

1972

## Midshipman & Cadet Profiles & National Norms

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### Recommended Citation

Cochran, Charles L. (1972) "Midshipman & Cadet Profiles & National Norms," *Naval War College Review*: Vol. 25 : No. 5 , Article 4.  
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*The preponderance of flag and general officers with service academy background has been cited by critics as proof of the preferential treatment that is generally accorded service academy graduates. Normative data on students entering colleges and service academies suggest, however, that academy students generally demonstrate higher academic potential and competitiveness than their civilian contemporaries.*

## MIDSHIPMAN AND CADET PROFILES AND NATIONAL NORMS: A COMPARISON

An article

by

Professor Charles L. Cochran

**Introduction.** This paper is based on the growing recognition of the political impact of the military. The military not only transmits its codes and mores to those who join its ranks, but also attracts people whose images, habits, motives, and values appear to have the greatest chance of fulfillment in the military service. Although the service academies are relatively small institutions, they produce an overwhelming majority of the officers who attain flag rank. Therefore they have an influence out of proportion to their numbers in determining military policy as well as in giving direction to the military's overall orientation toward the rest of society.

This study examines national normative data of students entering colleges as first-time freshmen during the summer and fall of 1970. The test, designed and scored by the American Council on

Education (ACE), is based on responses from 180,684 freshmen entering some 275 different institutions.<sup>1</sup> The data was collected by administering the 1970 Student Information Form to freshmen no later than the first 2 weeks of classes. Data meeting the ACE's quality control requirements were then differentially weighted to be representative of the population of entering freshmen students at all higher educational institutions in the United States.<sup>2</sup>

The 275 institutions that were included in the national norms were then divided into subpopulations consisting of 2-year colleges, 4-year colleges, and universities. The institutions have been further divided into nine other categories, namely 2-year public colleges, 2-year private colleges, technological institutions, 4-year public colleges, 4-year private nonsectarian colleges,

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4-year Protestant colleges, 4-year Roman Catholic colleges, public universities, and private universities. Responses were also broken down into male and female categories. In this study the ACE-weighted norms for freshmen men at private universities will be used in comparing the academies with the universal set. Other categories will be used when the contrast or comparison will prove useful.

The U.S. Air Force Academy (USFA) and the U.S. Military Academy (USMA) also took part in the ACE test, and their results are included in this study. Therefore, unless otherwise identified, figures for the academies will refer to the Air, Naval, and Military Academies combined.

**Background Characteristics.** Before examining the beliefs and attitudes of midshipmen and cadets, it is worthwhile to briefly consider some background characteristics that might affect their outlook and behavior.

Entering plebes at the academies reported a higher average grade in secondary schools than did males in any other group. Technical institutions, of which the three academies are included in the category, had the next highest grade distribution, followed by private universities. Table I indicates the dispersion. The difference between the academy students and the nonacademy students at 4-year colleges is statistically significant at all levels. It is also significantly

higher than private universities in at least the highest three categories.

The responses to the question concerning grades were supported by cross-checking them with the question concerning class standing. Once again the academies reported the highest class rankings, followed by technical institutions, while private universities virtually tied with public universities as the third highest respondent. The academy students compiled this impressive record while attending, for the most part, schools in which an unusually high percentage of the students were college bound<sup>5</sup> and where the scholastic competition would have been keen.

The achievements of academy students while in high school, when compared with students of other colleges, suggest that Military and Naval Academy students as a whole not only have excellent academic potential, but are high achievers as well. Plebes were more likely to have excelled in areas where excellence can be measured by the individual's performance, such as earning a varsity letter or by being elected president of an organization. Plebes were not particularly outstanding in areas where it is more difficult to measure success such as art, forensics, music, or drama. The significance of table III lies in the high correlation shown by academy students in these achievement areas. The nonletter winner or the nonhonor society member, unlike the situation even at the private univer-

TABLE I—AVERAGE GRADE IN HIGH SCHOOL.<sup>3</sup> (MALES)

Average Grade	Academies	4-year Colleges	Technical Institutions	Private Universities
A or A+	17.5%	4.7%	14.0%	10.1%
A-	24.7	8.7	20.9	13.3
B+	28.2	17.1	29.9	19.6
B	18.1	24.2	22.0	23.8
B-	7.1	18.3	8.5	16.6
C+	2.6	16.5	3.4	11.8
C	.3	10.0	1.2	4.6
D	.0	.6	.1	.1

TABLE II—ACADEMIC RANK IN HIGH SCHOOL.<sup>4</sup> (MALES)

	Academies	4-year Colleges	Technical Institutions	Private Universities
Top Quarter	85.3%	43.0%	80.4%	56.6%
Second Quarter	12.1	35.4	15.9	29.8
Third Quarter	2.3	18.7	3.2	12.2
Fourth Quarter	.3	2.9	.5	1.4

TABLE III—SECONDARY SCHOOL ACHIEVEMENTS.<sup>6</sup> (MALES)

	Academies	Private Universities	4-year Colleges
Elected President of a Student Organization	39.5%	23.4%	19.1%
Varsity Letter (sports)	77.7	45.2	44.7
Scholastic Honor Society	61.2	33.4	20.2
National Merit Recognition	18.8	17.8	7.5

sities, is the exception rather than the rule. Plebes performed better in these areas than did students in any other institutional category. The percentages for the academies correlates closely with the statistics from those institutions for the last 5 years. Plebes come to the academies with a record of having excelled in competitive areas.

While the service academies undoubtedly attract students who are unusually competitive and have a high academic potential it also must be noted that the academies actively recruit this type of student. For example, those students who win National Merit Recognition are routinely sent invitations to investigate the possibilities of attending the service academies, as are students who receive awards in state or regional science contests. Military recruiters throughout the country seek out the unusual student through guidance counselors and articles in the local newspaper with the purpose of putting the promising prospects in touch with their respective service academy. Through this active recruitment policy each academy ultimately accepts approximately 1,300 plebes of unusual ability each year. In contrast,

private universities embark on smaller scale recruitment campaigns and, for the most part, wait passively for applications.

**Socio-Economic Characteristics.** The statistics from each of the institutional categories reflect the fact that blacks make up a smaller percentage of the student population than they do of the Nation as a whole. In the fall of 1970 the black freshman population varied from a high of 13.8 percent at 2-year public colleges to a low of 2.0 percent at technical institutions. If the academies are compared with the same categories that most closely approached their student body in terms of high school achievements, the statistics reveal the following. (See table IV) Excluding 2-year colleges and technical institutions, public universities most closely resemble the academies with 95.9 percent of the students in the category being white and 2.5 percent black. The dispersion does not depart appreciably from what would have been expected given the data from the previous tables.

These figures are particularly relevant in considering the linkage with atti-

TABLE IV—RACIAL BACKGROUND OF FRESHMEN, CLASS OF 1974.<sup>7</sup>

Racial Background	Academies	4-year Colleges	Technical Institutions	Private Universities
Caucasian/White	96.3%	91.1%	96.4%	93.7%
Negro/Black	2.1	7.2	2.0	4.1
American Indian	.1	.1	.0	.1
Oriental	.5	.7	1.2	1.4
Other	.3	.8	.4	.7

TABLE V—FATHER'S EDUCATION.<sup>8</sup>

Education	USFA	USMA	USNA	Private Universities	4-year Colleges
Grammar School or less	3.2%	4.7%	2.9%	4.4%	9.1%
Some High School	8.2%	9.7	8.2	10.0	15.6
High School Degree	43.9	24.3	26.9	26.2	30.5
Some College	24.5	21.2	18.0	17.3	17.2
College Degree	18.8	24.6	27.5	25.1	17.6
Postgraduate Degree	4.6	15.5	16.4	17.0	10.0

tudes. The expectation is that whites would tend to be more conservative and nonwhites would be more liberal. This was borne out by cross-tabulation which revealed that at the Naval Academy 34 percent of the white plebes identified themselves as having moderate political attitudes while 26 percent characterized themselves as liberal, while 50 percent of the black plebes characterized themselves as moderate and 43 percent identified themselves as liberal.

Fewer nonwhites at the service academies stems from many factors. The discriminatory bias that once prevailed within the officer corps continues to make it difficult in attracting racial minority groups despite service efforts to eliminate racism and attract more nonwhites. While all legal discrimination has been removed, social discrimination within the military is perhaps as widespread as in the civilian world. The discrimination that forced many blacks into inferior secondary schools has made it more difficult for the academies to find qualified black students, even when actively recruiting them. Nonethe-

less, there have been significant increases in the number of black plebes in each freshman class at the academies in the last 5 years.

The parents of academy students tend to be more highly educated and earn higher incomes than might be expected from the national statistics. The figures indicate, for example, that approximately 40 percent of the parents of these students have college degrees while another 20 percent have some college. Private university students reported, on the whole, higher parental education than did any other category. West Point and Annapolis students do not vary significantly in the reported father's educational achievement. The Air Force Academy's returns, however, show a departure from the norm expected from the other academies. The norms for most categories of institutions participating tended to cluster around the figures for 4-year colleges.

Predictably, academy and private university students were less likely to report that their fathers' occupation was that of an unskilled, semiskilled, or

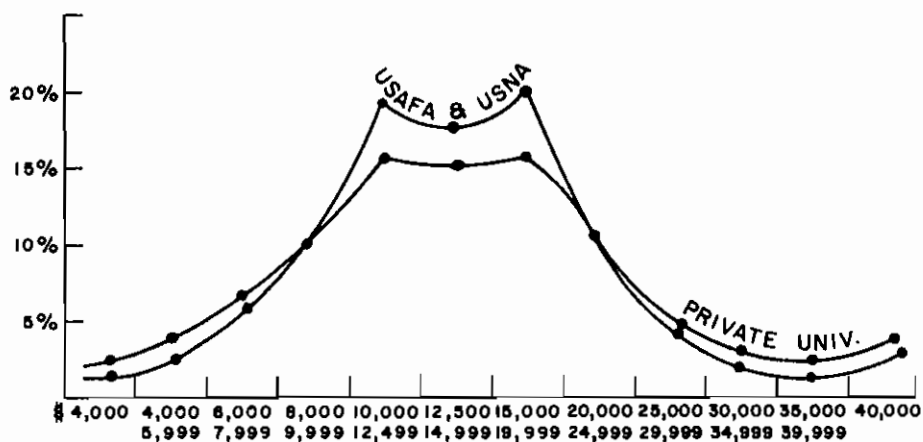
skilled worker. The only major distinction between the occupation of the parents of academy students and private university students lies in the area of business and a military career. Thirty-nine percent of the parents of students going to a private university were businessmen, while 29.1 percent of the parents of academy students were businessmen. On the other hand, 14.3 percent of the fathers of academy plebes made a career of the military, while only one percent of the fathers of private university students made a career of the service.

The Air and Naval Academies attracted fewer students from families with incomes of less than \$10,000 than did private universities. Over half of the entering plebes were from families with annual incomes that ranged from \$10,000 to \$20,000, while 46 percent of the freshmen at private universities had family incomes in that category. However, 24 percent of the families of private university students had incomes over \$20,000, and 20 percent of the families of academy students fell within that category. Two points can be made from the table. It is surprising that the academies approach the national norm of private universities in the proportion of students they attract in the upper

income brackets. The conventional wisdom usually states that an academy education would have little attraction for individuals in that category because of the possibility of more lucrative careers in other areas.<sup>9</sup> The stereotyped image of the poor boy of average ability who wins an appointment to an academy through pluck and determination to achieve his goal of upward mobility is more fiction than reality. The academies and the private universities have higher income norms than any other category. Clearly the military academies are not getting students from low income families in the numbers that might be expected.

The final factor to be considered in the formation of social and political attitudes is religion. There are some interesting comparisons to be made between the religious affiliation of the academy student and the private university student. Immediately apparent are the relatively larger percentages of Baptist, Lutheran, Methodist, and Presbyterian students at the academies and the underrepresentation of Jews and those claiming no religious preference. The lower number of Jews at the academies may be explained in terms of housing patterns and life styles, that is, they tend to be concentrated in large urban

TABLE VI—ESTIMATED PARENTAL INCOME;  
USNA AND USAFA COMPARED WITH PRIVATE UNIVERSITIES



**TABLE VII—RELIGIOUS PREFERENCES OF ACADEMY PLEBES  
 AND THE NATIONAL NORM FOR PRIVATE UNIVERSITIES**

Religious Preference *	Academies	Private Universities
Baptist	10.0%	12.2%
Congregational	2.7	3.2
Eastern Orthodox	.3	.9
Episcopal	6.7	4.0
Jewish	.5	13.6
Lutheran	7.4	3.3
Methodist	15.3	6.4
Presbyterian	10.0	4.7
Roman Catholic	32.5	35.1
Other Protestant	7.5	3.6
Other	2.3	2.3
None	4.5	15.2

\*Figures do not add to 100 percent due to omission of several minor sects.

areas where the military ethic is not held in as high esteem as it is in smaller towns where a high percentage of academy students are recruited. Also, most private universities are located in the large urban areas, explaining the much higher percentage of Jewish students than expected. The higher retention of religious preference at the academies may in part be due to the military stress on religious belief which the cadets accept as part of the life one chooses upon entering.

**Political Attitudes.** Conservatism has been a traditional hallmark of the officer corps, both in terms of the military routine as well as in its approach to politics. Career officers usually accept the conservative ethic of the military through the general socialization process if they were not conservative at the time they joined the military. The military ethos also attracts many who already have a conservative bias to make the service a career.

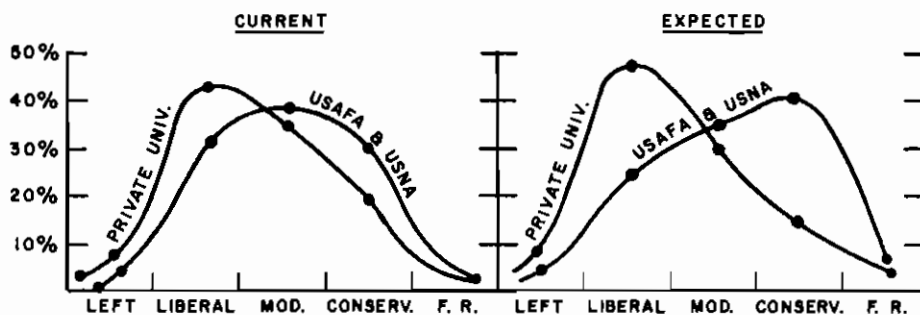
It is not surprising then that plebes entering each of the three academies in the summer of 1970 tended already to perceive themselves as being more conservative in political preferences than the national norms. Academy students' political identification compares most

closely to the category of technical institutions, which tends to have the most conservative identity. The most liberal categories were private universities followed very closely by Catholic 4-year colleges. Many students of private universities expect that their political preferences will be more liberal at the end of the 4 years. Cadets and midshipmen expect to shift to the right, however.<sup>10</sup> Apparently students in both categories expect to be politicized during their college careers because in both instances fewer freshmen expect to identify as a moderate by the end of their college career. There is a projected net loss of 6.5 percent of the plebes and 8.6 percent of the university freshmen who expect to identify themselves as moderates in 4 years. The inference could be drawn that polarization is a concomitant aspect of politicization.

The academies attract significantly fewer liberal and left students and more conservative students than would be expected due to chance. At the end of the 4 years the disparity is expected to be even greater with relatively fewer liberals and more conservatives at the academies than we might expect at private universities.<sup>11</sup>

It should be emphasized that the academies are being compared here with

**TABLE VIII—CURRENT AND EXPECTED POLITICAL PREFERENCES  
(USFA & USNA WITH PRIVATE UNIVERSITY STUDENTS)**



**TABLE IX—CROSS-TABULATION OF RELIGION  
AND POLITICAL CHARACTERIZATION**

Religion	Far Left	Liberal	Middle of the Road	Conservative	Far Right
Baptist	0%	27.9%	31.3%	38.3%	2.3%
Episcopal	0	30.5	24.5	43.5	1.5
Lutheran	0	32.5	41.2	25.0	1.2
Methodist	0	18.0	40.3	39.8	1.2
Presbyterian	0	19.4	44.9	33.9	1.6
Roman Catholic	.3	34.1	37.9	26.0	1.7

the private university category which responded as the most liberal group. Every other category was closer to the norm of the academies.

Interesting results were obtained by cross-tabulating religious preference and political characterization at the Naval Academy for the class of 1974. Table IX contains a cross-tabulation of some of the most significant religions for our consideration. A higher percentage of Catholics characterized themselves as liberal, and fewer identified themselves as conservative than any other religious group. No one identifying himself with a Protestant religion indicated he would characterize his attitudes as far left. The results are as we might have expected since the American Council on Education reported that, next to the private universities, students attending 4-year Catholic colleges identified as being the most liberal of all the categories. Protestant 4-year colleges were, next to technical institutions, the most conservative

of those institutions giving at least the bachelor's degree.

No statistically significant results were obtained by cross-tabulating political identification with parental income, indicating that religion is more important in determining political attitudes than is income.<sup>12</sup>

The divergence of attitudes that might be expected on the basis of political preference is borne out when plebes are compared to freshmen entering private universities concerning views that generally separate liberals and conservatives. In almost every category plebes are more likely to agree with the general conservative philosophy which would restrict the role the Federal Government plays in daily domestic affairs, while supporting a strong governmental position in areas related to foreign policy. In some areas self-interest, or lack of it, affects the response. For example, fewer plebes favor compensatory education for the dis-



**TABLE X—OPINIONS CONCERNING THE ROLE OF GOVERNMENT**

<b>Percent who feel the Federal Govt. should increase its commitment or initiate a crash program in:</b>	<b>Service Academies</b>	<b>Private Universities</b>
Compensatory education for disadvantaged	51.9%	65.4%
Elimination of poverty	68.0	82.2
School desegregation	42.8	54.5
Financial aid for the disadvantaged	32.7	49.4
Military involvement in S. E. Asia	34.1	11.1
Development of A B M	62.1	20.9
Control TV and newspapers	12.7	8.3
Space program	59.9	33.8
Control of firearms	30.8	55.2
Consumer protection	58.8	69.8

**TABLE XI—OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT**

<b>Objectives</b>	<b>USNA Plebes</b>	<b>Private Universities</b>
1. Be an authority in my field	83.4%	71.2%
2. Obtain recognition from peers	51.6	44.8
3. Influence political structure	22.8	26.8
4. Raise a family	75.0	61.8
5. Have an active social life	56.6	56.3
6. Have friends different from me	56.0	59.9
7. Be administratively responsible	53.2	23.4
8. Be very well off financially	34.9	43.1
9. Help others in difficulty	63.1	61.6
10. Become a community leader	30.3	19.1
11. Contribute to scientific theory	19.7	17.3
12. Not be obligated to people	20.4	22.4
13. Keep up with political affairs	73.1	62.2
14. Succeed in my own business	34.5	47.4
15. Develop a philosophy of life	76.8	77.4

advantaged, and fewer still would support any financial aid for the disadvantaged although 41.8 percent of the academy students would support greater Government involvement in giving special benefits to veterans while only 28 percent of the private university students would do so.

One final area of interest in considering the attitudes of academy students and how they compare with others concerns the objectives in life that the students consider to be important. This table confirms the observations made earlier concerning the drive for achievement by academy students. Academy plebes reported goals and objectives in

life that have a competitive aspect (particularly items 1, 2, 7, 10, and 11) more frequently than did students from private universities. In fact, academy students scored higher in those areas than did any other category. While academy plebes thought objectives where authority and respect are a major part of the reward were very important, they scored lower than any other category in concern over financial rewards.

One other area of significant divergence with the pattern of responses with private universities was that the Naval Academy plebe thought it more important to keep up with political affairs than did other students. Thirty-four

percent of the plebes at the Naval Academy agreed that the individual cannot change society, but 40 percent of the students of the private universities agreed with the proposition. The indication is that the plebe is less likely to feel powerless in the face of society. Finally, only 5.7 percent of the Naval Academy plebes agreed strongly that there was a generation gap with their parents, while 18.7 percent of the students at the private universities agreed.

**Conclusions.** Academy students occupy a unique position upon entering the officer corps in that they are viewed as being the elite in the military profession, much as the graduate of the private university is viewed in the civilian world. Some very interesting similarities and differences surface when the military academy student is compared with his nonmilitary counterpart.

First of all, the students entering the military academies have demonstrated high potential. They have outperformed every other group in terms of their class rank in high school and average grades received while in high school. Secondly, the academy plebe has received recognition for secondary school achievements in competitive areas such as winning varsity letters, being elected president of student organizations, or being a member of a scholastic honor society in greater measure than has his private university colleague.

Economically and socially there are many similarities between students at the academies and the private universities. They both come from families having much higher incomes, on the average, than students in any other category. Parental education for both these categories is higher than for any other category, further indicating a secure financial and social background. The student enrolling at a private university is more likely to have lived in a large city while growing up, however, while the academy student is more

likely to have lived in a moderate size town. Both the private universities and the academies tend to have fewer non-whites than most of the other categories.

Religiously there are more Protestants and fewer Jews at the academies. The higher number of Protestants correlates to a significant degree with a conservative political attitude. Catholics at the academies are more liberal than any Protestant denomination.

Students entering private universities are more liberal than students entering the academies, and they expect to become more liberal while plebes expect to become more conservative.

Two points should be made here. There is a general consensus among academicians in the social sciences that political liberalism provides the framework through which political problems can best be solved; this is a view shared by the writer. However, it is not necessarily true that the military should also represent or accept the same view. That is, perhaps academy graduates and the military should be skewed in a direction inappropriate for the rest of the population.

Secondly, the academies themselves are undergoing significant changes that will bring them more closely in line with private universities in terms of attitudes. Every attempt is being made to recruit more blacks, for example. The social sciences and humanities have recently expanded their curricula and offer majors in their respective disciplines.

The hypothesis that academy students tend to be high achievers with high potential appears to be substantiated by the evidence available at this time. Academy plebes have outperformed their closest competitors in the private university category in secondary schools in the areas of scholastic, athletic, and student leadership. This also correlates with the objectives they feel to be very important in life such as becoming a community leader, ob-

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taining recognition from peers, and becoming an authority in a career field.

This study would appear to have provided considerable evidence to support a second working hypothesis, i.e., that academy students have a high need for social approval. This hypothesis is related to the first and is not unexpected. One goal of achievement, after all, is to be recognized and approved socially. This is also posited on their need to be recognized by their peers and to be community leaders.

A great deal of uniformity is reflected in the background of the academy students in terms of race, religion, socioeconomic status, and attitudes. The attitudes are probably uniform because of the uniformity of other factors. But "uniformity" is not the same as "conformity." A study that would untangle the threads of social approval, high achievement and its relationship to uniformity and conformity would be most useful at the academies. It is true that when the emphasis is on group affiliation, such as in the military, there tends to be more social conformity than occurs when the group is task oriented. However, it is also true that a higher achiever feels less need to fit in<sup>13</sup> unless he has a strong affiliative motivation, in which case he might be even more susceptible to group pressure, at least in certain circumstances.<sup>14</sup>

This leads to a third working hypothesis. On the basis of the demon-

strated high potential and competitiveness of the academy student, we might expect that academy graduates would fill the flag ranks out of proportion to their numbers. On the strength of their greater capability and ambition, their desire to be administratively responsible, and their desire to lead, one could expect the academy graduate to work harder in the military to achieve rank. It would appear that the academy graduate may get ahead for reasons other than merely preferential treatment as critics charge. More investigation of the performance of service academy graduates compared with the nonacademy officers in the career service is needed, however, before any definitive conclusions can be reached in this regard.

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### BIOGRAPHIC SUMMARY



Professor Charles L. Cochran did his undergraduate work at Mt. St. Mary's College, earned his master's degree from Niagara University, and received his doctorate in political science from Tufts University. He has published widely in scholarly journals, including the *American Journal of International Law*, and has served as a Government consultant in international law to the U.S. Naval War College. Professor Cochran is currently serving on the faculty of the U.S. Naval Academy.

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### FOOTNOTES

1. *National Norms for Entering College Freshmen—Fall 1970* (Washington: American Council on Education, Office of Research, 1970), v. V.

2. For the technical details about the sampling design and the weighting procedures which have been used to correct for the disproportionate sampling of institutions in each cell, see John A. Creager, et al., *National Norms for Entering College Freshmen—Fall 1968* (Washington: American Council on Education, Office of Research, 1968), v. III.

3. Date compiled from *National Norms for Entering College Freshmen—Fall 1970*; and from Gerald W. Medsger, *A Comparison of New Cadets as USMA with Entering Freshmen at Other Colleges Class of 1974* (West Point: Office of Institutional Research, 1971), p. 9. Data supplied also by USAFA and USNA Student Information Form Responses. Four-year colleges include all public and private institutions granting a bachelor's degree. Private universities are those colleges under private control that are parts of universities, as opposed to public universities which fall under State or local government control. Both technical institutions and private

university-related colleges provide a selective base for comparison because of their generally more selective admissions policy and because they probably draw on much the same population of high school graduates as the service academies.

4. Data compiled from *National Norms for Entering College Freshmen—Fall 1970*, p. 24; Medsger, p. 10; and responses from the Student Information Form of the Air Force Academy and the Naval Academy. The American Council on Education has included the U.S. Air Force Academy, the U.S. Coast Guard Academy, the U.S. Military Academy, the U.S. Naval Academy, the Virginia Military Institute, and seven other institutions in the category of technical institutions. Since the service academies make up such a large part of the institutions in the category, extreme caution must be exercised in interpreting comparative data between the academies and the category of technical institutions. The similarity between the category and the service academies may be due in large measure to the "contamination" of the technical institutions by the High portion of academy representation.

5. Academy students estimated that 75 percent of their classmates were going to college 35 percent of the time, while 32 percent of college males estimated that such a high percentage of their classmates were college bound. Forty-eight percent of those attending private universities estimated that about 75 percent of their classmates were college bound.

6. Data compiled from *National Norms for Entering College Freshmen—Fall 1970*, p. 24; Medsger, p. 12; responses from the Student Information Form of the Air Force Academy and the Naval Academy. It should be noted that academy students were at least average in participation in the categories of art, music, and drama.

7. Data compiled from *National Norms for Entering College Freshmen—Fall 1970*, p. 21; Medsger, p. 2; responses from the Student Information Form of the Air Force Academy and the Naval Academy.

8. Data compiled from *National Norms for Entering College Freshmen—Fall 1970*, p. 21; Medsger, p. 6; also responses from the Student Information Form at the U.S. Air Force Academy and the Naval Academy.

9. These figures were further substantiated when 2.5 percent of the plebes characterized their neighborhoods as upper class as did 5.1 percent of the private university students and 2.3 percent of the 4-year college students.

10. There is good evidence that the college experience socializes but does not "necessarily" liberalize the student. See Philip Jacob, *Changing Values in College: an Exploratory Study of the Impact of College Teaching* (New York: Harper & Brothers, 1957), p. 38-54. Professor Jacob suggests that freshmen become "seniorized" during their college career. That is, imitation and emulation of upperclassmen by underclassmen result in the latter adopting their attitudes and winning respect in the process.

11. The importance of expectations in affecting the outcome of an experience has been well documented elsewhere. See R. Rosenthal and L. Jacobson, *Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development* (New York: Holt, Rinehart & Winston, 1968); also R. Rosenthal and R. Lawson, "A Longitudinal Study of the Effects of Experimenter Bias on the Operant Learning of Laboratory Rats," Unpublished Manuscript, Cambridge, Mass.: Harvard University, 1961.

12. Both Catholics and Protestants attending the Naval Academy were from the more conservative segments of their religious groups since those attending Catholic colleges tended to be more liberal than Catholics attending the Academy, and Protestants attending the Academy were more conservative than the norm of those attending Protestant 4-year colleges. Catholics attending Catholic colleges identified as being far left, 3.4 percent; liberal, 43.0 percent; middle of the road, 36.9 percent; conservative, 15.9 percent; and far right, .9 percent. Protestants attending 4-year Protestant colleges gave their political preference as follows: far left, 3.3 percent; liberal, 33.9 percent; middle of the road, 41.3 percent, conservative, 20.4 percent; and far right, 1.2 percent.

13. See D.C. McClelland, et al., *The Achievement Motive* (New York: Appleton-Century Crofts, 1953).

14. See J.W. Sistrunk and F. Sistrunk, "Personality Correlates of Two Kinds of Conforming Behavior," *Journal of Personality*, 1964, p. 32, 420-435.

