

They came up with this idea of what is needed to arrest this declining in the system and that is a heavy dose of the elixer of competition. It seems everyone would benefit given the alternative.

Mr. BURTON. I concur with most of the facts stated by our distinguished chairman. I am not certain the solutions he has suggested would work. I have been pleased with the Elementary and Secondary Education Act. It has overcome a lot of false barriers. It has improved the education of our Nation's youth.

I would like some demonstration project if it is not already in the works, so that we can see, given the understanding that a demonstration project is subject to overriding factors if this works.

I am quite convinced that this business of permitting people to opt out permits of a possibility of adverse selection, this is a common usage in the insurance business. It is one of the reasons why social insurance doesn't permit opting. You are not permitted adverse selection because adverse selection per se both helps and hinders, dependent on which side of this line you happen to be on.

I just don't know what the answer is for our Nation's education. I think the competitive factors are very useful. We learned this some time ago in the higher education field. I am not sure what we should do in the elementary field but I think demonstration projects would improve our understanding.

Have we had any such demonstrations?

Mr. CAREY. To the best of my knowledge there have never been any.

Mr. BURTON. I think it would be a worthwhile thing to do.

Mr. CAREY. It would have to be set up on a sound educational basis. I would agree with my colleague that it would have to be done on a research and limited scale first. Taking the technicality of the objection and the real objection that the motivated people move out and leave the least motivated behind.

Here again there is a way to control this and that would be to answer to a fair criticism that has been leveled at the public system. It has been suggested, and I think with some foundation, this nonpublic system by need of funding itself takes only the elite and it dumps the slow learner on the public system. There is not any question but that this has taken place. It was an accusation fairly directed at the public service and I think the public service to its credit did recognize it had this deficiency and tried to do more to maintain the slow learning pupil in the system regardless of his capacity for achievement.

I would see if this is going to be a true demonstration program in which there would be some democracy of selection, not just those that left the motivation would move out to the exceptional programs.

There would have to be some average method of selecting. It is the slow learner who would have an opportunity to opt for the different system because the quality education has demonstrated you can't let the deficiencies of the public system go on to better units.

I would rather see the child who is almost at the point of becoming a potential dropout be given the benefit of opting out of the system to see if the other system could help that particular child so it would have to be some methodical method of giving selection first to the slow learner. That would really set up true competition.