

ing 125,000 pupils in grades kindergarten through 12. These pupils are housed in 154 elementary and secondary school buildings staffed by some 5,000 certified personnel.

Under State law, these pupils must remain in full-time attendance until 18 years of age or until graduation from high school. This age requirement presents an opportunity and a challenge to the schools; it also presents certain problems that are not present when the permitted leaving age is 16 or 17.

Milwaukee is experiencing many of the changes evident in the large cities of this country. The central city has a disproportionate share of families who suffer disadvantage and deprivation of many kinds. This, of course, has implications for the schools as efforts have been made to provide compensatory educational services in areas of great population density and mobility. More recently, these efforts have been vastly expanded through legislation providing Federal funds for such purposes.

Under present guidelines, funds under title I of the Elementary and Secondary Education Act may be used for approximately 10 percent of our school population, enrolled in some 20 percent of the schools. Programs developed and in operation under this title include some 30 components such as remedial reading centers, special teachers, elementary summer schools, lay aids, smaller classes, language development programs, instructional resource centers, and expanded supportive services. Milwaukee has also availed itself of the provisions of the other titles of this act.

In cooperation with the University of Wisconsin-Milwaukee, we are completing our first year's program with the National Teacher Corps. This program offers excellent possibilities for the selection and training of an increased number of teachers for work with children in disadvantaged areas of the city. It is our hope that this program may be doubled in our city next year.

Until recently, all funds under the Vocational Education Act have been channeled to the Milwaukee School for Vocational Technical and Adult Education, an outstanding institution operated under a separate board. In the last 3 years, however, some funds have been made available to develop vocational education as a part of the offerings of the comprehensive high schools.

Although we would wish to expand this program, especially the co-operative work-study phase of it, we are limited by reason of the requirement that 50 percent of the cost must be carried in the local budget. As is true in all cities, our budget is extremely limited.

When adequate funds at the local, State, and National levels are available, great advances can be made in this area of preparing more effectively for the world of work, in addition to that done by the vocational schools.

Presently some 10 percent of our pupils are enrolled parttime or fulltime in some phase of our special education program. These offerings include provision for the mentally retarded, the physically handicapped, the emotionally disturbed, those with speech difficulties, and those with other handicaps. The need for expansion of these services and for the training of many more teachers of the handicapped is clearly evident.