

tendance is arranged to suit the student's work schedule and high school credit is given in the subject areas. Some 450 students have enrolled in this program and 270 of them have been placed in jobs in 32 corporations that are cooperating with the board of education and special counseling and educational service are part of the double E phase.

The third phase, training and transition, called double T—is designed to help those youths who are in need of immediate jobs because of the impracticality of their returning to day school. The training and transition classes are short-term, job-oriented and low-order skills, designed to develop wholesome attitudes toward work with the hope that the results will be the acceptance of the retraining process and the stimulation to continue training at a higher level. Training is offered in the fields of tailoring, gasoline station workers, automobile mechanics, civil service examination preparation, electrical appliance repair, beautician, and hospital service training. Over 1,300 students have enrolled in this training.

No high school credit is given for double T training but many students in this program have enrolled in school and are working toward diplomas. Many have been placed in jobs.

The first class of the double E phase was financed by a grant of \$50,000 from the Ford Foundation and early classes of the double T phase were partially financed by Ford Foundation grants. Beginning in 1962, however, the Chicago Board of Education assumed the total cost of the program, and for 1964 \$200,000 was budgeted to carry out the work of this program.

The three phases of the urban youth program have served a minimum of 2,171 different individuals during its 32 months of operation.

The Chicago Board of Education also employs a cooperative work-study program and a work-internship program to assist young people to find jobs and to develop their aptitudes and skills. These programs are operated on a cooperative basis between employers, the schools, the students, and the parents. These students attend school mornings and work at a regular job in the afternoon. These projects are aimed at young people 16 years of age or older who are potential dropouts or nonachievers; those whose ability is other than academic; and those who must support themselves or contribute to family support and are capable of graduation.

Since these programs were begun a little over 6 years ago, some 2,750 students have been employed by 185 firms, and they have been trained in 18 different occupations and trades.

Another highly effective program of the board of education is the distributive education program. This program is cooperative with schools and employers providing supervision. Students are hired in nonmanufacturing, retail, and wholesale industries and are paid a going wage for the work done. School credit is given for satisfactory performance. The latest figures show that there are now 1,030 boys and girls enrolled in the distributive education program with 41 high schools participating. This program is of tremendous importance because projections indicate that there will be a marked growth in distributive industries.

Mr. LANDRUM. Mayor Daley, will you permit us to interrupt you at this point? This seems to be a place where we can break off.