

however, to point out that after 2 years, to get information on Job Corps enrollees who had left, the OEO was forced to resort to polls. This illustrates the failure to follow through in the Job Corps notwithstanding the amount of money spent on this program. That is the main point I was making. I was not questioning the accuracy of the poll itself.

Mr. MEEDS. Perhaps we have some difficulty with the words surveys and polls but I was merely trying to point out that the use of this was a very valid tool in research 2 years or 4 years or 6 years after a program has started and I think it will remain so.

Mr. GOODELL. I agree.

Mr. MEEDS. My next question is with regard to the overall question of vocational education versus the Job Corps as some people put it in this context. Don't we have a basic problem that if we were to try to cover the area that you are covering by vocational education as an institution that the concepts that we have for vocational education today would have to be considerably broadened to bring in many more social aspects, would have to be a much more rounded program than we have in any situation today?

Mr. GOTTLIEB. Yes, sir. That is absolutely true.

Mr. MEEDS. And if we were to serve the people that you are serving, the entire vocational educational program would have to be very considerably broadened and probably result in a duplication of the very type thing you are doing.

Mr. GOTTLIEB. That is correct.

Mr. KELLY. There is no question about that, Congressman.

Mr. MEEDS. So that when we talk about this from the vocational education aspect I am sure that you people would not disagree that we could do some things in vocational education and you could probably do them in your own program with more money, more advanced vocational technical education, and that this would be good but it really would not reach, unless it were reprogramed, the type of people you are reaching today.

Mr. GOTTLIEB. That is right, sir. In fact, we use our vocational training in many ways as a motivating factor to get a youngster to learn to read, to communicate, to solve math and to motivate. When he has an opportunity to hold a welding torch and can really see the kind of progress that he is making, this does a great deal to motivate him in other areas.

Chairman PERKINS. Mr. Scherle.

Mr. SCHERLE. Thank you, Mr. Chairman.

My first remark would be that it is extremely unfortunate that the material that we received the other day was not in our hands at an earlier date so that we could have time to read and enlighten ourselves more fully on its contents. Therefore, because of a limited knowledge that we have by hearsay, questionnaires, reading of newspapers, my questions in this 5 minutes of time will probably skip around a little bit and I will ask that you men answer as simply as possible, even a yes or no to some of my questions.

My first question would be is the OEO paying a bounty of \$25 to entice enrollees into the Job Corps program.

Mr. KELLY. No, sir.

Mr. SCHERLE. I have taken the liberty of reviewing many of the questionnaires submitted by Congressmen to their constituents