

the means, there is not the know-how within our local situations to give good objective evaluations to the worth of these programs.

Mr. GIBBONS. What in the world are you going to do when you close down that airbase and you lose that \$609,000?

Mr. EATON. That is one of the major questions which is facing us. I don't know.

Mr. GIBBONS. You will still have the schools.

Mr. EATON. We can close one school. It is already frightening our staff.

There is no possible way to make up such a cutting back of funds all of a sudden and this is something I have to explain to the local people next Monday night. I don't see any possible way to absorb the drop of \$609,000 all at once. Over a period of time we can, possibly. It may be that other students will come in. That money will come from local tax sources. This is going to be extremely difficult in a couple of years, in 1968 and 1969, extremely difficult. We are trying to cut back to meet it. Inevitably we will curtail some programs.

I would mention the particular difficulties that we have had in Bangor. I have cited the lack of both time and ability to prepare applications and to administer and in particular to evaluate the programs. I would recommend that more help for these particular things be provided. If the legislators and the Federal Government feel that there are programs of particular Federal interest, then some help in getting them underway ought to be secured and also some help provided in evaluating them.

There is also a lack of teachers. One thing that I can point out is that we spent \$64,400 under title I but we had \$88,000 available. We didn't spend the rest of it because we could not find the teachers for the program we felt would be of the greatest interest. We had only a half year to spend that much. It becomes available to us in February and for the fiscal year ending June 1 to be carried over only to August 1.

Again, I think the U.S. Office should give some attention to the recruitment, and I know that it is, to the recruitment and training of teachers. I think increased emphasis here is necessary. I think there are restrictions that have been put on title I which in Bangor requires that our needy students live in certain areas so that they can be served by target area schools. If a needy student happens to live in an area that is by and large not needy, he is out of luck. He can't get this program. Of course, my recommendation would be very sweeping. It would be to eliminate categorical aid, a rather sweeping recommendation, I realize.

Mr. QUIE. Let me ask a question on that. Conceivably the kids who live or who attend school where most of them are educationally deprived, therefore aren't getting the association with other kids—the classes are too big or something is wrong. If there is one needy child in a school where all the rest of them aren't needy, why isn't that one just by association of the other kids receiving all the other kinds of programs they do and not be educationally deprived?

Mr. EATON. Of course, education deprivation is in the home as well as in the school. The youngster who is needy might very well be educationally deprived in that he has no reading materials at home. The