

lar employment groups, vocational groups, labor groups, business groups, industrial groups. And it would seem from the standpoint of these skills we are talking about there is a world of experience within the educational framework, in the educational society for performing these tasks in cooperation with the employment service. It just seems, since we are in our particular case and I think nationally doing the middle part of this sandwich, so to speak, where the employment survey is made and then the people are turned over to us for training in these areas, and then employment picks up to place them, we could be related to the U.S. Office of Education instead of another particular governmental subdivision.

There is a complexity here of administration that makes it difficult.

Mr. DANIELS. The program has worked out so well over the past few years and it has received commendation from all quarters—in fact when we amended the bill, we did it purposely to upgrade their literacy, but that is not the basic part of the act. The basic part of the act is to upgrade their technical skills.

Mr. STIMBERT. Of course, we have had these years of experience in vocational education, and I think what we are looking at as school administrators is the fact that we can be more efficient, the school system can spend its dollars better, as we make the statement here, if we don't get some overlapping and duplication. I would not want this to be construed as a criticism of the present program as it relates to a particular individual who has received the training, because there is nothing wrong with that aspect. This is an administrative device for the channeling of dollars, which I think is pretty fundamental when you begin to operate something here that involves millions of dollars.

Most of the systems now are large systems that we are talking about here in this connection. We are in urban areas and we are related to so many different sources of funds that I think some clarification administratively is really desirable. That is the angle that we are approaching it from, it seems to me. I don't know whether I have answered your question or not. I am not critical of the program at all.

Chairman PERKINS. Mr. Quie.

Mr. QUIE. What would have happened in training and retraining if we did not have MDTA over these years?

Mr. STIMBERT. "Iffy" questions are difficult to answer. I don't know what would have happened. I think some type of training has been essential but I would remind the committee that back before we had MDTA there was much training in the skills that we are talking about in vocational education and in the adult programs which most city systems were offering.

I know in our own situation in Memphis we had supervisory training for foremen in industry. We were moving in on-the-job training with different groups in different industries.

Again, let me say I think this program has been tremendously effective because in our particular case we have worked well with the Employment Service and I want my comment to be labeled as an administrative reaction and not a criticism of the program. I don't know what would have happened if we didn't have it.

In answer to an "iffy" question, it seems to me many people unmatched with jobs that were available. As I see it, this is one of the things we tried to do in MDTA, particularly to find what is the labor market here, that is the untrained labor market here, and here are jobs