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HIGHER EDUCATION IN THE STATE OF MAINE

Tentative Report of the
ADVISORY COMMISSION FOR THE HIGHER EDUCATION STUDY

Prepared in accordance with
Act S.P. 480-L.D. 1428
of the 102nd Legislature
State of Maine

October 31, 1966

PREFACE

This tentative report of the Advisory Commission for the Higher Education Study is being presented by the Commission so that the recommendations being proposed may be studied by all those who are concerned. Prior to the presentation of its final report, the Commission will seek meetings with the Trustees of the University of Maine, the State Board of Education, the Presidents of the State Colleges, and several other boards and groups who have present responsibilities in areas covered in the Commission's Report.

James S. Coles, Chairman
Advisory Commission for the
Higher Education Study

1 PROCEDURAL INTRODUCTION

2 The Advisory Commission for the Higher Education
3 Study, appointed in accordance with S.P. 480-L.D. 1428,
4 102nd Legislature, has been charged with "...the power
5 to employ a director and such other consultative, statis-
6 tical and clerical services as may be needed to carry out
7 the study, and shall have the power to provide such office
8 space, supplies and equipment as may also be needed, and
9 shall have the responsibility of completing the study,
10 together with recommendations for a master plan for the
11 development of all state public institutions of higher
12 education, on or before January 15, 1967." In fulfilling
13 this charge, the Commission has employed the Academy for
14 Educational Development Inc. (AED) to carry out a compre-
15 hensive study of higher education in the State of Maine.
16 This study was completed with the submission of a report
17 by AED to the Commission on September 30, 1966, aptly
18 entitled "The First Business of Our Times."

19 Prior to and during the course of this study by AED,
20 the Commission met with numerous experts and consultants
21 on higher education surveys and planning, and discussed
22 in depth the state of higher education in Maine. Members
23 of the AED Consultant Panel and other consultants in
24 specialized areas (such as teacher education and vocational-
25 technical education) conferred with many constituencies
26 both lay and professional concerned with higher education

1 in the State of Maine. The AED report reflects many of
2 said discussions.

3 In making its report and recommendations, the Com-
4 mission relies heavily upon the report of the Academy.
5 The Commission's report draws most of its recommendations,
6 and indeed its words, from the Academy's report. It does
7 this without embarrassment, for in the Commission's own
8 consideration and discussion, it finds difficulty in
9 significantly improving either the substance or the style
10 of the AED report. The report of the Commission is purposely
11 limited in background data and discussion, and in exposi-
12 tion of its recommendations. The report of the Academy
13 gives such data and discussion in full, and should be
14 read where further detail is desired. In addition to the
15 printed report of the Academy, the Commission has in its
16 files nineteen volumes of consultants' reports, tabu-
17 lated data, and other material, gathered by the Academy
18 during the course of its study.

19 NECESSITY OF HIGHER EDUCATION IN THE LATE TWENTIETH CENTURY

20 The Commission believes that the people of the State
21 of Maine desire the full range of benefits which a high
22 quality, comprehensive system of higher education can
23 offer. The Commission believes that there is no more
24 urgent matter, requiring the immediate attention of the
25 citizens of the State of Maine and the immediate action by

1 the State, than the development and improvement of higher
2 education.

3 No state which hopes to progress can remain aloof
4 to the trend toward greater opportunity for higher edu-
5 cation; nor can any state expect to isolate its citizens
6 from the social and economic forces which every day are
7 making higher education more a necessity and less a
8 luxury for the majority of its citizens. The availability
9 of effectively trained manpower will help to attract more
10 industry, more educated manpower, and more families with
11 educational aspirations for their children. In this way
12 what may seem to be a circle of "train and lose" will
13 become an ever-widening circle of opportunity, educa-
14 tionally for the youth of the state and economically for
15 all the people of Maine.

16 If Maine is to realize these benefits, new higher
17 educational opportunities must be developed, existing
18 ones greatly strengthened, and duplicating or competing
19 programs coordinated in the interest of effectiveness
20 and economy.

21 The Commission recognizes that the changes it recommends
22 cannot be made all at once. A start must be made, however,
23 and a program of reorganization and revision set in motion.

1 RECOMMENDATIONS

2 1. The Commission RECOMMENDS that the 103rd Legislature
3 adopt a comprehensive statement of public policy which
4 assigns high priority in the allocation of funds and in
5 the passage of laws to the expansion and strengthening
6 of public and private higher education programs and
7 institutions within the State of Maine. The Commission
8 recommends the adoption of the following as the public
9 policy of the State of Maine in respect to higher educa-
10 tion, urging that Maine:

11 a. Recognize higher education as an organized
12 program of instruction or research, primarily
13 concerned with the field of organized knowledge,
14 related theory, and associated practice, which
15 is administered by a collegiate institution
16 (not necessarily a four-year institution)
17 authorized to award academic degrees, and
18 systematically pursued on a full-time or part-
19 time basis by persons who have completed
20 secondary school or who demonstrate equiva-
21 lent competence through appropriate means.

22 b. Support the principles that each higher educa-
23 tion institution in the State of Maine --
24 public and private -- shall have control over
25 its education program and related activities

1 within its board of control, and that its
2 faculty shall enjoy the freedom traditionally
3 accorded higher education institutions in
4 teaching, research, and expression of
5 opinions.

6 c. Develop, maintain, and support a structure of
7 public higher education in the State of Maine
8 which will assure the most cohesive system
9 possible for planning, action, and service
10 in providing higher education opportunities,
11 to which the highest priority for fiscal
12 support is assigned. (See also Recommenda-
13 tion 18.)

14 d. Provide in its public higher education insti-
15 tutions, or through cooperative arrangements
16 with private institutions or institutions
17 outside the state, the programs of study,
18 research, or experimentation that its citizens
19 may require.

20 e. Encourage the growth and development of
21 existing or new private higher education
22 institutions within its borders where
23 studies justify their continuation or
24 establishment.

- 1 f. Recognize that all citizens of Maine shall
2 be considered eligible for the benefits of
3 higher education whether they are high school
4 graduates or the equivalent, or those seeking
5 retraining or training for new careers.
- 6 g. Assign continually a high priority in the
7 allocation of public funds to the develop-
8 ment of services, programs, and institutions
9 designed to provide opportunities for those
10 who do not now share equitably in the advan-
11 tages of higher education, because of limiting
12 economic, social, educational, and cultural
13 factors.
- 14 h. Support financially the programs of its public
15 higher education institutions through appro-
16 priations, grants, and loans, based on compre-
17 hensive plans and budgets, both short-term and
18 long-term; and expect appropriate public account-
19 ability for such support.
- 20 j. Encourage all its institutions -- public and
21 private -- to make maximum use of Federal funds
22 available for the support of higher education
23 programs and activities. In support of this
24 policy, the State of Maine should provide

1 matching funds, where necessary, initially
2 and on a continuing basis.

3 k. Expect and request cooperative undertakings
4 among the higher education institutions --
5 public and private -- and between them and
6 the business, industrial, and labor interests
7 of the State in order to further the develop-
8 ment of quality and quantity in educational
9 programs and services and the advancement of
10 the State's economy.

11 m. Encourage through financial support and the
12 expectation of annual reporting a continuing
13 program of evaluation and research with respect
14 to higher education opportunities in the State
15 of Maine.

16 n. Give through legislative actions and appropriate
17 publicity a high priority to the provisions of
18 the master plan for higher education as these
20 are stated and revised from time to time by
21 responsible educational and governmental
22 authorities.

1 *The Commission believes that the higher education*
2 *needs of the State of Maine can be met most effectively*
3 *and rapidly and at the most reasonable cost to the tax-*
4 *payers of the State of Maine and to the maximum benefit*
5 *of the State's educationally starved population if a*
6 *single unified system of public higher education is*
7 *established.*

8 2. The Commission RECOMMENDS that the 103rd Legislature
9 should take such steps and actions as are necessary to
10 incorporate all existing public higher education insti-
11 tutions in the State of Maine, including the University,
12 the five State Colleges, the four Vocational-Technical
13 Institutes, the Maritime Academy, and any branches,
14 campuses, or schools maintained by these institutions
15 and any future public higher education institutions
16 which might be established, into a statewide university
17 system under the name and authority of The University
18 of the State of Maine. The 103rd Legislature should
19 establish an advisory committee to assist in considera-
20 tion of questions relating to the legal transfer of
21 such functions of the State Colleges, Maritime Academy,
22 vocational institutions, and the University to The
23 University of the State of Maine as might be proper.
24 Membership should include the President of the University
25 of Maine, the Commissioner of Education of the State,
26 and the President of the State Bar Association.

1 the Superintendent of the Maritime Academy, the Attorney
2 General and such persons as each of them might select,
3 to the extent of not more than two each, plus a member
4 of the State Senate and the House of Representatives,
5 or their alternates, to be named by the President of the
6 Senate and the Speaker of the House.

7 a. The Board of Trustees of The University of the
8 State of Maine should constitute the public
9 body responsible for the development of policy
10 with respect to the planning and coordination
11 of all public higher education in the State of
12 Maine. The board should comprise fifteen
13 members in recognition of the broader statewide
14 responsibilities which must be undertaken by
15 The University of the State of Maine. Fourteen
16 of the trustees should be appointed by the
17 Governor to serve seven-year overlapping terms.
18 The Commissioner of Education should serve
19 ex officio.

20 b. The Board of Trustees of The University of the
21 State of Maine should have sole authority to
22 appoint the President of the University, who
23 should serve at the pleasure of the Board and
24 be the chief administrative and education

1 officer for The University of the State of
2 Maine. The President, with the approval of
3 the Board of Trustees, should appoint persons
4 to head the various campuses, centers, branches,
5 and major divisions established as part of The
6 University of the State of Maine.

7 c. All separate campuses, centers, or branches
8 should be appropriately designated as being
9 part of The University of the State of Maine;
10 the chief administrators should report to the
11 President and should have the title of
12 Chancellor, Provost, or Dean, depending on
13 the type and size of institution over which each
14 presides. All faculty and staff in branches,
15 campuses, divisions, programs, and centers
16 should be considered members of the Faculty
17 of The University of the State of Maine.

18 d. A council, with the President as chairman,
19 should be formed of the administrative heads
20 of the branches and campuses for the purpose
21 of insuring regular and close coordination
22 of programs, activities, and planning. In
23 formulating its various policies, the council
24 may be expected to make extensive use of ad
25 hoc statewide University committees of

1 faculty and administrators, as well as repre-
2 sentatives of the general public.

3 e. The Board of Trustees of The University of the
4 State of Maine, on the recommendation of and in
5 consultation with the President of the University
6 should also be responsible for:

- 7 (1) developing and putting into effect
8 a master plan for The University of
9 the State of Maine, incorporating
10 from this report such appropriate
11 recommendations as pertain to public
12 higher education and providing for
13 the regular revision of this plan as
14 may be required by changing conditions;
- 15 (2) approving the operating and capital
16 budgets of The University of the State
17 of Maine and transmitting them directly
18 to the Governor and the Legislature for
19 their consideration and action;
- 20 (3) representing all branches, campuses,
21 and divisions of the University before
22 the Governor and the State in explaining
23 and justifying all appropriation requests.
- 24 (4) evaluating and approving proposals for
25 new or expanded educational research,

- 1 and public service programs for the
2 University, and encouraging programs
3 and activities to further the conduct
4 of research and the introduction of
5 modern technology;
- 6 (5) evaluating and approving proposals for
7 new campuses, centers, and branches,
8 and making recommendations to the
9 Governor and the Legislature with
10 respect to these needs;
- 11 (6) developing arrangements for a division
12 of the responsibility among the Uni-
13 versity's various campuses, branches,
14 and centers, for specialized graduate
15 and professional programs and University-
16 based research;
- 17 (7) developing arrangements within the
18 University and with other institutions
19 for the sharing of facilities -- libra-
20 ries, laboratories, and other resources --
21 where feasible as an alternative to
22 duplicating various types of facilities;
- 23 (8) providing for the establishment of
24 standards and overall coordination on a
25 statewide basis of off-campus programs
26 of extension and continuing education;

1 (9) establishing the priorities for the
2 physical plant development of the
3 University and seeking directly from
4 the Governor and the Legislature
5 appropriations for planning, building,
6 and land acquisitions, and oversee all
7 construction at the various branches,
8 campuses, and centers of the University;
9 and

10 (10) reporting annually to the Governor, the
11 Legislature, and to the people of Maine
12 on its plans and accomplishments in-
13 cluding a complete fiscal accounting
14 of its operations where both public and
15 private funds are involved.

16 3. The Commission RECOMMENDS that the various campuses and
17 branches under the proposed University of the State of Maine
18 should be assigned program and service responsibilities as
19 recommended in the report of the Academy for Educational
20 Development, including the identification of certain campuses
21 as University Community Centers. These Centers should be
22 established in Portland, Auburn, Augusta, Bangor (Dow campus),
23 Fort Kent, and Machias, and they should provide a variety
24 of terminal and transfer opportunities offering certificates
25 and associate degrees in vocational, technical, and general
26 education for commuting students.

1 4. The Commission RECOMMENDS that The University of the
2 State of Maine in carrying out its enlarged responsibili-
3 ties for all public higher education should oversee all
4 public programs of teacher education under a statewide
5 plan to be developed in cooperation with the Maine Teachers
6 Association, the State School Boards Association, the
7 State Board of Education, and the private colleges
8 following the detailed recommendations contained in the
9 report of the Academy for Educational Development.

10 5. The Commission RECOMMENDS that the University of the
11 State of Maine in its much expanded role should maintain
12 close communication with the private institutions and seek
13 advice from them on how best to meet the State's needs.
14 In fact, the University should contract with the private
15 institutions to undertake programs in certain areas of
16 the State where University resources are either limited,
17 not presently available or likely to be non-existent for
18 some time.

19 *An existing shortcoming (from which duplications often*
20 *result) is the absence of cooperative efforts among the*
21 *public institutions and between them and the various pri-*
22 *vate ones as well. There are no regulations or other reasons*
23 *preventing higher education institutions in the State of*
24 *Maine from doing things together. Unfortunately, there*
25 *has been no voluntary association to foster such an arrange-*
26 *ment nor sufficient coordination to achieve it nor funds to*
27 *support significant cooperative arrangements.*

11 6. The Commission RECOMMENDS that the higher education
12 institutions in the State of Maine immediately form an
13 association (which might be known as the Maine Higher
14 Education Association) for the purpose of promoting a
15 variety of cooperative activities, services and programs
16 among the private institutions and between them and the
17 proposed University of the State of Maine. Included
18 among its activities should be advising the Legislature
19 on the granting of new charters for private colleges.

20 *In designing a structure and form of organization for*
21 *the future of higher education, Maine must recognize the*
22 *importance of the present and future role of the Federal*
23 *government. About \$5 million comes annually from Federal*
24 *sources for the support of higher education. The Commis-*
25 *sion believes with the Academy for Educational Development*
26 *that when:*

- 27
- 28 a. *sums of this magnitude are involved;*
 - 29 b. *the purposes of these Federal programs are*
30 *often supplementary to the purposes of the*
31 *State;*
 - 32 c. *Federal regulations require coordination,*
33 *planning, and reporting by the State;*
 - 34 d. *initiative, planning, and the matching of*
35 *funds play significant roles in getting and*
36 *using these funds; and*
 - 37 e. *a state has limited economic base from which*
38 *to build a modern system of higher education;*

1 *a state must define its role with respect to Federal pro-*
2 *grams and develop an appropriate structure to play its*
3 *role effectively, rapidly, and precisely in this new*
4 *Federal-State partnership.*

5 7. The Commission RECOMMENDS, therefore, that the State
6 of Maine establish a Higher Education Development Authority
7 for the purpose of coordinating all Federal higher educa-
8 tion programs and funds in Maine for which state coordina-
9 tion is required. In general, the Authority would perform
10 the higher education functions required by State or
11 Federal statute which could not properly be assigned to
12 the Board of Trustees of The University of the State of
13 Maine because of possible conflict of interest and lack
14 of authority or concern for private higher education.
15 Specifically, such an agency should:

- 16 a. Be established by state law but not as a
17 department of the state government.
- 18 b. See as its major responsibility the marshalling
19 of all higher education resources in Maine --
20 public and private -- to the utilization of
21 Federal funds for the purposes intended to
22 meet Maine's higher education needs.
- 23 c. Be designated as the agency within Maine for
24 the administration of state-sponsored programs
25 to which all students or all institutions --

- 1 public and private -- should have access (i.e.,
2 state scholarship and loan programs).
- 3 d. Provide continual advice and assistance to the
4 higher education institutions in the use of funds
5 and the preparation of proposals for them.
- 6 e. Identify appropriate institutions, organizations,
7 or agencies in the State, including the Authority
8 itself, to administer Federal higher education
9 programs where this is a state responsibility.
- 10 f. Advise the Governor and Legislature on the need
11 for matching and supplemental funds and on the
12 other legislative actions or administrative
13 actions necessary to assure that full advantage
14 can be taken of Federal funds in the State of Maine.
- 15 g. Be appropriately staffed and financially sup-
16 ported by state funds to cover the wide range
17 of services needed by the higher education
18 institutions if better use is to be made of
19 Federal funds.
- 20 h. Maintain an up-to-date accounting of all Federal
21 funds in Maine being used in the support of
22 higher education activities and services.
- 23 j. Report annually to the Legislature and the people
24 of the State of Maine on its activities and
25 services.

1 8. The Commission RECOMMENDS that the proposed University
2 of the State of Maine should adopt the higher education
3 enrollment figures projected by AED as its goals for the
4 expansion of higher education opportunities in the State
5 of Maine. These call for total enrollment in institu-
6 tions of higher education to grow from 24,500 full- and
7 part-time students in 1965 to 55,400 in 1975 and to
8 75,000 in 1985. With more than 50% of this growth
9 projected in enrollment in two-year terminal and transfer
10 and continuing education programs, it is to be expected
11 that the bulk of the burden for the recommended enroll-
12 ment growth must fall upon the public higher education
13 system because the private institutions are not equipped
14 to handle it on the scale which will be required. At
15 the present time 68% of the full- and part-time students
16 in higher education in Maine are in public institutions;
17 by 1975 it is predicted that 80% will be.

18 *High priorities should therefore be assigned to the*
19 *development of the recommended University Community*
20 *Centers at Portland, Auburn, Augusta, Bangor, Fort Kent,*
21 *and Machias, at which almost phenomenal growth in two-*
22 *year terminal and transfer programs must be accomplished*
23 *if the goals proposed are to be attained. Projected*
24 *growth in this program area is to 8 times present size*
25 *by 1975 and 13 times present size by 1985.*

1 *Similarly, much of the growth in four-year degree*
2 *programs should be expected at Farmington, Gorham, and*
3 *Presque Isle, with the growth emphasis at Orono in the*
4 *areas of graduate study, research, and acceptance in the*
5 *junior year of students transferring from the University*
6 *Community Centers. It is in large part upon this geo-*
7 *graphical diversification of opportunities for higher*
8 *education, at the Community Centers and at the Farmington,*
9 *Gorham, and Presque Isle campuses, that both students and*
10 *taxpayers must depend to keep educational costs within*
11 *the limits of ability to pay. The proposed development*
12 *of Maine's public higher education system will ulti-*
13 *imately make it possible for at least 90% of Maine*
14 *students to obtain two years of post-secondary educa-*
15 *tion within 40 miles commuting distance of their homes,*
16 *with a considerable saving to them in away-from-home living*
17 *costs.*

18 9. The Commission RECOMMENDS that the proposed University
19 of the State of Maine, in order to increase more rapidly
20 the number of young people in Maine who are to continue
21 their education beyond high school, undertake a program
22 of intensive recruitment. This program should be designed
23 to inform and educate both students and parents regarding
24 the desirability of education beyond the secondary school
25 level, the availability and accessibility of post-secondary
26 programs of interest and value, and the availability of

1 financing for participation in them. Clearly motivation
2 of students, as well as facilities and programs, must be
3 supplied if Maine is to progress at an acceptable pace in
4 the field of higher education.

5 *At the present time only 24% of Maine youths seek*
6 *education beyond the secondary school level, and Maine*
7 *ranks 42nd in the nation in the percentage of employed*
8 *persons considered to have the skills required by science-*
9 *based industries and service occupations. The American*
10 *Association of Junior Colleges notes that, while in 1930*
11 *high school graduates qualified for 90% of available*
12 *jobs, by 1970 they will qualify for only 32%. At least*
13 *two years of college will be necessary to prepare for*
14 *50% of available positions. Nothing less than the enroll-*
15 *ment goals herein proposed can come close to adequately*
16 *preparing our young people for the complex world which*
17 *they as adults will face.*

18 *The proposed University of the State of Maine in*
19 *accepting responsibility for providing all public post-*
20 *secondary education should recognize that Maine needs*
21 *certain "basics" of higher education to which all of its*
22 *citizens may expect ease of access, regardless of where*
23 *they live or what financial resources they have.*

24 10. The Commission RECOMMENDS, therefore, that in
25 developing its campuses and branches throughout the State,

1 the University of the State of Maine should plan to give
2 special attention to providing high quality programs in
3 the following listed areas of basic needs, and provide
4 financial aid programs adequate for one- and two-year
5 students, as well as for four-year students:

- 6 a. general academic programs which enable
7 students to complete the first two years
8 of college with associate degrees and
9 transfer, if they desire, to a four-year
10 program as a junior;
- 11 b. two-year technical programs offering asso-
12 ciate degrees and one- and two-year voca-
13 tional programs designed for employment
14 in a great variety of areas -- these should
15 be quality programs which may lead to immediate
16 employment or possibly carry some transfer
17 credit to four-year programs;
- 18 c. remedial programs planned for "late bloomers,"
19 for under-achievers, and for those who are
20 ill-prepared (because of cultural, financial,
21 or psychological reasons) which permit such
22 students another opportunity to make up
23 deficiencies and thus to qualify for admission
24 to a transfer, technical, or vocational curricu-
25 lum;
- 26 d. continuing or adult education programs which
27 will enable adults to upgrade themselves
28 culturally as well as occupationally; and

1 e. Closely articulated counseling programs in the
2 schools and colleges, and the early establish-
3 ment by the University of well-manned Guidance
4 Centers offering field services as well as
5 those at the Center, aimed at assisting
6 students to match their study and occupational
7 interests with their abilities to pursue educa-
8 tion to the limits which these may set, in public
9 or private institutions.

10 11. The Commission RECOMMENDS that in order to assure
11 the highest quality of offerings in the future in voca-
12 tional and technical education, the State of Maine should
13 plan to develop in the secondary schools preparatory
14 programs leading to admission to post-secondary vocational
15 and technical programs, public or private, in preference
16 to establishing at this time a system of high school level area
17 vocational centers. The University of the State of Maine
18 should assist in the development of such programs for the
19 schools and be responsible for all public post-secondary
20 programs in vocational and technical education. To this
21 end:

22 a. the University should create a division responsi-
24 ble for the development and administration of
25 one- and two-year programs to carry on the
26 necessary planning, the training of teachers

1 for these programs, the essential research and
2 development, and the program-liaison with the
3 secondary schools; policy-making for such pro-
4 grams should be delegated to a separate body
5 reporting to the Trustees of the University of
6 the State of Maine; programs of technical and
7 vocational education should have a distinct
8 budget within the University's total budget; and

9 b. the centers, branches, and campuses of the
10 University should develop curriculums balancing
11 vocational, technical, and general education,
12 leading either to the associate degree or to
13 one- or two-year certificates of proficiency in
14 specialized fields; the program should be
15 sensitive to the State's economy, both tradi-
16 tional and developing, and to both general and
17 special accreditation requirements; if it is the
18 considered judgment of the body responsible for
19 technical-vocational education which reports to
20 the Trustees of the University, advisory commit-
21 tees of persons drawn from labor, industry,
22 business, and education, and the University in
23 the region being served, might assist with
24 recommendations for given campuses, centers, or
25 branch curriculums.

1 *For so long as vocational education programs at*
2 *the high school level remain in existence, every effort*
3 *should be made to insure that students attending area*
4 *vocational centers or participating in vocational educa-*
5 *tion programs will have adequate opportunity to prepare*
6 *themselves for post-secondary education*

7 12. The Commission RECOMMENDS that The University of the
8 State of Maine should give special attention to expanding
9 and strengthening program offerings at the graduate and
10 professional level, planning to increase full- and part-
11 time enrollment approximately threefold or fourfold
12 during the next ten years. In achieving the much-needed
13 improvements in graduate and professional education the
14 University should:

15 a. build on existing strengths in business, law,
16 nursing, chemistry, forestry, physics, zoology,
17 engineering, marine sciences, and education,
18 bringing their support up the levels now
19 enjoyed by agriculture and the pulp and paper
20 field;

21 b. add some additional graduate or professional
22 programs in the humanities and the social and
23 behavioral sciences including the fields of
24 social work and United States-Canadian rela-
25 tions;

- 1 c. recognize in designing graduate programs that
2 faculty in the public and many of the private
3 higher education institutions as well as business
4 and industrial employees require and want graduate
5 education opportunities;
- 6 d. attempt to arrange cooperative programs and
7 activities at the graduate and professional
8 level with other higher education institutions
9 in Maine and throughout New England;
- 10 e. add several new faculty members who have recog-
11 nized ability for teaching at the graduate level
12 and for scholarly work, providing special finan-
13 cial arrangements where necessary;
- 14 f. provide higher compensation for professors and
15 associate professors generally, as low salaries
16 competitively at these two levels are a funda-
17 mental weakness at this time; and
- 18 g. establish a program of fellowships and assistant-
19 ships which in number and amount will be com-
20 petitive with those offered by the best uni-
21 versities in the country.

22 13. The Commission RECOMMENDS that if higher education
23 institutions are to make an appropriate contribution to
24 the economic development of the State of Maine, efforts
25 should be made to:

- 1 a. increase graduate and professional offerings
2 especially in the southern part of the State
3 (which might be the joint responsibility of the
4 University and the private colleges) in fields
5 indispensable to the science-based industries
6 for which there is considerable potential in
7 the region;
- 8 b. make greater use of local business, labor, and
9 industrial leaders in the development of needed
10 new programs in vocational and technical educa-
11 tion for which there are many program possibili-
12 ties;
- 13 c. bring the higher education institutions into
14 the activities of the Department of Economic
15 Development and other agencies, public and
16 private, which are concerned with economic
17 development in the State of Maine, by means of
18 greater cooperation and coordination such as
19 the use of professional services of faculty
20 members by DED in acquiring research data,
21 and the use by the University of DED's
22 knowledge of the needs of the Maine business
23 community in establishing additional graduate
24 courses; and

1 d. greatly increase the amount, diversity, and
2 quality of research done in the State of Maine,
3 especially research which will aid in strengthen-
4 ing programs in graduate education, and research
5 related to the economic conditions in Maine which
6 should be aimed at strengthening those industries
7 of the State with growth potential.

8 *Industry will need encouragement to expand in Maine,*
9 *but as studies of Maine's economy have pointed out, the*
10 *absence of strong technical programs related to science-*
11 *based industries is a hindrance to economic growth. While*
12 *the projected expansion of engineering education is ade-*
13 *quate for present needs, a decision to use education as a*
14 *force for economic growth will require more trained man-*
15 *power especially in engineering and business administration.*
16 *Educational opportunities in these fields must be provided*
17 *on a full- and part-time basis close to the population*
18 *centers.*

19 *Education also has a lot to do with the environmental*
20 *setting in which economic growth takes place. In simplest*
21 *terms, the quality and quantity of education determine*
22 *whether there will be an environment conducive to economic*
23 *and cultural development.*

1 14. With respect to the need for increasing the amount,
2 diversity, and quality of research in the State of Maine,
3 the Commission RECOMMENDS that:

4 a. The University of the State of Maine should
5 establish a University Development Center for
6 the purpose of coordinating existing and future
7 research and service activities in its various
8 departments, divisions, and schools (including
9 administering Federal funds received by the
10 University for development purposes) which are
11 aimed primarily at serving the research and
12 information needs of business, industry, and
13 the professions in Maine;

14 b. a technoeconomic survey should be undertaken
15 immediately of the feasibility of establishing
16 an independent research and development center
17 in the Portland area, which would include an
18 investigation of industrial needs and available
19 faculty resources; and

20 c. because The University of the State of Maine has
21 resources and know-how in a number of fields
22 useful in international development work, it
23 should seek a modest number of overseas develop-
24 ment assignments with every expectation that

1 through such experiences the University's ability
2 to serve the State's development needs will be
3 enhanced.

4 15. The Commission RECOMMENDS that The University of the
5 State of Maine should undertake at once a comprehensive
6 study of the effectiveness and efficiency of the utiliza-
7 tion of its existing facilities, directed toward a determi-
8 nation of the means by which such utilization may be
9 maximized both for present and for future facilities.
10 Considerable savings to the taxpayers of Maine in future
11 construction costs can be realized, if use of existing
12 facilities and planning of future ones is based upon
13 knowledge which could develop from such a study. Full
14 use of Federal loan and grant funds for construction
15 purposes should be made in all future construction projects.

16 16. The Commission RECOMMENDS the consolidation of
17 facilities and programs as itemized in the report of the
18 Academy for Portland and Gorham, for Bangor and Orono,
19 and for Presque Isle.

20 17. In its juxtaposition to the Canadian border, the
21 State of Maine has an unusual opportunity to establish
22 cooperative programs in higher education whereby Canadian
23 youth beyond commuting distance from higher education
24 facilities in Canada, can commute to one of three units

1 of The University of the State of Maine. The Commission
2 RECOMMENDS that The University of the State of Maine
3 investigate this possibility further with neighboring
4 Canadian institutions, looking towards coordination of
5 programs and full transferability of academic credit, and
6 the joining in a proposal for foundation support to
7 inaugurate such programs.

8 18. The Commission RECOMMENDS that the Legislature should
9 anticipate making a substantially higher commitment of
10 state revenues in the future to the support of public
11 higher education programs and related activities than
12 has ever been the case in the past. This additional
13 support will be required to meet adequately the future
14 need of The University of the State of Maine for:

- 15 a. higher faculty salaries, especially for
16 professors and associate professors;
- 17 b. the improvement of libraries;
- 18 c. strengthening and expanding graduate and
19 professional educational opportunities and
20 related research;
- 21 d. increased funds for research and other services
22 in support of Maine's economic development;
- 23 e. strengthening and increasing the opportunities
24 for post-secondary technical and vocational
25 education;

1 f. improved administrative arrangements and
2 increased planning activities; and

3 g. additional faculty, equipment, and other
4 resources to accommodate the projected
5 increase in enrollment in public higher
6 education during the next ten years.

7 19. The Commission RECOMMENDS immediate and adequate public
8 support by the State of Maine for scholarships, fellowships,
9 and student loans; for the operation of the proposed
10 Higher Education Development Authority; and for the
11 matching of Federal funds for research, for education
12 programs, for student aids, and for other service activi-
13 ties.

14 20. The Commission RECOMMENDS consideration by the
15 Legislature of drafts of legislation it will submit with
16 its final report, in order to implement the recommenda-
17 tions being made by the Commission for the establishment
18 of a comprehensive system of higher education in the
19 State of Maine.

20 HIGHER EDUCATION--AN EXPENSIVE BUT NECESSARY INVESTMENT

21 The Commission wholly concurs with the statement of
22 the Academy for Educational Development that "a decision
23 to broaden and improve public higher education opportuni-
24 ties in the State of Maine and to develop and use the

1 resources of higher education to further the cultural
2 and economic growth of the state must be matched by a
3 willingness at the highest levels in the state to pro-
4 vide the financial resources required. Only if the
5 support is adequate can quality in these activities be
6 assured."

7 For several generations Maine's level of support of
8 public higher education has been low, compared with other
9 states, both on a per capita and on a personal income
10 basis. In 1965, only nine states spent less per capita
11 for post-secondary education than Maine, while twenty-
12 one states spent more than twice the \$20 per capita spent
13 by the State of Maine. In 1965, thirty-seven states,
14 including New Hampshire and Vermont, spent more per
15 \$1,000 of income than did the State of Maine; of the 15
16 states having lower per capita personal incomes than
17 Maine, all spent a higher per cent of personal income for
18 public higher education than did Maine. Clearly, Maine
19 can, and Maine should, increase its effort. The Legis-
20 lature of the State of Maine must be prepared to make
21 larger appropriations for the support of public higher
22 education, both for operating expenses and for capital
23 improvements, than have been made heretofore, if Maine
24 is to reach the goals embodied in these recommendations
25 of the Commission.

1 The abilities of the young people of Maine to compete
2 with those from a sister state, in the difficult world of
3 tomorrow, depend upon it. The future development of the
4 State of Maine is irreconcilably attached to it. Truly,
5 it is ... "The First Business of Our Times."

Respectfully submitted,

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Higher Education Study

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