

Mr. KELLY. I didn't see the Harris survey until January because it wasn't delivered until January.

Mr. GOODELL. All right. Since January we tried to get it. I saw it for the first time a month ago. Mrs. Green says she hasn't got it yet.

Chairman PERKINS. The gentleman's time has expired.

Mr. GOODELL. I threw quite a bit at them, Mr. Chairman.

Mr. GOTTLIEB. The Harris surveys have all been in the OEO library for everybody to read since January.

Mr. GOODELL. You say that, but a Congressman can go to your library where there is a single copy and he can sit in your library and he finds that half the things are not available. That they are out somewhere and there is only one copy. If they were available since January, it is unknown to our people who have tried to go there and use them. Proceed.

Mr. GOTTLIEB. I would like to make the second point of why we waited so long to get data and why we went to survey. There are thousands of universities in this country who have been in business over 150 years who could not tell you today what their students are doing, whether they are employed, how much they are earning, whether there is any correlation about how long they stayed in the university and their reading and math ability.

The Job Corps has set up an evaluation system and it hasn't taken us 150 years; in less than 2 years we have an evaluation system that allows us to say something in great detail about every youngster who comes in, what happens to him in the program, and what happens to him 6, 12, and 18 months after. It did take us almost 2 years to implement that system.

Mr. GOODELL. Dr. Gottlieb, if I may interrupt for just a moment, almost any university knows a great deal more about its students when they enter than you know about your enrollees at the time they go into the Job Corps. Almost every university probably has better statistics about what their graduates are doing now.

Mr. BRADEMAS. I am not so much concerned that I get my own time, Mr. Chairman, but there are other members.

Mr. GOODELL. I will explain that the chairman took 12 minutes on the 5-minute rule, and Mrs. Green went beyond 5 minutes.

Mr. BRADEMAS. I have no desire to cut off the gentleman, as I am sure he is very well aware, but there are other members on the committee on his side as well as ours who might like to have 5 minutes.

I hope, Mr. Chairman, you will hold me rigidly to 5 minutes so that our other colleagues will have the opportunity to ask questions. One of the things that has most struck me about your testimony, Mr. Kelly, is the nature of the profile of the Job Corps enrollee as well as the kind of program that you provide that enrollee.

I make this observation and ask you for a comment. The suggestion seems to be made that we can in effect turn the Job Corps type program into a vocational type program. Have you any general comment first, on the difference between a vocational school enrollee and a Job Corps enrollee; and second, on the difference between the kind of a program which is normally provided someone who goes to a vocational school and the kind of program you provide in the Job Corps?