

Professor REICH. I would not use it in its legal sense because the Federal Government, which is sovereign—I am just being a technical lawyer for a minute—does not make contracts with its citizens. It may ask them for what it needs and whether they like it or not they give it. That is the nature of the sovereign, to make laws and people have to obey. I would prefer to call it a moral contract of what citizens understand they are being asked for. This information is being asked for a purpose and they agree with the purpose and they agree it is necessary or they would not agree to its use for other things. In that sense I think it is a very good phrase because I think it implies what most of us feel.

It implies the same thing and again this is not a technical use of the word "contract" but if you call me up in 3 days and say, "So-and-so has come in here and is looking for a job. Is he a good man?"

You don't say so but there is implied in the call, a notion that I am helping you to find a man. I don't expect you to repeat what I say to everybody down the street. That is not a contract either because we did not exchange money and so forth, but it is an understanding. I would be kind of upset if I then saw that you told the press or somebody else what you have heard from me.

I think while we do not want to use the technical word "contract," I think that people sense their Government is dealing fairly with them is a very important thing. People ought to believe their Government is treating them fairly and the tax case you gave is a very good illustration of that. I will stick with the word. Glad to use it.

Mr. CORNISH. That is all.

Mr. GALLAGHER. Mr. Romney?

Mr. ROMNEY. No questions.

Mr. GALLAGHER. Mr. Forsyth.

Mr. FORSYTH. Can I make just one observation? I think you said the economists are not making good use of the material the Census has now. This very argument has been advanced by the economists as a full reason behind this data bank. Somewhere we have to get our definitions a little sharper to find how these go together or conflict.

Professor REICH. I would like to know what information they did not have that they now need and why they need it.

Mr. FORSYTH. Do you have Mr. Dunn's report, by the way?

Professor REICH. No, I do not.

Mr. FORSYTH. You probably ought to get that before you write your brief. It might be valuable.

Professor REICH. I think it is a question you can answer only in the concrete, and planning covers everything in the whole country.

Mr. FORSYTH. It is too broad to discuss.

Professor REICH. Should we have a train that can go from Washington to Boston in 2 hours? That is a planning question. I do not know what we need to know to answer it. I would say "yes," offhand, but maybe the answer is "no."

I think we would agree in most instances that it is important to get down to specifics about that.

Mr. FORSYTH. That is all.

Mr. GALLAGHER. Professor, while it is not necessarily germane to this hearing, there seems to be a climate of concern now existing in the