

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 employees 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.

Widespread programs have been developed and are in use by the Cook County Department of Public Aid to attack poverty and unemployment. In March of 1962, the department of public aid in collaboration with the board of education, commenced their now well-known attack on illiteracy. It is undebatable that the basic requirement for employment in this day and age is the ability to read and write. The ability to read and write is necessary to get even an unskilled job.

The people who are planning the Nation's retraining programs have learned through bitter experience that the unemployed in large numbers were not ready to take training because they could not read, write, or do simple figuring. Further, they were the natural victims of predatory salesmen of cheap and inferior merchandise, and unsound financing.

We learned in Chicago, as they are learning throughout the Nation, that basic education must precede training, retraining, or vocational education. In March of 1962, the department of public aid and the Chicago Board of Education inaugurated an adult education program for public assistance recipients that is unprecedented in the entire history of public welfare and education.

This program was designed to send public assistance recipients back to school if they could not function at a reading level of fifth grade work. The program also recognized the need for increasing the educational skills of those who could function at better than fifth grade level if they demonstrated difficulty in securing employment.

Since the inauguration of this educational training program in 1962, the enrollment has grown to better than 10,000 public assistance recipients. Even though any substantial educational growth can be expected to take place at a very