

I am a little oriented toward out where they go and I have paid more attention to what man is doing rather than how he stood on the critical list.

I intend to support by what little I can by taking appeals, trying to cover the man who is doing things, because the man who is doing something was earlier in the deferred list than people who are getting ready to do something.

Mrs. GREEN. Does every one of the 4,000 autonomous boards have the authority to defer teachers?

General HERSHEY. Yes. I don't think there is any question about that. Graduate students, I think we get into a little different field because here we have a prohibition. But abolishing the critical list and abolishing—they didn't abolish it, they suspended it as a means of influencing the board.

Personally, I think it has been overestimated how much the board was influenced by that. I think they were interested in what the fellow was doing rather than what list he was on.

Mrs. GREEN. One of the concerns of the colleges and universities is that a large number of the graduate students provide teaching assistance.

The schools are dependent upon these graduate students to teach undergraduate courses.

Would these people then be subject to the same deferment as the teachers?

General HERSHEY. I met with the presidents of the universities and colleges in Ohio in the month of November and we discussed that subject.

I don't think it is quite proper for me to make any suggestions on how people go at things but if they had been doing their teaching over the years with students, I didn't know, but what maybe they could start teaching their teachers.

Mrs. GREEN. Congressman Thompson.

Mr. THOMPSON. Madam Chairman, I am really completely confused by some of the things the General has said.

I would like him to clarify. He says: "if the people are doing things." Now what does he mean? He runs the system. What does he mean by people who are doing things?

General HERSHEY. Well, I am probably trying to get into the philosophy. Remember, there was a time probably when everybody who had an obligation for service, they all served when they went out from the village. But there came a time when people had to do things, otherwise, they didn't sharpen the spears, there would not be any spears to take out.

Then we started delaying or postponing the individual who sharpened the spears, the one who built the planes or designed the planes. Then, mostly in World War II, we began to anticipate there was going to be a need to do all of these things and in order to watch our lead-time we began to develop people as students to get ready to do these things.

The differentiation I am trying to make is that here the difference is between a teacher who is, I will say, doing something, he only had about 3 years of it but I feel he had a little experience, I would figure he was doing something, while the student on the other hand was preparing to do something.