

# MAINE STATE LEGISLATURE

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STATEMENT OF THE EDUCATIONAL NEEDS FOR INSTITUTIONS AND  
PROGRAMS OPERATED BY THE MAINE STATE BOARD OF EDUCATION

Presented to the  
Pre-Legislative Conference  
of the  
103rd Legislature  
Augusta, Maine  
December 1-2, 1966

On the occasion of the Fourth Pre-Legislative Conference, it is my privilege to present an overview of the educational needs of this State during the 1967-69 biennium for those programs and institutions under the control of the Maine State Board of Education and its Department of Education.

The State Board of Education is the policy-making group which has the overall responsibility for all phases of public elementary and secondary education, teacher education, post-secondary vocational and technical institutions, adult education, vocational rehabilitation, education of the youth residing in Maine's extensive Unorganized Territory and, since July 1, 1966, the education of Indian children residing on our three Indian Reservations.

State support of education is a universally accepted principle in this country. The control of education by the state is a reserved power recognized in the United States Constitution and historically it antedates the establishment of the State of Maine. Our State Constitution, adopted in 1820, clearly recognizes that the State has the overall responsibility for the support and maintenance of our public schools. Since our statehood, various legislatures from time to time have delegated authority to operate schools to towns, cities and districts but, even though this has been done, the State retains responsibility for proper organization and effective administration which will provide an educational program of accepted quality. In actual practice the State has always participated in school financing and has acknowledged by appropriate action that the support of schools was a joint responsibility and partnership with State and local units.

My purpose in mentioning this original partnership of State and local units is to stress this long-established principle. For currently we read and hear a great deal about the Federal-State Partnership - and former Commissioner Francis Keppel's statements about the Federal Government's role as a junior partner. In this day and age the local unit appears to be the "silent partner" in this emerging corporate structure.

It is impossible for me to cloud my biases of my strong belief that the strength of our nation is a result of our decentralized school system. I do not see our different state systems as a sign of weakness but rather as a strength in depth. The closer we keep the control of our schools to the people, the greater becomes our flexibility to meet the challenges of change.

I do not wish to raise the partisan banner of opposition to "creative federalism" for truly the categorical aid recently appropriated by the Federal Congress has proven that with sufficient funds major inroads can be made in correcting the problems of an industrial and urbanizing country. Rather, I have tried to take the historian's perspective view of this phenomenon. I have concluded that the Federal Government operates under natural law - that it "abhors a vacuum." When our states fail to meet the needs of its citizens and the nation is jeopardized in the process, the Federal Government steps in to correct the situation. This Federal involvement in our educational systems and the roles of this new partnership can be stabilized only at such time as our states accept their constitutional duties to provide a quality education for every child.

Therefore, on behalf of the State Board of Education, I wish to express our appreciation to the Legislative Research Committee, the Governor and the Maine legislatures, both past and present, for their support of past requests and their consideration of these needs I bring before you.

William T. Logan, Jr.  
Commissioner of Education

OPERATION OF SCHOOLS IS A THREE-WAY PARTNERSHIP

1. The local units actually operate the schools and have the heaviest responsibility.
2. The State supplies funds to supplement local appropriations.
3. The Federal Government provides financial aids which serve the national interest.

Federal aid has increased in recent years. It does not replace local or State aid.

Much has been done by previous legislatures but much more is needed.

For example: Growth in public school enrollments  
 Growth in college-age group  
 The explosion of knowledge  
 Demand for more highly skilled labor

Appropriations by 102nd Legislature

Current Operations	\$67,091,136
Capital Outlay	<u>7,618,400</u>
Total	\$74,709,536

Increases in appropriations by 102nd over 101st

Current Operations	\$16,544,861
Capital Outlay	<u>4,101,300</u>
Total	\$20,646,161

The Department of Education budget has three major items.

1. Subsidies - The total appropriated by the 102nd Legislature for subsidies was \$54,188,438. This was an increase of \$13,187,829 over the previous biennium and represented a 32% increase.

Under present laws 29.0% of the cost of public school education is supported by state funds. The national average is approximately 40%.

Subsidy Appropriations Requested for 1967-1969

General Purpose Aid (under current law) must be increased from approximately \$52 million to \$79 1/3 million or an increase of \$27 1/3 million.

Note: \$14 million of this increase is due to change in construction subsidy law by Special Session of 1965. This might be funded by a bond issue.

Also, \$7,721,000 for area vocational school construction is a new item under present statutes and might be bonded if necessary.

Subsidy increases are due to

- a. Enrollment increases
- b. Improved quality of programs
- c. Change in method of funding school construction
- d. Increased transportation
- e. Rise in tuition rates and related costs
- f. Increases in teacher salaries

In addition to complying with current statutes the laws should be amended to update the per pupil allowances in the Foundation Tables from \$255 to \$320 to compensate for increased local costs. Computing subsidy according to present law is not enough. It will not maintain the State's share at present levels. The law indicates it was the intent of the legislature that the tables be revised each biennium. If this is not done, the State's percentage will decrease and the added burden will fall on the already overloaded local taxpayer -

and poor quality programs will inevitably result.

Past legislatures have made this change. The same action is needed this year.

Subsidies constitute 80.76% of department budget.

## 2. State Colleges

This item is second in size and constitutes 11.37% of the total operating budget.

There is a serious shortage of teachers and unless the state colleges are expanded at once the shortage will worsen and schools will be without teachers.

Classrooms and dormitories must go together. One is useless without the other.

Total operating budget for 1965-1967 for the five state colleges was \$7,629,478. An increase of \$2,944,078 is requested in Part I for these colleges and another \$2,068,293 in Part II.

NOTE: These two items, subsidies and preparation of teachers, constitute 92.13% of the department budget.

## 3. Vocational-Technical Institutes

The State now has four in operation, located in South Portland, Auburn, Bangor and Presque Isle, offering 30 courses. The present instructional staff numbers approximately 75.

The total budget requests for the 1967-69 biennium includes \$4,470,173 in Part I and \$1,793,755 in Part II.

### Proposed Expansion of Services for the Vocational-Technical Institutes and Schools of Practical Nursing

The part II (Supplemental) budget requests are made for the purpose of serving more students by increasing enrollments in existing



courses and establishing some new courses. This involves additional instructors and necessary increases in personnel for administration, maintenance and custodial work, and other services. Present construction projects will provide space for some of the proposed new programs and will obviously require additional custodial workers.

The proposed expansion of services would require 53 new instructional positions plus about 48 positions for administration, maintenance, custodial and other services. Nine new courses would be added.

#### Vocational Rehabilitation

Appropriation of \$506,214 for the next biennium would generate \$1,518,642 in Federal funds. It would enable the State to return over 800 disabled persons to employment.

The improved Federal matching formula - now 3:1 - makes it possible for the State to make the first real advance in vocational rehabilitation in ten years. The appropriation for vocational rehabilitation for the past biennium was only .44% of the total departmental operating budget. The request for 1967-1969 is on the same percentage basis. The smallness of this percentage is overbalanced by the importance of the humanitarian and economic aspects of the program.

New advances in treatment of some disabilities as in stroke, heart trouble, mental retardation, etc., and new and developing evaluation and training facilities give many disabled persons potential for rehabilitation who could not be accepted in the recent past. The pressure for rehabilitation services for these groups emphasizes the need for funds and staff to support an adequate program in vocational rehabilitation.

Capital Requests

A total of \$20½ million is requested for state colleges and \$10.8 million for vocational-technical institutes. It would be possible to fund a small amount by a self-amortizing bond issue - but there is a limit to what should be done in this manner.