

MAINE STATE LEGISLATURE

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LEGISLATIVE RECORD
OF THE
One Hundred And Thirteenth Legislature
OF THE
State Of Maine

VOLUME I
FIRST REGULAR SESSION
December 3, 1986 to May 22, 1987

ORDERS OF THE DAY

The Chair laid before the Senate the Tabled and Specially Assigned matter:

RESOLUTION MAKING APPLICATION TO CONGRESS CALLING A CONSTITUTIONAL CONVENTION TO PROPOSE AN AMENDMENT TO THE FEDERAL CONSTITUTION TO REQUIRE A BALANCED FEDERAL BUDGET

H.P. 250 L.D. 323

Tabled - February 11, 1987, by Senator DUTREMBLE of York.

Pending - REFERENCE

(In House, February 10, 1987, referred to the Committee on STATE AND LOCAL GOVERNMENT and ORDERED PRINTED.)

Which was referred to the Committee on STATE AND LOCAL GOVERNMENT and ORDERED PRINTED, in concurrence.

Off Record Remarks

Senator ANDREWS of Cumberland was granted unanimous consent to address the Senate off the Record.

On motion by Senator DUTREMBLE of York, ADJOURNED until Wednesday, February 18, 1987, at 9:00 in the morning.

**ONE HUNDRED AND THIRTEENTH MAINE LEGISLATURE
FIRST REGULAR SESSION
18th Legislative Day
Wednesday, February 18, 1987**

The House met according to adjournment and was called to order by the Speaker.

Prayer by Reverend Kenneth Baily, First Parish Congregational Church, Yarmouth.

The Journal of Tuesday, February 17, 1987, was read and approved.

Quorum call was held.

SENATE PAPERS

LATER TODAY ASSIGNED

Bill "An Act to Provide a Subsidy for Victims of Alzheimer's Disease with Funds Collected as Sales Tax on Construction of the State Subsidized Residential Care and Treatment Facility for These Victims" (S.P. 134) (L.D. 370)

Came from the Senate, referred to the Committee on Human Resources and Ordered Printed.

(The Committee on Reference of Bills had suggested reference to the Committee on Appropriations and Financial Affairs.)

On motion of Representative Manning of Portland, tabled pending reference and later today assigned.

At this point, a message came from the Senate, borne by Senator CLARK of Cumberland proposing a Convention of both branches of the Legislature to be held at 10:00 o'clock in the Hall of the House for the purpose of extending an invitation to the Honorable Robert L. Woodbury, Chancellor of the University of Maine System, to attend the Joint Convention and make such communication as he may be pleased to make.

Thereupon, the House voted to concur in the proposal for a Joint Convention to be held at 10:00 o'clock and the Speaker appointed Representative DIAMOND of Bangor to convey this message to the Senate.

Subsequently, Representative DIAMOND of Bangor reported that he had delivered the message with which he was charged.

Bill "An Act to Amend the State Employees Labor Relations Act by Allowing 3-year Labor Contracts" (Emergency) (S.P. 135) (L.D. 371)

Came from the Senate, referred to the Committee on Labor and Ordered Printed.

Was referred to the Committee on Labor in concurrence.

Non-Concurrent Matter

Bill "An Act to Strengthen Local Planning Abilities Through Regional Councils" (H.P. 259) (L.D. 342) which was referred to the Committee on State and Local Government in the House on February 11, 1987.

Came from the Senate referred to the Committee on Appropriations and Financial Affairs in non-concurrence.

The House voted to recede and concur.

Non-Concurrent Matter

Bill "An Act to Repeal Certain Statutes Relating to Continued Group Health Insurance Coverage" (H.P. 260) (L.D. 343) which was referred to the Committee on Banking and Insurance in the House on February 11, 1987.

Came from the Senate referred to the Committee on Labor in non-concurrence.

The House voted to recede and concur.

COMMUNICATIONS

The following Communication:

DEPARTMENT OF ENVIRONMENTAL PROTECTION

February 13, 1987

The Honorable John L. Martin
Speaker of the House
State of Maine
State House - Station #2
Augusta, Maine 04333
Dear Speaker Martin:

It is my pleasure to submit the Department of Environmental Protection's report on acid rain. Public Law 1985, chapter 498, AN ACT to Control Acid Rain, charged the Department with conducting a nitrogen oxides emission inventory and an acid rain impact study. The impact study covers four areas: identifying areas sensitive to acid rain, sampling lakes in sensitive areas, assessing the impact of acid rain on the state's forest resources and determining the in-state and out-of-state contributions to acid rain in Maine.

The report consists of two documents: one document contains executive summaries of the three report areas; the companion document contains the three reports with technical appendices. A fourth report assessing the impact of acid rain on the state's forest resources is still underway and will be presented to the Legislature by April 15, 1987.

The Department sincerely hopes that its efforts, while only a beginning, are helpful to the Maine Legislature as it considers what it must do to deal with acid deposition in Maine.

Sincerely,
s/Hollis McGlaufflin for
Dean C. Marriott
Commissioner

Was read and with accompanying report ordered placed on file.

The following Communication:

STATE OF MAINE

House of Representatives

Speaker's Office

Augusta, Maine 04333

February 11, 1987

Hon. Edwin H. Pert
Clerk of the House
State House Station #2
Augusta, Maine 04333
Dear Clerk Pert:

This is to notify you that pursuant to my authority under 12 M.R.S.A. section 7369-A, I have today reappointed Rep. Paul Jacques, of Waterville, and Rep. Patrick McGowan, of Canaan, to the White Water Advisory Committee.

Sincerely,
s/John L. Martin
Speaker of the House

Was read and ordered placed on file.

The following Communication: (S.P. 136)

STATE OF MAINE

ONE HUNDRED AND TWELFTH LEGISLATURE

COMMITTEE ON AGRICULTURE

February 9, 1987

Senator Charles P. Pray, Chairman
Legislative Council

State House
Augusta, ME 04333

Dear Senator Pray:

The Joint Standing Committee on Agriculture is pleased to submit the following report of our review of the Farm and Open Space Law pursuant to authorization by the Legislative Council. We hope you will find this report useful in considering opportunities to make the present law more effective in its application.

Sincerely,
s/Sen. Zachary Matthews
Senate Chair
s/Rep. Robert Tardy
House Chair

Came from the Senate, read and with accompanying papers ordered placed on file.

Was read and with accompanying papers ordered placed on file in concurrence.

The following Communication:

113th Maine Legislature

February 12, 1987

Hon. Eve Bither

Commissioner of Education

Department of Educational and Cultural Services

State House Station #23

Augusta, ME 04333

Dear Commissioner Bither:

Pursuant to M.R.S.A. 20-A, Section 256, we are pleased to invite you to present your annual report on the state of education in Maine to the Legislature. We would like you to present your report to a Joint Convention on Tuesday, March 17, 1987 at 9:00 AM. Please let us know if this is convenient for you.

Sincerely,
s/Charles P. Pray s/John L. Martin
President of the Senate Speaker of the House
Was read and ordered placed on file.

PETITIONS, BILLS AND RESOLVES

REQUIRING REFERENCE

The following Bills and Resolve were received and, upon the recommendation of the Committee on Reference of Bills, were referred to the following Committees, Ordered Printed and Sent up for Concurrence:

LATER TODAY ASSIGNED

Bill "An Act Concerning the Membership of the Board of Trustees of the Maine Veterans' Homes" (H.P. 297) (L.D. 383) (Presented by Speaker MARTIN of Eagle Lake) (Cosponsor: Representative DAVIS of Monmouth)

(The Committee on Reference of Bills had suggested the Committee on Aging, Retirement and Veterans.)

On motion of Representative Gwadosky of Fairfield, tabled pending reference and later today assigned.

LATER TODAY ASSIGNED

Bill "An Act Relating to the State Board of Arbitration and Conciliation" (H.P. 300) (L.D. 386) (Presented by Representative GWADOSKY of Fairfield) (Cosponsor: Representative HANDY of Lewiston)

(The Committee on Reference of Bills had suggested the Committee on Appropriations and Financial Affairs.)

On motion of Representative Gwadosky of Fairfield, tabled pending reference and later today assigned.

Banking and Insurance

Bill "An Act Pertaining to the Establishment of Mandatory Risk-sharing Plans" (H.P. 294) (L.D. 380) (Presented by Representative STEVENS of Bangor) (Cosponsors: Representative RYDELL of Brunswick and Senator BUSTIN of Kennebec)

Ordered Printed.
Sent up for Concurrence.

Business Legislation

Bill "An Act to Amend Certain License Renewal Requirements for Legislators" (H.P. 306) (L.D. 392) (Presented by Representative ARMSTRONG of Wilton)

Ordered Printed.
Sent up for Concurrence.

Education

Bill "An Act to Foster the High School Equivalency Program by Removing Fees Imposed on Persons who Participate in that Program" (H.P. 298) (L.D. 384) (Presented by Representative JOSEPH of Waterville) (Cosponsors: Representatives ROLDE of York, HANDY of Lewiston and Senator RANDALL of Washington)

Ordered Printed.
Sent up for Concurrence.

Energy and Natural Resources

Bill "An Act to Establish a Compliance Schedule for Owners and Operators of Salt Storage Areas" (H.P. 296) (L.D. 382) (Presented by Representative MITCHELL of Freeport)

Bill "An Act to Assure that State Agencies follow the Requirements of the Maine Administrative Procedure Act Prior to Adopting Fishery Restoration and Management Plans or Introducing new Species into Public Waters" (Emergency) (H.P. 305) (L.D. 391) (Presented by Representative CALLAHAN of Mechanic Falls) (Cosponsors: Representatives VOSE of Eastport, LORD of Waterboro and Senator WHITMORE of Androscoggin)

Ordered Printed.
Sent up for Concurrence.

Fisheries and Wildlife

Bill "An Act Pertaining to a Training Season for Bear Dogs" (H.P. 299) (L.D. 385) (Presented by Representative JACQUES of Waterville)

Bill "An Act to Provide for a Replacement Moose Permit when Infected Animals are Taken" (H.P. 303) (L.D. 389) (Presented by Representative GREENLAW of Standish)

Ordered Printed.
Sent up for Concurrence.

Labor

Bill "An Act to Clarify Enforcement of Insurance Coverage Requirements of the Workers' Compensation Law" (Emergency) (H.P. 304) (L.D. 390) (Presented by Representative CONLEY of Portland) (Cosponsors: Representative WILLEY of Hampden, Senators DUTREMBLE of York and BLACK of Cumberland)

Ordered Printed.
Sent up for Concurrence.

Legal Affairs

Bill "An Act Concerning the Criteria for State Licensed Liquor Stores" (H.P. 301) (L.D. 387) (Presented by Representative GREENLAW of Standish)

Ordered Printed.
Sent up for Concurrence.

PASSED TO BE ENGROSSED

Bill "An Act to Clarify the Authority of the Executive Department with Respect to Unclassified Employees" (Emergency) (H.P. 307) (L.D. 393) (Presented by Speaker MARTIN of Eagle Lake) (Cosponsors: President PRAY of Penobscot, Representative GWADOSKY of Fairfield and Senator TUTTLE of York)

Under suspension of the rules and without reference to any committee, the Bill was read twice, passed to be engrossed and sent up for concurrence.

By unanimous consent, ordered sent forthwith to the Senate.

State and Local Government

RESOLVE, Clarifying the Harbor Management Jurisdictions of the Towns of Bar Harbor and Gouldsboro" (H.P. 295) (L.D. 381) (Presented by Representative SALSBURY of Bar Harbor)

Ordered Printed.
Sent up for Concurrence.

Transportation

Bill "An Act Concerning the Liability for Damages of Persons Operating a Truck with an Uncovered Load" (H.P. 302) (L.D. 388) (Presented by Representative GREENLAW of Standish)

Ordered Printed.
Sent up for Concurrence.

Utilities

Bill "An Act Concerning Merger Investigations" (H.P. 292) (L.D. 378) (Presented by Representative VOSE of Eastport) (Cosponsor: Representative PARADIS of Old Town)

Bill "An Act to Extend the System Development Charge Concept in Relation to Water Districts" (H.P. 293) (L.D. 379) (Presented by Representative VOSE of Eastport) (Cosponsor: Representative PARADIS of Old Town)

Ordered Printed.
Sent up for Concurrence.

Reported Pursuant to the Statutes

Representative VOSE from the Committee on Utilities, pursuant to Public Law 1985, Chapter 481, Part B ask leave to submit its findings and report that the accompanying Bill "An Act to Recodify the Public Utilities Law" (Emergency) (H.P. 267) (L.D. 350) be referred to the Joint Standing Committee on Utilities for Public Hearing and printed pursuant to Joint Rule 18.

Report was read and accepted, and the bill referred to the Committee on Utilities, ordered printed and sent up for concurrence.

ORDERS

On motion of Representative DIAMOND of Bangor, the following Joint Resolution: (H.P. 291) (Cosponsors: Speaker MARTIN of Eagle Lake, Representative WHITCOMB of Waldo and Senator BRAWN of Knox)

JOINT RESOLUTION IN HONOR OF
ELSIE I. BOWEN OF MORRILL

WHEREAS, forty-five miles east of the State Capitol on a rise along Route 131, nestled among flower and vegetable gardens, a white farm house stands against the weather; and

WHEREAS, from that happy homestead a young lady, third of eleven children, emerged to carry her devotion to family, friends and the Town of Morrill into a career of exemplary public service; and

WHEREAS, the trees of nearby Bowen's Woods will long whisper proudly of this gentle lady's accomplishments in State Government, serving six governors, the Legislature and other departments and graciously touching many lives; and

WHEREAS, she now turns homeward to Morrill while a grateful Legislature notes with praise her outstanding service of nearly forty years and her rise to the office of Deputy Secretary of State; now, therefore, be it

RESOLVED: That we, the members of the Senate and House of Representatives of the 113th Legislature of the great and sovereign State of Maine, now assembled in First Regular Session pause to honor

Elsie I. Bowen
of Morrill

Deputy Secretary of State

and to express our gratitude to this very special lady who has attained a standard of excellence that typifies the dignity and spirit which characterizes the best in government; and be it further

RESOLVED: That a suitable copy of this resolution be presented to Elsie, our dear friend, with our warmest wishes for many happy years in retirement.

Was read and adopted and sent up for concurrence.

By unanimous consent, ordered sent forthwith to the Senate.

CONSENT CALENDAR

First Day

In accordance with House Rule 49, the following item appeared on the Consent Calendar for the First Day:

(H.P. 199) (L.D. 251) Bill "An Act Amending the Excise Tax Law as it Relates to Telephone Company Motor Vehicles" (Emergency) Committee on Taxation reporting "Ought to Pass"

There being no objections, the above item was ordered to appear on the Consent Calendar of Thursday, February 19, 1987, under the listing of Second Day.

(Off Record Remarks)

The House was called to order by the Speaker.

The Chair laid before the House the following matter: Bill "An Act to Provide a Subsidy for Victims of Alzheimer's Disease with Funds Collected as Sales Tax on Construction of the State Subsidized Residential Care and Treatment Facility for These Victims" (S.P. 134) (L.D. 370) which was tabled earlier in the day and later today assigned pending reference.

(Came from the Senate, referred to the Committee on Human Resources and Ordered Printed.)

(The Committee on Reference of Bills had suggested reference to the Committee on Appropriations and Financial Affairs.)

Thereupon, was referred to the Committee on Appropriations and Financial Affairs in non-concurrence and sent up for concurrence.

The Chair laid before the House the following matter: Bill "An Act Concerning the Membership of the Board of Trustees of the Maine Veterans' Homes" (H.P. 297) (L.D. 383) (Presented by Speaker MARTIN of Eagle Lake) (Cosponsor: Representative DAVIS of Monmouth) which was tabled earlier in the day and later today assigned pending reference.

Thereupon, was referred to the Committee on Aging, Retirement and Veterans, ordered printed and sent up for concurrence.

The Chair laid before the House the following matter: Bill "An Act Relating to the State Board of Arbitration and Conciliation" (H.P. 300) (L.D. 386) (Presented by Representative GWADOSKY of Fairfield) (Cosponsor: Representative HANDY of Lewiston) which was tabled earlier in the day and later today assigned pending reference.

On motion of Representative Gwadosky of Fairfield, referred to the Committee on Labor, ordered printed and sent up for concurrence.

(At Ease to the Gong)

The House was called to order by the Speaker.

At this point, the Senate entered the Hall of the House and a Joint Convention was formed.

IN CONVENTION

The President of the Senate, Charles P. Pray, in the Chair.

The Joint Convention was called to order by the Chair.

On motion of Senator CLARK of Cumberland, it was ORDERED, that a Committee be appointed to wait upon the Honorable Robert L. Woodbury, Chancellor of the University of Maine, to extend an invitation to attend the Joint Convention and make such communications as he may be pleased to make.

Was read and passed.

The Chairman appointed:

Senators:

- ESTES of York
- KANY of Kennebec
- RANDALL of Washington

Representatives:

- BOST of Orono
- HANDY of Lewiston
- O'GARA of Westbrook
- GOULD of Greenville
- KILKELLY of Wiscasset
- PARADIS of Frenchville
- MATTHEWS of Caribou
- SMALL of Bath
- LAWRENCE of Parsonsfield
- NORTON of Winthrop

Subsequently, Senator ESTES, for the Committee, reported that the Committee had delivered the message with which it was charged and that the Honorable

Robert L. Woodbury, Chancellor of the University of Maine, would forthwith attend the Joint Convention.

At this point, the Honorable Robert L. Woodbury, Chancellor of the University of Maine, entered the Convention Hall amid the applause of the Convention, the audience rising.

At this point, the Chair welcomed the University of Maine Trustees and the Presidents' of the University of Maine System who were seated in the gallery.

The Honorable Robert L. Woodbury, Chancellor of the University of Maine, then addressed the Convention as follows:

Mr. President, Mr. Speaker, distinguished members of the 113th Legislature:

As the first Chancellor of the University of Maine System to report to you, I am indeed honored. Thank you for the invitation for today, for the warm welcome you have given to me in the past weeks and months and, most of all, for the magnificent support you gave the University in the last session of the Legislature.

I would like to share with you today a few thoughts about the University of Maine System in 1987. You and untold numbers of legislators before you have helped build an institution that has affected dramatically the opportunities and lives of hundreds of thousands of people in Maine over more than a century. Let us look at the state of this enterprise we have created, how it fits into the larger stream of events as we near the 21st Century, and what urgent tasks we face in ensuring the best for our citizens in the future.

Let me begin by trying to convey a sense of the size and diversity of this enterprise. Compared to many systems of public higher education in this country, ours is quite small. Still, I report to you today on the state of a complex, and enormously diverse enterprise -- seven campuses, each with its own missions, its own mix of students, its own special flavor; a mix of students that includes 29,000 students from teenagers to senior citizens; hundreds of thousands of citizens touched by some of our special programs; more than 4,000 employees; a total budget of over \$220 million; capital assets valued at about a half a billion dollars; and intangible assets impossible to price.

All those people and dollars and buildings and acres of land are what we call the University of Maine System. The word University, of course, suggests a place where the whole of human knowledge is studied, where what is continually unknown yields to scholarly inquiry, and where teaching and learning form the core of its mission.

I cannot pretend that our classrooms and laboratories take on the entire universe of knowledge, but there is really no arena immuned to our curiosity. The range of academic programs is astounding -- agriculture, engineering, forest resources, health, marine affairs, education, business, law, and the whole range of the liberal arts and sciences, from anthropology to Chinese history, from microbiology to medieval literature. To support and maintain this academic program and compliment it, we supervise clam hatcheries, maintain miles of roads, schedule performing arts centers, generate power, help business and industry, conduct studies for government agencies, offer child care,

organize athletic teams, operate dormitories, provide police and fire services, teach farmers how to control pests, and operate four TV channels and five FM radio stations. And that is just a beginning, a very small portrait of the enormous responsibilities and range of this enterprise.

We have, of course, changed greatly since our first charter in the 1860's. We have matured significantly since our organization as a System, which is less than 20 years ago and, even in this past year, we have renewed our capabilities in notable ways. As I travel across this state and beyond, I see evidence that documents that transformation. Let me just share some with you -- a mother of five at the University of Maine in Fort Kent delivering an honors paper on South African women writers; scientists in the Surface Science and Technology laboratory at the University of Maine pursuing, amidst impressive instrumentation, the forefront of a field that spans sealants for the hulls of lobster boats and the incredible precise surfaces of the silicon chips that are the brains of modern electronic systems; theater students at the University of Southern Maine performing at the Kennedy Center in Washington, D.C.; engineering students in a class at Fairchild, benefiting from telecommunications and the joint endeavors of two campuses; a biology professor at the University of Maine at Presque Isle, telling me, a few weeks ago, excitedly, of how resources from last year's \$15 million appropriation will enable him to continue joint research with his students in publication with his undergraduate majors on a problem related to clams; walking across the Farmington campus and feeling how janitors and professors have come together to create a special kind of community from which great elementary school teachers will come; the excitement when staff at Augusta heard they had won a national award for their Displaced Homemakers Program; or the pride I felt as I drove, as I often do, through Thomaston and see the Thomaston Center and how that visibly changed before our eyes; recreation management students at Machias who felt that they could both please themselves and serve their state, as I overheard them in a student lounge one day; the special pride the audience across this region of New England and Canada felt when MPBN, one great University resource, brought to us the opening concert at the Maine Center for the Arts, another great University resource.

Such vignettes, partial and incomplete as they are, tell us much about how we have matured, how we have changed, how we have improved, and how we have expanded our capabilities as our state has changed over the years. But all of this is part of a larger mosaic that encompasses distinct roles for each campus and a critical role for the System. Only recently have we articulated more clearly how each campus assumes quite different responsibilities and missions, what marvelous alternatives they offer students, and how natural competition is ultimately tempered by complementary tasks. Let me take one example: the alternatives represented -- in environment, in undergraduate programs, in mix of students, in the kinds of research and graduate efforts they emphasize, in the constituencies they serve -- between the University of Maine and the University of Southern Maine is far more remarkable than the superficial observation that they both teach history and both offer an MBA. And differences in scope and ambiance and purpose and programs are no less marked when you talk about and portray each of the other five campuses.

This reality and expectation speaks directly to the continuing maturation of the University of Maine System. We are beginning to build on unified operations in accounting, administrative computing, and five-year planning processes; on joint endeavors in public administration, graduate engineering and professional development centers, all of which have made enormous strides -- to more sophisticated strategic planning efforts, such as adopted by the Board of Trustees only three weeks ago; and on Systemwide efforts in telecommunications, public service, and joint academic programming. The goal, on which we have moved far even in the last few years, remains the same: to build, under the guidance of a single independent Board of Trustees and with the cooperation and goodwill of all the campuses, a steadily, more coherent and effective statewide university system.

I cannot leave this historical overview without underlining how the particular events of this past year have given a special boost to the evolution I am trying to describe. The Report of the Visiting Committee, which gave critical impetus to vital agendas for the System, and the immediate and positive response to its fiscal recommendation -- a \$15 million "down payment on the long-term investment necessary to develop the University System Maine needs" -- were extraordinary. The various recommendations, from that calling for a comparative study with other public universities to that pointing out the urgent need for community college services, either have been carried out or are being addressed. The decisive passage of two consecutive bond referenda bracketed these events in a manner that documented widespread citizen support.

In voting and approving the unprecedented supplemental appropriation, the Legislature and the Governor established for the University community and for Maine people generally a higher mark to which to aspire. To campuses starved for financial support in the late 1970's, the down payment meant much in terms of goods and services. But in symbolic terms -- of faith, of commitment -- it was absolutely crucial.

The full inventory of how those resources were expended -- for libraries, scientific equipment, academic support, teaching supplies, honors programs, graduate student stipends, computer support -- will be reported on at a later date. But the campus vignettes I offered a few moments ago have been multiplied many times over by the substance and symbol that was embodied in that "down payment."

So I report to you today on a University of Maine System that has, I think, much to be proud of and much to be optimistic about. It is an institution that, even on its smallest campuses, is an incredibly complex place, a place of learning, questioning, challenging, finding one's self, a place that seems about as changeless as anything history has to offer, while at the same time itself being both an agent of change and a product of change.

Indeed, I believe the willingness to self-examine, to change, to move in new directions as times change and new needs arise has to be the real hallmark of the institution of what we call a university.

I want to share with you a story I first heard from Clark Kerr, former President of the University of California. I have shared it with some of you before. According to Kerr, only sixty-six institutions in our society today, can be traced back in much their present form to the mid-16th century. Four of these are: the Roman Catholic Church, the Lutheran Church, the parliament of Iceland, and the parliament of the Isle of Man. That's two churches

and two parliaments, out of a total of sixty-six; the other sixty-two, all are universities.

Why have universities endured for so long? Why have they seemed so necessary in society over so many years? The principal answer is that they play a truly central role in transmitting to the new generation the knowledge and wisdom accumulated and distilled from the past. But supporting that central purpose is the ability to respond to change, to adapt to new conditions, to establish new goals, to serve different and broader constituencies. The university comes down to us over the centuries and it appears to be more or less permanent. But, in fact, its ability to change has been the key to its survival.

What, then, does that capacity to be both changeless and changing portend for the University of Maine System as we look toward the year 2000? As we have discussed on previous occasions, we have become part of a global culture and economy where revolutionary and ongoing changes in science and technology are transforming us from what was once an Agricultural and then an Industrial Economy to what is termed an Information or Knowledge Society. Our ability to accumulate, interpret, create, and reformulate information and, in turn, our capacity to use and capitalize on new knowledge increasingly will dictate how well we do, as individuals and as a society. Our economy, our democratic institutions, our cultural viability, will depend critically on how we respond to these forces. This overwhelming reality is as true for here in Maine as it is anywhere else on this globe. And the character of these changes make the University, its capacity and quality, more central to our prospects as a people than at anytime in human history.

It is worth reminding ourselves that the context in which the University and American education in general carry out their responsibilities in a changing environment is not simply one of economic competitiveness in which all nations seem to be involved, but one of critical relationship in our own history between the University and the vitality of democratic institutions.

For one thing, the upward mobility that a college education makes possible is enormously important to the kind of society we have. The class stratification and constrained opportunity that one finds in other countries are far less prevalent in America.

But it is not just the individual that benefits -- it is the whole society. Actually, the notion that civic responsibility is a prime purpose of education is as old as western culture itself. In ancient Greece, a "liberal education" was perceived as critical for those who governed. And Thomas Jefferson, the father of the University of Virginia, put the civic missions first when he talked about the purposes of the university. Throughout our history as a nation, we have seen education, not simply as a vehicle for social mobility, or a teacher of skills, or a conveyor of a culture, although it is been all those things, but more importantly, we have seen education as absolutely essential, now more than ever, if our democracy is to work.

And the democratic imperative is tied closely to the economic imperative. Where once the production of undifferentiated things and goods drove the economy, now increasingly, it is the production and dissemination of knowledge. Where once it may have been acceptable for large numbers of Maine people to be undereducated, the modern economy demands much higher level skills and intellectual capacities fed by lifelong learning. Where once the State's geographic isolation allowed it a relatively separate

economic and cultural life, today's telecommunication and transportation systems have emeshed it fully with the rest of the nation and world. We must live, compete, and govern in national and global arenas. For Maine to try to make do with yesterday's standards will be to assure second-class status for her people.

Let me turn now to the major agendas we face in making sure that the University of Maine System is capable of meeting the standards and requirements of the times I described. I believe our University agenda can be characterized in the reformulation of three familiar terms: access, partnership, and quality. How we approach each of those issues in light of the global imperatives I have outlined will be crucial to our prospects here in Maine.

First, the issue of access -- who goes, who wants to go, who can go. For Maine the issue of access is, in the minds of most observers, inextricably linked with the issue of aspiration. Nationally, during the 1960's and 1970's, access to higher education opened up for millions of people for whom college had not been on the agenda before. Student populations exploded and society changed.

Maine felt some of that wave, of course, but we still have one of the lowest rates in the nation of students going on from high school to college. Less than 15 percent of Maine adults hold a degree from a four year college or university -- significantly below the national average of 19 percent. Further, according to a national commission headed by former Secretary of Education, Terrel Bell, the number of college graduates by the year 2001 needs to almost double, to 35 percent of the adult population, if the nation is to cope adequately with the kind of society that is rapidly evolving.

The task for the University, as I see it, is a complex one. It includes finding ways to make our presence -- whether through our Community College plans, or outreach centers, or in Lewiston/Auburn and elsewhere, or through sophisticated telecommunications -- available to those who find distance a real barrier. It involves continued attention to financial aid and child care and help for the underprepared. It means careful planning for older students who will need or want to return. It means -- and the challenge is extraordinarily difficult -- working where we can to raise aspirations so that vital human potential has a chance to develop in a way productive for the 21st century. Today's kindergartners are the college students of the year 2000 if we help them have that choice.

Second, partnerships. The great vision of the Morrill Land Grant Act of 1862 was, among other things, to enable the state university to become a productive partner with government and various other endeavors in the larger society, most particularly agriculture. That vision and that mandate, exemplified in Cooperative Extension, has developed and broadened to include innumerable other arenas and institutions. It has made public service one of the central responsibilities, along with teaching and research, of a public university.

As society has more and more come to be based on the creation of knowledge, as I have described, the rate that that knowledge has to be dispersed -- to be made usable -- has had to grow dramatically, which in turn requires much better working relationships between universities and other institutions, public and private.

Let me give you an idea of the kinds of things this new imperative means for the University of Maine System.

Complex public policy problems face Maine, and the kind of talent and intelligence in a University ought to be thought of as a natural partner in solving some of those problems. The University plays a direct and indirect role in the economic development of this State. Much more needs to be known and done about making that role much more effective.

Data transmission, satellite communication, interactive television, phone and computer systems are rapidly becoming the new utility of our society. The University has made many advances in this area and ought to be a partner in what happens in that direction.

Most importantly, it is simply no longer enough to have some education professors involved with the public schools. That relationship must involve the whole University as a partner with public education involving all the faculty. Ernest Boyer uses the term, a "seamless web" and I think that describes the agenda. Our relationships with other educational institutions -- we need to have something we have not had fully in the past, which is a much more productive relationship with the VTI's, the Maine Maritime Academy, and the private colleges in the state.

We will be working on that.

In each of these arenas we have, of course, made major gains in the very recent past. We are involved in various economic studies. We do make studies in various applied research areas. Our professional development centers on six of the campuses are working far more closely with the public schools. We have made progress in telecommunications but the coming years, in all of these dimensions, will require much more.

The implication of this is that the university in the United States has become more central to society's welfare than ever before -- central to the economy, to government, to the development of human potential.

Third, and most importantly, quality. Neither access nor partnership will mean much if the quality of what we do is inadequate to the times. And as universities have become more central to our society, the consequences of how well we do are ever more significant.

What quality or excellence means is that, given a particular mission, the job is carried out with distinction. In Maine that means, I think, concentrating our resources on our strengths -- to do very well what we can do best and adopting strategies appropriate to our circumstances. That may require, for example, directing funds, as we have, at the graduate and research level in such national centers of excellence at the University of Maine as Quaternary Studies, or pulp and paper, or Canadian studies and several other areas. It may mean focusing on the urban dimensions in certain professional fields such as nursing or law or education at the graduate level at the University of Southern Maine. It may mean innovative efforts in telecommunications to reach dispersed populations with the most up-to-date information and simply not building more facilities.

Let me offer a more significant example, where we in Maine have, I think, a distinctive advantage, the high priority of quality of undergraduate education. The major national critiques of undergraduate

education, which at my last count, numbered at least five, that have appeared in the last three years, place different emphases on issues such as the content of general education or what the requirements for the major ought to be or the style of teaching/learning process itself, or the capability that a graduate ought to have when she or he graduates or the connection between the academic classroom experience and other experiences. But most of the reforms, most of the recommendations that have come out of those reports can far more easily be adapted to the campuses of the University of Maine System, as different as they are, than in other states that are characterized by giant, often impersonal state institutions, that frankly, the majority of students in this country attend. In that context, by the way, I have invited Ernest Boyer, who is the author of the latest Carnegie study, to spend two days with faculty students and staff from all the campuses so that we can give momentum to an area where I think we have real advantage.

As we reflect on the major challenges of undergraduate education -- preparing students for an international society, coping with the impact of science and technology, being able to integrate knowledge across disciplines, not be captured by discipline, having the capacities to communicate, to lead, to change -- we can, in Maine, with quite different approaches across the campuses, provide quality undergraduate education that is the envy of our colleague institutions.

So, access, partnership, quality, those are the objectives to which we must give a meaning appropriate to Maine and the rapidly changing times in which we live. The Board of Trustees has submitted a biennial budget request to the Governor and Legislature that reflects our best thinking as to what the next important steps require. I will not elaborate here the details of that request; suffice it to say that it asks for an increased appropriation of over \$23 million in the fiscal year, 1988, and \$22 million more in the fiscal year, 1989, in attempt to address the agenda I have outlined. We feel we must compensate our faculty and staff better; we should continue our efforts begun last year to strengthen our libraries and laboratories; strengthen our academic program support and we should proceed further, cautiously and carefully, in expanding our resources to underserved citizens. I am heartened by the expressions of support and good will that I hear from both Governor McKernan and this Legislature and from both Republicans and Democrats but I do not want debates over dollars at this point, as important as they are, to overshadow a more fundamental theme.

Can we, in fact, sustain a first-class institution here in Maine? After all, we do have a small population, a large geography, the low average personal income, depressed regions, history of lower than average educational attainment, and apparent geographic isolation. Is it really possible to have a first-rate university here?

The issue does not hinge solely on dollars or the number of students, or faculty publications, or the size of our laboratories. At least as important are the intangible resources we bring to the task -- you and us at the university -- the care and commitment, imagination, vision -- and results we produce. If our graduates leave us as vital and responsible people prepared for the demands of the 21st century, we will have achieved a kind of excellence to which other states might well aspire.

Indeed, excellence in higher education almost is a matter of public willpower that, once decided, becomes sustained over many years. I think if the

states that by any measure have outstanding institutions, such as Virginia or North Carolina or even Utah, and I think of other states, as well or better off, and some dramatically better off, that have all but ignored public higher education. The decision to make excellence our goal is not something imposed on us from outside. It's one we make here in Maine, for our reasons, for our benefit, for our sons and daughters, and for ourselves.

I have a favorite line from the poet Emily Dickenson. "I Dwell in Possibility." "I Dwell in Possibility," she wrote, and I hope that is how all of us feel as we do the public's business. I dwell in the possibility of our young people realizing their potential and having genuine choices about what they do with their lives; in the possibility of all our working men and women having jobs and educational opportunities that permit them dignity and decent income; in the possibility that our magnificent state will develop in ways that benefit us economically while maintaining its beauty and character and very democratic institutions. I dwell in the possibility of a University of Maine System that helps make all this happen, and I invite you to help us make it real.

At this point, the Honorable Robert L. Woodbury, Chancellor of the University of Maine, withdrew amid the applause of the Convention, the audience rising.

The purpose for which the Convention was assembled having been accomplished, the Chairman declared the same dissolved.

The Senate then retired to its Chamber, amid applause of the House, the members rising.

The House was called to order by the Speaker.

(Off Record Remarks)

On motion of Representative Pouliot of Lewiston, Adjourned until Thursday, February 19, 1987, at nine o'clock in the morning.