

Exams Listed for Civil Service Jobs

The U. S. civil service commission has announced new examinations for positions ranging from librarian to parachute repairer and packer.

Positions are librarian, classification specialist, cartographic draftsman, aircraft welder, painter, parachute repairer and packer, biochemist, safety inspector with the Interstate Commerce commission, economist, safety and service agent for the bureau of safety and service, Interstate Commerce commission.

Additional information may be obtained from L. B. Nelson, examiner, U. S. civil service, Medford post office.

ATTACKS COMMISSION

Salem - (UPI) - Rep. Eugene Hulitt (D-Eugene) said Friday Gov. Mark Hatfield should remove all five members of the State Game commission "unless they act immediately to minimize the killing of does and fawn."

The Three U's—Part I

School Drop-Outs Present Serious Problem in Field of Unemployment

Editor's note: Our nation's youngsters are in deep trouble. One million of them between 16 and 25 are drifting on our city streets. Most are school "drop-outs"—unemployed, unskilled, unemployed. Their plight is desperate. Their future bleak. How did this explosive situation arise? What can be done to help this growing horde for whom we cannot find jobs and whose ranks are expected to swell to 7,500,000 by 1970?

By PAUL C. TULLIER
Senior Editor, World Book Year Book

You might find a group of them aimlessly clustered in a neighborhood drugstore, or hanging around a street corner gloomily smoking cigarettes. Some sit idly on the front steps of cheerless houses thinking, and dreaming, and weaving hopeless hopes.

They're young—mostly in their late teens or early 20s. Yet the problem they face is serious enough to make them old even before they become adults, regardless of where

they live, or how they spend their lives. Right now their problem is particularly acute, and threatening to become worse.

What is all this about? Who are these young people? What is their problem?

Unpleasant Facts

Prepare yourself for some unpleasant facts. The United States prides itself on its educational system—it spent an estimated \$18 billion on education in 1961-62—and on its related ability to provide jobs for its youth. Yet today, 1 million young Americans between 16 and 25 are looking for jobs. Surprising as it may seem, these young people make up the biggest single age group of unemployed workers in the United States. Unemployment in their bracket is at least twice as high, and rising at a faster rate, than in older age groups.

The future of these youngsters, according to former Secretary of Labor Arthur J. Goldberg is "potentially the most dangerous social condition in America today." Their plight, says Robert Taber, a noted Philadelphia educator, "is the great American tragedy of our time."

What can be done about it? There is no simple answer, but answers are being sought. In some places, there are heartening signs of progress.

Generally, however, the picture is grim. Two principal factors are responsible. As society becomes more and more highly mechanized, certain jobs disappear. The remaining jobs, as well as the new ones that are created, require an increasing degree of skill. That is one factor in the picture. The second is a human problem.

Most of all of the youngsters included in the current legion of the unemployed are so-called "dropouts," students who left school before they earned a diploma. There are the faces that were missing from the high school yearbooks.

If present predictions hold true, however, their number will increase in the years ahead. As matters stand today, 40 out of every 100 youngsters in the United States either fail to attend high school or drop out before they have finished. If this trend continues, says Abraham Ribicoff, former Secretary of Health, Education, and Welfare, the number of unskilled, unskilled, and unemployed youths will have soared to 7,500,000 by 1970. Of these, some 2,500,000 will not even have finished grammar school. They will represent, roughly, 30 percent of all the young workers who are expected to enter the labor market between 1960 and 1970.

Unskilled, these teenagers will become part of an adult world in which education is a "must." Unskilled, they will struggle to find employment in a labor market in which jobs often disappear at the click of a switch.

Operators Displaced
In New York City alone, automatic elevators have already displaced an estimated 40,000 operators. In one large automobile plant, a manufacturing operation that used to require 39 workers and 39 machines is now handled by only nine workers and nine machines.

In Detroit, factory jobs formerly filled by 18 and 17-year-olds have been decreasing at the rate of 2,000 a year since 1950. Between 1955 and 1960, 58 out of every 100 such jobs ceased to exist. The mass production industries no longer absorb the large number of unskilled or semi-skilled workers they once did.

Nor is the "blue collar" workman the only one whose job is threatened. Some types of "white collar" positions are disappearing, too, largely because of office automation. Altogether, 1,500,000 office jobs vanished between 1953 and 1960. Of the jobs available today, according to a reliable source, only a small number—four out of every 100—do not require an education.

Squeeze Play
The problem of the unemployed dropout faces, then, becomes painfully clear. He is caught in a squeeze play. Unable to qualify for the skilled jobs that are open, the supply of unskilled jobs he might be able to fill is drying up.

There is another irony. "Because of . . . automation, and . . . technical devices," says one authority, "professional and technical jobs are going to grow by 3 million—or about 40 percent—during this decade. Jobs in the clerical and sales fields will grow by about 3,700,000. Skilled occupations are expected to

provide 2 million additional jobs by 1970." Implicit is the fact that these 8,700,000 new jobs would more than absorb the 7,500,000 youngsters, who, because they will lack skills and schooling, will know want in the midst of plenty.

Education requirements for any kind of a job are higher

today than ever before. According to most personnel directors, they will rise a notch or two each year—from here on out. "I venture to predict," says one, "that within the next 10 years, post-high school education for two years—at a junior college or technical institute—will replace the high school diploma

as a basic requirement." Today, a high school diploma is the least most employers will accept for even a low-level job. One Midwestern firm has an ironclad rule that even its mail sorters and messenger boys be high school graduates. Many firms are not satisfied with just a diploma, either. They carefully check

the graduate's school record and insist on better-than-average grades before hiring. The personnel director of a large steel plant in Pennsylvania says: "We want youngsters who are capable of climbing from the factory

floor into an office seat, or into our sales force. And we don't want them to stop there. Somewhere among them—we like to believe—is a future company president." He pauses, and his lips tighten. "If our company's executives are to come from among today's youngsters, why should we hire those whose school

records show they were interested only in getting by?"
Next: Other obstacles that hinder the unemployed youth in his search for a job.
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SECTION B PAGES 1 to 8

MEDFORD MAIL TRIBUNE

MEDFORD, OREGON, MONDAY, MAY 13, 1963

STAR GAZER

By CLAY R. POLLAN
Your Daily Activity Guide According to the Stars.

To develop message for Tuesday, read words corresponding to numbers of your Zodiac birth sign.

ARIES MAR. 21-20	TAURUS APR. 21-20	GEMINI MAY 21-20	CANCER JUN. 21-20	LEO JUL. 21-20	VIRGO AUG. 21-20
13-21-28-48 49-57-68	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31

The Family Council

Editor's note: The Family Council consists of a judge, a psychiatrist, three clergymen, three editors and a women's editor. Each article is a summary of a family disagreement presented to the Council. The Council deals with problems, major and minor, encountered by guidance counselors and social workers. Edited by Mrs. Alma Denny. (Copyright by General Features Corp.)

Mrs. N. R. - She does not studying. How can she be learning anything?
Joan R. - School is a joke. The teachers don't teach.

Mrs. N. R. - My 15-year-old daughter is a high school sophomore. I can't understand how she can get passing marks without studying. When I went to school, homework took me three hours a day. How can she know history, for example, if she never opens a book? I see her look up a few French words, call up her friend for the geometry answers, and call it a day. I want her to work harder and stop wasting her time.

Joan R. - I work hard on something that interests me. My mother knows I'm not lazy when it comes to preparing for a party or sewing curtains for our home. But in school it's just hours of boredom and waiting for the bell to ring. Some of my teachers are just substitutes and admit they're only one lesson ahead of us. The others don't bother looking at our homework. With cramming, I get by.

The Council: How sad for Joan to settle for just "getting by" in school! It's like passing up a trip-around-the-world for a subway ride. Mrs. R.'s justifiable alarm should speed her into P.T.A. circles where she help not only cometh, but usually begineth. The most important approach is, through inspired and inspiring teachers. Too many, says Superintendent of Schools E. J. Anderson of Wayland, Mass. (who has pioneered in successful "team teaching" change-over), see teaching merely as a way to earn a living and chalk off the days until retirement. Only teachers whose subject excites them—who have a sense of "mission" in trying to answer the needs of floundering kids like Joan—can take the boredom out of precious school days. Joan may yet be lucky to encounter one such. Until then she should concentrate on full-time schooling, getting the maximum from the instructor up front, and filling in with after-school enrichment at museums, libraries, and "Y" classes.

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