Mr. GIBBONS. Let me interrupt you here. One problem which has been worrying the whole committee for a number of years is the general philosophy of forgiveness in the NDEA loan.

Let us talk a little about the whole philosophy of forgiveness in the national defense education student loan program. Can we get some philosophical views from you as well as some practical views of the administration of this particular phase of the program?

Mr. SENNETT. I would like to make one comment relative to the forgiveness feature.

It is my conviction that we should abolish the forgiveness feature not only from an administrative angle but also from a philosophical angle of getting something for nothing. In telling a student, "It is a loan which we will forgive you," we are saying in other words, "We are bringing you to become a teacher in a public or a private school."

I think it is absolutely wrong to set aside a particular group to receive these benefits while other groups do not receive comparable benefits.

Then there is another thing which I would like to see and that is a considerable shortening of the time of repayment of these loans, especially if they do not exceed, we might say, a thousand dollars or something like that.

It seems to me it is an extremely long time to carry on an account for as long as 12 years from the time the student leaves school to periodically collect five, six or what-have-you dollars from that student.

Mr. GIBBONS. I agree with you.

Mr. QUIE. I just want to comment that your statement on the forgiveness was surely after my heart.

I would like to hear what the other gentlemen think on it. What we tried to do for awhile was to give to the institution the latitude of receiving the total amount of money, of $100,000 to use as an example. Since about 24 to 25 percent of the student loan money is actually forgiven to them, you can use all of the $100,000 for loans or if you desire, and up to 25 percent of it can be used in a grant for the most needy students to work out a package for them so that they would receive their financial grant not as a result of going to a particular occupation, and later on when they can afford to pay it back but at a time when it will do the most to encourage them to enter college or pursue their college.

Mr. GIBBONS. You have forgiveness now, maybe it doesn't hit you all. I don't know whether you have medical training schools and nurse training schools and things like that, but we have forgivenesses now in so many of these loan programs that it has really become a hodgepodge. We would like you to talk about the philosophy of forgiveness, the practicality of forgiveness.

Dr. YOUNG. Our treasurer, Mr. Gordon, is here. He may have had some experience.

Mr. GORDON (treasurer, University of Maine). Philosophically, I agree with Mr. Sennett, but mechanically, of course, it is a mess—because, as you mentioned, there are so many areas of forgiveness. We can live with it. We are not suffering, but it seems very complicated.