

class each year from the dropouts of other institutions. You may have seen a picture in one of the monthly magazines with the boys with Princeton and Harvard and Yale sweaters now attending this institution. Those were the flunkouts.

We don't want that kind of a situation.

Mr. ERLBORN. I am not familiar with that school, but I would guess that if the draft law were done away with, they would be broke.

Mr. McGRATH. Without knowing the facts, I would endorse your assumption.

I do think, though, Mr. Erlenborn, that the educators have to face up to the fact that the academic establishment must be operated with greater efficiency; because, as Seymour Harris, the economist at Harvard, showed several years ago, the money is simply not going to be there to support them under the circumstances under which they have been operating.

Therefore, I believe, Mr. Erlenborn, that even institutions of very great reputation and history will have to make better use of their endowment and current funds than they have in the past if we are going to get this job.

Mr. ERLBORN. Thank you.

Mrs. GREEN. I share Mr. Erlenborn's concern. I do not know of a single college in the country that does not subsidize education to a very large extent. I don't know of a single one that is able to operate on only tuition and fees.

Dr. McGRATH. Well, the one in Iowa did; but this, Mrs. Green, this varies all the way from—

Mrs. GREEN. The one in Iowa has lost its accreditation; has it not?

Dr. McGRATH. Yes.

Mrs. GREEN. I think that is an unfortunate comparison.

Dr. McGRATH. I think it is; but the variation in support from income varies all the way—I looked this up in New York State some time ago.

In one institution in New York State that has a very large endowment, the support of current operating expenses is 14 percent from the student fees, 86 percent from other sources.

You can find the reciprocal of that, too, where 86 percent of the operating expenses come from student fees and 14 percent from other sources.

I would further add that the better institutions academically, in the main, have the largest support from nonstudent sources.

Mrs. GREEN. You mentioned a ratio of 20 to 1. Does that include everybody in your institution when you say 20 to 1?

Dr. McGRATH. That would be an equivalent full-time faculty related to an equivalent full-time student body.

When we were talking to Milton Eisenhower about that, he suggested it would be realistic to consider 17 or 18 to 1 as an appropriate relationship. I think with our limited curriculum and larger classes—you see, these interdisciplinary courses will have several hundred students in them under one teacher.

We are trying to do what my friend Beardsley Ruml advocated, just before he died, in a book called "A Memo to a College Trustee," to bring the income of the institution from student fees closer in line to the expenditures for current operating expenses. And I believe the longrun destiny of the private institutions will rest on their ability