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Preliminary Report

Commission on the Status of Education in Maine



January 1984

"Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all -- old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the 'information age' we are entering.

"Our concern, however, goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life."

The National Commission on
Excellence in Education, A
Nation at Risk, April 1983

"This is the first time that the central matter is being discussed: teaching and learning. Not civil rights or free lunches or girls vs. boys."

Mortimer Alder, Time Magazine
October 10, 1983

Bates College
Lewiston, Maine 04240

30 January 1984

OFFICE OF THE PRESIDENT

The Honorable Joseph E. Brennan
Governor of Maine
Office of the Governor
Augusta, ME 04888

Dear Governor Brennan:

I am pleased to submit to you this progress report of the Commission on the Status of Education in Maine.

Throughout the fall of 1984, the Commission travelled the length and breadth of Maine to observe the delivery of educational services, and, mostly, to listen to citizens, educators, and students.

It has been a great pleasure for us to become re-acquainted with Maine in all its beauty and diversity. We have learned much about Maine today, about our people, and about our educational system. We have seen a great deal in which we may all take pride. At the same time, we have too often encountered a lack of clear direction in our schools and colleges; financial resources that are so limited the job cannot be done properly; and aspirations among our students that limit their potential as individuals, and ours as a society.

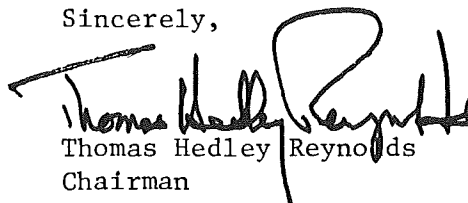
We believe that the time is ripe to recognize what is good about Maine's education system; to review those parts of it which have not been scrutinized in some years; to repair those that are in need of support; and to reinforce those that are of real use and benefit to Maine people. Our progress report is a first step in this direction. It does not have all the answers we seek; but it does pose serious issues which the citizens of Maine can ignore only at their peril and their children's peril.

The Commission will continue to work throughout 1984 on the issues addressed in this report, in anticipation of completing our task before the year is out.

On behalf of the Commission, please allow me to thank the staff who have served us so steadfastly and well: Charles Lawton, Holly Dominie, Denise Lord, Lloyd Irland, Charles Colgan, Mark Sullivan, Nancy Valley, and Barbara Macomber. We are most grateful to them, one and all.

Above all, we are grateful to you for this opportunity to be of service to the citizens and scholars of Maine. It is an honor and a pleasure.

Sincerely,


Thomas Hedley Reynolds
Chairman

PRELIMINARY REPORT
of
GOVERNOR JOSEPH E. BRENNAN'S
COMMISSION ON THE STATUS OF EDUCATION IN MAINE

JANUARY 1984

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Letter of Transmittal

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EXECUTIVE SUMMARY

Governor Joseph E. Brennan created the Commission on the Status of Education in Maine in July, 1983, to examine the State's educational system in light of recent national studies of education. He directed the Commission to report to him within eighteen months with its findings and recommendations for needed improvements to our educational system. He also asked that the Commission make an initial assessment of major issues and forward appropriate recommendations to him early in 1984.

This preliminary report is based upon the Commission's research and travels across Maine during the Fall of 1983. It contains a series of observations, preliminary findings, recommendations for action, and topics for further study that the Commission wishes to submit for public consideration at this time. Subsequent reports will expand upon the issues covered in this document, conclude the research agenda outlined, and make any additional recommendations deemed necessary.

Observations and Preliminary Findings

Based upon our research and observations, and the testimony presented us, the Commission finds at this point in our deliberations that:

1. public interest and concern about education in Maine have, perhaps, never been greater;
2. there are instances of outstanding education programs across Maine;
3. Maine's changing economy and population require a new appreciation of education as a lifelong process, to which people will return from time to time throughout their lives;
4. there is a widespread perception that our educational system is adrift, that its goals are too often diffuse or obscure, and that inadequate measures are available to judge its performance;
5. effective leadership is needed if Maine's educational system is to adapt successfully to changing circumstances in our State and in the world around us;
6. too many Maine students move upward in our educational system without acquiring basic skills needed at the higher levels;
7. a variety of adverse conditions threaten the quality of the teaching profession in Maine; and

8. current levels of State and local financial support for education are inadequate, and there remain chronic inequities in the funding of public education in Maine.

Recommendations for Action

These observations and preliminary findings enable the Commission to identify areas where immediate State and local administrative, legislative, and budgetary actions are warranted. The Commission recommends, in brief, that:

1. the Legislature raise the statewide annual base pay for starting teachers to \$15,000 by September 1, 1985;
2. teacher certification and recertification requirements be strengthened along the lines of the legislation being proposed by the State Board of Education;
3. the Department of Educational and Cultural Services (DECS) develop a standard skills assessment program for Maine public school students, to be linked closely with more effective guidance and counselling programs;
4. the State Board of Education strengthen certification and recertification requirements for school administrators;
5. the State Board review and strengthen the State's school approval and accreditation process;
6. DECS and local school systems place high priority on better preparing children during their earliest years of schooling;
7. every school system conduct a rigorous review to determine whether sex, racial, ethnic, and class biases exist therein, and take steps to eliminate them;
8. local schools use non-teaching staff to perform non-teaching tasks currently assigned teachers;
9. DECS increase its efforts to help schools establish volunteer programs for parents and other qualified persons to assist teachers in both teaching and non-teaching tasks;
10. the Legislature provide a tax credit to businesses employing teachers during summer or sabbatical leave, to work on projects related to the subjects they teach;
11. the Legislature appropriate \$300,000 to meet the immediate equipment needs of Maine's Vocational Technical Institutes;

12. a distinguished Visiting Committee conduct a public review of the University of Maine System as a whole, and report its findings and recommendations to the Governor, the Legislature, and the Board of Trustees before July 1, 1985;

13. the Board of Trustees of the University of Maine, through the Chancellor's Office, establish an office in Augusta;

14. the Legislative leadership invite the Chancellor to deliver an annual "State of the University" message to the Legislature and the people of Maine;

15. the Legislature and the people of Maine commit themselves unequivocally to raising per capita expenditures for public higher education by the end of this decade, to a position at least equal to our ranking among the States in per capita income; and

16. the Legislature enact certain portions of L.D. 1688, AN ACT to Revise the School Finance Act.

The Commission's recommendations will require appropriations in the current biennium of \$700,000 (\$250,000 for the Early Childhood Education Plans program; \$300,000 for the equipment needs of the VTIs; and \$150,000 to fund the public review of the University of Maine System).

Topics for Further Study

The Commission recognizes that some of its recommendations would effect increases in State and local funding of public education in years to come. Accordingly, we plan to study various means to raise the needed revenues, and to make appropriate recommendations in a subsequent report.

The Commission's observations and preliminary findings have suggested additional priorities for study in the coming months. We shall undertake a careful review of the State's vocational training and education system as a whole, including its future needs for coordination, equipment, facilities, and trained personnel. We shall examine curriculum and graduation requirements and guidance programs in Maine's secondary schools; and we shall review, in conjunction with the Attorney General's Office, the authority of teachers and school administrators, and the civil rights of parents and students, in matters of discipline.

Above all, we shall continue to encourage public discussion and debate of these and other issues of importance in education; and to seek those actions to recommend that will best serve the educational needs of Maine people.

INTRODUCTION

Since 1701, when the citizens of York "empowered ye Selectmen to settle a schoolmaster in this Town,"¹ no issue of government has received more attention, aroused more discussion, or more consistently reflected the aspirations of Maine people than public education.

In recent years, economic recession at home, dwindling markets abroad, and challenges to our nation's pre-eminence in science and technology have raised grave doubts about the adequacy of our public educational system as a whole. Various national studies have fueled this concern with disturbing reports about declining standards of performance and excellence.² Public opinion polls tell us that Americans now rate education, along with unemployment and crime, as one of our top three national problems.

In the Summer of 1983, Governor Joseph E. Brennan created a special Commission on the Status of Education in Maine, to review the many recent studies of education in America; to examine Maine's educational system in light of these findings; to serve as a high-level public forum to coordinate the efforts of various groups assessing education in Maine; and to forge recommendations for needed changes in our educational system that will reflect both enlightened public opinion and sound educational policy.

Governor Brennan asked the Commission to spend eighteen months on its task, to ensure carefully reasoned findings and recommendations. He also asked that the Commission submit a preliminary report early in 1984, with an initial assessment of major issues and recommendations for needed public attention at this time.

Throughout the Fall of 1983, the Commission travelled across Maine to visit educational institutions, examine educational programs firsthand, meet with State and local educational leaders, and hear from interested Maine citizens. Coupled with our reading and research, this experience enables us to make a series of preliminary findings and recommendations that deserve immediate public consideration, debate, and action.

OBSERVATIONS AND PRELIMINARY FINDINGS OF THE COMMISSION

1. Public interest and concern about education in Maine have not diminished. Rather, they have probably never been greater.

The overwhelming response to the Commission's invitation for comment revealed a vibrant interest in the quality of education in Maine.³ While there are many different views about what might ail the system and how to correct it, it is clear that Maine people generally consider quality education crucial to the welfare of every citizen and to the prosperity of our State.

The current debate is encouraging indication of the public understanding that better education means better opportunities, better jobs, better lives, and better citizens; and of the public readiness to support fair, convincing proposals for constructive change in our educational system.

2. There are instances across Maine where elected officials, school administrators, teachers, parents, and students are conducting outstanding educational programs.

A number of Maine communities, both large and small, rich and not so rich, are today demonstrating remarkable accomplishments in public education. The Commission has seen excellence in individual classrooms, in the teaching of certain disciplines, and in the

delivery of continuing education and community service programs. Such quality often exists in entire schools and, in some instances, throughout entire school systems.

In each case, the Commission found a number of essential elements to be present. Local educational leadership is strong, committed, resourceful, and well-supported. School administration is competent, courageous, and sensitive to the needs of teachers and students. Teachers are highly motivated, and directly involved in decision-making. A wide spectrum of constituencies has participated in the establishment of attainable goals. Public support is forthcoming and reinforced by observable accomplishment.

We believe that these elements are potentially available in every Maine community, with proper leadership, direction, and support from the State of Maine.

3. Maine's changing economy and population require that education be understood as a lifelong process to which Maine people will return from time to time throughout our lives.

The number of school-age young people is declining in Maine. From 1980 to 1982, it fell by nearly 13,000. The number of preschool age children, however, has again begun to increase.⁴ These subtle demographic changes, together with varying rates of population growth throughout the State, require that school administrators plan the

allocation of their teachers and resources more carefully than ever. At the same time, the knowledge and skills required of our workers and business managers is changing rapidly, as old industries adapt to changing times, and new industries develop.⁵ Maine's continuing economic and social well-being depends in large measure upon the effectiveness of our educational system to meet these challenges, at every level.

To assure the growth and competitiveness of our traditional industries, and to attract new ones offering quality jobs, Maine must educate its citizens better than it ever has before. Past standards of learning will not suffice. To compete for the new employment opportunities, Maine people will have to acquire the education and skills to take full advantage of changing technologies. To direct Maine into the forefront of commerce and industry, our educational system must produce a continuing stream of workers, managers, innovators, and entrepreneurs who are prepared to deal with change; to apply existing resources to new uses and purposes; and to provide enlightened business and academic leadership.

To assure its continuing public support, our educational system must provide Maine citizens with opportunities to enrich themselves intellectually, socially, and economically, and to seek fulfillment of their individual potential. With more leisure time available, people turn more often to our educational institutions for useful knowledge in fields beyond their chosen vocations, and for cultural and

recreational enrichment.

In a democracy, moreover, we must never lose sight of the role education plays as a birthright of citizenship. We prize the unquestionable value a well-educated citizenry has for our State's and our nation's welfare. Education must prepare our people to participate effectively in our democratic institutions, and to deal wisely with the difficult issues we face as a nation and as a society.

These challenges will require an elementary and secondary educational system in Maine that is well-founded in the teaching of basic subject matters; that emphasizes the development of effective learning skills; and that nurtures a strong desire to pursue learning throughout life. In many occupations, the need for vocational training and re-training will grow; in others, our citizens will depend increasingly on knowledge and skills they may acquire only at the college and university level. Our educational system at all levels will have to provide the learning opportunities demanded by a citizenry returning again and again to update their knowledge and expand upon their life opportunities.

4. There is a perception today that our educational system is adrift; that its goals are too often diffuse or obscure; and that inadequate means are available to judge performance on a timely basis.

At the State and, to great extent, at the local level, we have

observed few clearly defined and widely understood goals for our educational system. There are inadequate common standards for assessing individual student progress, for evaluating the effectiveness of teachers and institutions, and for permitting valid comparisons among various approaches to education.

We believe that the absence of clear goals and the lack of means to evaluate progress frustrates many educators, administrators, State and local officials, and parents, as they try to identify strengths and weaknesses and implement needed improvements. We further believe that the lack of clear direction and performance measures has contributed to eroding public support for education as it competes with other pressing demands for State and local revenues.

Under current Maine law, every elementary and secondary public school must be approved through a self-evaluation process conducted in cooperation with the Department of Educational and Cultural Services (DECS). Secondary schools have the additional option of seeking accreditation from DECS and/or the New England Association of Schools and Colleges, Inc. The hallmark of the accreditation process, as opposed to approval, is that it brings outside evaluators, often Maine teachers and administrators, into a school, and thereby fosters the exchange of new ideas and approaches. Accreditation offers a comprehensive review of a school's entire academic program and serves to broaden a school's vision of what it might achieve.

The State and New England accreditation processes use standards of school evaluation that differ from one another, and result in separate reports. Most schools are successful in attaining accreditation, except in a few instances where it is granted by one body and not the other. According to DECS, 29 percent of our 128 public high schools are not currently accredited. Some have not sought accreditation in the mistaken belief that the approval process is the same as accreditation. Others, primarily the smaller schools, have not done so, in part because of the belief that they would be unable to meet the comprehensive criteria of either the State or the New England Association.

5. Effective leadership is needed if Maine's educational system is to adapt successfully to changing circumstances in our State and the world around us.

It is up to State and local leaders to propose direction and goals, to seek out and advance constructive solutions, and to shepherd support for the actions needed to assure quality education for Maine people.

Effective administrators at both the State and local levels are essential to the success of our educational programs. In too many instances, however, our school administrators view themselves as overseers of school rules, regulations, and purse strings, rather than as effective managers of our educational resources, responsible for

creating conditions and providing services which foster excellence in teaching and learning. The emerging trend to improve professional training, career development, and evaluation procedures for local school administrators must be encouraged and supported.

Parents have traditionally been an important source of our educational leadership. Testimony before the Commission confirms national findings, however, that parents today participate less actively in their children's education. Many do not hold schools, teachers, and administrators accountable for the quality of education, nor do they contribute their time and support to our educational system. At times, the lack of encouragement from teachers and school administrators frustrates those who do wish to become involved.

6. Too many Maine students move from one level to the next in our educational system without acquiring basic skills needed at the higher levels, and leave the educational system unprepared to find productive, satisfying jobs.

There is growing testimony that poor preparation of incoming students is becoming a drain on resources at every level of our educational system. Preschool and early school (K-3) success is vital to children's performance throughout their schooling.⁶ Currently, we devote insufficient attention and resources to early childhood education in Maine. The number of children eligible to participate in "Head Start" projects far outstrips the present

capacities of these programs.⁷

Programs for grades K through 3 are similarly underfunded. In 1983, the Legislature established the Early Childhood Education Plans program with \$250,000 in the current biennium, to address related issues of classroom size, pupil screening and assessment, curriculum, and teacher training. DECS has received requests from local school systems for grants under this program totalling six times the available funding.⁸

In testimony before the Commission, officials from public and private elementary and secondary schools, vocational institutions, and colleges across the State despaired over the substantial resources they must devote to reading, math, and science training that students should have mastered at lower levels. These same teachers also report a disturbing lack of basic learning skills: deductive reasoning, analytical fact-finding, and successful study habits.

Sexual, ethnic, racial, and class biases continue to exist in our schools, and they are in part responsible for the low aspirations of many Maine youths. For example, while student enrollment in our public vocational education programs is now one-third female, women are still enrolled predominantly in courses for lower paying, traditionally "female" trades.⁹

These weaknesses help to account for trends which cast a

disquieting shadow over Maine's future. The number of Maine young people entering high school who eventually graduate has declined from 79.9 percent in 1972, to 76.4 percent in 1982.¹⁰ Maine still ranks high among the States in the percentage of our students who graduate from high school; however, fewer than half go on to any form of post-secondary education.¹¹ If we are to maintain and improve the standards of our economy and society, we cannot afford these diminished aspirations among our young people.

7. A variety of adverse conditions threaten the quality of the teaching profession at all levels of Maine's educational system.

The winds of change sweeping across Maine have profoundly affected the teaching profession in several significant respects. The complex subject matter, the specialized nature of curricula, and the increased burdens imposed by the learning disabilities and social problems of many students require educators to be more highly trained and motivated than ever before.

Yet teaching today is often associated with too little time for thoughtful class preparation; with few opportunities for decision-making, for quality in-service training, and for professional advancement; with frequent and burdensome "non-teaching" responsibilities during the school day; with poor and unrewarding assessment systems; and with diminished classroom authority. We must establish higher standards for those entering the teaching profession,

and assure that those who are qualified remain so throughout their careers.

Above all, teaching has become notorious for low pay. Maine today ranks 46th among the States in average teacher salaries, a decline from 31st in 1972. According to the National Education Association, the 1983 average salary for teachers (K-12) in Maine is \$15,772, compared to \$20,531 nationally.¹² Overall, the purchasing power of our teachers has declined 23.4 percent over the last decade, nearly twice the national average of 12.2 percent.¹³

Together, these factors have resulted in declining morale within the teaching profession, and reduced public esteem for it. They also contribute to the rise of unhealthy and sometimes hostile collective bargaining processes which inevitably spill over into the classroom and public attitudes toward teaching as a profession.

No sector of the teaching profession is immune from these symptoms. For example, Maine currently ranks among the lowest States in average faculty salary at our institutions of public higher education.¹⁴

The quality of its faculty is critical both to the caliber of students a University attracts, and to the value of the education they receive. Over time, it is the achievements of its faculty and their students that sustain a University's reputation. Nothing is more

important to the improvement of Maine's public higher education system than its ability to attract and retain faculty of talent, and to offer them support for effective teaching and scholarly research.

8. Current levels of State and local financial support for education are inadequate; and despite the best efforts of the Legislature in recent years, there remain inequities in the funding of public education in Maine.

Increased funding alone will not assure excellence in education for Maine; but we cannot expect to institute needed improvements unless we are willing to commit sufficient resources to the task.

Total spending for education from State and local resources in Maine amounts to but \$449 per person, far below the U.S. average of \$574. Of even greater significance, this spending represents 5.2 percent of the State's personal income, compared to the national average of 5.5 percent.¹⁵ In short, Maine's low level of education spending cannot be explained away by the low income of our people. It is more a question of effort. If Maine were merely to close this 0.3 percentage point gap between it and the national average, it would mean \$30 million more annually available to our public educational system.

Nearly half of the financial support for public elementary and secondary education in Maine comes from local property taxes; the rest

comes from State and federal revenues. The State's current school aid formula determines a school unit's tax capacity solely on the basis of property wealth: to receive State aid, a district must impose a minimum property tax rate. If a district wishes to raise money for education beyond that required for receipt of a State subsidy, it can do so only by raising local property taxes.

With per-pupil property wealth differences of as much as ten to one between Maine's property rich and property poor municipalities, there is great, abiding inequity in the financial resources available to educate Maine citizens in our cities and towns. In a few fortunate communities, major industrial facilities provide as much as 90 percent of the property tax base, increasing available resources for education and affording artificially low tax rates for all other property owners.¹⁶ In other places, rapid employment or population growth have increased the demand for local educational facilities. These increases are not always accompanied by an equal change in the property tax base, however, with the result that property tax rates are forced up. In short, exclusive reliance on the property tax often prevents local officials from tapping real local income growth; and leaves them with the unpleasant choice of increasing the tax burden on many whose incomes are not growing, to finance educational gains.

While the State half of primary and secondary education funding is designed to give relief from these inequities, its allocation is extraordinarily complicated and poorly understood. A major

Legislative study of the effects of the school finance reforms of the 1970s concluded that increased State aid for education has kept the average local property tax rate fully 23 percent lower than it would otherwise have been. More importantly, the report concluded that "the overall impact of the funding formula on re-distributing dollars in a more equal fashion among school units was relatively small."¹⁷



RECOMMENDATIONS AND FUTURE STUDIES

Based on these observations and preliminary findings, the Commission has identified four areas where public attention and action are warranted at this time: elementary and secondary education; vocational education; higher education; and the financing of public education. These observations and findings also suggest priorities for further study by the Commission in the coming months. We shall continue to conduct research, to encourage public discussion, and to seek those actions to recommend which will best serve the educational needs of Maine people.

At this stage in the Commission's deliberations, we are not able to address every legitimate issue that has been brought before us. For example, there is demonstrated need to consider carefully how best to organize and fund our libraries and media resource centers in this "information" age.

ELEMENTARY AND SECONDARY EDUCATION

In the end, the test of our educational system is how well our students are educated, how adequately they are prepared to lead full and productive lives. The years our students spend from preschool through elementary and secondary education are most critical to the success of this mission.

We believe that fundamental changes in our general attitudes toward public education are needed if we are to give our young people the education they need and deserve. We must raise our expectations of what students and schools can accomplish, and we must wish for them to succeed. We must allow them the resources they need, and create effective measures of their progress.

We offer the following recommendations for action and further study at this time.

Recommendations for Action

1. The Commission strongly recommends that the Legislature raise the statewide annual base pay for starting teachers to \$15,000, and that local teacher salary scales be adjusted appropriately through the collective bargaining process, by Sept. 1, 1985.

A recent National Education Association study found that the average American teacher earns 28 percent less in hourly wages than accountants, auditors, buyers, programmers, engineering technicians and others whose jobs require a bachelor's degree. Applying this standard to Maine, the base pay of starting teachers with a bachelor's degree in 1985 will need to be \$15,000 to assure comparable pay for comparable work.¹⁸

Achieving this goal will cost \$38 million annually.¹⁹ The Commission will address the question of how to raise these monies in the coming months, and make specific recommendations in a subsequent report.

2. We recommend that teacher certification and recertification requirements be strengthened.

We support the major concepts embodied in the draft proposal of the State Board of Education to strengthen teacher certification requirements, and commend the Board for its two-year effort in

this regard. We shall welcome the opportunity to review the final proposal when it becomes available.

We are pleased that the proposal requires entry-level teachers to possess a four-year liberal arts degree with a concentration in the subject matter they intend to teach; and that future certificates will specify the grades and subject matter for which a teacher is qualified. Because the University of Maine System is now educating so many of the teachers involved, we urge the State Board to consider carefully the effects of their proposal on the University System, through close ties with the officials responsible for teaching training at the University.

We further applaud the addition of a master teacher certificate; the requirement that a local support system be designed to assist beginning teachers with their early years in the classroom; and the addition of a separate permit for visiting teachers. We urge local schools to use visiting teachers to fill teacher shortages on a temporary basis, especially in the math and science fields.

3. We recommend that DECS develop a skills assessment program for Maine public school students that will allow meaningful comparisons among schools in Maine and the rest of the nation, and will provide effective measurement of a student's mastery of basic skills at critical points in the schooling process.

The Commission believes that Maine schools, parents, and the State must have the data to determine whether or not students are mastering basic skills at acceptable levels and at a relatively uniform pace throughout the State.

4. We recommend that certification and recertification requirements for school administrators be strengthened.

We applaud The State Board of Education for beginning this effort, and urge them to pay particular attention to the resource management skills of administrators that will foster the conditions and support systems needed by teachers and students for effective schooling.

5. We strongly recommend that the State Board of Education review and strengthen the State's school approval and accreditation process.

The Commission is concerned that the State's current approval and accreditation processes are confusing to the public, as well as to school boards and some administrators. Further, we are concerned that the approval process does not go far enough to encourage local schools to seek and achieve excellence.

The Commission is convinced that outside evaluation of a school has great benefit. Whether the approval process should be

upgraded or the accreditation process mandated is not clear; but we strongly recommend that the State set standards high enough to encourage excellence, and require outside review for each public secondary school. We urge all Maine public high schools to seek accreditation as a method of revealing strengths and weaknesses that may then be addressed locally.

6. The Commission recommends that DECS and local school systems place a high priority on better preparing children during their earliest years of schooling.

In particular, we recommend that:

- a. DECS develop a standard screening and assessment program that will allow schools to place pupils in grades K-3 according to their readiness;
 - b. the Early Childhood Education Plans program be expanded at a cost of \$250,000 in the current biennium, to accommodate the interest already expressed by school officials in developing K-3 readiness programs; and
 - c. the federally-funded Head Start program be expanded with State appropriations to serve at least 20 percent of Maine's eligible children.
7. We recommend that every local school system rigorously examine textbooks, guidance and counselling programs, and the role modelling provided by administrators and teachers to determine

whether sexual, racial, ethnic, and class biases exist.

We commend DECS's efforts, working with local school personnel, to eliminate such biases; and urge the Department to evaluate the success of the local efforts they have helped to initiate. We encourage all schools to develop plans and workshops to address this issue with vigor.

8. We recommend that local schools use non-teaching staff to perform non-teaching tasks currently assigned teachers.

Teachers are called upon to perform many tasks unrelated to classroom teaching during the school day. Consequently, they do not have sufficient time for thoughtful curriculum preparation, and their classes are interrupted unnecessarily by routine administrative matters. Non-teaching staff can perform these duties and relieve teachers of the burden.

9. We recommend that DECS increase its efforts to help schools establish volunteer programs for parents and others whose talents and knowledge will enrich our classrooms and assist teachers with both teaching and non-teaching tasks.

10. We recommend that the Legislature provide a tax credit to businesses employing teachers during the summer or on sabbatical leave, to work on projects related to the subjects they teach.

Many teachers spend their entire working lives in the classroom, from the time they begin school at age five. We must encourage them to seek out learning and alternative working situations that will enhance their knowledge and enrich their classrooms. This tax credit will give businesses an incentive to provide teachers with this experience.

Topics for Further Study

In the coming months, the Commission will focus its attention in four areas of elementary and secondary education. In addition to working with DECS to devise a skills assessment system, we shall review curriculum and graduation requirements in Maine's secondary schools, and current practices in tracking and guiding students toward career and higher education goals. We shall pay particular attention to identifying ways to link student performance assessment with effective guidance counselling in our schools.

In addition, we shall review the capacity of DECS to provide leadership and assistance to local schools. We are especially interested in the Department's ability to publicize information about successful programs and practices occurring in schools in Maine and elsewhere, and to support creative, local initiatives.

Finally, we shall work with the Attorney General's Office to

clarify the authority of teachers and school administrators, and the civil rights of parents and students, in matters of discipline; and recommend needed changes in the law.

VOCATIONAL EDUCATION

In recent decades, we have profited greatly from our public and private vocational education programs. They have trained Maine people in the skills needed for jobs in our State; demonstrated the flexibility to develop innovative, "in-plant" training programs which help to attract new businesses to Maine; and allowed many of our people to pursue life-long education, to adapt to changing technologies, and to aspire to better jobs and a higher quality of life.

In the coming decade, many of the new jobs in Maine's manufacturing, natural resource, and trade and service industries will require greater knowledge and more complex skills than do today's. As a result, job opportunities for Maine people will depend increasingly on their ability to upgrade learning and skills, and to learn new occupations throughout life.

These considerations persuade us that all Maine people have a profound stake in building the quality of, and access to vocational training and education in Maine. The benefits of this will spread to every Maine citizen and community; they are not confined solely to those who attend these programs.

Vocational education in Maine encompasses programs in secondary and post-secondary public schools, a wide variety of adult education

programs, "in plant" training by private industry, and many programs within private educational institutions. To date, there has been no comprehensive review and assessment of Maine's entire vocational education system. To meet the challenges that will face vocational instruction in the future, Maine must recognize the unique and important role of each of these providers, and combine them into a coordinated, integrated, and purposeful system.

Testimony before the Commission suggests that a serious need has developed over the years to upgrade equipment at the State's Vocational Technical Institutes (VTIs). While no such requirement exists in the law, current practice dictates that the VTIs include not more than 10 percent of the value of equipment purchased with State funds in their budget requests for equipment replacement. This has resulted in systematic depletion of their capital equipment. As a result, students often train on obsolete or otherwise inadequate equipment. There is also growing evidence that existing VTI facilities cannot meet the demand for them. If more are provided, more students will be served.

Recommendation for Action

11. Accordingly, we recommend that the Legislature appropriate \$300,000 to meet the immediate equipment needs of the VTIs. We further recommend that the Department of Finance and

Administration reform the rules governing equipment replacement, and that DECS evaluate the possibility of leasing equipment.

Topic for Further Study

In the coming months, the Commission will conduct a detailed assessment of Maine's vocational education system as a whole; its strengths and weaknesses; its direction in the decade ahead; the inter-relationships of its parts; and its future needs for coordination, equipment, facilities, and trained personnel.

HIGHER EDUCATION

The people of Maine are the fortunate beneficiaries of more than a century of continuing investment in our public higher education system²⁰: fortunate, because it is clear to us that this system is critical to the future well-being of every Maine citizen, and to the prosperity of our State. In the world that lies ahead, Maine's ability to compete, to grow in healthy ways, and to satisfy the needs of our citizens will depend on access to college and university education of high quality.

Today, Maine people look more often to their public institutions for higher education opportunities than do people in any other New England state.²¹ Yet while expenditures for public education in Maine have increased in recent years, they have fallen behind the rest of the region and the nation at an alarming rate over the past decade as a whole.²² Maine's failure to invest more heavily in higher education places our future well-being, and that of our children, "at risk."

In 1968, the State created a University of Maine System for public higher education. It is a good system, with a unique and complex mission. The reasons for its creation remain valid today; the task before us now is to make it better for tomorrow. Social and economic changes over the past fifteen years, combined with chronic under-funding, have created uncertainty among the System's leaders about the expectations and aspirations of Maine people for public

higher education. This uncertainty jeopardizes the welfare of Maine's University System and, ultimately, the quantity of job opportunities and the quality of life in Maine.

Periodic review of its purpose, mission, goals, and organization is essential to the continued vitality of any major institution. In the fifteen years since the establishment of the University of Maine System, no such review has occurred. If it is to make its greatest contribution to the State in the years ahead, the University System must have substantially greater resources than are now at its disposal. This will mean reordering the financial priorities of the State. Before this may happen, the people of Maine must understand and reaffirm the mandate of the University System for the remaining years of this century.

Recommendations for Action

12. The Commission strongly recommends, therefore, that during 1984 there be a public review of the University of Maine System as a whole; and, in particular, of:
 - a. its overall mission and program priorities for the remainder of the century;
 - b. the principal activities of the University, including teaching, research, and public service, and the quality of their delivery;

- c. the principles and processes by which it is governed, and by which the program activities on the several campuses are coordinated;
- d. the distinct mission and role of each campus within the System;
- e. the current allocation of the System's financial resources and the opportunities to re-allocate them, better to meet the needs of Maine people.

We recommend that the Governor, after consultation with the University of Maine Board of Trustees, invite a Visiting Committee of distinguished and disinterested citizens and educators from within and without Maine to perform this review, and to report to him, the Legislature, and the Trustees before June 30, 1985; and that he appoint special staff to serve the Visiting Committee. We recommend an appropriation of \$150,000 from the General Fund for this purpose.

We recommend that this Visiting Committee, in the course of its activities, give attention to the following questions, without limitation, and make recommendations to deliver needed educational services to Maine people by the most effective means available:

- a. Access and Quality: Within the resources of the University of Maine System, what is the proper balance

for it to seek between the opportunity for universal access to higher education and the delivery of high quality education to qualified students; and how may this balance best be achieved within the System, among the campuses, and at each campus?

- b. Research and Development: How and where may the University's part in serving the long-term research and development needs of Maine commerce and industry best be organized, located, and funded?
- c. Remedial Education: How and where may post-high school remediation in basic learning skills best be delivered to Maine citizens who need them to qualify for college and university education?
- d. Public and Community Services: What is the proper role of the University in providing public and community services such as cooperative extension, professional training and development programs, cultural programs, and information and research services; who benefits from their availability; and how may such University services needed by Maine people best be organized and funded?
- e. Teacher Training: How and where may the University System best organize to participate in the training and re-training of Maine's elementary and secondary teachers?
- f. Maine's Vocational Technical Institutes, the Maine

Maritime Academy, and Maine's private colleges: How might the relationships between them and the University of Maine System best be structured to deliver needed educational services to Maine people by the most reasonable and effective means possible?

- g. Financial Aid: How might a comprehensive financial aid program for Maine students attending both public and private institutions best be designed; and what is its proper funding level?

13. We recommend that the Board of Trustees, through the Chancellor's Office, establish an office in Augusta that will provide greater visibility and accessibility for the University of Maine System at the seat of government.

14. We recommend that the Legislative leadership invite the Chancellor to deliver an annual "State of the University" message to the Legislature and the people of Maine, setting forth the current condition, accomplishments, opportunities, program plans, and needs of the University System.

15. Whatever the outcome of the System review, we strongly recommend that the Legislature and the people of Maine commit themselves unequivocally to raise per capita expenditures for public higher education to a position at least equal to our ranking among the States in per capita income (currently 41st), and accomplish this

by the end of this decade.²³

We recommend that these increased financial resources be directed specifically toward:

- a. faculty salaries;
- b. arts and science programs for in-service training and continuing education of Maine teachers and school administrators; and for bringing outstanding Maine high school students into extended contact with gifted faculty;
- c. innovative and "mobile" program offerings to meet the growing statewide need for continuing and adult education, training, and retraining; and
- d. those new or existing academic programs and facilities identified by the Visiting Committee in their System review as capable of achieving and sustaining national and international reputations for excellence.

FINANCING PUBLIC EDUCATION

Good education benefits everyone alike, while poor education hurts everyone. It is proper, therefore, to pay for public education through broad-based public taxes.

In recent years, many forces have conspired to erode broad support for public education in Maine. Fewer households have children in our elementary and secondary schools.²⁴ Declining student test scores, the sometimes-hostile collective bargaining process, and growing educational bureaucracies have lowered public esteem for our schools, teachers, and administrators. Slow economic growth, the additional State and local tax burden caused by federal funding cutbacks, and the increasing competition for State and local revenues from other needed government services threaten to undermine public support further.

Because of these forces, as well as the inequity in the distribution of property wealth among Maine's cities and towns, the State must re-assess its present educational finance system. In hopes of contributing to this process, the Commission will conduct studies aimed at improving the State's educational finance system. In conducting the studies, we shall be guided by these principles:

- a. that any increase in State financial support for education shall be linked with greater public accountability, incentives for effective management, and measurable

- improvements in the quality of public education; and
- b. that any new State funding program shall reduce the inequity between property rich and property poor school units, and must in no case unduly increase local property tax burdens.

Recommendation for Action

13. In the meantime, The Commission recommends adoption of those sections of LD 1688, AN ACT TO Revise the School Finance Act, which remove the two year delay in establishing local costs to be reimbursed by the State, and the cap which limits the extent to which schools with below average per pupil expenditures can receive additional State aid to help them approach the State average. DECS estimates that these changes will require an additional \$7 million per year in State funds beginning in FY 1986. Again, the Commission will address the matter of raising these revenues in the coming months, and make specific recommendations in a subsequent report.

CONCLUSION

We, as members of the Commission, feel increasingly committed to our task, and to the vital importance of public education in this State where the well-being of the people depends so much upon their knowledge, skills, and good sense.

We have been heartened in the discharge of our responsibilities by the warm and enthusiastic welcome we have received, all across Maine. We shall continue to seek the wisdom and experience of Maine teachers, school administrators, parents, and students in the months ahead.

We cordially invite the Maine Legislature and all interested citizens to join with us in a renewed commitment to quality education at every level for Maine people.

ENDNOTES

1. Maine State Archives, Town Records, Town of York, 1701.
2. These include the National Commission on Excellence in Education, the Education Commission of the States, the Business-Higher Education Forum, the Twentieth Century Fund, the Carnegie Foundation for the Advancement of Teaching, and the National Science Board, among others.
3. The Commission conducted public forums in Machias (October 11), Bangor (October 17), Topsham (October 24), Presque Isle (November 1), Portland (November 10), Rumford (November 14), Biddeford (November 21), and Lewiston (November 29). Over 1,000 citizens participated in these forums, and they were widely reported in the news media. See the Appendix to this report.
4. Demographic data for Maine by age for 1970 and 1980 reveal an aging population.

Ages	1980 Population	Percent Change 1970-80
0-4	78,531	- 7.2
5-17	242,919	- 6.3
18-64	662,616	+ 24.2
65 +	<u>140,961</u>	+ 23.0
 TOTAL	 1,125,027	

5. Employment data indicate that 90 percent of the people who will be in the labor force in 1990 are in the labor force today; and that people may expect to change their employment two to three times over their lifetimes.
6. According to the National Science Board, the educational deficits of high school and college students are a direct result of failure in the beginning years. Source: National Science Board "Educating Americans for the 21st Century," 1983
7. In 1982, Head Start programs were available to an average of 12-15% of the eligible students across Maine, compared to a 20% average nationwide. In Washington and Hancock counties, Head Start is available to only 7 percent of those eligible. Source: Maine Division of Community Services.
8. Source: Maine Department of Educational and Cultural Services (DECS).

9. Female enrollment is heaviest in courses such as Practical Nursing (24 men, 411 women) and Secretarial Training (3 men, 95 women). Female enrollment is marginal in traditionally male trade courses such as Carpentry (291 men, 18 women), Forestry (74 men, 1 woman), Electrical Technology (234 men, 15 women), Machine Tools (85 men, 3 women), and Sheet Metal Working (471 men, 1 woman). Source: Enrollment and Completion Report, Bureau of Vocational Education, Department of Educational and Cultural Services, Fiscal Year 1982.
10. Source: DECS.
11. In 1983, only 47.7 percent of Maine high school graduates went on to post-secondary education. Source: DECS.
12. Source: National Education Association, reported in State Legislatures, National Conference of State Legislatures, October 1983.
13. Source: Ibid.
14. Maine ranks 48th among the 50 States and the District of Columbia in the average 1981-82 salaries paid to faculty employed on nine-month contracts in public institutions of higher education (excludes VTIs). Source: National Education Association
15. The share of its per capita income that a State spends on education depends on a host of factors, demographic, economic, social, geographic, and cultural. Maine's 5.2 percent share ranks it 36th among the States, but within a group of 24 States which fall in the 5-6 percent range. Maine ranks third in New England, behind Vermont's 6.9 percent and Rhode Island's 5.5 percent, but well above Connecticut's 4.2 percent. Source: Calculations made from data presented in Significant Features of Fiscal Federalism 1981-82, Advisory Commission on Intergovernmental Relations Washington, DC, April 1983, p.85 and 105.
16. Source: Maine Bureau of Taxation
17. Source: Lars Rydell, Maine Education Finance: An Examination of the Reform Decade of the 1970s, prepared for the Legislature's Joint Select Committee on School Finance, May 1983.
18. In the 1983-1984 school year, the average base pay for Maine's starting teachers with a bachelor's degree was \$11,200. Source: DECS. Raising this base by 28 percent would yield a salary of \$14,300 this year. Allowing for 5 percent inflation in the interim, the adjusted base salary in 1985-1986 would be \$15,000.

19. Raising the base pay for starting teachers to \$15,000 in 1985 will require \$3,200 for each starting teacher. Assuming that all 12,000 of Maine's elementary and secondary teachers will receive this raise, the total cost of the action will be \$38 million.
20. The replacement value of the University System's building and facilities alone is \$455 million. According to the State Insurance Advisory Board, the comparable figure for the Vocational Technical Institutes is \$68 million; and for the Maine Maritime Academy, \$32 million.
21. Seventy percent of Maine enrollments in higher education are in public institutions (excluding VTIs), compared to 49 percent for New England. Source: National Institute of Education
22. Maine ranked 18th among the States in the increase of State funds appropriated for higher education over the two years 1983-1984. However, Maine ranked 49th among the States over the 10 years 1973-1983; or -15 percent adjusted for inflation. For the U.S., the 10 year adjusted change was +21 percent. Source: M. M. Chambers, Chronicles of Higher Education, October 26, 1983.
23. The added annual cost, based on M. M. Chambers' data, for Maine to rank 41st in per capita State expenditures for higher education is \$17.5 million.
24. Source: 1970 and 1980 Census of Population, U.S. Bureau of the Census.

APPENDIX: SUMMARY OF REGIONAL MEETINGS

October 3, 1983, Augusta

Those who testified were:

Joyce Roach, State Board of Education
Tom Harvey, Maine Teachers Association
Ralph Ryder, Maine School Superintendents Association
Gerald Clockedile, State Elementary Principals Association
Richard Getchell, Maine Secondary School Principals Association
Michael Carrie, Maine School Boards Association
Jerry Hicks, Maine Advisory Council of Vocational Education
Nancy Hill, Maine Municipal Association

October 11, 1983, Machias

Site Visits:

The Eastport Marine Center of the Washington County Vocational Technical Institute; and the University of Maine at Machias (UMM).

Roundtable Attendees:

Frederick Reynolds, University President, UMM
Nancy Willey, Teacher, Milbridge Elementary School
Winifred (Dee) LaCase, Ellsworth School Board
Ronald Renaud, Director, Washington County Vocational Technical Institute
Virginia Chaney, UMM Faculty and Principal at Machias Campus School
Sister Maureen Wallace, Principal, Beatrice Rafferty School, Pleasant Point Indian Reservation
Thurlow Pitts, Stonington, former Ellsworth Principal
Joan D'Agostino, Head of Science Department, Bar Harbor High School
Alice Cates, Teacher, Eastport Elementary School

Public Hearing: 60 people attended; those who spoke were:

Marc Nault, Machias Selectman
William Prescott, Machias High School Principal
Michael Massler, Washington Academy Headmaster
Moreen Jans, President, Machias Bay Chamber Concert Series
Dale Higgins, Superintendent, Ellsworth School System
Joel White, Superintendent of Schools, Harrington
Alan Lewis, Chairman, UMM Math Department

October 17, 1983, Bangor

Site Visits:

University of Maine at Orono (UMO); Bangor Community College.
Mission of UMO: future needs for engineering and technology education and preparedness of UMO to meet those needs; teacher training programs administered by the University of Maine system; special session with directors of VTIs.

Public Hearing: 100 people attended; those who spoke were:

Marjorie Wilson, SAD#3 Director
Jerry Herlihy, UMO Trio Program Director
Eleanor Housier, Husson College Special Services Director
Ralph Robinson, Auburn
Stewart Doughty, UMO faculty member
Craig Freshly, Student Government President, UMO
Steve Rizzi, UMO Student Government

October 24, 1983, Topsham

Site Visits:

Mt. Ararat School SAD#75, Topsham; and Regional Vocational Center #10, Brunswick.

Roundtable Attendees:

Robert Cartmell, Superintendent of Freeport
Nancie Atwell, Exemplary Writing Program, Boothbay Elementary School
Sandra Berry, Math Teacher, Waldoboro
Ray Ludwig, Teacher, Brunswick
Pam MacBrayne, Midcoast Center of UMA
Frank Lee, Director, Brunswick Region 10 Vocational Center
Paul Lessard, BIW Apprenticeship Program
Tom Blevins, Edgecomb, Special Education
Marvin Higgins, Principal, Rockport Elementary School
Ervin Snyder, Brunswick School Board

Public Hearing: 75 people attended; those who spoke were:

Bob Watt, South Harpswell
Gordon Weil, Harpswell
Ervin Snyder, Brunswick School Board member
Mary Alden, School Board member, Union #74
Marilyn Norris, English Teacher, Morse High School, Bath
Ginny Pidot, Parent, Hallowell
Tom Eldridge, Bowdoinham
Joanne Mooney, former teacher, time management consultant

Jean Bailey McGowan, Maine Commission for Women
Arthur Mayo, Bath
Inge Foster, Dresden
Joe LaBlanc
Neil LaRochelle, Principal, Bath
Robert Curtis, Special Education

November 1, 1983, Presque Isle

Site Visits:

Easton School (small, rural, individual supervision).

Roundtable Attendees:

Kent Webster, Superintendent, Presque Isle, SAD#1
Gerald Clockedile, School Principal, Mars Hill, SAD#2
Rena Labbe, Former Teacher of the Year, Presque Isle
Richard Knight, Director, NMVTI
Rep. Kenneth Matthews, Caribou
Constance Carlson, President, UMPI
Richard Spath, President, UMF
Father Omer St. Onge, Van Buren, Special Interest Group
Omer Picard, Principal, Madawaska
Jim Patterson, NMVTI
Dr. Burns, UMFK

Public Hearing: 125 people attended; those who spoke were:

Tom Sheehan, South Aroostook Community School
Owen Smith, Committee for Academic Excellence
Neil Piper, Farm Credit Service
Don Collins, former State Senator
Bernard Ryder, Superintendent, Limestone
Steve DeMaio, Parent
Jane Harturger, NMVTI Advisory Committee
Mary Ellen Budman, School Board member
Allen Dearborn, High School Science Teacher
Andre Pied, Teacher
Frank Hussey
Mike Cyr, Teacher, Maine Library Commission
Lloyd Duncan, NMVTI Instructor
Enclid Burgoin
Pamela Johnson, Parent and Teacher
Tom Flanagan

November 10, 1983, Portland

Site Visits:

In-service Teacher Training Conference, Portland High School; and Scarborough Community Education Program.

Special session hosted by Loren Downey, Dean of the University College of Education at USM on an experimental teacher training program.

Public Hearing: 125 people attended; those who spoke were:

Martin Fellow, President, PRVTC
Cyril Maxwell, SMVTI Instructor
Lewis Defau, Foreign Language Association of Maine (FLAME)
Anne Stewart, Parent
Melvin Winslow, Windham School Board Chairman
Jimmy Hamilton, UMO Engineering Graduate, Lawter
Deborah Leighton, Technology Strategies for Women
Sharon Martin, Teacher
Rep. Merle Nelson
James Banks, Portland School Committee Chairman
Margaret "Wendy" Rickert, Windham School System Psychologist
Andrew Selgan, concerned citizen
Peter Green, Superintendent of Schools, Portland
Linda Hunt, concerned citizen
Libby Foley Giguere, Westbrook School Committee Chairman
Sherry Huber, former State Legislator, past president Waynefleete School Board
Karen Wolcott, Teacher
Peter Eastman, SMVTI Instructor

November 14, 1983, Rumford

Site Visits:

Telstar Regional High School, Bethel; and Gould Academy, Bethel.

Public Hearing: 80 people attended; those who spoke were:

Wayne Jamison, Parent
Annette Backus, School Board Member
Janet Nichols, Student, UMF Center, Rumford
John Tapley, Adult Education Coordinator
Gene Bennett, Teacher
Frances McKnight, Teacher
Al Smith, School Board member
Louise Davis, health educator
Norma Pendleton, Child Abuse and Neglect Council
Cheryl Gallant, Teacher

Charles LaVerdiere, UMF
Ann Morton, Social Studies Teacher
Albert Beliveau, UMF Rumford/Mexico Center

November 21, 1983, Biddeford

Site Visits:

Jameson School, Old Orchard Beach, re: OOB's Readiness Program and quality of elementary education.

Special Session: Michael Petit, Commissioner of the Maine Department of Human Services, special needs of Maine's children; and Sister Gemma, Superintendent of Catholic Schools in Diocese of Portland, status and concerns of parochial school education.

Public Hearing: 100 people attended; those who spoke were:

Nancy McGrail, Librarian
Jean McGraph, Bonney Eagle Librarian
Leo Martin, Superintendent, Kennebunk
Marilyn Wentworth, Parent and Teacher at alternative school in Kennebunk
Robert Libby, Teacher
Bob Underwood, Kennebunk School Board member, Parent of handicapped and gifted child
Richard Barnes, Superintendent, York
Harriet Blaisdell, Chair, Board of Directors, SAD#71
Steven McKeeley, Businessman
Lewis Michaud, Parent and School Board member
Ron Gagne, Director, Secondary Vocational Education Biddeford
Kenneth Scott, Sanford Librarian
Marian Burns, Teacher
Rebecca Webber, Early Childhood Teacher
Ed Bryand, President, Honeycomb Systems
Jim McMullen, Biddeford Teacher
Sharlene Thompson, Teacher, Gifted and Talented Children
Virginia Hughes, Special Ed Teacher
Marty Burgess, Private School Teacher
Hill Brough, Falmouth Teacher
Pat Mill, Parent, Shapleigh

November 29, 1983, Lewiston

Site Visits:

Auburn Middle School

Roundtable Attendees:

Joseph Capelluti, Principal, Auburn Middle School
Candy Avery, Elementary Teacher, Augusta
David Shea, Lewiston Teacher
Ted White, Auburn Math Teacher
Vicky Robinson, Maine Volunteers Association, Kingfield
Claude Vachon, Literacy Volunteers in Maine
Marian Burns, Teacher, Yarmouth
Roy Loux, Superintendent, Auburn
Lawrence Bagley, former teacher, Winthrop
Rosemary Poulson, UMF

Special Session: University of Maine Campus Presidents

Public Hearing: 100 people attended, those who spoke were:

Bob Connors, Superintendent, Lewiston
Kenneth Jordan, Lewiston High School Vocational Director
Gene Pauite, Brunswick Toyota
Robbie Robbins, Down East Ham School
Jackie Kahn, General Manager, Auburn Mall
Jo Cassman, Assistant Director of Nursing, CMVTI
Nancy Palermo, Liberty Mutual, Parent and Graduate Student
Norman Smith, CMVTI Instructor
Gail Belanger, Junior at Lewiston High School
Paul Jacques, poultry grower
Susan Gagne, former day care center director
Rep. Susan Bell, House District 65
Lillian O'Brien, Social Worker in Employment Education Training
Program
Linda Hertell, Literacy Volunteer, Oxford County, Director, South
Paris Adult Education Program

December 6, 1983, Augusta

Meeting with University Board of Trustees

December 13, 1983, Augusta

Meeting with State Board of Education

ED/2



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