

Mr. MORSE. We have every reason to think so. We have been in fairly close touch with Mr. Cater on the White House staff, and Mr. Cater assures us that the President is aware that there is a problem.

Mr. ESCH. And I am correct that the situation could be alleviated by Executive order?

Mr. MORSE. It certainly could be alleviated by Executive order. Whether that would provide the best system, I think we could all discuss at some length. But certainly the Armed Services Committee has indicated that it believes the President has ample authority to resolve this problem by the designation of a prime age group.

Mr. ESCH. I wonder why the President has not acted. I wonder whether the President or General Hershey is in charge of the country. I think this is a serious matter and I would like to know the reason why he hasn't acted. I think the country would like to know, the young men would like to know, and I think the colleges and universities would like to know.

Mrs. GREEN. Dr. Trytten, for my education, would you outline to me your recommendations in the Korean war? What do you think the best draft policy is in terms of the national interest and in terms of the colleges and universities and young people?

Dr. TRYTTEN. You are asking two questions. Let me take the first one, what the program was at that time.

Let me say that the universities at that time were in a somewhat different position but perhaps not too much different. They had lived through World War II, which very severely strained the institutions financially and in many other ways. So that the drafting of students in any great numbers at that time would have been very disastrous for the institutions, perhaps even more so than at the present time. The question really was this, that you are going to make inroads into the college population, and how do you go about it? What kind of principles should apply? There was appointed to consider this by General Hershey a series of committees which elected to work as one committee. It was that committee that I was chairman of.

It came up eventually with a scheme which would authorize student deferment on the basis of two criteria. One of them, a criterion of quality which would be determined by a test to be given, an aptitude test. That was actually done by the Educational Testing Service in Princeton which administered the test to several hundred thousand students who elected to undergo this.

The other criterion was the standing of the individual in his class, where he rated. He had to be in the upper percentile. I have forgotten now the exact percentile because they differed for the graduate and undergraduate students. So it was a double criterion that was applied. If the individual satisfied either of those criteria the local board was empowered or was advised to defer him.

It was in effect, and quite well accepted, I think, by the educational community, but of course the crisis was a much shorter one, and consequently after a year or two the draft calls became so low that it more or less passed out of active use.

Now, with respect to the present situation, I think it is somewhat different. I am not sure that the same situation would apply here, partly because of the attitude on the college campuses: The fact that