

cancellation we would phase something else in that would make an awful lot more sense educationally and politically?

Mr. PURDY. Do you have any words of wisdom, Peter?

Mr. GUNNESS. I suppose one of the things I hear, at least from the education school at Harvard, is that they don't have any scholarship money for general purposes. Most of the scholarship funds that come to students in education go into special programs so that their general financial aid picture is pretty lean although certain parts of their program, guidance, for instance is pretty well fixed in a research sense.

So you have to generate or think in terms of programs that generally help support students going into education careers but in the framework of other programs of Government service as you suggested other people in the Congress are thinking about. But I have not thought about a quid pro quo exchange but it might have to be in that range.

Mr. PURDY. Whatever it would be, it would have to be something I think that would be a uniform consideration for all teachers, not just the ones who were poor while they were in college.

Mrs. GREEN. In a measure, we have a sabbatical in terms of the NDEA institute case, a kind of modified sabbatical?

Mr. PURDY. Right.

Mrs. GREEN. I think maybe more attention should be given to that than a straight sabbatical. At this point it seems to be the best way.

Mr. PURDY. Are there further comments here concerning that?

Mr. DAVIS. You take, for instance, by 1975, it would be something like cancellation cost to the Government of some \$34 million.

Now being from a small school and being associated with a number of small schools in the southern area, I know how much of a problem it is. Some of them have to turn down the possibility of contributions to the NDSL because they can't meet matching funds.

If even a fraction of that, one-half of it, were made available, it would potentially make them eligible to receive something like \$500 million in NDSL funds which they probably would have to turn down, not in any particular school but it would particularly affect the smaller schools.

Mrs. GREEN. Do you think we ought to consider something like the GI bill for teachers that have to be in combat zones?

Mr. PURDY. You are very wise in saying that, of course, once aid is established it is difficult to remove it from a philosophical and political standpoint. I believe it could not be done without something in its place.

Again, whatever is done should be for the teaching profession generally and not for just individuals which then puts the financial aid person on the spot.

Who gets it and who doesn't? This is the spot we don't really like to be in.

We have quoted a few figures here all of which concern the cost and so forth which is written out. Are there any further questions on this?

Mr. QUIE. I would like to go back to the question of matching. I understand that one of the suggestions is to use the work-study fund as matching. But also this legislation would not require matching at all.