

A STUDY OF ATTITUDES OF MSU AIR FORCE ROTC  
CADETS TOWARD THE AIR FORCE ROTC PROGRAM

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THESIS



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This is to certify that the  
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CADETS TOWARD THE AIR FORCE ROTC PROGRAM

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## ABSTRACT

### A STUDY OF ATTITUDES OF MSU AIR FORCE ROTC CADETS TOWARD THE AIR FORCE ROTC PROGRAM

By

John Rybczyk

The primary purpose of the study was to determine cadets' attitudes toward the AFROTC program; of particular interest were their attitudes toward the curriculum, instruction, texts, the corps training program, and the Air Force as a career. Secondary purposes were to determine the extent to which attitudes differed between basic cadets (GMC) and advanced cadets (POC) and scholarship and nonscholarship cadets, to identify any weak areas in the AFROTC program, and to make recommendations for its improvement.

The information was gathered through a survey developed by the Education Evaluation Branch of AFROTC, Maxwell AFB, Alabama. Questionnaires were distributed to the 102 cadets of Detachment 380 at Michigan State University. There were 60 GMC cadets (41 freshmen and 19 sophomores) and 42 POC cadets (23 juniors and 19 seniors) in the detachment.

Questions on the survey were constructed to render a Likert scale value of 1 through 5 for each response. The survey was administered to the 102 cadets, who indicated for each statement reactions of strong agreement, agreement, uncertainty, disagreement, or strong disagreement--scored 5, 4, 3, 2, and 1, respectively. Cadets

were divided into four groups: GMC and POC and scholarship and nonscholarship. A combined score for each group was formulated on all questions.

The major findings of the study were as follows:

1. Responses concerning the quality of instruction were in the favorable range. GMC and nonscholarship cadets perceived the quality of instruction more favorably than did POC and scholarship cadets.

2. Cadets felt the method of instruction most frequently used was lecture and discussion.

3. All Aerospace Studies texts fell in the "no clear decision" range; the senior text, Concepts of Air Force Leadership, received the lowest rating.

4. Corps training is accomplishing its objectives of teaching leadership and management. POC cadets and scholarship cadets perceived corps training as a better opportunity to perform leadership roles and practice management principles than did GMC and nonscholarship cadets.

5. It was agreed upon that field training was a worthwhile experience. POC cadets were less enthusiastic than GMC cadets about the possibility of occupying tents during field training.

6. Benefit of drill was in the "no clear decision" range.

7. Scholarships were not the principal reason why cadets joined AFROTC.

8. The flight instruction program was found to be a satisfactory experience. Cadets were disappointed that the number of flying hours was reduced to 25.



9. Cadets felt that the Air Force was a favorable career in terms of income and prestige, and that chances for promotion and pay in the Air Force were equal or superior to those in a civilian career.

10. Cadets found Aerospace Studies instruction better than the instruction in substitution courses. Both GMC and nonscholarship cadets were in the "favorable" range; POC and scholarship cadets were in the "no clear decision" range.

11. Women were in favor of being allowed to enroll in flying categories.

12. A high percentage of the cadets never had any contact with an Admissions Counselor before enrolling for AFROTC.

13. The value of base visitations was in the "no clear decision" range. Nineteen percent of the POC cadets said they had never been on a base visit.

14. Cadets felt they received adequate academic credit for AFROTC.

15. Cadets were in the "no clear decision" range when asked if AFROTC's insistence on close haircuts was justified, but 59 percent of the cadets said they would wear their hair longer if they were not enrolled in AFROTC.

As a result of the study, the following recommendations were made:

1. Officers assigned to ROTC should have Master's degrees in areas especially relevant to the ROTC program (history, political science, and management).

2. POC instructors need to design more student-centered activities to be incorporated in their classes.

3. A new text for the senior class should be authorized. The textbook Concepts of Air Force Leadership should be replaced.

4. Each POC cadet should have an opportunity to be a Squadron or Flight Commander at least once during the two-year period.

5. HQ AFROTC should not pursue the idea of cadets occupying tents during field training.

6. Less time should be spent in drill during corps training activities. More emphasis could be placed on campus and community activities.

7. Financial aid in the sum of \$50 a year should be provided for any student taking the first year of ROTC in any Michigan institution.

8. Flying hours in the FIP should be reinstated to 36 hours. The production of pilots through the Officer Training School (OTS) program should be discontinued.

9. The administrative heads of Michigan State University should be encouraged to step forward in favor of ROTC on campus.

10. Any recommendations to expand the course substitution program should be discouraged.

11. Women should be given the opportunity to enroll in flying categories.

12. The AFROTC, Air Force Recruiting Service, and the Air Force Academy should undertake a coordinated effort to recruit personnel

for the Air Force. New ideas for recruiting navigators, missilemen, and engineers are required.

13. The base visitation program needs to be revitalized with full support from Headquarters AFROTC.

14. POC cadets should be required to take AS499, Independent Study for the corps training portion of AFROTC.

Air Force ROTC enrollments are steadily decreasing. This downward trend needs to be changed. If officers are to be provided for the armed forces, the continuance of ROTC on campus is clearly in the national interest.

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A DISSERTATION

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## CHAPTER I

### INTRODUCTION

Rapidly advancing technology is daily transforming man's environment. New innovations amplify his ability to comprehend and cope with scientific and technological developments. Revolutionary advancements in weapons systems, in space technology, and in management techniques are some of the most remarkable results. These advances are changing the officer requirements in today's United States Air Force. The Air Force professional officer corps must have special abilities in a wide range of skills. But whatever the specialty of the individual officer, he must also be an imaginative leader and a resourceful manager to succeed in his profession.

The Air Force recognizes that traditional instructional methods must be supplemented to afford the cadet an opportunity to develop the talents he will need later as an officer. An approach to learning that stresses student responsibility and involvement has been adopted. Cadets engage in group discussions, formal debates, individual and group studies of problems, role playing, problem solving, and similar processes that require maximum individual participation. Critical and creative thinking is an essential part of Air Force ROTC instruction. Learning flourishes best when there is an exchange and creative interplay of ideas among participants. Through this approach, cadets

develop an attitude toward learning that carries them from personal thought and examination to a challenging test of individual ideas and beliefs in the classroom and beyond.<sup>1</sup>

The teaching staff of each Department of Aerospace Studies throughout the nation is composed of well-educated and highly experienced Air Force officers. These officers are selected not only for their professional experience and academic background, but also for their qualifications as instructors. To be eligible for such an assignment, an officer must normally have attained at least the grade of captain, have five or more years remaining before retirement, possess at least a Master's degree, and be a Regular or Career Reserve Officer. Most of these officers have attended at least two Air Force schools in their particular fields and have received professional officer education at an Air University school. They are also required to complete the Air University Academic Instructors School. The professor of Aerospace Studies and his staff often take additional graduate work during their assignment as Air Force ROTC instructors to improve further their capabilities in their chosen areas of study.

The Air Force ROTC approach to education encourages inquiry, analysis, critical thinking, imagination, and discerning judgment on the part of the student. A high degree of student involvement is encouraged in the Air Force ROTC classroom. The mission of AFROTC is to recruit, and, through a college campus instruction program, to

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<sup>1</sup>Director of Admissions, Maxwell Air Force Base, "The Changing Profession, Information for Counseling on AFROTC" (Alabama: Maxwell AFB, 1972), p. 3.

commission second lieutenants in response to Air Force active duty requirements. The Air Force ROTC program has the following objectives:

1. Recruit, motivate, select, educate, and retain qualified students to complete the AFROTC program.
2. Provide college-level education that will qualify cadets for commissioning in the United States Air Force.
3. Strengthen each cadet's sense of personal integrity, honor, and individual responsibility.
4. Enhance his knowledge of how the United States Air Force serves the national interest.
5. Increase the cadet's understanding of officer professionalism in the United States Air Force.
6. Develop his potential as a leader and manager.

The Air Force ROTC curriculum is designed to develop in cadets the attitudes, skills, and professional background knowledge necessary for potential Air Force officers. The curriculum is divided into two phases, the General Military Course and the Professional Officer Course. The General Military Course (GMC) is a continuing freshman-sophomore course of two academic years; it includes a total of 60 hours of academic curriculum and 60 hours of corps training. The Professional Officer Course (POC) is the junior-senior portion of the curriculum. Each year of the POC includes a total of 90 hours of academics and 30 hours of corps training. The corps training program is largely cadet planned and directed, in line with the concept that it provides

leadership-training experience that will improve a cadet's ability to perform as an Air Force officer.<sup>1</sup> (See Appendix A for the MSU Aerospace Studies Curriculum.)

The breathtaking advances that have taken place in all fields in recent years have been brought about by men and women of vision, initiative, and daring. The future calls for people who can rise to even greater challenges. The United States Air Force has often been in the forefront of contributions to flight, research and development, effective management of resources and people, and education. It has been able to make important contributions to the safety and well-being of the nation largely because of the existence of a well-educated, versatile, and professional officer corps. The primary source of these officers is Air Force ROTC,<sup>2</sup> which operates in partnership with 168 colleges and universities, and is the major source of second lieutenants for the United States Air Force. Through this program, qualified college students prepare themselves for service as Air Force officers upon graduation. Over the past few years, far-reaching changes have been made in Air Force ROTC teaching techniques, curriculum, and leadership development to meet Air Force requirements for officers who are dedicated and responsible, who are critical and creative in their thinking, and who are able to communicate clearly.<sup>3</sup>

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<sup>1</sup>Air University Catalog 1974-1975 (Alabama: Maxwell AFB, Air Force Reserve Officers Training Corps (AU), 1974), p. 101.

<sup>2</sup>Secretary of the Air Force Office of Information, "The Reserve Officers Training Corps," U.S. information sheet (Washington, D.C.: Air Force Office of Information, 1965), p. 1.

<sup>3</sup>Maxwell AFB, Advertising Division, "What's New, Put It All Together" (Alabama: Maxwell AFB, 1974), p. 1.

### Purpose

The primary purpose of the study is to determine AFROTC, Detachment 380, cadet attitudes toward the Air Force ROTC program; of particular interest are their attitudes toward the curriculum, instruction, texts, corps training program, and the Air Force as a career. Secondary purposes are to determine the extent to which attitudes differ between basic cadets and advanced cadets and scholarship and nonscholarship cadets, to identify any weak areas in the AFROTC program, and to make recommendations for its improvement.

### Importance

The ROTC program has moved from a system of mandatory ROTC for all students, to a voluntary ROTC program, through a system that gave draft deferments to students who signed with ROTC and postponed service until graduation, to the present totally voluntary system. How effective is ROTC under a voluntary system? Clearly, the draft influenced many young men to join ROTC.<sup>1</sup> A college graduate faced with two years as a private may choose the extra pay, prestige, and experience that accompany a commission. Without the draft, will this pool of college graduates still be available? ROTC participation on college campuses is now declining; will an increased number of ROTC scholarships in peacetime induce young men to become officers in exchange for educational scholarships? The Gates report stated that

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<sup>1</sup>AFROTC, Evaluation and Research Division, "Cadet Attitude Survey" (Alabama: Maxwell Air Force Base, 1970); Fred G. Phillips, Major, "Officer Procurement With a Zero Draft," Air Command and Staff College Research Study (Alabama: Maxwell Air Force Base, 1972), p. 84.

fewer students will volunteer for ROTC and therefore many colleges may no longer be able to operate viable officer training programs. Other colleges and universities are undoubtedly waiting to take over the ROTC units that have been abandoned, but those institutions that have dropped the program happen to be the leading intellectual centers in the nation and hence the very places from which military officers should be recruited.<sup>1</sup>

The reduction of Air Force personnel requirements in the new peacetime environment has forced Air Force ROTC into the anomalous situation of rejecting applicants at institutions with large programs, while recruiting vigorously at institutions with small programs, in order to keep them viable. The reduction of production objectives from 4,500 to 3,600 graduates effective in fiscal year 1976, together with the more stringent internal controls on the kinds of graduates constituting the 3,600, has precipitated a number of viability problems at many detachments.

In March, 1974, AFROTC concluded an intensive evaluation of the viability status of each of its 180 detachments.<sup>2</sup> In preparing the study, AFROTC used both its old viability criteria, based on average production over a four-year period (10 students for two-year programs, 15 for four-year programs), and its recently approved new criteria based on junior class enrollment (12 students in two-year programs, 17 in four-year programs). Nine of ten detachments selected for

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<sup>1</sup>Harry A. Marmion, The Case Against a Volunteer Army (Chicago: Quadrangle Books, 1971), pp. 49-56.

<sup>2</sup>Report of AFROTC Advisory Panel to the Secretary of the Air Force (Alabama: AFROTC (AU), Maxwell Air Force Base, Sept. 1974), p. 1.

disestablishment failed to meet either criterion. The tenth was in probationary status, and institutional and AFROTC authorities mutually reached an agreement to disestablish the detachment. Two others had already been selected for disestablishment. These actions reduced the total number of AFROTC detachments to 173 on July 1, 1974, and further reduced the number to 168 on July 1, 1975. In view of reduced AFROTC production requirements and current monetary constraints, no new establishments are contemplated at this time.

The March, 1974, study also revealed that ten detachments previously on probation had attained viable status; they were removed from probation. Eight other detachments were continued on probation, and five additional detachments were placed on probation. Seventeen institutions were identified as "marginal," and were sent letters expressing concern about the viability of their detachments. Nineteen more units were also identified as "nonviable" in terms of the criteria. However, no action has been initiated toward them at this time. Eleven of the units were newly established detachments and the viability criteria will not be applied to them until their third year of operation. The other eight displayed anomalous conditions, indicating that they were likely to regain viability in academic year 74-75.

AFROTC enrollments continue to decline. The following chart shows the Aerospace Studies 100 enrollment and the overall AFROTC enrollment, as of October 31, for the past five fiscal years:<sup>1</sup>

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<sup>1</sup>Ibid., p. 2.

<u>Year</u>	<u>AS 100</u>	<u>Overall</u>
1970	16,833	37,371
1971	12,093	38,080
1972	11,566	25,435
1973	9,049	23,186
1974	7,330	20,349

In a recent paper submitted to the Military Education Committee of Michigan State University, King reported that Air Force ROTC statistics showed institutions in the Southeast Conference produced 279 commissioned officers in fiscal year 1974. To be in balance on a per capita basis, the Big Ten Conference institutions, of which Michigan State University is a member, should have commissioned 353 officers; actual production in the Big Ten was 188. In 1973-74, Army ROTC programs in Michigan produced 75 commissioned officers; the national total was 4,300. On a population basis, Michigan should have produced 187 commissioned officers. In the same year, Michigan institutions commissioned 58 Air Force officers; with a national total of 3,489, Michigan's share should have been 138 officers.<sup>1</sup>

To make matters worse, most of the Army ROTC programs in Michigan have received a "letter of concern" indicating that their production of commissioned officers is so low that there is consideration of discontinuing the unit. To the extent that Michigan's ROTC programs are lost, the state's colleges and universities will lose

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<sup>1</sup>Dr. Herman King, "Officer Education in Michigan," A report to MEAC (East Lansing: Michigan State University, April 1975), p. 2.



their most important opportunity to influence future military policies and the state of Michigan will, over time, lose much of its voice in the decision making of the military establishment. The Reserve Officers Training Corps is the nation's most effective means of ensuring an adequate supply of well-educated and well-trained officers. Although some scholars question the presence of ROTC programs, it is safe to say that such programs do not represent the presence of the military on campus so much as they represent the presence of higher education in the military. Year by year the influence of ROTC-educated officers grows greater and the collective influence of colleges and universities also grows greater.<sup>1</sup>

Air Force ROTC is now the major means of officer procurement of the Air Force, and the quality and type of future junior officers is dependent upon AFROTC's high standards and effectiveness. How well the Air Force selects, educates, and motivates its cadets will determine the effectiveness of the Air Force.

#### Scope of the Study

The study was limited to the 102 cadets in AFROTC Detachment 380 at Michigan State University. There were 60 GMC cadets (41 freshmen and 19 sophomores) and 42 POC cadets (23 juniors and 19 seniors) in the unit. The four instructors in the detachment were also included in the study.

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<sup>1</sup>Ibid.

### Limitations

The only limitation inherent in the type of attitude survey instrument used is the possibility that some cadets might not feel completely sure that their responses are anonymous, and hence might not give completely truthful answers to all questions.

### Definition of Terms

The following definitions are provided for the purpose of clarifying the meaning of words and phrases used in this study:

Aerospace Studies (AS)--The official designation of the Air Force Reserve Officers Training Corps (AFROTC) program of instruction.

Cadet--The term cadet, as used in this study, is synonymous with member.

Category--A classification used to identify applicants and cadets with their probable career area as determined by Air Force requirements and the individual's qualifications and personal desires.

Category 1P - Pilot

Category 1N - Navigator

Category 1M - Missile

Category II - Scientific and engineering areas

Category III - All other career areas

College Scholarship Program (CSP)--A program authorized by 10 U.S.C. 2107, in which selected cadets of the AFROTC program receive educational financial assistance and a monthly subsistence allowance.

Corps Training--That portion of the instructional phase concerned with customs and courtesies, the military environment, leadership experience, wear of the uniform, and drill and ceremonies.

Field Training (FT)--That portion of the AFROTC program conducted at an Air Force base during the summer months, as distinguished from the institutional phase.

Flight Instruction Program (FIP)--A program of light plane instruction conducted by civilian contractors at Air Force expense for Category 1P cadets, to determine pilot aptitude and increase motivation for undergraduate pilot training.

Four-Year Program--The GMC and POC, including four years of Aerospace Studies classroom instruction and corps training, and a four-week field training session.

General Military Course (GMC)--The first and second years of the four-year program, consisting of AS 100 and AS 200.

Professional Officer Course (POC)--The third and fourth years of the four-year program and the first and second years of the two-year program of Aerospace Studies, consisting of AS 300 and AS 400 as prescribed under 10 U.S.C. 2104.

Two-Year Program--A program consisting of a six-week field training session, the POC, and the last two years of corps training.

### Plan of the Study

The study is divided into five chapters. Chapter I included an introduction, an explanation of the purpose and importance of the study, the scope of the study, and a definition of terms. Chapter II contains a review of literature related to the study. Chapter III deals with research and design procedures used in the research. Included in Chapter IV is an analysis of the data. In Chapter V the findings, recommendations, and conclusions of the study are discussed.

## CHAPTER II

### REVIEW OF LITERATURE

In July of 1862, Congress enacted the Land Grant Act (or Morrill Act), which is the foundation of today's ROTC program. This act established at least one college in every state in which military tactics would be taught. The National Defense Act of 1916 established the ROTC as a source of officers for the newly authorized Officers Reserve Corps. In 1920 Air Force ROTC units were established at Massachusetts Institute of Technology, Texas A & M, and the Universities of California and Illinois. Following World War II the Army Air Force ROTC program was conducted on a modest basis, with 8,700 students at 78 institutions.

The ROTC curriculum in 1946 was a specialized, four-year program. Students were taught generalized subjects during the first two years and specialized subjects during their final two years. At that time, Air Force ROTC graduates were assigned to the reserve officer's pool to await mobilization in their particular job specialty. However, skill knowledge deteriorated rapidly and it was determined that a new, more generalized four-year course of study, to be developed at the Air University, was required. This new curriculum was introduced in 1953.

In 1964, President Lyndon Johnson signed into law the first major revision in America's traditional ROTC program in nearly 50 years.

This was Public Law 88-647, also known as the ROTC Vitalization Act of 1964. The act, in addition to continuing the traditional four-year program, authorized a new two-year program, which had been recommended by the Air Force. The new law also authorized a scholarship program for students participating in the four-year program. The act of 1964 permitted greater flexibility in curriculum offerings; in anticipation of this, Air Force ROTC introduced a completely new curriculum concurrent with implementation of the new act.<sup>1</sup>

The "air" branch of Army ROTC was established at Michigan State University in September, 1946. The first enrollment was 100 cadets in the advanced (junior/senior years) corps. Fifty-seven members of that first class were later commissioned. As of January, 1975, approximately 1,800 Air Force Officers had been commissioned through the Michigan State University Air Force ROTC program.

The total enrollment in ROTC has ranged throughout the years from the first 100 students, to almost 2,000, to the current 102. Enrollment became completely voluntary in 1963, when the enrollment tapered to between 500 and 600 cadets. Both enrollment and production have decreased since that time. Forty-four cadets were commissioned in 1966; only 15 were commissioned in 1974.<sup>2</sup> (See Appendix B.)

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<sup>1</sup>Secretary of the Air Force Office of Information, "The Reserve Officers Training Corps," p. 2.

<sup>2</sup>Air Force ROTC, Detachment 380, Michigan State University, East Lansing, Michigan, 1974. Permanent files.

One of the earliest attitude studies on ROTC was conducted at Michigan State University in 1956 by Captain Robert Innis.<sup>1</sup> At that time ROTC was mandatory; there were 1,200 cadets in the Corps and 15 officers at Michigan State University. Innis surveyed all of the 200 POC cadets and all 1,000 GMC cadets, 300 of whom were used as a random sample in the final study. His survey concerned the attitudes and interests of Michigan State University cadets. Innis developed an attitude questionnaire and used the Air Force Officer Qualifying Test in surveying the cadets and instructors. In his search for information concerning similar studies, Innis found very little published information pertaining to this particular area. From AFROTC headquarters he received a list of individuals who had started attitude studies in different AFROTC units, but no one had carried a significant study to completion.

To give selection officials and screening boards a valid and reliable measure of the potential of each cadet, the Air Force Officer Qualifying Test (AFOQT) battery was administered to all Air Science II (sophomore) cadets desiring to compete for entry into Air Science III (junior year). The test provided five aptitude scores, which measured a cadet's aptitude for flying training, aerial observer and technical training, activities involving arithmetic reasoning, communications, and officer activities. The test also provided four interest scores, which provided a measure of the cadet's interest in flying and flying training, technical training and education, activities requiring

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<sup>1</sup>Robert W. Innis, Captain, "A Study of Attitudes and Interests Concerning the Air Force as Expressed by the Cadets of the MSU AFROTC (Ed.D. dissertation, Michigan State University, 1956).

quantitative reasoning or interpretation, and communicative studies and activities.

The objective in constructing the attitude questionnaire was to produce as objective a tool as possible, which would determine the attitudes of the detachment cadets. The writer had no interest in any implication that one score might be better than another score in a moral sense or in terms of relative achievement. Innis wrote, however, that the interpretations must be made within the framework of what is considered "good" or "bad" according to Air Force regulations.

The Air Force ROTC instructors desired to administer the questionnaire to all cadets and incorporate it as part of the class-work. A table of random numbers was used, and a stratified random sampling of answer sheets was selected from both freshmen and sophomore groups. Three hundred answer sheets were processed for the basic group and 200 for the advanced group.

Some of Innis' conclusions and implications for further research provided the impetus for the present study. His attitude survey definitely identified strong and weak points in AFROTC. He suggested that improvement programs based on the results of attitude surveys were definitely worthwhile in AFROTC situations. Although he found no really undesirable situations in the Michigan State University AFROTC organization, Innis noted several areas were weaker than others and could undoubtedly be improved. One such area was the classroom, which held little appeal for AFROTC cadets. Innis felt this attitude was definitely detrimental to the over-all effectiveness of the program, and surely interfered with efforts to motivate the cadets to

choose the Air Force as a career. The weakest area was represented by the cadets' attitudes toward the officer instructors, when regarded as counselors. The two areas that received the most favorable responses were the attitude toward Air Force ROTC in general and a greatly increased interest in flying during the time they were enrolled in AFROTC.

The changes that have taken place in the program from 1956 to 1975 are many. The former program was mandatory; now it is voluntary. There were 1,200 cadets in 1956, and only 102 now. There are women in ROTC now, whereas there were none in 1956. Only four officers are assigned now, compared with 15 then. All instructors now are required to have a Master's degree and to have attended an Academic Instructors Course; there were no such requirements in 1956. The program's main objective in the 1950's was to motivate cadets toward a desire for flying training; the pendulum has now swung to the scientific/engineering area. Flying still plays an important part in the AFROTC program, but not as great as in 1956.

In 1965, Charles Woodhouse, of the Department of Sociology at the University of New Mexico, conducted research on field training, entitled "Officer Training in Transition: A Participant-Observer Study of AFROTC Summer Field Training Unit."<sup>1</sup> The study examined subcultural differences among flights of students in the first six-week summer field training unit held by AFROTC for students intending to enroll in a two-year professional officer course.

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<sup>1</sup>Charles E. Woodhouse, "Officer Training in Transition: A Participant-Observer Study of AFROTC Summer Field Training Unit," A research study (Alabama: Maxwell Air Force Base, 1965).



Four hundred college and university men attended field training at Keesler Air Force Base, Mississippi, to begin a six-week training program conducted by AFROTC. They were volunteers, having applied for admission to a new two-year professional officer course. Those who completed summer field training with satisfactory ratings would be eligible to enroll in the course on their own campus, with the goal of earning a reserve officer's commission upon graduation. The voluntary status of these students presented a challenge to the staff of the training camp--to make an Air Force commission, and possibly an Air Force career, attractive to prospective college graduates and to conduct a training program rigorous enough to test the students' potential as future Air Force officers. This challenge, of course, was not entirely a new one for Air Force ROTC. In the four-year program on college and university campuses, ROTC staff members had to combine the recruitment function with that of training, to retain as many qualified freshmen and sophomores as possible for completion of the program and subsequent commissioning. The difference at Keesler AFB in 1956 was that never before had a summer field training camp been the initial phase of cadet training; instead, summer camp had been required only for cadets who had already been accepted for advanced corps training after their sophomore or junior year.

In campus detachments administering a four-year program, this four-week camp is the most rigorous phase of training. The rating earned there becomes important for a cadet's status in his campus detachment, as well as for his potential as an officer. The four-week camp is geared to cadets whose basic training in drill and

ceremonies, military customs and courtesies, and general knowledge of the Air Force has already been acquired during two years of campus ROTC. By contrast, the six-week camp was designed for students who lacked such preparation; their first exposure to military life was in unfamiliar surroundings, in a 24-hour routine insulated from civilian concerns, under the complete supervision of military officers, and in company with other students who, for the most part, were strangers.

Woodhouse was granted the privilege of conducting a participant-observer study of the camp operation, with complete freedom to learn everything he could from anyone who would assist, to live with the students in their own quarters, to observe their training exercises, and to conduct other research operations. Woodhouse lived with one flight, observed training activities, and conducted questionnaire surveys of all 18 flights during the summer field training. Some of his findings were that flights differed in the images their members held of Flight Tactical Officers, and in the conceptions their members had of qualities that ought to be cultivated by future Air Force officers. There was a wide range of differences among flights in their conception of the value of high pressure and stress as a training method. The social isolation of flights from each other permitted the development of specialized perspectives. Flights also differed in their social composition, according to background experiences of their members, previous military training, participation in athletics, and membership in fraternities. Within each flight, social roles were differentiated between members who served as "task models" and those who served as "spirit leaders." Not all members of flights exercised

formal leadership responsibilities. The differences in background and social roles were related to differences in the ratings given to students by tactical officers.

Although it appeared that the professional staff of the training unit would expect students to perceive and value a balanced range of qualities in flight tactical officers, the division of students into flights appeared to allow them to develop a high degree of specialization in their perspectives.

In 1970, the Evaluation and Research Division of Air Force ROTC sent cadet attitude questionnaires to 45 detachments with a total of about 7,700 cadets. Michigan State University was not among these detachments. Following the Kent State tragedy in mid-May, 1970, many institutions terminated classes ahead of schedule and the questionnaire arrived too late to be completed by the students. This was unfortunate, since those institutions that closed early were presumed to be those where emotionalism reached its highest peak and where attitudes were most likely to be in a state of flux. Therefore, to this extent, the data derived are believed to be contaminated.<sup>1</sup>

It would be erroneous to conclude that the results would have been less favorable had the nonresponding institutions been included. Psychological theorists have frequently noted the human tendency to change attitudes to conform to behavior when the individual finds it unfeasible to behave in accordance with his attitudes. By this line of reasoning, the stronger the anti-ROTC sentiment on campus becomes,

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<sup>1</sup>Evaluation and Research Division, "Cadet Attitude Survey" (Alabama: Maxwell Air Force Base, 1970), p. 1.

the more favorable will be the attitudes of those still enrolled in the program; in other words, cadets are forced to rationalize their membership in the program more strongly to withstand the peer-group pressure to withdraw. Hence there is probably more reason to believe that the results from schools that closed early would have been more favorable toward ROTC, rather than less.

The purpose of the survey was to evaluate the attitudes of cadets toward the Air Force and AFROTC, and to investigate specific attitudes toward the curriculum as perceived by students involved in each type of AFROTC program. Overall, the cadets gave a positive assessment of AFROTC, although they perceived a less than favorable attitude toward ROTC on campus, especially in the area of drill; over 60 percent of the cadets said the local attitude toward drill was one of disapproval, and sometimes was even antagonistic. The student assessment of the curriculum was generally very favorable; the AS 400 text was the least popular aspect of the curriculum. The quality of instruction was very favorably assessed, in spite of the widespread attack on ROTC that occurred during that period.

Another purpose of the survey was to sample attitudes of students in the course substitution test program. The scarcity of data that has plagued previous efforts to evaluate the course-substitution experiment persisted in this study also. The early termination of classes in four of the seven participating institutions further limited the number of respondents. However, even the limited data available were sufficient to indicate that differences between course substitution cadets and others were too great to be solely the result

of random fluctuation. In short, even though more than half the students perceived the substitute program as more difficult, all but 7 percent preferred it. Only 4 percent said they would prefer a return to the standard curriculum. The biggest problem with course substitution is that ROTC staff lose contact with the cadets. AFROTC recommended that course substitution be authorized only for institutions that demand it, and will accept no other recourse.

Probably the biggest concern for ROTC in 1970 was the motivation to increase enrollment at institutions offering AFROTC. Students were asked two questions regarding the principal reasons for joining the AFROTC program. They were asked to select which of five reasons was the most important in their decision to enroll in the program. They were also asked which reasons they thought most of their friends would select. It was believed that many students would project their own basic motives to their friends, and relieved of feelings of embarrassment or guilt might offer more revealing data in this indirect form. The questions were asked separately of AS 100, AS 200, and POC cadets. As anticipated, the students professed for themselves much more altruistic motives for enrolling than they were willing to concede to their fellows. Whether the indirect responses were really more indicative of basic attitude is difficult to say. Probably the truth is somewhere between the alleged and assessed motivation. At any rate, a discouraging 27 to 45 percent of the POC at schools having both two- and four-year programs enrolled in AFROTC to avoid the draft. AS 100 students had similar figures of 19 to 38 percent and AS 200 students 24 to 46 percent. Motivation for enrollment at institutions

offering only the two-year program was somewhat better, with 22 to 35 percent claiming they had enrolled to avoid the draft. It was believed this difference was a result of the high proportion of rated applicants in the two-year group. Rated personnel have generally expressed more favorable attitudes on surveys than nonrated personnel.

Colonel Robert Hall of the United States Air Force conducted a study that examined the past, present, and future problems of ROTC.<sup>1</sup> The study was particularly concerned with the changing objectives of the program as they related to national security. The central issue of the report focused squarely on whether the traditional concept of ROTC was adequate for the national security requirements of this country in the foreseeable future. The first part of the report dealt with the evolution of the ROTC programs and the changing nature of the officer corps. The second part was a discussion of the campus environment as it affects the image of and enrollment in ROTC. The final section of the report contained Hall's conclusions about the future success of the ROTC program.

Hall reported that ROTC enrollment had dropped nearly 50 percent in two years; specifically, enrollment in 1971 was 109,598 compared to 212,417 in 1969. Hall wrote that the anti-military sentiments and the general dissatisfaction with ROTC had resulted in a dramatic 35 percent decline in the Army and Air Force first-year ROTC enrollments and a 25 percent over-all decline during the 1969-70 academic year. Colonel Hall concluded that the future success of ROTC depends

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<sup>1</sup>Robert E. Hall, Colonel, "ROTC: Past, Present, Future," A research study (Alabama: Maxwell Air Force Base, 1971).

on colleges and universities providing the proper environment for and, within their capacity, support of the ROTC programs. Further, the armed services must recognize the importance of ROTC and provide the leadership necessary to improve the caliber of the ROTC product. If ROTC is to continue to provide career officers for the active armed forces, Hall claimed its continuance on campus is clearly in the national interest.

Air Force ROTC at Maxwell Air Force Base, Alabama, conducted a survey in April, 1971, of students who dropped out of the ROTC program after one year. The Air Force was trying to determine the primary reason students entered ROTC and why they left the program.<sup>1</sup> Students were allowed to select more than one reason. The answer most frequently selected for joining ROTC was curiosity; the next two most frequently selected reasons for enrolling were wanting a commission and wanting to be a pilot. The fourth choice was to avoid the draft; this answer represented 15 percent of all responses. Only 5 percent of the answers indicated a patriotic motive for joining. Most students said they dropped out of the program because of haircut and dress requirements, dislike for drill, and not wanting to wear the uniform on campus.

Major Fred Phillips of the United States Air Force in 1972 published a study that had been conducted to determine the availability of sufficient manpower to support the Air Force's officer personnel

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<sup>1</sup>"Survey of Students Discontinuing AFROTC After the First Year" (Alabama: Maxwell Air Force Base, AFROTC, 1971), pp. 2-5.

program in an all-volunteer environment.<sup>1</sup> Surveys and studies undertaken by many different agencies were the primary sources of data. Phillips' study briefly looked at the last volunteer Army program to see how recruiting developed in the zero-draft environment. Also, the two major sources of officer procurement--ROTC and Officer Training School--were examined to determine the reasons young men join either program in pursuit of a commission. Phillips concluded that the Air Force at that time had no problems in recruiting enough officers because of the draft; however, he said officer recruitment would be difficult and shortages likely to exist when the draft ended. He wrote that the Air Force should seek ways to improve the present officer programs, possibly by changing the commitment time for a pilot and navigator, and should investigate the possibility of establishing new programs.

In presenting data from personnel on active duty, in ROTC and OTS, Phillips concluded that the Air Force officer corps was manned by almost 50 percent draft-motivated personnel, and that when the draft law was dropped some of the normally draft-motivated men would join the Air Force anyway but many others would not. Consequently, it would be very difficult for the Air Force to produce enough officers to run its force under a zero-draft environment. Phillips concluded that Air Force ROTC enrollments would continue to decline after the draft law expired and that new inducements, money, and scholarships offered to ROTC students would not stop the declining enrollment.

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<sup>1</sup>Fred G. Phillips, Major, "Officer Procurement With a Zero Draft," A research study (Alabama: Maxwell Air Force Base, Air Command and Staff College, 1972).



In 1972, Lt. Col. Dean Elmer of the USAF published a study entitled "Changing Attitudes Toward the United States Military Service and Its Effect on an All Volunteer Force."<sup>1</sup> He wrote that the American public's attitude toward and appreciation of its military service was at a low ebb. This unfavorable trend had been brought on primarily by United States involvement in Southeast Asia and the escalating, uncertain way the conflict was conducted by our military and governmental leadership. This produced a reluctance on the part of eligible Americans to serve their country in the armed services in time of need. Numerous forms of openly displayed dissent were visible throughout the country. Elmer wrote that public faith, trust, and confidence in American military forces must be restored if our cherished freedoms are to remain intact. With the current objectives of establishing and maintaining an all-volunteer military service, the challenges and rewards of a military career must be explained to the public--in particular, to those eligible for military service.

An analysis of the current management procedures of the Air Force ROTC detachment was the basis of a study by Lt. Col. Tarvin.<sup>2</sup> Considered in the study were current management thought and its application to various aspects of the AFROTC program. Since AFROTC is vital to the future officer corps of the Air Force, Tarvin concluded

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<sup>1</sup>Dean A. Elmer, Lt. Col., "Changing Attitudes Toward the United States Military Service and Its Effect on an All Volunteer Force," A professional study (Alabama: Maxwell Air Force Base, Air War College, 1972).

<sup>2</sup>Albert L. Tarvin, Lt. Col., "Is There a Better Way--Air Force ROTC Detachment Management," A professional study (Alabama: Maxwell Air Force Base, Air War College, 1974).

that Air Force ROTC must use the best possible management techniques and select only the highest caliber personnel to serve in the program. Revitalization of the AFROTC role on the college campus following the Viet Nam involvement is a monumental task. The leadership must be exemplary. New approaches to involvement within the college and the community must be sought to enhance the AFROTC image.

Major William Muhlenfeld, an Army ROTC instructor at Rutgers University in the late 1960's, analyzed some of the problems ROTC encountered during those troubled times and came up with what he considered necessary fundamentals concerning any ROTC program.<sup>1</sup> Rutgers went through turbulent times in 1967; the Department of Military Science was surrounded by students from the campus chapter of the Students for a Democratic Society. For three days and nights the military staff were not permitted to enter their building. As a result, the administration set up a faculty-student committee to evaluate the ROTC program; from its recommendations came certain reforms. The overall credit for participation was reduced 14 percent, and academic credit for drill was abolished. Procedures for withdrawal from the program were simplified. Portions of the ROTC curriculum that normally fell outside the area of military expertise were to be taught by civilian faculty. Incoming officers were to be appointed in the same way as other faculty--that is, according to the breadth of their educational backgrounds and professional achievements.

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<sup>1</sup>William F. Muhlenfeld, Major, "Our Embattled ROTC," in American Defense Policy, ed. Richard G. Head and Ervin J. Rokke, 3rd ed. (Baltimore, Md.: Johns Hopkins University Press, 1973), p. 569.

Muhlenfeld was concerned with the erosion of the ROTC program at Rutgers. Course substitution and loss of academic credit were his main concerns. He felt the general restructuring of ROTC that appeared imminent offered an important opportunity to affirm some necessary fundamentals concerning any ROTC program. What he considered most important about ROTC instruction was that it provided a means for evaluating cadets in terms of their commission potential. Course substitution weakens this opportunity by seriously curtailing the contact between military instructors and cadets. The alternate curriculum reduces the number of semesters during which the evaluation is made by transferring part of the evaluation responsibility to civilian faculty, some of whom demonstrate by their behavior little appreciation of the special demands of officership.

Next, ROTC, because of the way it is structured, must not conflict with other student interests; for example, it must not conflict with the graduation requirements of the institution. In the past, ROTC has caused scheduling conflicts, academic overloads, credit imbalances that are difficult to adjust, and difficulties with the sequential plan of courses in the student's major field. ROTC must be convenient and this again evokes the complaints about leadership laboratory and uniform regulations. Major Muhlenfeld felt the professor of military science needs a great deal of autonomy in this area, since conditions at institutions vary greatly.

Third, ROTC must be just as clearly worthwhile in terms of student perceptions as commissioned service is worthwhile in terms of officer perceptions. Since only a few students perceive officership

in a mature and balanced way, since during college years they themselves are grappling with private identity crises, and since it is fundamentally impossible for freshmen to feel strongly about a matter with which they cannot relate, the incentives must be immediate, practical, and sufficiently compelling to override doubts. In other words, the incentives must be an end in themselves while the students are learning their purpose. Clearly, fear of the draft is the worst sort of incentive. It suggests that an Army commission is the best of poor alternatives, breeds cynicism about the military and its purposes, and therefore attracts many of the wrong people. On the other hand, there are numerous attractive incentives, including substantially higher pay, pay to freshmen, and extension of at least some active duty privileges (such as space-available travel).

Finally, Muhlenfeld felt ROTC must be supported by institutional administrations and faculty. Even though it is true that academic credit has surprisingly little connection with ROTC enrollment, it is equally true that a noncredit program is likely to subsist on the fringe of the academic community, held in contempt by some, ignored by many, and with a small voice in the institutional affairs that are its legitimate concern. A principal value of academic credit is that it serves as tangible testimony of the program's worth in the eyes of an institution, and it is that stamp of approval which must pervade the spirit of the relationship as well as its letter. Major Muhlenfeld's final comments were classic:

The Army has only a minor influence on the university. The influence of the university on the Army is very great, and its importance is urgent. Among the contributions of the

universities to the professions, few are more important than this. The paradox is that we must wait for the professors to learn.<sup>1</sup>

Despite serious attacks on many campuses during much of the Viet Nam war, ROTC remains the major source of officer candidates for the military services. By comparing attitudes held by ROTC and service academy cadets, a group of associates at the University of Pittsburgh found important differences, which in turn caused them to ask a fundamental question: Will two "liberal" causes of recent times, the volunteer army and the end of ROTC, produce illiberal results?<sup>2</sup> The study was intended to show how ROTC students compare with their service academy counterparts. Was there any significant attitudinal distinction between the two types? The authors concluded that the best way to determine whether there were significant attitudinal distinctions between the two groups would be to measure their attitudes in the field a year or two after graduation or commissioning. However, their research capabilities did not allow for such an analysis, so they administered an attitude questionnaire in the spring and fall of 1970 to 90 Naval Academy students (the Army and Air Force Academies would not authorize the study), 110 Air Force and Army ROTC cadets from the University of Pittsburgh, 67 Naval ROTC students from Ohio State University, and 117 male non-ROTC college undergraduates.

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<sup>1</sup>Ibid.

<sup>2</sup>Peter Karsten, Ed Berger, Larry Flatley, John Frisch, Mayda Gottlieb, Judy Haisley, Larry Pexton and William Worrest, "ROTC, My Lai and the Volunteer Army," in American Defense Policy, ed. Richard G. Head and Ervin J. Rokke, 3rd ed. (Baltimore, Md.: Johns Hopkins University Press, 1973), p. 569.

Some of the findings were that the service academy students were consistently more aggressive and absolutistic than the ROTC cadets. Almost three-fourths of the Annapolis students (74 percent) found the adage "My country, right or wrong" to be attractive, whereas only 40 percent of the ROTC and 19.5 percent of the non-ROTC students approved of this statement. These attitudinal distinctions occurred again when the subjects were asked their opinions about the military budget and the war in Viet Nam. Only a few non-ROTC students felt the military budget was too small, but 39 percent of the Annapolis sample thought the budget was inadequate. On questions relating to the Viet Nam war, 80 percent of the non-ROTC students objected to the war in Viet Nam, whereas only 36.7 percent of ROTC and 28 percent of the Annapolis students found the war objectionable. Nearly half of the Annapolis sample (48 percent) indicated that one of their reasons for seeking appointment was a desire to "be a career officer." Only 17 percent of the ROTC sample indicated such ambitions had motivated them.

The researchers concluded that the liberal arts environment might have something to do with the fact that ROTC students are less absolutistic, less aggressive, and less militaristic than service academy students, but their conclusion was unsubstantiated by the data. Furthermore, whereas ROTC units on campus did not significantly "militarize" any of those who volunteered to take their programs, neither did the researchers find any evidence suggesting that the "liberal arts" environment had any "liberalizing" effect on ROTC students. One conclusion is that those critics of ROTC who have suggested that "an officer trained at Princeton kills as quickly on orders as an

officer trained at the Point" are probably incorrect. ROTC students appeared to be less belligerent and less militaristic than either non-college or service academy students.

The apparent contrast between service academy and ROTC students' values suggested by the analysis ought to provoke some second thoughts on the part of those who are intent on driving ROTC from the liberal arts campus. Such a comparison may be of limited value if earlier researchers are correct in claiming that ROTC graduates quickly adjust and adapt to the codes and mores of the professional military establishment. But such a claim is moot; even if a certain amount of adjustment and adaptation does occur, if significant differences between ROTC and academy students exist upon entry into the officer corps, it seems reasonable to expect that some of those differences will persist.

## CHAPTER III

### RESEARCH DESIGN AND PROCEDURES

Air Force ROTC is the major source of second lieutenants for the United States Air Force. The quality and type of future junior officers depends on the high standards and effectiveness of the ROTC detachment. How well the Air Force selects, educates, and motivates its cadets determines the effectiveness of the Air Force.

This study was designed to determine cadet attitudes toward the Air Force ROTC program. It was decided that a questionnaire would be the only practical method of securing the desired data in usable form and within acceptable time limits. Headquarters Air Force ROTC at Maxwell Air Force Base, Alabama, was contacted and they forwarded an attitude survey questionnaire developed by the Education Evaluation Branch. It contained specific questions relating to each of the 15 research questions listed in a subsequent section of this chapter (see also Appendix F). A personal data sheet was developed to obtain some essential information that was not obtainable by way of the questionnaire (See Appendix C.) The questionnaire was reorganized to simplify answering procedures. The Education and Evaluation Branch, AFROTC, Maxwell Air Force Base, Alabama, approved both the personal data sheet and reorganization of the questionnaire.

The questionnaire was divided into parts for each Aerospace Studies class—freshmen, sophomores, juniors, and seniors. It included



specific questions for scholarship recipients, women cadets, and students engaged in flight training. The questionnaire covered topics on attitudes toward the Air Force and Air Force ROTC, career intent, quality of instruction, methodology, textbooks, corps training, field training, course substitution, and the flight instruction program (see Appendix D).

Survey questions were constructed to render a Likert scale value of 1 through 5 for each answer. In most cases in which this order was reversed, the scale value was recomputed so that the higher scores were always the desirable responses, regardless of the order of presentation. The analysis design included the decision from the Education and Evaluation Branch, HQAFROTC, that Likert scale values would be interpreted as follows:

5.0 - 3.6 Favorable (F)  
3.5 - 2.1 No Clear Decision (NCD)  
2.0 - 1.0 Unfavorable (U)

The Likert technique to measure attitudes was devised in 1932. First, a number of items are collected that refer directly to or are considered related to the object in question. These statements are administered to a group of subjects, who indicate for each statement a reaction of strong agreement, agreement, uncertainty, disagreement, or strong disagreement--5,4,3,2 and 1, respectively. A score or summation for each individual who takes the test is made for all the responses. On the basis of that score, the subjects are divided into groups.<sup>1</sup>

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<sup>1</sup>Arnold L. Form, "Student Attitudes Toward Counselors and the Counseling Center at Michigan State College" (Ph.D. dissertation, Michigan State College, 1952), p. 39.

The questionnaire was distributed to all 102 cadets during class meetings. They were instructed to return the questionnaire, unsigned, as soon as possible. All 102 cadets returned their questionnaires (Appendix D).

The first step in analyzing the data was to find the total frequency and percentage for the responses to each question (Appendix D). The next step consisted in finding the responses for each class--freshmen, sophomores, juniors and seniors--and further breaking them down into scholarship and nonscholarship cadets for each class (Appendix E). For the final tabulation, cadets were divided into groups of freshmen and sophomores (GMC) and juniors and seniors (POC), and scholarship and nonscholarship. For each group a score on each question was determined by multiplying the responses, a through e, by the Likert scale value--5,4,3,2 and 1, respectively, and then dividing by the total number in the group; the result was the Likert scale value for each question. Some questions could not be scored on the Likert scale; the analyses used in these cases were the frequency and percentage of each group.

### Research Questions

Fifteen research questions were formulated and examined with the assistance of the Office of Research Consultation at Michigan State University. The questions were as follows:

1. Do cadets perceive the quality of instruction favorably?
  - a. Do GMC cadets perceive the quality of instruction significantly more favorably than do POC cadets?

- b. Do scholarship cadets perceive the quality of instruction significantly more favorably than do nonscholarship cadets?
- 2. Do cadets feel their instructors rely heavily on lectures and the use of media?
  - a. Do GMC cadets feel that instructors rely more heavily on lectures and the use of media than do POC cadets?
  - b. Do scholarship cadets feel that instructors rely more heavily on lectures and the use of media than do nonscholarship cadets?
- 3. Do cadets view their text favorably?
  - a. Do GMC cadets view their text more favorably than do POC cadets?
  - b. Do scholarship cadets view their text more favorably than do nonscholarship cadets?
- 4. Do cadets perceive corps training as an opportunity to perform leadership roles and practice management principles?
  - a. Do GMC cadets perceive corps training as a better opportunity to perform leadership roles and practice management principles than do POC cadets?
  - b. Do scholarship cadets perceive corps training as a better opportunity to perform leadership roles and practice management principles than do nonscholarship cadets?

5. Do cadets view field training as a worthwhile experience?
  - a. Do GMC cadets view field training more favorably than do POC cadets?
  - b. Do scholarship cadets view field training more favorably than do nonscholarship cadets?
6. Do cadets feel they benefited a great deal from military drill?
  - a. Do GMC cadets feel they benefited from military drill more than do POC cadets?
  - b. Do scholarship cadets feel they benefited from military drill more than do nonscholarship cadets?
7. Do scholarship cadets feel the scholarship was the main reason they enrolled in Air Force ROTC?
8. Do FIP students feel the FIP was a disappointing and demotivating experience?
9. Are the opinions of the cadets favorable toward the Air Force and Air Force ROTC?
  - a. Are the opinions of the GMC cadets more favorable toward the Air Force and AFROTC than those of the POC cadets?
  - b. Are the opinions of scholarship cadets more favorable toward the Air Force and AFROTC than those of nonscholarship cadets?
10. Do the cadets view the instruction of the course substitution more favorably than the instruction in the Aerospace course?

- a. Do the GMC cadets view the instruction of the course substitution more favorably than the instruction in the Aerospace course, and significantly differently than do the POC cadets?
  - b. Do the scholarship cadets view the instruction of the course substitution more favorably than the instruction in the Aerospace course, and significantly differently than do the nonscholarship cadets?
11. Do female cadets feel they should be able to enroll in flying categories?
12. Did the cadets have personal contacts with an Admissions Counselor before applying for Air Force ROTC?
13. Do POC cadets view base visits as a worthwhile experience?
14. Do POC cadets feel they receive adequate credit for Air Force ROTC?
- a. Do scholarship cadets feel they receive adequate credit for AFROTC significantly more than do nonscholarship cadets?
15. Do cadets feel the haircut standards are justified?
- a. Do GMC cadets feel that the haircut standards are justified significantly more than do POC cadets?
  - b. Do scholarship cadets feel that the haircut standards are justified significantly more than do nonscholarship cadets?

Chapter IV contains an analysis and discussion of the data derived from the questionnaire responses.

## CHAPTER IV

### ANALYSIS OF DATA

The data collected from 102 cadets were analyzed to test the 15 research questions stated in Chapter III. In the following sections, the analysis for each question is presented. Survey questions were constructed to render a Likert scale value of 1 through 5.

These values were interpreted as follows:

5.0 - 3.6	Favorable
3.5 - 2.1	No Clear Decision
2.0 - 1.0	Unfavorable

The Likert values are indicated in the following analysis. Some questions could not be scored on the Likert scale; in these cases the frequency and percentage of each group are reported (Appendix G).

#### Quality of Instruction

Overall, the cadets' responses were in the "favorable" range (3.6) concerning the quality of AFROTC instruction compared with that in other college courses. Sixty-three percent of the cadets were in this category (Table 1).

GMC cadets (3.8) perceived the quality of instruction much more favorably than did POC cadets (3.4). The difference in the POC group was a result of the responses of the AS 300 cadets (3.3); the AS 400 cadets were in the favorable range (3.9).

Table 1.--Quality of instruction.

	GMC			POC			Overall		
	S	NS	AV	S	NS	AV	AV	S	NS
6. The amount of counseling I receive from the AFROTC staff far exceeds the counseling I receive from the university staff.	4.1	3.4	3.8	4.1	3.8	4.0	3.9	4.1	3.6
10. Most students in AFROTC feel that Aerospace courses are easier than others.	3.4	3.7	3.6	3.7	3.5	3.6	3.6	3.6	3.6
11. The quality of instruction in my AFROTC courses compares favorably with that in other college courses I have taken.	3.8	3.8	3.8	3.1	3.6	3.4	3.6	3.5	3.7
14. AFROTC faculty and staff seem to have adequate interest and time to assist and counsel me.	4.5	4.1	4.3	4.3	4.6	4.5	4.4	4.4	4.4
32. The quality of instruction of my AS 200 course compares favorably with that in other college courses I have taken.	3.6	3.9	3.8						
51. AFROTC offers the students more opportunities for problem solving, decision making and creative thinking than most college courses				4.1	3.9	4.0			
61. The quality of instruction of my AS 300 course compares favorably with that in other college courses I have taken.				3.1	3.4	3.3			

Table 1.--Continued.

	GMC			POC			Overall		
	S	NS	AV	S	NS	AV	AV	S	NS
70. The quality of instruction of my AS 400 course compares favorably with that in other college courses I have taken.				3.8	4.0	3.9			
52. AFROTC course objectives include the development of communicative skills. Which of the following statements is more nearly accurate? (POC only)				S	NS	%			
a. AFROTC teaches the techniques involved in these skills.				2	0	5			
b. AFROTC enables students to practice these skills.				4	2	14			
c. AFROTC teaches and then provides student practice in these skills.				24	10	81			
d. My AFROTC instruction has not included communicative skills.				0	0	0			

Key: S = scholarship      NS = nonscholarship      AV = average



Scholarship cadets (3.5) perceived the quality of instruction less favorably than did nonscholarship cadets (3.7). This again was a result of ratings by POC scholarship recipients--GMC scholarship cadets had a score of 3.8, whereas the POC scholarship cadets had a 3.1. The AS 300 cadets again gave their instructor a low rating: scholarship 3.1, nonscholarship 3.4.

Cadets were asked two questions concerning the counseling aspect of AFROTC faculty. The common supposition that AFROTC instructors perform counseling functions not usually available to the students from other sources was confirmed by the cadets' rating of faculty and staff on this important aspect: GMC 3.8, POC 4.0 (Question 6); and GMC 4.3, POC 4.5 (Question 14). Sixty-six percent agreed that counseling from AFROTC staff far exceeded the counseling they received from the university staff, and 97 percent agreed that the AFROTC faculty and staff had adequate interest and time to assist and counsel them.

Seventy percent of the cadets felt the Aerospace courses were easier than other courses; 16 percent disagreed and 14 percent were undecided (Question 10).

The POC cadets were asked two questions concerning the opportunities for problem solving, decision making, and creative thinking (Question 51) and the objectives concerning communicative skills (Question 52). Both questions received favorable ratings; 83 percent of the cadets felt AFROTC offered the students more opportunities for problem solving, decision making, and creative thinking than most college courses and 81 percent of the cadets felt AFROTC taught and

then provided students practice in the development of communicative skills.

In addition, instructors expressed a considerable degree of confidence in their own academic background (Question 1, Instructors Survey), and in the quality of their instruction as compared with that in other college courses (Question 18, Instructors Survey). See Appendix H for a copy of the Instructors Attitude Survey.

### Instructional Methodology

Overall, the cadets (76 percent) felt the most frequently used method of instruction was lecture and discussion. Thirteen percent felt there were mostly lectures and 11 percent felt media were most frequently used (Table 2).

Whereas the POC cadets (95 percent) felt their instructor used lecture and discussion most frequently, only 64 percent of the GMC group had the same opinion. The biggest difference in this area was in the use of media; 18 percent of the GMC cadets felt this method was used most frequently, whereas no POC members listed this method of instruction.

There was only a slight difference between the scholarship and nonscholarship students concerning instructional method. Eighty percent of the scholarship students felt lecture and discussion was the most frequently used method, whereas 73 percent of the nonscholarship students felt that way. Six percent of the scholarship versus 15 percent of the nonscholarship cadets selected use of media as the most frequently used method of instruction.

Table 2.--Instructional methodology.

	GMC			POC			Overall		
	S	NS	%	S	NS	%	S	%	%
12. The method of instruction most frequently used in my AFROTC class is:									
a. Mostly lecture	6	5	18	1	1	5	7	14	6 12 13
b. Lecture and discussion	11	27	64	29	11	95	40	80	38 73 76
c. Use of media	3	8	18	0	0	0	3	6	8 15 11
d. Student presentation	--	--	--	--	--	--	--	--	-- --
e. Small-group activities	--	--	--	--	--	--	--	--	-- --
53. Subject matter learned by the class from student presentations compared with instructor presentation is (POC only)									
a. Much more				0	0	0			
b. More				3	2	12			
c. About the same				9	5	33			
d. Less				14	4	43			
e. Much less				4	1	12			

The biggest discrepancy in the instructional methodology area was between the cadets and their instructors. Three of the instructors saw themselves as using lectures and discussions most frequently, but the AS 400 instructor felt he used small-group activities (Question 14, Instructor Survey). No students selected this option. On the basis of both reports, instructors appeared to rely more on lectures or lecture and discussion than is warranted in a course that purports to be largely student centered. At the same time, a considerable percentage of the POC cadets (43 percent) believed they learn less from student presentations than they do from instructor presentations.

#### Textbooks

Overall, the cadets viewed the Aerospace Studies texts in the "no clear decision" area (3.1). Fifty-six percent of cadets viewed the text "about the same"; 21 percent said "worse" and 23 percent said "better," in comparison with other texts. GMC cadets (3.2) were slightly more favorable than POC cadets (2.9), but both were in the "no clear decision" range. Both scholarship cadets (2.9) and nonscholarship cadets (3.2) were also in the "no clear decision" range (Table 3).

The two GMC texts--Of Those Who Fly and A Quarter Century of Air Power--received scores from cadets in the "favorable" range on reading ease (4.0 and 3.6, respectively). Cadets were asked whether they considered these two texts dull and boring. Of Those Who Fly received a favorable rating (3.8), but the other text fell in the "no

Table 3.--Textbooks.

		GMC			POC			Overall		
		S	NS	AV	S	NS	AV	AV	S	NS
21.	<u>Quality of textbooks in general:</u> Compares with other texts.	3.0	3.3	3.2	2.7	3.1	2.9	3.1	2.9	3.2
26.	<u>Of Those Who Fly (AS 100)</u> Reading ease	4.0	4.0	4.0						
27.	Not dull and boring	3.9	3.6	3.8						
33.	<u>A Quarter Century of Air Power (AS 200)</u> Reading ease	3.7	3.5	3.6						
34.	Not dull and boring	3.2	3.6	3.4						
62.	<u>Study of Civilian-Military Relations (AS 300)</u> Interesting and valuable				3.9	4.3	4.1			
63.	<u>Study of Strategy and Management of Conflict (AS 300)</u> Interesting and valuable				3.6	3.8	3.7			
64.	<u>American Defense Policy (AS 300)</u> Compares with other texts				3.2	3.8	3.5			
65.	Not unduly difficult				2.9	3.2	3.1			
66.	<u>Concepts of Air Force Leadership (AS 400)</u> Compares with other texts.				2.3	3.3	2.8			
67.	<u>Management, A Contemporary Introduction (AS 400)</u> Compares with other texts.				3.8	3.7	3.8			
68.	Not too simple				3.3	3.3	3.3			

clear decision" range (3.4). Scholarship and nonscholarship cadets were split in their opinions of the text, A Quarter Century of Air Power; reading ease--scholarship (3.7), nonscholarship (3.5); not dull and boring--scholarship (3.2), nonscholarship (3.6).

Two new subjects were introduced in 1975 in the AS 300 course--Civilian-Military Relations and Strategy and Management of Conflict. In response to a question asking if they found these subjects interesting and valuable, the cadets across the board rated them favorably (4.1 and 3.7, respectively).

Two of the three POC texts were rated in the "no clear decision" range when compared with other texts. American Defense Policy had an overall rating of 3.5, but nonscholarship cadets rated it higher (3.8) than scholarship cadets (3.2). When asked whether the text was unduly difficult, all cadets rated it in the "no clear decision" range. Scholarship cadets (2.9) and nonscholarship cadets (3.2) were also in that range. The other POC text receiving a "no clear decision" score (2.8) was the AS 400 text, Concept of Air Force Leadership. Both scholarship (2.3) and nonscholarship cadets (3.3) rated that text in the "no clear decision" range.

The AS 400 text, Management, received a "favorable" rating of 3.8 from the seniors; both the scholarship cadets (3.8) and nonscholarship cadets (3.7) rated it in the favorable range. When asked whether the text was too simple for senior students, the cadets responded in the "no clear decision" range (3.3).

Both GMC instructors felt the texts Of Those Who Fly and A Quarter Century of Air Power were adequate and a valuable addition to

available material (Questions 26,27,28, Instructors Survey). The POC instructors felt the texts American Defense Policy and Management were adequate. However, the AS 400 instructor did not feel the text Concept of Air Force Leadership was an adequate one for the senior class (Questions 30,32,33, Instructors Survey).

### Corps Training

One question on the importance of corps training in teaching management and leadership (Question 18) produced a "favorable" rating of 3.8. Seventy-four percent agreed with the statement, only 13 percent disagreed, and 13 percent were undecided. All responses from all groups of cadets were in the "favorable" range: GMC 3.8, POC 3.8, scholarship 3.8, and nonscholarship 3.8 (See Table 4).

One question (Question 15) aimed at assessing the extent to which cadets had the opportunity to assume a position of leadership received an overall rating of 3.9. POC cadets (4.3) had much more of an opportunity than GMC cadets (3.4), which could account for the difference in ratings. Both scholarship cadets (4.1) and nonscholarship cadets (3.6) were in the "favorable" range. POC and scholarship cadets gave a higher rating because corps training is set up for the POC cadets to be in positions of leadership and there are more POC scholarship cadets than there are GMC scholarship cadets.

Question 16 concerned the opportunity to teach other cadets, and received an overall rating of 3.1--"no clear decision." POC cadets (3.9) gave a much higher rating in this area than did the GMC cadets (2.3). Both scholarship (3.2) and nonscholarship cadets (2.9)

Table 4.--Corps training.

	GMC				POC				Overall			
	S	NS	AV	S	NS	AV	S	NS	AV	S	NS	NS
15. I have had the opportunity during corps training to assume a position of leadership in the program.	3.6	3.1	3.4	4.5	4.1	4.3	3.9	4.1	3.6			
16. I have had the opportunity to teach other cadets during corps training.	2.4	2.1	2.3	4.0	3.7	3.9	3.1	3.2	2.9			
18. The overall corps training program is important in teaching management and leadership.	3.7	3.9	3.8	3.9	3.7	3.8	3.8	3.8	3.8			
47. In my detachment's corps training program, I have been given the opportunity to act as a Squadron or Flight Commander (POC only).				2.9	2.3	2.6						
69. The corps training program provided me an opportunity to apply leadership and management principles studied in the classroom (AS 400 only).				3.8	4.0	3.9						



were in the "no clear decision" range. POC scholarship cadets (4.0) and POC nonscholarship cadets (3.7) were in the "favorable" range, and rightfully so, as this is one of the functions of corps training.

POC cadets were asked (Question 47) if they had been given an opportunity to act as Squadron or Flight Commander; 43 percent said "never."

Seniors were asked if the corps training program provided an opportunity to apply the principles of leadership and management studied in the classroom; this question received a Likert scale rating of 3.9.

The instructors unanimously agreed that the corps training program on campus was important in teaching principles of management and leadership (Question 8, Instructors Survey).

### Field Training

POC cadets were asked three questions about retrospective attitudes toward field training. They agreed that field training was a worthwhile experience, giving it a 4.3 or "favorable" rating (Question 58). There was no great difference between scholarship (4.2) and nonscholarship cadets' (4.3) perceptions of field training being a worthwhile experience. Two questions about whether field training had produced desirable changes in their attitudes (Question 57) or had increased their enthusiasm toward serving in the Air Force (Question 59) produced scores in the "favorable" range (both 3.8). For both questions there was no great difference between scholarship (3.7) and nonscholarship cadets (3.8). (See Table 5.)

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Table 5.--Field training.

		GMC			POC			Overall		
		S	NS	AV	S	NS	AV	AV	S	NS
27,35 48	I would have no serious objections to being quartered in a five-occupant tent at field training.	3.8	3.6	3.7	2.8	3.3	3.1	3.4	3.3	3.4
28,36 49	I would seriously consider withdrawing from the AFROTC program before I would consent to spending four weeks at field training in a tent.	4.3	3.9	4.1	3.8	4.2	4.0	4.1	4.1	4.1
29,37 50	I would prefer to be quartered in a tent at field training if this would insure my attendance at a base heavily engaged in flight operations.	4.0	3.4	3.7	2.7	2.3	2.5	3.1	3.4	2.9
44.	I felt I was adequately prepared for field training (POC only).				3.3	3.6	3.5			
45.	My field training officer set an excellent example and did an outstanding job (POC only).				3.6	3.7	3.7			
46.	Field training offered me the opportunity to perform in leadership roles (POC only).				3.8	3.3	3.6			
57.	Viewed in retrospect, I believe that the field training experience produced some desirable changes in my attitudes and behavior (POC only).				3.7	3.8	3.8			
58.	I believe that field training was a worthwhile experience.				4.2	4.3	4.3			
59.	Field training seemed to increase my enthusiasm at the prospect of serving in the Air Force.				3.7	3.9	3.8			

Three other questions were included in an effort to elicit initial cadet reactions toward use of tents to quarter participants at field training. Responses to the statement concerning occupation of a tent at field training scored 3.4--"no clear decision"--overall. GMC cadets (3.7) were much more in favor of being quartered in a tent than were POC cadets (3.1). There was no clear distinction between scholarship cadets (3.3) and nonscholarship cadets (3.4); both fell in the "no clear decision" range. The biggest difference in this area was between the GMC (3.7) and POC cadets (3.1). GMC scholarship cadets (3.8) and nonscholarship cadets (3.6) were much more in favor of occupying tents at field training than were POC scholarship cadets (2.8) and nonscholarship cadets (3.3).

When the question was restated to determine if cadets would prefer to be quartered in a tent during field training if it would insure their attendance at a base engaged in flight operations, overall responses were still in the "no clear decision" range (3.1). Again the GMC cadets (3.7) responded much more favorably than did the POC cadets (2.5). Scholarship (3.4) and nonscholarship cadets (2.9) were both in the "no clear decision" range. GMC scholarship cadets (4.0) and GMC nonscholarship cadets (3.4) were much more favorable in their responses than were POC scholarship (2.7) and POC nonscholarship cadets (2.3).

Responses in disagreement with the statement: "I would seriously consider withdrawing from the . . . program before . . . spending four or six weeks in a tent" were unanimously "favorable" (4.1). All categories--GMC cadets (4.1) and POC cadets (4.0), scholarship cadets

(4.1) and nonscholarship cadets (4.1)--were in the "favorable" range, indicating unanimous disagreement with the statement.

The POC cadets were asked three additional questions concerning field training. The cadets were asked if they felt they had been adequately prepared for field training; a Likert scale rating of 3.5, "no clear decision," was recorded. Concerning the example their Flight Training Officer set, a "favorable" rating of 3.7 was recorded; the opportunity to perform in leadership roles received a 3.6 Likert scale rating.

### Drill

Agreement with the statement "I feel that I benefited a great deal from military drill" rated 3.2, "no clear decision," overall for the cadet corps. Both the GMC (3.3) and the POC groups (3.1) fell in that range. Although their responses still fell in the "no clear decision" range, nonscholarship cadets (3.4) felt they benefited a little more from drill than did the scholarship cadets (2.9). In fact, nonscholarship GMC cadets felt they benefited more from drill than did any other group (3.8); they were in the "favorable" range. Even though these ratings fell in the "no clear decision" range, drill is certainly more popular than it was in the early 1970's.<sup>1</sup> (See Table 6.)

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<sup>1</sup>Education Evaluation Branch, AFROTC, "AFROTC Cadet and Instructor Attitude Survey" (Alabama: Maxwell Air Force Base, Education Evaluation Branch, October 1, 1974).

Table 6.--Drill.

	GMC			POC			Overall		
	S	NS	AV	S	NS	AV	S	NS	AV
17. I feel that I benefited a great deal from military drill.	2.8	3.8	3.3	3.1	3.0	3.1	3.2	2.9	3.4

### Scholarships

Question 22, which was directed to scholarship holders, revealed that 64 percent would "certainly" (36 percent) or "probably" (28 percent) have enrolled in AFROTC even without a scholarship. Fourteen percent were "uncertain," whereas 22 percent said they "probably would not" have enrolled in AFROTC without the scholarship. A Likert scale response of 3.7 was in the "favorable" category. (See Table 7.)

Table 7.--Scholarships.

	GMC	POC	Overall
	S	S	AV
22. I would have enrolled in AFROTC without an AFROTC scholarship.	3.2	4.1	3.7
23. Without my AFROTC scholarship I would not be able to attend this institution.	2.9	3.0	3.0
24. Without my AFROTC scholarship, I would not be able to attend any institution.	3.8	3.7	3.8

Two other questions directed to scholarship holders inquired if they would have been able to attend this institution (Question 23) or any institution (Question 24) without the AFROTC scholarship. Likert scale responses to the two questions were 3.0 and 3.8, respectively. Only 20 percent said they "certainly" (8 percent) or "probably" (12 percent) would not have been able to attend any institution without the scholarship. (A "favorable" answer to this question was construed to be one indicating that scholarships were not the reason students were attending the institutions.)

#### Flight Instruction Program

Only one cadet in the FIP program agreed with the statement "I would not have enrolled in the POC if there had been no FIP" (Table 8).

Table 8.--Flight instruction program.

	<u>POC</u> <u>S</u>
73. I would not have enrolled in the POC if there had been no flight instruction program.	1.7
74. The most attractive aspect of the FIP to me was the opportunity to obtain a private pilot's license.	3.9
75. I was most disappointed when the flying hours were reduced to 25 in the FIP.	4.8
76. I found the FIP to be a disappointing and demotivating experience.	3.6
77. The reason I found FIP to be a disappointing and demotivating experience was: --It did not develop confidence in my ability to fly (1 cadet only).	

Agreement with the statement that the most attractive aspect of the FIP was the opportunity to obtain a private pilot's license obtained a rating of 3.9, or "favorable." Eight of the nine cadets in FIP strongly agreed (4.8) that they were disappointed when the number of flying hours had been reduced to 25.

Disagreement with the statement that the FIP had been a disappointing and demotivating experience obtained a Likert scale rating of 3.6. Three cadets were uncertain and one agreed with the statement. The one cadet who agreed with the statement said the flight instruction program had not developed confidence in his ability to fly.

#### Air Force, AFROTC, and Career Intent

Questions assembled in Table 9 were aimed at assessing general attitudes toward the Air Force, AFROTC, and career intent. Responses to three of the six questions answered by the total corps fell into the "no clear decision" range and three into the "favorable" range.

One of the questions that received the "no clear decision" rating concerned the attitude toward AFROTC on campus (Question 1). Overall, the rating was 3.1. Both GMC and POC cadets fell into the "no clear decision" range, with a 3.1 rating. Scholarship cadets gave a 3.1 rating and nonscholarship cadets a 3.0. Forty-one percent of the cadets agreed that the attitude on campus toward AFROTC was favorable, 32 percent were undecided, and 27 percent disagreed.

Another question that fell into the "no clear decision" range was concerned with cadets' intention of making the military a career (Question 5). All categories of cadets fell into the "no clear



Table 9.--Air Force, AFROTC, and career intent.

	GMC			POC			Overall		
	S	NS	AV	S	NS	AV	AV	S	NS
1. On my campus, the prevailing attitude toward AFROTC is favorable.	3.1	3.1	3.1	3.2	2.9	3.1	3.1	3.1	3.0
2. In terms of income and prestige, I think a young AF officer who expects to progress in rank at usual rate has selected an excellent career.	4.0	4.3	4.2	4.0	3.9	4.0	4.1	4.0	4.1
3. The status of an AF officer is one of high prestige in our society.	3.5	3.8	3.7	3.3	3.0	3.2	3.4	3.4	3.4
4. My chances for promotion and pay in the AF are probably equal or superior to my chances in a civilian career.	3.7	3.8	3.8	3.6	3.8	3.7	3.8	3.7	3.8
5. I intend to make the military a career.	3.3	3.4	3.4	3.6	3.1	3.4	3.4	3.5	3.3
10. Participation in AFROTC extra-curricular activities contributes significantly to the overall AFROTC experience.	4.0	4.1	4.1	3.8	3.6	3.7	3.9	3.9	3.9
60. A delay of more than ninety days prior to entry on active duty would have a detrimental effect on my career plans and morale (POC only).				3.3	3.1	3.2			

Table 9.--Continued.

	GMC		POC		Overall	
	S	NS	S	NS	%	%
20. Which one of the following choices best describes your principal reason for joining the AFROTC program?						
a. Feeling of military obligation to my country	2	8	4	0	14	14
b. Scholarship opportunity	3	1	6	2	12	12
c. Parental pressure	0	0	0	0	0	0
d. Desire to fly	14	16	12	2	43	43
e. Job opportunity	1	15	8	8	31	31
30. I intend to continue next year into AS 200.						
a. Yes	8		24		78	78
b. No	1		8		22	22
31. I will not continue into AS 200 because I						
a. Am leaving this school	0		1		11	11
b. Can't qualify	0		4		45	45
c. Have changed my views toward military	0		1		11	11
d. Just don't like AFROTC	0		2		22	22
e. Other	0		1		11	11
40. I plan to continue next year in the Advanced Program						
a. Yes	10		5		79	79
b. No	1		3		21	21
41. I will not continue into the Advanced Program because I						
a. Am leaving this school	1		0		25	25
b. Can't qualify	0		2		50	50
c. Have changed my views toward military	0		0		0	0
d. Just don't like AFROTC	0		0		0	0
e. Other	0		1		25	25

decision" range: GMC 3.4, POC 3.4, scholarship cadets 3.5, and nonscholarship cadets 3.3. Only 23 percent said yes, they intended to make the military a career, 23 percent said probably, 31 percent didn't know, 17 percent answered probably not, and 6 percent said certainly not.

The other question falling into the "no clear decision" range concerned the status of the Air Force officer in our society (Question 2). Overall, the cadet corps had a rating of 3.4. The GMC cadets gave a favorable rating of 3.7, which was significantly higher than the POC rating of 3.2. Scholarship cadets and nonscholarship cadets had like ratings of 3.4.

Three questions fell into the "favorable" rating on the Likert scale. The statement "In terms of income and prestige, I think a young Air Force officer who expects to progress in rank at usual rate has selected an excellent career" scored 4.1, or "favorable." Sixty-seven percent said the Air Force officer had selected a "good career" and 22 percent said the Air Force was an "excellent" career. Only 1 percent said it was an extremely poor career choice. GMC cadets gave a "favorable" rating, as did POC cadets (4.2 and 4.0, respectively). Scholarship as well as nonscholarship cadets were also in the "favorable" range (both 4.1).

Seventy percent of the cadets agreed with the statement than chances for promotion and pay in the Air Force are equal or superior to those in a civilian career. Overall, the cadet corps gave a rating of 3.8, with both the GMC (3.8) and POC cadets (3.7)

in the "favorable" category. Scholarship cadets (3.7) and non-scholarship cadets (3.8) attained "favorable" ratings also.

Question 19, concerned with extra-curricular activities contributing to the overall AFROTC experience, received a Likert scale rating of 3.9. Sixty-seven percent of the cadet corps agreed with the question, 19 percent were undecided, and 14 percent disagreed. GMC cadets (4.1) were slightly higher than POC cadets (3.7), but both were in the "favorable" range. Both scholarship cadets and nonscholarship cadets were in the "favorable" range, with a rating of 3.9.

Thirty-two freshmen (78 percent) said they were going to continue into AS 200. Only nine freshmen (22 percent) said they were not continuing; of that number, four were not going on because they could not qualify. Only one scholarship cadet said he would not be coming back to AFROTC because he had changed his views toward the military.

Fifteen sophomores (79 percent) said they were going to continue into the advanced program. Only four said they were not returning; two of them could not qualify. Only one scholarship cadet said he would not be coming back because he was leaving school.

POC cadets were asked if a delay of more than 90 days before entry on active duty would have a detrimental effect on their career plans and morale. Cadets were almost equally divided on this subject. Fifty percent agreed that delay would have such an effect. This question received a rating of 3.2, "no clear decision."

The total corps was asked their principal reason for joining the AFROTC program. Forty-three percent listed "desire to fly," 31 percent "job opportunity," 14 percent "obligation to country," and 12 percent "scholarship opportunity."

#### Course Substitution

Cadets disagreed with the statement, "The quality of instruction in my substitution course is much better than that of the Aerospace course," and overall had a "favorable" rating of 3.6. GMC cadets (4.0) disagreed with the statement much more than did the POC cadets (3.2), who were in the "no clear decision" range. Nonscholarship cadets rated this question in the "favorable" range (3.7), but scholarship cadets (3.5) fell into the "no clear decision" range. (see Table 10).

Sixty-three percent of the GMC cadets (3.6) disagreed with the statement that they would rather take course substitutions than Aerospace courses. Only 43 percent of the POC cadets (3.2) disagreed with the statement. Both scholarship cadets (3.3) and nonscholarship cadets (3.5) were in the "no clear decision" range. Overall, the cadets were in the "no clear decision" range with a 3.4 score.

The seniors were asked two questions concerning course substitution. Forty-three percent of the seniors disagreed that course substitutions were better, 37 percent were uncertain, and 16 percent agreed with the statement. The Likert scale rating was 3.2, "no clear decision." Scholarship cadets (3.6) disagreed with the

Table 10.--Course substitution.

	GMC			POC			Overall		
	S	NS	AV	S	NS	AV	AV	S	NS
38,42 The quality of instruction in my substitute course is much better than that of the Aerospace courses I have taken.	4.0	4.0	4.0	3.0	3.3	3.2	3.6	3.5	3.7
39,43 I would rather take course substitutions than Aerospace courses.	3.6	3.5	3.6	3.0	3.4	3.2	3.4	3.3	3.5
71. The quality of instruction in my substitute course is much better than that of the Aerospace courses I have taken (AS 400 only).				3.6	2.7	3.2			
72. I would rather take course substitution than Aerospace courses (AS 400).				3.4	4.0	3.7			

statement more than did nonscholarship cadets, who scored in the "no clear decision range (2.7).

Fifty-eight percent of the seniors disagreed with the question concerning whether they would rather take course substitutions than Aerospace courses. Twenty-one percent were uncertain and 21 percent agreed with the question. Overall, the senior cadets rated this question at 3.7, with nonscholarship cadets (4.0) in the "favorable" range and scholarship cadets (3.4) in the "no clear decision" range.

#### Women

Women in the corps were asked if they thought women should be allowed to enroll in flying categories. The question attained a rating of 4.7, or "favorable." Seventy-six percent strongly agreed, 18 percent agreed, and only 6 percent disagreed (Table 11).

Table 11.--Women.

	<u>GMC</u>		<u>POC</u>		<u>Overall</u>
	S	NS	S	NS	AV
7. Even with the knowledge that all Air Force flyers are eligible for combat duty, I still feel that women should be allowed to enroll in flying categories on an equitable basis with males.	--	4.5	4.7	5.0	4.7

#### Admissions Counselor Program

Both the GMC and POC cadets were asked the question about the frequency of their contact with admissions counselors (Question 13).

Thirty-eight percent of the corps said they never had had contact with an admissions counselor or any other officer. Thirty-seven percent said they had had at least one contact with an admissions counselor, and 25 percent said they had had contact with an Air Force officer (Table 12).

Table 12.--Admissions counselor.

	<u>GMC</u>		<u>POC</u>		<u>Overall</u>
	<u>S</u>	<u>NS</u>	<u>S</u>	<u>NS</u>	<u>%</u>
13. I had a personal contact, either individually or in a group, with an Air Force Admissions Counselor prior to applying for enrollment in AFROTC.					
a. Never	7	12	18	2	38
b. Once	5	6	4	5	20
c. More than once	5	6	5	2	17
d. Contact with Air Force officer other than ADCO	2	13	3	2	20
e. Contact with an Air Force officer but don't remember title	1	3	0	1	5

#### Base Visits

POC members were asked a question about the value of the base visitation program; it rendered a Likert scale value of 3.3--"no clear decision." Nineteen percent of the POC said they had never been on a base visit (Table 13).

#### Academic Credit

All POC cadets were asked one question about receiving adequate academic credit for AFROTC. Eighty-three percent agreed that they



received adequate credit, 2 percent were undecided, and 15 percent disagreed. The Likert scale rating for the POC cadets was 3.8, scholarship cadets 3.7, and nonscholarship cadets 3.9--all in the "favorable" range (Table 14).

Table 13.--Base visits.

	POC		
	S	NS	%
55. Since my enrollment in AFROTC I have participated in AFROTC-sponsored visits to one or more Air Force bases or installations (POC only).			
a. Never	3	5	19
b. Once	7	2	21
c. Twice	8	3	27
d. Three times	8	1	21
e. Four or more times	4	1	12
56. My visits to one or more Air Force bases provided me valuable information about the AF and the various career specialties it has to offer.			
	POC		Overall
	S	NS	AV
	2.4	4.1	3.3

Table 14.--Academic credit.

	POC		Overall
	S	NS	AV
54. Considering the time, nature of subject matter, and difficulty of material, I receive adequate academic credit for AFROTC.	3.7	3.9	3.8

### Haircut Standards

Haircut standards also fell into the "no clear decision" range, with a rating of 3.1 for the cadet corps. Fifty-four percent agreed that "AFROTC's insistence on close haircuts and short sideburns is justified." Seven percent were undecided, 22 percent disagreed, and 17 percent strongly disagreed (Table 15).

Table 15.--Haircut standards.

	<u>GMC</u>			<u>POC</u>			<u>Overall</u>		
	S	NS	AV	S	NS	AV	AV	S	NS
8. AFROTC's insistence on relatively close haircuts and short sideburns is justified.	2.9	3.4	3.2	3.0	2.9	3.0	3.1	3.0	3.2
9. If I were not in AFROTC, I would wear my hair longer.	3.9	3.3	3.6	3.7	3.0	3.4	3.5	3.8	3.2

There was really no difference between the GMC cadets (3.2) and POC cadets' (3.0) attitudes toward the haircut standards; both fell in the "no clear decision" range. The same is to be said of the scholarship (3.0) and nonscholarship cadets (3.2). Both categories fell in the "no clear decision" area. Although haircut standards are still not popular with cadets, they no longer seem to be the major issue they were in the early 1970's.<sup>1</sup>

Fifty-nine percent of the cadets said they "probably" or "certainly" would wear their hair longer if they were not enrolled in

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<sup>1</sup>Ibid., p. 5.

AFROTC. Overall, this statement received a 3.5 Likert scale rating, with the GMC having a 3.6 and POC cadets a 3.4 rating. Scholarship students had a 3.8 rating versus a 3.2 for nonscholarship cadets. (A "favorable" answer to this question was construed to be one indicating they would wear their hair longer if they were not enrolled in AFROTC.)

The following chapter contains a summary of findings concerning the attitudes of AFROTC cadets at Michigan State University. Also included are recommendations based on these findings, and conclusions of the study.



## CHAPTER V

### SUMMARY

This survey was concerned with determining current attitudes of the cadets of the Michigan State University Air Force ROTC Detachment. This survey focused attention on 15 research questions in the following areas: quality of instruction; methodology; textbooks; corps training; field training; drill; enrollment in AFROTC; flight instruction program; Air Force, AFROTC, and career intent; course substitution; females in flying categories; admissions counselors; base visitation program; academic credit; and haircut standards.

The cooperation of the Michigan State University Air Force ROTC staff and cadets, Headquarters AFROTC Education Evaluation Branch, and the Michigan State University Office of Research Consultation was invaluable. The survey obtained from Headquarters AFROTC was a much better instrument than any one individual would have been able to construct. The findings, conclusions, and recommendations represent a summarization of the analysis and an effort to apply the analysis to the operation of the AFROTC program. In these sections both strengths and weaknesses of the program are identified and recommendations made.

### Findings

The following specific points concern the attitudes of the Michigan State University AFROTC cadets:

1. Overall, the responses from the cadets concerning the quality of instruction were in the favorable range. GMC cadets perceived the quality of instruction much more favorably than did POC cadets. It has been hypothesized that instruction in the POC courses is better than in the GMC because the more favorable cadet/instructor ratio in the POC courses permits more widespread use of student-centered techniques. Either POC instruction is not truly student centered, or students do not perceive it as such, or students are not responding to student-centered approaches. Scholarship cadets perceived the quality of instruction less favorably than did the nonscholarship cadets. But this again is related to GMC cadets finding instruction more favorable than POC cadets; there were more POC scholarship cadets than GMC scholarship cadets.

The reason for the low rating in the POC was a result of the poor rating the AS 300 instructor received. The AS 300 instructor was new, as was the material being presented. The material given before had been on space, whereas it had been changed to more of a political science course.

In this same area, counseling of cadets by AFROTC staff far exceeded the counseling they received from the university staff.

2. The cadets felt the method of instruction most frequently used was lecture and discussion. This is a justified answer for the GMC, but not the POC. By both reports, instructors appear to rely more on lectures and discussion than is warranted in a course that purports to be largely student centered.

3. Overall, the cadets viewed the Aerospace Studies texts in the "no clear decision" range. The text receiving the lowest rating by both the students (AS 400) and the instructor was Concepts of Air Force Leadership. The AS 400 instructor felt the text was not adequate for the senior class.

4. It is felt that corps training is accomplishing its objective in teaching leadership and management. Of concern here is the number of POC cadets (43 percent) who claimed they never had had the opportunity to act as a Squadron or Flight Commander. (These two positions give a cadet the greatest exposure to being in charge of cadets.) POC cadets and scholarship cadets perceived corps training as a better opportunity to perform leadership roles and practice management principles than did GMC and nonscholarship cadets.

5. POC cadets definitely seemed to support field training. Viewed in retrospect, they rated all questions in the favorable range. They agreed that field training was a worthwhile experience, produced desirable changes in their attitudes, and increased their enthusiasm toward serving in the Air Force. The one area about which the POC cadets were not too enthusiastic was the possibility of occupying tents at field training. The GMC cadets were much more in favor of the idea. No GMC cadet said he would withdraw from the program if field training were in tents, but about 10 percent of the POC cadets said they would have considered withdrawing.

6. The cadets responded "no clear decision" when asked if they thought they benefited from drill. GMC, POC, scholarship, and non-scholarship cadets all felt the same way.

7. A majority (64 percent) of the cadets said they certainly or probably would have enrolled in AFROTC even without a scholarship. This question should also be looked at in conjunction with the question about why people joined AFROTC, on which 43 percent said a desire to fly and only 12 percent gave the reason as scholarship opportunities. Hence with pilot quotas being cut and flying hours being reduced, AFROTC could run into some serious recruiting problems.

8. The cadets found the flight instruction program to be a satisfactory experience. The big concern in this area was the reduction of flying hours to 25. In the past, cadets had had an opportunity to obtain a private pilot's license through the FIP; this was a very big selling point in the flying program and the most attractive aspect of the FIP. The reduction of hours from 36 to 25 was a big disappointment to the cadets. (This item received the highest Likert scale rating of 4.8).

9. The cadets felt that the Air Force, in terms of income and prestige, was a favorable career and that chances for promotion and pay in the Air Force were equal or superior to those in a civilian career. Cadets were not too sure about the attitude toward AFROTC on the campus and the status of the Air Force officer in our society. Both these questions were answered in the "no clear decision" range. Seventy-eight percent of the freshmen and 79 percent of the sophomores said they were going to continue in the program. This is an excellent retention rate, if these figures hold true.

10. Cadets found Aerospace Studies instruction better than the instruction in substitution courses. Both GMC and nonscholarship cadets





were in the "favorable" range; POC and scholarship cadets were in the "no clear decision" range. Even though only 43 percent of the seniors disagreed with the statement that course substitution was better (Likert scale rating of 3.2), 58 percent of the seniors disagreed with the statement that they would rather take a course substitution than the Aerospace course (Likert scale rating of 3.7). Students might have felt that Aerospace Studies courses are easier than others or that the AFROTC faculty seem to have adequate interest and time to assist and counsel them.

11. Women were definitely in favor of being allowed to enroll in flying categories.

12. Thirty-eight percent of the corps claimed they had never had contact with an admissions counselor before applying for AFROTC.

13. The question on the value of base visitations rendered a Likert scale rating of 3.4, "no clear decision." A significant finding here was that 19 percent of the POC said they had never been on a base visit.

14. POC, scholarship, and nonscholarship cadets all felt they received adequate academic credit for AFROTC. A Likert scale score of 3.8, or "favorable," was rendered.

15. Cadets across the board were in the "no clear decision" range when asked if AFROTC's insistence on close haircuts and short sideburns was justified. But 59 percent of the cadets said they probably or certainly would wear their hair longer if they were not enrolled in AFROTC.

### Recommendations

1. Instructors are doing a satisfactory job of teaching ROTC cadets. All officers have Master's degrees and attended the Academic Instructors Course at Maxwell Air Force Base, Alabama. Presently, the only requirement is for a Master's degree, with no specific major area designated. To make a more professional ROTC department, teachers should be required to hold degrees in areas more directly related to ROTC, such as history, political science, or management. AFROTC duty has long been considered an "end" rather than a career-broadening assignment. Until the Air Force is prepared to place its most qualified officers into ROTC, it should not expect to get more out of the program than is put into it.

2. POC instructors need to reevaluate their courses and design more student-centered activities. If they are to meet their objectives, POC courses must include small-group activities and student presentations.

3. The senior textbook, Concept of Air Force Leadership, should be changed, and a new text authorized. Instructors throughout the AFROTC program should be surveyed for their opinions and recommendations. This textbook also received a low rating in the 1973-74 survey conducted by the Education Evaluation Branch, AFROTC.<sup>1</sup>

4. At least once in a two-year period (junior or senior year), a cadet should have the opportunity to be a Squadron or Flight Commander in corps training. This may require keeping the number of cadets per

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<sup>1</sup>Ibid., p. 4.

flight small (eight to ten students), but the experience gained as a Squadron or Flight Commander is too important to have been missed by over 40 percent of the POC cadets.

5. Field training was received with enthusiasm, but the idea of occupying tents could cause some problems. The percentage of cadets who would consider dropping out may be more than AFROTC would want to risk losing.

6. Drill now comprises only 20 out of 120 hours of the corps training activities during the four years of AFROTC. Although this seems like a small amount of time, the question remains: Is drill beneficial? The drill portion of corps training has been reduced considerably over the past years; it is herein recommended that the drill portion of corps training be cut again. More emphasis could be channeled toward management and leadership exposure in support of campus and community activities.

7. In his letter to the MEAC, Dr. Herman King made several outstanding recommendations; the one dealing with scholarships had the most merit.<sup>1</sup> He recommended that financial aid of a \$50 scholarship be granted to any student taking the first-year ROTC program in any Michigan institution. This would mean that any freshman who is a Michigan resident could try the first-year program at no cost to himself. If the student chose to continue into the second year of ROTC, he would be eligible to compete on a national basis for a two- or three-year scholarship. Dr. King also suggested that it would be particularly helpful if the state would establish a small number of

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<sup>1</sup>Dr. Herman King, "Officer Education in Michigan," p. 2.

sophomore ROTC scholarships to be awarded by the institutions themselves, on the basis of first-year performance.

8. FIP hours should be extended. It is realized the reduction in flying hours was prompted by a response to the national energy crisis and budgetary limitations, but flying is still the most attractive, motivating program for students. It also serves as a screening device to identify those who are unsuited for further flight training. Pilot training schools should be surveyed to see if the drop-out rate of flying students has increased since the flying hours were decreased. There may be no saving in the long run. The production of pilots through the OTS program should be discontinued. Money and quotas saved by canceling OTS for pilots could be rechanneled into the ROTC program.

9. Over the years, the attitude toward AFROTC at Michigan State University has certainly changed for the better; unfortunately, this change has been slow and has had a very low profile. The administrative heads of Michigan State University should be encouraged to step forward in favor of ROTC on campus. Very little support has been received from the school newspaper, and this needs to be changed. Michigan State University Information Services provides support through out-of-town coverage, but very little if any local publicity is received.

10. Presently, AFROTC has two course substitutions, one during the sophomore year and one during the junior year. The course substitution is a move away from instructor contact with the cadet, even though the cadets perceived the faculty as among the most favorable

aspects of the AFROTC program. Any recommendations to expand the program of course substitution should be carefully weighed.

11. The Air Force will have to change its policies concerning women pilots. Presently, women are not allowed to participate in pilot, navigator, and missile career fields. With the service academies changing their policies on accepting women and the Navy already taking women into flying categories, the AFROTC program will soon have to open the flying categories to women, to be competitive with other programs.

12. Only one admissions counselor is assigned to the state of Michigan; thus it is no surprise that 38 percent of the corps had never had contact with him before enrollment. There are over 800 high schools and 35 community colleges in Michigan that should be contacted periodically by someone who is knowledgeable about AFROTC. Because of the large geographical area that must be covered (both the Upper and Lower Peninsulas), at least one other admissions counselor should be assigned to Michigan. The Air Force Recruiting Service has found Michigan to be so large an area that it has divided the state into three sections. But AFROTC continues to try to operate with only one person.

Another area that should be explored is a combined recruiting effort. AFROTC, the USAF Recruiting Service, and the Air Force Academy have recruiting programs structured to meet their individual requirements. The programs are uncoordinated, frequently overlap each other in the big geographical areas, and have little or no coverage in the

smaller areas. This definitely is a waste of valuable Air Force resources. The three departments need to get together and coordinate activities. New ideas for recruiting navigators, missilemen, and engineers are required, to change the steadily decreasing enrollments.

13. Over the past few years, the base visitation program has almost totally died out. In the past, airplanes were available and trips to Florida, California, and other areas were possible. Now, because of cutbacks in flying time, money, and gasoline prices, it is almost impossible to arrange base visitation trips. A visit to Wurtsmith Air Force Base, in Michigan, by the cadets in their own cars is almost the only trip left. AFROTC will not even authorize the money for bus transportation. Cadets used to be enthusiastic about base visits; now it's "Who wants to go to Wurtsmith again and drive his own car?" Base visits were once considered high points of the program, and should be reinstated with total support from AFROTC.

Another problem with base visits was the small number of cadets that bases were able to accommodate at one time, usually about 20 cadets. Therefore, many trips had to be scheduled throughout the year to try and give all the cadets an opportunity to make at least one trip. It is therefore recommended that AFROTC schedule at least two base visits per year per detachment, with flying support. Bases that support field training cadets during the summer (upwards of 200 cadets) could be used. Base visitation was a dynamic program in the past, and could become one again in the future.

14. The POC cadets take a three-credit course and spend three hours a week in the classroom. They also have to attend a one-hour a week corps training period, for which they receive no academic credit. The POC are the leaders and managers of this corps training period, in which they teach the GMC students. The actual time the POC member spends in preparation, meetings, and planning for that one hour of corps training is about three hours. Some cadets spend more time, others less. Since no academic credit is given, no grade is given; the Commandant of Cadets prepares a written evaluation of each cadet. It is recommended that all POC cadets be required to take AS 499, an independent study course for the corps training period. With academic credit for corps training, criteria for grading procedures would have to be set up; those doing a better job would be rewarded by receiving a better grade. Credit for the course may be the incentive needed for those who don't try and extend themselves.

15. It is recommended that the haircut standards remain unchanged.

### Discussion

Air Force ROTC enrollments are steadily decreasing. This downward trend needs to be changed. The anti-military sentiment on campuses no longer exists, and is not a threat to the viability of the ROTC program. New recruiting ideas are necessary, to make the public better informed and to gain the support of college and university administrators.



Further, the armed services and the federal government must recognize the importance of ROTC and provide the proper support for the program--in funds, leadership, and material.

If AFROTC is to provide officers for the armed forces, its continuance on campus is clearly in the national interest. AFROTC in the state of Michigan is now experiencing serious problems; University of Detroit is scheduled to close its detachment, the University of Michigan and Michigan Technological University AFROTC detachments have received "letters of concern."

## APPENDICES

## APPENDIX A

### MSU AEROSPACE STUDIES CURRICULUM

## APPENDIX A

### MSU AEROSPACE STUDIES CURRICULUM (Air Force ROTC)

GENERAL MILITARY COURSE (Basic Course): AS 100, 111, 112. Three 1-credit sequenced courses. This AS 100 series familiarizes the students with the doctrine, mission and organization of the US Air Force. It also teaches the functions of the US strategic offensive and defensive forces, general purpose forces and aerospace support forces. TOTAL OF 3 CREDITS.

AS 210, 212. Two 1-credit hour Aerospace Studies courses provide the student with a study of the evolution of Air Power. The course is developed from a historical perspective, starting before the Wright Brothers' effort, continuing through WWII to the present. Emphasis is placed upon the change in the nature of military conflict due to aerospace advancements in technology, doctrine, and employment. These are enriched by an option of PLS 160, Int'l Relations; HST 235, US Mil. Hist.; or MC 220, Contemporary World Politics. TOTAL OF 6 CREDITS.

PROFESSIONAL OFFICER COURSE (Advanced Course): AS 310, 312. Two 3-credit hour Aerospace Studies courses are complemented by a choice of HST 307, Hist. of Amer. Foreign Policy, PLS 365, US in World Affairs; or MC 321, The Amer. Foreign Policy Establishment, to examine policy formulation for and implementation of our national security forces. The role of the professional officer in a democratic society along with the prevailing public attitudes, socialization processes and value orientations associated with professional military service is covered in AS 310. The impact of political, economic and social constraints on defense policy as well as the influence of technology and international developments are discussed in AS 312. TOTAL OF 10 CREDITS.

AS 410, 411, 412: Three 3-credit hour Aerospace Studies courses designed to study leadership theory and management principles in relation to the duties of the Air Force Junior Officer. Understand the importance of the Military Justice System to the Air Force Junior Officer. TOTAL OF 9 CREDITS.

AS 499, Independent Study. POC only. No more than three (3) credit hours per term nor more than six (6) credit hours during undergraduate study.

LEADERSHIP LABORATORY (Corps Training): Each quarter of Aerospace Studies--required course is accompanied by a 0-credit, one-hour leadership laboratory. This lab, also known as Corps Training, involves the study of Air Force customs and courtesies, drill and ceremonies, career opportunities in the Air Force, and the life and work of an Air Force

Officer. Students develop their leadership potential in a practical supervised training laboratory, which typically includes field trips to Air Force installations.

FIELD TRAINING (Summer Camp): Four weeks (six weeks in two-year program) of training at an Air Force base is required. The training includes orientation, survival training, junior officer training, aircraft and aircrew orientation, physical training, small arms marksmanship training, organization and function of an Air Force base, career orientation, and supplemental training. Students are paid for attendance.

## APPENDIX B

### FALL TERM AFROTC, MSU, ENROLLMENT

# APPENDIX B

## FALL TERM AFROTC, MSU, ENROLLMENT, 1963-1974

Year	AS100	AS200	AS300	AS400	GMC Total	POC Total	Total	Commissioned
1963	306	138	79	50	444	129	573	37
1964	447	99	45	56	546	101	647	33
1965	332	131	50	40	463	90	553	40
1966	339	123	50	34	462	84	546	44
1967	277	96	31	40	373	71	444	37
1968	209	70	34	30	279	64	343	41
1969	137	45	33	32	182	65	247	40
1970	59	44	39	37	103	76	179	27
1971	78	17	36	34	95	70	165	34
1972	67	42	19	33	109	52	161	31
1973	62	30	22	18	92	40	132	29
1974	66	33	23	19	99	42	141	15

## APPENDIX C

### PERSONAL DATA SHEET



APPENDIX C

PERSONAL DATA SHEET

Aerospace Year: AS100\_\_\_\_ AS200\_\_\_\_ AS300\_\_\_\_ AS400\_\_\_\_

Sex: Male\_\_\_\_ Female\_\_\_\_

Scholarship: Yes\_\_\_\_ No\_\_\_\_ (2 3 4 Years)

Category: 1P\_\_\_\_ 1N\_\_\_\_ 1M\_\_\_\_ II\_\_\_\_ III\_\_\_\_ Undecided\_\_\_\_

Major\_\_\_\_

Four-year student\_\_\_\_ Two-year student\_\_\_\_

Father in military: Yes\_\_\_\_ No\_\_\_\_. What branch\_\_\_\_

How many years\_\_\_\_

Grade point average\_\_\_\_

APPENDIX D

CADET ATTITUDE SURVEY

## APPENDIX D

### CADET ATTITUDE SURVEY

	<u>Freq.</u>	<u>%</u>
1. On my campus, the prevailing attitude toward AFROTC is favorable.		
a. Strongly agree	0	0
b. Agree	42	41
c. Uncertain	33	32
d. Disagree	25	25
e. Strongly disagree	2	2
2. In terms of income and prestige, I think a young Air Force officer who expects to progress in rank at the usual rate has selected:		
a. An excellent career	23	22
b. A good career	68	67
c. A fair career	10	10
d. A poor career	0	0
e. An extremely poor career	1	1
3. The status of an Air Force officer is one of high prestige in our society.		
a. Strongly agree	9	9
b. Agree	54	53
c. Uncertain	22	21
d. Disagree	17	17
e. Strongly disagree	0	0
4. My chances for promotion and pay in the Air Force are probably equal or superior to my chances in a civilian career.		
a. Strongly agree	25	24
b. Agree	47	46
c. Uncertain	12	12
d. Disagree	15	15
e. Strongly disagree	3	3
5. I intend to make the military a career.		
a. Yes	23	23
b. Probably	23	23
c. Don't know	32	31
d. Probably not	18	17
e. Certainly not	6	6

	<u>Freq.</u>	<u>%</u>
6. The amount of counseling I receive from the AFROTC staff far exceeds the counseling I receive from the university staff.		
a. Strongly agree	38	37
b. Agree	30	29
c. Uncertain	12	12
d. Disagree	18	18
e. Strongly disagree	4	4
ANSWER THIS QUESTION ONLY IF YOU ARE FEMALE. IF YOU ARE MALE, PROCEED TO # 8.		
7. Even with the knowledge that all Air Force flyers are eligible for combat duty, I still feel that women should be allowed to enroll in flying categories on an equitable basis with males.		
a. Strongly agree	13	76
b. Agree	3	18
c. Uncertain	0	0
d. Disagree	1	6
e. Strongly disagree	0	0
8. AFROTC's insistence on relatively close haircuts and short sideburns is justified.		
a. Strongly agree	16	16
b. Agree	39	38
c. Uncertain	7	7
d. Disagree	23	22
3. Strongly disagree	17	17
9. If I were not in AFROTC, I would wear my hair longer.		
a. Certainly not	12	12
b. Probably not	21	20
c. Uncertain	9	9
d. Probably	24	24
e. Certainly	36	35
10. Most students in AFROTC feel that Aerospace Studies courses are easier than others.		
a. Strongly disagree	2	2
b. Disagree	14	14
c. Uncertain	15	14
d. Agree	61	60
e. Strongly agree	10	10

	<u>Freq.</u>	<u>%</u>
11. The quality of instruction in my AFROTC courses compares favorably with that in other college courses I have taken.		
a. Strongly agree	12	12
b. Agree	64	63
c. Uncertain	6	6
d. Disagree	16	15
e. Strongly disagree	4	4
12. The method of instruction most frequently used in my AFROTC class is:		
a. Mostly lecture	13	13
b. Lecture and discussion	78	76
c. Use of media (films, slides, TV, etc.)	11	11
d. Student presentations	0	0
e. Small-group activities (panels, simulations, role playing, games)	0	0
13. I had a personal contact, either individually or in a group, with an Air Force Admissions Counselor before applying for enrollment in AFROTC.		
a. Never	39	38
b. Once	20	20
c. More than once	18	17
d. Contact with an Air Force officer other than an Admissions Counselor	20	20
e. Contact with an Air Force officer but don't remember his official title	5	5
14. AFROTC faculty and staff seem to have adequate interest and time to assist and counsel me.		
a. Strongly agree	45	44
b. Agree	52	51
c. Uncertain	5	5
d. Disagree	0	0
e. Strongly disagree	0	0
15. I have had the opportunity during Corps Training to assume a position of leadership in the program.		
a. Frequently	37	36
b. Sometimes	92	28
c. Occasionally	18	18
d. Seldom	8	8
e. Never	10	10

	<u>Freq.</u>	<u>%</u>
16. I have had the opportunity to teach other cadets during Corps Training.		
a. Frequently	21	20
b. Sometimes	22	22
c. Occasionally	15	15
d. Seldom	16	16
e. Never		
17. I feel that I benefited a great deal from military drill.		
a. Strongly agree	10	10
b. Agree	37	36
c. Uncertain	25	24
d. Disagree	20	20
e. Strongly disagree	10	10
18. The overall Corps Training program is important in teaching management and leadership.		
a. Strongly agree	22	21
b. Agree	54	53
c. Uncertain	13	13
d. Disagree	12	12
e. Strongly disagree	1	1
19. Participation in AFROTC extra-curricular activities contributes significantly to the overall AFROTC experience.		
a. Strongly agree	44	43
b. Agree	25	24
c. Uncertain	19	19
d. Disagree	11	11
e. Strongly disagree	3	3
20. Which of the following choices best describes your principal reason for joining the AFROTC program:		
a. Feeling of military obligation to my country	14	14
b. Scholarship opportunity	12	12
c. Parental pressure	0	0
d. Desire to fly	44	43
e. Job opportunity	32	31
21. The quality of AFROTC textbooks, in general, compared with textbooks used in other college courses, is:		
a. Much better	4	4
b. Better	19	19
c. About the same	57	56
d. Worse	18	17
e. Much worse	4	4

IF YOU ARE ON AN AFROTC SCHOLARSHIP ANSWER QUESTIONS 22, 23, and 24.  
 IF YOU ARE NOT FRESHMEN GO TO QUESTION 25, SOPHOMORES GO TO QUESTION 32,  
 POC GO TO QUESTION 42.

	<u>Freq.</u>	<u>%</u>
22. I would have enrolled in AFROTC even without an AFROTC scholarship.		
a. Certainly	18	36
b. Probably	14	28
c. Uncertain	7	14
d. Probably not	11	22
e. Certainly not	0	0
23. Without my AFROTC scholarship, I would not be able to attend this institution.		
a. Certainly would not be able to attend	10	20
b. Probably would not	13	26
c. Uncertain	5	10
d. Probably would	12	24
e. Certainly would be able to attend	10	20
24. Without my AFROTC scholarship, I would not be able to attend any institution.		
a. Certainly would not be able to attend	4	8
b. Probably would not	6	12
c. Uncertain	8	16
d. Probably would	14	28
e. Certainly would be able to attend	18	36
FRESHMEN CONTINUE WITH QUESTION 25. SOPHOMORES GO TO QUESTION 32. POC GO TO QUESTION 42.		
25. The AS100 supplemental reading text <u>Of Those Who Fly</u> is appropriate with regard to reading ease and difficulty level for a freshman course.		
a. Strongly agree	5	12
b. Agree	26	64
c. Uncertain	9	22
d. Disagree	1	2
e. Strongly disagree	0	0
26. In comparison with my other college texts, the supplemental reading text, <u>Of Those Who Fly</u> , is dull and boring.		
a. Strongly disagree	10	24
b. Disagree	22	54
c. Uncertain	8	20
d. Agree	1	2
e. Strongly agree	0	0

	<u>Freq.</u>	<u>%</u>
27. I would have no serious objections to being quartered in a five-occupant tent at field training.		
a. Strongly agree	10	24
b. Agree	17	42
c. Uncertain	7	17
d. Disagree	5	12
e. Strongly disagree	2	5
28. I would seriously consider withdrawing from the AFROTC program before I would consent to spending four weeks at field training in a tent.		
a. Strongly agree	0	0
b. Agree	0	0
c. Uncertain	3	7
d. Disagree	20	49
e. Strongly disagree	18	44
29. I would prefer to be quartered in a tent at field training if this would insure my attending at a base heavily engaged in flight operation.		
a. Strongly agree	12	29
b. Agree	12	29
c. Uncertain	8	20
d. Disagree	4	10
e. Strongly disagree	5	12
30. I intend to continue next year into AS 200.		
a. Yes	32	78
b. No	9	22
IF YOUR ANSWER TO QUESTION 30 WAS "YES" YOU HAVE FINISHED THE QUESTION-NAIRE. IF YOUR ANSWER WAS "NO" COMPLETE QUESTION 31.		
31. I will not continue into AS200 because I		
a. Am leaving this school	1	11
b. Can't qualify (physical, AFOQT, GPA, other)	4	45
c. Have changed my views toward military life since enrolling	1	11
d. Just don't like AFROTC	2	22
e. Other	1	11



THE FOLLOWING QUESTIONS ARE FOR AS 200 ONLY:

	<u>Freq.</u>	<u>%</u>
32. The quality of instruction of my AS200 course compares favorably with that in other college courses I have taken.		
a. Strongly agree	3	16
b. Agree	11	58
c. Uncertain	2	10
d. Disagree	3	16
e. Strongly disagree	0	0
33. The AS200 textbook, <u>A Quarter Century of Air Power</u> , is appropriate with regard to reading ease and difficulty level for a sophomore course.		
a. Strongly agree	1	5
b. Agree	13	68
c. Uncertain	2	11
d. Disagree	3	16
e. Strongly disagree	0	0
34. In comparison with my other college texts, <u>A Quarter Century of Air Power</u> is dull and boring.		
a. Strongly disagree	1	5
b. Disagree	11	58
c. Uncertain	3	15
d. Agree	2	11
e. Strongly agree	2	11
35. I would have no serious objections to being quartered in a five-occupant tent at field training.		
a. Strongly agree	7	37
b. Agree	4	21
c. Uncertain	3	16
d. Disagree	4	21
e. Strongly disagree	1	5
36. I would seriously consider withdrawing from the AFROTC program before I would consent to spending four weeks at field training in a tent.		
a. Strongly agree	1	5
b. Agree	0	0
c. Uncertain	3	16
d. Disagree	8	42
e. Strongly disagree	7	37

	<u>Freq.</u>	<u>%</u>
37. I would prefer to be quartered in a tent at field training if this would insure my attending at a base heavily engaged in flight operations.		
a. Strongly agree	6	32
b. Agree	5	26
c. Uncertain	6	32
d. Disagree	2	10
e. Strongly disagree	0	0
38. The quality of instruction in my substitute course is much better than that of the Aerospace courses I have taken.		
a. Strongly agree	0	0
b. Agree	1	5
c. Uncertain	4	21
d. Disagree	8	42
e. Strongly disagree	6	32
38. I would rather take course substitutions than Aerospace courses.		
a. Strongly agree	0	0
b. Agree	2	11
c. Uncertain	5	26
d. Disagree	11	58
e. Strongly disagree	1	5

IF YOUR ANSWER TO QUESTION 40 WAS "YES" YOU HAVE COMPLETED THE QUESTIONNAIRE. IF YOUR ANSWER WAS "NO" COMPLETE QUESTION 41.

41. I will not continue into the advance program because I		
a. Am leaving this school	1	25
b. Can't qualify (physical, AFOQT, GPA, and other)	2	50
c. Have changed my views toward military life since enrolling	0	0
d. Just don't like AFROTC	0	0
e. Other	1	25

THE FOLLOWING QUESTIONS ARE FOR POC MEMBERS ONLY.

42. The quality of instruction in my substitution courses was much better than that of the Aerospace courses I have taken.		
a. Strongly agree	6	15
b. Agree	9	21
c. Uncertain	9	21
d. Disagree	13	31
e. Strongly disagree	5	12

	<u>Freq.</u>	<u>%</u>
43. I would rather take course substitutions than Aerospace courses.		
a. Strongly agree	6	14
b. Agree	5	12
c. Uncertain	13	31
d. Disagree	15	36
e. Strongly disagree	3	7
44. I felt I was adequately prepared for field training.		
a. Strongly agree	5	12
b. Agree	21	50
c. Uncertain	3	7
d. Disagree	12	29
e. Strongly disagree	1	2
45. My Field Training Officer set an excellent example and did an outstanding job.		
a. Strongly agree	11	26
b. Agree	12	29
c. Uncertain	11	26
d. Disagree	6	14
e. Strongly disagree	2	5
46. Field training offered me the opportunity to perform in leadership roles.		
a. Strongly agree	7	17
b. Agree	26	62
c. Uncertain	1	2
d. Disagree	5	12
e. Strongly disagree	3	7
47. In my detachment's corps training program, I have been given the opportunity to act as a Squadron or Flight Commander.		
a. Frequently	12	28
b. Sometimes	5	12
c. Seldom	2	5
d. Once	5	12
e. Never	18	43
48. I would have had no serious objection to being quartered in a five-occupant tent at field training.		
a. Strongly agree	4	10
b. Agree	15	35
c. Uncertain	5	12
d. Disagree	8	19
e. Strongly disagree	10	24

	<u>Freq.</u>	<u>%</u>
49. I would have seriously considered withdrawing from the AFROTC program before consenting to spending four or six weeks at field training in a tent.		
a. Strongly agree	2	5
b. Agree	2	5
c. Uncertain	3	7
d. Disagree	27	64
e. Strongly disagree	8	19
50. I would have preferred to be quartered in a tent at field training if this would have insured attendance at a base heavily engaged in flight operations.		
a. Strongly agree	2	5
b. Agree	9	21
c. Uncertain	8	19
d. Disagree	16	38
e. Strongly disagree	7	17
51. AFROTC offers the student more opportunities for problem solving, decision making and creative thinking than most college courses.		
a. Strongly agree	13	31
b. Agree	22	52
c. Uncertain	2	5
d. Disagree	5	12
e. Strongly disagree	0	0
52. AFROTC course objectives include the development of communicative skills; which of the following statements is most nearly accurate?		
a. AFROTC teaches the techniques involved in these skills.	2	5
b. AFROTC enables students to practice these skills.	6	14
c. AFROTC teaches and then provides students practice in these skills.	34	81
d. My AFROTC instruction has not included communicative skills.	0	0
53. Subject matter learned by the class from student presentations compared with instructor presentations is:		
a. Much more	0	0
b. More	5	12
c. About the same	14	33
d. Less	18	43
e. Much less	5	12

	<u>Freq.</u>	<u>%</u>
54. Considering the time, nature of subject matter, and difficulty of material I receive adequate academic credit for AFROTC.		
a. Strongly agree	5	12
b. Agree	30	71
c. Uncertain	1	2
d. Disagree	4	10
e. Strongly disagree	2	5
55. Since my enrollment in AFROTC I have participated in AFROTC-sponsored visits (other than field training) to one or more Air Force bases or installations.		
a. Never	8	19
b. Once	9	21
c. Twice	11	27
d. Three times	9	21
e. Four or more times	5	12
IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS "a" (NEVER) SKIP QUESTION 56 AND GO ON TO QUESTION 57.		
56. My visit(s) to one or more Air Force bases provided me valuable information about the Air Force and the various career specialties it has to offer.		
a. Strongly agree	11	32
b. Agree	18	53
c. Uncertain	2	6
d. Disagree	2	6
e. Strongly disagree	1	3
57. Viewed in retrospect, I believe that the field training experience produced some desirable changes in my attitudes and behavior.		
a. Strongly agree	11	27
b. Agree	18	43
c. Uncertain	6	14
d. Disagree	6	14
e. Strongly disagree	1	2
58. I believe that field training was a worthwhile experience.		
a. Strongly agree	16	38
b. Agree	22	53
c. Uncertain	1	2
d. Disagree	2	5
e. Strongly disagree	1	2

	<u>Freq.</u>	<u>%</u>
59. Field training served to increase my enthusiasm at the prospect of serving in the Air Force.		
a. Strongly agree	13	31
b. Agree	15	36
c. Uncertain	7	16
d. Disagree	6	14
e. Strongly disagree	1	2
60. A delay of more than ninety days prior to entry on active duty would have a detrimental effect on my career plans and morale.		
a. Strongly agree	10	24
b. Agree	11	26
c. Uncertain	5	12
d. Disagree	10	24
e. Strongly disagree	6	14
IF YOU ARE A STUDENT IN AS300, CONTINUE WITH #61. AS400 STUDENTS GO TO #66.		
61. The quality of instruction of my AS300 course compares favorably with that in other college courses I have taken.		
a. Strongly agree	1	4
b. Agree	12	52
c. Uncertain	5	22
d. Disagree	2	9
e. Strongly disagree	3	13
62. The study of "Civilian-Military Relations" is an interesting and valuable asset to me.		
a. Strongly agree	6	26
b. Agree	13	57
c. Uncertain	3	13
d. Disagree	1	4
e. Strongly disagree	0	0
63. The study of "Strategy and Management of Conflict" is an interesting and valuable asset to me.		
a. Strongly agree	2	9
b. Agree	16	69
c. Uncertain	2	9
d. Disagree	3	13
e. Strongly disagree	0	0

	<u>Freq.</u>	<u>%</u>
64. The quality of the text <u>American Defense Policy</u> , compared with texts for other college courses, was:		
a. Very good	5	22
b. Good	3	13
c. Adequate	12	52
d. Poor	12	52
e. Very poor	0	0
65. I found the text <u>American Defense Policy</u> to be unduly difficult to read and understand.		
a. Strongly disagree	0	0
b. Disagree	9	39
c. Uncertain	6	24
d. Agree	8	35
e. Strongly agree	0	0

THE FOLLOWING QUESTIONS ARE FOR AS400 STUDENTS ONLY. AS300 STUDENTS ARE FINISHED.

66. The quality of the text <u>Concepts of Air Force Leadership</u> , compared with texts for other college courses, was:		
a. Very good	1	2
b. Good	1	2
c. Adequate	7	37
d. Poor	6	32
e. Very poor	4	21
67. The quality of the text <u>Management, A Contemporary Introduction</u> , in comparison with texts for other college courses, was		
a. Very good	7	37
b. Good	2	11
c. Adequate	9	47
d. Poor	1	5
e. Very poor	0	0
68. The text <u>Management, A Contemporary Introduction</u> was too simple for senior students.		
a. Strongly disagree	0	0
b. Disagree	11	58
c. Uncertain	3	16
d. Agree	4	21
e. Strongly agree	1	5

	<u>Freq.</u>	<u>%</u>
69. The corps training program provided me an opportunity to apply leadership and management principles studied in the classroom.		
a. Strongly agree	6	32
b. Agree	9	47
c. Uncertain	1	5
d. Disagree	1	5
e. Strongly disagree	2	11
70. The quality of instruction of my AS400 course compares favorably with that in other college courses I have taken.		
a. Strongly agree	3	16
b. Agree	11	58
c. Uncertain	4	21
d. Disagree	1	5
e. Strongly disagree	0	0
71. The quality of instruction in my substitution courses was much better than that of the Aerospace courses I have taken.		
a. Strongly agree	0	0
b. Agree	3	16
c. Uncertain	7	37
d. Disagree	6	31
e. Strongly disagree	3	16
72. I would rather take course substitutions than Aerospace courses.		
a. Strongly agree	1	5
b. Agree	3	16
c. Uncertain	4	21
d. Disagree	7	37
e. Strongly disagree	4	21
IF YOU ARE ENROLLED IN OR HAVE COMPLETED THE FLIGHT INSTRUCTION PROGRAM, CONTINUE WITH QUESTION 73. IF YOU ARE NOT ENROLLED IN FIP, YOU HAVE FINISHED.		
73. I would have not enrolled in the POC if there had been no Flight Instruction Program.		
a. Strongly agree	0	0
b. Agree	1	11.1
c. Uncertain	0	0
d. Disagree	4	44.4
e. Strongly disagree	4	44.4



	<u>Freq.</u>	<u>%</u>
69. The corps training program provided me an opportunity to apply leadership and management principles studied in the classroom.		
a. Strongly agree	6	32
b. Agree	9	47
c. Uncertain	1	5
d. Disagree	1	5
e. Strongly disagree	2	11
70. The quality of instruction of my AS400 course compares favorably with that in other college courses I have taken.		
a. Strongly agree	3	16
b. Agree	11	58
c. Uncertain	4	21
d. Disagree	1	5
e. Strongly disagree	0	0
71. The quality of instruction in my substitution courses was much better than that of the Aerospace courses I have taken.		
a. Strongly agree	0	0
b. Agree	3	16
c. Uncertain	7	37
d. Disagree	6	31
e. Strongly disagree	3	16
72. I would rather take course substitutions than Aerospace courses.		
a. Strongly agree	1	5
b. Agree	3	16
c. Uncertain	4	21
d. Disagree	7	37
e. Strongly disagree	4	21
IF YOU ARE ENROLLED IN OR HAVE COMPLETED THE FLIGHT INSTRUCTION PROGRAM, CONTINUE WITH QUESTION 73. IF YOU ARE NOT ENROLLED IN FIP, YOU HAVE FINISHED.		
73. I would have not enrolled in the POC if there had been no Flight Instruction Program.		
a. Strongly agree	0	0
b. Agree	1	11.1
c. Uncertain	0	0
d. Disagree	4	44.4
e. Strongly disagree	4	44.4

	<u>Freq.</u>	<u>%</u>
74. The most attractive aspect of the Flight Instruction Program to me was the opportunity to obtain a private pilot's license.		
a. Strongly agree	4	44.4
b. Agree	3	33.3
c. Uncertain	0	0
d. Disagree	0	11.1
e. Strongly disagree	1	11.1
75. I was most disappointed when the flying hours were reduced to 25 in the Flight Instruction Program.		
a. Strongly agree	8	88.8
b. Agree	0	0
c. Uncertain	1	11.1
d. Disagree	0	0
e. Strongly disagree	0	0
76. I found the Flight Instruction Program to be a disappointing and demotivating experience.		
a. Strongly disagree	2	22.2
b. Disagree	3	33.3
c. Uncertain	3	33.3
d. Agree	0	0
e. Strongly agree	1	11.1

IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS "d" OR "e" ANSWER THE FOLLOWING QUESTION. OTHERWISE, OMIT IT AND YOU ARE COMPLETED.

77. The reason I found FIP to be a disappointing or demotivating experience was		
a. I did not complete it successfully	0	0
b. It did not develop confidence in my ability to fly.	1	100
c. Poor instruction	0	0
d. Too demanding on my time	0	0

YOU HAVE COMPLETED THE QUESTIONNAIRE.

APPENDIX E

CADET RESPONSES

# APPENDIX E

## CADET RESPONSES

	A				B				C				D				E			
	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS
1.	0	0	0	0	6/14	3/2	6/0	9/2	1/9	3/5	6/7	2/0	2/8	5/1	2/2	4/1	0/1	0	0	1/0
2.	1/11	3/3	3/1	1/0	7/18	7/5	11/6	11/3	1/2	1/0	0/2	4/0	0	0	0	0	0/1	0	0	0
3.	0/6	2/0	0	1/0	6/15	5/8	9/5	6/0	2/8	1/0	4/1	4/2	1/3	3/0	1/3	5/1	0	0	0	0
4.	1/11	3/2	2/2	3/1	5/11	6/4	9/5	6/1	2/4	0	1/1	4/0	1/5	1/2	2/1	2/1	0/1	1/0	0	1/0
5.	0/9	4/4	5/0	1/0	2/4	3/0	5/4	4/1	3/8	1/4	4/3	8/1	4/7	3/0	0/2	2/0	0/4	0	0	1/1
6.	4/6	5/2	9/2	7/3	2/9	5/4	4/3	3/0	0/6	0/2	1/1	2/0	3/8	1/0	0/3	3/0	0/3	0	0	1/0
7.	0/6	0/2	0/3	2/0	0/1	0/1	0	1/0	0	0	0	0	0/1	0	0	0	0	0	0	0
8.	2/7	2/1	1/1	2/0	3/12	3/5	6/4	5/1	0/2	1/0	3/0	1/0	0/8	2/1	2/2	6/2	4/3	3/1	2/2	2/0
9.	1/2	1/2	1/2	2/1	0/9	3/1	3/3	2/0	1/3	0/3	0/1	1/0	2/8	1/1	5/0	6/1	5/10	6/1	5/3	5/1
10.	1/1	0	0	0	0/2	3/2	2/3	2/0	2/7	1/2	2/0	1/0	6/15	7/4	10/6	10/3	0/7	0	0	3/0
11.	1/6	0/2	1/1	1/0	6/18	9/5	7/5	11/3	0/1	0/1	1/1	2/0	2/6	2/0	4/1	1/0	0/1	0	1/1	1/0
12.	0/2	6/3	0/1	1/0	7/22	4/5	14/8	15/3	2/8	1/0	0	0	0	0	0	0	0	0	0	0
13.	2/9	5/3	6/2	12/0	3/5	2/1	2/5	2/0	2/4	3/2	4/1	1/1	1/12	1/1	2/0	1/2	1/2	0/1	0/1	0
14.	3/13	6/3	4/5	9/2	6/16	5/5	9/4	6/1	0/3	0	1/0	1/0	0	0	0	0	0	0	0	0
15.	0/3	4/2	8/6	14/0	4/7	6/4	3/1	1/3	2/12	1/1	1/0	1/0	0/5	0/1	1/1	0	3/5	0	1/1	0
16.	0	1/0	8/4	8.0	1/2	3/4	2/2	6/2	1/7	3/1	1/1	1/0	2/7	2/3	1/0	1/0	5/16	2/0	2/2	1/0
17.	2/4	0	2/0	2/0	1/15	2/5	3/5	6/0	2/7	5/2	2/1	4/2	4/4	1/1	3/2	4/1	0/2	3/0	4/1	0
18.	2/7	2/1	1/2	7/0	6/18	4/6	9/3	5/3	0/4	2/1	1/2	3/0	1/2	3/0	3/2	1/0	0/1	0	0	0/1

	A				B				C				D				E			
	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS
19.	4/17	5/3	6/2	6/1	2/7	2/2	3/3	4/2	3/4	2/3	2/1	4/0	0/4	2/0	1/2	2/0	0	0	2/1	0
20.	1/16	1/2	2/0	2/0	2/1	1/0	3/1	3/1	0	0	0	0	5/13	9/3	6/1	6/1	1/12	0/3	3/7	5/1
21.	1/2	0	0/1	0	1/8	2/2	1/1	2/2	6/19	6/6	8/3	8/1	1/3	1/0	5/4	4/0	0	2/0	0	2/0
22.	2/0	1/0	7/0	8/0	3/0	4/0	3/0	4/0	1/0	1/0	2/0	3/0	3/0	5/0	2/0	1/0	0	0	0	0
23.	1/0	4/0	3/0	2/0	1/0	1/0	6/0	5/0	3/0	2/0	0	0	3/0	3/0	3/0	30/	1/0	1/0	2/0	6/0
24.	0	2/0	1/0	1/0	1/0	1/0	0	4/0	1/0	2/0	4/0	1/0	4/0	1/0	6/0	3/0	3/0	5/0	3/0	7/0
25.	2/3				6/20				1/8				0/1			0				
26.	3/7				4/18				1/7				1/0			0				
27.	3/7				3/14				2/5				1/4			0/2				
28.	0				0				0/3				3/17			6/12				
29.	4/8				3/9				2/6				0/4			0/5				
30.	8/24				1/8				0				0			0				
31.	0/1				0/4				1/0				0/2			0/1				
32.		2/1				6/5				0/2				3/0				0		
33.		0/1				9/4				1/1				1/2				0		
34.		0/1				7/4				1/2				1/1				2/0		
35.		4/3				2/2				2/1				3/1				0/1		
36.		1/0				0				3/0				3/5				4/3		
37.		4/2				3/2				4/2				0/2				0		
38.		0				1/0				1/3				6/2				3/3		

	A				B				C				D				E			
	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS
39.		0				1/1				3/2				6/5				1/0		
40.		10/5				1/3				0				0				0		
41.		1/0				0/2				0				0				0/1		
42.			3/1	2/0			5/2	1/1			2/1	6/0			4/4	4/1		0/1	3/1	
43.			2/2	2/0			3/0	2/0			5/0	7/1			3/7	3/2		1/0	2/0	
44.			1/0	4/0			7/6	5/3			0/2	1/0			6/0	6/0		0/1	0	
45.			5/2	4/0			2/3	5/2			4/4	3/0			3/0	3/0		0	1/1	
46.			2/0	5/0			11/7	7/1			0	0/1			1/2	2/0		0	2/1	
47.			4/2	6/0			0/1	3/1			1/0	1/0			1/1	2/1		8/5	4/1	
48.			3/0	1/0			3/4	6/2			2/2	1/0			2/3	2/1		4/0	6/0	
49.			0	2/0			1/0	1/0			0/1	2/0			10/6	9/2		3/2	2/1	
50.			2/0	0			4/1	3/1			1/2	5/0			5/4	5/2		2/2	3/0	
51.			5/0	8/0			7/7	5/3			1/0	1/0			1/2	2/0		0	0	
52.			0	2/0			3/1	1/1			11/8	13/2			0	0		0	0	
53.			0	0			1/1	2/1			5/4	4/1			5/3	9/1		3/1	1/0	
54.			0	5/0			12/8	7/3			0/1	0			1/0	3/0		1/0	1/0	
55.			3/5	0			2/0	5/2			4/2	4/1			3/1	5/0		2/1	2/0	
56.			4/1	6/0			6/3	6/3			1/0	1/0			0	2/0		0	1/0	
57.			3/4	3/1			8/4	6/0			2/0	4/0			1/1	3/1		0	0/1	
58.			5/6	5/0			7/3	10/2			1/0	0			1/0	1/0		0	0/1	

	A				B				C				D				E			
	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS	FR S/NS	SO S/NS	JR S/NS	SR S/NS
59.		6/5	2/0			5/2	7/1			1/2	3/1			2/0	4/0			0/1		
60.		3/1	4/2			6/3	2/0			0	4/1			5/2	3/0			0/3		3/0
61.		1/0				6/6				3/2				2/0				2/1		
62.		2/4				9/4				2/1				1/0				0		
63.		1/1				9/7				2/0				2/1				0		
64.		2/3				2/1				7/5				3/0				0		
65.		0				4/5				5/1				5/3				0		
66.			1/0				0/1				5/2				6/0			4/0		
67.			6/1				2/0				7/2				1/0			0		
68.			0				9/2				3/0				3/1			1/0		
69.			6/0				6/3				1/0				1/0			2/0		
70.			3/0				8/3				4/0				1/0			0		
71.			0				2/1				5/2				6/0			3/0		
72.			1/0				3/0				4/0				4/3			4/0		
73.			0				1/0				0				4/0			4/0		
74.			4/0				3/0				0				1/0			1/0		
75.			8/0				0				1/0				0			0		
76.			2/0				3/0				3/0				0			1/0		
77.			0				1/0				0				0			0		

APPENDIX F

RESEARCH QUESTIONS



## APPENDIX F

### RESEARCH QUESTIONS

1. INSTRUCTION: Questions 6, 10, 11, 14, 32, 51, 52, 61, 70
2. METHODOLOGY: Questions 12, 53
3. TEXTBOOKS: Questions 21, 25, 26, 33, 34, 62, 63, 64, 65, 66, 67, 68
4. CORPS TRAINING: Questions 15, 16, 18, 47, 69
5. FIELD TRAINING: Questions 27,28,29,35,36,37,44,45,46,48,49,50,57,  
58,59
6. DRILL: Question 17
7. SCHOLARSHIPS: Questions 22, 23, 24
8. FLIGHT INSTRUCTION PROGRAM: Questions 73, 74, 75, 76, 77
9. AIR FORCE, AFROTC, CAREER INTENT: Questions 1, 2, 3, 4, 5, 19, 20  
30, 31, 40, 41, 60
10. COURSE SUBSTITUTION: Questions 38, 39, 42, 43, 71, 72
11. WOMEN: Question 7
12. ADMISSION COUNSELOR: Question 13
13. BASE VISITS: Questions 55, 56
14. ACADEMIC CREDIT: Question 54
15. HAIRCUT STANDARDS: Questions 8, 9

## APPENDIX G

### CADET PERSONNEL GROUPING

# APPENDIX G

## CADET PERSONNEL GROUPING

Freshman			
Scholarship		Nonscholarship	
Male	Female	Male	Female
9	0	24	8

Sophomore			
Scholarship		Nonscholarship	
Male	Female	Male	Female
11	0	5	3

Junior			
Scholarship		Nonscholarship	
Male	Female	Male	Female
14	0	6	3

Senior			
Scholarship		Nonscholarship	
Male	Female	Male	Female
12	2	2	1

APPENDIX H

INSTRUCTOR ATTITUDE SURVEY

## APPENDIX H

### INSTRUCTOR ATTITUDE SURVEY

	100	200	300	400
1. I feel that my academic background is adequate for performance of my function as instructor.				
a. Strongly agree	1	1	1	
b. Agree				1
c. Uncertain				
d. Disagree				
e. Strongly disagree				
2. I believe that my attendance at the Academic Instructor course was well worth the time and effort I afforded it.				
a. Strongly agree		1	1	
b. Agree	1			1
c. Uncertain				
d. Disagree				
e. Strongly disagree				
3. If I perform my schedule efficiently, I have adequate time to perform my assigned duties.				
a. Strongly agree				
b. Agree		1		
c. Uncertain	1		1	
d. Disagree				1
e. Strongly disagree				
(CHOOSE ONE) OMIT THIS QUESTION IF YOU ARE THE "PAS"				
4. The following activity takes the greatest percentage of my time.				
a. Recruiting	1			
b. Preparing for and teaching classes				
c. Counseling				
d. Administration			1	1
e. Other				

	100	200	300	400
5. In terms of quality of guidance, willingness to assist, and caliber of service rendered, my relationships with the various AFROTC staff agencies at Maxwell AFB have been highly satisfactory.				
a. Strongly agree		1		
b. Agree	1		1	1
c. Uncertain				
d. Disagree				
e. Strongly disagree				
6. The caliber of student presently enrolling in AFROTC at this institution is the same as, or better than, the caliber of the general student body.				
a. Strongly agree				
b. Agree	1		1	1
c. Uncertain		1		
d. Disagree				
e. Strongly disagree				
7. I believe that the quality of student enrolling in AFROTC on this campus has depreciated in the all-volunteer environment.				
a. Strongly agree				
b. Agree				
c. Uncertain				
d. Disagree	1	1	1	1
e. Strongly disagree				
8. The overall Corps Training program on campus is important in teaching management and leadership.				
a. Strongly agree	1	1		
b. Agree			1	1
c. Uncertain				
d. Disagree				
e. Strongly disagree				
9. When I receive the <u>Education Journal</u> , I				
a. Read it thoroughly			1	
b. Read the portion that seems to pertain to me or my job	1	1		1
c. Skim through it				
d. Sometimes skim through it, sometimes do not				
e. Don't read it at all				

	100	200	300	400
10. The <u>Education Journal</u> , during AY74-75, gave me				
a. Many new teaching ideas which I implemented				
b. One or two new teaching ideas which I implemented			1	1
c. Some valuable ideas or insights, even though none were implemented	1	1		
d. No new ideas				
e. Only ideas available from other sources				
11. The <u>Education Journal</u> is well worth the time and money spent in editing, printing, distributing and reading it.				
a. Strongly agree				
b. Agree	1	1	1	1
c. Uncertain				
d. Disagree				
e. Strongly disagree				
12. I believe that my tour of duty on AFROTC will have a favorable impact on my career progression potential.				
a. Strongly agree				
b. Agree				
c. Uncertain	1	1		1
d. Disagree			1	
e. Strongly disagree				
OMIT IF YOU ARE THE "PAS"				
13. I regard my primary job to be				
a. Recruiting	1			
b. Teaching				1
c. Counseling				
d. Other			1	
14. I employ the following method of instruction most frequently in my class.				
a. Lecture				
b. Lecture and discussion	1	1	1	
c. Use of media (films, slides, TV, etc.)				
d. Student presentations				
e. Small group activities (panels, simulations, gaming)				1

	100	200	300	400
15. I show all or part of a film in the percent of my classes as indicated below.				
a. Less than 5%			1	1
b. Between 6-15%		1		
c. Between 16-30%	1			
d. Between 31-60%				
e. More than 60%				
16. The "quantity" of available support films is adequate.				
a. Strongly agree				
b. Agree	1	1		
c. Uncertain				
d. Disagree				1
e. Strongly disagree			1	
17. The "quality" of available support films is adequate.				
a. Strongly agree				
b. Agree				
c. Uncertain	1			
d. Disagree		1	1	1
e. Strongly disagree				
18. The "quality" of AFROTC instruction in (AS100, AS200, AS300, AS400) compared with other college courses is				
a. Much better				
b. Better			1	1
c. Same	1	1		
d. Worse				
e. Much worse				
19. I use slides in the percent of my classes as indicated below.				
a. Less than 5%		1	1	1
b. Between 6-15%				
c. Between 16-30%	1			
d. Between 31-60%				
e. More than 60%				
20. The "quantity" of available support slides is adequate.				
a. Strongly agree				
b. Agree	1			
c. Uncertain				
d. Disagree		1		1
e. Strongly disagree			1	





	100	200	300	400
21. The "quality" of available support slides is adequate.				
a. Strongly agree				
b. Agree				
c. Uncertain	1	1		
d. Disagree			1	1
e. Strongly disagree				
22. I believe that GMC course materials as presently provided are as likely to "turn students off" as to "turn them on."				
a. Strongly agree				
b. Agree				
c. Uncertain			1	1
d. Disagree	1	1		
e. Strongly disagree				
23. I have found the <u>Handbook for Instructors</u> to be				
a. Very valuable		1		1
b. Valuable	1			
c. Uncertain			1	
d. Of little value				
e. Of practically no value				
24. The guidance provided in the <u>Handbook for Instructors</u> is in sufficient detail.				
a. Strongly agree		1		1
b. Agree				
c. Uncertain	1			
d. Disagree			1	
e. Strongly disagree				
25. I follow the guidance in the <u>Handbook for Instructors</u> .				
a. Nearly always		1		
b. More than half the time	1			1
c. About half the time				
d. Less than half the time				
e. Not often			1	

AS100 INSTRUCTORS CONTINUE WITH QUESTION 26. AS200 INSTRUCTOR GO TO QUESTION 28, AS300 TO QUESTION 29, AS400 TO QUESTION 31.

100 200 300 400

26. The AS100 text Of Those Who Fly is a welcome and valuable addition to available materials.
- a. Strongly agree
  - b. Agree 1
  - c. Uncertain
  - d. Disagree
  - e. Strongly disagree
27. I believe that the material included in Of Those Who Fly reflects a step in the right direction in the production of freshman readings.
- a. Strongly agree
  - b. Agree 1
  - c. Uncertain
  - d. Disagree
  - e. Strongly disagree

AS100 INSTRUCTORS HAVE COMPLETED THE QUESTIONNAIRE.  
AS200 CONTINUE WITH #28.

28. The AS200 text A Quarter Century of Air Power is adequate for a sophomore class.
- a. Strongly agree
  - b. Agree 1
  - c. Uncertain
  - d. Disagree
  - e. Strongly disagree

AS200 INSTRUCTORS HAVE COMPLETED THE QUESTIONNAIRE.  
AS300 CONTINUE WITH #29.

29. I believe that the sequence of presentation of material in AS300 and AS400 should be reversed so that cadets could study leadership and management during the junior year.
- a. Strongly agree
  - b. Agree
  - c. Uncertain
  - d. Disagree
  - e. Strongly disagree 1

100 200 300 400

30. The AS300 text American Defense Policy is adequate for a junior class.

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

1

AS300 INSTRUCTORS HAVE COMPLETED THE QUESTIONNAIRE.  
AS400 CONTINUE WITH #31.

AS400 INSTRUCTORS ONLY:

31. I believe that the sequence of presentation of material in AS300 and AS400 should be reversed so that cadets could study leadership and management during the junior year.

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

1

32. The AS400 text Concepts of Air Force Leadership is adequate for a senior class.

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

1

33. The AS400 text Management: A Contemporary Introduction is adequate for a senior class.

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

1

AS400 INSTRUCTOR IS COMPLETED.

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