

here dealing with level 2 which they had a little experience with adults and level 3 which they had no experience with at all. They were drawing on some of the techniques they learned at level 1 but we were not in our program taking complete illiterates and we didn't want them for this.

Mr. DELLENBACK. With this plan that you are working with at Equitable, do you feel you need residential control over the young people or are you able to function successfully having them within your control from the time they begin in the morning until whenever the last classes are completed?

Mr. ROBIE. No, we don't need residential control. In fact, it is a practical impossibility. I should not say that. I should say it is not within the cards for us to try to get involved with residential control.

Some of our problems grow out of our lack of it which is not another way of saying we would like to have the control. The homes from which some of these youngsters come are just impossible by standards many of us would think were normal.

Our experience seems to show so far, at least, that the work experience and the educational experience on the job is a sufficient counterbalance to work out successfully without the residential control.

Mr. DELLENBACK. I think that is important, and I think there are several phases of this which it is important that the record show because there has been a good deal of testimony about the need for residential control over young people in order to achieve the results.

I think that when the flat statement is made that there must be residential control, to use that particular phrase, they fail to realize there is quite a continuum with people at the bottom of the ladder, the center part of the ladder and at the upper end of the ladder.

You don't necessarily need control for all of these young people. You may need it at one spot on the ladder, but what I read you as saying to us is that there is a group of young people who might otherwise be considered unemployable whom you are able to bring in and through what you do on the job and through what you do with the education which is an adjunct to the job, into productive society without residential control.

Do I read you correctly?

Mr. ROBIE. Yes, sir, you do, and I would also agree with you that we would make a big mistake to say all these kids are the same. There is a continuum and even where residential control is necessary, I think we have a lot to learn about residential control. We have a very interesting experiment in New York which involves residential control virtually in the same kind of section that the kids came from, the Bedford-Stuyvesant area, against the Job Corps, take them out to a camp-type of thing.

In our experiment, the kind of kids we have been getting it looks to us like residential control is not necessary.

Mr. DELLENBACK. Since you have been this selective in choosing your still relatively small number because you are still reaching forward experimentally with the Equitable program, I assume, do you feel that your experience has been sufficiently successful that Equitable is going to go on with this program?

Mr. ROBIE. We are now taking a look at what we are going to do in the future. Since we have not decided, I can't make a commitment. We just have not made our decision.