

Representative CURTIS. That is just what I was going to ask. We had a dictionary in 1949, and one of the things we wrote into the Manpower Development Training Act of 1962 was to update that dictionary. It finally came out, the updated dictionary, in February, or late January, 1967.

Now, what the military had done before had been related to the 1949 dictionary of occupational titles?

Mr. WOOL. They inevitably used the existing version, the operating tool which was being used at any particular time by the Labor Department people.

Representative CURTIS. Well, sure.

Mr. WOOL. And we have met with the Labor Department people just very recently, in terms of a more elaborate conversion, based upon their current dictionary. This is an ongoing effort.

Representative CURTIS. We have also had some studies made into the other aspect of the vocational training that the military provides by asking people in the civilian labor force "Where did you learn your skill," and one of the items, of course, is in the Military Establishment.

So it comes back that way to some degree. But it also would be a study of the efficiencies of utilizing the civilian educational system instead of setting up duplicate vocational educational programs, again relating to the broad question, What is going on in the Military Establishment in this respect?

Mr. WOOL. I think there are two very pertinent facts. Our studies have shown—and every recruiter in the field knows—that the most important single inducement for a young man to volunteer for service, other than the pressure of the draft itself, is the opportunity to learn a trade or skill which may be useful to him not only in service—and many of them look to service, of course as an outlet for the skill—but in subsequent civilian careers. Our surveys show that.

Now, as a consequence of this, and as part of this situation, the typical enlistee who does volunteer is a young man who does not have a skill, an acquired skill. We do have procedures whereby men who enter service are classified, their occupational background is identified, and those who have a usable skill for which there is a military requirement will be assigned to that.

Now, our experience has been that in fact a very small percentage of the volunteers do come to us at a typical age of 18 or 19 with such a usable skill, and partly it is a consequence of the fact that our vocational training system in civilian life, as you know, is not all it should be. It is being changed, but this has not been the case in the past.

Representative CURTIS. It is a pretty good one. I could say this. I think it would be very interesting to have some comparisons made between the military vocational schools and the civilian, and I would give a much higher grade, a much higher grade, to the civilian, particularly in regard to motivation. This is because in the military you are apt to disregard motivation and send a boy who wants to be a bulldozer operator to a baking school and a boy who wants to be a baker would go to a bulldozer school. We could get into that.

Let me get to another thing.