far beyond the anti-social behavior of crime and delinquency.

Impact of Automation

Given the performance of the U.S. economy over the last ten years, during which unemployment has doubled, there is little cause for optimism over the future. Not only has unemployment increased substantially but so has part-time employment. While total employment—fulltime and part-time—rose by less than 6 million in the United States between 1953 and 1962, at least 50 percent of the total was in part-time employment only.

Without a boost in economic activity in the years ahead, youngsters will find it exceedingly difficult to secure decent jobs—especially in an era of increased use of automation for which workers must have more education and training than in the past.

The plain fact is that, for the modern labor market, not enough of them will go to college and too many of them will be school dropouts—while the increased use of automation will be causing employers to seek a more educated and a more skilled workforce. It is true a greater proportion of youths are staying in school longer and the percentage of dropouts will decline. But it also is true that during the 1960s—with 26 million young people new to the labor force—about 30 percent of all the new young workers, some 7.5 million, will be school dropouts.

Increasingly, the job market is for scientists, engineers, technicians, skilled workers and professionals—occupations which require college or some other form of advanced training and/or experience; or for less skilled white-collar occupations—typists, clerks, salesmen—for which many of the youths, and especially the school dropouts, are not readily qualified.

The problem of job opportunities for young people—something which is a problem even when jobs are plentiful—has been aggravated by these employment shifts in the economy. More and more manpower is being devoted to providing services and relatively less to producing goods. As a consequence, many jobs which formerly offered youngsters their first employment experience, such as production and maintenance jobs in manufacturing, have disappeared.

Between 1953 and 1962, the number of production and maintenance workers in manufacturing fell from 14 million to 12.4 million, a loss of 1.6 million jobs, and the trend has been the same in other goods-producing industries.

Over the same period, employment in agriculture has been reduced to 5.2 million, a decline of nearly 1.5 million jobs. Although farming is still a source of employment for many youngsters, it is a shrinking one. And many of the jobs it provides are only part-time, on family farms where productivity is low and where the family is barely eking out a living. For many young people, it is something they fall back on simply because they cannot find regular, fulltime employment in the city.

In bituminous coalmining—another goods-producing industry which formerly provided many with their first work experience—employment has declined by over 250,000 since 1948.

Young People*
Entering the Labor Force Each Year
1950 to 1962 and Projected to 1970

* Under 25 Years of Age

SOURCE: U.S. Bureau of Labor Statistics

Actually, the only major goods-producing industry in which employment has not decreased is construction. But here it has not increased much either. Between 1953 and 1957 total employment in construction rose by 300,000—but since 1957 it has declined 200,000. And many of these jobs require skills that youngsters, just out of school, simply do not have.

While employment has been dwindling in the goods-producing industries—such as manufacturing, mining and agriculture—which employ predominantly blue-collar workers, the reverse has been true for those industries which employ mainly white-collar workers. In wholesale and retail trade, in finance and insurance and in government, employment has been rising—not enough to meet the demand for jobs from a growing labor force—but nevertheless rising. Similarly, there has been an increase in white-collar jobs in manufacturing—such as professional, clerical, technical and sales—although not nearly as much as the decline in the number of blue-collar jobs.

In recent years the impact of automation also has been felt in the industries employing mainly white-collar workers. In warehousing, in retailing, in insurance and in public utilities, for example, many of the operations have been automated and apparently this trend will continue. As a result, employment growth in these industries has slowed down. And, as in the goods-producing industries, the increased use of automation has meant the elimination of many of the unskilled and semiskilled jobs on which the young, inexperienced workers could depend for their first work opportunity.

The shift of employment away from goods-producing industries and over to those industries which provide services also has led to an increase in the number of jobs in those industries providing a variety of miscellaneous personal services. These range from beauty shops, to restaurants, to car washes. And while they provide some opportunity for low-skilled employment, many of the jobs are only part-time, as is true of a good number of the jobs in retail trade.

Furthermore, a fact frequently overlooked in connection with the shift of employment over to service-type industries is the additional burden it represents for the school dropout, even in the unskilled occupations in these expanding industries. If he left school early and is unable to write, he cannot be a waiter; and if he cannot do arithmetic with some accuracy, he may find it difficult to get a job as a gas station attendant where he must make change.

The unskilled jobs—in the factories, in the mines and on the farms—that do not require much reading, writing and arithmetic are disappearing. And in their place are the jobs—even the unskilled jobs—which require these abilities. Yet 7.5 million young people will be dropping out of school during this decade and no doubt many of them will not be able to read, write or do arithmetic well enough even for employment in unskilled occupations.

The Disadvantaged Dropout

The sum total of these employment shifts in our economy is making it more and more difficult for young people to find employment.

Employment and Unemployment of Youths
14 Through 24 years of Age
1962

	MEN (In Thousands)			WOMEN (In Thousands)		
	14-15	16-19	20-24	14-15	16-19	20-24
CIVILIAN LABOR FORCE	780	2,769	4,279	460	2,146	2,803
EMPLOYED:						
FARM	197	413	293	49	70	50
NONFARM	518	1,949	3,605	380	1,763	2,498
TOTAL	715	2,362	3,898	429	1,833	2,548
UNEMPLOYED	65	407	381	31	313	255
UNEMPLOYMENT RATE	8.3%	14.7%	8.9%	6.7%	14.6%	9.1%
PART-TIME WORKERS IN NONFARM INDUSTRIES WHO WANTED FULLTIME WORK	[1]	215[2]	141	[1]	141[2]	95
DROPPED OUT OF LABOR FORCE[3]	30	156	125	27	72	43

1 Not available separately
2 Includes 14-15 year olds
3 Average for year (excluding June, July, August and September) of those not in school, not keeping house and not at work although physically able to work.
Source: U. S. Bureau of Labor Statistics

Occupations of High School Graduates and Dropouts*
Age 16 through 24
1960 and 1961

	MEN		WOMEN	
	GRADUATES	DROPOUTS	GRADUATES	DROPOUTS
PROFESSIONAL AND TECHNICAL WORKERS	0.9%	1.3%	2.7%	2.0%
FARMERS AND FARM MANAGERS	2.3%	0.6%	—	—
BUSINESS OWNERS AND MANAGERS	3.4%	0.6%	0.1%	—
CLERICAL WORKERS	12.5%	4.8%	63.8%	17.0%
SALES WORKERS	4.2%	2.2%	5.6%	9.5%
CRAFTSMEN	11.7%	4.5%	0.3%	—
SEMISKILLED WORKERS	32.8%	33.3%	8.5%	14.3%
PRIVATE HOUSEHOLD WORKERS	—	1.3%	4.1%	19.0%
SERVICE WORKERS, EXCEPT HOUSEHOLD	6.0%	9.3%	11.4%	21.8%
FARM LABORERS	10.0%	20.5%	3.2%	16.3%
NONFARM LABORERS	16.2%	21.5%	0.3%	—
TOTAL	100.0%	100.0%	100.0%	100.0%

* As of October 1961

Source: U. S. Bureau of Labor Statistics

For those who go on to college, the job outlook is, of course, good. At the other extreme—for the school dropout—it is bleak because even high school graduates find it exceedingly difficult to gain the first foothold in the labor market.

It is often assumed that those who drop out of school are not good students. This is not always the case, for many of the dropouts apparently are of average, or above average, intelligence. They leave school for many reasons—because they do not like it or because they are failing in their studies or because of the need to go to work or because of marriage.

In a special study* covering seven cities, the U.S. Bureau of Labor Statistics found that over half of the high school dropouts—54 percent—were of at least average intelligence. While this number was well below that for the school graduates—79 percent of whom were generally found to be of average intelligence or higher—it does indicate a substantial portion of school dropouts are capable of doing satisfactory school work. By quitting school, however, the dropout not only shuts the door on further formal education but also on any real opportunity in the job market. This fact is borne out by reports of the U.S. Bureau of Labor Statistics, which conducts surveys each October on the labor force experience of recent high school graduates and dropouts.

In October 1961, four months after they graduated from high school, 18.5 percent or nearly one of every five of the boys who did not go on to college were unemployed. They totaled 55,000. This is, of course, a very high rate of unemployment and should be a

* *"From School To Work—The Early Employment Experience of Youth in Seven Communities 1952-1957."—U.S. Bureau of Labor Statistics.*