

We are, in the universities, so devoted to the national interest that we are quite willing to cooperate with the system that Congress brings out. We merely plead that the system be one that will be truly in the national interest.

Mrs. GREEN. Thank you very much, Dr. Harrington. Would you expand a little bit on what the present draft system is going to do at your university and what you think it will do to the graduate schools in terms of percentage, how many were you planning for September 1968 and how many for 1969 and how many are you planning for now?

Mr. HARRINGTON. We are, of course, in a state of confusion and I suppose that is a big point. It is, of course, possible that local draft boards, local selective service boards, will, by their rulings, be able to continue some flow of persons into graduate schools and thus we have a great deal of difficulty in deciding just what we should do.

We have graduate schools both in Madison and in Milwaukee, we have about 8,000 graduate students. We would normally expect to take about 3,000 new graduate students each year.

If the full impact of this program hit us we would find that the 3,000 we would normally plan to get would probably be reduced to about a thousand.

If we look very carefully at the situation and offer many more opportunities than normal, that is, instead of asking for 3,000 or 4,000 we ask for 5,000, with some shrinkage we will be able to get a larger number than, say, the 1,000.

But this gives us so much uncertainty that we are concerned about overestimating the number we should try to get and we are deeply concerned about the lesser graduate schools.

Let me illustrate this point. If we, to get 3,000 graduate students, need to make offers to 6,000, we will get the 3,000, probably, but we will be wiping out the opportunity of lesser graduate schools to get these students.

The consequence, of course, will be that if you take the graduate schools as a whole you will be reducing the teaching assistance by 20 percent, 30 percent, 40 percent. These teaching assistants are in training to be teachers and they are part of the teaching staff of our great universities so the loss here would be very substantial indeed.

Mr. TRYTTEN. Madam Chairman, might I interrupt here?

Mrs. GREEN. Yes.

Mr. TRYTTEN. The last time I appeared before this subcommittee I mentioned the fact that we were carrying out a query of the universities who have graduate schools to try to estimate the impact. We have a very large number of responses, I think some 70 or 80 are in already of the graduate schools.

We have a summary here of the responses, if that would be of interest to you.

Mrs. GREEN. That would be most interesting to the committee. Could you summarize it, and then I will ask unanimous consent to place it in the record at this point.

Mr. TRYTTEN. Since Mrs. Vetter carried it out I will ask her to do that.

Mrs. VETTER. The numbers themselves at this point are not significant. Only the proportions are significant because we have no idea