

ing. He had decided to drop out and changed his mind when he heard of work-study.

His assignment was tutoring at an inner city youth center. He did a remarkable job and the local Office of Economic Opportunity hired him to run a tutoring center for Upward Bound students.

His college schedule has been arranged so that he can finish the work on his degree. This man was raised in a housing project and is determined to help urban youngsters find their places in society.

I appreciate the opportunity to present my views before this committee. I appreciate the fact that in this bill there is recognition that educational opportunity is a primary weapon in the battle to solve the problems of our cities.

Mr. GAUL. President Sachs, I notice you look with favor on the suggested amendment to title I of the Higher Education Act of 1965. Is your institution participating in title I?

Mr. SACHS. Not at this time.

Mr. GAUL. Do you intend to?

Mr. SACHS. Yes.

Mr. GAUL. Perhaps you know from the hearings this subcommittee has been conducting over the last few weeks that there seems to be growing sympathy for the deletion of the cancellation provisions or forgiveness features of the National Defense Education Act.

I think a variety of reasons are stimulating the members to think along these lines. One is a lack of any statistical information which shows that the forgiveness feature has fulfilled its purpose; that is, of attracting people to the teaching profession.

I notice in your statement you say it has and I wonder if you have any studies you could provide the members of the subcommittee to show it is helping attract teachers.

Mr. SACHS. I don't think we have enough graduates or information to make this significant. We have some case studies of this kind. I think perhaps the most important study is this young girl intending to send her young brother through because of the forgiveness feature.

I am not sure I could document this significantly.

If you are attempting to get teachers, then I think the forgiveness feature is something we should give careful consideration to.

Mr. GAUL. You mentioned that off-campus work-study is very useful and good for the professional students.

Is most of your work-study off campus?

Mr. SACHS. Yes; about 80 percent.

Mr. GAUL. It was my understanding most colleges and universities had a larger work-study program on campus than off.

Mr. SACHS. We have again made a definite effort to provide work in boys clubs and housing projects. This is much more beneficial than doing work on campus.

Mr. GAUL. You mentioned promising internships in Chicago. Is this at the undergraduate or graduate level?

Mrs. Green has raised questions as to whether it would be desirable to lessen the restrictions in the Teachers Corps so as to involve interns at their junior or senior year of undergraduate work.

Mr. SACHS. We are trying to involve groups of students-teachers in projects out in the districts of Chicago. We are working with one