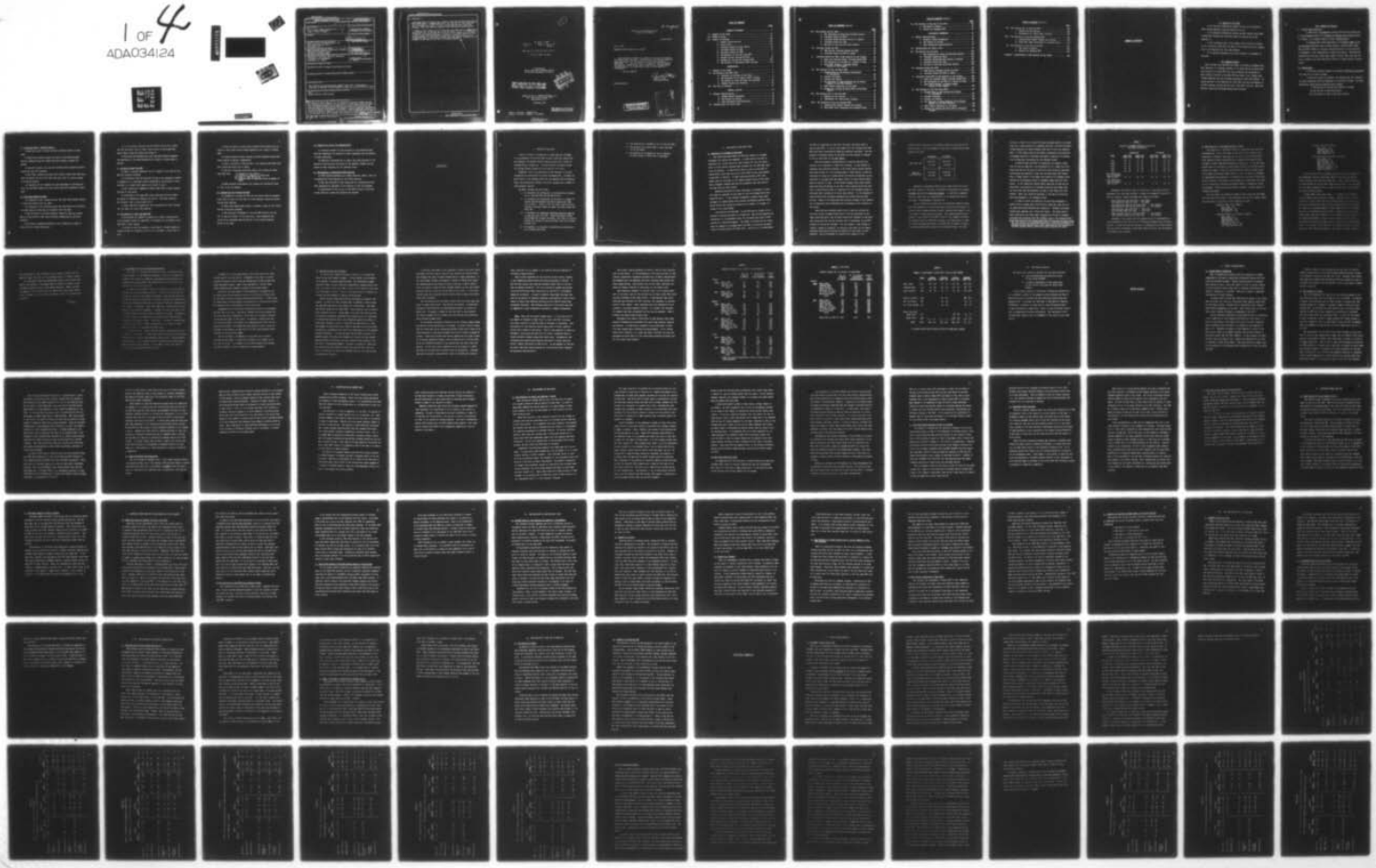
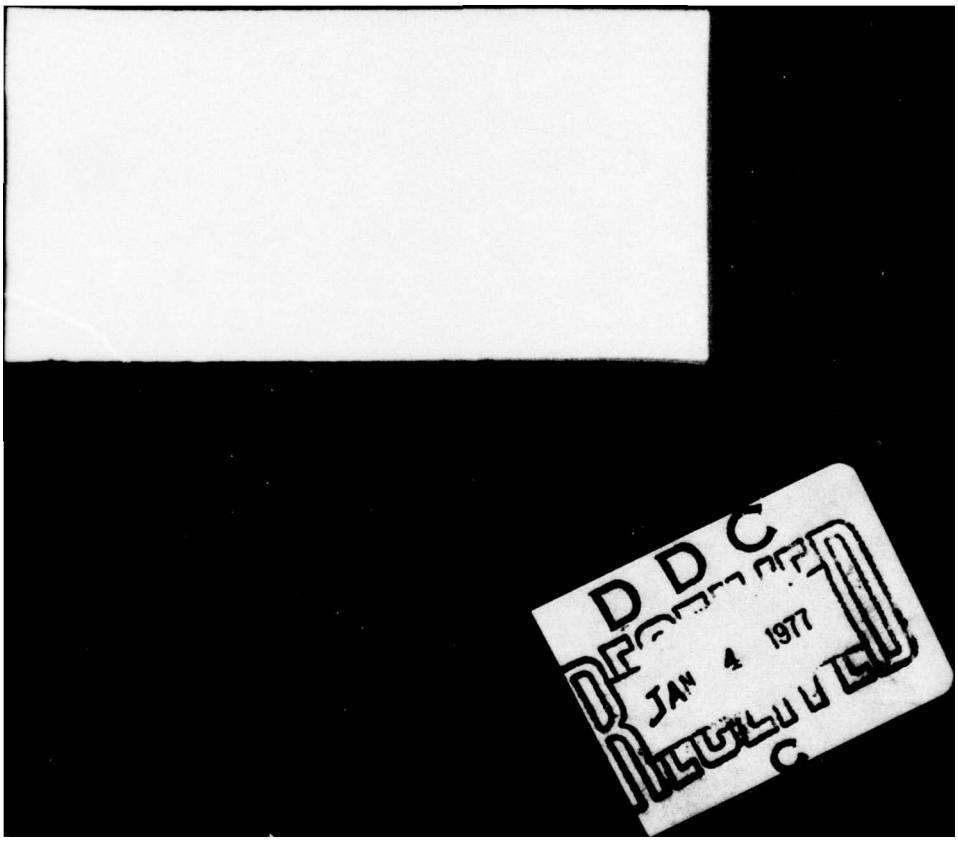
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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

The purpose of this study was to: (1) determine differences between men who join the Army Reserve Officer Training Corps and those who do not; (2) determine differences between men who complete four years of ROTC training and those who begin the course and do not complete it and (3) generate hypotheses for future studies of enrollment in the ROTC. Eight colleges were selected for study on the basis of whether or not there was an Air Force ROTC unit as well as an Army ROTC unit, and on whether the proportion of male students enrolled

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in the Army ROTC was high or low. Samples of men were obtained according to their ROTC status. Included were men in the Army and Air Force ROTC, men who had dropped out of ROTC training, and men who had never taken ROTC training. More than 4000 men completed self-administered questionnaires.

Some of the findings of this study were that there were no differences between ROTC men and non-ROTC men on Socio-Economic status, the liklihood of holding a part time job while in college, or in student reports of their college grades; ROTC and non-ROTC students are generally similar in the things they seek in a job after college; there was general acceptance by all students of the need for the ROTC for national security.

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THE COLLEGE STUDENT AND THE R.O.T.C.

A Study of Eight Colleges

Prepared for:
Human Resources Research Office
The George Washington University

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Dr Crawford

HUMAN RESOURCES RESEARCH OFFICE
Office of the Director

12 April 1960

File: ROTC

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this one

This memorandum confirms as a matter of record the termination of research under Task ROTC. Research under this Task was conducted under subcontract with the Bureau of Social Science Research, Washington, D. C. The subcontractor's report has been received by the Director. Copies are on file in this Office. No publication and distribution of a HumRRO report based on this research is contemplated.

FOR THE DIRECTOR:

Arnold A. Heyl

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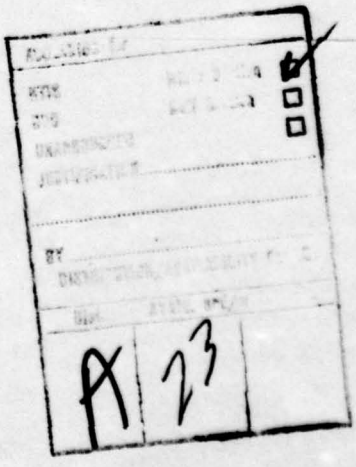


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SUMMARY OF FINDINGS

I. Purpose of the Study

a) To determine differences between men who join the Army Reserve Officer Training Corps and those who do not.

b) To determine differences between men who complete four years of Army ROTC training and those who begin the course, but do not complete it.

c) To investigate some of the reasons given by men for joining or not joining the Army ROTC, and some of the reasons given for completing or not completing the four year program.

d) To generate hypotheses for future studies of enrollment in the ROTC.

II. Method of Study

Eight colleges were selected for study on the basis of whether ROTC was compulsory or voluntary, whether or not there was an Air Force ROTC unit as well as an Army ROTC unit, and on whether the proportion of male students enrolled in the Army ROTC was high or low. Within each college samples of men were obtained according to their ROTC status. Included were men in the Army and Air Force ROTC, men who had dropped out of ROTC training, and men who had never taken ROTC training. More than 4000 men completed self-administered questionnaires.

III. Summary of Findings

A. Student Characteristics

a) There were no differences between ROTC men and non-ROTC men on Socio-Economic status, the liklihood of holding a part time job while in college, or in student reports of their college grades.

b) Advanced ROTC cadets participate in a greater number of extra curricular activites than non-ROTC students, and were more likely than non-ROTC students to belong to fraternities and to hold positions of leadership in the organizations to which they belong. Advanced ROTC students were also more likely than others to report that they take the role of leaders, and that they did not object to either giving or taking orders.

B. Career Plans

a) ROTC and non-ROTC students are generally similar in the things they seek in a job after college.

b) Among all groups of students, job security was the consideration most frequently rated as important in a job after college. Job characteristics often rated as important also include:

i) The ability to use what was learned in college.

ii) The ability to work with people.

iii) The ability to earn a good deal of money.

C. Attitudes Toward Military Service

a) Most men expect to enter full-time military service at some time.

b) While most students expect two years of full-time military service, Advanced Army ROTC cadets were most likely to expect six months.

c) Non-ROTC students are less well-informed about selective service provisions than ROTC students.

d) Non- ROTC students more than ROTC students report that they worry about the draft, and also that they find fault with the present system of selective service.

e) A majority of all students see some advantages to military service, but non-ROTC students are less likely than ROTC students to report this.

D. Attitudes Toward the Army

a) A majority of all students expect that they would become officers if they were drafted into the Army.

b) A majority of all students expect that they would get the branch of their choice if they were to be drafted into the Army.

c) The attitudes of non-ROTC students toward the Army are neither more nor less positive than their attitudes towards any of the other services.

d) The Army is regarded favorably by most students as a place to "grow up" and to learn discipline.

e) It is generally believed that the United States will, within the next ten years, have to fight a war similar to the Korean War, rather than a large war such as World War II.

f) Non-Army ROTC students more than Army ROTC students regarded the importance of the Army diminished as a result of modern means of warfare.

E. Attitudes Toward the ROTC

a) There is general acceptance by all students of the need for the ROTC for national security.

b) Satisfaction with the Army ROTC of men in the program is related to whether or not there was a choice available in the decision to join the ROTC, or in which ROTC (Army or Air Force) to join.

c) ROTC courses are regarded as easier than other college courses, although of some value.

d) Criticisms of the Army ROTC course work were directed toward the amount of leadership training, the amount of military practice, and excessive time in close order drill.

e) Basic Army ROTC students are less satisfied with their uniforms than are Basic Air Force ROTC students.

F. The Decision to Join the Army ROTC

a) The greater the number of students at a school receiving pre-college material about the Army ROTC, the greater the enrollment in the Army ROTC at that college.

b) As many as half the students studied gave no thought before entering college as to whether or not to join the ROTC, or which ROTC to join.

c) ROTC enrollment is lower where Advanced ROTC students are required to take extra credits toward graduation as a result of taking ROTC.

d) Student decisions about joining the ROTC generally concur with their reports of parents' suggestions.

e) About one-fourth of the men now in the Advanced Army ROTC would have joined had there been no draft.

f) The most frequently mentioned reasons for joining the Basic Army ROTC were:

i) Desire to be an officer
ii) Interest in learning to handle men
iii) Wish to learn discipline
iv) Relative ease in planning future as member of ROTC.

g) ROTC dropouts often mention as a reason for joining the wish to "try it out for awhile".

G. Reasons for Not Joining the ROTC

a) Deterents to joining the ROTC are the belief that the program would take too much time and that one could probably become an officer without ROTC training.

b) Many never taking ROTC thought it easier to plan for the future without joining the program.

c) The strongest inducement to join the ROTC would be for the ROTC to pay all college tuitions and fees. Also frequently mentioned as an inducement was the ability to use college acquired skills in the Army.

H. Reasons for Joining the Advanced ROTC

a) Strongest appeals for men currently in the Advanced Corps were the commission, the ability to learn leadership and the ability to learn discipline.

b) Important considerations for Basic Army ROTC students in the process of deciding was the nature of the material taught, and the amount of time necessary for the Advanced Corps.

I. The Decision to Discontinue ROTC Training

a) ROTC dropouts generally see others (friends, family, etc.) as concurring with their decision to drop ROTC training.

b) The time involved in ROTC traing was the consideration most often mentioned as important in the decision to drop the program.

c) Disinterest in the content of the ROTC courses is also mentioned often as a reason for dropping the program.

INTRODUCTION

I. PURPOSE OF THE STUDY

This is a study of college men at eight American colleges. It is an analysis of the attitudes of about 4,000 men toward military service, the Reserve Officer Training Corps and a number of problems facing college men. It also provides information about the college student himself and his plans for the future.

Primarily, this is an exploratory study designed to provide information and hypotheses for future investigations. Although its major focus is the college student and the Reserve Officer Training Corps, in pursuing this subject, the study touches upon a number of other relevant factors.

Its major purposes are as follows:

1) To determine the differences in characteristics between men in the Army ROTC and men who are not.

2) To determine the differences in attitude on a number of subject matters between Army ROTC students and other male students. These include attitudes toward military service, attitudes toward the Army, attitudes toward the ROTC, etc.

3) To determine the influences affecting decisions made by college men about the ROTC. These influences include pre-college and college influences, the effect of various sources of information about the ROTC, the role of other persons, etc.

4) To determine the important considerations entering into the following decisions:

a) The decision as to whether or not to join the ROTC.

b) The decision as to which ROTC to join, the Army or the Air Force.

c) The decision as to whether or not to continue the ROTC course of study once it has begun.

II. THE DESIGN OF THE ROTC STUDY

A. Selection of Colleges in the Study

The conditions under which the ROTC may operate in colleges throughout the country are numerous. In some schools the ROTC is compulsory for a given period of time (usually for only two years) while in other schools students may volunteer for the ROTC when they enter as freshmen. In some schools there is only an Army ROTC on campus while others may have an Air Force ROTC as well, and perhaps a Navy ROTC in addition. In some voluntary schools, ROTC, once taken, must be continued for the complete Basic Course of two years while elsewhere students may drop the program at any time just as they may drop any other course.

Resources available for this study made it necessary to limit the study to a maximum of only eight of the 234 colleges which have Army ROTC units. It was therefor necessary to select these eight colleges in a manner which would provide the maximum possible information within the limitations placed on the number of colleges included in the study design.

The question of enrollment in the ROTC may be thought of as a problem of choices available to college men. The choices possible are determined to a considerable extent by the nature and kinds of ROTC present on a particular campus. The number of choices are at a maximum, for example, at colleges where the ROTC is voluntary and where there is an Army and an Air Force ROTC. Choice is at a minimum where

the ROTC is compulsory for the first two years and where there is only an Army ROTC. It is for this reason that the colleges with Army ROTC units were stratified by these two important variables - the compulsory or voluntary nature of the ROTC, and the presence or absence of an Air Force ROTC on the same campus.

The above system of stratification of schools permitted all schools to be classified on these two variables. It was decided to eliminate from possible inclusion in the study design certain schools which were either of little interest owing to their nature, or were in some ways so unique as to place severe and obvious limitations on the extension of findings from the sample schools to other schools which might be similar to them. In the former category were those schools where more than 20 percent of the Basic ROTC students failed the RQ-4 test, a qualification given all applicants for the Advanced Course to determine their suitability to be an Army officer. In the category of unique schools were religious denominational schools and military schools. Owing to the relatively few non-coed colleges in the country, all of these were also eliminated from consideration for inclusion in the sample.

Among the many variables which could be used as criteria for selection of two colleges within each of the four groupings of colleges described above, the one which seemed most relevant to the problems facing the ROTC was the relative rate of enrollment in the ROTC program at the various colleges. For this reason it was decided to isolate, insofar as possible, two schools within each of the classifications which were as similar as possible to each other in most respects, but as dissimilar as possible with respect to the

relative numbers enrolled in the ROTC in terms of the production of Army officers. The final design for selection of schools would then appear as follows:

	COMPULSORY	VOLUNTARY
ARMY ROTC ONLY	HIGH ROTC LOW ROTC 1.	HIGH ROTC LOW ROTC 2.
ARMY AND AIR FORCE ROTC	HIGH ROTC LOW ROTC 3.	HIGH ROTC LOW ROTC 4.

Matching of comparable schools within each of the four cells was done largely on the basis of information obtained from Lovejoy's College Guide and the 1958 World Almanac. In addition, judgements were also made about the comparability of the schools from the researchers' own knowledge of universities.

Using information obtained from the Army ROTC, matched schools were then examined to obtain within each of the four cells pairs of schools which, though otherwise similar, differed with regard to relative number of Army officers produced. This measure differed with respect to the nature of the ROTC in each of the classes of schools. For example, where the ROTC was voluntary, the measure was in terms of initial freshman enrollment in the ROTC and the amount of attrition from freshman ROTC students to the Advanced Corps. By these

criteria, a "High" school where ROTC was voluntary would be one where there was a high proportion of freshmen enrolled in the ROTC and where a high proportion of these freshmen later went on into the Advanced ROTC. A "Low" school would be one where a relatively low proportion of freshmen enrolled in the ROTC, and where a relatively low proportion of these men volunteered for the Advanced Course.

In schools where the ROTC is compulsory, for example, where there is only an Army ROTC, the determination of a "High" and "Low" school was done on the basis of attrition alone since all qualified non-veterans are required to take the two years Basic ROTC course. Thus, a "High" school is one where the proportion of freshmen volunteering for the Advanced Course is somewhat higher than the "Low" school. In the compulsory schools where there was an Army and Air Force ROTC, the proportion of freshmen selecting Army rather than Air Force ROTC was approximately the same in the "High" and "Low" schools. Here, too, selection was made on the basis of attrition rate from freshmen to the Advanced Course.

In order to avoid the selection of pairs which happened to differ in but a single year, the attrition rates were used for the two years which were available for comparison. Freshmen enrollment figures were examined over a five year figure. The eight schools which constituted the final sample compared as follows on freshman enrollment and attrition from the freshman class to the Advanced ROTC.*

* The "Low" school in the sample where ROTC is voluntary and where there are both Army and Air Force ROTC units was a last-minute selection. It replaced another matched school which announced the discontinuance of the ROTC programs shortly after the present research was begun.

TABLE 1

PERCENT OF FRESHMEN ENROLLED IN THE ROTC AND RATES OF ATTRITION

Year	COMPULSORY				VOLUNTARY			
	Army Only		Army & AF		Army Only		Army & AF	
	High	Low	High	Low	High	Low	High	Low
1953	86	76	31	46	49	27	20	21
1954	51	78	31	32	38	25	25	14
1955	53	66	39	30	46	35	24	15
1956	66	56	36	28	47	31	30	13
1957	66	68	37	23	64	26	22	16
% of 1953 freshmen in Advanced ROTC in 1956	29	17	49	16	74	43	47	43
% of 1954 freshmen in Advanced ROTC in 1957	35	12	47	16	77	32	46	32

Throughout this report, each of the schools in the sample will be designated by a code name selected to convey the category of schools to which it belongs. These code names will appear as follows:

High Compulsory Army ROTC Only - High Compar
Low Compulsory Army ROTC Only - Low Compar

High Compulsory Army and Air Force ROTC - High Comparaf
Low Compulsory Army and Air Force ROTC - Low Comparaf

High Voluntary Army ROTC Only - High Volar
Low Voluntary Army ROTC Only - Low Volar

High Voluntary Army and Air Force ROTC - High Volaraf
Low Voluntary Army and Air Force ROTC - Low Volaraf

Findings in this report will be presented so as to demonstrate not only differences within schools, but differences between pairs of schools as well. It was with this aim in mind, the demonstration of both individual and school differences in attitudes toward the ROTC, that the present study design was conceived.

B. The Selection of the Sample Within Colleges

The selection of individuals within colleges was based upon two considerations: first, the nature of the ROTC at the college (i.e., compulsory, voluntary, Army only, etc.) and the need to obtain sufficient numbers of each classification of students within each of the colleges to permit meaningful analyses of each group. It was for these reasons that all university students were stratified according to their status with regard to the ROTC, and efforts were made to obtain a specific number within each classification. Thus, the size of a category of respondents was selected not in proportion to the size of that category in relation to the rest of the college, but instead with the intention of obtaining a previously specified number of respondents within the category. Within each stratification, however, a random sample of students was chosen.

As noted above, the number and kinds of stratifications were based on the nature of the school. The stratifications and the numbers originally aimed for in each type of school were as follows:

Compulsory Army Only (Compar)

Basic Army 170
Advanced Army 170
Army Dropouts 170

Compulsory Army and Air Force (Comparaf)

Basic Army 170
Advanced Army 170
Army Dropouts 220
Basic Air Force 170
Advanced Air Force 170
Air Force Dropouts 220

Voluntary Army Only (Volar)

Basic Army 170
Advanced Army 170
Army Dropouts 170
Never Took ROTC 340

Voluntary Army and Air Force (Volaraf)

Basic Army 170
Advanced Army 170
Army Dropouts 220
Basic Air Force 170
Advanced Air Force 170
Air Force Dropouts 220
Never Took ROTC 340

It will be noted that in schools where the ROTC is voluntary, it was necessary to draw an additional sample of men from the general school population who had never taken ROTC. Also, where there was an Air Force as well as an Army ROTC, samples were drawn of the Air Force ROTC that were comparable with the sample of the Army, providing comparisons of the two groups.

In many cases, the actual number in the sample drawn differed from the sample size originally proposed. This was due to a number of factors. First, often the actual number of students within a proposed stratification was fewer than the number designed for sampling. For example, in the High Comparaf college there were only 94 students enrolled in the Advanced Air Force ROTC. In cases where there were fewer numbers than were allowed for in the basic study design all of the students were taken. Thus, in none of the four schools where there was an Air Force ROTC were there as many as 170 in the Advanced Corps. In the case of these schools, a 100 percent sample of the Advanced Air Force ROTC was aimed for. This factor of fewer numbers in

the stratification than allowed for in the design accounted for the greatest single deviation in the proposed numbers of students sampled.

In a few cases, after the samples were drawn it was learned that some of the students in the sample were no longer in college, or had no address listed for them in the school directory. Where possible, the names of other students from the same stratification were substituted. However, in the case of some schools, time did not permit substitution.

C. The Manner in Which the Study was Conducted

The instrument designed for the survey was a self-administered questionnaire. It was therefore necessary to bring all students included in the survey to a specific place where he might receive and complete the questionnaire. The chief method of notification was a letter from a university official.

At each of the colleges a letter on university stationery was obtained from a high university official. In half of the schools, the letter was signed by the university president. Each of the letters obtained described the purposes of the survey, the date and place of the questionnaire administration and also an appeal from the university for the student to cooperate. This letter was sent to each student in the sample at his university address. Included with the letter was a slip of paper giving the specific time and place of the study. A number on the slip of paper identified the student so that his name could be checked off the sample roster. In addition, differently colored slips identified the students' ROTC classification (i.e., Blue for Basic Army ROTC, Cherry for Advanced Army ROTC, etc.).

To supplement the letters, wherever possible additional publicity was given to the survey. In some cases articles dealing with the survey were published in the college newspaper shortly prior to questionnaire administration. Also, wherever possible classroom announcements were made throughout the university. In one case, a local radio station made several announcements during the day.

In nearly all of the eight schools, the questionnaire was administered over a three day period. Arrangements were made to provide a choice of several hours of the day during which students might complete the questionnaire. Every effort was made to utilize large rooms or auditoriums centrally located on the college campus.

At all of the eight schools it was necessary to arrange for additional questionnaire sessions because of insufficient student turnout for the first wave of questionnaire administrations. In most cases the second wave of questionnaire administration, or the follow-up study, was conducted about three weeks after the first wave.

Arrangements for the follow-up were quite similar to arrangements made for the first wave. Once again, students who did not appear for the first wave were informed by a letter from the university official of the time and place of the survey. In additon, a postal card was sent to each student in the second wave reminding him of the time and place of the survey. The postal card was mailed so that it would be received by the student the day before the first questionnaire administration of the follow-up phase.

For the follow-up, the Military Science and the Air Science Departments were asked to notify ROTC students in the sample to report for the study. In a number of cases ROTC students were excused from ROTC classes in order to complete the questionnaire.

D. Student Turnout and Attrition

In the original sample listings, a total of 6,776 names were drawn in the eight sample colleges. Of this number 4,174 students, or 62 percent, completed questionnaires. The differences between schools in their turnout rates was considerable, ranging from 45 percent in the school with the lowest turnout to 80 percent in the school with the highest turnout. In six of the eight schools, however, the turnout rate was between 62 percent and 80 percent.

Within schools there was variation according to students' ROTC status. In Table 2 it will be seen that, in general, turnout among the Army ROTC was better than turnout for other groups. Next best was turnout among the Air Force ROTC. This difference may be attributed to several factors. Among these is the fact that Military and Air Science Departments impressed their students with the importance of cooperating with the study, and frequently permitted students to leave their classes in order to complete the questionnaires. What was perhaps of equal importance, however, was that rosters from ROTC courses were considerably more up-to-date than rosters of the general student population. In obtaining Army and Air Force dropouts, for example, names of students who dropped out of the ROTC were checked against student directories, and only those who were reported still enrolled in college were sampled. However, in nearly all cases student directories were compiled during the previous Fall term, and there is evidence that these were somewhat dated by late spring when the survey was conducted.

In the few cases where it was possible to check more recent school enrollment listings against "Dropout" and "Never Took" rosters there was evidence that many on these rosters were no longer registered. At the Low Volaraf college, for example, a sample of "Never Took" names was checked against the latest listing in the Dean of Men's office. About one-third of these had left college between the time the student directory had been compiled and the time of the survey. In this particular case, the 48 percent turnout figure should perhaps more accurately read 70 percent.

The two schools with the lowest turnout were both very large land grant or state universities. The figures are perhaps in themselves evidence of the difficulty in communication inherent in schools of great size. Of special interest is the fact that in these schools the turnout figures for all groups, ROTC and non-ROTC were generally quite similar to each other.

In any survey, problems of attrition in the original sample raises the question of the reliability of findings. It should first be noted that for about half of the sub-groups sampled (there were a total of 40 stratifications in the eight colleges) the rate of turnout exceeded 70 percent. Since many students who did not appear were no longer a part of the actual sampling universe, there is good reason to believe that these are reliable estimates of the populations from which they were sampled. In the other cases, however, use of the figures to obtain estimates of the population universe would be unjustified. Although they may be properly representative, there is insufficient evidence

about those who did not appear to use these as accurate measures of population characteristics.

What is more important for the purposes of this survey, however, is the comparisons among schools and among sub-groups of schools. It was for this purpose the study was designed rather than for the purpose of precise estimation. For such purposes as suggesting similarities and differences these figures may be used with a considerable degree of confidence. In spite of whatever bias might have been created by the absence of complete respondent participation, there is good reason to expect that observed correlations are reduced rather than completely concealed. The findings presented in this report may thus be regarded as rather conservative estimates of sample differences.

Note: There was one special sample group. In the selection of the sample of students at High Volar who never took ROTC training, there was a failure to draw any names of freshmen or sophomores. Upon realisation of this omission, efforts were made to obtain questionnaires from a sample of this group. While it was possible to reach the freshmen in this group who were still in school, sophomores were no longer attending classes during that school year. Consequently, 240 sophomores were mailed questionnaires and asked to return them completed. Nearly two-thirds of them did so. In the analysis of the survey data, these mail questionnaires are included with those obtained through group administration.

The turnout figures presented in Table 2, are not those actually used in this report. In the processing of the questionnaires for tabulation, respondents originally misclassified, or whose classification had changed since the sampling lists were obtained, were placed into their proper groups. This accounts for certain small variations between the numbers obtained in each group and the numbers used.

More important, however, is the fact that, in the schools where ROTC is voluntary, many of the students who had never taken ROTC training were veteranas of the Armed Forces. It was decided that, while these men were eligible for ROTC training, they represent an unlikely source of ROTC cadets. Their responses would not necessarily be applicable to the major research problem. As a result, the responses of veterans have been eliminated from the present analyses. Table 3 presents the sample sizes finally used.

Throughout this report, distinction is made between lower-class students (freshmen and sophomores) and upper-class students (juniors and seniors). In High Volar, students in the middle year of their five year program were classified as upperclassmen. In all tables, "Never Took" students, i.e., those who never took ROTC training, are designated as Never Took (LC) for lower-class students and Never Took (UC) for upper-class students.

TABLE 2

TURNOUT FIGURES FOR ALL GROUPS OF RESPONDENTS

		No. of Students in Sample	No. of Students Completing Questionnaires	Percent of Sample
COMPAR				
High	Basic Army	171	125	73%
	Advanced Army	75	66	88%
	Army Dropouts	140	89	64%
	Total	386	280	73%
Low	Basic Army	180	153	85%
	Advanced Army	73	63	87%
	Army Dropouts	144	76	53%
	Total	397	292	74%
COMPARAF				
High	Basic Army	171	87	51%
	Advanced Army	179	92	51%
	Army Dropouts	217	91	42%
	Basic Air Force	169	95	56%
	Advanced Air Force	94	49	52%
	Air Force Dropouts	210	82	39%
	Total	1040	496	48%
Low	Basic Army	162	83	51%
	Advanced Army	179	93	52%
	Army Dropouts	206	67	33%
	Basic Air Force	150	65	43%
	Advanced Air Force	124	62	50%
	Air Force Dropouts	191	82	43%
	Total	1012	452	45%
VOLAR				
High	Basic Army	165	119	72%
	Advanced Army	153	135	88%
	Army Dropouts	96	81	84%
	Never Took ROTC	318	248*	78%
	Total	732	583	80%
Low	Basic Army	168	132	78%
	Advanced Army	67	60	90%
	Army Dropouts	117	61	52%
	Never Took ROTC	345	201	59%
	Total	694	454	65%

* Does not include respondents obtained through mailed questionnaire.

TABLE 2 (Continued)

TURNOUT FIGURES FOR ALL GROUPS OF RESPONDENTS

VOLARAF		No. of Students in Sample	No. of Students Completing Questionnaires	Percent of Sample
High	Basic Army	175	144	85%
	Advanced Army	166	153	92%
	Army Dropouts	183	108	59%
	Basic Air Force	168	107	64%
	Advanced Air Force	68	48	71%
	Air Force Dropouts	150	78	52%
	Never Took ROTC	324	178	55%
	Total	1234	816	66%
Low	Basic Army	146	126	87%
	Advanced Army	107	93	87%
	Army Dropouts	192	121	63%
	Basic Air Force	174	134	77%
	Advanced Air Force	51	35	69%
	Air Force Dropouts	166	77	46%
	Never Took ROTC	445	215	48%
	Total	1281	801	62%
	TOTAL FOR ALL SCHOOLS	6776	4174	62%

TABLE 3

NUMBER OF RESPONDENTS IN EACH GROUP USED IN THIS REPORT

	TOTAL	COMPAR		COMPARAF		VOLAR		VOLARAF	
		High	Low	High	Low	High	Low	High	Low
Basic Army	1016	136	154	87	87	123	131	163	135
Advanced Army	774	74	69	96	93	142	59	155	86
Army Dropouts	698	86	78	88	67	91	69	111	108
Basic Air Force	407			95	62			109	141
Adv. Air Force	188			48	59			45	36
Air Force Dropouts	331			79	84			83	85
Never Took ROTC									
Lower Class	277					90*	68	44	75
Upper Class	287					134	55	31	67
TOTAL	3978	296	301	493	452	580	382	741	733

* Includes sixty questionnaires obtained through mail survey.

III. THE PLAN OF ANALYSIS

The report that follows is divided into two major sections:

1) A more detailed section-by-section review of the survey findings.

2) A detailed description of the tables used in this report, including the tables themselves.

In most cases, analysis of the survey findings was presented so as to provide a picture of the general survey findings, and then to establish points of similarities and differences among groups and among schools. No attempt has been made to highlight all observed differences. Attention is drawn only to those differences which a) were statistically significant; and/or b) were relatively consistent in comparisons of groups and schools. The importance of the findings were judged within the framework of the nature of the study itself.

GENERAL ANALYSIS

I. STUDENT CHARACTERISTICS

A. Student Family Background

What is perhaps most striking about the comparison of family background is the lack of significant differences between ROTC students and non-ROTC students. Whether relating place of residence while going to school, jobs after school, or any of several indices of socio-economic status, there were no important differences with regard to membership in the ROTC. There are a number of important implications of these findings.

It should first be noted that ROTC does not appear to be a "club away from home" for those not living with their families while they are attending college. Neither does it seem likely that living at home inhibits membership in the ROTC. This finding hints at the possible lack of family influence on membership in the ROTC.

Another important implication arises from the lack of differences in the proportion of those holding part-time jobs after school. It will be noted later in this report that one of the most frequently heard complaints about the ROTC is the amount of time required to give to it. Whatever the amount of time required to devote to the ROTC course, there is no greater tendency for non-ROTC students to work after school than for ROTC students. In this respect, at least, the ROTC does not appear to be a "luxury" for those who do not find it necessary to work after school. Part-time jobs are as much a part of the regimen for those carrying ROTC courses as for those not carrying them.

Finally, there is no underestimating the fact that the ROTC attracts a cross-section of the socio-economic groups attending college. It is neither a rich boy's nor poor boy's club. Whatever other differences may occur between ROTC men and non-ROTC men, selection by men of the ROTC, and election of men by the ROTC is not on the basis of family income or position.

B. The Student In College

Men in the Advanced ROTC tend to be more actively engaged in college extra-curricular activities than men not in the ROTC. In addition to having proportionately more of their members in fraternities, ROTC students appear to be engaged in a greater number of activities than non-ROTC men. At the same time, the positions held in college organizations by ROTC men are more likely to be positions of leadership than those held by men not enrolled in ROTC. In spite of this greater rate of activity outside of class, Advanced ROTC cadets manage to keep their grades at about the same level as their non-ROTC classmates. Plans for graduate training appear to be more common among men not in the ROTC.

The significance for the ROTC of the above findings are many fold. First in spite of the apprehension of many that the Advanced ROTC course takes up a good deal of student time, ROTC cadets continue to be active in campus activities. That not all of these extra-curricular activities are ROTC-related is evidenced by the fact that the cadets are more likely than non-ROTC students to be members of college fraternities. The fact that in addition to this, ROTC men also assumed positions of leadership in the college organizations to which they belong indicates that they devote more time to these activities than is usual for other members.

This finding dealing with the amount of time devoted to extra-curricular activities by ROTC students, coupled with the finding in the previous section which indicated that men in the Advanced Corps are as likely to hold part-time jobs as men not in the ROTC raises some doubts as to the pressure of time created by membership in the ROTC. It is clear that the general rate of activities for ROTC students must be higher than that of other students. That their grades do not suffer from this is evidenced by their own evaluation of their grades in comparison with other college students. Among the possible explanations is that Advanced ROTC students do, in fact, put greater efforts into their college activities. A second explanation, one which cannot yet be tested by this data in its present form, is the possibility that Advanced ROTC students do not tend to carry courses requiring the amount of time as those courses carried by non-ROTC students. This then would allow them more time for more activities and greater participation in these activities without suffering in their college grades.

In terms of the kinds of students going into the Advanced Corps, the ROTC cadet appears to be more likely than non-ROTC students to have characteristics desirable from the leadership standpoint. While there are no differences among any groups in high school leadership patterns, there are differences among student groups when they are upperclass men in college. There is no information available in this study which could reliably point to causes and effects between college leadership and membership in the ROTC.

(It will be seen later in this report that one of the major attractions of the Advanced Corps is the prospect of learning leadership.) The question of which came first, the potential leader of the ROTC, must as yet remain unanswered.

With respect to plans for advanced training after the completion of college, it is possible that the courses being taken by men not in the ROTC are such that they require post-graduate training i.e.,law, medicine, advanced degrees for professional advancement, or it is also possible that they are in the same fields but wish to attain goals different from those in the ROTC. In either case, many who would perhaps take advantage of the deferrment from military service offered by the ROTC for the purpose of taking graduate training do not attempt to do so. However this data does not indicate how many of these are planning on scientific careers calling for graduate school careers, and how many are planning on professional careers such as the field of law. It is also likely that included in some of the Dropout and Never Took students are pre-medical and medical students for whom there is no real advantage to ROTC membership in terms of obtaining a commission.

C. Some Personality Characteristics

The few personality measures used in this study indicate that,for those measures used, men in the Advanced ROTC are more likely to posess characteristics that might be considered desirable from the Army's point of view than those upperclass men not enrolled in the Advanced Corps.

They perceive themselves more likely to assume leadership in the things they do, more willing to give orders, and more willing to take orders. In this respect, there is perhaps nothing in this section that could not easily have been anticipated. Attention is drawn, however, to two findings which may serve as indicators to results presented later in this report. First, is the finding that Basic ROTC students in voluntary schools do appear to be more committed to military procedures than Never Took students at the same schools, and second that Advanced Corps cadets in schools rated as Low in ROTC enrollment appear to be more committed than Advanced Corps cadets in schools rated as High. These items point to some important differences in the selection of cadets in different colleges, and to the manner of student selection of ROTC on a voluntary basis.

II. COLLEGE MAJOR AND CAREER PLANS

There is marked similarity in the career orientitions of ROTC students and non-ROTC students. While these two groups may differ in a number of other attitudinal areas, it is nevertheless true that they are similar in those values which are of importance to most college students.

From the point of view of membership in the ROTC, the pattern of student selection of a major subject must be an important one. Most students appear to have made up their mind at the time of the survey to major in something. They do not by any means, however, appear to be bound to this choice. The picture of nearly half the upperclass man in some colleges reporting that they have changed their major since they entered college is sufficient evidence of this. Yet, it is likely that the decision to take ROTC, Advanced or Basic course, must be in part determined by the college students intentions for his major course of study. Thus, what is in many cases an irrevocable decision (the ROTC decision) is frequently made in the face of a rather tenuous choice of a major subject.

In terms of the appeals various jobs have for college students, the security aspect is clearly the most frequently chosen of the ten presented. This may be interpreted in the light of the fact that in some schools more than a third of the students are either engaged to be married or already married. Plans for early marriage appear to be part of the present-day college pattern.

Other frequently-mentioned important choices such as the ability to use what was learned in college, the ability to work with people, and the opportunity to earn a good deal of money may also be significant in terms of the choice of a career.

Between a third and half of all the students studied regarded as "very important" the opportunity to be of service to the nation or community. In spite of what may be a general reluctance to admit to "do goodism" and "flag waving", the concept of service is evidently one that is not ignored by college students. The lack of differences between ROTC students and non-ROTC students with regard to this item may be evidence that ROTC is not necessarily regarded as a form of service to the nation.

III. THE STUDENT AND THE DRAFT

A. The Liklihood of Going into Military Service

Most college men assume that at some time they will be required to spend a period of time on active military duty. In spite of some small numbers who believe they will not serve because of physical reasons, this was the case among both ROTC students and non-ROTC students alike.

Never Took students in the voluntary schools are more likely to indicate that they are physically unfit for military service than any of the other groups. It is possible that these students, never having had contact with any form of military duty are likely to overestimate the physical requirments for military service. It is also possible, however, that these are the men, who, if they were enrolled in a school where ROTC was compulsory, might have been excused from ROTC completely. IT will be recalled that in schools where ROTC is compulsory, men who never took ROTC were *not* studied.

Competition from military reserve units other than ROTC is not great. In some cases, ROTC students are just as likely to be in other reserve units as non-ROTC students. Even those who belong to such units as the National Guard, for instance, do not necessarily have commisions in the units to which they belong. The present findings do not examine the cumulative numbers of those who do not consider themselves physically fit for military service and those in some other military reserve unit. Among upper class Never Took students in High Volaraf, it is possible that as many as a third of this group is in the "physically unfit" or "other reserve" category.

The large proportion of students who anticipated going into military service at some time if they did not volunteer beforehand corroborates what is known about general expectations of going into service at some time. The 50-50 split in many cases on expectations of going into military service within one year after college, perhaps best illustrates the unevenness of present draft calls. Conversations with students have revealed a general confusion on expectations, with some feelings that the situation varies so widely from one selective service board to another as to make expected time of service almost impossible to estimate.

Student estimates of the prospective length of their active military service if they were called up directly after college revealed a number of points. First, however, some review of the military service system may be in order. Among ROTC students, particularly in the Advanced Corps, it is probably well known that even if they were to apply for two years of active duty, it is by no means certain that they will receive it. While quotas vary, there is not the opportunity for all students in the Advanced Corps to go on active duty for two years. However, since there is little doubt that many join the Advanced ROTC to make military service as "painless" as possible, it is likely that for many the six month service period is preferred. Thus, responses to the question on expected length of active military service for Advanced ROTC students may be made in the light of not only their preference, but also in the light of the existing quotas for two year officers. Nevertheless, it is of considerable interest that it is the Advanced Army ROTC student who expects a shorter period of military service than the non-ROTC student.

Advanced Army ROTC students were considerably more likely than others to expect to spend six months rather than two years. In most schools, however, Advanced Army students tended to anticipate two years rather than six months selective duty.

A final word should be added on High Volar, a unique school in our sample. The ROTC program at this college is exceedingly successful in terms of the number of students who enter and who receive commissions. It has been observed elsewhere that this school (as well as other schools high in ROTC enrollment) enrolls many men in the Advanced ROTC who are not deeply committed to the Army. Material to this is the finding that this school is the only one where Advanced ROTC cadets are more likely to anticipate six months rather than two years of active military duty. It is possible that High Volar represents an extreme example of the effects of high ROTC enrollment, wherein men join the ROTC in order to assure themselves the easiest form of military service, and seek to give a minimum of their time to military service. This point will be examined again in the sections following dealing with attitudes toward military service and attitudes toward the ROTC.

B. Attitudes Toward the Draft

In comparison with ROTC students, non-ROTC students are less well informed about selective service regulations, and are considerably more opposed to the draft on many dimensions. In this area are some of the sharpest differences between the two groups.

The phenomenon of non-ROTC students professing to keep up with selective service regulations, and then demonstrating less knowledge about these regulations in comparison with ROTC students may in fact be a form of "ostrich-like" behavior. Questions on attitudes toward the draft consistenly establish that the thought of military service is distasteful to many not in the ROTC. In large part, they seem to represent a group willing to have as little as possible to do with any contact with the military programs. Not only do they avoid the ROTC, they even neglect to learn about those things which may effect their future in military service. In this connection, non-ROTC students in a number of cases, were significantly more likely than ROTC students to believe that time spent in the ROTC counted toward their over-all time in the military reserve.

Accompanying this relative aversion to the military on the part of non-ROTC is the finding that while their draft information level may be relatively low, their draft worry level is relatively high. This fear of the draft appears to impel non-ROTC to believe that there is something wrong with the present draft system. That they would mind less than ROTC students being left out of the draft altogether is quite evident from the findings of two questions presented here.

Although in general non-ROTC students are less pleased about the possibility of the draft than are ROTC students, it is evident that many men sharing these attitudes do in fact join the ROTC. A pattern observed in previous sections is even more manifest here.

That is, in schools where ROTC enrollment is high, the attitudes of the men in the Advanced Army ROTC are more like those of non-ROTC students than in schools where ROTC enrollment is low. This is particularly true in the carparisons of schools where ROTC is voluntary. What appears to be happening is that the ROTC in high enrollment schools is recruiting men who, while not generally sharing the values of others who find military service more appealing, nevertheless are willing to belong to the ROTC. It is perhaps not too speculative to suggest that for these men the appeal is not military service itself, but a preferred form of military service.

C. Attitudes Toward Military Service in General

Even groups of students who are evidently reluctant to be in military service agree on some of the advantages of military service. They tend to agree generally that military service is not a waste of time, that it will probably be good for them in some ways, that it offers new experiences, and also (though less so) that it is educational. Compared with certain positive pulls from civilian life, however, military service is not so highly regarded. Most non-ROTC students would not agree that they have little to lose by going into service, or that the military service gives a man a chance to show what he can do. Neither do they feel confident that they will not lose opportunities they might otherwise gain by not having to go into military service.

What is perhaps crucial on this point is that for most of the items covered here, there is less criticism of military service (except with regard to the "chance to show what a man can do") than there is a desire to take advantage of civilian opportunities.

Military service is not regarded as a wasted period of one's life. Instead, even groups otherwise hoping to avoid military service find in it some advantages. This is perhaps an area for future research, i.e., the relative strength of pushes and pulls between military and civilian life for young men in college.

D. Attitudes Toward the Army

There is a marked tendency among the college men studied here to take an optimistic view of the future of a college draftee in the Army. A remarkable number of them believe that they would have a good chance for Officers Candidate School even if they were drafted for two years (the length of time most non-ROTC students expect to be in the Army). Also, contrary to the many facetious stereotypes created over the years of Army placement of men, a majority of all student groups studied believed that, is they went into the Army they would get the branch of their choice.

While the above mentioned findings may indicate a favorable view toward the Army's system of personnel placement, it strays from reality, at least with respect to the liklihood of going to OCS. It is generally agreed that chances of even college-trained men of going to OCS is exceedingly small. With regard to this belief, it would be well worth investigating to determine whether failure to take four years of ROTC training might be ascribed to the belief that ROTC training is quite unnecessary to obtaining a commission.

That there is no strong feeling against the Army as compared with the other services is evidenced by the response patterns to the Agree-Disagree questions used in this study. The virtue of military discipline as useful in later life is agreed on by a majority of all students. (It will be seen later in this report that the ability to learn discipline is one of the major attractions of ROTC training.) The Army as "a place to grow up" is also well regarded by most. Briefly then, among the major attractions of Army life as seen by most students is the ability to use the training for future life as perceived by the men studied.

Other considerations of Army life in comparison with life in the other services indicate no true community of feeling. The high proportion of "Don't know" responses to items dealing with such topics as the prestige of Army men, life in the Army, and the chances of becoming a wartime casualty in the Army, probably indicate that these are either topics to which not much thought is given, or that they are considerations on which there is not much difference in the choices. Previous studies on the significance of "Don't know" responses would indicate that, considering the high rate of such responses, and the near 50-50 distribution of responses among those answering Agree or Disagree, many of the respondents do not see much difference between the services with regard to the topics covered. This, coupled with the belief that Army commissions are easily obtainable for college men may provide part of the answer to the question of why many do not complete Army ROTC training.

E. The Role of the Army and Future Warfare

While most students agree that there will be a war within ten years, they are more likely to expect such a war to be on the scale of the Korean War rather than World War II. The few differences which did appear between ROTC and non-ROTC groups did not indicate that this was an important consideration in the decision as to whether or not to join the Army ROTC.

It is difficult to assess the significance of the general belief that the Army's importance has diminished as a result of new developments in warfare. The differences between ROTC and non-ROTC students on this item do not necessarily indicate that this is a factor in joining the Army ROTC. Since Army Dropouts are as likely to as men who never took ROTC training to believe the Army is less important, it cannot be implied that ROTC training results in the belief in the increased importance of the Army. In the absence of information indicating how much of a role these men would want to play in the event of another war, the results of these findings must remain speculative.

IV. ATTITUDES TOWARD THE ROTC

A. Some General Attitudes Toward the ROTC

The ROTC as a part of American colleges is accepted by most students in and out of the ROTC. While the majority of students (other than those in the Advanced Army or Air Force ROTC) did not favor compulsory ROTC training for two years, there was nevertheless the feeling that there should be ROTC in colleges, at least on a voluntary basis.

The value in military service of four years of Army or Air Force ROTC training is doubted by few. Often as many as a third of those not in the ROTC agreed that such training helped "a great deal" in military service, with most of the remainder agreeing that it helped at least a little. There were considerably fewer agreeing to the usefulness of two years of ROTC training.

Finially, the decision to take Advanced Army ROTC does not appear to be regretted by the men in the Advanced Corps, nor is it regarded as a poor decision for those who did not choose four years of Army ROTC. Among those not in the Army ROTC, responses probably indicate general lack of interest of the need for a decision about the Advanced ROTC. Most of the responses of those not in the ROTC were in the neutral category ("Has made neither a wise nor foolish choice") or in the "Don't know" category. In any case, there is very little disapproval of another man's decision to choose an Army commission through the ROTC.

B. Attitudes Toward the ROTC on Campus

Attitudes toward the ROTC in the college they are attending varies according to the ROTC status of those expressing opinions. For the most part, men in the army ROTC look favorably upon the presence of their unit at the college they are attending. Also, there is no evidence of strong anti-ROTC sentiment among men not enrolled in the ROTC. An ROTC unit at their own college is accepted by most students. Even where there are many who do not feel special pride in this unit, the attitude prevailing is one of indifferent acceptence rather than rejection.

Statements as to the advice they would give a younger brother on whether or not he should join the ROTC indicate that most Advanced Army students would suggest a younger brother join the Army ROTC. At the same time, however, often as many as half the Army dropouts report that they would specifically recommend against a younger brother joining the Army ROTC at their college. Never Took students are often even more likely to recommend against the Army ROTC. In short, while those in the Army ROTC do not appear to regret their decision to join, neither do those not in the ROTC appear to regret their decision not to join.

V. ATTITUDES TOWARD THE ROTC OF MEN ENROLLED IN THE PROGRAM

A. Basic and Advanced Cadets' Attitude Toward ROTC

There are several significant points about the relationship of attitudes toward the ROTC to the kind of ROTC operated. First, there is evidence that satisfaction with the ROTC is related not only to the compulsory-voluntary nature of the schools, but to the question of choice of ROTC unit as well. Partial evidence of this is the fact that Basic Air Force students at the compulsory colleges, while considerably more likely to wish to dropout of the program than those at the voluntary colleges, nevertheless are no more likely to express regret at the fact that they are in the Air Force ROTC. Similarly, Basic Army Students at the compulsory colleges with Air Force units are about as likely to report no regrets about being in the ROTC as those in the schools where ROTC is voluntary, but where there is only an Army unit.

The fact that many of those in colleges without Air Force ROTC units report that they would have preferred the Air Force ROTC, perhaps demonstrates a filtering-down process with regard to self-selection in the ROTC. Clearly, those with the greatest choice are those who may chose ROTC or reject it. Those in our sample with the least choice are those who were required to take Army ROTC, in the absence of an Air Force unit. Thus, in the Basic Army ROTC at the Compar schools are men who would not have wanted to belong to any ROTC, men who might have preferred the Air Force ROTC, as well as those who would have taken Army ROTC training by their own choice. At the Volarsf schools, men in the Basic ROTC have

been through two choices, and are probably more likely to have settled upon their own choice.

In spite of the fact that preference for one's own ROTC unit may be indicated by the choices made available, there is no evidence from the previous sections that this materially affects attitudes toward the ROTC. It is more likely that the decisions made about the ROTC are more related to the choices on hand than to the choices that one might have made at another college. Thus, while an Advanced Army ROTC student enrolled at a school with only an Army unit may feel that he would have preferred the Air Force, he did not reject the Advanced program because it was not the service of his choice. Some small evidence of this lies in the fact that relatively few of the Army Dropouts at schools with ROTC programs, believed that they would have taken Advanced ROTC had they originally enrolled in the Air Force rather than the Army ROTC. It is too much to speculate on what might have been done by Army Dropouts with regard to the Advanced ROTC, who were enrolled in schools with only Army ROTC units. Thus far, the evidence points to the liklihood that students choose among the alternatives presented to them rather than on the basis of hypothetical choices.

B. The Reputation of the ROTC as a Course of Study

The reputation of the ROTC as an "easy course" compared with most other college courses apparently prevails in all the schools in which this study was done. In spite of this, however, there are not many anywhere who believe that there is nothing useful to be derived from Army ROTC training.

It is evident that the compulsory-voluntary nature of colleges plays a considerable role in how students view the course. Criticisms of the ROTC as a course are more numerous where ROTC is compulsory. This is true of both Army and Air Force ROTC training. It is likely that wherever resentments are felt by those required to take the course who might otherwise have not, spreads over into a criticism of the course curriculumas well as to the general nature of the ROTC program.

In the voluntary schools, Army ROTC students in the schools with high enrollment tended more than those in schools in the low enrollment to consider the ROTC as an easy course. It is possible that one of the ways in which ROTC is made more attractive for some is to provide a course that is relatively easy. Information available here, however, does not indicate whether or not the perceived ease of ROTC courses also serves to repel other students.

C. Basic ROTC Students Attitudes Toward Aspects of the Program

In the subject matter covered by the questions dealing with specific parts of the Army ROTC program, the most frequently expressed complaints deal with the amount of leadership training given, the amount of close order drill, and dissatisfaction with the Basic Army ROTC uniforms. In addition, about a third of the Army ROTC students express the opinion that the instruction they received in their ROTC courses is not as good as that received in their other courses. Only a very few in any of the schools studied believed ROTC instruction was better than that given in other courses.

From these findings it is at this point difficult to assess the significance of these attitudes with regard to intentions for future enrollment in the Advanced Corps. Many of the dissatisfactions expressed about the ROTC as a course of study may be common to courses other than Military Science. Further, there is some question as to whether or not the appeal of the Army ROTC lies in the courses of study itself, or is the end result of the course of study- an Army commission.

ROTC training is for no student a major subject, but rather one of several minor subjects. It is possible that its attraction for many lies in the ability to obtain an Army commission at no cost to themselves in terms of efforts that they might otherwise devote to other subjects.

VI. THE DECISION TO JOIN THE BASIC ROTC

A. Thought Given to the Decision and Sources of Information

The clearest finding regarding the role of different sources of information about the ROTC is that where more students receive material telling them about the Army ROTC before arriving in college, enrollment in the ROTC is higher. In each comparison of pairs of schools where students had a decision to make about the ROTC, the greater the proportion of students reached by the Army ROTC beforehand, the greater the number who join the Army ROTC.

Of considerable significance is the relatively large number of students reporting that they had given no thought to joining the ROTC prior to coming to college. For those in the voluntary schools in particular, the ROTC decision is probably the one irrevocable decision they must make in their early days of college. The decision not to join cannot be changed later on (although it will be seen that few Never Took students report regretting this decision). Yet, as many as half the Never Took students report having given ROTC no thought. The fact that lower class Never Took students are less likely to report that they had given no thought to joining the ROTC than upper class Never Took students may reflect increased interest in the program, or at least increased familiarity through materials sent to college freshman.

Information on the role of college friends in the ROTC decision is inconclusive. There is some evidence - but only in some colleges - to indicate that in the absence of written materials sent from the college, greater reliance is made upon personal contacts for information about the ROTC before entering college.

The only consistent finding on the time of decision about the ROTC is that decisions are more likely to be made before entering college by men in the voluntary schools than by those in the compulsory schools. Differences on the time of decision within schools did not necessarily indicate a greater liklihood for those who join the ROTC to make up their minds about this decision sooner than those who did not join the ROTC.

B. Parental Influence

Parental advice to students about joining the ROTC is strongly related to membership in the ROTC. The liklihood of holding such discussions with parents is related to the nature of the ROTC at the college attended, and to the kinds of decisions to be made. Students in voluntary colleges who had ever belonged to the ROTC, either past or present, were more likely to have had discussions with their parents about the ROTC than were students at the compulsory schools. In addition, where there was a choice to be made between Army and Air Force ROTC, there was greater liklihood of having discussed this decision with one's parents. Thus, students who had ever been in the ROTC at Volaraf were most likely to have discussed the ROTC with their parents, those at Volar next most likely, followed by those at Comparaf, and lastly, those at Compar where only about 40 percent or less discussed the ROTC with their parents before entering college.

Within schools, upper class students at voluntary schools who never took ROTC training were least likely to have discussed the ROTC with their parents. In most cases, Advanced Army students were more likely than Dropouts to have discussed the ROTC with their parents, but these differences were not always consistent.

While a majority of most of the students in all of the schools studied reported that their parents knew at least something about the ROTC, there was no relationship between parental knowledge and liklihood of joining the ROTC.

Parental advice about joining the ROTC was more likely to be offered in schools where ROTC is voluntary than where ROTC is compulsory. Although in the majority of cases parents offered no advice about joining the ROTC where such advice was offered, the students' decisions were in agreement with their parents' advice. Thus, Army ROTC students, Basic and Advanced, were more likely than those not in the Army ROTC to have been advised to join the Army ROTC, or to join either Army or Air Force ROTC.

C. Courses and Credits

There is considerable variation among colleges and within colleges on the number of credits received for ROTC training. In addition, many students are required to take extra credits toward graduation as a result of "using up" elective credits by taking Military Science or Air Science. In all comparisons between schools, expect for Compar, Advanced ROTC students in schools with low ROTC enrollment were more likely than those in schools with high ROTC enrollment to report that they are required to take extra credits toward graduation as a result of taking ROTC training. In the voluntary schools, Advanced students were more likely to have been required to take physical education if they had not taken ROTC in the "high" schools than in the "low"schools .

These differences in the credit situation between "high" and "low" schools point to a system of recruitment for the ROTC that goes beyond the attitudes of participating versus non-participating students. It is evident that at some schools greater inducement to join the ROTC is provided by the administration than at other schools. There is no doubt that tangible reward has its effect on ROTC enrollment.

D. The Influence of Other Students and of Faculty Members in the ROTC Decision

There is considerable evidence that when the entering freshmen decides upon what he will do about the ROTC, he is influenced by discussions with both other freshmen and upper class students. A relationship was found between the proportion of students in a school reporting they had had discussions about the ROTC with other freshmen at the time they entered college, and the relative success of the Army ROTC program. Asked what other freshmen were planning to do about the ROTC, students who joined either the Army or the Air Force ROTC tended to report that the others were planning to join the same ROTC unit as they were.

Discussing the ROTC is a dynamic process. Students may in fact be making their minds up in groups, or there may be a selection of friends on the same basis as which the selection (or rejection) of ROTC is made. Or finally, these responses may be inaccurate, reflecting only the students perception at the time he completed the questionnaire, colored by his college experiences subsequent to his earliest college days.

All of these considerations may be operating, and it would be a most fruitful area for future research on this subject if they could be separated from each other.

The impact of the upper class students as reported by ROTC students appears to be important to the ROTC decision. Students enrolled in the ROTC at any time are evidently more likely to have encountered during the time they were deciding upper class students who advised them to join the Army ROTC. The present study does not describe the nature of this contact, but one can feel sure that the novice freshman does place considerable stock in the advice offered by any upper class student deigning to speak to a freshman long enough to give advice.

The role of the faculty advisor in the ROTC decision appears to almost non-existent in most cases. Often as many as 90 percent of the students report that they never discussed the ROTC with their faculty advisor at the time they were making a choice. Finally, in the desire for information about the ROTC in one's early days, it is those who are already most interested and most informed who express the desire to have even more information.

E. ROTC Without Compulsion of the Draft

Even without the requirement of taking ROTC in the compulsory schools, and without the draft, there are evidently large numbers of college men who would have volunteered for ROTC training. About one-fourth of the men now in the Advanced Army Corps in the compulsory colleges report that they would have taken ROTC training without these compulsions, and between one-third and one-half of the Advanced Army students in the voluntary schools would have taken ROTC without the draft.

Air Force students, particularly in the voluntary schools, appear to be more willing to take ROTC training without the pressure of the draft than are Army students.

There are significant differences between the "high" and "low" voluntary schools. In the "low" voluntary schools, there are evidently more men who would have taken ROTC training in any case. It has been observed before that more Advanced Army students in the "low" schools appear to be committed to the ROTC and to the Army than in the "high" schools. These findings provide additional evidence of this.

The difference in the ROTC from college to college appears to act as a "filtering process" for the admission of students to the Advanced Army Corps. It is likely that the required feature of the ROTC brings some men into the Advanced Corps who might otherwise not have joined the ROTC at all. In addition, as this is especially evident at the voluntary schools, the added inducements to join the ROTC (extra credits, "social acceptance" in schools where ROTC is popular, information to parents and students prior to entry into college, etc.) bring into the Advanced Corps less-motivated students who, without these inducements might otherwise have rejected the ROTC. Advanced ROTC students in the "low" voluntary schools, on the other hand, join in spite of the obstacles of more graduate requirements, and in these schools the Advanced Corps attracts largely the more-motivated student. The questions on the draft point to the results of some important differences in school administrative procedures in attracting ROTC students.

F. Reasons for Joining the Basic ROTC in Voluntary Schools

The reasons for joining the Basic ROTC most frequently mentioned as important for nearly all groups studied generally fall into four categories:

1- The desire to be an officer.

2- The desire to learn how to handle men.

3- The desire to learn discipline.

4- The ease of planning for the future.

Among Dropouts students, there are also many who report as important considerations their intention of "trying out" the ROTC to see whether or not they would like it. Evidently, many gave it this try and found the ROTC wanting in some respect.

Differences between the Army and the Air force in their reasons appear to be related more to differences between the two services than to particular failings of one or the other service. Air Force students tend to indicate a desire for the things the Air Force has to offer, namely the opportunity to fly. In spite of the Army's flight training program, it is evident that flying remains primarily an Air Force function, and it is for this that Air Force ROTC students are joining this branch.

VII. THE DECISION NOT TO JOIN THE ROTC

A. Reasons for Not Joining

There is no evidence from the responses of Never Tooks that, presented with the ROTC decision at a later date, many would have changed their minds and joined. Only a few students either regret their original decision not to join the ROTC, or report that they might have joined the program some time after their first semester in college.

While many students who never took ROTC training believed that by not being in the program they could plan for the future more easily, there were not as many as those in the ROTC who believed that it was they who could plan better for the future. Often as many as half of the Never Took students reported that not being in the ROTC either made no difference in their planning, or they did not know how much difference it made.

The reason most often given as important for not joining the ROTC was the belief that ROTC would have taken up too much of their college time, a reason given as important by at least 70 percent of those in the Never Took groups. The wish not to commit one's self to being in the Army as an important reason for not joining the ROTC was given by about half the Never Took respondents. Also about half of the Never Took students maintained the belief that they would be officers without joining the ROTC (an unlikely possibility), while a large number also insisted that it "made no difference" to them whether or not they were officers.

The complex of reasons given for not joining the ROTC does not fit easily into a pattern. The reason most often given as important for not joining - that the ROTC would take up too much time - is difficult to accept at face value. The information as to how much time would be taken up by ROTC would have to come from person's having had experience with the program, probably upper-class students. While it is likely that many were so informed, it is even more likely that this was a judgement arrived at after the decision not to join the ROTC was made. It is for this reason that special attention should be paid to many who did not want to be committed to the Army (the second greatest category) and the many who believed that they would be officers in any case. In addition, about a fourth of those Never Took students studied believed that they would not go into military service with or without the ROTC.

B. Inducements for Never Took Students

Conditions under which Never Took students might have taken ROTC training have very little to do with the nature of the program itself, but rather with the benefits that might be derived as a result of taking the course. Three-fourths of the students would have taken the course if they would have had all their tuition and fees paid for, while only about one in five stated they would have joined if the course itself were more interesting.

The use in the Army of skills learned in college would have appealed to as many as half of the Never Took students in bringing them into the ROTC, while the reduction of military reserve time would have appealed to slightly fewer. A significant number also believed that the

certainty of being drafted right after college would have brought them into the ROTC.

The conditions for joining the ROTC as indicated by responses to the propositions mentioned indicate that while the desire for tuition and fee payment would induce many to join the ROTC, many might be induced through the change of policy matters alone. A case-in-point is the use of college skills in service, and also the reduction of reserve time. The nature of the ROTC course itself, however, is evidently of little concern to the men who were never in the program.

VIII. THE DECISION TO JOIN THE ADVANCED ROTC

A. Advanced ROTC Cadets' Reasons for Joining

While reasons given by Advanced ROTC students for going into the Advanced Corps are varied, these reasons do not differ substantially from those given by them for joining the Basic ROTC. It is evident that the imminence of the draft drew at least half of the Advanced Corps into the ROTC. In the light of this, too, many continue to report that the Advanced Corps is not so important as the commission that comes to them at the end of the course. Nevertheless, the two reasons most likely to be stated as important in Advanced ROTC students' decision deal with the lessons in leadership to be learned from participation in the Advanced ROTC. Learning to give orders and learning to handle men are regarded as important in the decisions of about three out of four men.

Differences between the "High" and "Low" voluntary schools in these items again highlight the differences in the nature of these schools and the men they attract to the Army ROTC. In the schools with high enrollment, the money earned by those in the Advanced Corps was more likely to be reported as an attraction than in schools with low enrollments. This is in part explained by the role of the PMST in drawing men into the Advanced Corps. Several times it has been noted in this report that Advanced Army students in the "low" schools are much more committed to the ROTC and the Army than those in the "high" schools.

Interviews with PMST's at the colleges studied revealed differences in viewpoint on the nature of the Advanced Corps. Some PMST's regard their Advanced ROTC as a form of "club" or organization for men with similar interests. These interests would of course be related to the things that are of significance to the Army. Consequently, these PMST's tend to draw into the ROTC men predisposed to accepting the Army and the attitudes that are often part of this acceptance. Many men drawn into the Advanced ROTC report that they would have gone into the Advanced Corps without the impetus of the draft.

Other PMST's, on the other hand, recognizing that nearly all men currently of college age are likely to serve at some time in the Armed Forces, regard their task as one of bringing to the Army as many competent officers as can be mustered. PMST's interviewed in some of the survey colleges, as well as other colleges, regard it as one of their obligations to provide the Army with a large number of college-trained officers. It is these PMST's who appear to open the way to a commission to many men who are not as accepting of the Army's viewpoint as Advanced Corps cadets whose way was not so smoothly paved. The difference in attitudes between Advanced Corps cadets in the high enrollment schools and those in the low enrollment schools can thus probably be partly explained in terms of differences in the approach of the respective PMST's.

This point is further exemplified by two items. Asked about the importance in their decision of the example set by the PMST, in the

low enrollment schools, this was more likely to be regarded as important than in the "high" schools. In Low Volaraf, for example, 70 percent of the Advanced Army ROTC regarded this as important, compared with 54 percent of those in the Advanced Army ROTC of High Volaraf. Similar findings were observed in the comparison of the Volar colleges. In addition, Advanced Corps students in Low Volar were considerably more likely than those in High Volar to report as an important factor in their decision the fact that the PMST urged them to go into the Advanced Corps. It is these kinds of personal contacts and appeals that perhaps account for the differences in the kinds of students entering the Advanced ROTC from the Basic ROTC.

B. Basic ROTC Cadet Intentions for Advanced Course

The grades of about half the Basic ROTC students in ROTC courses are considered by them to be either "Excellent" or "Very Good." It is likely that it is from this group of students that the next Advanced Corps will come. That this is past practice is evidenced by the fact that the reported grades in ROTC of the Advanced Corps are considerably better than those reported by ROTC Dropouts.

To men already in the Basic ROTC, the content of their ROTC courses is one of the most frequently mentioned considerations in their decision to join the Advanced ROTC. More than half of every group agreed they would apply for the Advanced Corps if they found the Basic ROTC courses interesting. In compulsory schools, the time involved in taking ROTC was of greater concern than in the voluntary schools. The certainty of being drafted was another important consideration among

Basic ROTC students, and the amount of money paid in the Advanced Corps was of concern to many.

Thus, unlike the men who never took ROTC training, the content of the ROTC courses is of considerable importance to men in the Basic ROTC. Their previous experience with the course evidently puts them into a frame to expect something of interest from the subject matter. Like the Never Took students, however, the time involved in the Advanced ROTC is an important consideration. It is significant that the time factor is mentioned most frequently by those in the compulsory schools. Those most concerned about the problem of the time involved in ROTC training seem to have already rejected the program in the voluntary schools by not signing up for it at all.

IX. THE DECISION TO DROP OUT OF THE ROTC

A. The Advice of Others

As many as a fourth or more of the Army Dropouts reported that they sometimes regretted their decision to drop out of the program. Others are "dropouts" for reasons other than a decision on their own part: in the schools studied, between 25 and 45 percent of the Army Dropouts had actually applied for the Advanced Corps, but were apparently not accepted into it.

Discussions with PMST's about the decision to drop ROTC training were considerably more common for men in voluntary schools than for those in compulsory schools, with a good deal of variation from school to school. While few students in the compulsory schools reported that the PMST disagreed with their dropout decision (they expressed no opinion instead, usually), 40 percent of the Army Dropouts in the voluntary schools reported that the PMST had advised them not to drop the course.

Presented with a list of people and groups who might have advised them about their decision to drop out of the ROTC, for each person or group listed the Dropouts were more likely to report that they had agreed with their decision rather than disagreed. The groups apparently most likely to have discussed this decision were friends in college and friends at home. Other groups such as girl friends, older friends, etc., if consulted were reported more likely to agree with the decision than disagree.

B. Reasons for Dropping ROTC

The decision to drop the ROTC appeared to be based largely on the amount of time involved in taking the program and the content of the courses given. Like the Basic ROTC students in their decision as to whether to continue or discontinue the ROTC program, Dropouts appeared to be most concerned with these matters when they decided to drop the course. These outweighed other considerations such as the draft situation and the feelings of others about the program.

There thus appears to be considerable evidence that for Basic students, the amount of time given to ROTC training is of great importance in their decisions dealing with the ROTC. For men actually enrolled in the program, it is the content of the course as well which they weigh in their decision of whether or not to continue with it. Even among the men who went on to the Advanced Corps, there were not many who declared that they continued with the course because they enjoyed the content matter.

The cumulative evidence from participants in the ROTC, past and present, points to a weakness in the course of study itself. Basic ROTC students regard it as an important consideration for future enrollment in the Advanced Course, Dropouts report the content of the course as an important factor in their decision to drop it, while Advanced ROTC cadets barely mention the content of the course as an important consideration in continuing with it. Thus, it may well be that those who are concerned with the ROTC as a course of study drop it, while those more concerned with the rewards of an Army commission and less concerned with the course content, continue with the four year program.

STATISTICAL COMMENTARY

I. STUDENT CHARACTERISTICS

A. Students' Family Background

There is no relationship between the economic background of students' families and their likelihood of going into the Army ROTC. Although there are some differences in socio-economic status between pairs of schools, the sons of families with high income are neither more nor less likely to enroll in the ROTC, within individual schools, than those coming from families with relatively lower income.

In spite of efforts made to match pairs of schools with regard to a number of characteristics deemed *a priori* to be important considerations in students' determination to join the Army ROTC, it was not always possible to obtain these matches in fact. However, this seems less important in the light of the fact that socio-economic status and the need to work while in college do not appear to be importantly related to the decision to go into ROTC.

Students were asked to indicate first, where they were living at the time they completed the questionnaire, and in addition, the proximity of their homes to the college they were attending. There was no significant tendency within schools for Army ROTC students to live at home than for non-ROTC students. In addition, the families of men in the Army ROTC were no more likely to live within a radius of fifty miles of the college than were the families of men not enrolled.

There were, however, some differences between pairs of colleges. For example, about a third of all the male students in the High Compar college were living at home, compared with about a tenth of those in the Low Compar

college. Also, over-all about 80 percent of the men in the Low Volaraf college lived at home, compared with less than a fourth of the men in the High Volaraf college. It is evident, however, that this factor is not related to ROTC enrollment. In the case of the Compar schools, the difference can probably be accounted for in terms of the size of the towns in which the two colleges are located. The High Compar college is located in a town whose population exceeds 23,000, while Low Compar is in a town of approximately 5,000. Thus, it would be likely that more of the families of the High Compar students would be located in the college town itself.

Although both the High and Low Volaraf schools are located in large towns, the nature of the colleges indicates some of the reasons for the differences between them in the number of students living at home. The High Volaraf school contains a liberal arts college which attracts large numbers of students from throughout the state, and from other states as well. From this it follows that the students' families are also better off financially. The Low Volaraf school, on the other hand, has many of the characteristics of a municipal college. Unlike its opposite number, it does not have a "typical campus" atmosphere and is a college attended by older persons who come from the surrounding community as well as the usual undergraduates. In this sense then, many more of its students are commuters who find it more convenient to live at home, either for financial reasons or for reasons of convenience.

Both High and Low Comparaf colleges are located in college towns, although the latter is situated close to a large industrial community. Fewer than one in ten of the students at High Comparaf live at home, while about one in five of those in Low Comparaf live at home.

In both of the Volar schools, between 75 percent and 80 percent of the students were living at home. Both these colleges are located in large cities where students may commute to school.

There is no relationship between whether or not students are holding part-time jobs and their likelihood of belonging to the ROTC. Again, there are some differences between pairs of schools. All groups of students in High Compar are more likely to hold part-time jobs employing them for eighteen hours a week or more than are those in the Low Compar schools. This is probably again a function of the better availability of part-time jobs in larger towns. There is in addition, a tendency for those in Low Volaraf to be more likely to hold part-time jobs than those in the High Volaraf school. It should also be remembered that many of the students attending High Volar are employed on regular jobs during what is usually considered the academic year. These are the students attending college under a cooperative program which requires that they attend school during part of the year, and work at jobs related to their specialty during the remainder of the year. In addition to this, however, more than a third of the students hold part-time jobs even during the period when they are attending classes.

Corresponding to the finding that ROTC students are no more or less likely than others to be working at part-time jobs, there are also no differences between ROTC students and others in the proportions that list their parents as a principal source of financial support while they are in college. Among schools there is a difference between High and Low Compar, with those in Low Compar more likely to receive support from parents than

those in High Compar (probably due to the lack of part-time jobs in their college town). Also, students attending Low Volar were more likely than those at High Volar to hold part-time jobs at the time of the survey. It is likely that this is due to the fact that the money earned by those in High Volar during the cooperative work period is often sufficient to eliminate the need for working during the academic part of the year.

A number of the findings discussed above appear to be reflections of the general socio-economic levels of the parents of the students studied. For example, in both the Volar schools, High and Low, the proportion of students whose family income exceeded $7500 a year was less than in any of the other schools (although family income was greater in Low Volar than in High Volar). Also, family income was greater among those attending High Volaraf than among those in Low Volaraf. What is most important, however, is that there are no important differences within schools between those in the ROTC and those not in the ROTC. In general, ROTC and non-ROTC students seem to come from similar economic backgrounds.

There are also no differences within schools between ROTC students and non-ROTC students in their fathers' education. Except in the High Volaraf college, the proportion of students' fathers who have graduated from college ranges from about 12 percent to 25 percent. In High Volaraf, however, a college which appears to draw wealthier students, about a third of the mens' fathers had graduated from college.

When students were asked to rate their families' socio-economic level, the findings are the same as those indicated for family income and family education. There was no consistent tendency for ROTC men to rate their family socio-economic status as being higher than non-ROTC men. In comparison between pairs of schools, while there were differences within

three of the four pairs, these differences were not related to whether or not the schools were high in ROTC enrollment.

Table I-1

Item: What is your present living arrangement?

Percent answering: "I am living at home or with relatives"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	37	(136)	8	(154)	6	(87)	8	(87)	81	(123)	76	(131)	26	(160)	85	(135)
Basic Air Force					6	(95)	16	(62)					26	(109)	86	(141)
Never Took (LC)									81	(90)	85	(68)	14	(44)	75	(75)
Advanced Army	28	(74)	12	(69)	3	(96)	8	(93)	82	(141)	66	(59)	20	(154)	62	(86)
Advanced Air Force					6	(48)	20	(59)					29	(45)	54	(35)
Army Dropouts	36	(86)	14	(78)	4	(88)	20	(58)	78	(91)	78	(69)	16	(107)	82	(106)
Air Force Dropouts					6	(79)	6	(67)					24	(83)	81	(83)
Never Took (UC)									89	(133)	67	(54)	10	(31)	74	(66)

Table I-2

Item: Where does your family live at present?

Percent answering: "In this city" or "Within 50 miles of this city"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	48	(136)	29	(154)	20	(87)	21	(87)	85	(123)	79	(131)	32	(160)	94	(133)
Basic Air Force					24	(94)	27	(62)					33	(109)	94	(140)
Never Took (LC)									88	(89)	90	(68)	25	(44)	84	(75)
Advanced Army	38	(74)	28	(69)	17	(96)	26	(92)	88	(142)	85	(59)	30	(155)	84	(86)
Advanced Air Force					19	(48)	39	(59)					36	(45)	77	(35)
Army Dropouts	54	(86)	23	(78)	20	(88)	24	(67)	84	(90)	88	(69)	23	(108)	92	(108)
Air Force Dropouts					22	(79)	24	(84)					30	(81)	88	(85)
Never Took (UC)									92	(132)	82	(55)	16	(31)	85	(67)

Table I-3

Item: Do you have a job during the academic year?

Percent answering: "Yes, 18 hours or more a week"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	24	(136)	10	(154)	8	(87)	9	(86)	13	(122)	26	(130)	5	(158)	16	(133)
Basic Air Force					12	(95)	10	(62)					7	(108)	16	(141)
Never Took (LC)									21	(89)	32	(68)	9	(44)	17	(75)
Advanced Army	33	(72)	17	(69)	18	(96)	19	(93)	42	(142)	33	(58)	18	(155)	29	(86)
Advanced Air Force					25	(48)	21	(57)					11	(45)	44	(36)
Army Dropouts	29	(86)	15	(78)	18	(88)	24	(67)	32	(90)	45	(69)	12	(108)	24	(107)
Air Force Dropouts					15	(79)	23	(84)					14	(83)	34	(83)
Never Took (UC)									39	(131)	39	(54)	13	(31)	21	(67)

Table I-4

Item: What is your principal source of support while you are in college? (CHECK ALL THAT APPLY)

Percent answering: "Parents"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	63	(136)	73	(154)	79	(87)	72	(87)	64	(123)	66	(131)	85	(159)	82	(135)
Basic Air Force					71	(95)	71	(62)					82	(109)	77	(141)
Never Took (LC)									53	(90)	63	(68)	77	(44)	75	(75)
Advanced Army	40	(74)	71	(69)	70	(96)	67	(93)	32	(142)	59	(59)	81	(155)	60	(86)
Advanced Air Force					58	(48)	59	(59)					76	(45)	58	(36)
Army Dropouts	49	(86)	70	(78)	78	(88)	60	(67)	42	(91)	61	(69)	72	(108)	78	(107)
Air Force Dropouts					80	(79)	61	(84)					81	(83)	62	(85)
Never Took (UC)									34	(134)	61	(54)	61	(31)	73	(67)

Table I-5

Item: About how much was your father's income last year?

Percent answering: "$7500 or more"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	50	(133)	37	(152)	45	(86)	59	(86)	17	(120)	34	(130)	46	(57)	40	(132)
Basic Air Force					46	(91)	44	(62)					34	(108)	32	(139)
Never Took (LC)									18	(90)	36	(64)	57	(44)	27	(73)
Advanced Army	40	(73)	43	(69)	47	(95)	50	(90)	18	(135)	32	(57)	54	(154)	38	(86)
Army Dropouts					50	(48)	32	(59)					48	(44)	25	(36)
Advanced Air Force	35	(82)	34	(77)	46	(86)	37	(65)	14	(86)	44	(68)	56	(106)	36	(108)
Air Force Dropouts					54	(78)	48	(83)					49	(82)	30	(84)
Never Took (UC)									15	(128)	36	(55)	48	(31)	38	(66)

Table I-6

Item: How far did your father go in school?

Percent answering: "College graduate" or "More than four years of college"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	21	(134)	14	(153)	29	(87)	28	(86)	13	(122)	15	(129)	33	(160)	20	(133)
Basic Air Force					22	(95)	24	(62)					24	(109)	16	(140)
Never Took (LC)									12	(89)	11	(67)	32	(44)	16	(74)
Advanced Army	21	(72)	20	(69)	29	(95)	32	(90)	13	(139)	15	(59)	28	(155)	19	(86)
Advanced Air Force					27	(48)	28	(58)					32	(45)	17	(36)
Army Dropouts	18	(85)	23	(78)	27	(88)	20	(65)	9	(88)	16	(69)	36	(108)	21	(108)
Air Force Dropouts					23	(79)	17	(84)					31	(83)	12	(85)
Never Took (UC)									11	(133)	15	(54)	27	(29)	21	(67)

Table I-7

Item: Student judgments of family socio-economic level.

Percent answering: "Upper class" or "Upper Middle Class"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	22	(136)	24	(152)	38	(87)	39	(87)	13	(122)	24	(131)	33	(160)	35	(133)
Basic Air Force					40	(93)	23	(61)					20	(108)	22	(140)
Never Took (LC)									14	(90)	25	(68)	48	(44)	20	(75)
Advanced Army	27	(74)	19	(69)	51	(96)	38	(92)	11	(140)	24	(59)	43	(155)	27	(86)
Advanced Air Force					42	(48)	19	(59)					42	(45)	20	(35)
Army Dropouts	27	(85)	30	(78)	37	(87)	28	(67)	8	(89)	25	(69)	37	(108)	22	(108)
Air Force Dropouts					42	(79)	28	(83)					42	(81)	15	(85)
Never Took (UC)									11	(131)	28	(54)	29	(31)	30	(67)

B. The Student in College

There is strong evidence pointing to the fact that ROTC students, particularly those in the Advanced Corps, take part in a greater number of extracurricular activities on campus. Advanced ROTC students also tend to assume more positions of leadership in the college activities in which they engage than do non-ROTC students. At the same time, student self-evaluation of their grades relative to other students indicate that ROTC students do as well in their course work as non-ROTC students.

In five of the eight colleges in which the study was conducted, men in the Advanced ROTC were significantly more likely to belong to a fraternity than upperclassmen not in the ROTC. Men in the Advanced Air Force ROTC were generally as likely to be fraternity members as members of the Advanced Army ROTC. In all colleges, even where the differences were not statistically significant the Advanced ROTC contained proportionately more fraternity members than were in the upper-class groups, whether Dropouts or Never Took students. Among lower-class students, only in High Volaraf were the Basic Army ROTC students more likely to be in fraternities than men in the Basic Air Force ROTC or lowerclassmen not in either ROTC. (In many schools, students may not join fraternities until their sophomore year.)

In general, men in the Advanced ROTC, both Army and Air Force, participated in a greater number of school activities than either the Dropouts or the Upper-Class Never Took students. In nearly every school the men in the Advanced Corps reported a greater number of extracurricular activities than other upperclassmen, as demonstrated by the median number of activities

computed for each group. There were no consistent differences between men in the Basic Army ROTC and men who were either in the Basic Air Force ROTC or Lower-Class students who were not in any ROTC.

Another suggestive finding lies in the fact that in three out of four comparisons between pairs of schools, Advanced Army ROTC students in the school rated as "High" in terms of ROTC enrollment were engaged in a greater number of extracurricular activities than Advanced Army ROTC students in schools rated as "Low" in enrollment. This finding is not conclusive, however, since in general, there seems to be a higher rate of extracurricular activities among all male students in the "High" schools than in the "Low" schools.

Some caution should be used in the interpretation of these figures in relation to the number of extracurricular activities. While it appears to be generally true that Advanced ROTC students are engaged in a greater number of extracurricular activities than are non-ROTC students in the same college class, it is possible that the additional activities engaged in by the Advanced ROTC students are, in fact, ROTC activities. In some colleges, Advanced ROTC cadets may be expected to belong to such ROTC organizations as Scabbard and Blade, rifle or drill teams, etc. In spite of this possibility, it is nevertheless true that more of the time of men in the Advanced Corps does go into extracurricular activities.

While the relationship does not hold true in all of the schools studied, there is a significant tendency in three of the schools for men in the Advanced Army ROTC to take part in organized college sports (either varsity or intra-mural) to a greater extent than other upper-class

students at the same colleges. At no school, however, were men in the Advanced Army ROTC less likely to engage in college sports. There was no consistent tendency for colleges rated as "High" in enrollment to have a greater proportion of college athletes in the ROTC than those rated as "Low."

All students were asked to indicate the positions they had held or are holding in organizations and clubs in high school and in college. ROTC students and non-ROTC students in each of the eight schools were equally likely to have been either President or Vice-President of a high school organization. There were no important differences between pairs of schools in this respect. When questioned about the offices held in college organizations, however, men in the Advanced Army ROTC are often more likely than other upperclassmen to have held the position of President or Vice-President in some college organization. In both the Compar schools, for example, Advanced ROTC men were more likely than their classmates who had dropped out of the Army ROTC to have held, or to be holding, positions of leadership in college. The same was true in both High and Low Volaraf where, in addition, men in the Advanced Air Force ROTC were as likely to hold positions of leadership as men in the Advanced Army ROTC. Other differences within schools were not statistically significant. There were no important differences between pairs of schools. Also, there were no important differences between men in the Basic ROTC and other lowerclassmen.

In spite of occasional differences, there is little evidence to indicate that men in the ROTC are doing either better or worse in their

college class work than other men. Respondents were asked to rate their grades in college in comparison with other students in their class. In general, about 40 percent of all lowerclassmen rated their grades as "Quite a bit above average" or "Slightly above average." With the exception of High Volaraf, where Basic Air Force students were lower than either Basic Army or Lower-Class Never Took students, there were no differences among lowerclassmen. Among upperclassmen, the range of response was greater, with from 40 percent to two-thirds of the students indicating their grades to be above average. With but one exception, there were no important differences either within individual colleges, or between pairs of colleges. In High Compar, Advanced Army ROTC men were significantly more likely to indicate that their grades were above average than Army Dropouts.

Although there is no clear cut trend in this direction, in some of the colleges studied, non-ROTC men were more likely than ROTC men to be planning to go to school for additional graduate or professional training after completion of their undergraduate degrees. This was especially evident in High Comparaf where about two-thirds of both Army and Air Force Dropouts mentioned plans for graduate training, compared with less than 50 percent in either the Advanced Army ROTC or the Advanced Air Force ROTC. The same was true in Low Volaraf, where upperclassmen who never took ROTC as well as Army and Air Force Dropouts were more likely to be planning on graduate training than men in either the Army or Air Force Advanced ROTC students. In High Volaraf, Upper-Class Never Took students were more likely than any other upper-class student group to be planning for graduate training. Although the pattern is not a clear

one, further investigation would probably indicate more meaningful data with regard to the relationship between membership in ROTC and plans for graduate training.

As a further measure of student plans for the future, relationships between ROTC enrollment and student marital plans were examined. In general, ROTC students and other students were about equally likely to have been either married or engaged at the time of the survey. In only one school was the Advanced Army ROTC student significantly more likely than Army Dropouts to be married or engaged.

Table I-8

Item: Are you now a member (or a pledge) of a fraternity?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	54	(136)	37	(154)	45	(87)	29	(87)	11	(122)	41	(131)	55	(160)	36	(133)
Basic Air Force					35	(95)	26	(62)					38	(109)	37	(140)
Never Took (LC)									11	(89)	29	(68)	43	(44)	29	(75)
Advanced Army	58	(73)	75	(69)	75	(96)	41	(93)	23	(139)	54	(59)	67	(154)	45	(86)
Advanced Air Force			62	(48)	37	(59)	→						69	(45)	42	(36)
Army Dropouts	58	(86)	51	(78)	53	(88)	27	(67)	14	(90)	55	(69)	54	(108)	37	(108)
Air Force Dropouts					48	(79)	34	(84)					58	(83)	45	(84)
Never Took (NC)									13	(134)	47	(55)	45	(31)	36	(67)

Table I-9

Item: About how many extracurricular activities are you taking part in this term?

Median number of extracurricular activities

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	M N	M N	M N	M N	M N	M N	M N	M N
Basic Army	1.4 (135)	1.0 (151)	1.6 (85)	1.5 (87)	.3 (121)	1.2 (128)	1.2 (157)	.5 (135)
Basic Air Force			1.8 (93)	1.6 (62)			1.1 (109)	1.5 (141)
Never Took (LC)					0 (89)	.4 (66)	1.5 (44)	.2 (74)
Advanced Army	2.1 (74)	1.6 (68)	2.3 (96)	1.9 (93)	1.2 (142)	1.6 (58)	2.0 (154)	1.6 (89)
Advanced Air Force			2.3 (48)	2.2 (59)			2.0 (45)	1.9 (36)
Army Dropouts	1.4 (86)	1.7 (78)	1.2 (86)	2.2 (67)	.8 (90)	.5 (68)	1.4 (106)	1.2 (108)
Air Force Dropouts			1.2 (79)	1.3 (83)			1.1 (82)	1.0 (85)
Never Took (UC)					.9 (133)	1.1 (55)	.9 (31)	1.3 (67)

Table I-10

Item: Have you ever gone out for any of the organized sports at college?

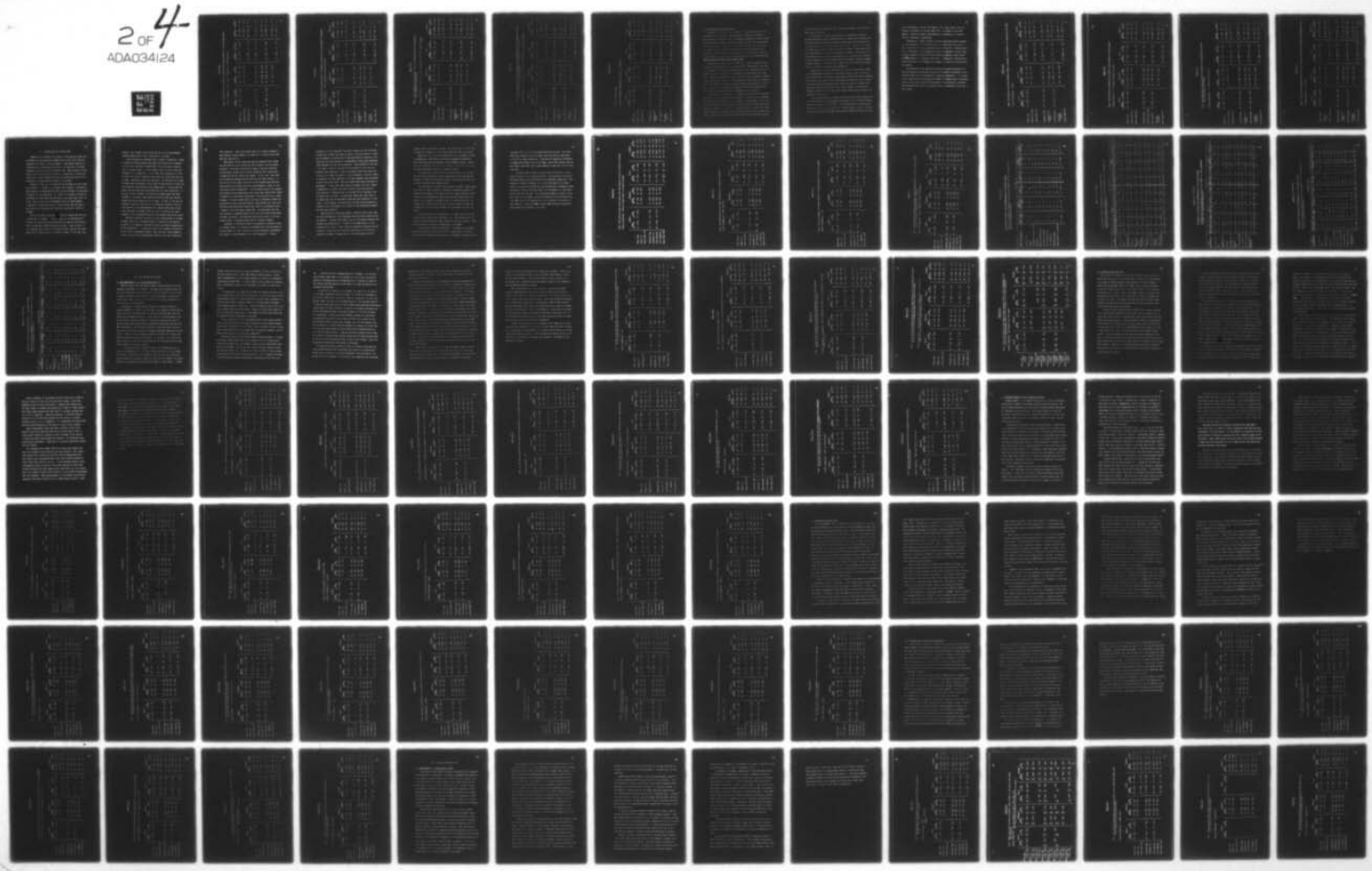
Percent answering: "Varsity team", "Intra-mural teams" or "Other."

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	54	(136)	54	(154)	53	(87)	69	(87)	30	(122)	33	(131)	52	(159)	35	(135)
Basic Air Force					63	(95)	64	(62)					50	(109)	37	(141)
Never Took (LC)									46	(89)	22	(67)	59	(44)	40	(75)
Advanced Army	62	(74)	78	(69)	70	(96)	67	(93)	39	(141)	37	(59)	70	(155)	62	(86)
Advanced Air Force					65	(48)	70	(59)					67	(45)	67	(36)
Army Dropouts	47	(85)	69	(78)	64	(88)	57	(67)	33	(89)	33	(69)	53	(108)	31	(108)
Air Force Dropouts					60	(79)	62	(84)					60	(82)	40	(85)
Never Took (UC)									37	(134)	26	(55)	42	(31)	42	(67)

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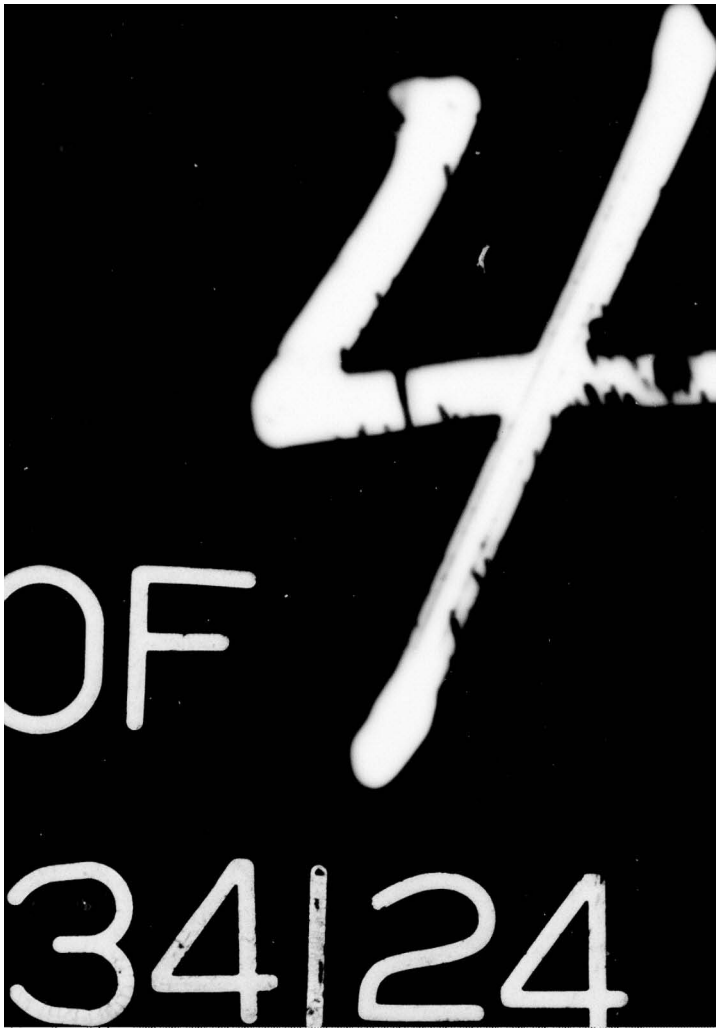

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Table I-11

Item: Were you ever an officer in some club or group while you were in high school?

Percent answering: "Yes I was a President or Vice-President"

	High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	47	(136)	56	(153)	53	(87)	42	(87)	25	(121)	31	(130)	38	(159)	38	(135)
Basic Air Force					50	(95)	48	(62)					49	(109)	41	(141)
Never Took (LC)									25	(89)	34	(68)	40	(43)	43	(75)
Advanced Army	47	(74)	64	(69)	55	(95)	55	(93)	25	(142)	32	(59)	50	(155)	45	(86)
Advanced Air Force					62	(48)	49	(57)					53	(45)	47	(36)
Army Dropouts	50	(86)	55	(78)	49	(88)	42	(67)	16	(91)	22	(69)	36	(108)	40	(108)
Air Force Dropouts					58	(79)	46	(84)					46	(82)	32	(85)
Never Took (UC)									14	(134)	33	(55)	45	(31)	37	(67)

Table I-12

Item: Were you ever (or are you now) an officer in some club or group here at college?

Percent answering: "Yes, President or Vice-President"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	7	(136)	6	(154)	7	(86)	5	(87)	1	(123)	3	(131)	11	(159)	2	(135)
Basic Air Force					5	(95)	10	(62)					8	(109)	8	(141)
Never Took (LC)									1	(89)	2	(68)	4	(44)	5	(75)
Advanced Army	34	(74)	35	(69)	34	(95)	29	(92)	14	(142)	22	(59)	32	(155)	24	(86)
Advanced Air Force					38	(48)	17	(59)					33	(45)	22	(36)
Army Dropouts	18	(85)	20	(77)	22	(88)	27	(67)	6	(89)	23	(69)	15	(108)	9	(108)
Air Force Dropouts					30	(79)	13	(84)					24	(82)	9	(85)
Never Took (UC)									10	(133)	24	(55)	19	(31)	16	(67)

Table I-13

Item: At the present time how do you think your grades compare with those of other students in your class?

Percent answering: "Quite a lot above average" or "Slightly above average"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	%
Basic Army	38	(136)	38	(154)	42	(87)	44	(87)	42	(123)	39	(131)	40	(159)	47	(133)
Basic Air Force					42	(94)	37	(62)					28	(108)	34	(140)
Never Took (LC)									51	(90)	33	(67)	39	(44)	52	(75)
Advanced Army	61	(74)	64	(69)	55	(96)	62	(93)	46	(142)	48	(59)	54	(55)	44	(86)
Advanced Air Force					65	(48)	51	(59)					56	(45)	49	(35)
Army Dropouts	46	(86)	58	(77)	63	(87)	55	(67)	40	(90)	44	(68)	57	(107)	49	(108)
Air Force Dropouts					63	(79)	49	(84)					42	(81)	40	(85)
Never Took (UC)									53	(132)	49	(55)	58	(31)	63	(67)

Table I-14

Item: At the present time are you planning to take either graduate or advanced training at some university within five years after graduating from college?

Percent answering: "I am fairly sure I will take graduate or advanced training"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	39	(135)	30	(154)	44	(87)	25	(87)	19	(123)	25	(131)	31	(159)	26	(135)
Basic Air Force					46	(95)	23	(62)					28	(109)	26	(140)
Never Took (LC)									24	(89)	25	(68)	36	(44)	40	(75)
Advanced Army	37	(73)	41	(69)	41	(95)	40	(93)	34	(143)	36	(59)	32	(155)	33	(86)
Advanced Air Force					46	(48)	26	(58)					33	(45)	25	(36)
Army Dropouts	43	(86)	46	(78)	70	(87)	39	(67)	41	(90)	35	(69)	28	(106)	42	(108)
Air Force Dropouts					67	(79)	32	(84)					34	(82)	42	(85)
Never Took (UC)									43	(134)	38	(55)	52	(31)	58	(67)

Table I-15

Item: Marital Status

Percent reporting themselves: "Married" or "Engaged"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	13	(136)	10	(154)	3	(87)	3	(87)	5	(123)	8	(131)	4	(160)	5	(133)
Basic Air Force					8	(93)	3	(62)					3	(109)	7	(140)
Never Took (LC)									13	(90)	15	(68)	5	(44)	8	(75)
Advanced Army	37	(73)	32	(69)	36	(95)	36	(93)	30	(139)	38	(58)	25	(155)	16	(86)
Advanced Air Force					46	(48)	44	(59)					22	(45)	31	(35)
Army Dropouts	21	(86)	35	(78)	32	(88)	27	(67)	26	(90)	33	(69)	19	(107)	13	(108)
Air Force Dropouts					30	(79)	38	(84)					19	(83)	20	(85)
Never Took (UC)									24	(134)	33	(55)	13	(31)	18	(67)

C. Some Personality Characteristics

Presented in this section are a few of the items used in the survey questionnaire to examine some personality and attitudinal differences among groups of college students. The items presented here were selected largely because they showed particular differences that may be suggestive of further research. It should be cautioned, however, that these items by no means represent substantially verified major personality characteristics. In most cases, they should be viewed as being merely representative of a larger and more complicated picture of the individual and based on the individuals' self-judgment alone.

Respondents were all asked, "How often do you find yourself taking a position of leadership in a group you are with?" Responses to this question produced no differences among men in the Basic Army ROTC and men in either the Basic Air Force ROTC or lower-class students who never took ROTC. Among upper-class students, in all of the schools studied, Advanced Corps cadets, both Army and Air Force were more likely than the Dropouts or Never Took students to report that they "Often" take positions of leadership. In most cases, these differences are statistically significant. There were no consistent differences between pairs of schools.

The ability to give orders is of course one of the traits considered desirable for a potential military officer. In response to the question "How much does it bother you to give orders to other people?", men in the Advanced Army and Air Force ROTC were, in each school, consistently more likely to respond "Not at all" than upperclassmen not in the ROTC. These differences, while generally statistically significant were, however, not large. There were no differences between ROTC and non-ROTC men who were

in their freshman or sophomore year. Also, there were no differences between pairs of schools.

An item that has in the past frequently demonstrated differences between those who identify themselves with the Armed Forces and those who do not is the question, "How much does it bother you to be ordered to do something you do not see a good reason for doing?" Although it is certain that this item contains a number of factors related to commitment to the manner of operation of a military organization, there is considerable evidence from previous studies done among military personnel that responses to this question aid in identifying those with positive attitudes toward military service. In the case of a study of men not in military service, response patterns are particularly interesting.

Among men in the Basic ROTC course in the compulsory schools, there are no differences between men in the Army and men in the Air Force. In the voluntary schools, however, particularly in those where ROTC enrollment is low, men in the Basic Army and Air Force ROTC are less likely to indicate that taking orders bothers them "Very much" than are freshmen and sophomores who never took ROTC. Also, Basic Cadets in Low Volar are somewhat less likely to be bothered by taking orders than are their counterparts in High Volar.

Among upperclassmen, in nearly every school, men in the Advanced Army and Air Force ROTC are considerably less likely to be bothered by taking orders than those not in the ROTC. These differences are statistically significant in all schools but Volar. Of additional interest is the fact in all four comparisons between schools high in ROTC enrollment and those

low in enrollment, Advanced Army Cadets in the "high" schools are more likely to be bothered by giving orders than Army Cadets in the "low" schools. These differences were statistically significant in three of the four inter-school comparisons.

Suggestive of further research in differences among college students are the responses to the question, "So far, how well would you say you have lived up to what your parents have expected of you?" Although there are no differences among freshman and sophomore respondents, among upperclassmen, Advanced Army and Air Force Cadets are generally more likely than upperclassmen to indicate "Very well." Although this difference is significant only in Low Volaraf, the pattern is in the same direction for all schools.

The circumstances of Advanced Corps students reporting greater incidence of parental pride may or may not be ascribed to membership in the Advanced Corps with its likelihood of a military commission. It is probably an area, however, which might be worthy of further study to determine whether or not the position of leadership and trust offered to Advanced Corps students while still in college is also an attraction in the eyes of the parents.

Table I-16

Item: How often do you find yourself taking a position of leadership in a group you are with?

Percent answering: "Often"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	18	(136)	18	(152)	17	(87)	28	(87)	17	(123)	26	(131)	23	(160)	28	(134)
Basic Air Force					20	(94)	21	(62)					20	(109)	28	(141)
Never Took (LC)									21	(90)	22	(68)	34	(44)	23	(75)
Advanced Army	38	(74)	32	(69)	44	(95)	46	(93)	26	(141)	41	(59)	45	(155)	45	(86)
Advanced Air Force					56	(48)	49	(59)					34	(44)	47	(36)
Army Dropouts	24	(86)	24	(78)	30	(88)	27	(66)	13	(91)	25	(69)	20	(110)	20	(107)
Air Force Dropouts					35	(78)	34	(89)					31	(83)	26	(85)
Never Took (UC)									22	(134)	31	(55)	19	(31)	21	(67)

Table I-17

Item: How much does it bother you to have to give orders to other people?

Percent answering: "It doesn't bother me at all"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	39	(135)	40	(154)	48	(87)	46	(85)	51	(123)	57	(131)	53	(160)	54	(134)
Basic Air Force					45	(95)	42	(62)					56	(108)	55	(141)
Never Took (LC)									49	(90)	53	(68)	52	(44)	43	(75)
Advanced Army	46	(74)	55	(69)	61	(95)	73	(92)	61	(141)	71	(59)	67	(155)	66	(86)
Advanced Air Force					58	(48)	71	(59)					75	(44)	67	(36)
Army Dropouts	44	(86)	46	(78)	49	(87)	48	(67)	58	(91)	52	(69)	47	(110)	53	(107)
Air Force Dropouts					45	(78)	56	(84)					53	(83)	58	(85)
Never Took (UC)									43	(134)	36	(55)	47	(30)	51	(67)

Table I-18

Item: How much does it bother you to be ordered to do something you don't see a good reason for doing?

Percent answering: "It bothers me very much"

	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	44	(135)	42	(154)	47	(87)	37	(87)	42	(123)	23	(129)	38	(160)	36	(133)
Basic Air Force					42	(95)	36	(62)					32	(109)	29	(141)
Never Took (LC)									49	(90)	40	(68)	43	(44)	52	(75)
Advanced Army	35	(74)	19	(69)	33	(96)	28	(92)	36	(140)	14	(59)	37	(155)	22	(86)
Advanced Air Force					31	(48)	24	(58)					20	(44)	31	(36)
Army Dropouts	52	(86)	42	(78)	55	(87)	46	(67)	53	(91)	42	(69)	57	(110)	50	(107)
Air Force Dropouts					54	(78)	40	(84)					47	(83)	44	(85)
Never Took (UC)									37	(139)	54	(55)	52	(31)	45	(67)

Table I-19

Item: So far how well would you say you have lived up to what your parents have expected of you?

Percent answering: "Very Well"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	29	(136)	36	(154)	40	(87)	51	(87)	34	(123)	40	(131)	28	(160)	41	(134)
Basic Air Force					39	(95)	50	(62)					29	(109)	41	(141)
Never Took (LC)									37	(89)	33	(67)	37	(43)	44	(75)
Advanced Army	51	(74)	46	(69)	61	(95)	64	(93)	51	(140)	49	(59)	57	(155)	50	(86)
Advanced Air Force					67	(48)	59	(59)					43	(44)	58	(36)
Army Dropouts	42	(86)	33	(78)	57	(88)	51	(67)	46	(91)	32	(68)	41	(110)	34	(107)
Air Force Dropouts					38	(78)	53	(83)					36	(83)	41	(85)
Never Took (UC)									50	(134)	43	(54)	52	(31)	33	(67

II. COLLEGE MAJOR AND CAREER PLANS

Membership in the ROTC, particularly in the Advanced Corps, has the effect of committing the college student to his first job upon completion of college. For this reason, it was deemed important to determine those considerations which are most important to college students in relation to job and career plans. Some students, for example, may look upon military service as a hinderance to future job possibilities, while others may look upon military service as an opportunity to improve their job status in the future.

Related to this, is, of course, the way students look upon their major subject in college, i.e., whether they consider it the area in which they will be employed when they complete college, the importance of working in their own field, etc. Nearly all students included in the survey indicated that they had decided upon their major field of study. This was true of lowerclassmen as well as upperclassmen. In addition, students were asked to indicate when they had made up their minds as to which subject they would specialise in while in college.

While there were no important differences between ROTC men and non-ROTC men, or between pairs of colleges, it is nevertheless of interest that many men reported that they had made up their minds on their college major before arriving in college. About one-half of the lowerclassmen in each of the groups studied reported that their minds had been made up prior to entering college. At the same time,

however, only between one-third and one-half of the upperclassmen reported having made up their minds prior to college.

These findings are important from a number of viewpoints. First, in nearly all cases students must make their decision as to whether or not to join the ROTC, or which ROTC to join, as soon as they arrive in college (except in schools where there is only an Army ROTC, and where it is compulsory). It is likely that the decision to join the ROTC is related to whatever other plans the student may have for college. According to these findings then, the ROTC decision is made for about half the students in the light of, what must be to them, the more important decision about their college major. In about half the cases, this decision has already been made, at least tentatively. In addition to this, however, the difference between upper- and lowerclassmen in the time of their decision indicates that many students change their major course while in college. In fact, it has been determined in another item, that in the compulsory schools as many as forty percent of the upperclassmen have changed their major course since they started college, while more than a fourth of the upperclassmen in the voluntary ROTC schools had changed their major course.

Further evidence of the relative lack of definiteness in college students' selection of a major subject is revealed by the response patterns to the question, "How definite are your plans concerning your future occupation?" In response to this, only between a fifth and a third of the lowerclassmen answered "Very definite," while between a fourth to a half of the upperclassmen reported that their plans were

"Very definite." Thus, even though nearly all students appeared to have selected a major subject, not nearly all of them are sure that they will stay with it.

When asked, "Do you think that when you graduate from college you will work at a job in which you will be able to use your major subjects?", there was a considerable range of response among the various groups, going from 40 percent answering "Yes, extensively" to nearly 80 percent giving this answer. In this case, there were some differences between Advanced ROTC men and other students. In four of the schools under study, men in the Advanced Army ROTC were significantly less likely than other upperclassmen to expect to use their major subject extensively. In both Compar schools, for example, Army dropouts were significantly more likely than Advanced ROTC cadets to expect to use their major extensively. This was also true in High Comparaf. In High Volaraf, while there was no difference between Advanced ROTC students and Army dropouts, upperclassmen who never took ROTC were considerably more likely than those in the Advanced Corps to expect to use their major extensively. The hypothesis that the less decisive a sophomore student is at the time he must decide about the ROTC, the greater the likelihood that he will enroll in the Advanced Course, is perhaps another area for fruitful research.

Presented in the section below is an analysis of responses given by college students to a series of statements about the importance of various aspects of jobs. To each of the ten statements, respondents were asked to indicate whether it is "very important," "fairly

important," or "not important" for them to have a job upon finishing college that provides the condition named. Since the number of items are too numerous to handle, all of them individually presented in the tables are only the proportion of respondents in each group answering "Very important" to the item in question. Also presented is the rank of the item in terms of the number of respondents in the group who answered "Very important." Thus, for example, among Basic Army students in Low Volaraf, 75 percent of them considered a job that "offers job security" as "very important," more than answered "very important" to any of the other items. This was ranked first among this group of respondents. On the other hand, among this group a job that "offers an opportunity to travel" was least likely to have been rated as "very important," receiving only ten percent of the responses, and was ranked last, or tenth. In some cases there were ties, that is, the same proportion of respondents answering "very important" to two items. In these cases, they were given the same rank, followed by a fraction (e.g., both might be 7.5 instead of one arbitrarily ranked 7 and the other ranked 8).

Considering all the groups together, there is little doubt that the job characteristic most frequently rated as "Very important" was job security. In about two-thirds of each of the groups examined this response was ranked highest. In most of the other groups, it was ranked second or third. Other items mentioned most frequently by all students as "very important" were the opportunity to use what was learned in college, the opportunity to work with people, and the

chance to earn a good deal of money. The opportunity to travel on a job was least likely to be rated "very important" among all groups.

Among most of the ten job characteristics to be judged in terms of importance to the student, there was considerable homogeneity among the various groups examined in the different schools. Rarely were the differences that did occur striking. Some of the more consistent differences, however, are presented below:

"An opportunity to gain recognition from others in your field" - The only fairly consistent pattern appearing for this item was the tendency for Basic Air Force ROTC students to rank this as "very important" less than other lowerclassmen.

"An opportunity to use what you learned in college" - While generally rated as "very important," there was a consistent tendency for Advanced ROTC students, Army and Air Force to report this as a "Very important" job consideration less often than other upper-class students. This finding is consistent with the above finding that the Advanced ROTC cadets are in fact less likely to expect to use their college major in a job after college than upper-class non-ROTC students.

"Lets you work free of supervision" - In about half of the colleges studied, Army Dropouts were more likely than Advanced ROTC students to indicate this as a "very important" job consideration. There was no consistent difference between pairs of colleges.

"Opportunity to exercise leadership" - As might be anticipated, Advanced Army and Air Force cadets are more likely than other upper-class students to consider the opportunity to exercise leadership as an

important factor in a job they might have after college. The differences are consistent in all colleges, and statistically significant in six of the eight comparisons. There were no important differences in comparisons between pairs of colleges. Basic ROTC students were no more likely than other lower-class students to rate this item as "very important."

As noted before, there is a great deal of similarity in most respects among all of the groups studied. In some cases, the lack of differences may be as interesting as the differences themselves. For example, a job which "enables you to work with people" is no more likely to be selected by ROTC men than non-ROTC men, although one characteristic of being a military officer is the necessity to work with, as well as lead other men. Also, generally speaking, between a third and a half of the students studied considered as "very important" the item "Will give you an opportunity to be of service to the nation or the community." There were ~~any~~, however, no differences among different groups with regard to this item.

Table II-1

Item: When did you make up your mind about the subject to major in while in college?

Percent answering: "While in high school" or Before college"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army	48 (135)	50 (153)	49 (82)	65 (85)	45 (122)	51 (129)	43 (156)	43 (133)
Basic A.F.			47 (93)	49 (61)			49 (106)	57 (141)
Never Took (LC)					45 (89)	46 (65)	39 (43)	45 (75)
Advanced Army	33 (73)	33 (69)	41 (95)	48 (93)	55 (139)	51 (59)	33 (155)	40 (86)
Advanced A.F.			34 (47)	46 (58)			33 (45)	39 (36)
Army Dropouts	38 (85)	35 (77)	44 (85)	36 (67)	51 (91)	35 (68)	34 (107)	42 (108)
A.F. Dropouts			48 (79)	42 (84)			28 (79)	47 (83)
Never Took (UC)					44 (134)	50 (54)	40 (30)	34 (67)

Table II-2

Item: How definite are your plans concerning your future occupation?

Percent answering: "Very definite"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	21	(136)	23	(154)	25	(87)	28	(87)	18	(121)	21	(131)	23	(160)	33	(133)
Basic A.F.					32	(94)	16	(62)					25	(108)	26	(141)
Never Took (LC)									24	(90)	29	(66)	36	(47)	39	(75)
Advanced Army	31	(74)	22	(69)	23	(95)	37	(93)	24	(142)	26	(58)	30	(155)	24	(86)
Advanced A.F.					29	(48)	36	(59)					36	(45)	31	(36)
Army Dropouts	30	(86)	35	(78)	48	(87)	34	(67)	25	(91)	32	(69)	27	(110)	25	(108)
A.F. Dropouts					51	(79)	42	(84)					42	(82)	27	(85)
Never Took (UC)									27	(134)	43	(54)	48	(31)	36	(67)

Table II-3

Item: Have you changed your major subject at anytime since you came to college?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	29	(136)	29	(153)	30	(87)	16	(87)	17	(123)	25	(130)	22	(159)	20	(133)
Basic A.F.					30	(93)	32	(62)					21	(108)	14	(141)
Never Took (LC)									19	(90)	22	(67)	20	(44)	25	(75)
Advanced Army	49	(74)	46	(69)	66	(96)	48	(93)	17	(142)	22	(59)	34	(155)	40	(86)
Advanced A.F.					42	(45)	49	(59)					42	(45)	44	(36)
Army Dropouts	54	(86)	44	(78)	38	(86)	52	(67)	16	(91)	41	(69)	40	(110)	25	(108)
A.F. Dropouts					38	(79)	50	(84)					35	(82)	29	(85)
Never Took (UC)									18	(133)	29	(55)	16	(31)	31	(67)

Table II-4

Item: Do you think that when you graduate from college you will work at a job in which you will be able to use your major subject?

Percent answering: "Yes, I expect to use it extensively."

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	68	(136)	68	(152)	67	(87)	60	(87)	60	(122)	65	(130)	60	(158)	56	(133)
Basic A.F.					62	(93)	56	(62)					62	(108)	56	(140)
Never Took (LC)									68	(90)	67	(67)	59	(44)	60	(75)
Advanced Army	51	(74)	58	(69)	46	(96)	71	(93)	56	(142)	63	(59)	50	(155)	42	(86)
Advanced A.F.					48	(45)	48	(59)					42	(45)	47	(36)
Army Dropouts	71	(86)	73	(78)	71	(86)	78	(67)	62	(91)	65	(68)	58	(110)	53	(107)
A.F. Dropouts					67	(79)	66	(83)					62	(82)	54	(85)
Never Took (UC)									56	(134)	73	(55)	74	(31)	55	(67)

Table II-5

Importance of Various Job Considerations in Job After College

(Percent and relative rankings of men who gave answer of "Very Important" for each job consideration below.)

COMPAR

Job Consideration	HIGH						LOW					
	Basic Army		Adv. Army		Army DO		Basic Army		Ad. Army		Army DO	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Job Security	61	1	60	1	63	1	82	1	72	1	72	1
Travel	8	10	19	10	9	10	12	10	7	10	4	10
Recognition in your field	35	5	42	5	40	4.5	46	6	35	8	47	5
Prestige	24	8	36	7	22	9	42	7	36	7	40	6
Use of college major	54	2	46	3	51	2.5	66	2	46	4	70	2
Good deal of money	43	3	35	8	27	7.5	50	5	41	6	32	8
Work unsupervised	33	6	32	9	33	6	30	9	33	9	38	7
Use leadership	20	9	38	6	27	7.5	31	8	45	5	27	9
Work with people	40	4	55	2	51	2.5	65	3	54	2	51	4
Serve nation or community	32	7	43	4	40	4.5	58	4	48	3	54	3
	(N = 135)		(N = 74)		(N = 86)		(N = 153)		(N = 69)		(N = 78)	

Table II-5 (Continued)

Importance of Various Job Considerations in Job After College

(Percent and relative rankings of men who gave answer of "Very Important" for each job consideration mentioned.)

COMPARAF

Job Consideration	HIGH												LOW											
	Bas. Army		Adv. Army		Army DO		Bas. AF		Adv. AF		AF DO		Bas. Army		Adv. Army		Army DO		Bas. AF		Adv. AF		AF DO	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Job Security	74	1	51	3	57	3	65	1	58	2.5	48	3	69	1	56	3	63	1	58	2	51	2.5	56	2
Travel	10	10	16	10	13	10	6	10	17	10	13	10	7	10	8	10	12	10	11	10	25	8	8	10
Recognition in your field	31	7.5	50	4	52	4	39	6	50	7	40	6	44	4	55	4	40	5	37	4.5	27	7	35	6
Prestige	36	6	4	6	42	6	31	8	58	2.5	35	7.5	42	5	42	7	36	6.5	33	6	29	6	26	8.5
Use college major	62	2	47	5	66	1	57	3	38	8	64	1	49	3	60	1	55	2	61	1	39	5	57	1
Good deal of money	51	5	45	7.5	40	8	43	5	52	6	35	7.5	40	7	28	8	25	9	29	7	17	9.5	30	7
Work unsupervised	31	7.5	25	9	41	7	36	7	27	9	42	5	32	8	24	9	36	6.5	21	9	17	9.5	26	8.5
Use leadership	26	9	58	2	39	9	30	9	57	4	28	9	24	9	53	5	49	4	24	8	42	4	36	5
Work with people	54	4	64	1	62	2	64	2	69	1	62	2	57	2	57	2	51	3	52	3	54	1	51	3
Serve nation or community	60	3	45	7.5	50	5	49	4	54	5	44	4	41	6	50	6	34	8	37	4.5	51	2.5	37	4
	(N = 87)		(N = 96)		(N = 88)		(N = 95)		(N = 48)		(N = 79)		(N = 87)		(N = 93)		(N = 67)		(N = 62)		(N = 59)		(N = 84)	

Table II-5 (Continued)

Importance of Various Job Considerations in Job After College

(Percent and relative rankings of men who gave answer of "Very Important" for each job consideration mentioned.)

VOLAR

Job Consideration	HIGH										LOW									
	Basic Army		Adv. Army		Army DO		LC NT		UC NT		Basic Army		Adv. Army		Army DO		LC NT		UC NT	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Job Security	66	1	49	1	52	2	67	1	47	3	76	1	61	1	59	3	69	1	71	1
Travel	7	10	6	10	4	10	3	10	11	10	13	10	10	10	9	10	7	10	6	10
Recognition in your field	28	7.5	35	6	30	9	26	8	40	4	38	6	29	8	39	7	24	7	20	75
Prestige	29	6	26	8	31	8	27	6.5	28	9	37	7	44	3.5	42	5.5	20	8	15	9
Use college major	58	2	44	3	53	1	50	2	51	2	66	2	48	2	62	2	62	2	62	2
Good deal of money	46	4	36	5	38	4.5	38	4	36	6	45	4	42	5	42	5.5	55	3	42	4
Work unsupervised	30	5	33	7	38	4.5	24	9	31	7.5	28	8	26	9	36	8	29	6	27	6
Use leadership	23	9	37	4	35	6	27	6.5	31	7.5	25	9	39	7	33	9	16	9	20	75
Work with people	50	3	48	2	48	3	48	3	52	1	52	3	44	3.5	64	1	54	4	59	3
Serve nation or community	28	7.5	23	9	33	7	33	5	37	5	44	5	41	6	44	4	46	5	36	5
	(N = 123)		(N = 141)		(N = 91)		(N = 90)		(N = 134)		(N = 131)		(N = 59)		(N = 68)		(N = 68)		(N = 55)	

Table II-5 (Continued)

Importance of Various Job Considerations in Job After College

(Percent and relative rankings of men who gave answer of "Very Important" for each job consideration mentioned.)

VOLAFAF - HIGH

Job Consideration	Basic Army		Adv. Army		Army DO		Basic AF		Adv. AF		AF DO		LC NT		UC NT	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Job Security	68	1	48	3.5	47	3	63	1	33	5	58	1	43	5	52	1
Travel	8	10	12	10	14	10	13	10	24	9	8	10	14	10	16	10
Recognition in your field	42	5	50	2	50	2	28	6	29	6.5	40	4	39	6.5	32	8.5
Prestige	40	7	46	5.5	36	6	26	8	27	8	32	8	39	6.5	45	3
Use college major	56	2	46	5.5	46	4	60	2	42	4	51	3	52	1.5	42	4.5
Good deal of money	45	4	42	7	39	5	39	5	20	10	38	5	52	1.5	42	4.5
Work unsupervised	37	9	35	9	34	7.5	21	9	29	6.5	27	9	48	3.5	40	6
Use leadership	40	7	48	3.5	32	9	27	7	56	2	33	7	30	9	32	8.5
Work with people	52	3	63	1	54	1	57	3	60	1	55	2	48	3.5	48	2
Serve nation or community	40	7	40	8	34	7.5	50	4	49	3	37	6	32	8	36	7
	(N = 160)		(N = 155)		(N = 110)		(N = 109)		(N = 45)		(N = 83)		(N = 44)		(N = 31)	

Table II-5 (Continued)

Importance of Various Job Considerations in Job After College

(Percent and relative rankings of men who gave answer of "Very Important" for each job consideration mentioned.)

VOLAFAF - LOW

Job Consideration	Basic Army		Adv. Army		Army DO		Basic AF		Adv. AF		AF DO		LC NT		UC NT	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Job Security	75	1	72	1	68	1	70	1	72	1	62	1	73	1	55	1
Travel	10	10	9	10	8	10	11	10	19	10	9	10	5	10	9	10
Recognition in your field	34	6	40	6	38	5	37	6	33	7.5	40	6.5	36	7	40	4.5
Prestige	29	7	36	7.5	37	6	39	5	39	6	50	4	37	5.5	40	4.5
Use college major	54	2	42	5	54	2	57	2	67	2.5	55	2	51	4	48	2
Good deal of money	42	4	36	7.5	47	4	31	8	33	7.5	40	6.5	37	5.5	30	8.5
Work unsupervised	27	9	14	9	26	9	19	9	22	9	26	9	28	9	36	6.5
Use leadership	28	8	51	3	31	8	33	7	50	5	34	8	32	8	30	8.5
Work with people	52	3	54	2	49	3	45	4	64	4	54	3	60	2	43	3
Serve nation or community	37	5	43	4	36	7	50	3	67	2.5	48	5	53	3	36	6.5
	(N = 134)		(N = 85)		(N = 107)		(N = 141)		(N = 36)		(N = 85)		(N = 75)		(N = 67)	

III. THE STUDENT AND THE DRAFT

A. The Likelihood of Going into Military Service

There is little doubt that most college students anticipate military service at some time in the future. Even those not planning actively for the Armed Forces through participation in the ROTC program are not likely to expect to avoid military service. Where differences in expectations occur between ROTC students and non-ROTC students, these differences appear to be on a realistic basis.

Questioned as to their physical fitness for going into military service (whether or not they have had Armed Forces physical examinations), nearly all men in the ROTC, Basic and Advanced, believed that they were physically qualified for service. Among Army and Air Force Dropouts and men who never took ROTC training, in most groups studied, more than 85 percent of the respondents considered themselves physically qualified for the Armed Forces. Only in High Volaraf were there more than 20 percent of the men in any group who did not consider themselves physically fit for service. This was true of upper and lower-class Never Took students (23 percent) and Army Dropouts (21 percent). In general, it is a relatively small group not in the ROTC because they did not think they would go into service because of physical reasons.

For the most part, failure to enroll in the ROTC could not be ascribed to membership in one of the military reserves of a large number of students. Questioned as to whether or not they were in any military reserve (other than the ROTC), never were more than 15 percent of any group enlisted in any military reserve program, except at High Compar. At High

Compar, about one-fourth of the men in the ROTC, and about one-third of the Army Dropouts were in some other kind of reserve program. It may thus be gathered that other military reserve programs are not formidable competitors with the ROTC. At none of the colleges studied, for example, were a considerable number of men enrolled in the Marine Platoon Leader Course.

All respondents were asked, "If you did not volunteer for one of the Armed Forces, what do you think the chances are of your ever being drafted into military service?" Among lower-class students, there was general belief that they either "certainly would" or "probably would" be drafted into military service at some time. About two-thirds or more of all lower-class students expressed this belief. Lower-class Never Took students in the four voluntary schools were no less likely to believe they would ever be drafted than their classmates in the ROTC.

Among upperclassmen in the compulsory schools, there were no differences in their expectations of their likelihood of being drafted between men in the ROTC and men not in the ROTC. About 70 percent or more of each group studied felt that it was likely that they would be drafted. The few differences which did occur were not significant.

This was not the picture in the voluntary schools, however. In three of the four schools where ROTC was voluntary, men in the Advanced ROTC (Army and Air Force) were more likely to expect to have been drafted than men not in the ROTC. Only in the case of the Air Force Dropouts in the two Volaraf colleges were men not in the ROTC as likely to consider themselves subject to the draft as men in the ROTC. It is probable that these Air Force Dropouts included many men who would otherwise have gone into

the Air Force but for the extended period of enlistment. For the most part, however, while more than 80 percent of each of the Advanced ROTC groups in voluntary colleges believed they would be drafted if they did not enlist, with the exception noted above, less than two-thirds of the non-ROTC believed this.

In addition to inquiring as to whether they expected to be drafted at any time, respondents were also asked, "If you did not volunteer for one of the Armed Forces, what do you think the chances are of your being drafted within one year after finishing college?" The response patterns to this question, while there are some statistically significant differences among groups, are not consistent. In none of the schools were there consistent differences between lower-class students in the ROTC and those not in the ROTC. Among upper-class students, however, in some schools Advanced ROTC men were more likely than non-ROTC men to expect to have been drafted within one year after college, while in other schools this was not the case. In both Comparaf schools, for example, Air Force Drop-outs were the least likely to believe they would be drafted within one year after finishing college. Among the voluntary schools, only in High Volar were the Advanced Army men more likely than the other upperclassmen to expect to have been drafted within one year after college. There were no important differences between pairs of colleges.

For responses to the question, "If you are called to full-time military service directly after graduation, how long do you realistically expect to be in service, all things considered?", the only figures presented are for "six months" or "two years", the categories most frequently

mentioned, and the periods of time most likely to be spent in service. Before examining these figures, some mention should be made of the situation for the Air Force.

Since the required period of enlistment for most men completing Air Force ROTC is now five years, the "six month" or "two year" categories are in most cases not applicable to these men. For this reason, comparisons will not be made between Advanced Air Force men and others. The findings among the men in the Basic Air Force are, however, relevant when the voluntary schools are compared with the compulsory schools. Basic Air Force Cadets in the compulsory schools are about as likely as other lowerclassmen to indicate either "six months" or "two years" as the period of time they would expect to spend in service. Basic Air Force students in the Volarof colleges, however, are considerably more likely than any of the other lower-class groups to mention more than two years as the length of time they expect to go into service. It thus appears that men taking Basic Air Force ROTC where it is voluntary are likely to be thinking in terms of completing the course through the four years and accepting an Air Force commission. Basic Air Force trainees at compulsory colleges are, for the most part, evidently planning only on the two required years with no plans for an Air Force commission. For many of these men, the choice of Army or Air Force ROTC is probably a choice made only through the necessity of being in one or the other ROTC programs.

Examining now only the men in the Army ROTC with non-ROTC students, in most cases the expectation is more likely to be for two years rather than six months of active duty. Among Basic ROTC students and lower-class non-ROTC students alike, in nearly every case, fewer than 20 percent

expected to be on active duty for as little as six months. The only exception to this were the Basic Army and non-ROTC lowerclassmen at High Volaraf where 29 percent and 21 percent, respectively, expected go on six months duty. Generally, about two-thirds or more of all lowerclassmen expected two years active duty.

Among upperclassmen, in every comparison of Advanced Army ROTC students with Dropouts (Army and Air Force) and Never Took students, except in High Volar, the Advanced Army students were more likely to expect to be on active duty for six months. Nearly all of these differences were statistically significant. In High Volar, Advanced ROTC students were far more likely than other upper-class students to expect two months in active military duty. Thus, in most schools, in spite of the fact that one might expect a greater commitment to the Army on the part of men in the Advanced ROTC, these men are considering less time on active military duty than men who have declined Army commissions.

A further point appears in the comparison of the High and Low Volar. Comparing the expectations of the Advanced ROTC students in these schools, men in High Volar are considerably more likely to expect to go into active service than men in Low Volar. These findings add further evidence to the difference in selection of Advanced Corps students in the High and Low enrollment colleges.

Table III-1

Item: Whether or not you have had a physical examination for the Armed Forces, do you think you are physically qualified to go into one of the Armed Services?

Percent answering: "No"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	4	(135)	3	(153)	4	(86)	12	(87)	7	(123)	6	(130)	5	(159)	4	(134)
Basic A.F.					5	(95)	2	(61)					5	(108)	2	(140)
Never Took (LC)									15	(89)	7	(68)	23	(44)	11	(75)
Advanced Army	-	(74)	1	(69)	1	(96)	1	(93)	1	(142)	2	(59)	1	(153)	4	(86)
Advanced A.F.					-	(48)	-	(59)					-	(45)	-	(36)
Army Dropouts	13	(86)	12	(78)	6	(85)	14	(66)	16	(90)	18	(68)	21	(105)	6	(108)
A.F. Dropouts					8	(79)	7	(82)					8	(82)	4	(84)
Never Took (UC)									17	(132)	18	(55)	23	(37)	10	(67)

Table III-2

Item: What is your military reserve status?

Percent answering: "I am not now in any military reserve either active or inactive"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	71	(136)	84	(152)	94	(86)	99	(86)	97	(118)	98	(130)	98	(159)	98	(129)
Basic A.F.					99	(95)	95	(62)					98	(107)	98	(139)
Never Took (LC)									88	(89)	91	(67)	93	(43)	92	(74)
Advanced Army	74	(74)	86	(66)	95	(94)	97	(92)	96	(123)	87	(55)	97	(149)	93	(81)
Advanced A.F.					92	(48)	95	(56)					98	(45)	97	(34)
Army Dropouts	64	(86)	86	(78)	94	(87)	96	(67)	92	(90)	87	(69)	93	(109)	95	(108)
A.F. Dropouts					89	(79)	96	(84)					99	(82)	96	(84)
Never Took (UC)									77	(134)	91	(55)	86	(29)	88	(67)

Table III-3

Item: If you did not volunteer for one of the Armed Forces, what do you think the chances are of your ever being drafted into military service?

Percent answering: "I certainly would be drafted" or "While it is not certain I probably would be drafted"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	77	(136)	78	(154)	77	(87)	71	(87)	76	(122)	70	(131)	68	(160)	76	(135)
Basic A.F.					70	(95)	76	(62)					71	(109)	80	(140)
Never Took (LC)									70	(90)	63	(68)	57	(44)	67	(75)
Advanced Army	74	(74)	81	(69)	83	(96)	71	(93)	82	(142)	86	(59)	81	(155)	81	(86)
Advanced A.F.					75	(48)	71	(58)					80	(44)	86	(36)
Army Dropouts	68	(85)	70	(78)	73	(86)	70	(67)	69	(90)	62	(69)	67	(109)	77	(108)
A.F. Dropouts					78	(79)	58	(84)					73	(82)	79	(85)
Never Took (UC)									60	(131)	66	(55)	59	(29)	82	(67)

Table III-4

Item: If you did not volunteer for one of the Armed Forces, what do you think the chances are of your being drafted <u>within one year</u> after finishing college?

Percent answering: "I would almost certainly be drafted within 'one year'" or "While it is not certain I would probably be drafted"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	58	(136)	57	(154)	66	(87)	45	(87)	62	(122)	54	(131)	40	(160)	53	(135)
Basic A.F.					56	(95)	42	(62)					41	(109)	50	(140)
Never Took (LC)									59	(90)	51	(67)	32	(44)	44	(75)
Advanced Army	51	(74)	49	(69)	59	(96)	49	(93)	70	(142)	66	(59)	51	(154)	55	(86)
Advanced A.F.					50	(48)	48	(58)					40	(44)	56	(36)
Army Dropouts	51	(86)	51	(78)	59	(86)	60	(67)	57	(91)	51	(69)	40	(108)	47	(108)
A.F. Dropouts					33	(79)	42	(84)					49	(82)	59	(85)
Never Took (UC)									53	(132)	53	(55)	36	(28)	43	(67)

TABLE III-5

Item: If you are called to full-time military service, directly after graduation, how long do you realistically expect to be in service, all things considered?

Percent answering: "Six months" and "Two years"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
6 months	7		7		13		10		16		13		29		18	
2 years	72	(135)	71	(152)	71	(85)	76	(87)	68	(122)	72	(130)	59	(160)	68	(134)
Basic A. F.																
6 months					8		2						3		4	
2 years					61	(90)	64	(58)					29	(107)	40	(139)
Never Took (LC)																
6 months											12		21		11	
2 years										(90)	72	(68)	58	(43)	72	(74)
Advanced Army																
6 months	38		32		34		33		51		31		39		34	
2 years	47	(72)	65	(69)	53	(93)	50	(91)	41	(140)	55	(58)	48	(155)	40	(85)
Advanced A.F.																
6 months					9		-						2		6	
2 years					11	(46)	14	(58)					7	(45)	8	(36)
Army Dropouts																
6 months	13		13		16		15		19		24		26		17	
2 years	64	(85)	70	(77)	76	(82)	73	(66)	72	(88)	59	(68)	61	(108)	67	(108)
A.F. Dropouts																
6 months					3		11						20		19	
2 years					66	(77)	72	(83)					52	(81)	61	(83)
Never Took (UC)																
6 months									24		12		7		17	
2 years									62	(131)	72	(68)	66	(29)	77	(66)

B. Attitudes Toward the Draft

When asked, "How closely do you keep up with the rules and regulations about selective service provisions?", between half and two-thirds of all groups studied responded "Very closely" or "Fairly closely." There were no important differences within groups in the same school, or between schools on this item. When asked a series of six questions on knowledge of selective service provisions, however, in nearly every comparison in every school, men in the ROTC were better informed than men not in the ROTC. In general, Advanced ROTC students were the best informed, followed by Basic ROTC men, with those who have never taken ROTC training the least well informed.

In spite of their relative lack of information, or perhaps because of it, the non-ROTC students were more likely than ROTC students to indicate that they "often" or "occasionally" worry about being called into full-time military service. Among lower-class students in schools where ROTC training is voluntary, about a third of those who never took ROTC training were worried about full-time military service, while only about a fifth of the Basic Army and Basic Air Force cadets reported being worried. The same pattern appeared among upper-class students on this item. In general, upper-class students who never took ROTC training were more worried about the draft than were lower-class students who never took ROTC training. This is to be expected, however, since the upper-class students are older and closer to the time when they might be required to go into military service.

Between one-third and one-half of the Dropouts and the Never Took students reported worrying "Often" or "Occasionally" about full-time military service, compared with less than one-fifth of the Advanced Army and Air Force students. In both comparisons of schools where ROTC is voluntary, Army Advanced Corps students in the schools with high ROTC enrollment were significantly more likely to report being worried about the draft than Advanced Corps cadets in the schools with low ROTC enrollment.

In addition to worrying about the draft, non-ROTC students were more likely than ROTC students to believe that present world conditions do not warrant continuation of the draft in its present form. In the voluntary schools Basic ROTC students were less opposed to the draft than lower-class students not in the ROTC. In all schools, Advanced Corps students were less opposed to the draft in its present form than were upper-class Dropouts and Never Took students. The single exception to this was the Advanced Air Force ROTC students in High Comparaf, half of whom opposed the present draft. In all other schools, fewer than a third of the Advanced Corps cadets, Army and Air Force, opposed the draft, compared with 40 percent or more of the upper-class students not in the ROTC. Although there were some differences between pairs of schools, these differences were not consistent.

Feelings of guilt about a permanent deferment from the draft would be more prevalent among ROTC students than non-ROTC students according to the responses to the question, "If you were permanently deferred, do you think you would or would not feel guilty about it?" On this item,

there were a number of varying patterns of responses from school to school. For example, in the schools where ROTC is voluntary, where Army ROTC enrollment is high (High Volar and High Volaraf) there are considerable differences between Basic ROTC cadets and lower-class Never Took students. There are no differences between these groups, however, where ROTC enrollment is low and the course is voluntary. In seven of the eight schools, comparisons between men in the Advanced Army ROTC and upper-class students not in the ROTC indicate that the Advanced Corps students would be more likely to feel guilty about a permanent deferment than the non-ROTC students. The seven reported differences were all statistically significant. There were no consistent differences between pairs of schools.

An item similar to the one reported above was, "If I had the opportunity to stay out of military service, I would certainly take advantage of it - Agree or Disagree?" The findings on this item are approximately the same as on the other, and somewhat more consistent, with sharper differences. Basic ROTC students were more likely to disagree with this statement than lower-class non-ROTC students, and Advanced Corps students were more likely to disagree than were upper-class students not in the ROTC. In a number of cases, differences between groups exceeded twenty percent, and in some cases these differences exceeded 40 percent. In each comparison of pairs of schools, Advanced Army ROTC students in the schools rated as low in enrollment, were more likely to disagree with this statement than were Advanced Army ROTC students in the schools rated high in enrollment. Three of the four comparisons were statistically significant.

Student estimates of the personal sacrifice that would be made by them as a result of going into the Armed Forces within a year after graduation varied by their ROTC status. Advanced ROTC students were the least likely to consider this sacrifice as "Very" or "Fairly great", while upper-class students were most likely to consider military service a loss to themselves. Among lowerclassmen, in voluntary schools, students not in the ROTC were consistently more likely to consider military service a loss to themselves. All comparisons with Basic ROTC students showed differences of 20 percent or more in this category.

Among upperclassmen, while less than one-third of each of the Advanced Corps groups responded that military service was a "Very" or "Fairly great" sacrifice, usually at least 50 percent of the Dropout or Never Took groups studied gave this response. All differences were statistically significant. There were no consistent differences between pairs of schools.

All respondents were asked, "How do you think your parents feel about the prospect of your going into military service?" Most comparisons between ROTC students and non-ROTC students demonstrated that ROTC students were considerably more likely than non-ROTC students to answer "They would like me to go in." In the voluntary schools, among lowerclassmen, about 20 percent of the Basic Army and Air Force ROTC students believed that their parents would like them to go into service, while only between 2 percent and 12 percent of the non-ROTC lowerclassmen gave this response. Among upperclassmen, in the Advanced Army ROTC men answering "They would like me to go in" ranged from 21 percent in High

Volar to 51 percent in Low Volaraf. In most schools about 40 percent of the Advanced Army ROTC students gave this answer. Also responding in this manner were a third of the Advanced Air Force cadets in the voluntary schools, and more than half of the Advanced Air Force cadets in the compulsory schools. By comparison, among upper-class students not in the ROTC, usually fewer than 10 percent felt that their parents would like them to go into military service. All comparisons of upper-class students with Advanced ROTC students were statistically significant.

Comparisons of schools with high and low ROTC enrollment established significant differences between High Volar and Low Volar, and between High Volaraf and Low Volaraf. In both cases, Advanced Army ROTC students in the schools with high ROTC enrollment indicated that their parents were less likely to be pleased about the possibility of their going into military service than were the Advanced Army cadets in the low enrollment schools.

Table III-6

Item: How closely do you keep up with the rules and regulations about selective service provisions?

Percent answering: "Very closely" or "Fairly" closely

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	55	(136)	62	(154)	47	(87)	47	(87)	42	(123)	50	(131)	70	(159)	50	(133)
Basic A.F.					40	(93)	48	(61)					62	(107)	58	(141)
Never Took (LC)									40	(90)	48	(67)	59	(42)	57	(75)
Advanced Army	64	(74)	65	(69)	62	(93)	68	(93)	56	(141)	59	(59)	66	(155)	73	(86)
Advanced A.F.					58	(48)	54	(59)					56	(45)	64	(36)
Army Dropouts	59	(86)	63	(78)	61	(87)	41	(166)	64	(89)	50	(69)	54	(110)	59	(108)
A.F. Dropouts					51	(79)	50	(82)					54	(82)	62	(85)
Never Took (UC)									66	(134)	53	(53)	58	(31)	55	(61)

Table III-7

Average Scores on Knowledge about Selective Service Provisions

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	4.05	(136)	4.01	(154)	4.31	(87)	4.24	(87)	4.32	(123)	3.97	(131)	4.27	(163)	4.39	(135)
Basic A.F.					3.90	(95)	4.25	(62)					3.96	(109)	4.09	(141)
Never Took (LC)									3.49	(90)	3.32	(68)	3.90	(44)	3.40	(75)
Advanced Army	4.79	(74)	4.78	(69)	4.71	(96)	4.82	(93)	4.50	(142)	4.54	(59)	4.12	(155)	4.75	(86)
Advanced A.F.					4.68	(48)	4.35	(59)					4.46	(45)	4.61	(36)
Army Dropouts	4.08	(86)	4.25	(78)	4.46	(88)	4.22	(67)	4.17	(91)	4.17	(69)	4.04	(111)	3.96	(108)
A.F. Dropouts					4.08	(79)	4.01	(84)					4.25	(83)	4.01	(85)
Never Took (UC)									3.67	(134)	3.7	(55)	3.25	(31)	3.20	(67)

Table III-8

Item: How often do you worry about being called into full-time military service?

Percent answering: "I worry about it often" or "I worry about it occasionally"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	32	(136)	29	(154)	24	(87)	21	(87)	16	(122)	21	(131)	19	(160)	18	(135)
Basic A.F.					26	(95)	18	(62)					20	(109)	15	(140)
Never Took (LC)									28	(90)	38	(68)	34	(44)	31	(75)
Advanced Army	19	(74)	17	(69)	16	(95)	10	(93)	18	(142)	8	(59)	19	(154)	6	(86)
Advanced A.F.					17	(48)	5	(58)					7	(45)	8	(36)
Army Dropouts	43	(86)	32	(78)	39	(85)	47	(67)	41	(90)	43	(69)	36	(110)	37	(108)
A.F. Dropouts					51	(79)	40	(84)					35	(83)	45	(85)
Never Took (UC)									33	(133)	53	(55)	36	(31)	34	(67)

Table III-9

Item: Do you think conditions today warrant the continuation of the draft in its present form?

Percent answering: "No"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	21	(136)	24	(154)	24	(87)	32	(87)	20	(122)	24	(131)	27	(160)	20	(135)
Basic A.F.					43	(95)	31	(62)					31	(109)	23	(139)
Never Took (LC)									37	(90)	43	(68)	41	(44)	36	(75)
Advanced Army	10	(74)	13	(69)	21	(96)	17	(93)	32	(142)	17	(59)	29	(155)	19	(86)
Advanced A.F.					50	(48)	22	(58)					33	(45)	25	(36)
Army Dropouts	40	(86)	44	(78)	48	(85)	60	(67)	56	(90)	58	(69)	53	(110)	48	(108)
A.F. Dropouts					53	(79)	52	(84)					51	(83)	47	(85)
Never Took (UC)									56	(133)	50	(54)	39	(31)	48	(67)

Table III-10

Item: If you were (or if you are now) permanently deferred, do you think you would or would not feel guilty about it?

Percent answering: "Very guilty" or "Somewhat guilty"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	44	(135)	49	(154)	28	(86)	36	(85)	50	(120)	38	(130)	47	(156)	43	(135)
Basic A.F.					48	(95)	34	(62)					46	(109)	51	(140)
Never Took (LC)									20	(90)	43	(68)	27	(44)	45	(75)
Advanced Army	54	(74)	58	(69)	46	(96)	47	(93)	45	(142)	48	(59)	39	(155)	55	(135)
Advanced A.F.					45	(47)	32	(57)					55	(44)	54	(35)
Army Dropouts	32	(85)	38	(78)	21	(85)	27	(67)	27	(90)	30	(69)	36	(110)	23	(108)
A.F. Dropouts					28	(79)	29	(83)					40	(83)	30	(84)
Never Took (UC)									30	(132)	22	(54)	33	(30)	25	(67)

Table III-11

Item: If I had the opportunity to stay out of military service, I would certainly take advantage of it

Percent answering: "Disagree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	37	(136)	36	(152)	32	(87)	31	(87)	37	(123)	31	(131)	40	(159)	43	(135)
Basic A.F.					37	(94)	26	(62)					46	(109)	54	(141)
Never Took (LC)									24	(90)	13	(67)	11	(44)	20	(74)
Advanced Army	51	(74)	67	(69)	41	(95)	56	(93)	44	(142)	48	(59)	44	(155)	60	(86)
Advanced A.F.					48	(48)	70	(59)					51	(45)	58	(36)
Army Dropouts	27	(86)	37	(78)	20	(86)	15	(67)	14	(91)	22	(68)	16	(110)	18	(108)
A.F. Dropouts					19	(79)	8	(83)					20	(83)	17	(84)
Never Took (UC)									18	(134)	11	(54)	37	(30)	16	(67)

Table III-12

Item: If you were called to full-time military service directly after graduation how much of a sacrifice will it mean to you in general?

Percent answering: "Very" or "Fairly great"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	40	(136)	43	(154)	46	(87)	42	(87)	38	(122)	43	(131)	48	(160)	33	(134)
Basic A.F.					42	(95)	54	(61)					38	(108)	27	(140)
Never Took (LC)									59	(90)	63	(67)	80	(44)	71	(75)
Advanced Army	18	(74)	20	(68)	32	(95)	23	(93)	34	(142)	19	(59)	28	(155)	20	(86)
Advanced A.F.					29	(48)	10	(58)	52	(90)	72	(68)	61	(110)	54	(108)
Army Dropouts	56	(86)	58	(78)	62	(86)	69	(67)					24	(45)	22	(36)
A.F. Dropouts					58	(79)	63	(84)					65	(83)	59	(85)
Never Took (UC)									62	(133)	76	(55)	47	(30)	70	(67)

Table III-13

Item: How do you think your parents feel about the prospect of your going into military service?

Percent answering: "They would like me to get in"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	18	(135)	15	(154)	24	(87)	14	(87)	21	(121)	18	(131)	20	(160)	26	(133)
Basic A.F.					12	(94)	16	(62)					16	(108)	32	(140)
Never Took (LC)									7	(90)	7	(68)	2	(44)	12	(75)
Advanced Army	40	(74)	41	(69)	38	(96)	46	(93)	21	(142)	38	(58)	35	(154)	51	(86)
Advanced A.F.					50	(48)	67	(57)					36	(45)	36	(36)
Army Dropouts	16	(86)	14	(77)	4	(85)	6	(67)	8	(90)	6	(68)	1	(10)	13	(107)
A.F. Dropouts					8	(79)	8	(84)					11	(82)	9	(85)
Never Took (UC)									11	(132)	9	(55)	7	(29)	6	(67)

C. Attitudes Toward Military Service in General

College students in the sample were presented a series of questions dealing with a number of conditions related to military service. For each of these statements they were asked to indicate whether they "Agree" or "Disagree" with the statement. For example, they were given the statement, "Military service will probably be good for me in some ways." Presented in this section are the response patterns to eight items presented in this manner.

Considering the findings of the preceding sections, it should come as no surprise that ROTC students are more likely to take positive viewpoints toward the advantages of military service than non-ROTC students. What is perhaps of equal importance, however, is the finding that college students' attitudes toward specific aspects of military service is, on the whole, not especially negative. Among students not enrolled in the ROTC, there appears to be a general acceptance of the belief that certain aspects of military service can be rewarding. While they might generally agree that they have something to lose by going into service, they tend on the other hand to believe that in some ways military service will be good for them. Presented below are each of the items used as indicators of attitudes toward military service.

"Relatively speaking, I have very little to lose by going into service" - This item differentiates considerably between ROTC and non-ROTC groups. In the voluntary schools, comparisons between Basic ROTC students and lower-class non-ROTC students indicates clearly that the non-ROTC students see themselves losing out on things as a result of

military service. Differences between upper-class students in and out of the ROTC are even larger. Advanced Corps students, already well on their way to military commissions, are far more likely to agree that they have little to lose through military service than are non-ROTC upperclassmen who are faced with military service shortly after college. There are consistent differences between pairs of colleges, with Advanced Army ROTC students in schools with high ROTC enrollment less likely to agree that they have little to lose in service than their counterparts in schools with low ROTC enrollment.

"The Armed Forces try their best to give a man a chance to show what he can do" - The majority of non-ROTC students were not inclined to agree with this statement. There was, however, a considerable range of responses to this item. In all cases, differences between ROTC students and non-ROTC students were statistically significant, with ROTC students more likely to believe that they would get a "chance to show what they can do" in military service. In both comparisons between pairs of voluntary schools, Advanced Army students in the low enrollment schools were more likely to agree with this statement than Advanced Army students in the high enrollment schools.

"Military service will cause me to lose out on opportunities that those who stay out can take advantage of" - Although for the most part ROTC students were less inclined to agree with this statement, differences were not as large as they were for the preceding items. In comparisons among lower-class students, there were few important differences between ROTC and non-ROTC students. While differences did appear among the upperclass student groups, they were not consistently large or significant. There were no important differences between pairs of schools.

"Military service is a waste of time" - Although differences appear between ROTC and non-ROTC groups, what is of additional interest is the fact that in each school, about two-thirds or more of the groups of men not in the ROTC did not agree that military service was a waste of time. There appears to be general agreement that time spent in service, however reluctantly, will not be totally wasted. While differences between ROTC students and non-ROTC students were consistent, ROTC students were more likely to believe that service would not be a waste of time. These differences, however, were not large.

"Military service will probably be good for me in some ways" - Here again, there is a general picture of agreement that there are some advantages to military service. In most schools, the proportion of Drop-outs and Never Took students agreeing with this statement ranged around 80 percent. Again, ROTC students were more likely than non-ROTC students to agree with this favorable view of the Armed Forces, and differences, although consistent, were slight.

"Military service gives you lots of new experiences - travel, meeting people, etc." - An overwhelming majority of all groups, ROTC and non-ROTC agreed with this statement. Usually about three-fourths or more of even the non-ROTC groups agreed on these advantages of military service. There appeared to be general concurrence among all groups on the question of military service offering new experiences.

"Military service offers many financial advantages - good salary, free medical care, etc." - Unlike the preceding statements about the advantages of military service, there was not general agreement on the financial advantages of military service. In comparisons of lower-class students in the volunteer schools, there was a general tendency for Basic ROTC students to agree on this item more than non-ROTC groups. In general, about 40 percent of the Basic ROTC students agreed, compared with about 25 percent of lower-class non-ROTC students. (In three out of four schools where the comparison was possible Basic Air Force ROTC students were more likely than Basic Army ROTC students to agree that the Armed Forces offered financial advantages. Among upper-class students, Advanced ROTC men were more likely than Dropouts or Never Took students to agree on this item. In most cases, 50 percent or more of the ROTC men agreed, while about 20 percent of the non-ROTC men agreed.

"Military service is educational - you get useful training and experience" - Once again, a majority of even non-ROTC students agree on this as a positive benefit of military service. Usually between half and two-thirds of the non-ROTC groups agreed with this statement about the educational benefits of military service. Differences between ROTC and non-ROTC students on this item were quite large, with ROTC students, Basic and Advanced, more likely to agree than non-ROTC students. In most cases, 80 percent or more of the ROTC student groups agreed with the statement.

Table XII-14

Item: Relatively speaking, I have very little to lose by going into the Service.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	51	(136)	36	(152)	33	(87)	46	(87)	53	(123)	44	(131)	46	(159)	55	(133)
Basic A.F.					33	(94)	24	(62)					53	(109)	59	(141)
Never Took (LC)									21	(90)	28	(67)	18	(44)	35	(75)
Advanced Army	69	(74)	74	(69)	55	(95)	67	(93)	48	(141)	76	(59)	64	(155)	71	(86)
Advanced A.F.					62	(48)	73	(59)					60	(45)	75	(36)
Army Dropouts	27	(86)	36	(78)	28	(86)	19	(67)	21	(91)	21	(68)	26	(110)	33	(108)
A.F. Dropouts					24	(79)	30	(84)					28	(83)	15	(85)
Never Took (UC)									17	(133)	17	(54)	40	(30)	22	(67)

Table III-15

Item: The Armed Forces try their best to give a man a chance to show what he can do.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	41	(136)	44	(151)	49	(87)	58	(87)	63	(123)	58	(131)	55	(159)	60	(135)
Basic A.F.					45	(94)	39	(62)					65	(109)	65	(142)
Never Took (LC)									40	(90)	42	(67)	40	(43)	41	(75)
Advanced Army	64	(74)	52	(69)	54	(95)	64	(93)	44	(140)	66	(59)	59	(155)	81	(86)
Advanced A.F.					46	(48)	68	(59)					64	(45)	72	(36)
Army Dropouts	18	(85)	31	(78)	20	(86)	25	(67)	26	(91)	41	(68)	31	(110)	32	(108)
A.F. Dropouts					35	(79)	30	(84)					41	(83)	42	(85)
Never Took (HC)									24	(134)	28	(54)	40	(30)	34	(67)

Table III-16

Item: Military service will cause me to lose out on opportunities that those who stay out can take advantage of.

Percent answering: "Disagree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	52	(136)	48	(152)	38	(87)	42	(87)	57	(123)	52	(131)	50	(159)	55	(135)
Basic A.F.					39	(94)	36	(67)					50	(108)	59	(140)
Never Took (LC)									47	(90)	39	(67)	23	(44)	44	(75)
Advanced Army	72	(74)	67	(69)	48	(94)	70	(93)	47	(142)	56	(59)	52	(155)	57	(86)
Advanced A.F.					48	(48)	70	(59)					44	(45)	58	(36)
Army Dropouts	36	(85)	41	(78)	37	(86)	37	(67)	40	(91)	32	(68)	36	(110)	39	(108)
A.F. Dropouts					31	(79)	38	(84)					46	(83)	40	(85)
Never Took (UC)									28	(134)	30	(54)	33	(30)	48	(67)

Table III-17

Item: Military service is a waste of time.

Percent answering: "Disagree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	86	(134)	84	(150)	78	(86)	86	(83)	93	(122)	93	(129)	89	(159)	86	(135)
Basic A.F.					73	(94)	89	(62)					89	(109)	43	(141)
Never Took (LC)									83	(88)	82	(65)	64	(44)	80	(75)
Advanced Army	92	(74)	91	(68)	83	(95)	95	(93)	89	(142)	93	(59)	91	(154)	95	(85)
Advanced A.F.					88	(48)	98	(59)					84	(45)	94	(36)
Army Dropouts	68	(84)	73	(77)	60	(84)	78	(67)	66	(91)	63	(68)	68	(109)	69	(107)
A.F. Dropouts					60	(79)	64	(84)					70	(83)	69	(85)
Never Took (UC)									71	(128)	70	(54)	73	(30)	72	(67)

Table III-18

Item: Military service will probably be good for me in some ways.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	91	(136)	91	(152)	87	(87)	88	(87)	95	(123)	88	(131)	91	(159)	92	(135)
Basic A.F.					85	(94)	92	(62)					93	(109)	96	(141)
Never Took (LC)									80	(90)	82	(67)	80	(44)	83	(75)
Advanced Army	99	(74)	96	(69)	94	(95)	99	(93)	93	(142)	100	(59)	96	(155)	98	(86)
Advanced A.F.					92	(48)	100	(59)					93	(45)	100	(35)
Army Dropouts	77	(86)	80	(78)	71	(86)	82	(67)	64	(91)	76	(68)	73	(109)	83	(108)
A.F. Dropouts					67	(79)	71	(84)					81	(83)	86	(85)
Never Took (uc)									78	(133)	67	(54)	83	(30)	79	(67)

Table III-19

Item: Military service gives you lots of new experiences - travel, meeting new people.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	82	(136)	89	(152)	87	(87)	86	(87)	88	(123)	85	(130)	84	(159)	89	(135)
Basic A.F.					84	(94)	87	(62)					90	(109)	95	(140)
Never Took (LC)									88	(90)	86	(66)	75	(44)	85	(75)
Advanced Army	92	(74)	100	(69)	92	(95)	92	(92)	87	(142)	93	(59)	92	(155)	95	(86)
Advanced A.F.					98	(48)	95	(59)					100	(45)	94	(36)
Army Dropouts	80	(86)	87	(78)	70	(86)	76	(67)	72	(91)	72	(68)	77	(110)	83	(108)
A.F. Dropouts					75	(79)	83	(84)					84	(83)	80	(84)
Never Took (AC)									81	(134)	87	(54)	70	(30)	85	(67)

Table III-20

Item: Military service offers many financial advantages - good salary, free medical care, etc.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	26	(135)	28	(152)	25	(87)	24	(87)	44	(123)	34	(131)	43	(159)	41	(135)
Basic A.F.					38	(94)	42	(62)					39	(109)	53	(141)
Never Took (LC)									28	(90)	26	(66)	23	(44)	17	(75)
Advanced Army	52	(73)	61	(69)	41	(95)	60	(93)	36	(142)	56	(59)	57	(155)	54	(86)
Advanced A.F.					71	(48)	66	(59)					71	(45)	67	(36)
Army Dropouts	18	(85)	19	(78)	23	(86)	13	(67)	18	(91)	10	(68)	24	(108)	13	(108)
A.F. Dropouts					20	(79)	19	(84)					25	(83)	22	(85)
Never Took (UC)									21	(134)	20	(54)	30	(30)	22	(67)

Table III-21

Item: Military service is educational - you get useful training and experience.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	79	(136)	76	(152)	69	(87)	80	(87)	86	(123)	79	(131)	81	(159)	84	(135)
Basic A.F.					70	(94)	76	(62)					85	(109)	89	(140)
Never Took (LC)									72	(90)	74	(65)	59	(44)	75	(75)
Advanced Army	90	(74)	87	(69)	79	(95)	91	(93)	78	(142)	92	(59)	86	(155)	92	(86)
Advanced A.F.					92	(48)	90	(59)					96	(45)	94	(35)
Army Dropouts	66	(86)	65	(78)	55	(86)	58	(67)	52	(91)	58	(66)	62	(110)	69	(108)
A.F. Dropouts					51	(79)	61	(84)					71	(83)	66	(85)
Never Took (UC)									59	(133)	63	(54)	70	(30)	64	(67)

D. Attitudes Toward the Army

In the previous section, attitudes toward military service in general were examined and it was found that, whatever reluctance might exist for some groups of college students to be in the Armed Forces, attitudes toward military service were not entirely negative. In this section we shall review attitudes toward the Army in particular, insofar as they relate to membership or non-membership in the ROTC. It should be borne in mind, that available for comparison are some Air Force groups, and that for the most part these have already in a sense rejected the Army. It should be cautioned, particularly for this group of Air Force ROTC cadets, that a cause and effect relationship is not necessarily established by their response patterns to questions about the Army. For example, Air Force cadets would be expected to respond "Air Force" rather than Army in answer to the question, "Which of the Armed Services do you think is most likely to efficiently use your kinds of skills and abilities?" After all, the skills and abilities possessed by many men in the Air Force ROTC were especially intended for the Air Force's use.

Findings of this section do not indicate attitudes either overwhelmingly for or against service in the Army. On many items, among students not in the ROTC, when excluding those who answered, "Don't know" to these items," the number responding favorably was about the same as those answering unfavorably. It might be said, that those who are not in either Army or Air Force ROTC are about equally likely to prefer one Service or another.

In response to the question, "Which of the Armed Services do you think is most likely to efficiently use your kinds of skills and abilities?", Army

ROTC students were considerably more likely than other students to respond "Army." Usually about 60 percent or more of the Advanced ROTC students gave this response, while from 20 to 60 percent of the Basic ROTC students, depending on the school, answered in this manner. The proportion of Dropout and Never Took Upper-Class students who felt they would be most efficiently used by the Army ranged from 8 to 33 percent. Lower-class students not in the ROTC were less likely to answer "Army" than upper-class non-ROTC students. However, it should be pointed out that there was a high proportion of Don't Know responses to this question (often ranging around 40 percent) among men who never took ROTC training. Usually the proportion of those responding "Army" in these groups was about the same as those responding "Air Force", the other most frequently chosen response.

Basic Army ROTC students in schools where ROTC is voluntary, and where there are both Army and Air Force ROTC units, were more likely than Basic Army ROTC students in other schools to believe that it is the Army that would use them most efficiently. Also, among Advanced Army ROTC students in schools where ROTC is voluntary, those in the schools rated as low in enrollment were significantly more likely to answer "Army" to this item than those in schools rated high in enrollment.

The belief that one can be sent to the Army's Officer Candidate School after graduation from college appears to prevail among all groups of respondents, ROTC and non-ROTC. About 80 percent or more of every group in the sample answered that their chances were "Very" or "Fairly good" of being sent to Army OCS if they were drafted within two years

after completing college. While ROTC students were generally more likely than non-ROTC students to believe this, the differences were not large, since nearly all groups overwhelmingly expected they could get into OCS.

Most students believe that if they were to go into the Army the chances of getting into the branch of their choice would be "Very" or "Fairly good." While differences were not consistent among lower-class students, among upper-class students, Advanced Army ROTC cadets were more likely than upper-class non-ROTC students to expect to get into the branch of their choice. Among non-ROTC students, the rate of Don't Know's was high, often ranging around 25 percent. In spite of this, however, usually more than 50 percent of the non-ROTC students expected to get into the branch of their choice if they were to go into the Army.

Presented to all respondents was a series of six statements about the Army. For each of the six statements they were asked to indicate whether they "Agree" with the statement, "Disagree" with it, or if neither, to check "Don't know." Each of these statements is presented below, with some discussion of the findings.

"The opportunities for promotion are as good in the Army as they are in any of the other Services" - In most comparisons of Basic Army ROTC students with other lower-class students, the Basic Army students were more likely to agree with this statement. Among upper-class students, while about two-thirds of each of the Advanced Army groups agreed with the statement, only about half or less of the other upper-

class student groups (including the Advanced Air Force) agreed. The differences between groups was usually accounted for by the differences in the proportion of "Don't Know" responses. Rarely did more than about 20 percent of any group disagree with this statement. In short, among those venturing an opinion, the opinion was in favor of the Army's opportunities for promotion relative to the other services.

"The kind of discipline a man learns in the Army helps him in later life" - The proportion of all respondents agreeing with this statement was generally high. Even among groups of students not in the ROTC, often two-thirds of them responded favorably on the value of Army discipline in later life. There were no consistent differences among lower-class students. Men in the Advanced ROTC, Army and Air Force, were more likely than other upper-class students to agree to this statement, the proportion of Advanced Corps students ranging above 75 percent in agreement to this statement.

"The Army helps you to grow up" - There seems to be general agreement among most students that the Army helps people to grow up. Although the concept of "growing up" is probably quite vague, along with the pervading belief in the value of discipline, it appears to be one of the positive values most frequently ascribed to military service. Among lower-class students, there were no important differences between ROTC and non-ROTC students on this item. Usually more than 70 percent of each lower-class student group agreed that the "Army helps you to grow up." While men in the Advanced Army and Air Force ROTC were more likely

to agree with this statement, non-ROTC upper-class students were nevertheless also in general agreement with it (more than 50 percent of those in each non-ROTC group except one).

"A soldier in the Army has as much, or more prestige as someone in any of the other Services" - While Basic ROTC students are generally more likely to agree with this statement than other lower-class students, this does not hold consistently for all schools. About forty percent or more of the Basic Army ROTC students in each of the eight schools agreed with this statement. Among upper-class students, differences between men in the Advanced Army and others were considerably greater. In each non-ROTC group studied, there was a general tendency for the proportion disagreeing with this statement to be slightly greater than those agreeing with it.

"Life in the Army is no worse than life in any of the other Services" - Here too, Basic Army ROTC students were more likely to agree with this than other lower-class students. Also, Advanced Army students tended to agree more than other upper-class students. Among non-ROTC students, usually between a third and a half agreed that Army life is no worse than life in the other Services. Among only those who answered either "Agree" or "Disagree" to this statement, usually the proportions for each statement were divided about equally, indicating no overwhelming sentiment for or against Army life.

"In time of war, the chances of becoming a casualty are no greater in the Army than they are in the other Services" - In spite of some differences between Army ROTC students and other students on this item,

these differences were not consistent in most of the schools. Where differences did occur, it was usually in that Army ROTC cadets were less likely than non-ROTC students to believe the Army had greater wartime casualties. The proportion of "Don't know" responses to this question often ranges around 20 percent. This is, of course, not surprising since for nearly all respondents the question is rather a speculative one, the actual chances of becoming a wartime casualty in any of the Services not known to most. Among non-ROTC students expressing opinions on this point, there was approximately a 50-50 split in the "Agree" and "Disagree" categories.

Table III-22

Item: Which of the Armed Services do you think is most likely to efficiently use your kinds of skills and abilities?

Percent answering: "Army"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	24	(131)	20	(149)	46	(87)	29	(85)	32	(123)	23	(127)	52	(160)	59	(133)
Basic A.F.					6	(92)	5	(62)					5	(105)	5	(141)
Never Took (LC)									10	(89)	20	(64)	10	(41)	16	(75)
Advanced Army	63	(70)	60	(68)	68	(94)	67	(93)	58	(140)	72	(58)	68	(150)	80	(86)
Advanced A.F.					—	(47	—	(62)					2	(44)	—	(36)
Army Dropouts	14	(84)	18	(77)	13	(84)	33	(64)	18	(88)	18	(65)	29	(108)	28	(108)
A.F. Dropouts					14	(79)	8	(82)					9	(78)	8	(83)
Never Took (UC)									17	(131)	14	(52)	32	(28)	27	(64)

Table III-23

Item: If you were drafted into the Army for two years after graduating from college, what do you think your chances would be of going to Officer's Candidate School?

Percent answering: "Very" or "Fairly Good"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	77	(136)	75	(154)	90	(86)	77	(87)	88	(122)	81	(130)	85	(160)	93	(132)
Basic A.F.					82	(95)	94	(62)					91	(108)	92	(140)
Never Took (LC)									86	(89)	70	(67)	77	(44)	88	(74)
Advanced Army	97	(72)	94	(69)	96	(96)	88	(92)	94	(140)	98	(57)	91	(155)	91	(86)
Advanced A.F.					96	(48)	93	(59)					91	(45)	94	(36)
Army Dropouts	76	(86)	83	(78)	86	(86)	82	(67)	82	(91)	76	(68)	74	(108)	85	(108)
A.F. Dropouts					81	(79)	80	(84)					90	(82)	89	(85)
Never Took (UC)									81	(132)	80	(54)	79	(29)	87	(67)

Table III-24

Item: If you did go into the Army, what do you think your chances would be of getting into the branch of your choice?

Percent answering: "Very Good" or "Fairly Good"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	56	(135)	55	(150)	66	(87)	59	(87)	68	(123)	66	(130)	55	(160)	65	(135)
Basic A.F.					48	(95)	41	(61)					66	(109)	73	(141)
Never Took (LC)									56	(90)	52	(67)	55	(44)	61	(75)
Advanced Army	72	(74)	71	(69)	60	(95)	48	(92)	68	(142)	74	(58)	66	(151)	85	(86)
Advanced A.F.					42	(48)	74	(58)					60	(45)	61	(36)
Army Dropouts	49	(86)	58	(78)	52	(86)	40	(65)	52	(91)	46	(69)	48	(110)	51	(107)
A.F. Dropouts					46	(78)	44	(84)					54	(83)	49	(85)
Never Took (UC)									47	(134)	53	(55)	48	(29)	57	(67)

Table III-25

Item: The opportunities for promotion are as good in the Army as they are in any of the other Services?

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	52	(135)	53	(152)	60	(87)	62	(87)	50	(123)	47	(131)	52	(160)	60	(135)
Basic A.F.					36	(95)	47	(62)					45	(109)	50	(141)
Never Took (LC)									36	(90)	34	(68)	54	(44)	33	(75)
Advanced Army	65	(74)	78	(69)	54	(96)	63	(93)	64	(142)	76	(58)	64	(153)	72	(86)
Advanced A.F.					42	(48)	34	(58)					49	(45)	30	(36)
Army Dropouts	44	(86)	50	(78)	48	(86)	58	(66)	47	(91)	39	(69)	47	(110)	43	(108)
A.F. Dropouts					40	(79)	45	(84)					38	(82)	37	(84)
Never Took (UC)									40	(134)	38	(55)	43	(30)	51	(67)

Table III-26

Item: The kind of discipline a man learns in the Army helps him in later life.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	84	(135)	76	(152)	56	(87)	59	(87)	90	(123)	88	(131)	82	(159)	87	(135)
Basic A.F.					67	(95)	79	(62)					81	(109)	86	(141)
Never Took (LC)									72	(90)	82	(67)	64	(44)	77	(74)
Advanced Army	84	(73)	91	(69)	90	(95)	92	(93)	84	(142)	90	(58)	84	(151)	96	(86)
Advanced A.F.					77	(48)	88	(58)					78	(45)	92	(36)
Army Dropouts	64	(85)	73	(78)	52	(86)	61	(66)	44	(91)	64	(69)	58	(109)	68	(108)
A.F. Dropouts					60	(79)	58	(84)					63	(82)	72	(85)
Never Took (UC)									66	(133)	66	(55)	77	(30)	63	(67)

Table III-27

Item: The Army helps you to grow up.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	79	(134)	86	(150)	71	(76)	81	(86)	90	(122)	84	(130)	84	(160)	89	(135)
Basic A.F.					61	(95)	81	(62)					83	(109)	89	(139)
Never Took (LC)									71	(89)	76	(67)	70	(44)	82	(73)
Advanced Army	89	(74)	91	(69)	83	(95)	91	(92)	82	(142)	91	(58)	85	(153)	95	(86)
Advanced A.F.					85	(47)	90	(58)					75	(44)	86	(36)
Army Dropouts	60	(85)	79	(77)	57	(86)	65	(65)	48	(89)	59	(69)	67	(109)	72	(107)
A.F. Dropouts					53	(79)	53	(81)					65	(82)	66	(85)
Never Took (UC)									70	(132)	69	(55)	73	(30)	58	(67)

Table III-28

Item: A soldier in the Army has as much, or more prestige as someone in any of the other Services.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	46	(136)	43	(152)	51	(87)	39	(87)	42	(123)	47	(131)	49	(160)	54	(134)
Basic A.F.					25	(95)	29	(62)					42	(109)	45	(141)
Never Took (LC)									32	(90)	37	(67)	34	(44)	28	(75)
Advanced Army	61	(74)	54	(69)	41	(96)	54	(93)	44	(142)	66	(58)	60	(153)	57	(86)
Advanced A.F.					21	(48)	34	(58)					29	(45)	25	(36)
Army Dropouts	31	(86)	46	(77)	24	(86)	23	(65)	40	(91)	41	(69)	36	(110)	43	(108)
A.F. Dropouts					39	(79)	30	(84)					36	(83)	34	(85)
Never Took (UC)									31	(134)	38	(55)	43	(30)	39	(67)

Table III-29

Item: Life in the Army is no worse than life in any of the other Services.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	57	(136)	57	(152)	56	(87)	59	(87)	52	(123)	57	(131)	61	(160)	68	(135)
Basic A.F.					44	(95)	44	(62)					43	(109)	51	(141)
Never Took (LC)									44	(90)	46	(68)	30	(44)	60	(75)
Advanced Army	70	(74)	65	(69)	54	(96)	71	(93)	59	(142)	77	(58)	59	(153)	72	(86)
Advanced A.F.					33	(48)	43	(58)					33	(45)	42	(36)
Army Dropouts	49	(86)	50	(78)	36	(86)	47	(66)	48	(91)	36	(69)	46	(110)	46	(108)
A.F. Dropouts					39	(79)	45	(84)					46	(83)	44	(85)
Never Took (UC)									40	(134)	33	(55)	60	(30)	58	(67)

Table III-30

Item: In time of war, the chances of becoming a casualty are no greater in the Army than they are in the other Services.

Percent answering: "Agree"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	38	(136)	43	(151)	44	(87)	31	(87)	47	(123)	44	(131)	40	(160)	43	(135)
Basic A.F.					34	(95)	34	(62)					43	(109)	41	(140)
Never Took (LC)									41	(90)	35	(68)	39	(44)	37	(75)
Advanced Army	46	(74)	46	(69)	46	(96)	50	(93)	52	(142)	66	(58)	46	(153)	57	(86)
Advanced A.F.					50	(48)	45	(58)					36	(45)	44	(36)
Army Dropouts	38	(86)	36	(78)	46	(86)	42	(66)	34	(91)	39	(69)	46	(110)	39	(108)
A.F. Dropouts					28	(79)	49	(84)					52	(83)	38	(85)
Never Took (UC)									44	(134)	42	(55)	40	(30)	36	(67)

E. The Role of the Army and Future Warfare

While student decisions as to whether or not to join the ROTC may be based largely on attitudes toward military service, and attitudes toward the Army, there is little doubt that the possibility of future wars plays some factor in the ROTC decision. Sufficient evidence of this is of course the great increase in enrollment that took place in the ROTC during the Korean War. For this reason, a series of questions were asked to determine how students viewed the likelihood of future wars, how they viewed past wars, and their views of the present and future role of the Army in warfare.

It will be seen in this section that students tend to consider a "small war" like Korea as more likely to occur within the next ten years than a major war such as World War II. Also, while a majority of those studied may not have felt that the Korean War was not worth fighting, more of them regarded World War II as worth fighting. Finally, in spite of the belief by many that the role of the Army in modern warfare has diminished, only a few believe that the Army is now too large.

Questioned as to "When, if ever, do you think this country will be involved in another 'small' war such as the war fought in Korea?" usually around 60 percent of each of the groups studied agreed that such a war would occur within the next ten years. While there were no differences among lower-class groups that were consistent, in six of the eight schools Advanced ROTC students were more likely than upper-class non-ROTC students to believe that a "small war would occur within ten years." While about two-thirds or more of the Advanced ROTC men expressed this

opinion, the proportion of non-ROTC men believing a "small war" would occur within this time usually ranged around 50 percent.

In contrast, considerably fewer students believed that within ten years there would be "another great war such as World War II." In very few of the groups studied did more than 40 percent of those answering expect a war within that period. There were no differences within schools or between schools.

In response to the question, "Do you ever get the feeling that the war in Korea was not worth fighting?", usually half or more in each group answered "Never" or "Once in a great while." While there were no differences among lower-class students, among upper-class college men, Army and Air Force Advanced ROTC cadets tended more to approve of the Korean War than non-ROTC students. While the proportion of Advanced Corps students responses in the above-mentioned categories was about two-thirds, usually closer to one-half of upper-classmen not in the ROTC indicated they rarely or never considered the Korean War worthwhile.

Nearly all groups overwhelmingly agreed that World War II was "worth fighting." Never did fewer than two-thirds of any group fail to indicate that they considered World War II "not worth fighting" either "never" or "only once in a great while." There were no consistent differences within different groups in the same school, or between schools.

The belief that "revolutionary developments. . .in warfare" has diminished the importance of the Army is held by a majority of all response groups except men currently in the Army ROTC. Students in the Air

Force ROTC at the time of the study, as well as students who were ever in the Air Force were most likely to believe that the Army has diminished in importance. Among men who were either never in the ROTC or Army drop-outs, usually about half felt that the Army was of less importance. Among men in the Army ROTC at the time of the study, about a third of the Basic students agreed with this. In six of the eight colleges, fewer than 20 percent of the Advanced Army students thought the Army was less important. In the voluntary schools, Advanced Army students in High Volar and High Volaraf were more prone to believe the Army was of less importance than were their counterparts in Low Volar and Low Volaraf.

Not more than a third of the students in any group, ROTC or non-ROTC, believed that "in view of present world conditions", the Army was too large. While generally fewer than 10 percent of the men enrolled in the Army ROTC held this view, those not in the ROTC holding this view often ranged around one in four. There were no important differences between schools.

Table III-31

Item: When, if ever, do you think this country will be involved in another "small war" such as the war fought in Korea?

Percent answering: "Within ten years"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	65	(132)	59	(152)	69	(85)	74	(86)	58	(122)	64	(129)	69	(158)	56	(133)
Basic A.F.					56	(93)	61	(62)					67	(104)	73	(139)
Never Took (LC)									61	(90)	49	(65)	67	(43)	58	(74)
Advanced Army	71	(73)	81	(68)	79	(93)	71	(90)	67	(139)	81	(57)	61	(153)	71	(85)
Advanced A.F.					68	(48)	53	(58)					69	(44)	66	(35)
Army Dropouts	55	(83)	63	(78)	35	(84)	52	(65)	53	(90)	54	(65)	53	(106)	56	(107)
A.F. Dropouts					60	(75)	57	(84)					40	(80)	70	(84)
Never Took (UC)									50	(127)	53	(53)	70	(36)	61	(67)

Table III-32

Item: When, if ever, do you think this country will be involved in another great war such as World War II?

Percent answering: "Within ten years"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	36	(129)	34	(150)	31	(84)	36	(84)	36	(121)	39	(129)	35	(159)	35	(132)
Basic A.F.					42	(94)	31	(61)					37	(109)	43	(140)
Never Took (LC)									28	(89)	35	(65)	33	(43)	31	(75)
Advanced Army	37	(70)	28	(67)	26	(96)	17	(88)	29	(133)	28	(54)	24	(152)	27	(86)
Advanced A.F.					27	(48)	28	(58)					58	(45)	25	(36)
Army Dropouts	30	(85)	27	(78)	24	(80)	17	(65)	23	(88)	22	(63)	19	(107)	31	(107)
A.F. Dropouts					41	(74)	22	(83)					29	(78)	37	(84)
Never Took (UC)									30	(127)	19	(55)	34	(29)	37	(67)

Table III-33

Item: Do you ever get the feeling that the war in Korea was not worth fighting?

Percent answering: Only once in a great while" or "Never"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	59	(136)	52	(153)	56	(86)	56	(87)	60	(122)	60	(131)	68	(160)	59	(134)
Basic A.F.					63	(95)	53	(62)					62	(109)	74	(141)
Never Took (LC)									67	(90)	50	(66)	52	(44)	55	(75)
Advanced Army	58	(72)	71	(69)	64	(96)	67	(90)	56	(140)	63	(59)	64	(154)	58	(86)
Advanced A.F.					62	(48)	76	(59)					64	(45)	67	(36)
Army Dropouts	44	(86)	51	(78)	51	(87)	51	(67)	50	(90)	40	(69)	52	(108)	56	(108)
A.F. Dropouts					38	(79)	50	(84)					59	(68)	59	(85)
Never Took (UC)									53	(133)	49	(55)	53	(30)	48	(67)

Table III-34

Item: Do you ever get the feeling that World War II was not worth fighting?

Percent answering: "Only once in a great while" or "Never"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	82	(136)	78	(153)	79	(86)	71	(87)	85	(122)	84	(131)	79	(160)	82	(134)
Basic A.F.					83	(95)	87	(62)					75	(109)	86	(142)
Never Took (LC)									84	(90)	79	(66)	68	(44)	80	(75)
Advanced Army	88	(72)	86	(69)	82	(96)	90	(90)	79	(140)	83	(59)	81	(155)	80	(86)
Advanced A.F.					79	(48)	91	(59)					87	(45)	81	(36)
Army Dropouts	72	(85)	78	(78)	77	(86)	88	(67)	83	(91)	76	(68)	77	(108)	78	(108)
A.F. Dropouts					80	(79)	82	(84)					87	(82)	82	(85)
Never Took (UC)									86	(133)	83	(54)	67	(30)	78	(67)

Table III-35

Item: Considering the revolutionary developments which have taken place in warfare since the event of World War II, do you think that:

Percent answering: "Army has no place"
"Army's importance has diminished"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	41	(133)	33	(149)	38	(87)	43	(86)	37	(123)	32	(130)	32	(160)	30	(135)
Basic A.F.					73	(93)	74	(61)					69	(108)	71	(141)
Never Took (LC)									50	(90)	51	(67)	64	(44)	57	(74)
Advanced Army	12	(74)	14	(69)	17	(96)	11	(92)	41	(142)	17	(59)	28	(152)	15	(85)
Advanced A.F.					42	(48)	96	(58)					87	(45)	81	(36)
Army Dropouts	56	(84)	51	(78)	59	(83)	60	(65)	52	(91)	53	(68)	62	(109)	56	(108)
A.F. Dropouts					78	(79)	74	(84)					80	(83)	80	(85)
Never Took (UC)									46	(134)	60	(55)	73	(30)	57	(67)

Table III-36

Item: In view of the present world conditions, how do you feel about the size of our present army?

Percent answering: "Too large"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	10	(136)	6	(153)	9	(86)	15	(87)	5	(122)	7	(131)	8	(159)	7	(134)
Basic A.F.					17	(94)	18	(62)					9	(109)	8	(141)
Never Took (LC)									18	(90)	15	(55)	27	(44)	21	(75)
Advanced Army	4	(72)	6	(69)	6	(96)	2	(90)	12	(141)	2	(58)	6	(154)	1	(86)
Advanced A.F.					25	(48)	14	(59)					24	(45)	17	(36)
Army Dropouts	16	(86)	13	(78)	28	(86)	33	(67)	20	(91)	26	(68)	28	(109)	18	(108)
A.F. Dropouts					30	(79)	25	(83)					23	(83)	20	(84)
Never Took (UC)									19	(132)	31	(155)	23	(30)	24	(67)

IV. ATTITUDES TOWARD THE ROTC

A. Some General Attitudes Toward the ROTC

In this section the results of some items dealing with attitudes toward the ROTC are presented. Although the questions were worded so as to elicit responses dealing with the ROTC issue as a whole, there is little doubt that students tended to think more in terms of the local rather than the over-all national picture. In spite of what was sometimes described as serious movements to eliminate the ROTC from the curricula of some of the colleges visited, it will be seen that such movements have not been manifested by a high rate of anti-ROTC response to the questionnaire. Needless to say, it is the men enrolled in the ROTC, particularly the Advanced Corps, whose responses were most favorable on this issue.

The question, "How important do you think it is to national security that there be an active ROTC in American colleges?" demonstrated that college students studied were overwhelmingly in favor of a college ROTC program insofar as national security is concerned. In every group in every school, the proportion answering "Very" or "Fairly important" was greater than 60 percent. The proportion of ROTC students giving these responses exceeded 80 percent with one exception. (This single exception, Basic Air Force ROTC students in High Comparaf, is distinguished throughout this and succeeding sections by their negative attitudes toward the ROTC in general.) While men in the Advanced Corps were more likely than others to respond positively to the ROTC as part of national security, the differences were not large, owing to the high concurrence on this point.

The compulsory versus voluntary nature of the ROTC has long been a source of debate on college campuses, particularly on those campuses where two years of ROTC is required of all eligible male students. In spite of occasional movements among student bodies to make the ROTC voluntary where it is now compulsory, only in a few places has this actually been done. Respondents in all colleges studied were asked to indicate their preference for the arrangement under which ROTC should be given. While four categories were presented, ranging in choice from two years compulsory ROTC to no ROTC in schools other than military schools, the vast majority of responses fell into two categories - "All men in college should be required to take at least two years of ROTC" and "Men in college should have the opportunity to volunteer for two years of ROTC, but shouldn't be required to take it." Since the situation differs depending on the nature of the schools, the discussion below will deal with the compulsory and voluntary schools separately.

Among Basic Army and Air Force students in the four colleges having two years of compulsory ROTC training, in seven out of eight of the groups examined, between 20 and 30 percent believed in two years of compulsory ROTC. (Only 14 percent of the Basic Army students at High Compar wanted compulsory ROTC.) For the most part, sentiment among Basic ROTC cadets ranged about 2⅓ to 1 in favor of two years voluntary ROTC compared with two years of compulsory ROTC. Among Dropouts in these schools, the ratio of those favoring voluntary to compulsory ROTC compared with two years of compulsory ROTC. Among Dropouts in these

schools, the ratio of those favoring voluntary to compulsory ROTC was at least 3 to 1 in six of the Dropout groups, and about 2 to 1 in the other two.

Among Advanced ROTC cadets, in the compulsory schools, Army and Air Force, compulsory ROTC was generally favored to voluntary. In all but Low Compar, about half the Advanced Army favored compulsory ROTC, compared to a third who favored two years of a voluntary program. In Low Compar, 78 percent were for two years compulsory, compared with but 17 percent who wanted the two years on a voluntary basis. Advanced Air Force cadets in the two Comparaf colleges differed widely from each other on this issue. Sixty-two percent of those in the High enrollment school were for the compulsory program, compared with 36 percent in the Low enrollment school.

In the four voluntary colleges included in this study, among all groups, voluntary ROTC was preferred to the compulsory program. Among Basic ROTC students, only between 9 and 16 percent of the groups studied were for the two year compulsory program, compared with about 70 percent or more favoring the voluntary program. In none of the groups of students not in the ROTC (Dropouts and Never Took) at the time of the study did the proportion favoring compulsory ROTC exceed ten percent.

Army and Air Force Advanced students in the two Volaraf colleges split in each group about one-fourth for the compulsory program and 70 percent for the voluntary program. There was a great difference between the two Volar colleges. In High Volar, only six percent were for the compulsory program with 89 percent for the voluntary program.

compared with 36 percent of the Advanced Army cadets in Low Volar favoring the former and 61 percent favoring the latter.

All students were asked to answer for both the Army ROTC and the Air Force ROTC (in schools which had a unit), "From what you have heard, do you think four years in the ROTC helps a man to do a better job in military service?" As would be expected, ROTC men more than non-ROTC men agreed that it helps "A great deal." Only a very few respondents in any of the groups studied did not feel that four years of ROTC was not at least a little help in military service. In most ROTC groups, half or more of the students answered that four years of ROTC helps "a great deal" compared with about a third of the respondents in each of the non-ROTC groups. Responses to the same question dealing with four years of Air Force produced approximately the same results in those schools with Army and Air Force ROTC units (there was a significant increase among Advanced Air Force ROTC in the Comparaf colleges).

Two years of ROTC training in the Army or Air Force is not regarded by nearly as many as being "a great deal" of use in military service. This response was given by only about 1 in 3 men enrolled in the ROTC, and by fewer than 20 percent of the men not enrolled in the ROTC.

The wisdom of Advanced Army ROTC cadets in taking four years of ROTC was doubted by only a few students. Most students expressing an opinion on the subject indicated either that a man taking Advanced Army ROTC training had made a "wise choice" or had made "neither a wise nor

foolish choice." There was a high rate of "Don't know" responses to this question among all groups except those in the Advanced Army, often ranging around 25 percent and 30 percent. The only consistent patterns of response on this item was the greater likelihood of Advanced Army ROTC students agreeing that theirs was a wise choice (more than 70 percent of all Advanced Army groups).

Table IV-1

Item: How important do you think it is to national security that there be an active ROTC in American colleges?

Percent answering: "Very" or "Fairly" Important

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	82	(135)	88	(152)	80	(87)	85	(87)	94	(123)	87	(131)	95	(160)	97	(135)
Basic A.F.					64	(95)	84	(62)					94	(109)	94	(141)
Never Took (LC)									83	(90)	78	(68)	70	(44)	78	(74)
Advanced Army	97	(74)	98	(69)	95	(96)	100	(93)	96	(142)	93	(57)	97	(153)	99	(86)
Advanced A.F.					96	(48)	96	(58)					87	(45)	97	(36)
Army Dropouts	73	(85)	73	(78)	74	(86)	85	(66)	79	(91)	61	(69)	68	(110)	75	(108)
A.F. Dropouts					68	(79)	74	(83)					73	(82)	83	(84)
Never Took (UC)									77	(134)	64	(55)	73	(30)	67	(67)

Table IV-2

Item: Which one of the following statements comes closest to the way you feel about ROTC training?

Percent answering: "All men required to take 2 years ROTC" and "Men should have opportunity to volunteer for two years."

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
2 yrs. vol.	14	(135)	30	(152)	24	(87)	23	(86)	9	(123)	16	(129)	11	(160)	14	(134)
2 yrs. com.	77		56		61		63		85		69		79		75	
Basic A.F.																
2 yrs. vol.					21	(95)	26	(62)					12	(109)	10	(140
2 yrs. com.					60		63						77		86	
Never Took (LC)																
2 yrs. vol.									1	(89)	4	(66)	4	(44)	3	(74)
2 yrs com.									89		80		82		95	
Advanced Army																
2 yrs. vol.	47	(74)	78	(69)	54	(96)	50	(93)	6	(142)	36	(59)	22	(154)	26	(86)
2 yrs. com.	40		17		33		38		89		61		71		71	
Advanced A.F.																
2 yrs. vol.					62	(48)	36	(59)					22	(45)	28	(36)
2 yrs. com.					27		48						71		69	
Army Dropouts		(86)		(78)		(86)		(66)		(91)		(69)		(107)		(108)
2 yrs. vol.	15		28		19		20		4		6		8		5	
2 yrs. com.	72		60		66		70		86		72		71		85	
A.F. Dropouts																
2 yrs. vol.					13	(78)	25	(84)					5	(83)	9	(85)
2 yrs. com.					74		68						84		84	
Never Took(UC)																
2 yrs. vol.													7		8	
2 yrs. com.									-	(132)	6	(55)	73	(30)	80	(66)

Table IV-3

Item: From what you have heard, do you think 4 years in the (Army) ROTC helps a man to do a better job in military service?

Percent answering: "A great deal"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	38	(132)	56	(153)	58	(87)	46	(87)	58	(122)	60	(129)	58	(160)	69	(134)
Basic A.F.					29	(92)	57	(61)					65	(104)	58	(137)
Never Took (LC)									47	(90)	37	(67)	43	(44)	31	(75)
Advanced Army	78	(73)	77	(69)	65	(94)	71	(92)	52	(140)	80	(59)	69	(154)	79	(85)
Advanced A.F.					58	(45)	59	(59)					50	(44)	62	(34)
Army Dropouts	33	(86)	31	(78)	36	(84)	30	(67)	29	(89)	31	(67)	34	(110)	32	(108)
A.F. Dropouts					20	(76)	34	(82)					39	(82)	35	(82)
Never Took (UC)									38	(134)	31	(55)	30	(30)	24	(67)

Table IV-4

Item: How much do you think 4 years in the (Air Force) ROTC helps a man to do a better job in military service?

Percent answering: "A great deal"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army					56	(80)	52	(77)					54	(145)	65	(127)
Basic A.F.					36	(95)	63	(62)					68	(108)	61	(141)
Never Took (LC)													48	(44)	33	(75)
Advanced Army					57	(86)	71	(89)					65	(136)	72	(74)
Advanced A.F.					75	(48)	76	(59)					47	(45)	72	(36)
Army Dropouts					41	(81)	29	(62)					34	(106)	27	(106)
A.F. Dropouts					18	(78)	39	(83)					37	(82)	40	(85)
Never Took (UC)													31	(29)	24	(67)

Table IV-5

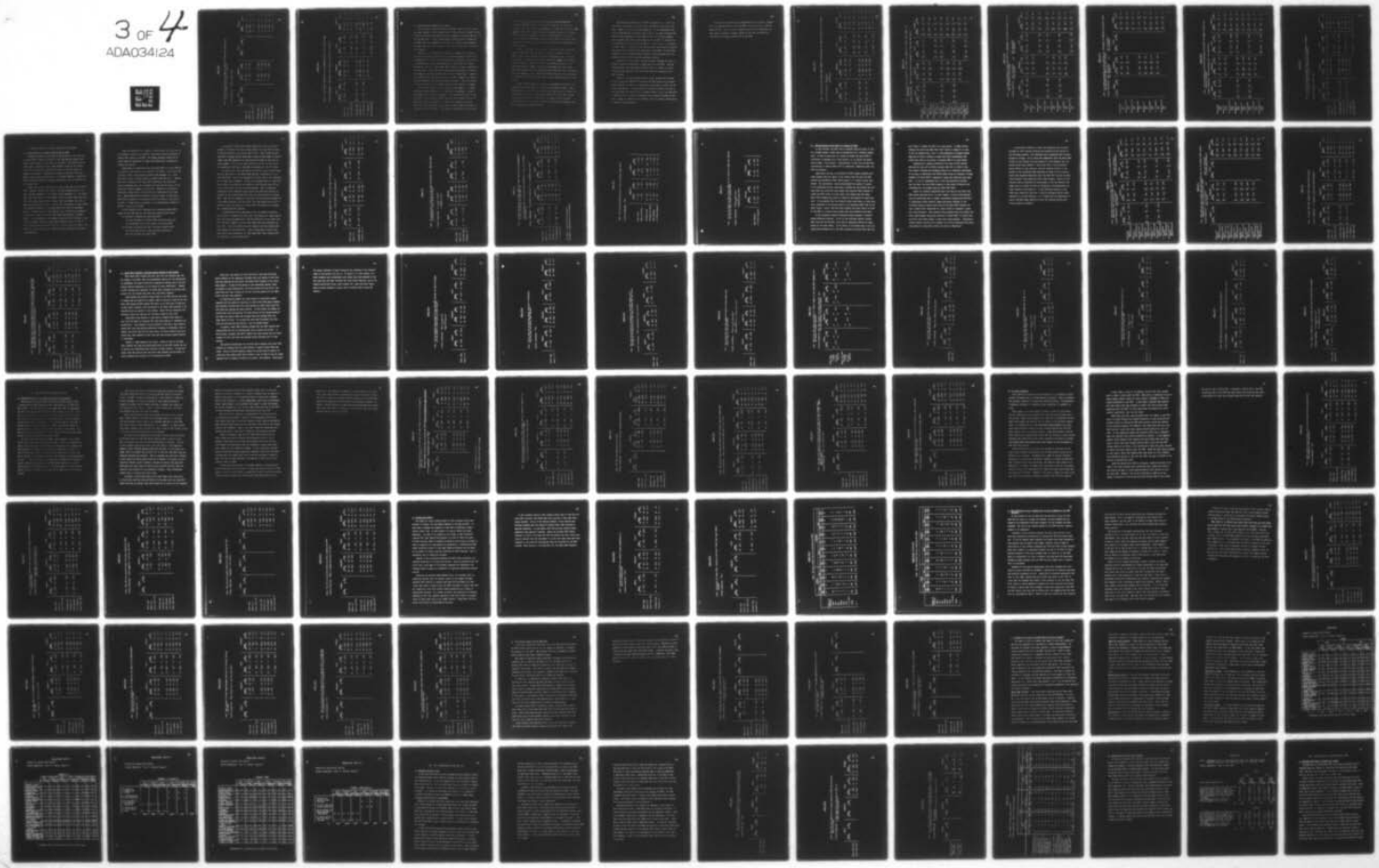
Item: How much do you think two years in the (Army) ROTC helps a man to do a better job in military service?

Percent answering: "A great deal"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	16	(134)	19	(152)	20	(87)	15	(87)	24	(123)	23	(131)	17	(160)	31	(134)
Basic A.F.					9	(92)	15	(60)					28	(104)	25	(138)
Never Took (LC)									12	(90)	18	(68)	16	(44)	15	(75)
Advanced Army	31	(73)	26	(69)	19	(95)	25	(92)	8	(142)	32	(59)	13	(154)	26	(85)
Advanced A.F.					18	(44)	14	(59)					11	(44)	26	(34)
Army Dropouts	10	(86)	5	(78)	13	(85)	4	(67)	3	(90)	15	(67)	9	(110)	10	(108)
A.F. Dropouts					7	(76)	11	(82)					5	(83)	18	(82)
Never Took (UC)									15	(134)	11	(55)	7	(30)	15	(66)

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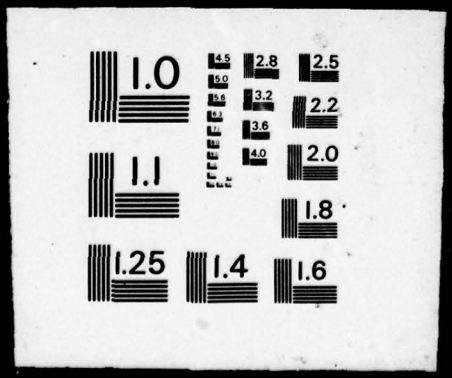


Table IV-6

Item: How much do you think two years in the (Air Force) ROTC helps a man to do a better job in military service?

Percent answering: "Helps a great deal"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			18 (81)	16 (77)			14 (147)	23 (126)
Basic A.F.			10 (95)	18 (62)			24 (108)	25 (141)
Never Took (LC)							16 (44)	15 (75)
Advanced Army			14 (87)	22 (89)			13 (135)	18 (73)
Advanced A.F.			17 (48)	15 (59)			4 (45)	25 (36)
Army Dropouts			11 (81)	3 (62)			9 (107)	10 (106)
A.F. Dropouts			6 (79)	8 (84)			6 (83)	20 (84)
Never Took (UC)							7 (29)	15 (66)

Table IV-7

Item: Do you think a man who is in the Advanced ROTC at the present time:

Percent answering: "Has made a wise choice to go into the program?"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	39	(132)	62	(152)	54	(86)	54	(85)	58	(123)	54	(128)	68	(160)	69	(134)
Basic A.F.					33	(95)	40	(62)					52	(108)	49	(141)
Never Took (LC)									39	(88)	18	(67)	25	(44)	38	(73)
Advanced Army	89	(73)	91	(68)	83	(96)	77	(93)	71	(142)	75	(59)	84	(154)	80	(86)
Advanced A.F.					40	(48)	52	(59)					60	(45)	53	(36)
Army Dropouts	35	(86)	45	(78)	42	(86)	20	(65)	22	(90)	24	(68)	33	(106)	32	(108)
A.F. Dropouts					20	(78)	30	(84)					32	(82)	28	(85)
Never Took (UC)									24	(131)	24	(55)	43	(30)	30	(66)

B. Attitudes Toward the ROTC on Campus

In the previous section, student attitudes toward the ROTC in general were examined. Here we shall look at these attitudes insofar as they relate to the particular campus where the student is attending college. It will be seen that on none of the campuses where the study was done was the ROTC negatively regarded by the majority. Among those expressing opinions, even those not enrolled in the ROTC, the Army ROTC is usually well-regarded.

Questioned as to whether they thought it a good idea to have an ROTC on their campus, a majority of all groups believed the ROTC to be a "Necessary" or "Good thing." Men enrolled in the ROTC at the time of the study were of course considerably more likely than the others to express this opinion. Among Basic ROTC students, at least three-fourths of every group, except for Basic Army High Compar and Basic Air Force High Comparaf, thought the ROTC was at least a "Good thing." Among Advanced ROTC cadets, Army and Air Force, in nearly every group, the proportion expressing this opinion exceeds 90 percent. About two-thirds of the men in each of the non-ROTC groups favored the ROTC on campus.

In a similar subject area, all students were asked, "All things considered, do you think the U. S. Government is getting its money's worth from the ROTC at this college?" This question was asked for the Army ROTC at all colleges, and for the Army and Air Force ROTC at colleges which had both programs. In nearly every group, a majority agreed that the government was getting its money's worth from both the Army and the Air Force ROTC. Only among men enrolled in the Air Force

ROTC at the time of the study were there many more believing the government was getting its "money's worth" from the Air Force than from the Army. There were large differences between men in the ROTC and men not in the ROTC. There are some indications that men in the Basic Air Force ROTC in compulsory schools are less favorable to the Army and Air Force than other Basic ROTC students. While there were a few significant differences between schools, these were not consistent in their direction.

Asked as to wh-the they felt that their school could take pride in their Army ROTC, among no group at any of the schools did more than a third declare that they could not take pride in it. Among men in the Basic Army ROTC, those enrolled where the program is voluntary were more likely to indicate pride in their ROTC than those in the compulsory schools. Most of these not indicating that their school could take pride in the ROTC reported instead that they need be "neither proud nor ashamed." This difference between schools did not occur among the Army Advanced Corps students, most of whom indicated pride in their units.

Among non-ROTC students, there was considerable variation in response patterns from school to school and from group to group. Among schools with Air Force units, a majority of those in the Air Force, with the exception of men in the Basic and Advanced Air Force ROTC in High Comparaf, reported their school could take pride in the Army ROTC. Among those not in either ROTC, Dropouts and Never Took students, there was no consistent pattern whatsoever.

The wearing of uniforms in the ROTC is evidently not a source of resentment on the part of men who are in the ROTC or those not in the ROTC. Asked if they would be more approving or less approving of the ROTC if uniforms were never worn, only a few in any group declared they would be less approving. In the case of those in the Basic program, more answered they would be less approving of the ROTC if they did not wear uniforms than answered either "more" or that it made no difference in their views. A majority of all the Advanced Corps students indicated they would be less approving if there were no uniforms. Advanced Army students in low enrollment schools tended to favor the wearing of uniforms more than those in the high enrollment schools.

Among men not in the ROTC, the most frequent response was that it would not make any difference in their opinion of the ROTC. However, examining only those who answered either "more" or "less", in nearly every case the proportion in favor of the uniforms was greater than those opposed.

Advice to a younger brother about to enter college about whether or not to join the Army ROTC varies with the ROTC status of the person giving that advice, and to a lesser extent, the school in which the advisor is attending. In every school, 40 percent of more of the men in the Basic Army ROTC would advise a younger brother to join the Army ROTC. In three of the four voluntary schools, this proportion exceeds 60 percent. Among the advanced Army students, about 70 percent or more would so advise a younger brother.

Air Force ROTC students were considerably less inclined to suggest that a younger brother join the Army ROTC, as were Dropouts and Never Took students. Army Dropouts in schools where ROTC is compulsory were more likely to advise a younger brother to join the Army ROTC than Army Dropouts in schools where ROTC is voluntary.

Table IV-8

Item: Which of the following comes closest to the way you feel about the ROTC on this campus?

Percent answering: "Necessary" or "Good Thing"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	62	(136)	76	(152)	76	(87)	79	(87)	83	(123)	82	(131)	88	(159)	93	(135)
Basic A.F.					57	(95)	79	(62)					90	(108)	93	(141)
Never Took (LC)									69	(90)	64	(67)	61	(44)	74	(74)
Advanced Army	91	(74)	99	(69)	92	(96)	100	(93)	87	(142)	95	(58)	95	(153)	98	(86)
Advanced A.F.					96	(48)	93	(58)					91	(45)	94	(36)
Army Dropouts	62	(86)	68	(78)	67	(86)	85	(66)	58	(91)	55	(69)	62	(110)	68	(108)
A.F. Dropouts					54	(78)	70	(84)					68	(83)	78	(85)
Never Took (UC)									63	(134)	56	(55)	60	(30)	60	(67)

Table IV-9

Item: Do you think the Army ROTC on this campus is something in which this school can take pride?

Percent answering: "Need be neither proud nor ashamed" or "Yes, can take pride."

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Neither	46		42		40		31		18		34		28		21	
Yes, proud	30	(134)	49	(154)	46	(87)	49	(87)	78	(123)	60	(131)	65	(159)	75	(134)
Basic A. F.																
Neither					52		31						19		27	
Yes, proud					34	(95)	58	(62)					76	(108)	67	(141)
Never Took (LC)																
Neither									28		37		41		47	
Yes, proud									64	(90)	52	(68)	39	(44)	49	(75)
Advanced Army																
Neither	33		21		22		20		18		8		14		21	
Yes, proud	59	(73)	79	(68)	75	(95)	76	(93)	82	(142)	92	(59)	82	(153)	77	(85)
Advanced A.F.																
Neither					44		37						36		17	
Yes, proud					46	(48)	58	(59)					62	(45)	69	(36)
Army Dropouts																
Neither	59		62		58		52		37		52		48		46	
Yes, proud	30	(86)	28	(78)	31	(85)	22	(67)	59	(90)	37	(68)	35	(108)	45	(108)
A.F. Dropouts																
Neither					30		44						47		48	
Yes, proud					32	(79)	30	(84)					41	(83)	45	(85)
Never Took (UC)																
Neither									35		40		53		50	
Yes, proud									60	(134)	53	(55)	33	(30)	39	(66)

Table IV-10

Item: All things considered, do you think the U.S. government is getting its money's worth from the ROTC at this college?

Percent answering: "Yes, definitely" "Yes, probably" and "No, definitely" "No, probably"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Yes	47	(135)	59	(152)	66	(87)	54	(87)	66	(123)	51	(131)	66	(160)	80	(134)
No	45		34		32		44		28		43		28		15	
Basic A.F.																
Yes					33	(91)	42	(60)					68	(105)	78	(138)
No					45		28						13		11	
Never Took (LC)																
Yes									43	(90)	51	(67)	36	(44)	44	(75)
No									39		36		29		28	
Advanced Army																
Yes	85	(73)	90	(69)	81	(95)	85	(92)	77	(142)	83	(59)	83	(155)	88	(85)
No	12		7		18		12		21		10		16		12	
Advanced A.F.																
Yes					51	(45)	64	(59)					65	(43	79	(34)
No					35		20						28		9	
Army Dropouts																
Yes	54	(86)	53	(78)	47	(85)	67	(67)	50	(91)	33	(69)	48	(109)	51	(108)
No	35		40		45		34		36		52		37		34	
A.F. Dropouts																
Yes					42	(76)	40	(83)					48	(83)	50	(82)
No					49		36						28		29	
Never Took (UC)																
Yes									48	(134)	38	(55)	43	(30)	33	(67)
No									28		43		27		31	

Table IV-11

Item: All things considered, do you think the U.S. Government is getting its money's worth from the ROTC (Air Force) at this college?

Percent answering: "Yes, definitely" "Yes, Probably" and "No, definitely" "No, probably"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Yes					58		52						49		72	
No					27	(80)	33	(75)					26	(145)	12	(126)
Basic Air Force																
Yes					43		58						70		86	
No					48	(95)	39	(62)					26	(108)	10	(141)
Never Took (LC)																
Yes													37		47	
No													30	(43)	22	(74)
Advanced Army																
Yes					94		72						71		78	
No					5	(86)	10	(88)					13	(138)	10	(72)
Advanced A.F.																
Yes					83		86						71		94	
No					10	(48)	10	(59)					27	(45)	6	(36)
Army Dropouts																
Yes					46		49						40		51	
No					28	(82)	28	(63)					30	(105)	20	(104)
A. F. Dropouts																
Yes					51		56						48		58	
No					42	(79)	35	(84)					46	(83)	29	(85)
Never Took (UC)																
Yes													37		35	
No													30	(30)	29	(66)

Table IV-12

Item: Do you think you would be more approving of the ROTC on campus if they never wore any uniforms?

Percent answerings: "More approving" and "Less approving"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
More	28		32		27		27		24		14		14		12	
Less	31	(134)	28	(152)	38	(86)	67	(86)	40	(123)	44	(128)	47	(159)	48	(134)
Basic A. F.																
More					23		14						12		8	
Less					43	(95)	52	(62)					57	(109)	69	(141)
Never Took (LC)																
More									18		22		16		10	
Less									17	(87)	25	(68)	20	(44)	33	(73)
Advanced Army																
More	4		6		6		2		7		2		6		4	
Less	59	(73)	79	(68)	57	(96)	70	(93)	51	(142)	68	(59)	60	(154)	70	(86)
Advanced A.F.																
More					12		2						2		6	
Less					70	(48)	79	(59)					76	(45)	78	(36)
Army Dropouts																
More	14		18		20		11		11		15		15		13	
Less	29	(86)	32	(78)	22	(86)	29	(84)	23	(91)	31	(68)	23	(108)	32	(108)
A. F. Dropouts																
More					17		17						6		9	
Less					30	(78)	44	(66)					46	(83)	41	(85)
Never Took (UC)																
More									10		7		23		6	
Less									20	(132)	15	(55)	30	(30)	29	(66)

Table IV-13

Item: If you had a younger brother entering this college next September, how would you advise him about joining the Army ROTC?

Percent answering: "Join Army"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	44	(132)	58	(154)	52	(87)	54	(85)	69	(121)	45	(131)	77	(158)	63	(133)
Basic A.F.					21	(91)	23	(62)					25	(105)	26	(141)
Never Took (LC)									24	(89)	7	(68)	7	(44)	8	(74)
Advanced Army	83	(72)	91	(69)	78	(94)	72	(92)	69	(141)	75	(59)	79	(154)	71	(85)
Advanced A.F.					6	(48)	14	(58)					27	(45)	20	(35)
Army Dropouts	41	(85)	50	(78)	52	(83)	34	(64)	28	(88)	24	(67)	25	(109)	24	(106)
A.F. Dropouts					16	(76)	23	(83)					20	(82)	17	(83)
Never Took (UC)									23	(133)	7	(54)	13	(30)	21	(66)

V. ATTITUDES TOWARD ROTC OF MEN ENROLLED IN THE PROGRAM

A. Basic and Advanced Cadets' Attitude Toward ROTC

A series of questions were asked of men enrolled in the Army and Air Force ROTC to determine whether or not they had any regrets about being in the program in which they were enrolled. The sharpest differences noted in this series were those between the men in the schools where ROTC is compulsory compared with those in the ROTC where the program is voluntary. Particularly among men in the Basic ROTC programs, those who were compelled to be in the ROTC were more likely than those voluntarily enrolled to express the wish not to be in the ROTC at the present time.

Asked, "Do you ever regret that you are in the Army (or Air Force) ROTC?," between a fourth and a half of the Basic Army students in the eight colleges responded "I have almost never regretted it." In schools where there was also an Air Force ROTC, Basic Air Force cadets were more likely than Basic Army cadets to report that they almost never had regrets about being in the ROTC. In this case, there were no sharp differences between students in voluntary schools and those in compulsory schools. However, there is some evidence that there was less dissatisfaction about being in the Basic ROTC among those who had a greater choice. Thus, satisfaction was highest among Basic ROTC students in the Volaraf colleges, where they could decide whether or not to join the ROTC, and then decide which ROTC to join. On the other hand, Basic Army students in the Compar schools, where there was no choice, were lowest in satisfaction.

Among the Advanced ROTC students, in most cases, more than half of the students in each of the Advanced Corps groups studied indicated no regrets about being in the ROTC. The single exception among the Advanced Army ROTC groups was at High Volar, where only 38 percent expressed this opinion.

Questioned as to whether or not they would drop out of the ROTC if they had the opportunity to do so without any trouble, among Basic ROTC students, those in the compulsory schools were somewhat more likely than those in the voluntary schools to report that they would. Usually more than 40 percent of the Basic ROTC students in the compulsory schools expressed this view, compared with less than 25 percent of the Basic ROTC students (except at Low Volar). There were no important differences between Basic Army and Basic Air Force students on this item. Among Advanced ROTC students, except for those at High Volar, fewer than 15 percent in each group expressed the wish to drop out of the ROTC. At High Volar, 20 percent of the Advanced ROTC students indicated a desire to drop ROTC.

To test whether or not they would have preferred another ROTC program to one they were in, the following questions were asked:

For students in schools with only Army ROTC:

> If there had been an Air Force ROTC unit here, would you have preferred to join that instead of the Army ROTC?

For students in schools with both Army and Air Force ROTC:

> If you had been able to, would you have preferred to join the Air Force (or Army) ROTC?

The greatest differences on these items were between Army ROTC students in schools with only an Army program, and Army ROTC students in schools with both Army and Air Force units. Where there was only Army ROTC training, usually about half or more of even those in the Advanced Army ROTC reported that they would have liked to join the Air Force program. On the other hand, relatively few of the Army cadets in schools with both units indicated a preference for the Air Force.

In schools with both Army and Air Force ROTC units, Advanced Army men more than those in the Basic Army reported a preference for the Air Force ROTC. Part of the explanation for this lies in the responses to the next item presented. In two of the schools with Air Force ROTC units, about 20 percent of the students in the Advanced Army ROTC had at one time applied for the Air Force program. This is evidently a reflection of the practice in some schools of permitting students to transfer to the Advanced Army ROTC after two years of Basic Air Force ROTC. This has been especially true since the Air Force requirement of a five-year enlistment was instituted. Many who either would not, or could not enter the Advanced Air Force ROTC were permitted to request the Advanced Army ROTC instead.

An examination of the responses of Dropout students in schools with Army and Air Force units shows that Army Dropouts in these schools were more likely to report that they had preferred Air Force ROTC than were Air Force Dropouts to report that they would have preferred the Army ROTC. There is no indication that many of the Army Dropouts had ever applied for Air Force ROTC. Also, no more than a third of any Army Dropout group indicated that they might have taken advanced ROTC had they been in the Air Force ROTC.

Table V-1

Item: Do you ever regret that you are in the Army (Air Force) ROTC?

Percent answering: "I have almost never regretted it"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	24	(132)	26	(147)	35	(86)	26	(82)	39	(123)	31	(130)	45	(150)	45	(125)
Basic A.F.					48	(92)	54	(61)					51	(102)	63	(136)
Advanced Army	68	(72)	70	(67)	59	(91)	64	(91)	38	(141)	60	(58)	57	(150)	59	(85)
Advanced A.F.					64	(47)	83	(59)					46	(43)	73	(33)

Table V-2

Item: If you were able to drop out of the Army (Air Force) ROTC right now with no difficulty, do you think you would?

Percent answering: "I am sure I would" or "I probably would"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	53	(133)	44	(147)	46	(86)	48	(82)	24	(123)	42	(130)	13	(150)	17	(225)
Basic A.F.					49	(90)	34	(61)					10	(102)	16	(135)
Advanced Army	11	(72)	4	(67)	9	(92)	13	(91)	20	(141)	3	(58)	6	(150)	6	(85)
Advanced A.F.					6	(46)	3	(59)					7	(42)	3	(33)

Table V-3

Item: If there had been an Air Force ROTC unit here, would you have preferred to join that instead of the Army ROTC? 1/

If you had been able to, would you have preferred to join the Air Force (Army) ROTC? 2/

Percent answering: "I am sure I would have" or "I probably would have"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	63	(131)	67	(146)	20	(86)	13	(82)	58	(123)	54	(130)	13	(150)	13	(125)
Basic A.F.					4	(92)	5	(61)					2	(101)	2	(136)
Advanced Army	38	(72)	46	(67)	31	(90)	18	(92)	66	(140)	76	(58)	30	(149)	24	(185)
Advanced A.F.					2	(47)	--	(59)					2	(43)	--	(33)
Army Dropouts	67	(78)	65	(78)	30	(80)	26	(62)	74	(82)	71	(55)	17	(93)	35	(100)
A.F. Dropouts					12	(75)	10	(77)					8	(77)	6	(71)

1/ Asked at Compar and Volar schools.

2/ Asked at Comparaf and Volaraf schools.

Table V-4

Item: Did you ever actually apply for the Air Force (Army) ROTC?

Percent answering: "Yes"

	COMPARAF				VOLARAF			
	High		Low		High		Low	
	%	N	%	N	%	N	%	N
Basic Army	5	(86)	7	(82)	3	(149)	6	(125)
Basic Air Force	2	(92)	2	(61)	3	(101)	4	(136)
Advanced Army	22	(92)	8	(92)	11	(150)	20	(85)
Advanced Air Force	13	(47)	—	(59)	5	(43)	—	(33)
Army Dropouts	2	(81)	2	(62)	3	(93)	5	(98)
Air Force Dropouts	16	(75)	3	(77)	4	(77)	8	(71)

Table V-5

Item: If you had taken Air Force (Army) ROTC, do you think you might have applied for the Air Force (Army) Advanced ROTC?

Percent answering: "Surely would have" or "Probably would have"

	COMPARAF				VOLARAF			
	High		Low		High		Low	
	%	N	%	N	%	N	%	N
Army Dropouts	19	(80)	30	(61)	24	(93)	35	(99)
Air Force Dropouts	20	(75)	37	(75)	40	(77)	48	(71)

B. The Reputation of the ROTC as a Course of Study

In this section, the ROTC will be examined from the point of view of a college course, rather than as preparation for a military commission. It will be seen that as a course of study, the Basic ROTC in particular is regarded as an "easy course", or, to employ the phrase used by many, "a gut course." Nevertheless, it will also be seen that, particularly in schools where ROTC is compulsory, complaints about the ROTC are frequent.

Asked about the ease or difficulty of ROTC courses compared with other courses they had taken, it was evident that for many the ROTC courses are considered either "much easier" or "a little easier" than others. The proportions varied considerably from school to school. In the compulsory schools especially, students who had dropped the program after two years were more likely than Advanced Corps students to regard the ROTC course as being easier than others they had taken. Basic ROTC students were about as likely as the Dropouts to share this view. It is possible that the Advanced Corps cadets were, in this question, referring to the courses given in the Advanced rather than in the Basic Course. Still, Advanced Corps students were more likely to think of the ROTC as a course easier rather than more difficult than most.

In the voluntary schools differences between groups of students showed different patterns. In two of the voluntary schools studied, High Volar and Low Volaraf, there were no important differences among groups in the same school. In Low Volar, on the other hand, it was the upper-class students not in the ROTC, Dropouts and Never Took, who were

most likely to regard the ROTC as an easy course. In High Volaraf, students who never took ROTC were least likely to regard it as easy. It will be observed also, that in every comparison of groups between High and Low Volar, students in High Volar were considerably more likely than those in Low Volar to consider ROTC as an easy course.

Comparisons of similar questions on the ease of ROTC courses dealing with Army and Air Force courses, show that in three of the four schools offering both programs there are no important differences in the ease or difficulty with which either course is examined. In High Comaraf, Air Force ROTC is regarded as being more difficult than Army ROTC. It will be remembered that it had been previously observed that the Basic Air Force ROTC students at this school evidenced less enthusiasm for the program than any other ROTC group.

Nearly all students questioned about the value of the Basic Army ROTC course reported that it at least taught "a little worth knowing", very few indicating that it taught "practically nothing worth knowing." In comparisons within schools, among lower-class students in the voluntary schools, usually about half of the Basic ROTC students (except in High Volar) considered the Basic Course as teaching "a great deal worth knowing." Army Advanced Corps students were more likely than other upperclassmen (including Advanced Air Force ROTC) to believe that the Basic Army course taught "a great deal worth knowing." Comparisons between schools indicate that students in Low Volar considered the Basic Army courses as being more useful than those in High Volar.

A considerable difference between the compulsory and voluntary colleges in their response patterns was evidenced by the results of the following question, "One sometimes hears complaints about various courses in college. Do you think that complaints about the Basic ROTC courses in this college are more frequent or less frequent than complaints about other courses?" While there were a few differences within schools on this question, the most striking feature of the results is the relatively high proportion of those in the voluntary schools who reported complaints about the Basic ROTC courses as being "more frequent" than complaints about other courses. Except for the Advanced Army and Advanced Air Force groups in the two Comparaf colleges, about 60 percent of each of the groups in the compulsory colleges answered "more frequent." In the voluntary schools, on the other hand, rarely did more than a third of any group believe these complaints to be more frequent. It is likely that the compulsory nature of the ROTC makes complaints about the required courses more salient among all students.

Table V-6

Item: From what you know or have heard, how difficult are the (Army) ROTC courses compared with other courses you have taken?

Percent answering: "A little easier" and "Much easier" / "Much more difficult" and "A little more difficult"

	COMPAH				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Easier	38		61		70		79		80		44		40		37	
More difficult	18	(134)	8	(154)	12	(87)	2	(86)	2	(123)	16	(131)	8	(158)	19	(134)
Basic A. F.																
Easier					80		85						38		46	
More difficult					2	(93)	5	(61)					13	(103)	6	(137)
Never Took (LC)																
Easier									84		30		25		52	
More difficult									2	(90)	9	(67)	23	(44)	10	(73)
Advanced Army																
Easier	38		46		66		61		84		47		50		40	
More difficult	27	(73)	6	(69)	5	(95)	10	(93)	2	(141)	15	(59)	4	(153)	22	(85)
Advanced A.F.																
Easier					57		59						52		35	
More difficult					4	(44)	14	(58					—	(42)	12	(34)
Army Dropouts																
Easier	57		64		78		75		79		61		53		47	
More difficult	12	(86)	8	(78)	5	(86)	2	(67)	2	(90)	9	(69)	9	(109)	11	(108)
A. F. Dropouts																
Easier					84		80						52		50	
More difficult					4	(76)	1	(82)					12	(82)	8	(80)
Never Took (UC)																
Easier									84		57		33		45	
More difficult									2	(132)	11	(54)	10	(30)	12	(66)

Table V-7

Item: From what you know or have heard, how difficult are the (Air Force) ROTC courses compared with other courses you have taken?

Percent answering: "A little easier" "Much easier" and "Much more difficult" "A little more difficult"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Easier					38		80						40		40	
More difficult					28	(79)	4	(76)					15	(139)	16	(122)
Basic Air Force																
Easier					50		79						43		57	
More difficult					19	(95)	6	(62)					9	(108)	5	(141)
Never Took (LC)																
Easier													30		51	
More difficult													23	(44)	20	(73)
Advanced Army																
Easier					38		53						43		38	
More difficult					21	(86)	18	(88)					14	(133)	8	(71)
Advanced A.F.																
Easier					17		28						06		36	
More difficult					55	(47)	22	(58)					7	(45)	16	(36)
Army Dropouts																
Easier					29		58						46		41	
More difficult					29	(80)	8	(62)					14	(101)	16	(106)
A. F. Dropouts																
Easier					58		70						52		48	
More difficult					13	(79)	6	(84)					13	(82)	15	(85)
Never Took (UC)																
Easier													28		45	
More difficult													17	(29)	12	(66)

Table V-8

Item: Do Basic Army ROTC courses teach things worth knowing?

Percent answering: "It teaches a great deal worth knowing"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	16	(135)	40	(152)	26	(86)	27	(86)	39	(123)	52	(128)	53	(159)	57	(134)
Basic A.F.					20	(95)	23	(62)					50	(108)	46	(141)
Never Took (LC)									24	(88)	39	(66)	19	(43)	26	(73)
Advanced Army	44	(73)	47	(68)	33	(96)	44	(93)	24	(141)	68	(59)	44	(154)	56	(86)
Advanced A.F.					17	(48)	29	(59)					27	(44)	44	(36)
Army Dropouts	21	(86)	14	(78)	14	(86)	15	(65)	10	(91)	26	(68)	24	(108)	22	(107)
A.F. Dropouts					6	(78)	19	(84)					21	(82)	30	(84)
Never Took (UC)									24	(130)	34	(53)	20	(30)	35	(66)

Table V-9

Item: One sometimes hears complaints about various courses in college. Do you think that complaints about the Basic ROTC courses in this college are more or less frequent than complaints about other courses?

Percent answering: "More frequent"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	NN	%	N	%	N
Basic Army	85	(135)	67	(153)	71	(86)	85	(86)	32	(123)	48	(129)	28	(159)	34	(134)
Basic A.F.					74	(95)	76	(62)					30	(109)	16	(142)
Never Took (LC)									19	(88)	27	(66)	28	(43)	22	(73)
Advanced Army	74	(73)	60	(68)	57	(95)	43	(93)	23	(142)	27	(59)	26	(154)	17	(86)
Advanced A.F.					52	(48)	61	(59)					22	(45)	8	(36)
Army Dropouts	69	(86)	69	(78)	77	(85)	61	(66)	23	(91)	41	(69)	36	(107)	27	(108)
A.F. Dropouts					74	(78)	66	(84)					30	(83)	14	(85)
Never Took (UC)									18	(128)	24	(54)	17	(30)	11	(66)

C. Basic ROTC Students' Attitudes Toward Aspects of the Program

While Basic ROTC students may feel that they are learning some useful things in the ROTC, they are nevertheless critical of the instruction in leadership, the lack of practice as opposed to theory, and in the compulsory schools especially, of the amount of close order drill. Insofar as ROTC uniforms are concerned, Air Force Basic students are clearly more pleased with the uniform they wear than Army Basic students.

Asked whether the subjects being taught in the ROTC include the kinds of things they had hoped to be taught, about 80 percent or more of all the Basic ROTC groups studied agreed that most, or at least some of them are. In High Compar, however, only 54 percent of the Basic Army appeared at all satisfied with the content of the courses. There were no consistent differences between the Army and the Air Force cadets on this item.

Among Basic Army students in particular, students were likely to feel that the amount of training that they were getting in leadership was insufficient. Only between 30 and 45 percent of the Basic Army students agreed that they were getting sufficient training in leadership, while in schools with both Army and Air Force units, Air Force students were more likely than Army students to feel that they were getting enough training in leadership.

Except at High Comparaf, only about a third or less of the Basic ROTC students felt that the instruction given in the ROTC courses was not as good as the instruction they received in other courses. At High Comparaf, more than half of both the Basic Army students and the Basic Air Force students were critical of the instruction in ROTC.

Asked about the amount of close order drill they were receiving, Basic students in the compulsory colleges were more likely to feel that they were getting too much drill than Basic ROTC students in the voluntary schools. In most of the groups in the compulsory schools, about 40 percent or more reported that they were getting too much drill, compared with less than a fourth of all the voluntary groups but one (High Volar) who gave this response.

In evaluating the amount of theory taught in their ROTC courses compared with the amount of practice, in every Basic ROTC group studied, more students believed that they were getting too much theory than felt that they were getting too much practice. In most cases, the number believing that they were getting "Too much theory and not enough practice" was about the same as those who thought they were getting about the right amount of both. In no group did more than 20 percent feel that they were getting too much practice and not enough theory.

In general, Basic ROTC students thought that the ROTC courses were making sufficient use of training aids such as movies and slides. At both Volaraf colleges, Army ROTC students were more likely than Air Force students to feel that they were getting enough training aids in their courses.

The greater satisfaction of Air Force Basic students with their ROTC uniforms as compared with the Army students is quite evident from this study. Among Air Force students, between 65 percent and 87 percent replied that they either liked their uniform a lot, or that it was all right, compared with 50 percent or fewer of the Basic Army students. Both groups

are nearly unanimous in their liking for the uniforms of the Advanced Corps of the service they are in. In three of the four schools, Air Force students were considerably more likely than Army students to say that they take off their uniforms the first chance they get, and in all schools having both units, Army students are a good deal more likely than Air Force students to report that it bothers them to wear the uniform.

Table V-10

Item: Are the subjects being taught in the Army ROTC courses the kind of things you had hoped to learn when you first joined?

Percent answering: "Most of them are" or "Some of them are"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	54	(132)	79	(146)	81	(86)	80	(82)	87	(121)	84	(129)	84	(149)	88	(124)
Basic A. F.					65	(92)	82	(61)					79	(100)	80	(135)

Table V-11

Item: Do you feel you are getting enough training in leadership from the Army (Air Force) ROTC courses?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	30	(132)	44	(147)	26	(86)	29	(82)	45	(122)	36	(129)	38	(148)	42	(124)
Basic A. F.					38	(92)	46	(61)					44	(101)	53	(136)

Table V-12

Item: How does the quality of instruction in the ROTC compare with the quality of instruction in most other courses you have taken?

Percent answering: "ROTC instruction is not as good"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	36	(132)	29	(146)	54	(86)	27	(82)	32	(122)	23	(128)	24	(149)	13	(125)
Basic A.F.					60	(92)	33	(61)					27	(101)	23	(135)

Table V-13

Item: How do you feel about the number of hours of close order drill being taught in the Army ROTC?

Percent answering: "There is too much drill"
or
"There should be no close order drill"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	50	(133)	40	(146)	38	(86)	56	(82)	32	(122)	15	(130)	26	(148)	20	(123)
Basic A.F.					53	(91)	59	(61)					14	(101)	16	(135)

Table V-14

Item: How do you feel about the amount of theory taught in the Army ROTC compared with the amount of actual practice?

Percent answering: "Too much theory, not enough practice" and "Too much practice, not enough theory"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army																
Too much theory	46		36		31		22		34		48		45		45	
		(132)		(144)		(86)		(82)		(120)		(128)		(150)		(124)
Too much practice	11		10		17		15		14		10		7		6	
Basic Air Force																
Too much theory					37		45						37		39	
						(91)		(60)						(99)		(133)
Too much practice					14		3						3		4	

Table V-15

Item: Do you feel the Army ROTC course uses enough training aids, such as movies and slides?

Percent answering: "There are enough training aids"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	51	(133)	61	(146)	70	(86)	83	(82)	61	(121)	70	(130)	79	(150)	66	(125)
Basic A.F.					79	(92)	88	(61)					60	(102)	46	(136)

Table V-16

Item: How do you feel about the uniform being worn by men in the Basic Army (Air Force) ROTC?

Percent answering: "I like it a lot" or "It is all right"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	47	(133)	50	(147)	36	(85)	44	(82)	30	(122)	47	(130)	50	(150)	27	(125)
Basic A.F.					75	(92)	87	(61)					65	(100)	86	(136)

Table V-17

Item: How do you feel about the uniform being worn by men in the Advanced Army (Air Force) ROTC?

Percent answering: "I like it a lot" or "It is all right"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	93	(133)	91	(147)	95	(85)	100	(82)	89	(121)	95	(130)	96	(150)	99	(125)
Basic A.F.					90	(92)	100	(61)					98	(101)	97	(136)

Table V-18

Item: How often do you wear your Army (Air Force) ROTC uniform?

Percent answering: "I usually take the uniform off the first chance I get."

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	64	(128)	60	(147)	67	(85)	66	(82)	43	(121)	50	(128)	57	(138)	48	(120)
Basic A.F.					70	(91)	45	(60)					40	(101)	13	(136)

Table V-19

Item: Does it bother you to have to wear the Army (Air Force) ROTC uniform?

Percent answering: "It bothers me a lot"
or
"It bothers me a little"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	62	(131)	61	(147)	56	(85)	63	(82)	60	(121)	59	(130)	58	(149)	64	(125)
Basic A.F.					45	(92)	35	(60)					36	(101)	35	(136)

VI. THE DECISION TO JOIN THE BASIC ROTC

A. Thought Given to the Decision and Sources of Information

The decision to be made about the ROTC by students about to enter a college with an ROTC program depends on the nature of the ROTC program itself. For students entering colleges where ROTC is compulsory, and there is only an Army ROTC, there is no decision to be made - they must go into Army ROTC. Students at compulsory colleges with Army and Air Force units must choose one or the other, while students attending colleges where ROTC is voluntary but with only an Army unit have but to decide whether or not to join the Army ROTC. The greatest choice is given to men at voluntary colleges with Army and Air Force units. They may decide to join an ROTC unit or not to join, and then they may decide whether to join the Army or the Air Force ROTC.

In six of the eight colleges studied, some decision had to be made by the students who were entering as freshmen. At the two Comparaf colleges, all students were asked, "Before you arrived at this college, how much thought did you give to the question of which ROTC to join?" At these two colleges, about a third of the men in the Basic Army and Air Force ROTC and in the Advanced Army ROTC reported giving "practically none or none". A fourth or less of the Advanced Air Force students reported giving practically no thought to the ROTC before arriving at college. Among Army and Air Force Dropouts, on the other hand, 40 percent or more reported giving no thought as to which ROTC to join prior to arriving at college.

Among men in the Volar and Volaraf colleges the question was asked, "How much thought did you give to joining the ROTC before you arrived at this college?" Among Basic Army and Air Force students in Volar and Volaraf colleges, only about 20 percent or less reported giving no thought to joining the ROTC before arriving in college, the fewest reporting this at High Volaraf. About a fourth of the lower class Never Took students had given the ROTC no thought.

Among upperclassmen, Never Took students were most likely to have given little thought to the ROTC before college, followed by Army and Air Force Dropouts, while those in the Advanced Army and Air Force ROTC were least likely to report having given it no thought. At High Volaraf, upper-class students not in the ROTC were more likely to have thought little of the ROTC than their counterparts in Low Volaraf.

The proportion of students reporting that they had received material in the mail about the Army ROTC before they arrived in college varied with the college, and also with the students' class in college. Students in the voluntary schools were more likely than those in the compulsory schools to have received material about the Army ROTC. At the Compar colleges, where the student had no choice but to join the Army ROTC, very few reported receiving any material. What is clearest from this data, however, is that among the schools where there was a decision to be made, in every comparison between pairs of schools, students in schools with high ROTC enrollment were more likely to report having received material about the Army ROTC than students in low enrollment colleges. These differences between pairs of schools were quite large.

In general, lower-class students were more likely than upper-class to report that they had received material in the mail about the Army ROTC before arriving in college. This could either be a function of the students'

memory on the subject (lower-class students being closer to the time when they arrived in college), or it may be evidence that the amount of material being sent out to prospective college students has increased over the past few years. In most comparisons, there were no differences among upperclassmen on this question with regard to their ROTC status. Men in the Advanced ROTC were no more likely than those not in the ROTC to report having received material dealing with the Army ROTC.

The role of ROTC students as disseminators of information about the ROTC was also examined. Students at the compulsory schools were more likely than those at voluntary schools to have received information about the ROTC from friends who had once been in the ROTC at the college they are now attending. There is no clear pattern nor consistent differences pointing to this role of friends in telling about the ROTC.

Asked as to whether they felt that they knew enough about the ROTC in order for them to properly decide whether or not to join, between a third and a half of each group studied felt that they did. For the most part differences were not consistent, except among Basic Army students in the voluntary colleges. In both comparisons between pairs of voluntary colleges, Basic Army students in the high enrollment colleges were more likely than those in the low enrollment colleges to feel that they did have sufficient information on which to base their decision about the ROTC.

Differences within schools and between schools on student reports of when they made up their minds as to what they would do about the ROTC (either to join or not to join, or which ROTC to join) were quite erratic. Although there are some large differences, these differences are not

systematic. For example, at Comparaf, Air Force students were more likely than Army students to have made up their minds about joining the ROTC of their choice before entering college, yet this difference between the two groups does not appear in the Volaraf colleges. In general, however, students in the voluntary colleges were more likely than those where ROTC is compulsory to have made up their minds about the ROTC before arriving in college.

Table VI-1

Item: Before you arrived at this college, how much thought did you give the question which ROTC to join? 1/

How much thought did you give to joining the ROTC before you arrived at this college?2/

Percent answering: "Practically none" or "None"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			37 (87)	30 (87)	14 (123)	22 (131)	4 (159)	16 (135)
Basic A.F.			30 (95)	34 (62)			8 (109)	16 (141)
Never Took (LC)					24 (90)	25 (68)	27 (44)	24 (74)
Advanced Army			31 (96)	34 (92)	22 (142)	19 (59)	15 (154)	15 (86)
Advanced A.F.			19 (97)	25 (59)			7 (45)	17 (36)
Army Dropouts			49 (86)	46 (66)	30 (90)	42 (69)	37 (108)	17 (108)
A.F. Dropouts			40 (79)	44 (84)			20 (83)	15 (85)
Never Took (UC)					48 (133)	47 (55)	55 (29)	38 (66)

1/ Asked at Comparaf colleges

2/ Asked at Volar and Volaraf colleges

Table VI-2

Item: Before you actually enrolled at this college, did you receive in the mail any material telling you about the ROTC on campus?

Percent receiving material about the Army ROTC

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	14	(130)	24	(152)	57	(87)	43	(86)	90	(122)	26	(127)	84	(155)	38	(130)
Basic A.F.					59	(91)	31	(61)					78	(106)	32	(140)
Never Took (LC)									77	(90)	39	(66)	77	(44)	42	(74)
Advanced Army	10	(73)	26	(69)	47	(93)	34	(92)	66	(139)	24	(59)	70	(152)	30	(86)
Advanced A.F.					31	(48)	32	(59)					44	(45)	15	(34)
Army Dropouts	7	(86)	22	(78)	37	(83)	34	(64)	70	(91)	24	(68)	56	(103)	34	(108)
A.F. Dropouts					53	(78)	16	(84)					65	(80)	28	(85)
Never Took (UC)									56	(131)	17	(54)	52	(29)	30	(66)

Table VI-3

Item: Who sent this material on the ROTC?

Percent answering: "The Professor of Military Science and Tactics"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			10 (86)	6 (86)	62 (122)	6 (124)	33 (159)	12 (128)
Basic A.F.			10 (92)	3 (59)			30 (108)	7 (135)
Never Took (LC)					41 (90)	9 (57)	19 (42)	10 (68)
Advanced Army			11 (93)	2 (90)	41 (138)	7 (58)	30 (149)	5 (85)
Advanced A.F.			11 (47)	- (56)			9 (45)	3 (34)
Army Dropouts			11 (84)	2 (61)	45 (87)	7 (69)	22 (104)	8 (105)
A.F. Dropouts			10 (76)	- (76)			17 (81)	5 (80)
Never Took (UC)					18 (126)	4 (53)	7 (27)	5 (63)

Table VI-4

Item: How had you heard about the ROTC at this college before you came here?

Percent answering: "From friends who had been here, and in ROTC"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	56	(133)	53	(152)	44	(87)	46	(86)	39	(123)	36	(129)	26	(159)	32	(133)
Basic A.F.					52	(95)	29	(62)					29	(109)	49	(141)
Never Took (LC)									39	(89)	39	(66)	28	(43)	33	(73)
Advanced Army	38	(74)	54	(69)	53	(96)	30	(92)	24	(142)	34	(59)	27	(154)	43	(86)
Advanced A.F.					60	(47)	52	(59)					42	(45)	37	(35)
Army Dropouts	37	(86)	40	(78)	46	(86)	40	(65)	28	(90)	25	(68)	24	(108)	36	(108)
A.F. Dropouts					35	(78)	29	(82)					28	(83)	37	(84)
Never Took (UC)									21	(131)	38	(53)	-	(30)	38	(66)

Table VI-5

Item: When you first came to college did you feel that you knew enough about the ROTC to enable you to properly decide whether or not to join? (Which ROTC to join?)

Percent answering: "Yes, I did know enough"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			38 (87)	41 (86)	62 (122)	31 (130)	62 (156)	49 (134)
Basic A.F.			52 (94)	63 (62)			52 (107)	51 (140)
Never Took (LC)					64 (90)	60 (68)	54 (43)	45 (73)
Advanced Army			41 (96)	51 (92)	41 (141)	46 (59)	53 (153)	58 (86)
Advanced A.F.			50 (48)	63 (59)			60 (45)	47 (36)
Army Dropouts			34 (85)	31 (65)	36 (91)	28 (69)	33 (109)	43 (106)
A.F. Dropouts			33 (79)	30 (84)			53 (83)	45 (84)
Never Took (UC)					52 (132)	44 (55)	43 (30)	29 (65)

Table VI-6

Item: When do you think you made up your mind as to whether or not to join the ROTC? (Which ROTC to join)

Percent answering: "Before entering college or in High School"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			24 (87)	26 (86)	52 (122)	38 (130)	61 (160)	51 (134)
Basic A.F.			49 (94)	40 (62)			66 (109)	57 (140)
Never Took (LC)					47 (47)	62 (66)	52 (44)	45 (74)
Advanced Army			32 (96)	28 (92)	33 (141)	39 (59)	52 (154)	56 (85)
Advanced A.F.			40 (48)	51 (59)			56 (45)	53 (36)
Army Dropouts			17 (86)	20 (64)	36 (90)	16 (67)	28 (109)	50 (108)
A.F. Dropouts			29 (79)	24 (84)			47 (81)	40 (85)
Never Took (UC)					38 (131)	39 (54)	21 (28)	45 (65)

B. Parental Influence

While there is no evidence in this section as to the manner in which parental influence might have been exerted on students, there is evidence that parental influence did enter into the ROTC decision. The importance of parental influence in relation to other influences is, however, not clear.

There appears to be some relation between a student's ROTC status, and the likelihood of his discussing ROTC with his parents before entering college. Among lowerclassmen, while there are no differences between Basic Army students and those in the Air Force, in the voluntary schools there is a tendency for the lower-class Never Took students to be less likely than the ROTC students to report having discussed the ROTC with their parents prior to coming to college. Among upperclassmen, Advanced Corps students are somewhat more likely than the Dropouts to report having discussed their ROTC decision with their parents before going to college. Upper-class Never Took students were least likely to have discussed the ROTC with their parents.

School differences on this item were related to the nature of the ROTC at the colleges studied rather than to the relative success of the program at the colleges. The greater the number of choices available, the greater the likelihood for college students to discuss the ROTC with their parents before entering college. The ROTC was least likely to be discussed in the Compar colleges, where there was no decision to be made, and most likely to be discussed at the Volaraf colleges, where there were two decisions to be made. Students at the Volar colleges were more likely than those at the Comparaf colleges to discuss ROTC with their parents.

In most cases, a majority of students reported that their parents knew at least a little about the ROTC. There were no consistent relationships between student reports of their parents' knowledge of ROTC, and student membership in the ROTC. In most cases, Advanced Army students were more likely than Army Dropouts to report that their parents knew something about the ROTC, but even where these differences were statistically significant, they were not large.

Asked about how their parents advised them with regard to the ROTC, there is strong evidence that student decisions at least concurred with parental advice on joining the ROTC where parental advice was offered. In the voluntary schools, few students, even among those who never took ROTC training, report that their parents advised them not to join the ROTC. In the compulsory schools (the question asked only in Comparaf) there was reported little advice proffered by parents. In the Comparaf schools, while Advanced Army students were more likely than Army Dropouts to report that their parents advised them to join the Army ROTC (rather than the Air Force), still two-thirds of even this group received no advice from their parents about the ROTC. Among the lower-class students in this school, Basic Army students more than Basic Air Force students were advised by parents to join the Army ROTC, but only 16 percent of the parents so advised their sons.

Among the schools where ROTC is voluntary, students enrolled in the ROTC in the Volar colleges were considerably more likely than those in the Volaraf colleges to report being advised by their parents to join the Army ROTC. However, most of this difference is made up by the number of students in Volaraf whose parents advised them to join either

the Army or the Air Force ROTC. In general, students now in the ROTC, or who were ever in the ROTC were more likely than those who were never in the ROTC to at least have received some advice from their parents.

Table VI-7

Item: Before coming to this college, did you ever discuss with your parents the ROTC program at this University?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	41	(134)	32	(152)	42	(87)	44	(87)	78	(123)	64	(131)	84	(160)	74	(135)
Basic A.F.					54	(95)	45	(62)					79	(109)	62	(141)
Never Took (LC)									50	(90)	56	(68)	61	(44)	72	(74)
Advanced Army	37	(73)	41	(69)	59	(96)	46	(93)	58	(142)	68	(59)	72	(154)	66	(86)
Advanced A.F.					47	(47)	41	(58)					76	(45)	58	(36)
Army Dropouts	23	(86)	26	(78)	37	(86)	36	(66)	57	(91)	48	(69)	59	(108)	74	(108)
A.F. Dropouts					40	(79)	34	(84)					75	(83)	62	(85)
Never Took (UC)									33	(133)	38	(55)	33	(30)	47	(66)

Table VI-8

Item: Did your parents know very much about the ROTC (either at this campus or somewhere else?)

Percent answering: ("They knew a little about it") or ("They knew quite a bit about it")

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	65	(134)	65	(152)	58	(87)	63	(87)	61	(123)	65	(131)	66	(160)	67	(135)
Basic A.F.					65	(95)	57	(61)					62	(109)	61	(141)
Never Took (LC)									50	(98)	65	(68)	46	(44)	62	(74)
Advanced Army	56	(73)	61	(69)	73	(96)	69	(93)	49	(142)	56	(59)	64	(154)	60	(86)
Advanced A.F.					51	(47)	60	(53)					56	(45)	53	(36)
Army Dropouts	59	(83)	54	(78)	57	(86)	50	(66)	48	(91)	38	(68)	52	(107)	58	(108)
A.F. Dropouts					51	(79)	57	(84)					60	(83)	64	(85)
Never Took (UC)									42	(132)	41	(54)	50	(30)	54	(66)

Table VI-9

Item: What did your parents advise you about joining the ROTC?

Percent answering: "They suggested I join the Army ROTC"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			16 (87)	16 (87)	58 (123)	47 (131)	29 (157)	28 (133)
Basic A.F.			3 (94)	- (62)			- (109)	2 (141)
Never Took (LC)					14 (90)	10 (68)	- (44)	1 (74)
Advanced Army			26 (95)	23 (92)	43 (142)	48 (58)	24 (151)	27 (86)
Advanced A.F.			- (47)	- (59)			- (45)	- (36)
Army Dropouts			1 (86)	11 (66)	47 (90)	28 (69)	26 (106)	37 (106)
A.F. Dropouts			1 (79)	- (84)			- (83)	1 (84)
Never Took (UC)					8 (133)	7 (55)	3 (30)	2 (66)

Table VI-10

Item: What did your parents advise you about joining the ROTC?

Percent answering: "Suggested I join either"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army							32 (157)	27 (133)
Basic A.F.							28 (107)	19 (141)
Never Took (LC)							11 (44)	18 (74)
Advanced Army							22 (151)	20 (86)
Advanced A.F.							9 (44)	6 (36)
Army Dropouts							16 (106)	19 (106)
A.F. Dropouts							21 (82)	19 (84)
Never Took (UC)							7 (30)	12 (66)

Table VI-11

Item: What did your parents advise you about joining the ROTC?

Percent answering: "Made no suggestions about the ROTC"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			82 (87)	83 (87)	40 (123)	50 (131)	36 (157)	39 (133)
Basic A.F.			82 (94)	89 (62)			48 (107)	57 (141)
Never Took (LC)					77 (90)	75 (68)	70 (44)	65 (74)
Advanced Army			68 (95)	76 (92)	56 (142)	47 (58)	46 (151)	49 (86)
Advanced A.F.			81 (47)	93 (59)			73 (44)	64 (36)
Army Dropouts			85 (86)	89 (66)	51 (90)	67 (69)	52 (106)	40 (106)
A.F. Dropouts			85 (79)	86 (84)			55 (82)	55 (84)
Never Took (UC)					90 (133)	89 (55)	80 (30)	80 (66)

C. Courses and Credits

The number of course credits given for ROTC training varies from college to college, and even among students in the same college. In some cases, students are required to take ROTC in addition to their regular credit load, in other cases it is easily fitted into their schedules. (In some of the schools in the study, it was informally reported that some engineering students, in order to take four years of ROTC training, would be required to spend an extra term in college in order to complete all requirements for graduation.) Confusing the ROTC credit situation further is that some students evidently are not aware of the number of credits they are receiving for ROTC training. This is especially true at compulsory colleges.

Because of this confusion attending the ROTC credit situation, the findings below must be treated with caution. They are presented with the belief that, while many of the student responses are inaccurate, the findings which do appear are indicative of important differences between schools.

Examining the Advanced ROTC students only, it is evident that in comparison between pairs of schools, except in the Compar colleges, Advanced ROTC students in schools with high ROTC enrollment are less likely than those in schools with low ROTC enrollment to report that they are required to take extra credits toward graduation as a result of taking ROTC training. In a number of cases, the proportion of Advanced students in the "low" schools required to take extra credits for graduation is three times that of the "high" schools. Among Basic ROTC students, the picture is approximately the same.

In the voluntary schools, most students report that if they had not taken ROTC training, they would have been required to take some other course instead. In all of the schools studied, it was learned that entering freshmen have the option of taking either ROTC training or physical education. In some cases, ROTC carries more credits toward graduation than physical training. Among the Advanced ROTC cadets, students in schools with high Army ROTC enrollment were more likely than those in schools with low enrollment to report that they would have been required to take physical training had they not enrolled for the ROTC instead. This finding is not consistent for the Basic ROTC students.

Table VI-12

Item: Are you required to take more credits toward graduation as a result of taking ROTC?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	32	(127)	16	(144)	24	(86)	24	(81)	10	(118)	32	(127)	18	(149)	29	(125)
Basic A.F.					22	(91)	20	(61)					9	(101)	46	(134)
Never Took (LC)																
Advanced Army	16	(71)	10	(67)	12	(92)	28	(92)	14	(138)	46	(57)	18	(149)	63	(84)
Advanced A.F.					11	(47)	34	(59)					40	(43)	58	(33)

Table VI-13

Item: If you had not taken ROTC, would you have had to take some other course instead?

Percent answering: "Yes"

	COMPAR		COMPARAF		VOLAR				VOLARAF			
	High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army					68	(123)	88	(129)	83	(149)	87	(125)
Basic A.F.									88	(102)	78	(136)
Never Took (LC)												
Advanced Army					86	(138)	76	(59)	77	(150)	67	(85)
Advanced A.F.									84	(43)	53	(32)

Table VI-14

Item: How many credits are you receiving for ROTC?

	COMPAR				COMPARAF							
	High		Low		High				Low			
	Bas. Army	Adv. Army	Bas. Army	Adv. Army	Bas. Army	Bas. A.F.	Adv. Army	Adv. A.F.	Bas. Army	Bas. A.F.	Adv. Army	Adv. A.F.
	%	%	%	%	%	%	%	%	%	%	%	%
Number of Credits:												
None	86	—	70	—	1	—	—	—	—	—	—	2
One	7	—	11	—	54	55	—	—	72	75	13	—
Two	2	68	—	58	17	9	—	—	2	3	27	—
Three	5	1	19	42	2	—	38	49	8	3	30	60
Four	—	31	—	—	24	34	2	—	—	2	24	—
Five	—	—	—	—	1	—	1	—	2	2	6	—
6 or more	—	—	—	—	1	2	59	51	16	15	—	38
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
N =	(131)	(72)	(146)	(67)	(86)	(90)	(92)	(47)	(86)	(61)	(92)	(58)

Table VI-14 (Continued)

Item: How many credits are you receiving for ROTC?

	VOLAR				VOLARAF							
	High		Low		High				Low			
	Bas. Army	Adv. Army	Bas. Army	Adv. Army	Bas. Army	Bas. A.F.	Adv. Army	Adv. A.F.	Bas. Army	Bas. A.F.	Adv. Army	Adv. A.F.
	%	%	%	%	%	%	%	%	%	%	%	%
Number of Credits:												
None	83	2	—	5	15	6	4	2	—	1	1	3
One	8	3	1	—	6	2	—	—	—	1	—	—
Two	8	5	58	3	68	87	1	—	68	56	1	—
Three	—	57	4	32	—	—	70	56	—	1	20	21
Four	—	2	10	9	3	—	—	—	7	14	1	—
Five	—	1	—	—	—	—	—	—	—	1	1	—
6 or more	1	30	27	51	8	5	25	42	25	26	76	76
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
N =	(114)	(116)	(129)	(57)	(150)	(148)	(148)	(43)	(124)	(135)	(81)	(33)

D. The Influence of Other Students and of Faculty Members on the ROTC Decision

In this section it will be seen that the decision to join the Army ROTC did not occur in a vacuum, but instead, for most students was accompanied by discussions with other students, fellow freshmen and upperclassmen. The role of the faculty advisor in the ROTC decision, however, appears to be negligible.

A majority of most students reported that when they arrived in college they discussed the possibility of joining the ROTC with other freshmen. In the six schools where students were asked about these discussions (the question was not asked at the Compar Schools), often as many as three-fourths of the students discussed the ROTC with their fellow classmen. There were, however, no consistent tendency for men in the ROTC to report having discussed it with other freshmen than for those not in the ROTC. There are indications too, that in schools with high Army ROTC enrollment discussion among freshmen about the ROTC was more common than in schools with low enrollment.

Responses to the question asking what most other freshmen were planning to do about the ROTC are probably a combination of objective reporting and selective perception as well. Comparisons of students demonstrate that those in the "high" schools were more likely than those in the "low" to report that the freshmen they spoke to were planning to join the Army ROTC. Still, Basic Air Force students in schools with both units were not nearly as likely to report that their freshmen friends were joining the Army ROTC. (In most schools with Army and Air Force units, the numbers going into each unit are approximately equal.) There is some real possibility that students

join the ROTC of their choice along with other students selecting the same program. While retrospective thinking may have entered into these responses, the fact that in the Volaraf colleges there were differences between Basic Army and Basic Air Force students may indicate "group joining."

The proportion of students reporting that they had discussed joining the ROTC with upperclassmen at the time they entered college was considerably less than that reporting they had spoken to other freshmen. In the six schools where the question was asked, only at High Comparaf did a majority of any group report such discussions. (High Comparaf is the only one of the six that is in a "college town", and it is likely that communications among all students is greater as a result.) There were no important differences either within groups in the same school or between pairs of schools on this item.

There is a very strong relationship, however, between the advice reported given by upperclassmen and student membership in the Army ROTC. Students who are now, or were ever in the Army ROTC were considerably more likely than others to report from their discussions with upperclassmen that, "They advised me to join the Army ROTC." There were no consistent differences between Basic Army students, Advanced Army students and Dropouts in their reporting of upper-class students' advice. There were, however, differences between pairs of schools. In all three comparisons, Basic Army students in the "high" schools were more likely than those in the "low" schools to report that upperclassmen had advised them to join the Army ROTC. This was also true in comparisons of Advanced Army cadets in the Comparaf and in the Volaraf colleges.

No more than about a third of the students in the voluntary schools reported having discussed the ROTC with their faculty advisor before entering school. There were no consistent differences between groups in the same schools, nor between pairs of schools.

When asked as to whether they wished they could have had more information about the ROTC when they first arrived, students in the ROTC were more likely to respond "Yes" than those not in the ROTC. This was true in comparisons of Basic ROTC students with lower-class Never Took students, and of Advanced ROTC students with Dropouts and upper-class Never Took students. It is probable that those in the ROTC are generally more interested in it, and would have welcomed any opportunity for more information. There were no important differences between colleges. Students in colleges where few students received information about the ROTC were no more likely than those in colleges where many reported receiving ROTC information to express the desire to have had more ROTC information.

Table VI-15

Item: When you first arrived at this college did you speak to any other freshmen about the possibility of joining the ROTC?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army					61	(87)	56	(87)	68	(122)	59	(130)	81	(156)	78	(139)
Basic A.F.					74	(94)	69	(62)					77	(107)	71	(140)
Never Took (LC)									57	(90)	63	(68)	64	(44)	74	(73)
Advanced Army					71	(96)	52	(92)	74	(142)	68	(59)	79	(153)	62	(86)
Advanced A.F.					50	(48)	49	(59)					76	(45)	61	(36)
Army Dropouts					70	(86)	61	(64)	65	(91)	52	(69)	72	(109)	70	(106)
A.F. Dropouts					76	(79)	54	(84)					81	(83)	62	(84)
Never Took (UC)									67	(132)	53	(55)	43	(30)	53	(66)

Table VI-16

Item: What were most of the freshmen you spoke to planning to do about the ROTC"

Percent answering: "Join the Army ROTC"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army					25	(87)	25	(85)	56	(121)	22	(129)	41	(153)	24	(131)
Basic A.F.					14	(88)	23	(57)					18	(101)	5	(139)
Never Took (LC)									42	(88)	6	(66)	19	(42)	7	(73)
Advanced Army					32	(96)	18	(91)	51	(139)	27	(59)	22	(149)	25	(85)
Advanced A.F.					22	(46)	10	(57)					23	(43)	-	(36)
Army Dropouts					41	(85)	26	(62)	52	(89)	23	(69)	32	(105)	23	(105)
A.F. Dropouts					19	(79)	16	(81)					16	(79)	1	(81)
Never Took (UC)									28	(130)	18	(55)	-	(27)	17	(66)

Table VI-17

Item: When you first arrived at this college did you speak to any upperclassmen about joining the ROTC?

Percent answering: "Yes"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			46 (86)	35 (86)	34 (122)	27 (131)	38 (160)	35 (134)
Basic A.F.			47 (95)	26 (62)			44 (109)	45 (140)
Never Took (LC)					36 (90)	41 (68)	27 (44)	47 (73)
Advanced Army			62 (96)	35 (92)	28 (142)	46 (59)	47 (154)	38 (85)
Advanced A.F.			67 (48)	19 (59)			36 (44)	42 (36)
Army Dropouts			65 (86)	31 (64)	31 (91)	26 (69)	37 (109)	33 (108)
A.F. Dropouts			57 (79)	33 (84)			43 (82)	32 (85)
Never Took (UC)					27 (132)	27 (55)	30 (30)	35 (66)

Table VI-18

Item: What did most of these upperclassmen advise you to do about joining the ROTC?

Percent answering: "They advised me to join the Army ROTC"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Basic Army			41 (80)	28 (79)	32 (113)	17 (126)	30 (151)	27 (119)
Basic A.F.			8 (82)	2 (59)			7 (97)	2 (131)
Never Took (LC)					16 (85)	12 (61)	2 (43)	9 (69)
Advanced Army			47 (92)	24 (87)	27 (134)	35 (54)	41 (140)	23 (82)
Advanced A.F.			9 (44)	4 (57)			3 (39)	- (35)
Army Dropouts			55 (80)	23 (60)	20 (81)	5 (64)	19 (99)	21 (106)
A.F. Dropouts			12 (76)	6 (81)			6 (73)	4 (76)
Never Took (UC)					9 (123)	8 (49)	16 (25)	8 (62)

Table VI-19

Item: When you registered for classes the first time you came to college, did you discuss with a faculty adviser the possibility of joining the ROTC?

Percent answering: "No"

	COMPAR		COMPARAF		VOLAR				VOLARAF			
	High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army					97	(122)	69	(130)	70	(160)	82	(134)
Basic A.F.									63	(109)	83	(138)
Never Took (LC)					96	(90)	68	(68)	70	(44)	84	(73)
Advanced Army					97	(142)	58	(59)	64	(154)	80	(85)
Advanced A.F.									78	(45)	64	(36)
Army Dropouts					97	(91)	59	(69)	67	(110)	84	(108)
A.F. Dropouts									63	(82)	76	(85)
Never Took (UC)					97	(31)	60	(55)	83	(30)	88	(66)

Table VI-20

Item: Do you wish you could have learned more about the ROTC on campus when you first arrived here?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	41	(132)	51	(152)	49	(87)	58	(85)	57	(122)	81	(131)	64	(160)	62	(134)
Basic A.F.					40	(94)	55	(62)					63	(109)	73	(139)
Never Took (LC)									30	(90)	42	(66)	34	(44)	36	(73)
Advanced Army	57	(74)	64	(69)	65	(96)	70	(92)	66	(140)	72	(58)	73	(153)	76	(85)
Advanced A.F.					67	(48)	64	(59)					73	(45)	81	(36)
Army Dropouts	36	(86)	45	(78)	48	(85)	70	(64)	59	(90)	78	(69)	61	(110)	73	(108)
A.F. Dropouts					42	(78)	62	(82)					55	(82)	69	(84)
Never Took (UC)									30	(131)	30	(54)	28	(29)	45	(65)

E. ROTC Without Compulsion of the Draft

It has been hypothesized that many now in the ROTC would have joined the ROTC without being required to (in compulsory schools), or without the pressure of the draft. The results of series of questions on these points indicate that this is indeed the case.

When asked if they would have taken ROTC training if it had not been required, about a third of the Basic Army and Air Force students in schools where ROTC is compulsory responded either that they "surely" or "probably" would have. About half or more of the Advanced ROTC students responded positively to this question, compared with less than a third of the Army and Air Force Dropouts in the compulsory schools.

In addition, all students in compulsory schools were asked, "If ROTC had not been required and there had been no draft, would you have taken ROTC anyway?" Among Basic ROTC students in Compar and Comparaf, about a fourth replied that they might have taken ROTC training anyway. Among the Advanced ROTC students, between a fourth and a third answered in this manner. Only between 6 and 17 percent of the Dropouts indicated that they would have taken ROTC training under these conditions. There were no differences between pairs of schools on these items.

In schools where ROTC is voluntary, present and past ROTC students were asked only if they would have taken ROTC training had there been no draft. Among Basic Army students, about 40 percent responded that they might have, while in the Volaraf colleges, more than 60 percent of the Basic Air Force students gave this response.

Among Advanced Army students, about a third of those in the schools with high Army ROTC enrollment reported they might have taken ROTC

training in the absence of the draft, compared with about half of those in the two voluntary schools rated "low" in enrollment. Advanced Air Force students in the Volaraf colleges were more likely than Advanced Army to report that they might have taken ROTC anyway. Among the Dropouts, about a fourth of the Army Dropouts replied that they might have taken ROTC without the draft, compared with more than 40 percent of the Air Force Dropouts.

Table VI-21

Item: *If you had not been required to take ROTC, would you have taken it anyway?*

Percent answering: "I am sure I would have" or
"I probably would have"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	3[illegible]	(133)	39	(152)	38	(87)	39	(86)								
Basic A.F.					36	(95)	39	(61)								
Never Took (LC)																
Advanced Army	47	(73)	59	(69)	54	(96)	61	(92)								
Advanced A.F.					60	(47)	68	(59)								
Army Dropouts	22	(86)	30	(77)	20	(85)	14	(65)								
A.F. Dropouts					16	(79)	31	(84)								

Table VI-22

Item: If ROTC had not been required and there had been no draft would you have taken ROTC anyway?

Percent answering: "I am sure I would have" or "I probably would have"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	18	(134)	29	(152)	21	(87)	23	(87)								
Basic A.F.					25	(95)	31	(62)								
Never Took (IC)																
Advanced Army	30	(73)	35	(69)	22	(95)	26	(92)								
Advanced A.F.					36	(47)	36	(59)								
Army Dropouts	9	(86)	17	(78)	13	(85)	7	(66)								
A.F. Dropouts					6	(99)	12	(89)								

Table VI-23

Item: If there would have been no draft, do you think that you would have joined the ROTC anyway?

Percent answering: "I am sure I would have" or "I probably would have"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army									46	(123)	40	(130)	41	(150)	42	(125)
Basic A.F.													62	(102)	62	(136)
Never Took (LC)																
Advanced Army									32	(140)	54	(59)	34	(150)	46	(85)
Advanced A.F.													47	(43)	76	(33)
Army Dropouts									27	(82)	29	(55)	28	(93)	26	(100)
A.F. Dropouts													42	(77)	42	(71)

F. Reasons for Joining the Basic ROTC in Voluntary Schools

The number of possible reasons that might be given for joining the ROTC are too numerous to be included in a single questionnaire. On the basis of personal interviews, however, a group of approximately sixteen reasons for joining the ROTC was selected. Each of these reasons was phrased into a statement, and all students in the voluntary schools were asked to indicate the importance of the reasons offered in their own decision to join the Basic ROTC (Very Important, Fairly Important, Not Important, and Not Applicable). For the purpose of analysis, only the proportions responding "Very Important" and "Fairly Important" are combined and presented. This same procedure was followed in subsequent sections dealing with other groups and other subjects. In the sections following, the groups concerned will be discussed separately (i.e., Basic Army, Army Dropouts, etc.). All statements were ranked according to the proportion of respondents answering "Very Important" or "Fairly Important".

Basic Army Students - The reason most often given by all Basic Army groups as important in their decision to join the ROTC was, "If a man has to go into service, he is much better off as an officer." About 90 percent of each Basic Army group considered this reason important. Other appeals of the ROTC rated frequently as important were the ability to plan for the future by being in the ROTC, and the ability to learn discipline which would be useful in later life. In line with the latter reason, many also responded that, "I thought the ROTC would teach me how to handle men." Other reasons given by Basic Army students for joining the ROTC (though not consistently high in all schools) indicated that many

were simply trying the ROTC out to see how they would like it, while some referred to the money they would receive in the Advanced Corps.

Basic Air Force Students - While Basic Air Force students like the Basic Army students are likely to rate as important in their ROTC decision the advantage of being an officer rather than an enlisted man, the value of the discipline learned, and the relative ease in planning their future as an ROTC student, they also tend to rank as high in importance appeals which are peculiar to the Air Force. In both Volaraf colleges, Basic Air Force men had the categories "I prefer the Air Force to any of the other services", and "I was interested in getting some flight training" among the five most frequently rated as important reasons.

Advanced Army Students - Many of the frequently mentioned reasons for joining the ROTC given by Advanced Army students are those given by the Basic Army students as well. Among these are the advantage of being an officer (rated important most often by all groups), the ability to learn discipline, the opportunity to learn to handle men, and ease of planning for the future by being in the ROTC. A revealing difference between High Volar and Low Volar is the significant tendency for those in the former to mention the importance of the money in the Advanced Corps as important more frequently than the latter. Also, those in Low Volar were more likely to mention as important in their decision their preference for the Army to the other services.

Army Dropouts - While the preference for being an officer is also evident among the Army Dropouts, the reasons mentioned next in frequency as important was, "I thought I would try it out for a while to see if

I liked it." For the most part, however, response patterns of Army Dropout groups varied somewhat. Three schools list among the five reasons most often given as important the belief that they could plan for the future better as ROTC cadets. On the other hand, only in High Volar was a high rank given to the statements, "Along with some of my friends I decided to join the Army ROTC," and "If the draft was out out I would drop the course," both of these being rather tentative reasons at best. The desire to learn to handle men, though often given as important in some schools is not ranked consistently high among Army Dropouts.

Advanced Air Force - Among Advanced Air Force students, in the two Volaraf colleges, their desire for flight training, and their preference for the Air Force to the other services rank highest along with their wish to be officers rather than enlisted men. Also ranking high among these groups is the desire to learn discipline, the ability to plan for the future, and the desirability of learning to handle men. Thus the appeals of the Air Force to these men are similar to the appeals mentioned by most Advanced Army students, and in addition there is the clear preference for the Air Force and the flight training offered by the Air Force.

Air Force Dropouts - Air Force Dropouts at the Volaraf colleges are similar to other students in that they view as the important appeals the desire to be an officer, the ability to learn discipline and to handle men, and the ability to plan for the future as members of the ROTC. In Low Volaraf, the wish to try the ROTC for a while is the second most frequently mentioned important reason.

Table VI-24

Reasons for joining ROTC (Basic)

Percent answering: "Very" or "Fairly" Important

VOLAR

	HIGH						LOW					
	Basic Army		Advanced Army		Army Dropouts		Basic Army		Advanced Army		Army Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Thought I would try it awhile	61	5	53	6	72	2	64	3	59	6	60	2
Would drop it if draft ended	38	10	52	7	45	4	43	6	35	13	16	12
Not sure, just signed up	19	14.5	14	15.5	32	8	37	7	12	15	36	6
Better off as officer	93	1	99	1	91	1	88	1	93	1	82	1
Prefer Army to other services	23	13	26	11	*	-	18	15	54	7	*	-
Parent urged me to	33	11	17	13.5	40	5.5	36	8	36	12	26	9
Joined with friends	41	8.5	37	8	56	3	27	10.5	37	11	32	7
Discipline helpful	69	2.5	67	5	29	10.5	76	2	81	4	50	4
ROTC teaches how to handle men	56	6	70	3	40	5.5	52	5	84	2	29	8
Liked the idea of being in uniform	19	14.5	14	15.5	3	15	19	14	22	14	8	14.5
Heard Army ROTC on campus a good outfit	45	7	34	9	18	14	23	13	45	9.5	8	14.5
Seemed a good way to meet people	25	12	20	12	20	12	27	10.5	45	9.5	14	13
To do something useful for country	41	8.5	29	10	30	9	26	12	52	8	40	5
Easy elective credits	10	16	17	13.5	19	13	12	16	7	16	20	11
Money in Advanced Corps helpful	66	4	73	2	29	10.5	33	9	76	5	22	10
Easier to plan for future in ROTC	69	2.5	68	4	38	7	55	4	82	3	52	3
N =	(122)		(140)		(69)		(130)		(58)		(50)	

* Indicates that question was not asked of this group.

Table VI-24 (Cont'd.)

Reasons for joining ROTC (Basic)

Percent answering: "Very" or "Fairly" Important

VOLARAF--LOW

	Basic Army		Advanced Army		Army Dropouts		Basic Air Force		Advanced Air Force		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Thought I would try it awhile	42	7	49	7	63	2	35	11.5	36	12	59	2
Would drop it if draft ended	45	6	34	10	29	8	21	15	12	17	24	9
Not sure, just signed up	10	17	16	16	25	9	10	17	15	15.5	23	10
Better off as officer	98	1	96	1	92	1	94	1	91	3	86	1
Prefer Army to other services	53	5	69	5	*	-	90	2	100	1	*	-
Parent urged me to	26	12	19	15	38	7	19	16	15	15.5	19	11
Joined with friends	33	9.5	27	12	43	6	35	11.5	18	14	35	5.5
Discipline Helpful	72	3	78	3.5	50	4	82	3	82	4.5	42	4
ROTC teaches how to handle men	67	4	82	2	46	5	67	6	82	4.5	35	5.5
Liked the idea of being in uniform	16	15	22	14	9	17	28	14	27	13	7	14.5
Heard Army ROTC on campus a good outfit	20	14	32	11	18	14.5	59	8	64	7	16	12.5
Seemed a good way to meet people	33	9.5	36	9	23	11	42	10	46	10	16	12.5
To do something useful for country	37	8	45	8	23	11	53	9	58	8	26	7.5
Easy elective credits	6	18	6	18	11	16	9	18	3	18	7	14.5
Money in Advanced Corps helpful	30	11	58	6	19	13	30	13	45	11	26	7.5
Easier to plan for future in ROTC	73	2	78	3.5	60	3	80	4	75	6	54	3

* Indicates that question was not asked of this group.

Table VI-24 (Cont'd.)

Reasons for joining ROTC (Basic)

Percent answering: "Very" or "Fairly" Important

VOLARAF - LOW (Cont'd.)

	Basic Army		Advanced Army		Army Dropouts		Basic Air Force		Advanced Air Force		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Interested in getting flight training							76	5	93	2		
Air Force ROTC had better reputation							64	7	55	9		
Could not make Air Force physical requirements	15	16	26	13	23	11						
Air Force enlistment too long a period	23	13	8	17	18	14.5						
N =	(125)		(85)		(91)		(136)		(33)		(43)	

Table VI-24 (Cont'd)

Reasons for joining ROTC (Basic)

Percent answering: "Very" or "Fairly" Important

VOLARAF - HIGH

	Basic Army		Advanced Army		Army Dropouts		Basic Air Force		Advanced Air Force		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Thought I would try it awhile	44	8	48	7	70	2	40	11	33	11	39	7
Would drop it if draft ended	48	7	46	8	15	12	17	16	28	12	17	13
Not sure, just signed up	13	16	13	16.5	28	7	15	17	19	15	18	10.5
Better off as officer	95	1	98	1	77	1	95	1	98	1	88	1
Prefer Army to other services	50	6	50	6	*	-	83	2	88	3	*	-
Parent urged me to	35	10	30	12	20	10.5	23	14	14	17	17	13
Joined with friends	29	12	21	15	27	8	29	13	26	13.5	41	6
Discipline helpful	77	2	71	5	39	4	80	3	72	5	58	2
ROTC teaches how to handle men	73	4	73	3.5	35	5	59	6	63	6	44	5
Liked the idea being in uniform	10	18	13	16.5	8	16.5	21	15	26	13.5	20	9
Heard Army ROTC on campus a good outfit	27	13	31	11	12	15	41	10	46	9	18	10.5
Seemed a good way to meet people	21	14	24	13.5	8	16.5	30	12	17	16	17	13
To do something useful for country	39	9	36	9	22	9	43	8.5	35	10	23	8
Easy elective credits	11	17	5	18	13	13.5	12	18	12	18	12	15
Money in Advanced Corps helpful	51	5	73	3.5	29	6	51	7	51	8	48	4
Easier to plan for future in ROTC	74	3	75	2	44	3	71	5	74	4	55	3

*Indicates that question was not asked of this group.

Table VI-24 (Cont'd.)

Reasons for joining ROTC (Basic)

Percent answering: "Very" or "Fairly" Important

VOLARAP - HIGH (Cont'd.)

	Basic Army		Advanced Army		Army Dropouts		Basic Air Force		Advanced Air Force		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Interested in getting flight training							72	4	89	2		
Air Force ROTC had better reputation							43	8.5	56	7		
Could not make Air Force physical requirements	15	15	35	10	20	10.5						
Air Force enlistment too long a period	30	11	24	13.5	13	13.5						
N =	(150)		(150)		(83)		(102)		(43)		(66)	

VII. THE DECISION NOT TO JOIN THE ROTC

A. Reasons for Not Joining

It has been noted that the one irrevocable decision made by freshmen entering schools where ROTC is voluntary is their decision not to take ROTC training. It will be recalled that this decision is usually made in the light of other decisions which may be considered of greater importance. Further, for most, the imminence of the draft is not so apparent. In a series of questions, all students in the sample at voluntary colleges who never took ROTC were asked to recall their original reasons for not taking ROTC.

Asked as to whether they felt there might have been some time after their first semester at college when they might have joined the ROTC, no more than 25 percent of the Never Took students, and usually somewhat less, replied that there had ever been such a time. In line with this, only about 20 percent or fewer believed that they had ever regretted their decision not to join the ROTC. In short, most students who never took ROTC, seem to abide by their first decision of rejecting the program.

It has been observed that one of the reasons given by many in the ROTC as important in their decision to join the ROTC was the belief that in that manner it would be easier to plan for the future. A similar question was asked of those who never took ROTC training. Generally, about a third or more of these respondents believed that by not being in the ROTC it would be easier to plan for the future (about 20 percent of the upper-class Never Took students in Low Volar and High Volaraf).

This was usually about three times the number who responded that it was more difficult to plan for the future by not being in the ROTC. About half of these respondents answered that it made no difference, or that they didn't know. Comparisons with men in the ROTC on the parallel item mentioned above indicate that those in the ROTC are more likely to feel that they can plan better for the future than those who had never been in the program.

All Never Took students were presented with a series of eleven statements dealing with reasons for not joining the ROTC. For each statement they were asked to indicate its importance in their own decision. As before, those who answered "Very Important" were combined with those who answered "Fairly Important".

The statement most often regarded as important to all groups of Never Took students was, "ROTC would take up too much of my time". At least 70 percent of each group thought this an important reasons. Next in the number considering it important was the statement, "I did not want to do anything that would commit me to being in the Army". About half or more thought this an important reason. In addition, sometimes as many as half of some of the Never Took groups insisted that they would probably become officers without taking ROTC training, while about the same number felt that it did not matter to them whether or not they were officers. About a fourth believed they would not go into service in any case.

This was usually about three times the number who responded that it was more difficult to plan for the future by not being in the ROTC. About half of these respondents answered that it made no difference, or that they didn't know. Comparisons with men in the ROTC on the parallel item mentioned above indicate that those in the ROTC are more likely to feel that they can plan better for the future than those who had never been in the program.

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Table VII-1

Item: Was there ever a time when you feel you might have joined the ROTC after your first semester at college, if you had been permitted to?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Never Took (LC)									7	(89)	9	(66)	17	(42)	14	(70)
Never Took (UC)									17	(130)	6	(51)	24	(25)	21	(63)

Table VII-2

Item: Have you ever regretted not having joined the ROTC when you first came to college?

Percent answering: "I have regretted it from time to time" or "I have often regretted it"

	COMPAR		COMPARAF		VOLAR				VOLARAF			
	High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N
Never Took (LC)					15	(89)	14	(66)	21	(42)	20	(70)
Never Took (UC)					19	(130)	8	(51)	19	(26)	18	(63)

Table VII-3

Item: Do you think it easier for you to make definite plans for your future after college by not being in the ROTC than if you were in the ROTC?

Percent answering: "It is easier"
"It could have been easier if I joined the ROTC"

	COMPAR		COMPARAF		VOLAR		VOLARAF	
	High	Low	High	Low	High	Low	High	Low
	% N	% N	% N	% N	% N	% N	% N	% N
Never Took (LC)								
Easier now					35		43		33		36	
ROTC easier					11 (89)		8 (67)		12 (42)		10 (70)	
Never Took (UC)								
Easier now					46		22		18		14	
ROTC easier					18 (130)		24 (51)		7 (27)		8 (62)	

Table VII-4

Item: Reasons for not joining the ROTC

Percent answering: "Very" or "Fairly" Important

	VOLAR								VOLARAF							
	High Never Took				Low Never Took				High Never Took				Low Never Took			
	Lower Class		Upper Class		Lower Class		Upper Class		Lower Class		Upper Class		Lower Class		Upper Class	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Probably would'nt go into service anyway	28	6	28	6	27	7	31	6.5	45	3	28	6	22	8	29	9
Probably would be officer without ROTC	46	3	47	3	27	7	31	6.5	36	6	36	4	50	2.5	47	4
Didn't want to be committed to Army	58	2	67	2	63	2	62	2	55	2	50	2	46	4	59	2
Doesn't matter if I'm an officer or not	45	4	46	4	42	3	39	4	42	4	29	5	50	2.5	51	3
ROTC would take up too much time	76	1	81	1	72	1	74	1	71	1	52	1	73	1	77	1
Parents opposed to it	3	11	4	11	9	11	10	11	2	10.5	8	9	10	10	5	11
Decided with friends not to join	10	10	13	9	27	7	22	9	5	9	-	11	15	9	9	9
Didn't want military discipline in college	35	5	32	5	33	5	43	3	38	5	38	3	32	5	28	6
ROTC couldn't teach anything I couldn't learn elsewhere	25	7	29	7	34	4	32	5	21	7	21	7	28	6	22	7
Would feel foolish playing soldier	16	8	21	8	23	9	27	8	19	8	12	8	23	7	19	8
Heard ROTC on campus not a good outfit	11	9	6	10	12	10	18	10	2	10.5	4	10	3	11	8	10
	N = (89)		N = (133)		N = (67)		N = (51)		N = (42)		N = (25)		N = (70)		N = (63)	

B. Inducements for Never Took Students

In order to determine what conditions would have been required for those in the voluntary schools who never took ROTC to be induced into taking the program, a series of questions were asked setting a number of propositions before the Never Took students. For each of the propositions, these students were asked to indicate if they would have taken ROTC training had the condition stated been met.

The most attractive offer to Never Took students would be payment by the ROTC for all their tuitions and fees, a procedure employed by the Navy's Holloway Plan. Between two-thirds and three-fourths of the Never Took students agreed that given this they would have enrolled in the ROTC. The proposition which drew the second greatest number of Never Took students asked, "If by joining the ROTC you could be fairly sure that you could use the skills learned in college while in military service, would you have joined the ROTC?" Between about one-third and one-half of the Never Took students responded favorably to that idea. About a third of these students reported that they would have joined the ROTC if the amount of time they would have to spend in the reserves were reduced. A similar number would have joined had they been sure of being drafted right after college.

Table VII-5

Item: Statements of men in voluntary schools who Never Took ROTC training regarding conditions under which they might have enrolled in ROTC

Percent answering: "Yes" to each item

Would have joined ROTC if:	VOLAR High: Never Took (LC) %	Rank	Never Took (UC) %	Rank	VOLAR Low: Never Took (LC) %	Rank	Never Took (UC) %	Rank
All college tuition and fees were paid for	74	1	67	1	60	1	64	1
Could use college skills in service	43	2	40	2	40	3	45	3
Amount of time in reserves was reduced	36	3	34	3	42	2	48	2
Would be drafted right after college	27	4	22	5	19	5.5	22	4
Stood less chance of going into combat	21	5	17	6	36	4	20	5
Could be deferred for 2 years after college	12	7	12	7.5	19	5.5	12	8
ROTC courses were more interesting	19	6	25	4	12	8	16	6.5
ROTC on campus had more respect	10	8	12	7.5	13	7	16	6.5
N =	(88)		(131)		(67)		(50)	
	VOLARAF							
All college tuition and fees were paid for	74	1	76	1	70	1	75	1
Could use college skills in service	29	4.5	56	2	31	3.5	44	2
Amount of time in reserves was reduced	31	3.5	33	3.5	29	.5	38	3
Would be drafted right after college	31	2.5	33	3.5	31	3.5	33	4
Stood less chance of going into combat	29	4.5	30	5	34	2	29	5
Could be deferred for 2 years after college	19	6	16	7	10	8	17	7
ROTC courses were more interesting	17	7	9	8	16	6	28	6
ROTC on campus had more respect	7	8	28	6	13	7	16	8
N =	(42)		(25)		(70)		(64)	

VIII. THE DECISION TO JOIN THE ADVANCED ROTC

A. Advanced ROTC Cadets' Reasons for Joining

For many men in the Advanced ROTC, the reasons for going into the Advanced Corps are similar to those given for going into the Basic ROTC. The draft is an inducement for many, as is the desire to be an officer, and the wish to learn how to handle men.

Asked if they would have joined the Advanced Corps had there been no draft, between a third and half of the men in the Advanced Army ROTC replied that they either surely would have or probably would have. Those in compulsory schools and voluntary schools were about equally likely to offer one of these responses. At the Volaraf colleges, men in the Advanced Air Force ROTC were more likely than those in the Advanced Army ROTC to respond positively to this question (the question was not asked at the Comparaf colleges). In the voluntary colleges, Advanced Army students were more likely to reply that they would have joined the Advanced Corps without the draft if they were in schools with low Army ROTC enrollment than if they were in schools with high enrollment.

About three-fourths or more of the Advanced Corps cadets rated as very important in their decision to join the Advanced Corps, the belief that the Advanced Corps would teach them how to give orders to other people. Only slightly fewer answered similarly that they believed they would enjoy leading other men. Another statement reported by many as important in their decision was, "While I didn't especially care about the Advanced ROTC one way or the other, being an Army (Air Force) officer is a lot better than being an enlisted man." As many as three-fourth of those

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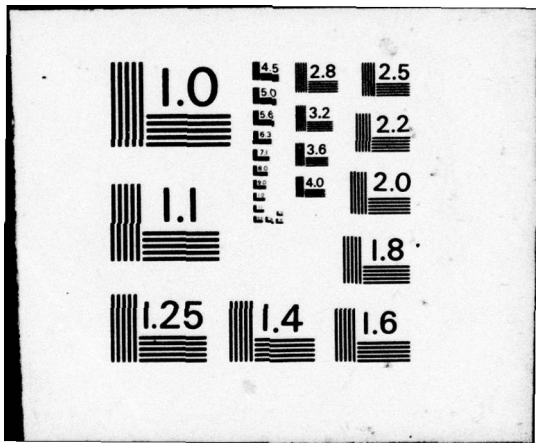
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questioned reported this as an important reasons.

In the compulsory schools, about half of those in the Advanced Army reported as important reasons the need for the money they received in the Advanced Corps. A similar number regarded as important in their decision the example set by the PMST.

In the voluntary schools, there were differences between the "high" and "low" schools on the above two items. Advanced Army ROTC students in the "high" schools were more likely than those in the "low" schools to give as an important reason the need for the money received as members of the Advanced Corps. On the other hand, those in the "low" schools were more likely than those in the "high" schools to give the example set by the PMST as an important reason for their joining the Advanced Corps.

Table VIII-1

Item: If there had been no draft, do you think you would have joined the Advanced ROTC any way?

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Advanced Army	49	(72)	55	(67)	34	(92)	40	(92)	34	(140)	54	(59)	41	(150)	58	(85)
Advanced A.F.													54	(43)	79	(33)

Table VIII-2

Item: Reasons for joining the Advanced ROTC

Percent answering: "Very" or "Fairly" Important

	COMPAR				COMPARAF							
	High		Low		High				Low			
	Advanced Army		Advanced Army		Advanced Army		Advanced Air Force		Advanced Army		Advanced Air Force	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
To quit would have been waste of two years	29	7	28	8.5	31	7	15	8.5	23	7	14	7
Enjoyed basic course	24	8.5	22	10	16	10	15	8.5	18	9	33	6
Parent urged to go in	15	10	43	6	36	6	11	10	37	6	9	9
PMST urged to go in	39	6	42	7	18	9	17	6.5	20	8	5	10
Enjoyed leading other men	72	3	75	2.5	75	3	62	3	86	2	88	1
Learning to give orders helpful	79	1	87	1	81	1	72	2	87	1	83	2
Needed the money	42	5	69	4	54	4	49	4	53	4.5	38	5
PMST set good example	54	4	52	5	46	5	34	5	53	4.5	57	4
Don't like ROTC, just wanted to be officer	75	2	75	2.5	80	2	81	1	72	3	62	3
Went in with some friends	24	8.5	28	8.5	20	8	17	6.5	13	10	12	8
	N = (72)		N = (67)		N = (90)		N = (47)		N = (92)		N = (58)	

Table VIII-2 (Cont'd)

Item: Reasons for joining the Advanced ROTC

Percent answering: "Very" or "Fairly" Important

	VOLAR				VOLARAF							
	High		Low		High				Low			
	Advanced Army		Advanced Army		Advanced Army		Advanced Air Force		Advanced Army		Advanced Air Force	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
To quit would have been waste of two years	42	5.5	52	6	45	6	40	5.5	51	6	24	7.5
Enjoyed basic course	21	9	43	7	29	9	30	7	59	4	55	4
Parent urged to go in	18	10	34	9	33	7.5	21	9	33	7	12	10
PMST urged to go in	24	8	59	5	33	7.5	28	8	32	8	27	6
Enjoyed leading other men	63	3	70	2	72	2	70	2	81	1.5	85	1
Learning to give orders helpful	77	2	83	1	79	1	81	1	81	1.5	82	2
Needed the money	53	4	42	8	53	5	40	5.5	24	10	24	7.5
PMST set good example	42	5.5	64	3	54	4	51	4	70	3	67	3
Don't like ROTC, just wanted to be officer	79	1	63	4	68	3	58	3	58	5	36	5
Went in with some friends	33	7	27	10	10	10	19	10	25	9	15	9
	N = (140)		N = (58)		N = (150)		N = (43)		N = (85)		N = (33)	

B. Basic ROTC Cadet Intentions for Advanced ~~Groups~~ Course

The intentions of Basic ROTC cadets for going into the Advanced Corps are of course dependent upon considerations other than their own wishes. The grades they obtain in ROTC and other courses are among these other considerations, in addition to their performance in other courses. Finally, they must also make a favorable impression upon the staff of the Military Science Department. About half or more of the Basic Army students questioned reported their grades in ROTC to be either "Excellent" or "Very Good", probably indicating that at least this many would be under serious consideration for the Advanced Corps. (The fewest giving these responses were at Iow Volar, the school that appears to accept fewest for the Advanced Corps.) The findings on this question also make it clear that those already in the Advanced ROTC have had grades in the ROTC considerably better than the grades achieved by the Dropouts.

A number of statements to determine the conditions under which they would apply for the Advanced Corps were presented to Basic ROTC students who reported that they had not yet applied for the Advanced Corps. These were statements to which they were asked to indicate whether they agreed or disagreed, and the strength of their opinion. Those who responded "Strongly Agree" or "Agree" were combined for this analysis.

The condition under which the greatest proportion agreed they would apply for the Advanced Corps was if they found the Basic ROTC courses interesting. This was agreed to by more than half of all the Basic ROTC groups in the compulsory schools and two-thirds or more of these in the voluntary schools. The second most frequently agreed to item also differed

in compulsory schools and voluntary schools. In the compulsory schools from one-third to a half thought they would apply for the Advanced Corps if it did not require too much of their time, while in the voluntary schools somewhat fewer usually responded in this manner. In both voluntary and compulsory schools usually about 40 or 50 percent agreed they would go into the Advanced Corps if they were sure they would be drafted immediately after completing college. Many students also agreed that they would go into the Advanced Corps if it paid more money. Evidently only a few of the Basic ROTC students objected to the discipline in the ROTC, and few objected to the wearing of the uniform.

When asked about their plans for applying for the Advanced Corps, in the compulsory schools about half or more replied that they would either "surely" or "probably" not apply. Among the Basic ROTC cadets in the voluntary schools, with the exception of Low Volar, only about one-fourth reported that they would "surely" or "probably" not apply. At Low Volar, 50 percent of the Basic Army students did not expect to apply for the Advanced Corps.

Table VIII-3

Item: How have your grades been in the Basic ROTC courses you have taken?

Percent answering: "Excellent" or "Very Good"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Basic Army	35	(131)	48	(145)	48	(85)	48	(81)	54	(123)	30	(128)	41	(198)	58	(124)
Basic A.F.					57	(91)	51	(61)					44	(102)	76	(135)
Never Took (LC)																
Advanced Army	69	(71)	58	(67)	60	(91)	72	(90)	72	(141)	55	(58)	48	(149)	89	(85)
Advanced A.F.					71	(45)	74	(58)					60	(43)	73	(33)
Army Dropouts	46	(78)	41	(78)	51	(80)	53	(62)	56	(81)	48	(54)	28	(90)	52	(99)
A. F. Dropouts					55	(75)	55	(76)					31	(75)	66	(70)

Table VIII-4

Item: Basic ROTC cadets statements as to conditions under which they would enroll in Advanced Corps

Percent answering: "Strongly Agree" or "Agree"

	COMPAR				COMPARAF							
	High		Low		High				Low			
	Basic Army		Basic Army		Basic Army		Basic Air Force		Basic Army		Basic Air Force	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Would go in if found Basic interesting	52	1	72	1	68	1	51	1	50	1	62	1
Would go in if not for discipline	8	5	11	6	10	6	8	6	3	6	6	5
Would go in if Advanced didn't take too much time	50	2	43	3	53	2	36	4	48	2	35	3
Would go in if not for uniform	6	6	12	5	18	5	10	5	8	5	4	6
Would go in if paid more	35	3	44	2	47	4	39	3	24	4	22	4
Would go in if called into service right after college	18	4	39	4	52	3	49	2	40	3	44	2
	N = (101)		N = (111)		N = (72)		N = (76)		N = (62)		N = (50)	

Table VIII-4 (Cont'd.)

Item: Basic ROTC cadets statements as to conditions under which they would enroll in Advanced Corps

Percent answering: "Strongly Agree" or "Agree"

	VOLAR				VOLARAF							
	High		Low		High				Low			
	Basic Army		Basic Army		Basic Army		Basic Air Force		Basic Army		Basic Air Force	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Would go in if found Basic interesting	86	1	69	1	74	1	76	1	64	1	69	1
Would go in if not for discipline	6	6	8	5.5	4	6	2	5.5	6	5	7	6
Would go in if Advanced didn't take too much time	28	3.5	37	3	40	3	26	4	43	2	31	3
Would go in if not for uniform	15	5	8	5.5	12	5	2	5.5	5	6	10	5
Would go in if paid more	28	3.5	24	4	26	4	29	3	19	4	20	4
Would go in if called into service right after college	39	2	40	2	49	2	44	2	29	3	39	2
	N = (103)		N = (103)		N = (92)		N = (80)		N = (86)		N = (85)	

Table VIII-5

Item: Are you planning to apply for the Advanced ROTC?

Percent answering: All Basic ROTC cadets

	COMPAR		COMPARAF			
	High	Low	High		Low	
	Basic Army	Basic Army	Basic Army	Basic Air Force	Basic Army	Basic Air Force
Have applied	19%	20%	10%	12%	23%	18%
accepted	7	8	4	4	17	1
not accepted	6	1	1	4	2	7
don't know if accepted	6	11	5	4	4	10
Will surely or probably apply	21	31	30	30	21	35
Will surely or probably not apply	60	49	61	58	56	47
Total	100%	100%	100%	100%	100%	100%
N =	(131)	(147)	(84)	(91)	(81)	(60)

	VOLAR		VOLARAF			
	High	Low	High		Low	
	Basic Army	Basic Army	Basic Army	Basic Air Force	Basic Army	Basic Air Force
Have applied	15%	16%	36%	24%	30%	35%
accepted	2	7	1	7	14	5
not accepted	5	3	7	6	2	11
don't know if accepted	8	6	28	11	14	19
Will surely or probably apply	65	34	47	49	46	38
Will surely or probably not apply	20	50	17	27	24	27
Total	100%	100%	100%	100%	100%	100%
N =	(121)	(128)	(101)	(101)	(125)	(136)

IX. THE DECISION TO DROP OUT OF THE ROTC

A. The Advice of Others

In many cases, about a fourth of the ROTC Dropouts reported that they "Often" or "Sometimes" regret their decision to drop out of the ROTC. In High Compar, as many as 44 percent regretted their decision. The fact that for many this was not their own decision is demonstrated by the fact that among the Dropout groups there are many who had actually applied for the Advanced Corps, and did not enter it for some reason. This was true of from 25 percent to 45 percent of the Army Dropouts in all schools.

Rarely did more than a fourth of the parents agree with the students' decision to discontinue ROTC training. In the majority of cases, students reported that their parents expressed no opinion about the discontinuance of ROTC.

Among the Army Dropouts in the compulsory schools, about one-fourth of those in the high enrollment schools had discussed their decision to drop Army ROTC with the PMST, compared with somewhat fewer than that in the low enrollment schools. The extent of such reported discussions varied considerably among the voluntary schools, but was always greater than in the compulsory schools. In High Volar, 55 percent of the Dropouts discussed their decision with the PMST, while in Low Volar 70 percent held such discussions. The situation was reversed in Volaraf, where 83 percent in the "high" school had such a discussion, compared with but 43 percent in the "low" school.

In the compulsory schools, two-thirds or more of the Army ROTC Dropouts reported that the PMST expressed no opinion on their decision to drop the course, while in the voluntary schools, one-fourth to half the Dropouts indicated that the PMST expressed no opinion. In about 40 percent of the cases in the voluntary schools, the PMST disagreed with the students' decision to drop the course, according to student statements.

All Dropout students were presented with a list of persons and groups and asked to indicate which agreed and which disagreed with their decision to discontinue the ROTC program. There was a general tendency to indicate more people as agreeing with their decision than disagreeing with it. Friends in college were both most likely to agree and most likely to disagree with their decision. Between a third and a half reported that friends at home agreed with their decision, while less than a fourth said that these friends at home disagreed with their decision. The role of female companions (girl friends, wives, etc.) did not seem an important factor in the decision to drop ROTC training.

Table IX-1

Item: Did you ever regret your decision to drop out of the ROTC?

Percent answering: "Often" or "Sometimes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts	28	(65)	44	(71)	27	(67)	24	(53)	25	(69)	18	(50)	27	(82)	28	(91)
A.F. Dropouts					16	(68)	36	(56)					27	(66)	32	(43)

Table IX-2

Item: Did you ever actually apply for the Advanced ROTC?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts	39	(66)	24	(70)	45	(76)	31	(61)	30	(73)	29	(48)	27	(89)	28	(98)
A.F. Dropouts					32	(72)	55	(76)					32	(71)	60	(70)

Table IX-3

Item: How did your parents feel about your decision to drop out of the ROTC?

Percent answering: "They approved of it"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts	20	(65)	21	(70)	37	(67)	15	(53)	4	(68)	18	(50)	26	(80)	17	(90)
A.F. Dropouts					25	(68)	20	(56)					26	(65)	19	(42)

Table IX-4

Item: Did you discuss your decision to drop out of the ROTC with the CO of the ROTC?

Percent answering: "Yes"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts	28	(65)	16	(70)	22	(67)	11	(53)	55	(69)	70	(50)	83	(81)	44	(90)
A.F. Dropouts					29	(68)	2	(56)					47	(66)	28	(43)

Table IX-5

Item: Did the CO of the ROTC agree or disagree with your decision to drop out of the ROTC?

Percent answering: "He agreed"
"He expressed no opinion"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts																
Disagreed	24	(51)	15	(54)	6	(53)	2	(45)	44	(63)	44	(46)	47	(75)	40	(68)
No opinion	65	(51)	76	(54)	68	(53)	91	(45)	43	(63)	26	(46)	25	(75)	47	(68)
A.F. Dropouts																
Disagreed					20	(50)	-	(38)					30	(44)	11	(36)
No opinion					70	(50)	97	(38)					41	(44)	78	(36)

Table IX-6

Item: Which of the following agreed with your decision to drop out of the ROTC? (Check all that apply)

Percent answering: "Classmates in college"
"Friends at home"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts																
Classmates	81	(63)	75	(65)	68	(65)	82	(51)	66	(61)	80	(49)	78	(73)	73	(85)
Friends	44	(63)	38	(65)	46	(65)	39	(51)	38	(61)	41	(49)	36	(73)	35	(85)
A.F. Dropouts																
Classmates					80	(65)	74	(55)					67	(63)	63	(43)
Friends					54	(65)	38	(55)					32	(63)	40	(43)

Table IX-7

Item: Which of the following agreed with your decision to drop out of the ROTC? (Check all that apply)

Percent answering: "Favorite college professor"
"Older friends"
"Girl friend, fiance, wife"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts																
Professor	11	(63)	6	(65)	22	(65)	16	(51)	5	(61)	14	(49)	14	(73)	8	(85)
Older friends	33	(63)	20	(65)	34	(65)	39	(51)	23	(61)	31	(49)	23	(73)	29	(85)
Girl friend	16	(63)	23	(65)	43	(65)	14	(51)	18	(61)	18	(49)	16	(73)	9	(85)
A.F. Dropouts																
Professor					9	(65)	2	(55)					10	(63)	5	(43)
Older friends					34	(65)	24	(55)					19	(63)	16	(43)
Girl friend					37	(65)	33	(55)					13	(63)	9	(43)

Table IX-8

Item: Which of the following disagreed with your decision to drop out of the ROTC? (Check all that apply)

Percent answering: "Classmates in college"
"Friends at home"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts																
Classmates	31	(51)	35	(49)	20	(44)	36	(36)	40	(50)	16	(32)	35	(60)	24	(68)
Friends	8	(51)	10	(49)	16	(44)	11	(36)	18	(50)	3	(32)	13	(60)	18	(68)
A.F. Dropouts																
Classmates					28	(47)	22	(32)					18	(49)	14	(35)
Friends					17	(47)	16	(32)					22	(49)	14	(35)

Table IX-9

Item: Which of the following <u>disagreed</u> with your decision to drop out of the ROTC? (Check all that apply)

Percent answering: "Favorite college professor"
"Older friends"
"Girl friend, fiance or wife"

	COMPAR				COMPARAF				VOLAR				VOLARAF			
	High		Low		High		Low		High		Low		High		Low	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Army Dropouts																
Professor	2	(51)	2	(49)	4	(44)	3	(36)	2	(50)	-	(32)	5	(60)	2	(68)
Older friends	16	(51)	20	(49)	11	(44)	19	(36	12	(50)	16	(32)	10	(60)	15	(68)
Girl friend	2	(51)	6	(49)	4	(44)	8	(36)	4	(50)	18	(32)	3	(60)	9	(68)
A.F. Dropouts																
Professor					2	(47)	-	(32)					8	(49)	-	(35)
Older friend					11	(47)	12	(32)					16	(49)	14	(35)
Girl friend					4	(47)	-	(32)					12	(49)	-	(35)

B. Reasons for Dropping ROTC

All Dropouts were presented with a list of reasons for which they might have dropped out of the ROTC program. They were asked to indicate for each reason the importance of that reason in their own decision to discontinue ROTC. Here again, the proportion reporting each reason as "Very Important" was combined with that of "Fairly Important".

The reason most frequently given by all groups as important in their dropout decision was that they felt that the ROTC courses took up too much of their time. The next two reasons given most frequently as important factors in their decision were related to the content of the course itself. In about 40 percent or more cases, Dropout students declared that they did not enjoy the course, and a similar number stated that they were not learning anything useful from the course. Other reasons considered important in the decision to drop out of ROTC by many students were a resentment about wearing the ROTC uniform, and the reported decision by some that, after all, it did not matter to them whether they served as officers or enlisted men. The discipline of the ROTC, taunts of other students, and parents' advice to drop the course were considered by only a few as important reasons for dropping ROTC.

Table IX-10

Item: Reasons for dropping ROTC - (Dropouts only)

Percent answering: "Very" or "Fairly" Important

	COMPAR				COMPARAF							
	High		Low		High				Low			
	Army Dropouts		Army Dropouts		Army Dropouts		Air Force Dropouts		Army Dropouts		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Didn't enjoy Basic Course	52	2	45	2	41	2.5	38	2.5	55	2	41	2
Draft situation changed	12	11	20	8	23	6	16	7	23	7	26	6
Didn't matter to me if I was not an officer	37	6	28	3.5	27	5	19	5.5	35	4	31	4
Decided to be in another of Armed Services	42	4	28	3.5	11	9.5	12	8.5	19	9	12	11
Parents urged me to drop it	-	13	3	13	3	13	6	13	4	13	12	11
Decided to drop out with some friends	18	9	24	7	11	9.5	10	10.5	31	5	16	8.5
Didn't like taking orders from students	22	8	11	11.5	15	8	19	5.5	15	11	12	11
Didn't like giving orders to students	17	10	13	10	4	12	10	10.5	10	12	7	13
Wasn't learning anything useful	46	3	26	5	41	2.5	38	2.5	45	3	37	3
Didn't like wearing uniform	35	7	25	6	33	4	31	4	25	6	28	5
Didn't like kidding from other students	8	12	11	11.5	6	11	9	12	16	10	16	8.5
ROTC took too much time	60	1	54	1	56	1	49	1	63	1	72	1
Didn't like military people who fought	40	5	16	9	18	7	12	8.5	20	8	19	7
	N = (65)		N = (71)		N = (66)		N = (68)		N = (53)		N = (58)	

Table IX-10 (Cont'd.)

Item: Reasons for Dropping ROTC - (Dropouts only)

Percent answering: "Very" or "Fairly" Important

	VOLAR				VOLARAF							
	High		Low		High				Low			
	Army Dropouts		Army Dropouts		Army Dropouts		Air Force Dropouts		Army Dropouts		Air Force Dropouts	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Didn't enjoy Basic Course	68	1	60	2	57	2	36	2	47	2	44	1.5
Draft situation changed	20	8.5	22	7	10	10.5	9	11	15	9	-	13
Didn't matter to me if I was not an officer	36	5	28	6	51	3	18	6	43	3.5	30	5
Decided to be in another of Armed Services	17	10	20	9	8	12	11	9.5	11	11	16	7
Parents urged me to drop it	-	13	2	13	1	13	3	12	2	13	2	12
Decided to drop out with some friends	26	6.5	20	9	12	8.5	12	8	13	10	21	6
Didn't like taking orders from students	20	8.5	20	9	28	6	15	7	21	7.5	12	9
Didn't like giving orders to students	14	11.5	10	12	12	8.5	11	9.5	10	12	7	10
Wasn't learning anything useful	59	3	46	3	48	4	35	3	43	3.5	40	3
Didn't like wearing uniform	42	4	35	5	41	5	22	4	37	5	33	4
Didn't like kidding from other students	14	11.5	14	11	10	10.5	2	13	21	7.5	5	11
ROTC took too much time	64	2	64	1	72	1	68	1	72	1	44	1.5
Didn't like military people who fought	26	6.5	40	4	20	7	20	5	22	6	14	8
	N = (69)		N = (50)		N = (83)		N = (66)		N = (90)		N = (43)	

APPENDIX

DESCRIPTIONS OF THE COLLEGES IN THE SAMPLE

High Compar

This is a state controlled land grant college located in a Western state. The university is about 75 years old. The school is a little larger than Low Compar, having about 2000 students.

The campus is located on the outskirts of the city and presents a handsome picture. Most of the buildings are quite new and the grounds are well kept. The campus gives the impression that a considerable amount of money has been spent on it. The largest constituent school as in most other universities is Arts and Sciences. There also is a school of Agriculture, one of Mining, Education, Engineering etc.

Tuition is free for residents of the state and not high for out-of-state students. Living costs, however, are quite high and about half of all the students work at part time jobs. Scholarships and loan funds are available. In the not-too-distant past there have been rather violent disagreements between the university administration and the faculty but it appears that these differences are in the process of being straightened out.

Low Compar

This is a small Middle Western state university located in a small rural town. The university was founded as a state institution about 75 years ago. Enrollment is small and there are only about 1300 students at this university.

The campus is for the most part rather new-looking and considerable construction is going on. There are still quite a few old and temporary buildings but they are gradually being replaced by newer structures. Arts and Sciences is the largest school and in addition there is a School of Basic Medicine (2-year course), a Law School, chool of Business Administration and others. Students for the most part come from all over the state and there are dormitories for men as well as women, in addition to fraternity and sorority houses.

Tuition for residents of the state are low, and even for out-of-state students the rates and living costs are not high. At the same time, the size of the town limits work possibilites. Consequently only about one-third of the students are working their way through college. Scholarships and loan funds are also available.

High Comparaf

This is a state university, more than 100 years old. It is located in one of the Midwestern states. The main campus is in a small town and there is another campus in the state capital, about 80 miles away. The main campus is large and while there are some old buildings, most of the buildings are new. In addition, there is a lot of building activity going on at the campus.

This is one of the largest universities in the country, having almost 20,000 students. The faculty includes several scientists of world-wide reputation. The university has accreditation in almost all the disciplines.

Tuition is not high for residents of the state but is rather expensive for out-of-state students, of whom there are many. More then a quarter of all the students earn all or part of their way through college. There are many large dormitories for men and women and in addition,a large number of fraternity and sorority houses.

Low Comparaf

This is also a large Midwestern university. The school was founded more than 100 years ago as a land grant institution and has always been known as a predomiantly agricultural school. Lately, however, other departments of the school have been expanded rapidly.

The large sprawling campus is located in an urban environment. The campus is dotted with many large, new buildings and generally gives the impression of a rather well-financed school. There are about 16,000 students at this school. Many new dormitories have been built and there are also many fraternity and sorority houses on the campus.

For residents of the state in which the school is located the tuition is rather inexpensive. Out-of-state students have to pay approximately double the amount paid by state residents.

High Volar

Located in the center of a large Northeastern city, High Volar is the most unusual of the eight colleges included in the study. Although privately-owned and non-sectarian, the school nevertheless has a religious orientation which appears to be an inheritance from its founders.

In spite of relatively recent founding at about the turn of the century, its day and-evening enrollment is large, numbering more than 14,000, about 5,000 of whom are full-time day students, and about 90 percent male.

What is perhaps most unusual about High Volar is the student cooperative system under which it is run. Instead of the usual four-year undergraduate college program, most of the full-time students attend college for a period of five years. During this time they alternate between approximately 10 weeks of full-time classes and a similar period spent on a full-time job provided them by the university. The purpose of this job is to provide students with training in the area of their college specialty.

Despite the unusual pattern of school attendance, and the fact that students are on their job or in college during all of the calender year, enrollment in the ROTC at this voluntary college is among the highest in the country. Its high enrollment may be largely responsible for the High Volar college having Engineer and Signal Corps branches of the ROTC rather than General Military Service as is the case with the other seven colleges in the sample, and with more than 90 percent of the ROTC units in colleges throughout the country. The unsual arrangements of this college also results in ROTC summer camp for the Advanced Corps, taking place after completion of the entire ROTC course.

Low Volar

Low Volar is a municipally-controlled university located in a medium sized Midwestern industrial city. The university was privately chartered in the latter part of the 19th century. After an existence of about 15 years as a private institution it was taken over by the city administration and has been municipally-controlled ever since.

Today the university is located in rather pleasant suburban surroundings. The campus is small and compact and most of the classrooms and administrative offices are located in one large building which dominates the campus.

The university consists of several colleges of which the College of Arts and Sciences is the largest. There is also a graduate division but it is rather small. There are about 3,000 full-time students, two-thirds of them men. In addition, as in most municipal universities, there is a large enrollment of part-time and night-school students. All in all, there are about 6,000 students. There are some dormitories for both men and women on the campus and out-of-town students are required to live at a dormitory during their freshman year. Most of the students, however, live at home.

Tuition is not very high by today's standards but nevertheless about three-fourths of all students have part time jobs.

High Volaraf

This university is privately controlled although is receives financial assistance from the municipality in which it is located. The university was originally founded in the latter part of the 19th century and was at that time a religiously controlled institution. It still has some religious ties but they are more or less nominal by now.

High Volaraf is located in the northeastern part of the United States in a large industrial city. The university has about 12,000 students. The campus is located right in the city but maintains the general appearance and aspects of a college campus rather than a group of municipal buildings.

The largest college is the College of Liberal Arts but there are other important schools, such as Business Administration, Law, Engineering, Music, Art, etc.

Tuition and living costs are high (living costs are the highest of the eight schools in the sample) and many students hold part time jobs. In addition, many scholarships and loan funds for students are available. Although the majority of the students come from the surrounding area and live at home there are many dormitories and fraternity and sorority houses where students can live. The university has a good reputation and many out-of-state and foreign students are in residence there.

Low Volaraf

This is a privately-controlled institution which receives some state aid. It is located right in the center of one of the larger Eastern industrial cities. Originally founded about 170 years ago, it went through several name changes before adopting its present name about 50 years ago.

The student body is large and consists of about 15,000 students, most of whom are commuters and a gre t majority of whom work their way through college. Night classes are very extensive at this school. Accreditation covers most fields and in addition there are various large research or - ganisations based at this university.

The unversity operates some dormitories for both men and women and there are also some fraternity houses.

Tuition is not as inexpensive as that of some other institution.