

Mr. GOODELL. If I understand you correctly, you are not eliminating those who possess some difficult educational problems.

Mr. ROBIE. By and large, all of these youngsters are difficult educational problems and all of these youngsters exhibit one or another form of rebellion and difficulty.

Mr. GOODELL. To put it another way, you are not just trying to take the cream of the crop?

Mr. ROBIE. No, depending on how you slice it. I am sure there are youngsters with problems who need help who, compared with the youngsters we took, would make our youngsters look like the cream of the crop.

But if you compare our youngsters with the youngsters we have been normally taking they are definitely below the normal level of standards.

Mr. GOODELL. I did not mean the hardest core. We all recognize that special programs are necessary and you named some of the categories of those who were screened out.

I am interested that you point out that the dropout rate with these youngsters was given special attention and now it is comparable to the shakedown period for breaking in a high school youngster.

Is that a fair statement?

Mr. ROBIE. Yes, sir. The dropout rate for the youngsters for the first 5 years before we learned to deal with them was higher. The dropout for the 1966 program is comparable to the normal group.

Mr. GOODELL. Could you expand a little bit on the concept which you explain on page 7, the concept of sharing?

Mr. ROBIE. Yes, sir. I should first say that my knowledge of this is second hand. I have not spent hours in these classes watching these youngsters but there are several elements in the way the board of fundamental education goes at this that are important. First of all, and I am just describing what they say and do, they don't believe in using normal teachers. One of their qualifications to teach these youngsters is that the teacher has never taught before.

Mr. GOODELL. What is behind that?

Mr. ROBIE. I think they feel they have special problems that have to be dealt with in a special way and too many of the teachers who have had teaching experience already have pretty fixed notions.

I certainly would not want to be quoted here as saying this is true or damning of all teachers but it has been their experience the unusual techniques they want to use, teachers who have had normal teacher training, have a hard time adjusting. It is easier for them to teach people, who have certain qualifications, their techniques.

For example, they look for people who have actually had jobs, held a job and gotten a paycheck other than a teaching one. They think that is necessary. They think it is necessary for the guy who is teaching these youngsters to know what it is to work on the kind of job these youngsters are aspiring to. That is one aspect.

Secondly, they are looking for people who are dedicated or have a special interest and are dedicated to the kind of experimentation we are teaching these kinds of kids they are doing. They are not looking for a person on a kind of Peace Corps basis to come in for a couple of years. They are interested in people who are making a career out of a new kind of education for adults who are improperly educated or who haven't got a good basic education or for youngsters.