

we would remark about the scenic beauty. The school is housed in an old estate that was given to the town. It is a beautiful estate, beautiful grounds. As I talk to the youngsters, though, about the school and the school situation they offhandedly remark yes, they see its beauty, but they feel trapped.

I think things like this present problems which do not come in the Newton, Watertown, Harvard, MIT, Lexington areas. Our school districts have problems that are peculiar to us. They have problems that are hard to define. Sometimes the guidelines do not provide for an opportunity to express the need of a community like that.

What it boils down to is financial need. The island of Islesboro has one of the largest per pupil expenditures in the State. But with a school population such as indicated on this chart on page 3 what kind of education program can you provide? What kind of education program can you provide in grades 9 and 10 when there are two pupils and three pupils in those grades respectively?

One of the things requested in your letter was type of educational programs, Federal programs that we are having now. I have listed those on the last page. In Camden-Rockport we have a program for the improvement of reading, one for the improvement of business education, aid to libraries under title II, basic adult education under title IIB, the inservice Neighborhood Youth Corps program. We had this last year.

Here we got sidetracked by the Knox County Community Action Program, and during the summer program there was some confusion about whether this was to be carried on by the schools or by the Community Action Program in the fall of the year. Because of this confusion we don't have a program. We have an out-of-school Neighborhood Youth Corps program, which is very limited.

The problems that I run into in trying to implement the program are that, first, shall we say we are asked to develop crash programs. I may get a telephone call at 10 o'clock in the morning and I am supposed to have an answer or program ready by 4 o'clock that same afternoon. This is impossible to do. The other thing is that if we have a program going, let us say in adult basic education, I have a letter from the director of the State program telling me that funds are no longer available. This means that we must terminate the program in December.

Now in our program we have 18 adults. One of these adults is a woman of 51 years of age. She has lived in the community all her life. She has brought up her family. Now she wants to go to school. According to the information we got from her, she has never attended school before. It is an extreme case, but it exists.

If you ask how much money is involved, it is less than \$1,500. Yet \$1,500 for a special program like this is hard to come by. At the moment, I am in the process of buying a bus which costs about \$7,500. We are trying to raise teachers' salaries for next year, which comes to an additional \$30,000. These figures add up.

The community is willing; the State department of education tells me they have ability to pay; and I still have trouble raising the \$1,500.

I would like to support Kermit Nickerson's recommendation that a general purpose aid, administered through the State and through the