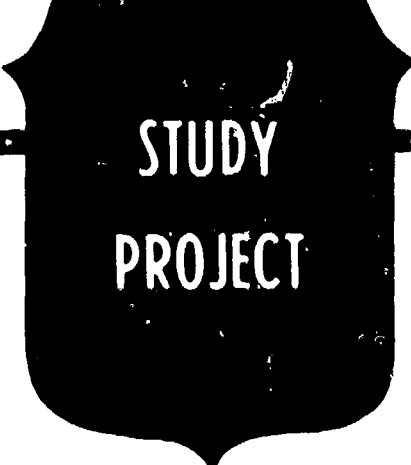


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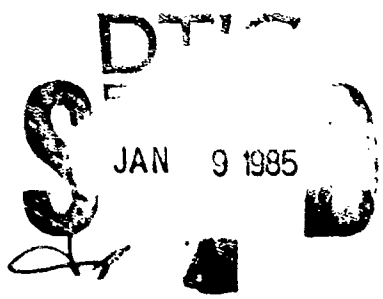
A REVIEW OF THE TRI-SERVICE ACADEMY AND ROTC SCHOLARSHIP MANPOWER REQUIREMENTS AS THEY RELATE TO THE DECREASING HIGH SCHOOL GRADUATE RESOURCE

BY

COLONEL RICHARD D. BROWN
UNITED STATES AIR FORCE

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30 MARCH 1984

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20. ABSTRACT--Continuation.

Today the primary target audience from which academy and ROTC scholarship applications are received is on the decrease. This decreasing pool is the high school graduating classes. Additionally, at the same time as this pool is reducing in size, the respective services are becoming more definitive as to the characteristics required for selection as an academy appointee or ROTC scholarship recipient. The service academy nomination process also divides these limited subsets of the potential application pool into 545 Congressional and Senatorial districts.

This individual research project attempts to review admission requirements for the three DOD service academies and for the three ROTC scholarship programs as they relate to the decreasing high school graduating population. The conclusions recommend further refinement of the data in specific areas where commonality exists.

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USAWC MILITARY STUDIES PROGRAM

**A REVIEW OF THE TRI-SERVICE ACADEMY AND ROTC
SCHOLARSHIP MANPOWER REQUIREMENTS AS THEY RELATE
TO THE DECREASING HIGH SCHOOL GRADUATE RESOURCE**

INDIVIDUAL STUDY PROJECT

by

**Colonel Richard D. Brown
United States Air Force**

**US Army War College
Carlisle Barracks, Pennsylvania 17013
30 March 1984**

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CHAPTER I

INTRODUCTION

For the past five years I have been assigned to the United States Air Force Academy as the Director of the Admissions Liaison Office. During this assignment I was continually confronted with the widely held idea that service academies do not need to recruit. Members of Congress, our military leaders, other college and university administrators and many parents felt that each military service academy had more than sufficient applicants to fill cadet requirements. On the surface this perception can be substantiated.

The interest in applying to all three service academies during the past admission cycle (Class of 1987) reached an all time high. Chart 1-1 reflects this interest.¹

Chart 1-1

Academy Applicants (Class of 1987)

	<u>USAFA</u>	<u>Annapolis</u>	<u>West Point</u>	<u>Total</u>
Number of Applications sent to perspective applicants	37,426	118,000 ²	40,000	195,427
Number of Applicants returned	12,426	13,568	9,000	34,994
Number of Applicants receiving nomination	8,663	7,975	6,220	22,858
Number of Cadets entered	1,449	1,356	1,443	4,248

Over 195,000 applications were sent to perspective applicants, 34,994 were completed and 22,858 candidates obtained a congressional or

presidential nomination. Last July 4,248 of these individuals entered our military service academies. The past admissions cycle is not unique. The Air Force Academy application return rate has risen over 42% since 1978, growing from 8,692 returns for the Class of 1981 to 12,426 for the Class of 1987.³ Annapolis and West Point have enjoyed similar increases.

Although these figures are encouraging, individual service commissioning requirements and the basic presidential and congressional nomination process restrict each of the service academy's recruiting pool. Chart 1-2 projects a different picture of the admission statistics for the USAF Academy.⁴

Chart 1-2

USAF Academy Admission Statistics

<u>Pool</u>	<u>Class of 1987</u>
3,000,000	High School Graduates
500,000	Meet Minimum Entrance Requirements
37,426	Applications Accepted
12,481	Applications
6,194	Qualified Applicants
3,511	Qualified Nominees
341	Qualified Women Nominees
396	Qualified Minorities
1,512	Qualified Male Pilots

Today is an environment for positive recruiting. Incentives have never been better. Students who entered the academies in 1983 will be the leaders of the Military Forces in the 21st century. Weapon procurement in the 1980s and 90s will result in a new generation of combat capability. Patriotism is at a 20 year high. Aerospace activities are frequently in the public eye and the US economy has been less than desired. The cost of a secondary education has also skyrocketed. A recent survey conducted by the Chronicle of Higher Education indicated that both private and public tuition rates have risen in 1983-84 by 9.4%

and 6.3% respectively. The average tuition cost in 1983-84 is \$8,077 and \$3,955 in the private and public systems.⁵

In this environment to receive 12,481 applications from a potential pool of over 3,000,000 high school graduates is not laudatory. To have 6,194 young men and women meet minimum entrance standards from a pool of 500,000 does not highlight achievement, and to offer appointments for the Class of 1987 to 1875 individuals from only 3,511 qualified and nominated individuals is not indicative of the praise the Air Force Academy has received concerning the applicant interest. When one reviews the pool size available from which the Air Force Academy chooses individuals to meet specific future requirements the selectivity becomes even less positive. At the USAF Academy 1,219 males, who were physically qualified for pilot training and who also met at least minimum overall entrance requirements, were offered appointments. These individuals were chosen from a pool of 1,512 applicants.⁶ Selectivity in this category was 1.2 to 1. Similar examples can be presented in the minority areas. Surely this selectivity rate does not correlate with the perceived academy recruiting achievements. To the contrary it may indicate a need to improve the qualified candidate pool in specific subsets of the applicants.

An integral factor within the academy admission system which must be considered when reviewing the applicant pool is the congressional and military nomination requirement. Appendix I is a analysis by congressional district of the number of applicants in each district for the USAF Academy Class of 1986 and the number of applicants and qualified applicants for the USAF Academy Class of 1987.⁷ For the Class of 1986, 159 congressional districts had less than 20 applicants (The 20 cut off

Figure was selected in light of the fact that all Senators and Congressmen can have five charged cadets at each service academy at any one time. For each vacancy, the Senator or Congressman may nominate ten young men and women for consideration of the respective academy. With normal attrition and yearly graduation most Members of Congress have two or more vacancies to which they can nominate.) 85 congressional districts had 20 or more qualified applicants from which to select for the Class of 1987. In these districts many young men and women who were qualified, were not nominated and therefore were never entered into the pool from which the academy selects its cadets. In other districts non qualified young men and women were nominated because no one else had applied. In still other districts minimally qualified applicants were the best in the district and therefore were offered appointments. (A detailed explanation of the nomination process is contained in Appendix II.)

This study reviews the applicant statistics at the Air Force Academy, widening the prospective to include Annapolis, West Point and the three ROTC scholarship programs. The purpose of this review is to determine if the problems associated with the applicant pool is unique to the Air Force Academy.

At the conclusion of this review specific recommendations have been made for consideration by each service academy and ROTC program.

CHAPTER I

ENDNOTES

1. Questionnaire responses provided by Annapolis, West Point and the USAF Academy. Questionnaire sent in support of this project in December 1983 asking for specific information related to the service academy's Class of 1987. (See Appendix III) Total responses to all questions contained in Appendix XII.

2. One hundred and eighteen thousand applications are sent to prospective applicants to the US Naval Academy. Some are individually requested. Others are forwarded to potential applicants who have not specifically requested an application form. The USAF Academy and West Point forward application forms only upon request.

3. USAF Academy application statistics provided from briefing material submitted by the USAF Academy in support of this study project. Information forwarded by the USAF Academy, Office of Admissions and Registrar in the fall of 1983.

4. Ibid.

5. "College Tuition Rates Expected to Continue Rising, but at Slower Pace," The Chronicle of Higher Education, 26 January 1983.

6. Ibid., USAF Academy admissions data - footnote 3.

7. Ibid.

8. United States Air Force Academy and Air Force ROTC Liaison Officer Handbook. Chapter 7, pp. 7-1 - 7-16.

CHAPTER II

METHODOLOGY

During this study the following methods were utilized to obtain data, draw tentative conclusions and make recommendations.

A review was conducted of the current academic literature pertaining to military recruiting and specific academy/ROTC recruiting objectives.

A questionnaire with a cover letter was submitted to the following organizations:

1. Major General John P. Prilleman
DCS ROTC
Hq TRADOC
Fort Monroe, VA 23651
2. Colonel Manly E. Rogers
Director of Admissions
US Military Academy
West Point, NY 10997
3. Naval Recruiting Command
4015 Wilson Blvd.
Arlington, VA 22203
4. Rear Admiral Robert McNitt (Ret.)
Dean of Admissions
US Naval Academy
Annapolis, MD 21202
5. Colonel Larry A. Elliot, USAF
Chief Selections Division RRV
Maxwell AFB, AL 36112
6. No letter was sent to the Air Force Academy. Answers to this questionnaire were provided by the Directorate of Recruiting and Admissions Liaison, USAF Academy, CO 80840 via numerous phone calls and visits. (Complete questionnaires and cover letters are contained at Appendix III.)

Follow-up phone conversations were held with the contact officers at each of the organizations listed.

A meeting and subsequent telephone conversations were conducted with the Office of the Secretary of Defense, Military Installations and Logistics: (OSD, MI and L); Captain Nancy Fusateri-Vlach.

In many cases obtaining data and statistical information from both the ROTC programs and service academies was difficult. This did not reflect a noncooperative attitude but rather the fact that, to some extent, this study is the first attempt to collectively review admissions data from these six officer commissioning programs.

Although each program retains needed statistical information to satisfy internal requirements, much of this information is not collected or maintained in the same format as other commissioning programs. Because of this situation some assumptions and interpretation of data was necessary. For this reason recommendations are tentative and more precise statistical data will be needed before definite conclusions can be presented.

CHAPTER III

NEITHER ATHENS NOR SPARTA

Two questions have plagued the United States service academy system since West Point was founded in 1802. The first is the per cadet costs associated with the training process. The second is the attrition rate of the young people attending these institutions.

The cost of graduating a USAF Academy cadet in 1982 was \$150,746. West Point's cadet cost was \$151,134. Annapolis expenses ran \$107,435 per cadet.¹ (A detailed cost analysis is contained at the Appendix IV.)

The most recent attrition statistics for each academy are as shown in Chart 3-1.² (A more detailed analysis of cadet attrition is at Appendix V.)

Chart 3-1

Attrition Comparison of Service Academies

% Loss	<u>USAFA</u>			<u>USMA</u>			<u>USNA</u>		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Class of 84	32.6	41.9	33.9	30.9	43.1	32.2	17.3	35.6	18.8
Class of 85	32.6	42.9	33.9	26.4	35.3	27.5	17.0	28.4	17.9
Class of 86	29.3	24.2	28.8	21.3	21.6	21.3	11.6	18.6	12.2
Class of 87	9.9	9.3	9.8	12.1	8.5	11.7	7.5	12.7	7.9

Most research concerning the academies' attrition problem has focused on the military and academic environment within each service academy. John P. Lovell, a West Point graduate and professor of Political Science at Indiana University, recently published a book describing the complexities of change at our service academies.³ The spartan vocational approach to a military training system; one steeped in the tradition of the "Long Gray Line," has to some extent given way to the

pressures of the values and aspirations of the young men and women who seek enrollment. The most modern academic majors are offered at today's service academies; recruitment has assumed a Madison Avenue sophistication and the military discipline system previously enforced, although still rigid by today's standards has eroded from its historical footings.⁴ This shift to modern times however has not been complete. The West Point's apprentice approach has been successful both in Europe and in the United States. Past successes tug upon our policymakers reinforcing their tendency to retain many of the traditional ways of training.

Today's requirements for modern technology combined with the opportunities available for college graduates press the academy's system to change. The admission offices offer appointments to the brightest and most talented high school graduates. Those same young men and women have many opportunities for advanced education and future employment. If the services are to attract and retain those 21st century Americans, our military institutions must offer not only a traditional military education but similar educational and social environments as our best civilian colleges and universities.

These pressures for the traditional spartan system and for the modern athenean surroundings have been the focus of previous academy attrition studies. What is the appropriate compromises? How much of the spartan system must be relinquished to satisfy today's demands for social and educational changes? These issues have been seen as key to attrition rather than the caliber of students entering each institution.

In the early 1980s, Major General Robert Kelley became the 9th USAF Academy superintendent. He was the first Air Force Academy superintendent who was not a graduate of West Point or Annapolis. His reputation

was as a hard driving, demanding, progressive commander. Because of this reputation, most of the staff looked forward to the continuation of the 8th superintendent's trend to a more athenian institution. The reverse proved to be fact. General Kelley, after a period of analysis, came to the conclusion that cadets were departing the academy because the spartan West Point environment had eroded. He focused attrition research not only to the atmosphere within the institution but also to the pool of applicants and to the admissions process itself. Specifically he believed that the academy's recruiting and admissions functions were neither attracting nor appointing the correct individuals and therefore the student body did not consist of the correct mix of motivated scholars, athletes and traditional military orientated individuals.

General Kelley charged that previous superficial reviews of application statistics had in fact side tracked attrition review committees from this salient area. He believed that the USAF Academy's admissions system, due to the academy's strong emphasis on academic excellence, had focused too heavily on the high school rank in class and scholastic aptitude tests of its applicants. He believed that while the academy itself had retained to emphasis on producing outstanding, career, USAF officers; the admissions process entered into this system academically superior high school graduates many of whom were not motivated towards a military education or military career. General Kelley believed that with a better long-range recruiting effort, sufficient men and women who were both academically superior and motivated could be entered into the admissions process and approved for entrance into the cadet wing. He believed that if today's high school graduates knew of the opportunities available in the 21st century military careers early on in the education

process, then the very best would not rule out the military education and career opportunities at the primary and junior high school levels. Because of a better recruiting program students would strive to attend the spartan traditional military academies rather than the prestigious civilian institutions.⁵

General Kelley's feelings concerning the importance of the academy's admission procedures, the previous superficial reviews of admission statistics and the need for a more progressive recruiting program can also be seen in a detailed report by the "West Point Study Group." This team was formed by the Army Chief of Staff as an aftermath to the 1976 West Point cheating scandal. It was asked to review all aspects of the Military Academy's system and after seven months of work provided one of the most in-depth studies of West Point operations in this institutions history. Portions of the report's findings as they relate to admissions are:

Perhaps no other single factor influences the environment of a university as dramatically as does the quality of its entrants. With regard to the Academy, some interviewees stated during the course of our study that the primary success of West Point could be attributed to the consistent quality of its entering classes. This perception indicated the importance of the Admissions Office and its programs to the environment.

. . . . The mission of the Admissions Office is to establish and execute admissions procedures and maintain candidate records. Perhaps no other major office at the Academy has changed so radically in recent history. The expansion of the corps of Cadets during a period of vocal anti-militarism was the catalyst which caused significant change in the administration of the admissions program. This required the Admissions Office to depart from its traditional role of processing candidate records and Congressional education and liaison to that of an active seeker of qualified, motivated candidates. While the traditional missions of the Admissions

Office remain, all available indicators of the target population dictate an aggressive program of recruiting, admissions information distribution, high school counselor education, and personal contacts with interested groups and individuals. The Admissions Office generally has moved aggressively in these areas with the excellent, innovative Cadet Public Relations program, the Reserve Officer Liaison program, use of the West Point Societies, and the educator visits. The computer program, designed to support admissions programs, was found to be one of the most innovative management systems at USMA.

.... Figures analyzed indicate that the admissions program must continue to improve if scholastic achievement is to be the primary indicator of quality for the incoming class and if USMA is to compare favorably with the other Federal academies. One method of improvement which should be consistently pursued is to question candidates declining appointments and other top quality prospects to determine what the Academy and the Army could do to improve the competitive position of West Point. Studies of prospects who decline have been conducted in the past but need institutionalization until negative factors can be identified and corrected.

.... The pool of qualified, motivated candidates for USMA does not appear to be as great as commonly believed. In an effort to maintain the strength of the Corps of Cadets at the level required to meet input quotas for Regular Army officers, candidates may have been admitted whose motivation made them poor risks. Additionally, there appears to be no substantial pool of qualified, motivated women who desire admittance to West Point as long as the curriculum maintains an engineering orientation. Considering these factors, cadet strength should be allowed to fluctuate, within manageable bounds, as agreed upon by the Academy and DA, OSD and the Congress so that the quality of entrants will provide for a high probability of success as cadets and as Regular Army officers.⁶

A review of the high school graduate statistics substantiate the difficulties associated with General Kelley's beliefs as well as the basic admissions findings of the "West Point Study Group."

CHAPTER III

ENDNOTES

1. FY 82 Cost Categories Analysis provided by the USAF Academy/AC January 1984. A total comparison is contained in Appendix IV.
2. Attrition Comparison of Service Academies (Cumulative) dated 30 November 1983--USAF Academy Form O-533 (RRE). A complete comparison is at Appendix V.
3. John P. Lovell, "Neither Athens nor Sparta?"
4. Ibid, p. 7.
5. This summary of General Kelley's beliefs are based upon my direct personal contact with General Kelley over his three year tour of duty as the USAF Academy's Superintendent and my tour of assignment as the Director of the Admissions Liaison Office, USAF Academy.
6. "Final Report of the West Point Study Group," a letter to the Army Chief of Staff with attached report dated 27 July 1977 signed by Major General Hillman Dickerson, Major General Jack V. Mackmull and Brigadier General Jack N. Merritt.

CHAPTER IV

THE HIGH SCHOOL POPULATION

In 1968 a study was conducted in England examining the factors which contributed to the significant fluctuation in recruiting experienced within Great Britain's Army and Navy:¹ This study concluded that two reasons explained over 70% of this variation. The first and most significant was economics. As the national economy, as shown by the index of Industrial Production increased recruiting successes decreased.

Brigadier General Winfield S. Harpe, the former commander of the Air Force Recruiting Service recently re-emphasized the first factor found in the British Study:²

The success [in recruiting] we're enjoying now is temporary. We're having good times now, that's true. But when the economy turns around, as it most certainly will, there are going to be other, equally inviting alternatives available to those people we need for the Air Force. If military compensation doesn't stay comparable, our recruiting success will likely diminish.

The second factor found in the British Study was the change in available population. The study states:

The second factor, which is common to all classes, is the change in available population. There have been two events in the period 1961-1968 which have disrupted available population levels. These were the change in school leaving patterns in 1963, and the peak of the post war bulge (born 1947) who reached their seventeenth birthdays in 1964. These events caused considerable variations in the number of young people who have ceased education and are of an age to be considered as potential recruits. Population group sizes appropriate for junior and adult categories were calculated and in all cases appeared to be relevant.

The President of the College of the Holy Cross, Worcester MA, the Reverend John E. Brooks S.J., has recently addressed this second factor.⁴

Perhaps an even more pressing concern for most liberal arts college presidents is that of future enrollments. . . . What do we know with certainty about the future enrollments in higher education? First, the number of 18 year olds, approximately doubled between 1950-1980. . . . Secondly, there is a sharp drop in this age group between 1979 (the peak year) and 1994 (the trough). The 18 year old age population drops from 4.3 million to 3.2 million in this period—a 26% decline.

A 26% decrease in the pool of potential applicants for both our military and for our officer candidate programs is of significant concern to our Defense Department leaders. On 1 March 1983, the acting Assistant Secretary of the Army, William D. Clark, discussed the Army ROTC program with a subcommittee of the House of Representatives Armed Services Committee:⁵

Managing the officer acquisition program is complex. We must define requirements for annual officer accession flow for five to eight years ahead. The program identifies the number, quality and academic disciplines required each year to insure that the key commissioning programs attract and prepare young men and women to meet the leadership for the Total Army--Active, Army National Guard, Army Reserve.

In order to maintain the required number of officers required for the Total Force, the Army must commission 10,500-11,000 officers annually from the ROTC program, US Military Academy, and Officer Candidate School. Almost half are required for the active force and almost half for the Army Reserve and National Guard. . . . In FY 1982, 7,079 officers were commissioned from ROTC, and it is projected that in FY 1983 and FY 1984, 8,745 and 8,973, respectively, will be commissioned. Our current ROTC production ramp will allow us to achieve the required level of officer production by FY 1985.

The key to ROTC officer production is the increased emphasis on marketing, focused recruiting by academic discipline and the resource support of incentives to attract and retain quality college youth in the ROTC program. The 96th Congress provided statutory assistance by increasing the number of Army ROTC scholarships from 6,500 to 12,000 which will in the steady state provide about 4,000 for the Total Army's 10,500/11,000 annual officer accessions from ROTC. The Army will continue to fund the 12,000 scholarships in FY 1984 since they are a key incentive to attracting highly competitive young men and women with strong leadership potential, and the skills and disciplines (both technical and non-technical) necessary to meet the requirements of the Total Army. These scholarships are particularly crucial to attracting quality youth from the smaller pool of students who intend to pursue their studies in technical skills--engineering and science--related disciplines, and who are needed in both active and Reserve Component forces. Since the law now allows scholarship recipients to serve in the Reserve Components as an alternative to active duty, scholarships are tangible drawing cards to satisfy Total Army needs, particularly in those technical skills related requirements.

Reaching the quality segment of our college bound youth is essential to our officer production goal. ROTC advertising will be focused on making prospects and influencers aware of the opportunities available through the ROTC program. Advertising will emphasize the Total Army officer requirement for individuals with leadership and academic potential and place special emphasis on the difficult to attract science and engineering market skills.

Chart 4-1 summarized the reason for the concern--the decline of 18-24 year old men and women in the United States.⁶

Chart 4-1

Population 18-24 Years of Age, Selected Years 1965-1990, by State (in thousands)

<u>Region and State</u>	<u>1965</u>	<u>1970</u>	<u>1978</u>	<u>1980</u>	<u>1985</u>	<u>1990</u>
50 States & D.C.	19,758	23,698	28,699	29,227	27,608	24,904
Connecticut	265	326	394	406	391	334
Maine	104	111	136	139	135	120
Massachusetts	523	671	784	791	756	648
New Hampshire	70	85	112	117	112	102
Rhode Island	97	124	114	122	119	106
Vermont	42	55	62	67	65	59
Delaware	51	63	83	83	81	72
D.C.	88	110	102	99	95	85
Maryland	381	459	569	584	591	526
New Jersey	619	728	862	886	902	798
New York	1,675	1,982	2,186	2,172	2,134	1,853
Pennsylvania	1,066	1,257	1,425	1,418	1,333	1,146
Alabama	387	403	479	490	451	410
Arkansas	208	211	266	257	257	237
Florida	580	714	1,033	1,066	1,100	1,044
Georgia	529	588	686	702	700	663
Kentucky	346	392	454	462	437	400
Louisiana	384	444	550	557	522	474
Mississippi	259	262	313	313	304	285
North Carolina	598	677	768	746	740	690
South Carolina	328	352	413	407	405	382
Tennessee	428	470	556	551	531	487
Virginia	557	615	758	765	714	647
West Virginia	181	195	212	210	194	177
Illinois	974	1,220	1,459	1,481	1,368	1,218
Indiana	483	607	712	715	665	592
Michigan	796	1,032	1,274	1,263	1,185	1,058
Ohio	978	1,215	1,429	1,419	1,301	1,151
Wisconsin	378	504	641	652	594	504
Iowa	253	309	366	364	334	284
Kansas	235	274	312	328	274	241
Minnesota	332	433	560	568	505	429
Missouri	435	522	627	643	579	514
Nebraska	145	171	209	212	190	167
North Dakota	70	73	87	92	75	64
South Dakota	68	75	92	91	78	67
Arizona	167	211	310	329	336	325
New Mexico	114	120	173	182	161	145
Oklahoma	265	301	362	376	339	316
Texas	1,166	1,380	1,770	1,867	1,716	1,632
Colorado	210	292	390	420	388	359
Idaho	70	80	116	118	110	104
Montana	70	77	104	104	94	83
Utah	111	143	195	206	185	186
Wyoming	31	37	56	65	49	44

Chart 4-1 (Continued)

Population 18-24 Years of Age, Selected Years 1965-1990, by State (in thousands)

<u>Region and State</u>	<u>1965</u>	<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1985</u>	<u>1990</u>
Alaska	40	46	68	63	67	63
California	1,933	2,447	3,026	3,140	2,929	2,673
Hawaii	98	109	144	146	137	129
Nevada	48	53	86	101	87	81
Oregon	196	238	309	324	296	274
Washington	320	424	506	552	497	456

Every state except Alaska shows a decrease in the 18-24 year group. Between 1980 and 1990 this population will drop almost 5,000,000 individuals from 29,277,000 to 24,904,000 or 17 percent.

A more defined population subgroup for academy and ROTC scholarship recruiting however is the most recent high school graduating class. Although it is true that young men and women can enter the service academies between the ages of 17 and 22 and that ROTC scholarships can be approved for men and women between the ages of 14 and 35, the primary recruiting target audience for these programs are high school seniors. As these graduates enter the work force or find alternative ways of financing their higher education objectives, fewer and fewer individuals are interested in applying for an ROTC scholarship or academy appointment.

A study prepared by the Human Resources Research organization of Alexandria, Virginia in 1972 for the Directorate for Manpower Research, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) reinforces this emphasis on high school seniors as the primary target audience.

Results of this survey indicate that high school seniors represent the most fertile population for recruiting potential enrollees in military officer training programs. Between 9-18% of the high school seniors expressed interest in applying for one (or more) of these programs, as compared to 1-3% of college freshmen interviewed. Ayer (1972) reported similar results from personal interviews conducted among a nationwide sample of 500 high school seniors. Twelve percent (12%) of the respondents in the Ayer survey indicated that they would probably enroll in an ROTC program.

Chart 4-2 shows the high school senior versus college freshman propensity for applying for ROTC programs.⁶

Chart 4-2

PROFENSITY FOR APPLYING FOR SELECTED ROTC PROGRAMS

Base: Target Civilian Youth Segments

Percent Who Would Apply For:	High School Seniors: College-Bound		College Freshmen In ROTC Schools	
	Male (%)	Female (%)	Male (%)	Female (%)
- Army ROTC (Scholarship)	11.8%	10.3%	1.1%	2.2%
- Navy ROTC (Scholarship)	16.6%	17.2%	3.0%	1.2%
- USAF ROTC (Scholarship)	18.4%	15.4%	1.9%	3.0%
- Army ROTC (Subsistence)	14.8%	14.9%	1.4%	1.6%
- Navy ROTC (Subsistence)	14.9%	14.4%	2.6%	0.9%
- USAF ROTC (Subsistence)	15.8%	8.6%	1.8%	1.1%

*Multiple responses were permitted. Hence, percentages are not additive.

With the high school senior emphasis in recruiting it is not sufficient to only review the decrease in the 18-24 year groups. The number of high school seniors must be the primary focus.

Chart 4-3 shows this subgroup.⁹ Appendix VI contains a yearly breakout by state of these figures. With exception of 3 states only public school graduates are included. The study team preparing this summary found that reliable data for non public schools did not exist. The percentage of fluctuation by state however should not vary significantly if private school data were available.¹⁰

Chart 4-3

Public High School Graduates 1971-1995

	1971	1978	1980	1985	1991
Population	2,645,860	2,833,353	2,790,136	2,365,634	2,130,812

The high school graduate decreases are, as one would suspect, even more significant than the decreases in the 18-24 year old population group. These statistics show a decrease in the primary recruiting target from 2,882,000 in 1979 to 2,129,000 in 1991. This is a drop of 26% or 753,000 potential applicants.

Another factor which must be considered when reviewing the potential applicant pool for ROTC and the academies is the ratio of males and females each service desires to enter into the officer corps through these avenues.

Data collected from the six subject DOD officer programs indicates that approximately 12% of the initial cadets and scholarship recipients for the Class of 1987 were females. Chart 4-4 shows these figures.¹¹

Chart 4-4

Females

	Total number of cadets scholarship winners who entered	Number of females	%
West Point	1443	180	12.4%
Annapolis	1356	110	8.1%
USAFA	1449	184	12.7%
Army ROTC	1366	230	1.7%
Navy ROTC	2150	45	2.1%
Air Force ROTC	1866	423	22.6%
Total	9630	1172	12.2%

These statistics do not differ from the USAF Academy's marketing and admission goal of approximately 12% females and are consistent with the

Secretary of the Air Force goal of enhanced opportunities for females within the USAF.

The data suggests, however, that the military, in reality is required to recruit almost 90% of its academy cadets and ROTC scholarship recipients from 1/2 of the primary recruiting target. In 1990 this pool of male high school seniors will drop to 1,064,500.

A further major restriction of our primary recruiting target is the percentage of this population who will meet minimum acceptable leadership, physical, and mental standards. Again using the data collected from the six subject DOD officer programs the following percentages are found.¹²

Chart 4-5

Applicants who meet at least minimum Entrance Requirements

	# Of Applicants	# Of Qualified Applicants	% Qualified
West Point	9,000	2,618	29%
Annapolis	13,568	6,314	47%
USAFA	12,426	6,194	50%
Army ROTC	9,490	8,405	89%
Navy ROTC	31,542	13,880	38%
Air Force ROTC	16,338	10,265	63%
Total	<u>92,344</u>	<u>47,676</u>	<u>52%</u>

It is interesting to note that these statistics concerning actual applications vary significantly from the USAF Academy's theoretical pass rate for the total high school senior graduate pool. The Air Force Academy in a briefing prepared for its Board of Visitors stated that 16% of the high school graduates were able to at least minimally qualify for admission. Their rationale for this reduction was that only 25% of the high school graduates could meet minimum academic standards, 75% could qualify with at least minimum leadership characteristics and 90% could

qualify medically using commission only standards. This brings today's high school population of 3,000,000 to the 500,000 depicted in Chart 1-2.

DOD statistics for the actual Qualification rate for the 18 year old population during FY80-82 for enlisted services is as shown in Chart 4-6.¹³

Chart 4-6

FY80-82 18 Year Olds Mental and Physical Enlisted Pass Rate

Army	53.25%
Navy	63.91%
USMC	63.85%
USAF	57.57%

Although minimum qualifications for admission consideration to our six officer programs vary significantly, based on the actual application experience only 52% of the 1,064,500 male target audience in 1990 will meet at least minimum entrance requirements to our commissioning programs. This reduces our primary target audience to 553,540 minimumly qualified male high school graduates.

At least one more factor must be considered when reviewing the potential market for ROTC scholarships and academy appointments. This factor is the willingness or propensity a young man or woman has toward serving in the military either for a short tour or career.

Again we can refer to the data collected for the class of 1987 from our six commissioning programs. Chart 4-7 compares application requests against the total first term enrollment at 4 year colleges.¹⁴

Chart 4-7

Application Rate

	# Of Applicants	1st Time Enrollees (94-20) In Four Year Colleges 1979	% Of Interest
USAF Academy	12,426	1,180,200 ¹⁵	1.0%
West Point	9,000	1,180,200	.8%
Annapolis	13,568	1,180,200	1.1%
AF ROTC	16,338	1,180,200	1.3%
N ROTC	31,542	1,180,200	2.7%
A ROTC	9,470	1,180,200	.8%
Total	92,340	1,180,200	7.8%

These applications are not mutually exclusive and therefore the total number of applicants and the resulting per cent of interest is not exact. A partial refinement of these statistics can be obtained by reducing the number of applicants by the number of multiple applicants.

The USAF Academy requires that, upon entry, each cadet complete a cadet background questionnaire. One question asked is the number of scholarships other than the Air Force Academy received by the entering cadet. Responses to this specific question for the Classes of 1986 and 1987 are contained in table 4-8.¹⁶ The entire questionnaire is contained at Appendix V.

Chart 4-8

Military Scholarships and Academy Appointments

	Class of 1987	Class of 1986
ROTC	19.9	16.5
West Point	16.9	15.0
Annapolis	10.1	11.2
Multiple Academy Officers	19.1	20.6

From this it may be deduced that approximately 20% of the applicants were multiple. The total number of applicants versus number of applications in Chart 4-7 can then be reduced by 20% resulting in 73,872

applicants or 6.3 percent of the college bound student body applying for at least one military affiliated scholarship or academy program. These figures are compatible with the Enrollment and Career Potential for College based Military officer train programs survey conducted in May 1972.

Chart 4-9 reflects the male and female applicants vs potential applicant rate for ROTC scholarships.¹⁷

Chart 4-9

Comparative Summary and Appraisal of ROTC Potential

Base: College-Bound High School Seniors

	High School Seniors: College-Bound		
	Male	Female	
- Have applied for, or expect to receive, an ROTC Scholarship	5.3%	2.2%	
- Express a willingness to attend college on a military officer scholarship, or don't know	28.2%	15.0%	Willing to accept
	14.0%	14.2%	Don't know
	42.2%	29.2%	Total
- Express a preference for an ROTC Scholarship or ROTC Subsistence Program	45.7%	34.8%	

More than 50% of the male college bound students were unwilling to consider college financial assistance thru an ROTC scholarship. Only 5.3% had actually applied for a scholarship and 28.2% were willing to attend college on a military officer scholarship. If we include the undecided or "don't know" responses, the study indicates that 42.2% had the propensity for applying for an ROTC scholarship. This means that of today's 553,540 male high school seniors who could qualify for an Academy or ROTC scholarship approximate 233,593 if exposed to the correct advertising information would consider applying for acceptance as compared to 92,344 applicants for the programs in 1984.

On the surface it may seem ludicrous to reduce a potential pool of 29,227,000 young men and women who in 1980 were between the ages of 18-24, to 233,593 men who in 1990 will have the propensity and qualifications for a service academy or ROTC scholarship. This process of reduction does however demonstrate that the applicant pool for ROTC and Academy is not as in depth as originally perceived.

Chart 4-10 is one more way to realistically place this pool in perspective. It depicts the USAF market penetrating requirements for both enlisted and officer goals for FY84.¹⁸

Chart 4-10

Market Penetration Requirement by Program

Program	Market	Goal	Penetration %	Ratio
NPS				
Male	(OHS) 1,135,258	51,350	4.5	1:22
Female	(OHS) 1,040,502	8,850	0.85	1:118
Officer				
Pilot	419,494	760	0.18	1:552
Navigator	419,474	238	0.06	1:1763
Engineer				
AE	1,047	110	10.5	1:9.5
EE	13,578	324	2.4	1:42
NE	366	10	2.7	1:37
AR	296	27	9.1	1:11
Tech				
Meteorologist	82,399	210	0.25	1:392
	311	41	13.2	1:7.6
Medical				
Physician	78,354	72 (45)	0.6	1:1741
Nurse	86,245	391	0.45	1:221
Anesthetist	999	35	3.50	1:29
MSC				
	29,722	70	0.24	1:425
BSC				
	76,418	62	0.08	1:1233

Chart 4-10 (continued)

Market Penetration Requirement by Program

Program	Market	Goal	Penetration	
			%	Ratio
HPSP	129.660	330	0.25	1:393
Dentist	73.191	81	0.11	1:905

Chart 4-7 and the application rates for our six selected officer training programs are not out of line with these USAF penetration requirements.

To this point the review of the high school market has concentrated on a geographically unrestricted pool of men and women. Further compounding these statistics at least from the academies' viewpoint is the congressional nomination process. This requirement divides our potential applicants into over 500 subsets who now must be considered in isolation from the generalized applications pool.

CHAPTER IV

ENDNOTES

1. A. G. Bridgewater. P. J. McCowen. M. D. Young, "A Quantitative Examination of the Factors Affecting Recruiting." 1968.
2. "Aiming High" by MSGT Alan Prochoroff, AIRMEN, Volume XXVII November 12, December 1983, p. 47.
3. Bridgewater. p. 6.
4. Reverend John E. Brooks. S.J., "President's Report 1982-83," College of the Holy Cross; no page number.
5. Statement by William D. Clark, Acting Assistant Secretary of the Army (Manpower and Reserve Affairs) before the Subcommittee on Military Personnel and Compensation, Committee on Armed Services, House of Representatives, First Session, 98th Congress, Army Mandower Request, 1 March 1983. pp. 11-12.
6. "Demographics 1990." Educational Record Summer 1982. pp. 58-59.
7. Allan H. Fisher, Jr. and Margie A. Harford, "Enrollment and Career Potential for College Based Military Officer Training Programs." November 1972. p. 156.
8. Ibid.
9. High School Graduates: Projections for the Fifty States, a joint publication of the Western Interstate Commission for Higher Education, the National Institute of Independent Colleges and Universities and the Teachers Insurance and Annuity Association. November 1979. pp. 23-31.
10. Ibid., p. 14.
11. Questionnaire responses provided by Annapolis, West Point, and the USAF Academy plus the three service ROTC programs. Questionnaires sent in support of this project in December 83 asking for specific information related to these commissioning programs (See Appendix III for questionnaires and Appendix X for total responses.)
12. Ibid.
13. Position Paper "With Quality so High. I Can't Find the Market to Make My Goals." USAF Recruiting Service. RSOMB/s MSG Byro 17 October 1983.

14. Ibid., Questionnaire responses Endnote 11.
15. Charles J. Anderson. 1980 Fact Book for Academic Administrators. p. 94.
16. USAF Academy Cadet Background Questionnaire. Class of 1987. USAF Academy Colorado OPR:USNFA/RRE.
17. Fisher. p. 46.
18. Byro. Position Paper. Endnote 13.

CHAPTER V

THE NOMINATION PROCESS

The academy nomination process further constricts the pool of young men and women and the way in which the academies can select their entrance classes. A detailed explanation of nomination process is contained in Appendix II.

Succinctly however, each member of the House of Representatives and Senate and the Vice President of the United States may have 5 charged cadets at each academy at any one time. Each of these members of congress and the Vice President may nominate 10 young men and women for consideration by the prospective academies for the next class for each vacancy the congressmen presently has at that academy. Each list of 10 nominees is considered separately within the admission system and, depending upon the method of nomination each congressman utilizes, the academy will select 1 qualified nominee to be the charged appointee for that vacancy. If the academy desires, more than one individual may be appointed from each list of 10 nominees. Only one will be identified against the congressman's five charged cadets however, and only nominees in either the Presidential or Congressional systems will be considered for appointment as an academy cadet.

The historical purpose of this system is to involve our members of congress in the academy selection process and therefore in the selection of the future leaders of our military establishment. Additionally this process spreads the initial base of selected cadets evenly throughout the

United States. Both of these objectives are well achieved. Each academy's total enrollment is limited by law to 4546 students at the beginning of each academic year. With 535 members of congress and the Vice President each having their inputs into the select process through the nomination process plus each district having the potential of 5 charged cadets at the academy at one time, approximately 60% of the cadets are spread throughout each region of the United States. As the US military should be a cross section of the entire US population so should the officer force and the academy graduate members of the respective services. The nomination system and method of charging cadets insure that these objectives are achieved.

The congressional nomination requirement, although achieving the goal of distributing the base of appointees throughout the US, does not take into account the number of applicants or qualified applicants within each congressional district. Chart 5-1 shows the number of applicants and qualified applicants per state as well as the number of congressmen and senators within that state.¹ At this time only the Air Force Academy has provided this information further divided by congressional district. A detailed breakdown is contained at Appendix I.

Chart 5-1

Tri-Service Applicants and Qualified Applicants

State	Number of Congressional and Senatorial Districts	Annapolis		West Point		USAF Acad	
		# Appl	# Qual Appl	# Appl	# Qual Appl	# Appl	# Qual Appl
AL	9	159	45	178	46	141	82
AK	3	15	4	14	1	33	17
AZ	7	144	44	159	33	193	104
AR	6	80	21	81	18	95	48
CA	47	1277	289	982	171	1335	658
CO	8	242	59	220	62	414	222
CN	8	231	66	247	57	166	92
DE	3	59	17	53	22	52	29
DC	-	36	6	35	3	-	-
FL	21	734	182	610	92	607	308
GE	12	262	53	294	64	302	122
HA	4	80	15	67	13	82	45
ID	4	66	17	67	14	73	34
IL	24	445	111	544	118	546	307
IN	12	226	61	246	37	231	115
IO	8	142	32	162	44	167	113
KS	7	121	20	110	24	131	57
KY	7	126	22	138	21	119	55
LA	10	81	22	77	17	121	58
ME	4	80	30	70	16	88	54
MD	10	720	172	361	75	316	156
MA	12	406	105	486	119	314	153
MI	20	393	102	447	97	417	225
MN	10	209	67	237	70	293	151
MS	7	62	15	59	8	64	33
MO	11	177	50	177	38	167	79
MT	4	72	19	55	9	67	34
NB	5	96	32	95	28	139	90
NE	4	70	15	45	10	96	44
NH	4	95	27	80	26	87	45
NJ	16	711	166	627	120	436	194
NM	5	90	16	82	19	104	44
NY	36	1080	262	1259	297	806	385
NC	13	272	66	255	45	253	100
ND	3	23	4	33	6	24	39
OH	23	652	128	693	159	629	318
OK	8	89	19	83	14	92	54
OR	7	114	29	85	23	143	68
PA	25	852	217	783	143	595	274
RI	4	364	208	77	22	63	24
SC	8	184	44	130	23	143	55
SD	3	30	7	34	9	45	33
TN	11	162	42	179	39	185	85
TX	29	546	108	586	113	594	309
UT	5	69	14	46	8	85	43

State	Number of Congressional and Senatorial Districts	Annapolis		West Point		USAF Acad	
		# Appl	# Qual Appl	# Appl	# Qual Appl	# Appl	# Qual Appl
VT	3	53	2	49	13	51	22
VA	12	646	198	475	102	367	187
WA	10	266	52	214	46	321	162
WV	6	84	24	81	16	87	40
WI	11	197	62	187	43	237	124
WY	3	36	7	27	5	48	31

Chart 5-1 highlights the disadvantage of the congressional nomination process. In some states and districts there are insufficient applicants to fill nomination lists regardless of qualifications. In these areas the congressmen must spread the limited applicants throughout the nomination lists for each service academy. A questionnaire issued to the USAF incoming cadets each year indicates that approximately 20% of the class had additional academy or ROTC scholarships. This indicates that the very best of our applicants are receiving multiple academy nominations in addition to ROTC scholarships. Where the interest is insufficient we are forced to offer many opportunities to a few selected individuals.

In other congressional districts many qualified individuals are not selected as academy nominees. Competition is keen and many outstanding young men and women who would make superb cadets and officers are never offered an academy education—not because of qualifications but because they happen to live in congressional districts where academy interest is high.

What the academy nomination system mandates to achieve the positive value of base line equal distribution is the bypassing of superior applicants in many districts and the selection of lesser qualified individuals in other districts.

When one considers specific service needs in areas where resources are scarce the situation becomes even more critical. The struggle to meet the Air Force pilot requirement, and still comply with the congressional nomination system is most difficult and has a severe effect on the non pilot selection. The majority of these non pilot selectees are individuals who are forced into the appointee category by being the winners within their respective nomination lists. Many more superior non pilot qualified individuals are positioned above the winner within the National Pool but since these better qualified candidates did not win within their congressional district they are not selected for academy entrance.

The Air Force attempted to circumvent this situation in 1983 by requesting that the Air Staff approve as a minimum entrance requirement the medical standards for pilot training. Although limited waivers would have been approved for selected individuals, this would have in effect disqualify non pilot qualified nominated winners thus allowing the academy to appoint more academically superior alternates. This request was denied.

ROTC scholarships add a further implication to the selection process since these programs are being offered to the most competitive high school seniors. Scholarships are heavily weighed in the favor of science and engineering majors with no restrictions as to geographical distribution. Even without this distribution requirement ROTC applications and scholarships are spread throughout the United States.² Their distribution are shown in Chart 5-2. The Coast Guard Academy also has no mandated geographical distribution requirement. Its application and cadet distribution are also included in Chart 5-2.³

Chart 5-2

ROTC and Coast Guard Application/Cadet Distribution

State	Coast Guard Class of 87		Army ROTC	Navy ROTC	AF ROTC	
	Appl	Cadets	Qual Appl	Qual Appl	# Appl	# Schol Offered
AL	65	4	215	124	368	70
AK	13	1	10	17	20	1
AZ	60	4	112	62	213	22
AR	22	2	86	28	169	30
CA	535	32	303	768	879	60
CO	162	15	124	115	335	31
CT	260	21	142	110	274	41
DE	24	2	38	32	63	6
DC	14	1	19	7	32	3
FL	344	24	370	326	683	73
GA	142	6	211	224	404	44
HI	62	5	80	41	167	36
ID	33	1	50	31	96	13
IL	191	13	159	382	591	83
IN	92	6	120	229	308	29
IA	58	4	100	123	203	33
KS	30	1	90	39	170	15
KY	39	2	93	88	196	26
LA	41	2	72	70	269	33
ME	72	4	60	48	130	9
MD	284	25	260	249	403	37
MA	414	30	325	253	561	71
MI	162	16	212	280	542	38
MN	120	11	153	232	363	27
MS	35	2	74	44	143	20
MO	78	2	121	98	314	25
MT	30	3	60	39	117	14
NE	30	1	115	142	218	39
NV	28	2	31	30	62	4
NH	66	6	79	53	163	20
NJ	393	27	380	359	653	54
NM	30	2	49	48	108	7
NY	789	65	941	795	1371	176
NC	124	9	247	179	348	38
ND	6	0	14	8	33	4
OH	290	22	363	446	955	114
OK	29	0	43	74	96	14
OR	88	9	20	110	236	31
PA	472	36	544	606	971	126
RI	81	7	78	47	89	12
SC	90	2	104	76	259	35
SD	5	1	60	33	78	13
TN	64	4	183	134	297	40
TX	233	15	337	237	424	26
UT	20	0	39	36	137	12
VT	38	5	42	24	85	14

State	Coast Guard CL87		Army ROTC	Navy ROTC	AF ROTC	
	Appl	Cadets	Qual Appl	Qual Appl	# Appl	# Schol Offered
VA	327	19	529	365	616	75
WA	145	10	180	200	473	51
WV	27	2	53	54	82	7
WI	101	6	173	250	280	30
WY	16	0	14	8	34	5

If ROTC and the Coast Guard Academy programs can contribute to their respective service requirement for a geographical distribution of officers, the service academies could perhaps achieve a similar situation without the present disadvantages of the congressional nomination system.

The present nomination requirements have been established by Title 10 of the US Code. In recent years there have been several attempts to modify this law. At least two Members of Congress have been interested in reviewing the Academy's nomination system. Senator Barry Goldwater, Chairman of the USAF Academy's Board of Visitors, commented after this body's April 1982 meeting.

"For a long time I have questioned in my mind whether we are using the best selection process by using congressional choice. Maybe the time has come to take another look."⁴

Recently Senator Goldwater again pursued this goal by formally asking the Defense Department if they would consider supporting legislation to modify the academy cadet nomination process. The Defense Department is presently staffing a response to Senator Goldwater's inquiry.

Congressman Hamilton Fish, Jr. from the 21st Congressional District in New York formally proposed House Bill 580, in the 98th Congress. Its purpose was "to revise the laws governing appointments to the service

academies so as to relieve Members of Congress from the responsibilities of making nominations for appointments thereto, and for other purposes."⁵ (A complete package of DOD responses and Proposed Bill is at Appendix VIII.)

Although the proposed bill submitted by Congressman Fish has many administrative weaknesses the DOD suggested response disagrees with the bill on major issues.

The Department of Defense is strongly opposed to enactment of H.R. 580. The Defense Department considers the present nomination system an effective means for obtaining quality candidates and appointees for the academies. Although individual Congressmen employ varied methods for selection of their candidates, all candidates are ultimately subject to similar qualification standards at each academy. Some Congressmen defer to the academies for final candidate ranking and selection. Therefore, under the present system, Congressmen can maintain a significant role in the selection procedures yet allow the academy the final determination of whether the nominee is qualified for appointment.⁶

Chart 5-3 shows the number of individuals who met the minimum entrance requirements before and after the nomination process.⁷

Chart 5-3

Applicant Nominees and Appointee Statistics

	<u>West Point</u>	<u>Annapolis</u>	<u>Air Force Academy</u>
# of Applicants who met minimum entrance requirements	Not Available	6,314	6,194
# of Nominees who met minimum entrance requirements	2,772	2,163	3,511
# of Cadets offered appointments	1,966	1,676	1,854

The nomination system reduced the number of at least minimumly qualified applicants for Annapolis and the USAF Academy from 12,508 to 5,674 or by more than 50% thus reducing the cadet selection rate to 1 for each 1.6 qualified and nominated individuals. Without the nomination process this selection ratio of Annapolis and Air Force cadets would have been 1 for each 3.4 qualified applicants.

Throughout the United States there are many young men and women who meet at least minimum entrance requirements who do not receive nominations and therefore cannot be considered for appointments to the service academies. Some of these unnominated individuals qualify medically for pilot training, or are racial or ethnic minorities. If they lived in a region of the country where academy interest was less, they would have been nominated and appointed.

Regardless of this drawback to our nomination system however, to-date the Defense Department has indicated reluctance to support changes to the appointment process. With this in mind what alternatives are available to increase the number of qualified applicants in each respective congressional district?

CHAPTER V

ENDNOTES

1. Questionnaire responses provided by Annapolis, West Point, and the USAF Academy plus the three service ROTC programs. Questionnaires sent in support of this project in December 1983 asking for specific information related to these commissioning programs. (See Appendix II for questionnaires and Appendix X for total responses.)

2. Ibid.

3. Information provided by the Director of Admissions, US Coast Guard Academy, New London Conn, February 1984 and thru ROTC Questionnaire referenced in Endnote 1.

4. Newspaper, The Gazette Telegraph, "1000 Graduates a Year New Goal" 17 April 1983.

5. Unsigned and undated DOD proposed letter to the Honorable Walter B. Jones Chairman, Committee on Merchant Marine and Fisheries, House of Representatives Washington, DC, 20515, with proposed bill as attachment. (at Appendix VIII)

6. Proposed DOD response on HR 580 98th Congress attached to Mr. Werner Windus, Letter, 8 November 1983 to Honorable David A. Stockman, Director Office of Management and Budget Washington, DC, 20503. (at Appendix VIII)

7. Study Questionnaire, Endnote 1.

CHAPTER VI

RECRUITING

Professor John P. Lovell states in his book *Neither Athens Nor Sparta*.

At the three larger academies, recruiting has changed from an off hand service function, making information available on request, to a full-scale operation that is awesome in scope and variety and sometimes dazzling in its Madison Avenue Sophistication.¹

Although this is true, perhaps there is more that can be done in this area. Over the past three years the USAF Academy has concentrated on recruiting directing a more specific regional sales approach thru its reserve recruiters--USAF Admission Liaison officers. Although it is too early to state concretely that these initiatives are productive, overall indications are favorable. (Detailed duties of the USAF Admission Liaison officers are contained in Appendix IX.)²

Prior to 1980 both AFROTC and the USAF Academy had separate recruiting programs. Each had reservists who worked within their respective areas of the country advertising the benefits of their separate commissioning program. Each advertising effort was conducted independently with no interface or coordination with any other DOD officer procurement agency. In July 1980 AFROTC and the USAF Academy merged these recruiting efforts entering a new era of joint recruiting. Since that time the liaison officers have been assigned to one unit with the mission of assisting interested high school students in their decision as to which program is the best avenue into the Air Force for that

particular individual. Initially the merger met strong resistance from the liaison officers. It is now enthusiastically accepted by these reserve officers. The merging of the liaison officer force has led to further joint AFROTC and USAF Academy initiatives. Today many of the films, brochures and advertisements of these two commissioning programs are combined presentations--each stresses the benefits of commissioned service in the USAF with the goal of helping the viewer or reader with his/her decision as to which avenue towards commissioning is better suited for that individual. These joint advertising initiatives have encouraged the Army, Navy and Air Force to produce a tri-service academy film which utilizes the same philosophy. The similar congressional nomination process for each academy is stressed in this presentation as well as a balanced view of all three services and academies. It will be distributed to each congressional office and will be a first attempt at a unified tri-service academy information program.

Additionally, last year this merged approach was expanded to include the USAF Recruiting Service. The Commandant of AFROTC, the Academy Superintendent and the Commander of the Air Force Recruiting Service have signed a Memorandum of Agreement expanding this recruiting effort to include our enlisted recruiters. The results of this expansion will not be realized until 1984.

Although this new Air Force recruiting effort will undoubtedly assist in increasing the overall USAF Academy and AFROTC applicant pool, it does not specifically focus on the Academy's unique congressional nomination requirement nor the Academy's requirements in specific population subsets.

In 1982 the academy tasked each admission liaison officer area to develop a specific marketing approach designed to assist recruiting with

its specific area and congressional districts. Each liaison officer area was requested to develop a personalized marketing plan to include specific goals in all admission areas. The academy established the Class of 1988 national goals depicted in Chart 6-1, and amplified in Appendix X.³

Chart 6-1

USAF ACADEMY	NATIONAL GOALS
Inquiries	50,000
Applicants	1,800
Qualified Applicants	10,000
Qualified Nominees	6,000
Pilots	4,200
Athletes	1,020
Minorities	1,000
Scholars	3,000

These goals were then divided within the five US recruiting regions and then further subdivided into liaison officer areas of responsibility. Appendix XI is a sample marketing plan from one liaison officer area. The Academy's tracking system allows feedback to each liaison officer area and stresses goal achievement.

The development of the administrative tracking system and the respective area marketing appraisals and plans have taken two years to complete. Since this is the first year to recruit under this system, it is impossible to determine its effectiveness. Feedback from liaison officers however, indicate that the more definitive guidance on academy needs allows them to focus their efforts to meet these requirements. Additionally this approach has highlighted the weaknesses in the applicant pool in specific congressional areas. Resources have been reallocated into areas needing additional recruiting assistance. In 1982 the Academy identified 159 congressional districts with less than 20 applicants. The number 20 was used in this evaluation since the majority

of congressmen had at least two vacancies and therefore could nominate at least 20 young men and women for actual consideration. In 1983 the additional assistance offered in these districts decreased the number of districts with fewer than 20 applicants to 128. The increased attention on the pilot requirements also raised this area of applications from 1512 in 1982 to 1665 in 1983. ROTC has also enjoyed similar increases in applicants desiring engineering scholarships. Some of this improvement can be attributed to a more sophisticated and defined marketing strategy by our liaison officers.

Despite this emphasis on target recruiting some congressional districts may never have sufficient qualified applications. Chart 5-1 depicts the application pool in 1983 for all academies and ROTC programs. Many areas are low for all programs. Without passage of relief from the academies' nomination process lesser qualified cadets from these areas are inevitable.

CHAPTER VI

ENDNOTES

1. John P. Lovell, Neither Athens nor Sparta? p. 5
2. United States Air Force Academy and Air Force ROTC Liaison Officer Handbook, Chapters 2 and 3, pp. 2-1, 2-5, 3-1, 3-7.
3. United States Air Force Admissions Liaison Officer Marketing Plan - Second Draft, 15 October 1982, p. 7. (Appendix X)

CHAPTER VII

CONCLUSIONS

In this study I have attempted to review and place in one document the beginning of a statistical analysis of the applicant pool for Annapolis, West Point, the Air Force Academy and the respective services ROTC scholarship program.

The data collected was the first attempt to consolidate like statistics from these commissioning programs. Much of this information is not readily available in similar formats. Further refinement is needed so that more definitive conclusions can be reached.

It is indicated however that:

a. The national high school population even with its decline in numbers thru 1990 is sufficient to support the officer procurement needs through these six commissioning programs especially if propensity or interest in a military education can be influenced through a more in-depth recruiting and advertising program.

b. Regional interest as shown through application rates to the respective academies and ROTC programs vary significantly. In some states the quantity of applications is below that which should be anticipated. Both increased tri-service advertising and individual service recruiting initiatives are required within these areas.

c. In order to improve the quantity and quality of academy applications in specific congressional districts special recruiting assistance is required.

d. The Defense Department should reevaluate the benefits received through congressional involvement in the academy's nomination process as compared against the associated disadvantages this process causes in the quality of applicants and appointees to the service academies. The advantages of baseline distribution of cadets may be able to be achieved through an academy admissions requirement for a specified number of cadet appointments from each state without the present cadet nomination requirement from each respective congressional district.

e. Joint cooperation between academy and ROTC programs within all branches of the Defense Department should continue to be enhanced. Special emphasis should be placed on DOD special interest areas such as female and minority recruiting.

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APPENDIX XII

SUMMARY OF QUESTIONNAIRE RESPONSES

RESPONSES FROM SERVICE ACADEMIES
TO
QUESTIONS 1-13
PROJECT QUESTIONNAIRE-CLASS of 1987

	<u>WEST POINT</u>			<u>ANNAPOLIS</u>			<u>USAF ACADEMY</u>					
	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Minority</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Minority</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Minority</u>
1. Number of Precandidate questionnaires requested.	4,000	-	-	-	118,000	105,500	12,500	17,700	37,426			
2. Number of Precandidate questionnaires returned.	9,000	-	-	-	13,568	12,098	1,470	2,037	12,426	11,009	1,417	-
3. Number of qualified Precandidates.	-	-	-	-	6,314	5,635	679	315	6,194	5,540	654	-
4. Number of nominations (nominees).	6,220	5,444	776	950	7,975	7,170	805	741	8,663	7,632	1,031	-
5. Number of qualified nominations (nominees)	2,772	-	-	-	2,163	1,968	195	282	3,511	3,168	343	-
6. Number of qualified nominees who qualify medically for pilot training.	-	-	-	-	1,653	1,631	22	-	1,512	-	-	396
7. Number of qualified nominees who qualify medically for line commissions only.	-	-	-	-	-	-	-	-	-	-	-	-
8. Number of appointments offered.	1,966	1,721	245	276	1,676	1,535	141	219	1,854	1,613	241	-

RESPONSES FROM ROTC PROGRAMS
(CONTINUATION)

	<u>ARMY ROTC</u>			<u>NAVY ROTC</u>			<u>AIR FORCE ROTC</u>					
	Total	Men	Women	Minority	Total	Men	Women	Minority	Total	Men	Women	Minority
7. Total number of scholarships offered.	2,030	1,670	360	-	4,333	4,224	109	474	2,879	2,259	620	367
8. Number of scholarships declined.	779	658	121	-	2,242	2,177	65	256	1,013	869	144	110
9. Number of scholarships withdrawn before academics began.	26	20	6	-	4	4	0	0	324	252	72	58
10. Number of cadets entered with four year scholarships.	1,366	1,136	230	-	2,150	2,105	45	196	1,866	1,443	423	215
11. Number of cadets entered with a four year scholarship (by specific academic major).	-	-	-	-	-	-	-	-	-	-	-	-
12. Number of cadets entered with a four year scholarship who qualify for pilot training (medically).	-	-	-	-	1,398	1,368	30	114 EST	-	-	-	-
13. Number of cadets entered with a four year scholarship who do not qualify medically for pilot training but do qualify medically for line commissions.	-	-	-	-	752	737	15	82 EST	-	-	-	-

RESPONSES FROM ROTC PROGRAMS
(CONTINUATION)

	<u>ARMY ROTC</u>			<u>NAVY ROTC</u>			<u>AIR FORCE ROTC</u>		
	Total	Men	Women Minority	Total	Men	Women Minority	Total	Men	Women Minority
14. Number of applicants broken down by state.	-	-	-	-	SEE SEPARATE CHART	-	-	-	-
15. Number of qualified applicants broken down by state.	-	-	-	-	SEE SEPARATE CHART	-	-	-	-
16. Number of cadets entered with four year scholarships broken down by state.	-	-	-	-	SEE SEPARATE CHART	-	-	-	-
17. Total number of scholarships funded. (All years).	12,000	-	-	6,887 O/A 31 OCTOBER 1983	-	-	7,500	-	-
18. Total number of scholarships authorized. (All years).	12,000	-	-	7,000 O/A 31 OCTOBER 1983	-	-	9,000	-	-
19. Total number of cadets in program. (All years broken down by class).	12,000	-	-	10,306 O/A 31 OCTOBER 1983	-	-	9,000	-	-

RESPONSES TO QUESTIONS 14-16, SERVICE ACADEMY QUESTIONNAIRE

STATE	<u>ANNAPOLIS</u>		<u>WEST POINT</u>		<u>USAF ACADEMY</u>	
	NUMBER OF APPLICANTS	NUMBER OF QUALIFIED APPLICANTS	NUMBER OF APPLICANTS	NUMBER OF QUALIFIED APPLICANTS	NUMBER OF APPLICANTS	NUMBER OF QUALIFIED APPLICANTS
AL	159	45	178	46	141	82
AK	15	4	14	1	33	17
AZ	144	44	159	33	193	104
AR	80	21	81	18	95	48
CA	1,277	289	982	171	1,335	658
CO	242	59	220	62	414	222
CT	231	66	247	57	166	92
DE	59	17	53	22	52	29
DC	36	6	35	3	-	-
FL	734	182	610	92	607	308
GA	262	53	294	64	302	122
HI	80	15	67	13	82	45
ID	66	17	67	14	73	34
IL	445	111	544	118	546	307
IN	226	61	246	37	231	115
IA	142	32	162	44	167	113
KS	121	20	110	24	131	57
KY	126	22	138	21	119	55
LA	81	22	77	17	121	58
ME	80	30	70	16	88	54
MD	720	172	361	75	316	156
MA	406	105	486	119	314	153
MI	393	102	447	97	417	225
MN	209	67	237	70	293	151
MS	62	15	59	8	64	33
MO	177	50	177	38	167	79
MT	72	19	55	9	67	34
NB	96	32	95	28	139	90
NV	70	15	45	10	96	44
NH	95	27	80	26	87	45
NJ	711	166	627	120	436	194
NM	90	16	82	19	104	44
NY	1,080	262	1,259	297	806	385
NC	272	66	255	45	253	100
ND	23	4	33	6	24	39
OH	652	128	693	159	629	318
OK	89	19	83	14	92	54
OR	114	29	85	23	143	68
PA	852	217	783	143	595	274
RI	364	208	77	22	63	24
SC	184	44	130	23	143	55
SD	30	7	34	9	45	33
TN	162	42	179	39	185	85
TX	546	108	586	113	594	309
UT	69	14	46	8	85	43
VT	53	2	49	13	51	22
VA	646	198	475	102	367	187
WA	266	52	214	46	321	162
WV	84	24	81	16	87	40
WI	197	62	187	43	237	124
WY	36	7	27	5	48	31

RESPONSES TO QUESTIONS 14-16, ROTC QUESTIONNAIRE

STATE	NAVY ROTC			ARMY ROTC			USAF ROTC		
	# APPL	# QUAL APPL	# SCHOL OFFERED	# APPL	# QUAL APPL	# SCHOL OFFERED	# APPL	# QUAL APPL	# SCHOL OFFERED
AL	-	124	-	-	215	-	368	-	70
AK	-	17	-	-	10	-	20	-	1
AZ	-	62	-	-	112	-	213	-	22
AR	-	28	-	-	86	-	169	-	30
CA	-	768	-	-	303	-	879	-	60
CO	-	115	-	-	124	-	335	-	31
CT	-	110	-	-	142	-	274	-	41
DE	-	32	-	-	38	-	63	-	6
DC	-	7	-	-	19	-	32	-	3
FL	-	326	-	-	370	-	683	-	73
GA	-	224	-	-	211	-	404	-	44
HI	-	41	-	-	80	-	167	-	36
ID	-	31	-	-	50	-	96	-	13
IL	-	382	-	-	159	-	581	-	83
IN	-	229	-	-	120	-	308	-	29
IA	-	123	-	-	100	-	203	-	33
KS	-	39	-	-	90	-	170	-	15
KY	-	88	-	-	93	-	196	-	26
LA	-	70	-	-	72	-	269	-	33
ME	-	48	-	-	60	-	130	-	9
MD	-	249	-	-	260	-	403	-	37
MA	-	253	-	-	325	-	561	-	71
MI	-	280	-	-	212	-	542	-	38
MN	-	232	-	-	153	-	363	-	27
MS	-	44	-	-	74	-	143	-	20
MO	-	98	-	-	121	-	314	-	25
MT	-	39	-	-	60	-	117	-	14
NE	-	142	-	-	115	-	218	-	39
NV	-	30	-	-	31	-	62	-	4
NH	-	53	-	-	79	-	163	-	20
NJ	-	359	-	-	380	-	653	-	54
NM	-	48	-	-	49	-	108	-	7
NY	-	795	-	-	941	-	1371	-	176
NC	-	179	-	-	247	-	348	-	38
ND	-	8	-	-	14	-	33	-	4
OH	-	446	-	-	363	-	955	-	114
OK	-	74	-	-	43	-	96	-	14
OR	-	110	-	-	20	-	236	-	31
PA	-	606	-	-	344	-	971	-	126
RI	-	47	-	-	78	-	89	-	12
SC	-	76	-	-	104	-	259	-	35
SD	-	33	-	-	60	-	78	-	13
TN	-	134	-	-	183	-	297	-	40
TX	-	237	-	-	337	-	424	-	26
UT	-	36	-	-	39	-	137	-	12
VT	-	24	-	-	42	-	85	-	14
VA	-	365	-	-	529	-	616	-	75
WA	-	200	-	-	180	-	473	-	51
WV	-	54	-	-	53	-	82	-	7
WI	-	250	-	-	173	-	280	-	30
WY	-	8	-	-	14	-	34	-	5
Females		1080					-		-
Other					128				

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