

Mr. WALKER. I do not mean for this to be a guideline or anything, but by the same token, I still would hate for your to pass over those who have the aptitude to do well.

Thank you, very much.

Dr. FARNER. May I make a couple of comments on that point? We hate to turn anybody away. We hate to turn the ones who did not do well in high school away for the following reason, that if we turn them away, as the only public institution for the District of Columbia, they really have no place else to go. The stronger students can acquire scholarships and admission at other institutions. On the other hand, we certainly do not want to turn away all strong students deliberately and have a student less able than the total application group.

We are going to explore at our Board meeting tomorrow possibly measures of asking other institutions in this general metropolitan area to help by receiving some students solve this dilemma for us. We may be able to go out and actually ask some neighboring colleges to take some students from us on a tuition basis. We are exploring every possible way we can to make sure that nobody is turned away next year.

Now, one important statistic about our college, our application group that affects this is the fact that more than 60 percent of our applicants are not in high school now. This means some of them are out of high school several years. So to use their high school records, which might have been weak on the basis of a time, say, for years ago, when their motivation was much different, now they are attempting to either reduce their employment or drop their employment entirely and try to go to college, three or four years after high school, start college three or four years after high school, and this shows a great deal of motivation, and to use high school records on those students as a decider of whether they could or could not try would be difficult, I think.

Mr. SISK. Very good. The gentleman from Ohio.

Mr. HARSHA. I certainly appreciate your explanation because I shared the same misgivings about this lottery method that I think my colleague did. At least from the newspaper reports, it looked on the surface of it you would be preempting the fellow that had worked hard in high school so he could get in college—

Dr. FARNER. That is right.

Mr. HARSHA. —and showed outstanding ability. Certainly you must give some recognition to achievement in high school as you screen these people. I would assume, from your explanation, that academic ability will be taken into consideration.

I think it is also fair to say, is it not, that if you had a student body of average people, they probably do not learn as much as if you have it mixed or have some people in there with special skills or outstanding skills.

Dr. FARNER. That is right.

Mr. HARSHA. Because they provide incentive for the average student, is that not so?

Dr. FARNER. That is true.

Mr. HARSHA. If you get a little encouragement and leadership from seeing the student next to you doing something well, maybe you try a little harder. It gives you a better academic program overall, does it not?