but when we get into that, as I say, I am not necessarily opposed to what we are doing but trying to understand how far we are going in this direction under the work-study program.

Mrs. GREEN. Thank you. I would like to say we will operate under a 10-minute time limit, not the usual 5 minutes, to see how we come out. Congressman Quie.

Mr. QUIE. Mr. Secretary, do we need to subsidize the guaranteed-loan program to such a high income as $15,000? Wouldn't it be possible to run that program without even subsidizing the interest?

Secretary GARDNER. Well, this tends to vary with the year and economic conditions at the time. During this past year it has not been very easy for students. Thus, I think it was useful to subsidize them. I would like to hear Harold Howe's comment on that.

Mr. QUIE. I thought the intention of the guarantee program was to phase out the NDEA loans. I think we have passed that crossroad. You realize the interest of Congress to retain that loan program. I was wondering, then, why higher income people needed the guarantee.

Mr. HOWE. Mr. Quie, I think we have all come to recognize there needs to be in places a comprehensive package of student aids ranging from scholarship grants to various types of loans to work-study enterprises. I think the guaranteed-loan program performs the particular function of addressing itself to the problem of the middle-income family confronting high college expenses. This is a real problem.

As tuitions have moved up, particularly in private institutions, the person in the $8,000 or $10,000 or $12,000 income bracket confronting education costs of, say, $2,500 when you put tuition beside residential cost in a college, has an unmanageable situation to handle.

So it seems to me there is some rationale for a relatively high limit for the benefit of middle-income people. It seems to me we could argue about exactly where that line ought to be drawn, but I think it needs to be a reasonably high line to handle a very real problem.

Mr. QUIE. I guess, well, we won't argue this any more. I can understand the reason for helping with a loan and guaranteeing the loan so he can secure it, but it still bothers me why we have to have the subsidization of the interest, because it is pretty big subsidization now.

Mr. HOWE. It is 6 percent.

Mr. QUIE. Right; the way the level of interest rates are at the present time.

You mentioned on page 7, "The act would direct the Commissioner to conduct both long- and short-range forecasts of manpower needs * * *." Why does the Commissioner need direction from Congress to do that?

Secretary GARDNER. I don't think he does.

Mr. QUIE. Why has it not been done already?

Secretary GARDNER. In the last 10 years we have seen a series of manpower needs but we have tended to do it in piecemeal fashion. The whole movement of the Education Professions Act is to examine all educational manpower in its totality. The purpose of putting it in the act was simply to make it a matter of record and make it a requirement that we place these appraisals before you. It seems to us that as we move toward broader categories we should be more punctilious in our reporting to you as to what we think the requirements are.