

fractional or proper level of unemployment that we should have, in view of the time that it takes to retrain and retool.

Representative CURTIS. No, I am not. What I am saying is that we have been ignoring this problem and by not treating it we have created a situation where it is entirely too high and it should not be that high. We are losing ourselves in aggregates; we are not paying attention to these components.

Mr. KEYSERLING. Roughly speaking; namely, let's say that unemployment was 5 percent in 1953 and 9 percent in 1962, do you think that this almost doubling of the unemployment rate throughout the United States is due basically to a deterioration in retraining programs?

Representative CURTIS. Yes; or turn it around and put it this way. The more rapid your innovation in your society, and that is my real test of economic growth, the more you are going to create obsolescence, both in skills and in plant. Going into these figures of innovation I was very interested in these figures, that 25 percent of the goods and services on the market today were unknown 5 years ago.

Mr. KEYSERLING. Let's assume for the moment that most, or a large part, of the 9 percent of your unemployed are unemployed because they are inadequately trained. What is the galvanizing force to train them, and what are you going to train them for, if the jobs aren't there?

Representative CURTIS. The jobs are there.

Mr. KEYSERLING. They are there?

Representative CURTIS. Yes. You have to identify them, 900,000 jobs going begging in the one field alone, the health field, hospital technicians, practical nurses, doctors.

Mr. KEYSERLING. You are not defining jobs there in the sense of the jobs being available. You are defining an unmet need.

Representative CURTIS. I am talking about jobs where people are trying to hire people and there aren't people with the training available, like in the National Institutes of Health.

Mr. KEYSERLING. Do you think, on a nationwide basis, that the jobs available for which people are untrained equate in any practical way with the total volume of unemployment?

Representative CURTIS. Yes; not trained now, but could be trained.

Mr. KEYSERLING. I disagree with you.

Representative CURTIS. I think we need to study this problem together, but I think this: that just as our Nation throughout its history has had a shortage of labor, it is true that there is a shortage today. What we need to do is get the dictionary of skills in the Department of Labor brought up to date. We need to study what are the unfulfilled demands for labor, and then we can talk about it, work up some statistics. We haven't even touched this area, we have so concentrated our minds on failure, the unemployed, that we have neglected success, the jobs going begging.

Mr. KEYSERLING. Then what you are really saying, if I understand it, and it is rather an important innovation in economic thinking is, that, after all, the business cycle in its virulent forms, in other words, quick shifts from high employment to low employment, from full capacity use to low capacity use, from prosperity to recession to de-