

Mr. GIBBONS. May I ask a question here, since we have the assistant superintendent. Your school system is a mechanical arrangement type, its organization is somewhat of a mystery to me. We have a very simple system in the State of Florida. There are 67 districts that are really synonymous with county lines. There are no school unions or city districts or anything else.

Will you explain to me briefly how yours works down at the State level, down to the local level? I think I will then be able to better understand some of the problems.

Mr. CIARAVINO. Mr. Chairman, the State of Maine originally, or until a few years ago, had 493 separate towns, cities, and municipalities. Reorganization of schools into larger units was necessary for efficient school operation and for economical support, to have resources enough to support education. So that in 1957 a change was made and districts were formed. As far as counties are concerned, the counties in Maine have never had any educational function. So county lines have been no barrier. Districts have been formed. We have 62 districts now, I believe, involving 220, or nearly half, of the municipalities of the State. These districts operate separately and independently. They are quasi-municipal in operation, but there are no more town or local lines. This is the school district as an entity.

Mr. GIBBONS. You have 62 districts altogether in the whole State of Maine?

Mr. NICKERSON. Of the new type, of the school administrative district.

Now in Mr. Ciaravino's situation he has had a district formed involving two municipalities, but the original school supervisory services embraced several separate towns. Besides the district, he also has the three separate towns to which he is responsible and they employ him as a separate person for supervision of their schools. Actually, this really is in the process of evolution and the State has an overall plan so that all of these small municipalities would be in a single district at some time in the future, subject, of course, to acceptance by the legislature.

Mr. GIBBONS. It sounds complicated.

Mr. CIARAVINO. It is complicated and time consuming because each community has a board of its own and each one is a policymaking unit. You have to meet with them. You have to prepare a separate budget. You have similar problems with each one.

The largest of the communities is the Camden-Rockport School District. You might say that it is two separate towns. Its problems are much different from the rural towns. Hope and Linconville are rural, sparsely populated. There are small farms. There is some lumber going on but most of the people work out of town. This is marginal farming, part time.

The island of Islesboro, and on the third page I show you the pupil population there, has a single school. There are 89 pupils in the whole school. They run from kindergarten to 12th grade. There are eight teachers. The island is somewhere out in Penobscot Bay. It takes about a half hour to get there on the ferry.

During the winter there are three round trips. This creates problems. It is isolated by water. If you and I would visit the island