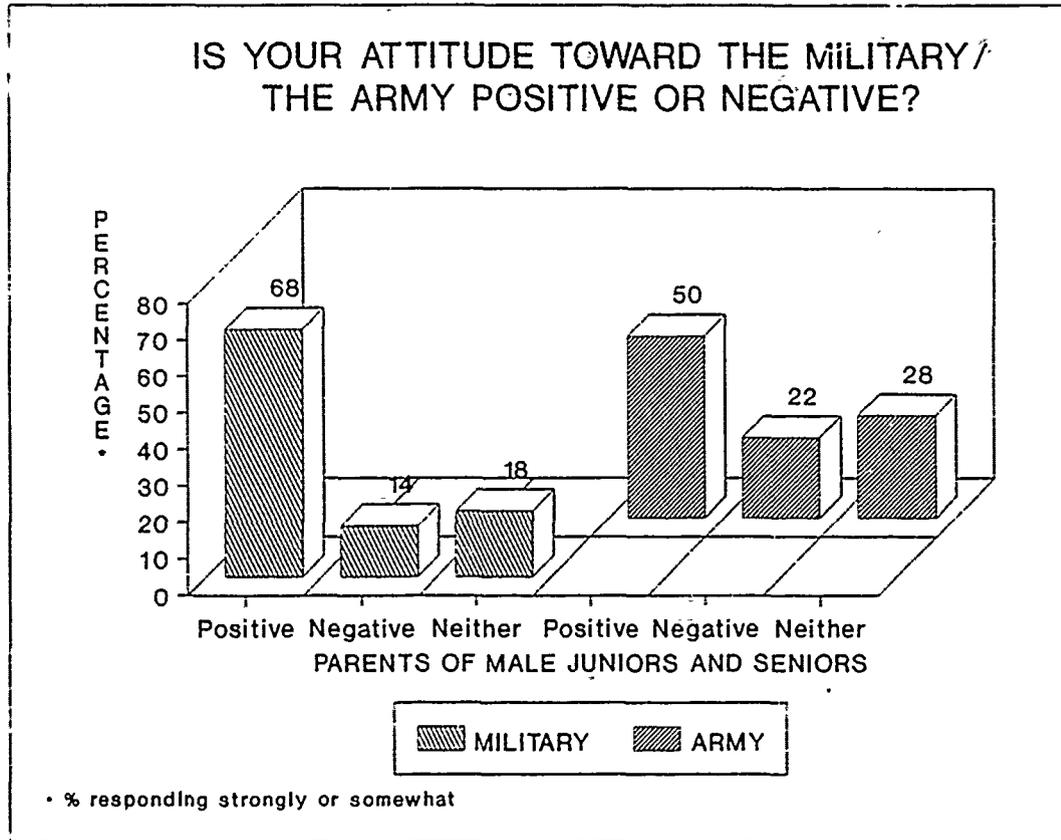
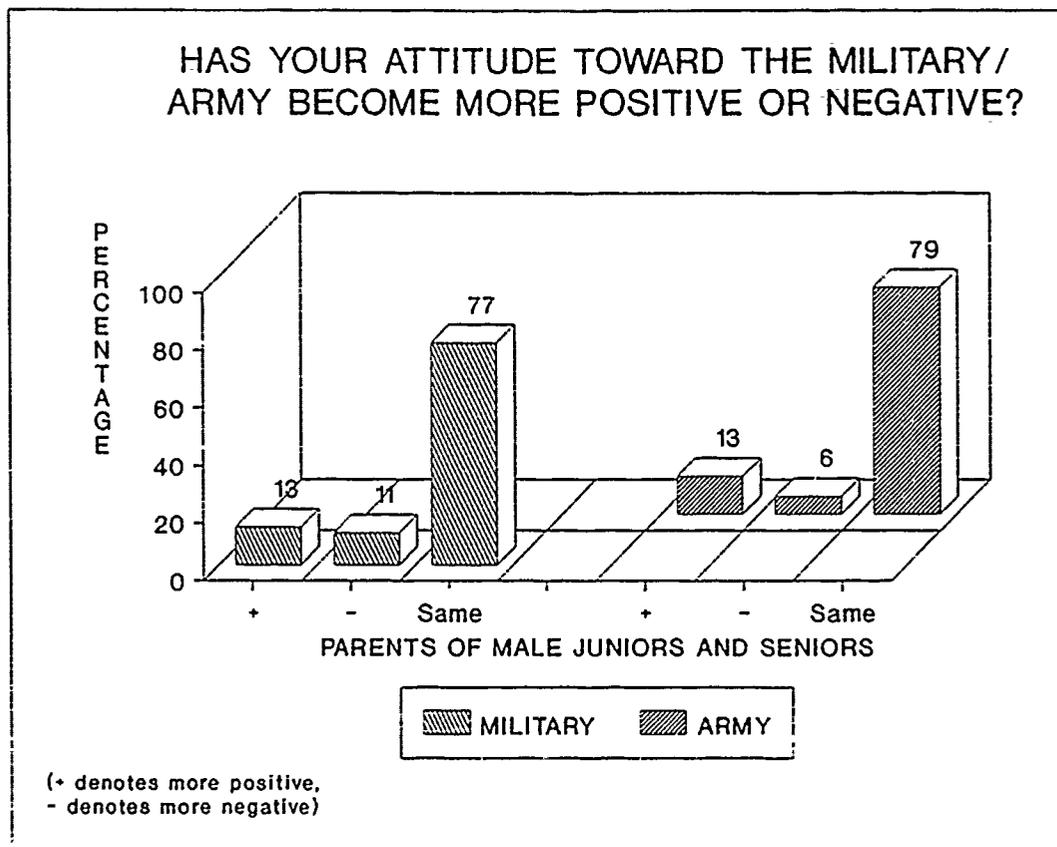


Figure 22.



Parents' Preferences for Their Son's Military Service

When parents were asked: "If your son were to join the military after high school, which branch of the service would you prefer he join," 43% say the Air Force, 15% say the Navy, 14% say the Army, 10% say the Marine Corps, 1% say the Coast Guard, and 12% say none of these (figure 23). By comparison, 33% of the young men surveyed would choose for themselves the Air Force, 16% the Navy, 17% the Army, and 16% the Marine Corps (table 16). (In their questionnaire, the young men did not have the option to respond "none.")

When asked: "Which type of service would you prefer he choose," 43% say Active Duty, 25% say the Reserves, 20% say the National Guard, and 7% say none of these (figure 24). Fifty-three percent of the young men expressed preference for Active Duty, 34% the Reserves, and 13% the National Guard (table 17). (Again, the students were not able to record "none.")

Figure 23.

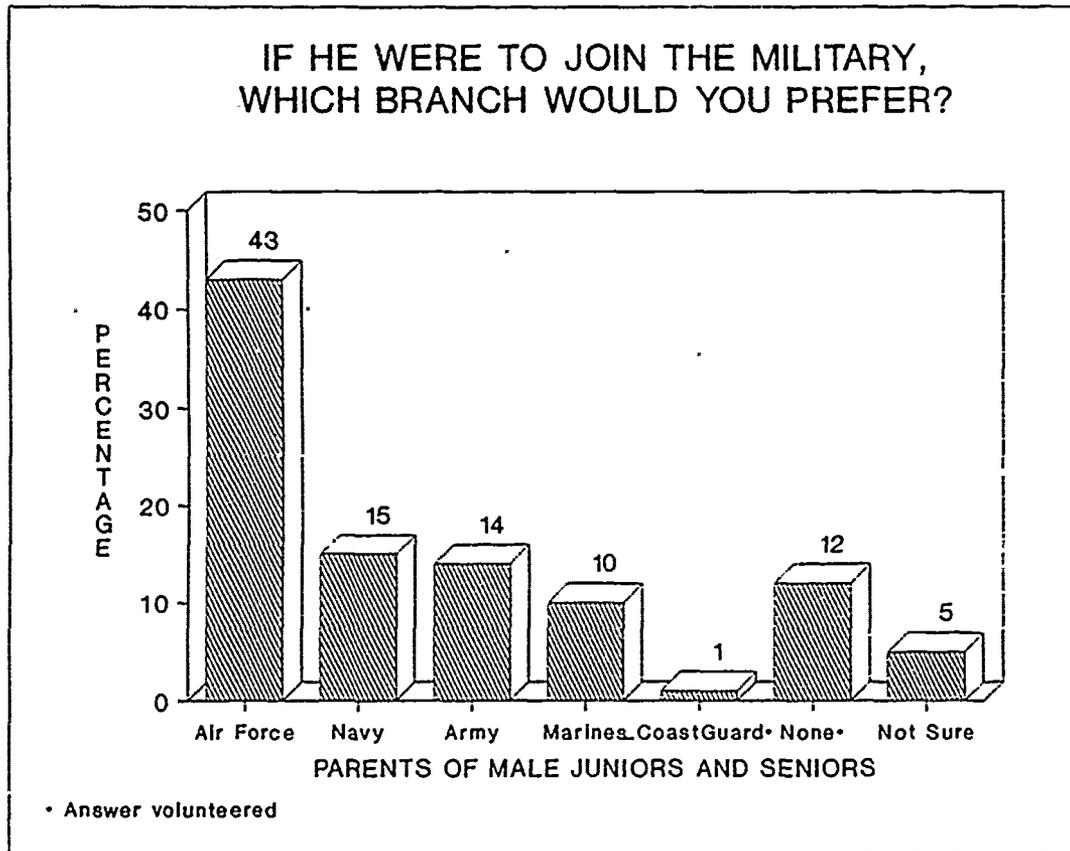
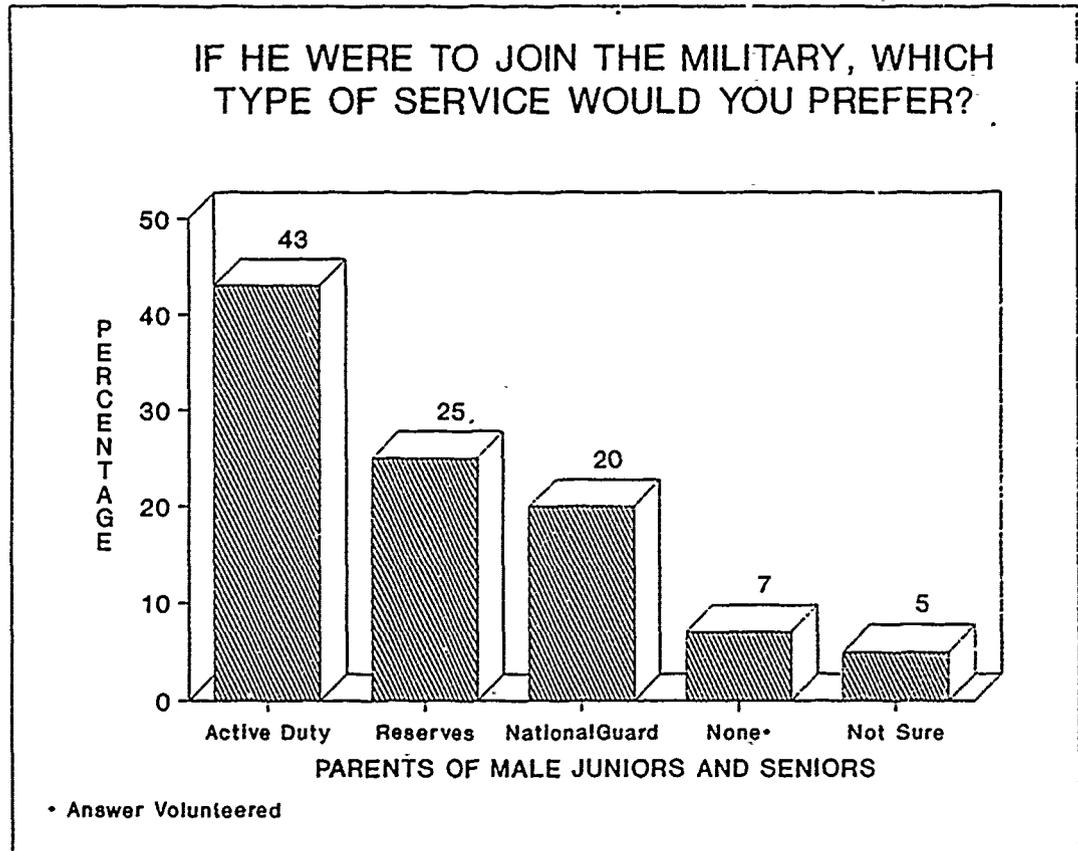


Figure 24.



If their son wanted to enlist in the Army after high school, 49% of parents say they would encourage him (18% strongly, 31% somewhat) and 42% say they would discourage him (24% strongly, 18% somewhat) (figure 25).

The reasons parents volunteer, in their own words, for encouraging their son to enlist are: "Would support his decision" (25%); "Maturity/self-discipline/builds character" (13%); "Provides a good education" (7%); "Patriotism/serve his country" (6%); "Job training/learn a trade" (5%); "Family tradition" (parent was in Army) (5%); "Provides free education" (4%); and "Good learning experience" (3%) (table 69).

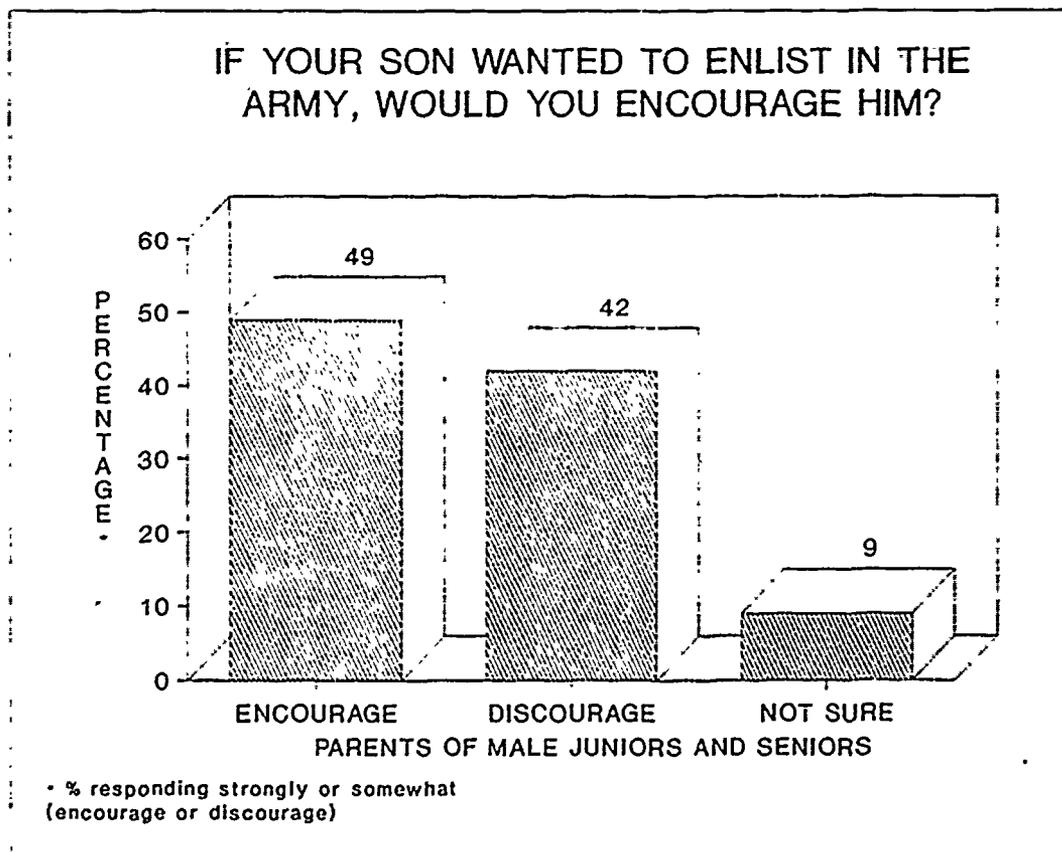
The reasons parents volunteer for discouraging their son from enlisting are: "Prefer he pursue college education/pursue education first"

(17%); "Personal opposition to military or war/negative experiences in or due to war" (8%); "Fear of outbreak of war/possibility of combat, injury" (7%); "Prefer he join other divisions of military" (6%); "Better opportunities elsewhere" (3%); "Not quality people in Army" (2%); "Disabled/has physical or mental disability" (1%); and "Drug usage" (1%).

Observation:

While only one in five parents express negative attitudes toward the Army, two in five would discourage their son from enlisting in the Army if he wanted to. Their reasons relate equally to other priorities (specifically, college) as to negative attitudes toward the military (such as opposition to military, fear of war). Half of all parents would encourage their son if he wanted to enlist in the Army after high school.

Figure 25.



Q.10: Why would you do that? What other reasons?

Table 69. Reasons for encouraging/discouraging son to enlist in Army after high school

Base	<u>Total</u> 350 %
ENCOURAGE	
Would support his decision	25
Maturity/self-discipline/builds character	13
Provides a good education	7
Patriotism/serve his country	6
Job training/learn a trade	5
Family tradition (I was in Army)	5
Provides free education	4
Good learning experience	3
All other (encouraging) positive mentions	11
DISCOURAGE	
Prefer he pursue college education/pursue education first	17
Personal opposition to military or war/negative experiences in or due to war	8
Fear of outbreak of war/possibility of combat, injury	7
Prefer he join other division of military	6
Better opportunities elsewhere	3
Not quality people in Army	2
Disabled/has physical or mental disability	1
Drug usage	1
All other (discouraging) negative mentions	7
All neutral mentions	1
Don't know	3

Parents Assess the Likelihood of Their Son
Serving in the Military and in the Army

The parents surveyed were asked first about the likelihood of their son serving in the military in the near future, and then about the likelihood of their son serving in the Army in the near future. Thirty percent say their son will definitely or probably serve in the military in the near future (table 70), while 11% say their son will definitely or probably serve in the Army in the near future (table 71). As reported earlier (table 13), among the male students interviewed, 22% say they will definitely or probably serve in the military in the near future, while 11% say they will definitely or probably serve in the Army in the near future.

Q.11: How likely is it that he will serve in the military in the near future -- definitely, probably, probably not, or definitely not?

Table 70. Likelihood of son's serving in military
in near future

	<u>Total</u>
Base	350
	%
Definitely	7
Probably	23
Probably not	54
Definitely not	13
Not sure/refused	3

Q.12: How likely is it that he will serve in the Army in the near future -- definitely, probably, probably not, or definitely not?

Table 71. Likelihood of son's serving in Army in near future

Base	<u>Total</u> 350 %
Definitely	2
Probably	9
Probably not	53
Definitely not	31
Not sure/refused	4

Effect of Recent Developments in Eastern Europe
on Encouraging Son to Serve in the Military

Sixty-one percent of the parents surveyed think that the recent developments in East Germany, Hungary, Poland, and Czechoslovakia reduce the chances of war with the Soviet Union, 32% do not think these changes reduce the chances of war, and 7% are not sure (table 72). As reported previously (table 18), among the male students interviewed, 52% think the recent changes reduce the risk of war, 21% do not think so, and 27% are not sure.

Q.39: Do you think that the recent developments in East Germany, Hungary, Poland, and Czechoslovakia reduce the chances of war with the Soviet Union, or not?

Table 72. Whether recent developments in Eastern Europe reduce chances of war with Soviet Union

	<u>Total</u>
Base	350
	%
Reduce the chance of war	61
Do not reduce the chance of war	32
Not sure/refused	7

Thirty-eight percent of the parents say the recent developments in Eastern Europe make them more likely to encourage their son to serve in the military, 34% say recent developments make them less likely to encourage their son to serve in the military, and 25% say recent events make them neither more nor less likely to encourage their son to serve in the military (table 73 and figure 27).

Observation:

Parents are even more optimistic than high school males about the peace-keeping effect of recent events in Eastern Europe.

On balance, the recent events in Eastern Europe do not appear to have had much of an effect on the total number of parents who will encourage their sons to serve in the military.

Q.40: Would the recent developments in Eastern Europe make you more or less likely to encourage your son to serve in the military?

Table 73. Effect of recent developments in Eastern Europe

	<u>Total</u>
Base	350
	%
More likely	38
Less likely	34
Neither more nor less likely (vol.)	25
Not sure/refused	2

Effect of Recent Reductions in Size of the Army
on Encouraging Their Son to Serve in the Army

Of the parents surveyed, 30% say the recent reductions in the size of the Army make them more likely to encourage their son to serve in the Army, 44% say the reductions make them less likely to encourage their son to serve in the Army, and 23% say recent reductions make them neither more nor less likely to encourage their son to serve in the Army (table 74 and figure 27).

Observation.

Perceptions of reduced needs for new recruits on the part of the Army to meet our national defense efforts would have a slightly negative effect on the likelihood of parents to encourage their sons to enlist. Again, it must be noted that this survey, as well as the student survey, was conducted prior to Iraq's invasion of Kuwait.

Q.41: Do recent reductions in the size of the U.S. Army make you more or less likely to encourage your son to serve in the Army?

Table 74. Effect of recent reductions in the size of the U.S. Army

	<u>Total</u>
Base	350
	%
More likely	30
Less likely	44
Neither more nor less likely (vol.)	23
Not sure/refused	3

Potential Effect of Allowing Women to Volunteer for Combat Assignments

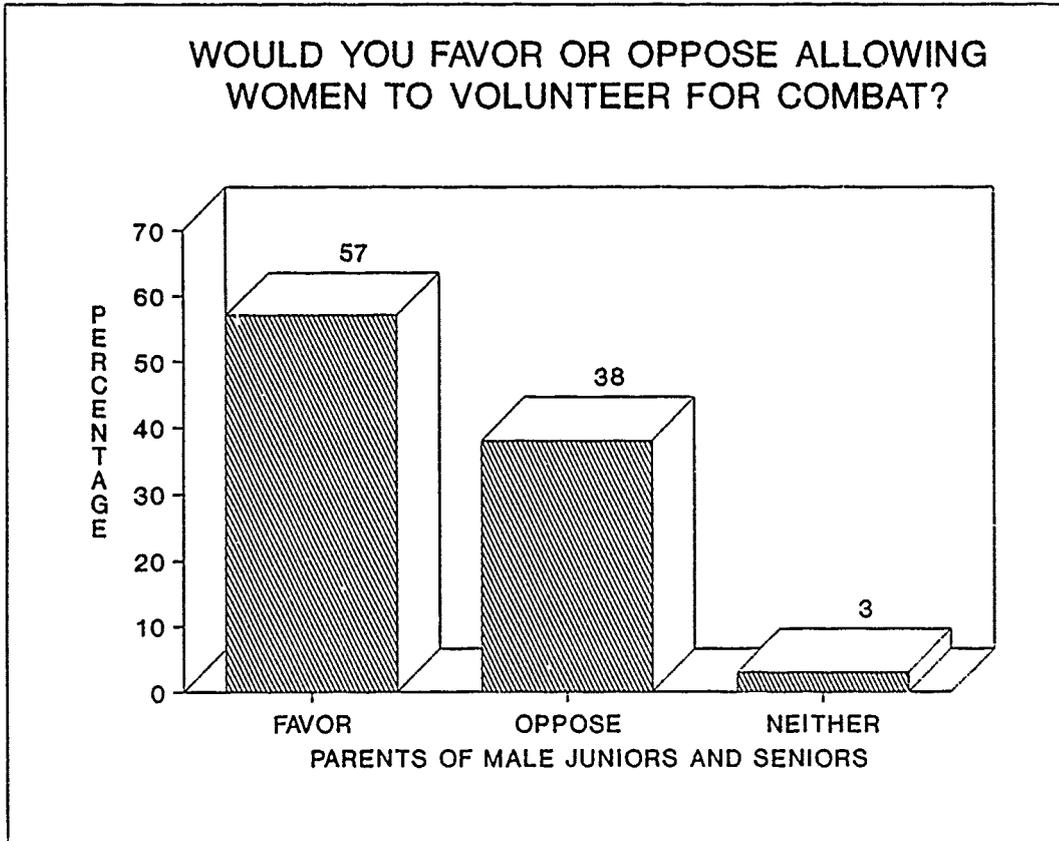
When asked their opinion about "changing the law so that women would be allowed to volunteer for combat assignments," 57% of the parents surveyed say they favor such a change, 3% say they neither favor nor oppose such a change, and 38% say they oppose such a change (figure 26). Parents are more likely to have an opinion here than the young men surveyed, 40% of whom favor such a change and 25% oppose it (figure 8).

When asked: "If the Army permitted women to volunteer for combat assignments, would you be more or less likely to encourage your son to serve in the Army," 22% of the parents say more likely, 25% say less likely, and 51% say neither more nor less likely (table 75 and figure 27).

Observation:

Although parents, by a wide margin, favor permitting women to volunteer for combat assignments, this would not make them more likely to encourage their sons to enlist in the Army.

Figure 26.



Q.37: If the Army permitted women to volunteer for combat assignments, would you be more or less likely to encourage your son to serve in the Army?

Table 75. Effect of permitting women to volunteer for combat

	<u>Total</u>
Base	350
	%
More likely	22
Less likely	25
Neither more nor less likely (vol.)	51
Not sure/refused	2

Potential Effect of Lowering Recruiting Standards
in Encouraging Son to Enlist in the Army

When asked: "If the Army began to accept less qualified recruits, would you be more or less likely to encourage your son to serve in the Army," 21% say more likely, 60% say less likely, and 17% say neither more nor less likely (table 76 and figure 27).

Observation:

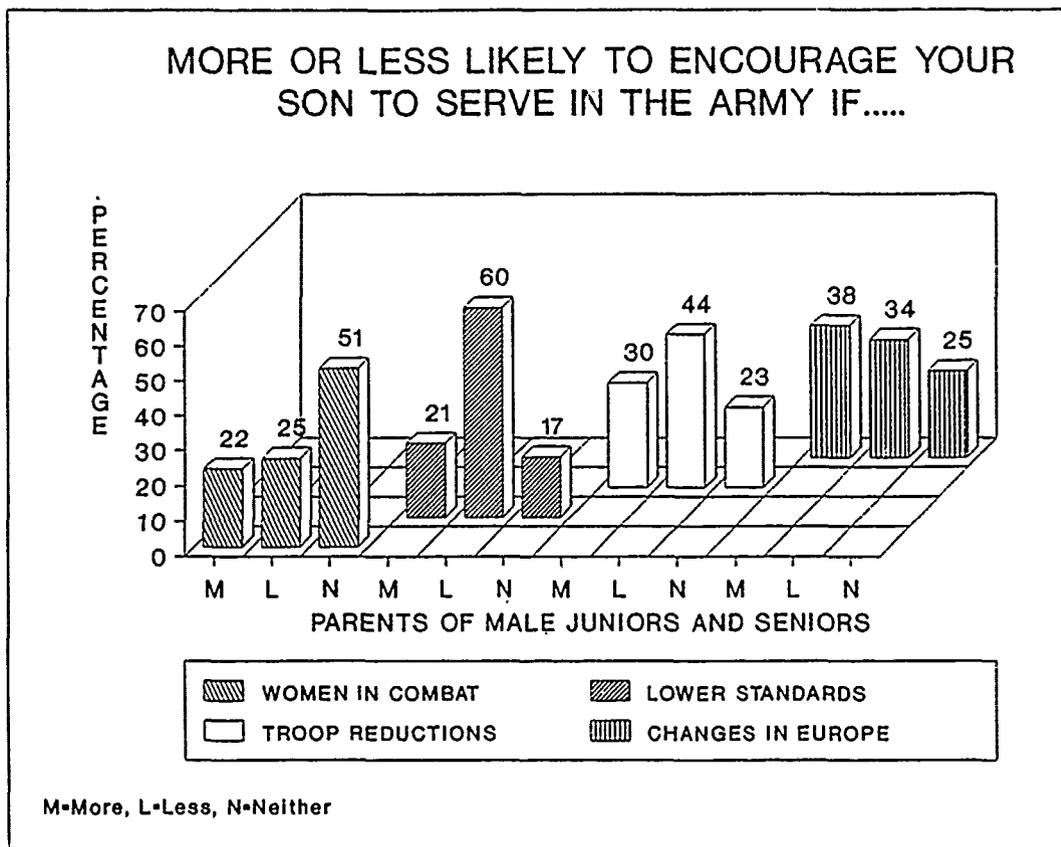
Clearly, parents do not view the potential enlistment of less qualified recruits positively. These data indicate that lowering enlistment standards could have a strong detrimental effect on parental encouragement to serve in the Army.

Q.38: Currently, 90% of new Army recruits have high school diplomas, and 63% score in the top half of the military entrance exam. If the Army began to accept less qualified recruits, would you be more or less likely to encourage your son to serve in the Army?

Table 76. Effect of the Army's accepting less qualified recruits

	<u>Total</u>
Base	350
	%
More likely	21
Less likely	60
Neither more nor less likely (vol.)	17
Not sure/refused	1

Figure 27.



Parents' Reaction to Positive and Negative Statements About the Army

All of the parents were presented with the same list that the students responded to containing both positive and negative statements about the Army and asked whether they agree strongly, agree somewhat, disagree somewhat, or disagree strongly with each statement. In response to the statements with a positive slant towards serving in the Army: 90% of the parents agree that "the Army would teach him important discipline and self-control that will be useful later in life"; 85% agree that "my son would be taught valuable skills in the

Army that he could use later in civilian jobs"; 83% agree that "I would be proud to have my son join the Army and serve his country"; 81% agree that "the Army would give my son a chance to travel and see the world"; and 81% agree that "the Army would offer my son a good chance for career advancement" (table 77).

(Among the male students interviewed, between 52% and 70% agree with each of these positive statements, as indicated in table 24.)

In response to the statements with a negative slant towards serving in the Army: 46% of the parents agree that "the Army would not respect my son's individuality and would just treat him like a number"; 41% agree that "I don't want him risking his life or his safety by joining the Army"; 32% agree that "if he goes into the Army, he'll fall behind other boys his age in terms of jobs or careers"; 29% agree that "our society shows no respect for veterans, so why should my son serve"; 20% agree that "serving in the Army makes young people more aggressive and violent"; and 8% agree that "I would forbid my son to go into the Army even if he wanted to" (table 77). (On five of the six negative statements, parents are less likely to be in agreement than the male students. On none are they more likely to be in agreement.)

Observation:

In response to this series of statements about the Army, parents of male students react more positively to the Army than do the male students interviewed.

Q.42: Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with each statement?

Table 77. Whether parents agree/disagree with statements about the Army (Base: 350)

	% Agree Strongly/ Somewhat	% Disagree Somewhat/ Strongly	% Not Sure
The Army would teach him important discipline and self-control that will be useful later in life	90	10	-
My son would be taught valuable skills in the Army that he could use later in civilian jobs	85	16	1
I would be proud to have my son join the Army and serve his country	83	15	2
The Army would give my son a chance to travel and see the world	81	19	*
The Army would offer my son a good chance for career advancement	81	18	1
The Army would not respect my son's individuality and would just treat him like a number	46	51	1
I don't want him risking his life or his safety by joining the Army	41	51	1
If he goes into the Army, he'll fall behind other boys his age in terms of jobs or careers	32	67	2
Our society shows no respect for veterans so why should my son serve	29	70	2
Serving in the Army makes young people more aggressive and violent	20	79	1
I would forbid my son to go into the Army even if he wanted to	8	90	2

Whether Parents Would Encourage Their Son
to Enlist in the Army: Post-Interview

At the end of the interview, parents were asked: "Now, once again, if your son wanted to enlist in the Army, would you encourage him strongly to join, encourage him somewhat, discourage him somewhat, or discourage him strongly." In reply, 62% say they would encourage him strongly or somewhat, and 36% say they would discourage him somewhat or strongly (table 78). By contrast, as reported earlier (figure 25), when asked the same question near the beginning of the interview, 49% say they would encourage and 42% say they would discourage their son.

Observation:

After being presented with the educational incentive packages, enlistment bonuses, and proposed National and Community Service Act (reported on in the next chapter), and focusing on other actual and proposed changes in the military and the Army, parents say they are more likely to encourage their sons to enlist in the Army.

Q.43: Now, once again, if your son wanted to enlist in the Army, would you encourage him strongly to join, encourage him somewhat, discourage him somewhat, or discourage him strongly from joining?

Table 78. Whether would encourage son to enlist in the Army
(post-interview)

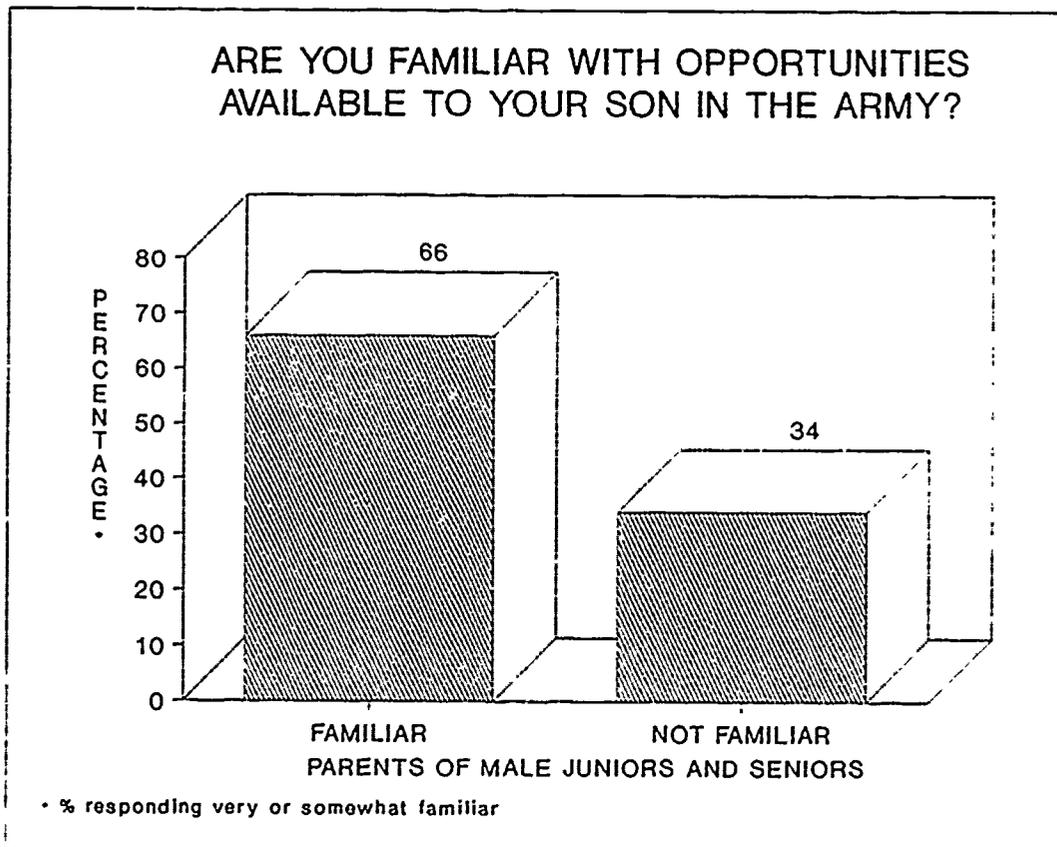
	<u>Total</u>
Base	350
	%
Encourage strongly	23
Encourage somewhat	39
Discourage somewhat	24
Discourage strongly	12
Not sure/refused	2

CHAPTER 7: PARENTS' REACTIONS TO ARMY EDUCATIONAL INCENTIVES, ARMY ENLISTMENT BONUSES, AND THE NATIONAL AND COMMUNITY SERVICE ACT

Parents' Familiarity with Opportunities Available in the Army

When asked about familiarity with the opportunities available to their son in the Army, 19% of the parents say they are very familiar, 47% say they are somewhat familiar, 19% say they are not very familiar, and 15% say they are not familiar at all (figure 28). Among the male students interviewed, 18% say they are very familiar with opportunities available to them in the Army and 46% say they are somewhat familiar (figure 11); 21% say they are not very familiar and 11% say they are not familiar at all.

Figure 28.



Parents' Reaction to Army Educational Incentives

Parents surveyed were presented with the current level of educational incentive packages for 2-year, 3-year, and 4-year enlistments, and asked whether they would approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly of their son enlisting if he could receive these educational incentive packages. For each current incentive level, all parents except those who said they would approve strongly if their son received the current incentive package were presented with a proposed larger educational incentive package. These parents were then asked whether they would approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly of their son enlisting if he received these proposed larger educational incentive packages.

When presented with the current \$17,000 educational incentive for a 2-year enlistment, 27% of the parents say they would approve strongly of their son's enlistment, 43% say they would approve somewhat, 16% say they would disapprove somewhat, and 12% say they would disapprove strongly. At the proposed \$18,000 educational incentive, 31% of the parents say they would approve strongly of their son's enlistment, 41% say they would approve somewhat, 14% say they would disapprove somewhat, and 13% say they would disapprove strongly (table 79 and figure 29).

Q.24, 25: The Army currently gives people who enlist for two years \$17,000 towards their education. How would you feel about his enlisting in the Army for two years if he could receive \$18,000 for education? Would you approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly?

Table 79. How would you feel about your son enlisting for two years for \$17,000/\$18,000 for his education?

Base	<u>\$17,000</u>	<u>\$18,000</u>
	350	350
	%	%
Approve strongly	27	31
Approve somewhat	43	41
Disapprove somewhat	16	14
Disapprove strongly	12	13
Not sure/refused	2	1

When presented with the current \$22,800 educational incentive for a 3-year enlistment, 27% of the parents say they would approve strongly of their son's enlistment, 40% say they would approve somewhat, 18% say they would disapprove somewhat, and 14% say they would disapprove strongly. At the proposed \$27,000 educational incentive, 36% of the parents say they would approve strongly of their son's enlistment, 35% say they would approve somewhat, 14% say they would disapprove somewhat, and 13% say they would disapprove strongly (table 80 and figure 29).

Q.26, 27: How would you feel about his enlisting in the Army for three years if he could received \$22,800/\$27,000 for his education? Would you approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly?

Table 80. How would you feel about your son enlisting for three years for \$22,800/\$27,000 for his education?

	<u>\$22,800</u>	<u>\$27,000</u>
Base	350	350
	%	%
Approve strongly	27	36
Approve somewhat	40	35
Disapprove somewhat	18	14
Disapprove strongly	14	13
Not sure/refused	1	1

When presented with the current \$25,200 educational incentive for a 4-year enlistment, 25% of the parents say they would approve strongly of their son's enlistment, 37% say they would approve somewhat, 18% say they would disapprove somewhat, and 18% say they would disapprove strongly. At the proposed \$36,000 educational incentive, 33% of the parents say they would approve strongly of their son's enlistment, 33% say they would approve somewhat, 17% say they would disapprove somewhat, and 16% say they would disapprove strongly (table 81 and figure 29).

Q.28, 29: How would you feel about his enlisting in the Army for four years if he could receive (\$25,200/\$36,000) for his education? Would you approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly?

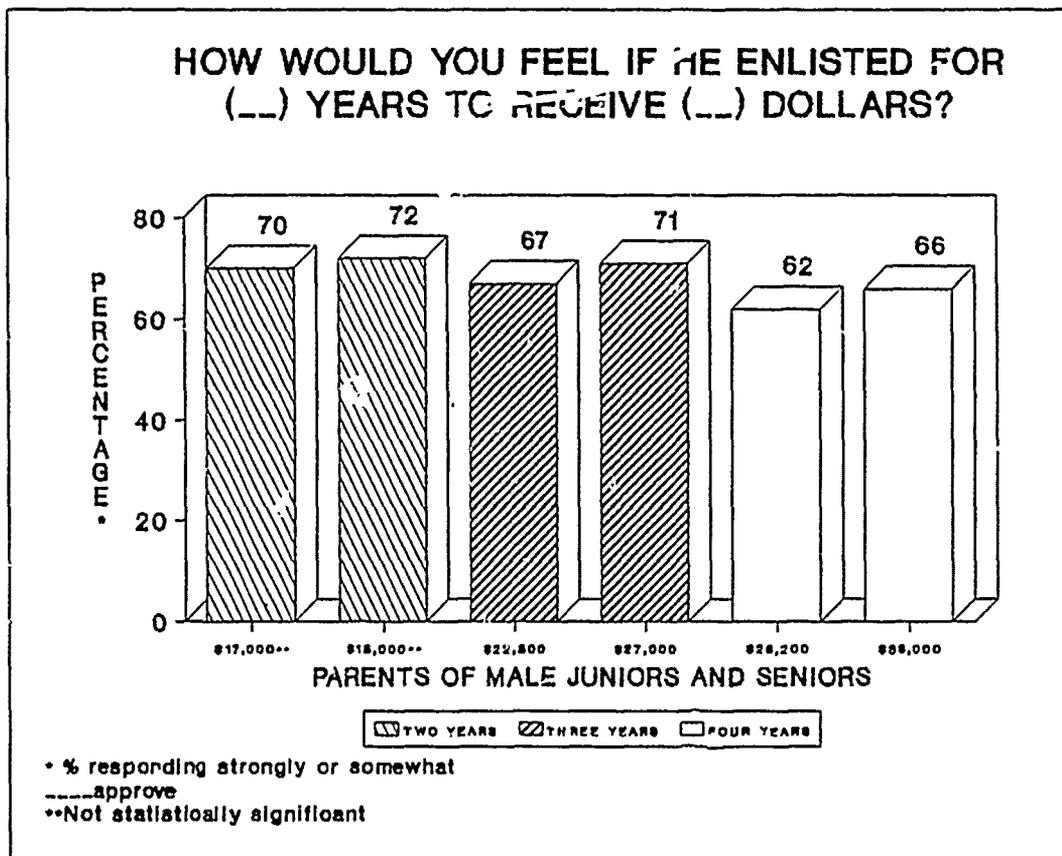
Table 81. How would you feel about your son enlisting for four years for \$25,200/\$36,000 for his education?

Base	<u>\$25,200</u>	<u>\$36,000</u>
	350 %	350 %
Approve strongly	25	33
Approve somewhat	37	33
Disapprove somewhat	18	17
Disapprove strongly	18	16
Not sure/refused	2	2

Observation:

At the current educational incentive package levels, approximately equal percentages of parents would strongly approve of their son enlisting for 2 years (27%), 3 years (27%), or 4 years (25%). At the proposed higher educational incentive levels, enlisting for 3 years generates the highest percentage of parents who approve strongly (36%), followed by enlisting for 4 years (33%), and enlisting for 2 years (31%). The proposed increases in educational incentive levels effectively evoke a slightly higher level of support (ranging from nine points for 3-year enlistments to eight points for 4-year enlistments to four points for 2-year enlistments).

Figure 29.



Parents' Reaction to Army Enlistment Bonuses

Parents were presented with the current \$8,000 Army enlistment bonus offered to people who enlist for at least three years and go into certain hard-to-fill specialty positions, and asked whether they would approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly of their son enlisting if he could receive this enlistment bonus. All parents except those who said they would approve strongly if their son received the current enlistment bonus were then presented with a proposed \$12,000 enlistment bonus and asked whether they would approve strongly, approve somewhat, disapprove

somewhat, or disapprove strongly if their son received this proposed \$12,000 enlistment bonus.

At the current \$8,000 enlistment bonus, 16% of parents say they would approve strongly of their son enlisting in the Army, 34% say they would approve somewhat, 25% say they would disapprove somewhat, and 23% say they would disapprove strongly. At the proposed \$12,000 enlistment bonus, 19% of the parents say they would approve strongly of their son's enlistment, 33% say they would approve somewhat, 26% say they would disapprove somewhat, and 20% say they would disapprove strongly (table 82 and figure 30).

Observation:

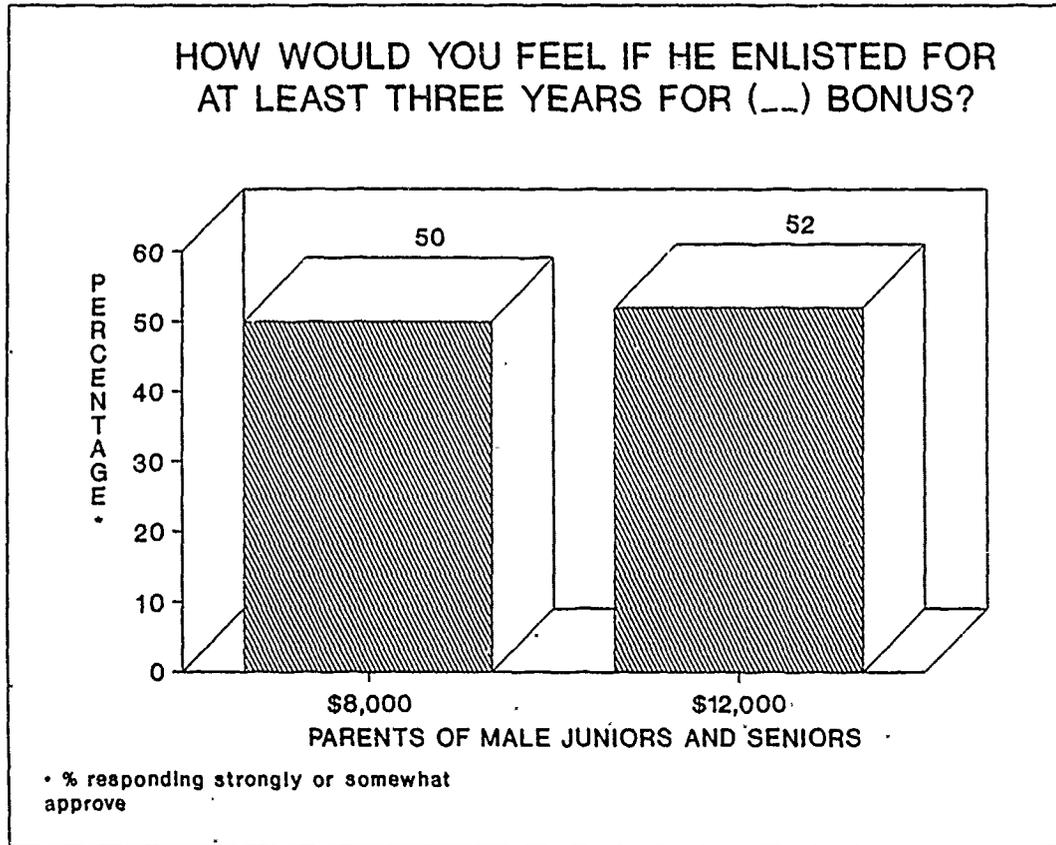
Raising the Army enlistment bonus from \$8,000 to \$12,000 would have only a slight effect on parents' attitudes toward their sons' enlistment in the Army, but a positive one nonetheless.

Q.30, 31: The Army currently offers enlistment bonuses of up to \$8,000 to people who enlist for at least three years and go into certain hard-to-fill specialty positions. You are not entitled to receive both this bonus and money for education. How would you feel about his enlisting in the Army for at least three years if he could receive an enlistment bonus of up to \$12,000? Would you approve strongly, approve somewhat, disapprove somewhat, or disapprove strongly?

Table 82. How would you feel about your son enlisting for at least three years for enlistment bonus of \$8,000/\$12,000?

Base	<u>\$8,000</u>	<u>\$12,000</u>
	350	350
	%	%
Approve strongly	16	19
Approve somewhat	34	33
Disapprove somewhat	25	26
Disapprove strongly	23	20
Not sure/refused	2	2

Figure 30.



Parents' Familiarity with the National and Community Service Act

Parents were given the same description of the National and Community Service Act that the students were given: "How familiar are you with the National and Community Service Act, a bill proposed in Congress which would offer grants of money to young people who volunteered to work part-time or full-time in their communities (for example, in a hospital, in a day-care center, in the Park Service, or as a teacher's aide)? These grants could be used toward the cost of higher education or the purchase of a home."

Of the parents surveyed, 2% are very familiar with the National and Community Service Act, 10% are somewhat familiar, 17% are not very familiar, and 71% are not familiar at all (table 83). Among the male students surveyed, 3% are very familiar with the National and Community Service Act, 11% are somewhat familiar, 35% are not very familiar, and 41% are not familiar at all.

Observation:

As was the case with the students, the vast majority of parents are not aware of the provisions of the National and Community Service Act.

Q.32: How familiar are you with the National and Community Service Act, a bill in Congress which would offer grants of money to young people who volunteer to do part-time or full-time service jobs in their communities (for example, in a hospital, in a day-care center, in the Park Service, or as a teacher's aide)? These grants could be used toward higher education or the purchase of a home. Are you very familiar, somewhat familiar, not very familiar, or not familiar at all with that Act?

Table 83. Familiarity with the National and Community Service Act

Base	<u>Total</u> 350 %
Very familiar	2
Somewhat familiar	10
Not very familiar	17
Not familiar at all	71
Not sure/refused	-

Parents' Reactions to the National and Community Service Act

When asked: "Do you think this National and Community Service Act, which would offer government grants toward education or the purchase of a home to young people who volunteer to do part-time or full-time service jobs in their communities, is a good idea, or not," 92% of the parents say it is a good idea and 6% say it is a bad idea (table 84). Their endorsement is more solid than that of young men surveyed, 63% of whom say the Act is a good idea (table 45).

Q.33: Do you think this National and Community Service Act, which would offer government grants towards education or the purchase of a home to young people who volunteer to do part-time or full-time service jobs in their communities, is a good idea, or not?

Table 84. Whether National and Community Service Act is a good idea or not

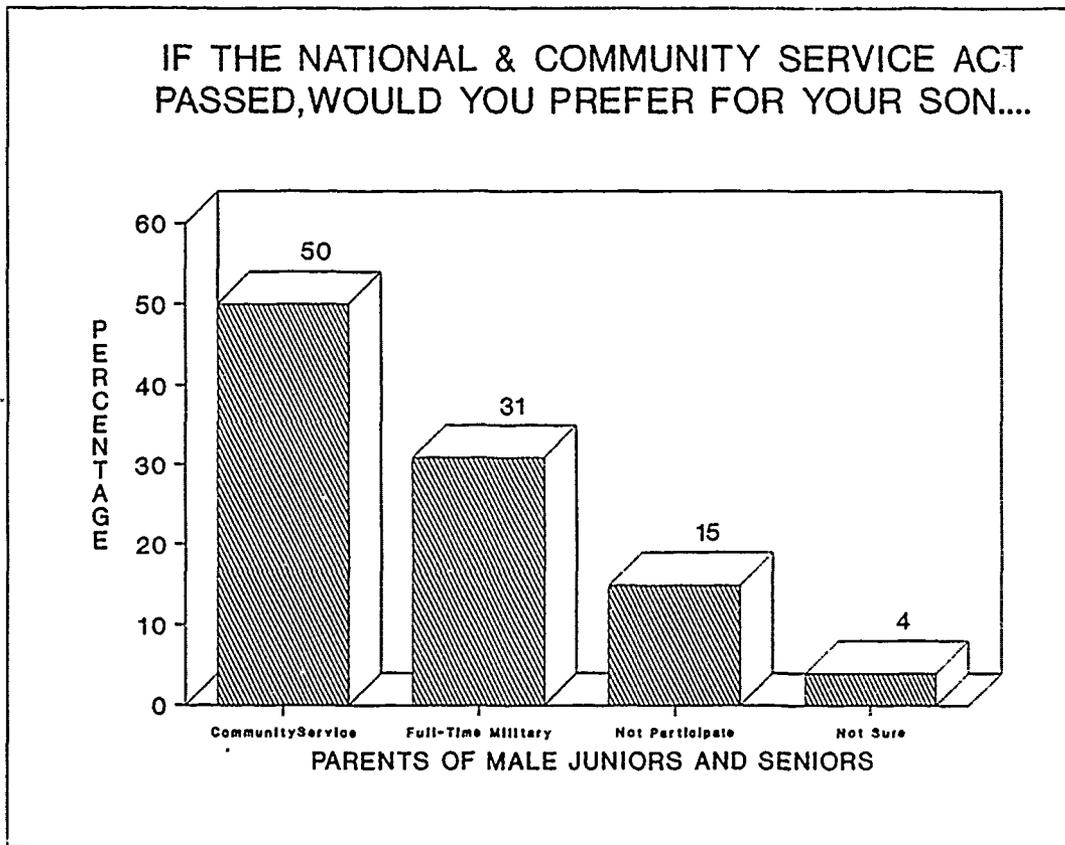
Base	<u>Total</u> 350 %
Yes, is a good idea	92
No, is not a good idea	6
Not sure/refused	2

Parents were then asked: "If this Act were passed, the government grants would differ depending on the type of service your son chooses. For example, he could be eligible for \$5,000 for one year of full-time community service or \$6,000 for three years of part-time community service. These grants could be used for either education or the purchase of a home. Or he could be

eligible for a \$17,000 education grant for two years of full-time military service. Which would you prefer he choose -- full-time community service, part-time community service, full-time military service, or would you prefer he not participate at all?" Thirteen percent of the parents say they would prefer their son to choose full-time community service, 37% say they would prefer he choose part-time community service, 31% say they would prefer he choose full-time military service, and 15% say they would prefer he not participate at all (figure 31).

Parents found it easier to make a choice here: only 4% of parents were not sure of their preference for their sons, compared with 28% of the young men themselves (table 47). While on balance parents also opt for community service over the military, they were more likely to choose military service (31%) than were the young men (18%).

Figure 31.



Of those parents who said they would prefer that their son choose either full-time or part-time community service, 85% say they would still want their son to participate if the grants offered could be used only for higher education and not for buying a home (table 85).

Observation:

Parents of high school males respond very enthusiastically to the idea of a National and Community Service Act, even

more so than high school males (92% of the parents say it's a good idea versus 63% of the male youths). For every parent who would prefer their son to choose military service, there are 1.6 parents who would prefer their son opt for community service (50% to 37%). Among young men themselves, once they were presented with the dollar levels of grants, the margin in favor of community service was similar: for every young man who would choose military service, there are about 1.6 who would opt for community service, either part-time or full-time (28% to 18%).

Q.35: If the grants offered for community service could be used only for higher education and not for the purchase of a home, would you still want him to participate, or not?

Table 85. Whether still choose Community Service if grants could not be used for purchase of a home (Base: Prefer he choose full-time or part-time community service)

	<u>Total</u>
Base	183
	%
Yes, still want him to participate	85
No, would not want him to participate	11
Not sure/refused	3

APPENDIX: PROFILE OF RESPONDENTS

Table A-1 contains answers to demographic questions asked in the survey of high school students. Categories contained in table A-1 are:

- Age of student
- Gender of student
- Race of student
- Whether student is of Hispanic origin
- 1989 household income
- Grade of student
- Highest year of school father/male guardian completed
- Highest year of school mother/female guardian completed
- Occupation of father/male guardian
- Occupation of mother/female guardian

Table A-2 contains answers to demographic questions asked in the survey of parents of males who are juniors and seniors in high school.

Categories contained in table A-2 are:

- Age of head of Household
- Gender of respondent
- Race of head of household
- Whether head of household is of Hispanic origin
- Education of head of household
- Occupation of head of household
- Marital status of head of household
- Labor union membership in household
- Household income

Table A-1. Demographic profile of students (weighted) (continued on next page)

<u>Age</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>
Base	<u>9,774</u>	<u>4,590</u>	<u>5,129</u>
	%	%	%
16 and under	21	19	21
17	43	42	43
18	31	34	31
19	3	4	3
20 and over	1	1	1
Not sure			
<u>Gender</u>			
Base	<u>9,741</u>	<u>4,606</u>	<u>5,135</u>
	%	%	%
Male	52	100	-
Female	48	-	100
<u>Race</u>			
Base	<u>9,080</u>	<u>4,218</u>	<u>4,809</u>
	%	%	%
White	77	76	77
Black or African American	15	15	15
Asian or Asian American, Pacific Islander	3	3	3
Other	3	3	3
Not sure	2	3	2
<u>Hispanic Origin</u>			
Base	<u>9,380</u>	<u>4,387</u>	<u>4,933</u>
	%	%	%
Yes, of Hispanic origin	8	8	7
No, not of Hispanic origin	84	82	87
Not sure	8	9	6
<u>1989 Household Income</u>			
Base	<u>9,248</u>	<u>4,328</u>	<u>4,859</u>
	%	%	%
\$15,000 or less	6	5	6
\$15,001 to \$25,000	8	8	8
\$25,001 to \$35,000	11	11	11
\$35,001 to \$50,000	15	17	14
\$50,001 to \$75,000	12	14	11
More than \$75,000	10	12	8
Not sure	37	33	42

Table A-1. (continued)

<u>Grade</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>
Base	<u>9,947</u>	<u>4,587</u>	<u>5,115</u>
	%	%	%
11th	49	48	49
12th	51	52	51
<u>Highest year of school father/ male guardian completed</u>			
Base	<u>9,706</u>	<u>4,559</u>	<u>5,095</u>
	%	%	%
Less than high school graduate	13	12	14
High school graduate	30	30	30
Some college	19	20	19
College graduate	17	17	17
Postgraduate	12	12	11
Not sure	9	9	8
<u>Highest year of school mother/ female guardian completed</u>			
Base	<u>9,713</u>	<u>4,556</u>	<u>5,100</u>
	%	%	%
Less than high school graduate	11	10	13
High school graduate	37	37	37
Some college	23	22	24
College graduate	15	16	14
Postgraduate	7	7	7
Not sure	6	8	5

Table A-1. (concluded)

	<u>Total</u>	<u>Males</u>	<u>Female</u>
<u>Occupation of father/male guardian</u>			
Base	<u>8,774</u>	<u>4,097</u>	<u>4,628</u>
	%	%	%
Professional	18	18	17
Manager	13	13	12
Proprietor	6	6	7
Clerical	2	2	2
Sales worker	4	4	4
Skilled craftsman	23	22	23
Operative laborer	12	11	12
Service worker	8	8	9
Technician	1	1	1
In the military	2	2	2
Farmer	3	2	3
Student	*	*	*
Homemaker	1	1	1
Unemployed	2	2	2
Other	*	*	1
Not sure	6	7	5
<u>Occupation of mother/female guardian</u>			
Base	<u>9,038</u>	<u>4,216</u>	<u>4,767</u>
	%	%	%
Professional	19	18	19
Manager	7	7	7
Proprietor	3	4	3
Clerical	20	19	20
Sales worker	4	4	3
Skilled craftsman	2	3	2
Operative laborer	6	6	6
Service worker	10	9	10
Technician	2	2	10
In the military	*	*	*
Farmer	*	1	*
Student	1	1	1
Homemaker	16	15	17
Unemployed	5	5	4
Other	1	*	1
Not sure	4	6	3

*Less than 0.5%.

Table A-2. Demographic profile of parents (continued on next page)

<u>Age</u>	<u>Total</u>
Base	350
	%
Under 30	*
30 to 34	2
35 to 39	16
40 to 44	36
45 to 49	27
50 to 64	15
65 to 74	1
75 and over	-
Not sure/refused	1
<u>Gender</u>	
Base	350
	%
Male	42
Female	58
<u>Race</u>	
Base	350
	%
White	81
Black or African American	14
Asian or Asian American, Pacific Islander	3
American Indian or Alaskan native	1
Not sure/refused	2
<u>Hispanic Origin</u>	
Base	350
	%
No, not of Hispanic origin	92
Yes, of Hispanic origin	8
Not sure	-

*Less than 0.5%.

Table A-2. (continued)

	<u>Total</u>
<u>Education</u>	
Base	350
	%
Less than high school graduate	8
High school graduate	37
Some college	26
College graduate	14
Postgraduate	15
Not sure	*
<u>Occupation</u>	
Base	350
	%
Professional	17
Manager	16
Proprietor, small-business person	6
Clerical	;
Sales worker	5
Skilled craftsperson	16
Operative laborer	14
Service worker	12
Technician	*
In the military	2
Farmer	2
Unemployed	1
Other	*
Not sure/refused	1
<u>Marital Status</u>	
	<u>Total</u>
Base	350
	%
Single	2
Married	76
Widowed	4
Divorced	13
Separated	5
Not sure/refused	*

*Less than 0.5%.

Table A-2. (concluded)

<u>Labor Union Membership in Household</u>	<u>Total</u>
Base	350
	%
Respondent or someone else is member	29
No union member in household	70
Not sure/refused	1

<u>Household Income</u>	<u>Total</u>
Base	350
	%
\$7,500 or less	4
\$7,501 to \$15,000	3
\$15,001 to \$25,000	18
\$25,001 to \$35,000	20
\$35,001 to \$50,000	24
\$50,001 to \$75,000	17
\$75,001 to \$100,000	5
\$100,001 or over	5
Not sure/refused	4