

VOICE READERS COMPRISE A \$30,000,000 MARKET

EDITORIAL

School Dropouts Hurt In Scramble for Jobs

DROPPING OUT OF HIGH SCHOOL was much more prevalent among nonwhite students in 1963 than among whites according to a report by Vera C. Perrella in the monthly Labor Review published by the Bureau of Labor Statistics.

According to the report, the usual difficulties of young people in obtaining jobs due to lack of work experience are currently further compounded by the growing number of young workers competing for available jobs, coupled with the long-term decline in the relative proportions of jobs which require little training or skills. An additional factor is the growing emphasis on a high school diploma as a minimal education requirement for even the less-skilled jobs.

Among both graduates and dropouts, white youths fared considerably better in jobs than the nonwhite. Only one out of five of the white but one-half of the nonwhite youths who graduated between 1961 and 1963 had jobs as service workers or as farm and nonfarm laborers, where employment is least stable. Conversely, clerical jobs were held by 42 percent of the white youths but by only 10 percent of the nonwhite. Among the dropouts of these years, one-half the white and three-fourths of the nonwhite youths worked in the service and laborer occupation groups.

AS MAY BE EXPECTED, greater proportions of all white and nonwhite graduates than dropouts worked at jobs which require more education and training. However, the disadvantaged economic position of the nonwhite high school graduates is apparent when their occupations are compared with those of white dropouts.

Among the men, about 40 percent each of both the white dropouts and the nonwhite graduates were service workers or farm and nonfarm laborers in October 1963; among the women, half of both the nonwhite graduates and white dropouts were private household and service workers and farm laborers.

Nonwhite graduates not only had an unemployment rate more than twice that of the white graduates in October 1963, but their rate was also higher than that of white youths who did not complete high school. Nonwhite high school graduates and dropouts were about as likely to be jobless, probably because many of the dropouts were in rural areas and were able to find farm jobs during the October harvest season.

Dropping out of high school was much more prevalent among nonwhite persons than white; about 60 percent of the nonwhites 16 to 21 years old not in school had not graduated from high school, compared with 40 percent for the white out-of-school youth. The labor force participation rate for nonwhite youths was about the same as for white youths.

In October 1963, there were 1.7 million women 16 to 21 years old who had left school before finishing high school. Two-thirds of

wishes to enroll in regular classes for a two-year period. Among the subjects taught are Amharic (the national language of Ethiopia) English (the language of the Ethiopian school system from third grade up), arithmetic, typing, child care, personal hygiene, home nursing, sewing, crafts, morals and citizenship.

"Our present attendance is 3,000 women, most of whom are married and over 18. This program aids women of poorer and middle-class families whose children also benefit from increased opportunities for education."

Princess Sable smiled when I asked how the volunteer group raised funds for such ambitious undertakings. "Probably no differently from women's clubs in the States," she said.

"Perhaps we differ in our 'tombolas,' lotteries, and a Children's Christmas Fair on Jan. 7, which is our Christmas Day by the Julian calendar."

In addition, the EWWA runs a restaurant developed not only as a money-making venture but to afford tourists an opportunity to enjoy injera and wat, the authentic Ethiopian food.

these women were married. The percentage of the white dropouts who were married was much greater than that of the nonwhites, suggesting that marriage was a more important reason for dropping out for white than nonwhite women.

Adjustments Needed In School Systems

ADJUSTMENT OF OUR EDUCATIONAL SYSTEM to the new demands of the work force and the elimination of racial disadvantage can eventually erase the bugaboo of job displacement caused by automation according to Secretary of Labor W. Willard Wirtz.

Writing in "The Anvil and the Plow", a Department of Labor booklet issued in commemoration of the department's 50th anniversary, Secretary Wirtz points out:

"There is not one unemployment problem in this country today, but rather several very different unemployment problems--and particularly two specific problems. One of these is the increasingly acute problem of unemployed younger workers. The other is the increasingly acute problem of unemployed members of minority racial groups.

"One difficulty here is that these two problems are directly traceable to a factor in this situation which has not been the subject of enough plain talk. 'Technological development' is also the reason that the unemployment rate in the United States as a whole is approximately twice as high for younger workers than for the work force as a whole, and twice as high for minority group members as for the entire group.

"THE CONNECTION IS CLEAR. Rapidly advancing technology is increasing the demand for skilled and semiskilled workers, and is reducing the demand for unskilled workers. It is among the younger workers, especially those who have dropped out of school prematurely, and among the members of minority groups, that there is the highest percentage of unskilled workers.

"It could very properly be said that what we call the problem of unemployment is in large measure a reflection of the more basic problems of inadequate education and racial disadvantage.

"This is not an argument against automation. It is an argument for a degree of social engineering which will keep up with our progress in scientific engineering. It is an argument for the adjustment of our educational system to the new demands of the work force, and for the elimination of racial disadvantage. It is an argument, indeed, that these needs must be met if the way is to be cleared for that degree of technological development which is essential to a sufficiently rapid rate of growth in the economy.

"This is in no sense an insuperable problem. It only requires recognizing it for what it is, and moving to meet it. Years ago Gladstone cautioned us never to underestimate the resources of our society against the forces that accompany the accelerating technology of our age," Secretary Wirtz concluded.

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AFRICA in Today's World

By CHARLES I. WEST, M.D.

(Thirty-three years of steady progress in bettering the lot of women in the ancient kingdom of Ethiopia was recently reported by Los Angeles Times staff writer Evelyn De Wolfe. Her article follows.)

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ADDIS ABABA--Princess Immabet Sable Wonge Desta received me in her office at the Ethiopian Women's Welfare Assn. where she was conducting business as usual. That evening she gave birth to her third child.

The fine-featured, 33-year-old Ethiopian resembles her grandfather, Emperor Haile Selassie I, and in much the same way, displays boundless energy and a capacity for generating good works.

Speaking with a British accent acquired during her years of study in England, the Oxford graduate explained the work of the association, main outlet for feminine participation in social, civic and philanthropic endeavors in this ancient land of the Queen of Sheba.

Princess Sable serves not only as the association's chairman but as one of the most active of its 400 members. Somehow she manages to spend most of her mornings attending to her philanthropic interests besides fulfilling family and social obligations at Jubilee Palace. She entertains frequently in her home and is deeply involved in the life of her three daughters and husband, Ato Lij Kassa Marriam, president of Haile Selassie I University.

"IN ETHIOPIA THE CLIMATE IS GOOD for the advancement of women," Princess Sable said. "There are no prejudices against women as in many other developing countries. In fact, most women in Ethiopia, whether they need to or not, try to put their education to good use by getting a job. It is a point of national pride at a time of great development and growth in our country."

The association, which is concerned primarily with raising the standards of the population through women, was started in Addis Ababa in 1931 by the late Empress Mennen, grandmother of Princess Sable.

"During the Ethio-Italian war the association concentrated all its efforts in helping war victims and refugees," the princess said. "When our family left Ethiopia for our temporary home in England, the association continued in London as a nucleus for expatriate Ethiopians."

In 1941, with the return of Emperor Haile Selassie I to Addis Ababa, the group was reorganized by the Emperor's daughter, Princess Tsehai. Upon her death, leadership of the association fell to Princess Sable's mother, Princess Tenagne, who still remains as president.

Existing programs initiated and supported by the volunteer group include an orphanage for boys and girls, three district schools up to fourth grade and two clinics.

"OUR MOST IMPORTANT PROGRAM, however, is our work with adult women at the Princess Tenagne Work School for the education of adult women in home economics and basic education. It was instituted with the help of the minister of education and Point IV. The school was started with a pilot program directed by American advisers of the YWCA," Princess Sable said.

"Our school is open to any adult woman who