

# MAINE STATE LEGISLATURE

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(FOR RELEASE AT 6 P.M. EASTERN STANDARD TIME MONDAY, OCTOBER 31)

MAINE ADVISORY COMMISSION ON HIGHER EDUCATION  
PROPOSES UNIFIED STATEWIDE UNIVERSITY SYSTEM

AUGUSTA, Maine, Oct. 31--The Maine Advisory Commission on Higher Education recommended in its tentative report Monday the establishment of "a single unified system of public higher education" by merging all existing and future institutions into "a state-wide university system under the name and authority of The University of the State of Maine."

The new system would include the state university, the five state colleges, the four vocational-technical institutes, the Maine Maritime Academy, "and any branches, campuses, or schools maintained by these institutions."

Such an all-inclusive public education system, the Commission said, would enable the state to meet its critical higher education needs "most effectively and rapidly and at the most reasonable cost to the taxpayers of the State of Maine and to the maximum benefit of the state's educationally starved population."

The commission chairman, Dr. James S. Coles, President of Bowdoin College, and other members of the commission presented its tentative report to leaders of state government at the State House, then held a news conference at which copies of the report were distributed.

Invited to attend the informal presentation ceremony were Gov. John H. Reed; Carlton D. Reed, Jr., of Woolwich, President of the State Senate; Dana W. Childs of Portland, Speaker of the House; State Senator Armand J. Duquette of Biddeford, Chairman of the Legislative Appropriation Committee; and State Senator Dwight A. Brown of Ellsworth, a co-sponsor of the legislation establishing the Commission. The other sponsor is State Senator Roger V. Snow, Jr., of Falmouth, Chairman of the Legislative Education Committee and a member of the Commission.

The Commission recommended that a 15-member board of trustees of the University of the State of Maine should be responsible for developing and implementing "a master

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plan" and reporting annually to the Governor, the Legislature and the people on its accomplishments.

"The proposed development of Maine's public higher education system," said the commission, "will ultimately make it possible for at least 90 per cent of Maine students to obtain two years of post-secondary education within 40 miles commuting distance of their homes, with a considerable saving to them in away-from-home living costs."

To accomplish this and at the same time eliminate unnecessary duplication, the commission endorsed the following recommendations as detailed in a study prepared for it by the Academy for Educational Development:

1--"University Community Centers" should be established in Portland, Auburn, Augusta, Bangor (Dow campus), Fort Kent and Machias. These centers would offer a variety of terminal and transfer general, technical, and vocational programs for a largely commuting population.

2--The vocational-technical programs now offered at South Portland should be moved to the Portland campus and the South Portland facilities should be sold for industrial use, thus consolidating facilities.

3--The vocational-technical programs developing in Bangor should be moved to the Dow campus and should be combined with the technical programs to be moved from the Orono campus.

4--The university campus in Presque Isle should be on the site of the present state college, and current programs at the Northern Maine Vocational-Technical Institute should be moved to this site as soon as possible.

5--Four-year undergraduate and graduate programs now offered in Portland should be moved to Gorham, where additional graduate and undergraduate programs should be developed.

6--"Serious consideration" should be given to the possibility of also moving the University of Maine Law School to the Gorham Campus of the enlarged University.

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7--The Orono campus should increasingly restrict its freshman and sophomore enrollment and take in an increasing number of transfer students from the university community centers, concentrating more of its work at the advanced undergraduate and graduate level.

8--"Move immediately" to strengthen the faculty, library, laboratories and other resources for preparation of school teachers on the campuses at Farmington, Gorham and Presque Isle, and enlarge the baccalaureate-degree programs in the arts, sciences, humanities, social, behavioral, and physical sciences, and the master's degree programs in teacher education.

9--Improve the specialized baccalaureate-level program at the Maritime Academy in Castine, while bringing the program, facilities and faculty up to the level expected of baccalaureate programs and limiting the enrollment to 600 students.

10--Phase out the "crash" program of freshman-year courses for transfer to the state university in favor of better programs in permanent facilities.

Dr. Coles explained that the commission's report is still "tentative" because agencies and individuals affected by the recommendations have not yet had an opportunity to comment. The commission is planning a series of conferences with the State Board of Education, Trustees of the University of Maine and other organizations and persons to obtain their views on the tentative recommendations.

The commission said it is in general agreement with the AED study, entitled "The First Business of Our Times."

Its final report, the commission said, will be accompanied by drafts of proposed legislation to implement its recommendations for establishment of a comprehensive system of higher education. The commission recommended that the 103rd Legislature, which convenes Jan. 3, should establish an advisory committee to recommend the legal moves necessary to clear the way for the proposed University of the State of Maine.

Urging the state's lawmakers to adopt "a comprehensive statement of public policy," the commission said such a statement should give high priority in the

allocation of funds and passage of laws to the expansion and strengthening of public and private higher education programs and institutions. The commission suggested a specific 12-point policy declaration.

Highlights of other commission recommendations:

1--The state should establish a Higher Education Development Authority to coordinate all federal higher education programs and funds. Such an agency would be created by state law but not as a department of the state government. It would perform functions required by state or federal statute which could not properly be assigned to the Board of Trustees of the University of the State of Maine because of possible conflict of interest and lack of authority or concern for private higher education.

2--The University of the State of Maine should establish a University Development Center to coordinate existing and future research and service activities in its various departments, divisions and schools which are aimed primarily at serving the research and information needs of Maine business, industry and the professions.

3--A technoeconomic survey should be undertaken immediately of the feasibility of establishing an independent research and development center in the Portland area.

4--The state university, which has resources and know-how in several fields useful in international development work, should seek a modest number of overseas development assignments.

5--The University of the State of Maine should supervise all public programs of teacher education under a statewide plan developed in cooperation with the Maine Teachers Association, the State School Boards Association, the State Board of Education, and the private colleges.

6--The University of the State of Maine should launch "at once a comprehensive study of the effectiveness and efficiency of the utilization of its existing facilities." The commission said "considerable savings to the taxpayers of Maine in future construction costs can be realized if use of existing facilities and planning

of future ones is based upon knowledge which could develop from such a study."

7--The university should maintain close communication with and seek advice from the private institutions. "In fact," said the commission, "the university should contract with the private institutions to undertake programs in certain areas of the state where university resources are either limited, not presently available or likely to be non-existent for some time."

8--Higher education institutions in Maine should immediately form an association (which might be known as the Maine Higher Education Association) to promote cooperative activities, services and programs among private institutions and the proposed University of the State of Maine. Included among such activities should be advising the Legislature on granting of new charters for private colleges.

9--Maine "must recognize the importance of the present and future role of the federal government." Noting that some \$5 million comes annually from federal sources for support of higher education, the commission urged that the state "develop an appropriate structure to play its role effectively, rapidly, and precisely in this new federal-state partnership."

10--The proposed University of the State of Maine should adopt the enrollment figures projected by the Academy for Educational Development as its goals for the expansion of higher education opportunities. The AED projections call for total enrollment in Maine higher education institutions to grow from 24,500 full and part-time students last year to 55,400 in 1975 and 75,000 by 1985.

11--In order to assure the highest quality of future offerings in vocational and technical education, the state should plan to develop in the secondary schools preparatory programs leading to admission to public or private post-secondary vocational and technical programs, "in preference to establishing at this time a system of high school level area vocational centers." The commission said that as long as high school level vocational education programs remain in existence, "every effort should be made to insure that students attending area vocational centers or

participating in vocational education programs will have adequate opportunity to prepare themselves for post-secondary education."

12--The state university "should give special attention to expanding and strengthening program offerings at the graduate and professional level, planning to increase full and part-time enrollment approximately threefold or fourfold during the next ten years." In this connection, the commission urged that higher compensation be provided for professors and associate professors generally, "as low salaries competitively at these two levels are a fundamental weakness at this time."

13--Efforts should be made to increase graduate and professional offerings, "especially in the southern part of the state (which might be the joint responsibility of the university and the private colleges) in fields indispensable to the science-based industries for which there is considerable potential in the region."

14--Greater use should be made of local business, labor and industrial leaders in the development of needed new programs in vocational and technical education, and higher education institutions should be brought into the activities of the Department of Economic Development and other agencies concerned with the state's economy. Noting that "the quality and quantity of education determine whether there will be an environment conducive to economic and cultural development," the commission urged a great increase in "the amount, diversity and quality of research" done in Maine, "especially research which will aid in strengthening programs in graduate education, and research related to the economic conditions in Maine which should be aimed at strengthening those industries of the state with growth potential."

15--The university should give special attention to providing high quality courses and financial aid to students in the fields of general academic programs which enable young people to complete the first two years of college with associate degrees and transfer, if they wish, to four-year programs; two-year technical programs offering associate degrees, and one and two-year vocational programs designed for employment in a variety of areas; remedial programs for "late bloomers," under-

achievers and those ill-prepared, permitting such students another opportunity to qualify for admission to a transfer, technical or vocational curriculum; continuing or adult education programs; and closely articulated counseling programs in the schools and colleges, including early establishment by the university of well-manned Guidance Centers.

16--In order to increase more rapidly the number of young people in Maine who continue their education beyond high school, the university should begin a program of intensive recruitment--to inform and educate both students and parents about the desirability and availability of higher education. "Clearly," the commission observed, "motivation of students as well as facilities and programs must be supplied if Maine is to progress at an acceptable pace in the field of higher education." At the present time, the commission noted, only 24 per cent of Maine youths seek education beyond the secondary school level, and Maine ranks 42nd in the nation in the percentage of employed persons considered to have the skills required by science-based industries and service occupations.

17--The Legislature should anticipate making "a substantially higher commitment of state revenues in the future to the support of public higher education programs and related activities than has ever been the case in the past." This additional support will be required to meet adequately the future need of the state university for such purposes as higher faculty salaries, improvement of libraries, increased funds for research, improved administrative arrangements and increased planning activities, and additional faculty and equipment.

18--The state should provide "immediate and adequate public support" for scholarships, fellowships and student loans, operation of the proposed Higher Education Development Authority, and matching of federal funds for research, education programs, student aids, and other activities.

"The decision to broaden and improve public higher education opportunities in the State of Maine and to develop and use the resources of higher education to

further the cultural and economic growth of the state must be matched by a willingness at the highest levels in the state to support and provide the financial resources required," the commission said. "Only if the support is adequate can the quality in these activities be assured."

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WITH HIGHER EDUCATION REPORT: "TENTATIVE"

AUGUSTA, Maine, Oct. 31--Why is the report of the Advisory Commission for the Higher Education Study, released Monday evening, only a "tentative" report?

Dr. James S. Coles, the commission chairman, explained that he and his 11 colleagues are following this procedure in order that all boards and agencies affected by the report's recommendations will have a chance to comment on them.

Dr. Coles, President of Bowdoin College, disclosed that the commission is planning to meet with the State Board of Education and Trustees of the University of Maine and the Maine Maritime Academy, as well as with numerous other agencies and organizations which have responsibilities in the area of higher education.

The commission will not draft its final report to the Legislature until all such organizations have a full opportunity to comment on the tentative report, Dr. Coles added.

Among the other individuals and organizations with which the commission plans to confer are Presidents of the state colleges, Presidents of the private colleges, the Advisory Committee for Vocational-Technical Institutes, the executive committee of the Maine Teachers Association, the Legislative Research Committee, the Educational Conference Board, the Governor's Advisory Committee on Education and Principals of Vocational-Technical Institutes.

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WITH HIGHER EDUCATION REPORT: AED PANEL

AUGUSTA, Maine, Oct. 31--The Higher Education Advisory Commission, which released its tentative report Monday night, said it is in general agreement with a comprehensive study made for it by the Academy for Educational Development (AED).

The 125-page AED report, which is part of the Commission's own tentative report, was prepared by a Consultant Panel chaired by Dr. James A. McCain, President of Kansas State University.

Other members of the Consultant Panel appointed by AED were Dr. Norman P. Auburn, President of the University of Akron; the late Dr. Oliver C. Carmichael, Chairman of the Board of AED and of the Learning Resources Institute of North Carolina; Dr. Harold B. Gores, President of Educational Facilities Laboratories; Dr. Lawrence L. Jarvie, President of the Fashion Institute of Technology in New York and former President of New York City Community College; Dr. Lester W. Nelson, an Education Consultant for AED; and Sidney G. Tickton, Vice President and Treasurer of AED.

The staff director for the AED study was Rexford G. Moon, Jr., Director of Studies for the Academy and former Director of the College Scholarship Service, College Entrance Examination Board.

Consultants to the panel included Joseph Allen, Institutional Consultant and Consultant to the Duke Endowment; William S. Fuller, Director of Higher Education Facilities Planning, State Education Department, New York; George H. Hanford, Executive Vice President of the College Entrance Examination Board; Robert E. Kinsinger, Director of the Division of Public Affairs and Education, W. K. Kellogg Foundation; Jean Paul Mather, Executive Vice President of the University City Science Center; and Ewald B. Nyquist, Deputy Commissioner of Education in the New York State Education Department.

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The Consultant Panel said it wishes to acknowledge "the valuable advice and assistance" it received from James C. MacCampbell, University of Maine Librarian and President of the Maine State Library Association; The Maine State Nurses' Association, Mrs. Josephine C. Philbrick, R.N., Executive Director; and Dr. John B. Truslow, Director of a Legislative Research Committee study on the feasibility of establishing a medical school in Maine.

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WITH HIGHER EDUCATION REPORT: UNIVERSITY TRUSTEES

AUGUSTA, Maine, Oct. 31--The Advisory Commission for the Higher Education Study said Monday that the board of trustees of the proposed University of the State of Maine should include 15 members "in recognition of the broader statewide responsibilities" which the institution must assume.

Fourteen of the trustees should be appointed by the Governor to serve seven-year overlapping terms and the State Education Commissioner should serve ex-officio, the Commission said.

The new board would be responsible for the development of policy involved in the planning and coordination of all public higher education in Maine.

The President of the new university would be appointed by the board and--with the board's approval--he would appoint persons to head the various centers, branches, and major divisions that would be established as part of the university. Chief administrators of these divisions would have the title of Chancellor, Provost or Dean.

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WITH HIGHER EDUCATION REPORT: "BRAIN DRAIN"

AUGUSTA, Maine, Oct. 31--Maine has its own "brain drain," the study of the Academy for Educational Development reports.

By "brain drain," the AED explains it means "the erosion of especially talented manpower from the state."

One possible method of helping stop the "brain drain," says the AED, is establishment of a properly-managed research center as a source of ideas and procedures for industry and commerce.

The AED panel acknowledged that it does not know, "nor does anyone at the moment," whether Maine industries would use such a center if established.

The Advisory Commission for Higher Education, to which the AED submitted its report, suggested that a technoeconomic survey be started immediately to determine whether it would be feasible to set up an independent research and development center in the Portland area.

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WITH HIGHER EDUCATION REPORT: COOPERATION WITH CANADA

AUGUSTA, Maine, Oct. 31--The Maine Higher Education Advisory Commission said Monday night that because of its common border with Canada, Maine "has an unusual opportunity to establish cooperative programs in higher education."

Under these programs, the commission suggested, Canadian youth beyond commuting distance from higher education facilities in their own country could commute to one of three units of the proposed University of the State of Maine.

The commission recommended that the university investigate this possibility further with Canadian institutions, "looking towards coordination of programs and full transferability of academic credit, and the joining in a proposal for foundation support to inaugurate such programs."

The Academy for Educational Development's study said Maine's geographic location offers unusual opportunities for strengthening of cultural, economic, and educational ties between the United States and Canada. The AED noted that one of the private colleges (Ricker) and three of the proposed university campuses (Fort Kent, Presque Isle and Machias) are within commuting distance of a number of population concentrations in Canada which are not accessible to Canadian institutions of higher education.

The AED's Consultant Panel strongly supported the university's development of a unique graduate program in Canadian-U.S. studies but said it believes such a program "would be all the more meaningful if there was a more extensive interchange of undergraduates across the border as commuters to these institutions on the United States side."

"It is quite conceivable," the AED report added, "that an arrangement for the transfer of credits for such students could be worked out between the University of Maine and the University of New Brunswick..."

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WITH HIGHER EDUCATION REPORT: ECONOMIC PLANNING

AUGUSTA, Maine, Oct. 31--The Academy for Educational Development recommends that the President of the state university be asked to help plan Maine's economic development.

In 1965, the AED study notes, a report by the Northeastern Research Foundation "made a special point of the fact that the president of the University of Maine should be brought into the planning of the state's economic development.

"We think this is an obvious necessity; to date nothing has been done."

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WITH HIGHER EDUCATION REPORT: THE VOCATIONAL PROBLEM

AUGUSTA, Maine, Oct. 31--The Academy for Educational Development says it seriously questions plans submitted to the State Board of Education for area-vocational centers envisioning total enrollment in future high school vocational programs as high as 40 per cent of Maine students in Grades 11 and 12.

The Consultant Panel says it feels that "students should not be separated from the full range of high school subjects in English, social studies, science and mathematics after the 10th grade, as is often required in concentrated vocational programs..."

The panel adds that it believes Maine "will not wish to perpetuate an educational system which isolates vocational and academic programs from each other at the school or college level, which considers occupationally-related studies inferior to general studies, which does not prepare the high school student of vocational interests with an education that will permit him to gain entry into post-secondary education, or denies the college-preparatory student vocational experiences."

"With the single exception of a much-needed branch of the university in the Augusta area, where consideration should be given to developing programs in technical and vocational education in addition to general education and transfer and terminal education, the state should postpone the establishment of any additional centers for at least five years," the AED says.

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WITH HIGHER EDUCATION REPORT: PH. D.'S NEEDED

AUGUSTA, Maine, Oct. 31--The Academy for Educational Development says some experts believe that if Maine is to help balance its intellectual deficit and contribute its share to the national need for persons with graduate training, the state should now be producing 90 to 100 Ph. D.'s per year.

By contrast, the AED study notes, from 1923--when the Division of Graduate Study was established at the University of Maine--to the present time, a total of 29 Ph. D.'s have been awarded in the state.

"The percentage of Maine residents educated in or out of the state of Maine receiving the doctor's degree has been and continues to be one of the lowest in the nation," says the AED.

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WITH HIGHER EDUCATION REPORT: "UNCOORDINATED EFFORTS"

AUGUSTA, Maine, Oct. 31--The Academy for Educational Development says "confusion in vocational and technical education pervades every aspect of this important program area."

"Present expansion of vocational and technical education appears to be prompted more by the availability of federal funds than by any coherent recognition of social and industrial needs in the state," the AED adds.

The AED cited the following "specific examples of uncoordinated efforts":

"The programs offered at the technical institute at Presque Isle and the state college located there.

"The programs offered at the vocational-technical institute in South Portland, the university campus in Portland, and the state college in Gorham.

"The offering of university transfer programs in Auburn and the vocational-technical institute located there.

"The development of a vocational-technical program in Bangor and the university's technical programs in Orono."

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WITH HIGHER EDUCATION REPORT: DECISIONS NEEDED

AUGUSTA, Maine, Oct. 31--The Academy for Educational Development's study says the extent to which universal higher education will be successful in Maine will be determined largely by actions and decisions yet to be made.

"To be specific," says the AED report, "unless there is more careful planning, more coordination, and more cooperation, and unless the necessity and appropriateness of more specialization can be accepted, the state of Maine could end up with a great many people enrolled in colleges, many dollars being spent on tuitions and salaries, and many buildings erected, but with only a small fraction of the higher education needed by the state and the youth of Maine."

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WITH HIGHER EDUCATION STUDY: ENROLLMENT COULD DOUBLE

AUGUSTA, Maine, Oct. 31--If its recommendations are carried out, says the Academy for Educational Development, higher education enrollment in Maine could more than double in the next ten years.

This would mean, the AED notes, that public and private institutions of higher learning would have to try each year on the average to accommodate 3,000 more students than the previous year.

These students would be enrolled in "programs which have yet to be designed" and "the faculty for which has yet to be hired."

Furthermore, adds the AED, many of the physical facilities needed have yet to be planned and built.

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WITH HIGHER EDUCATION REPORT: ADVISORY COMMITTEE

AUGUSTA, Maine, Oct. 31--The Maine Higher Education Advisory Commission suggested Monday a maximum membership of 14 on a proposed advisory committee which would recommend to the 103rd Legislature the necessary legal moves to clear the way for a state-wide university system.

The commission proposed that the advisory committee include the President of the University of Maine, the State Commissioner of Education, the Superintendent of the Maine Maritime Academy, the Attorney General "and such persons as each of them might select, to the extent of not more than two each."

The remaining members of the committee would be a state senator and a state representative, or their alternates, to be appointed by the presiding officers of the State Senate and the State House of Representatives.

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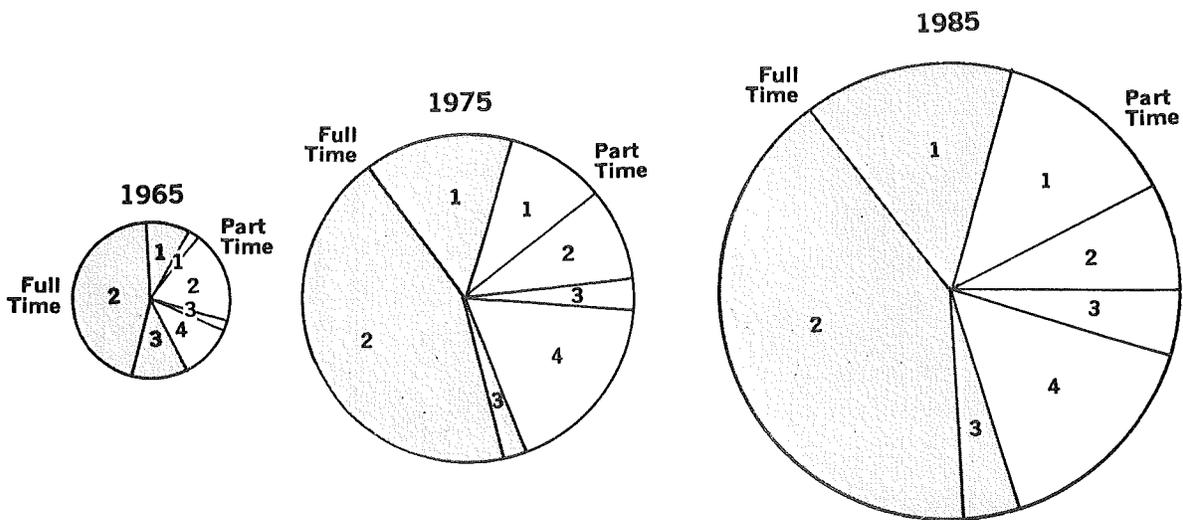
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# CHART 1

## Enrollment in Maine Institutions of Higher Education Full- and Part-Time (1965-1985)

PROGRAMS	University of Maine (All Campuses)	Private Institutions
1 One and Two-Year Terminal and Transfer	1,387	919
	11,360	1,690
	18,150	2,190
2 Four-Year Degree Credit	12,457	6,174
	20,000	9,950
	24,000	13,025
3 Graduate and Professional for Credit	723	70
	2,650	125
	5,750	250
4 Special, Extension, Continuing	2,199	610
	9,390	235
	11,100	435

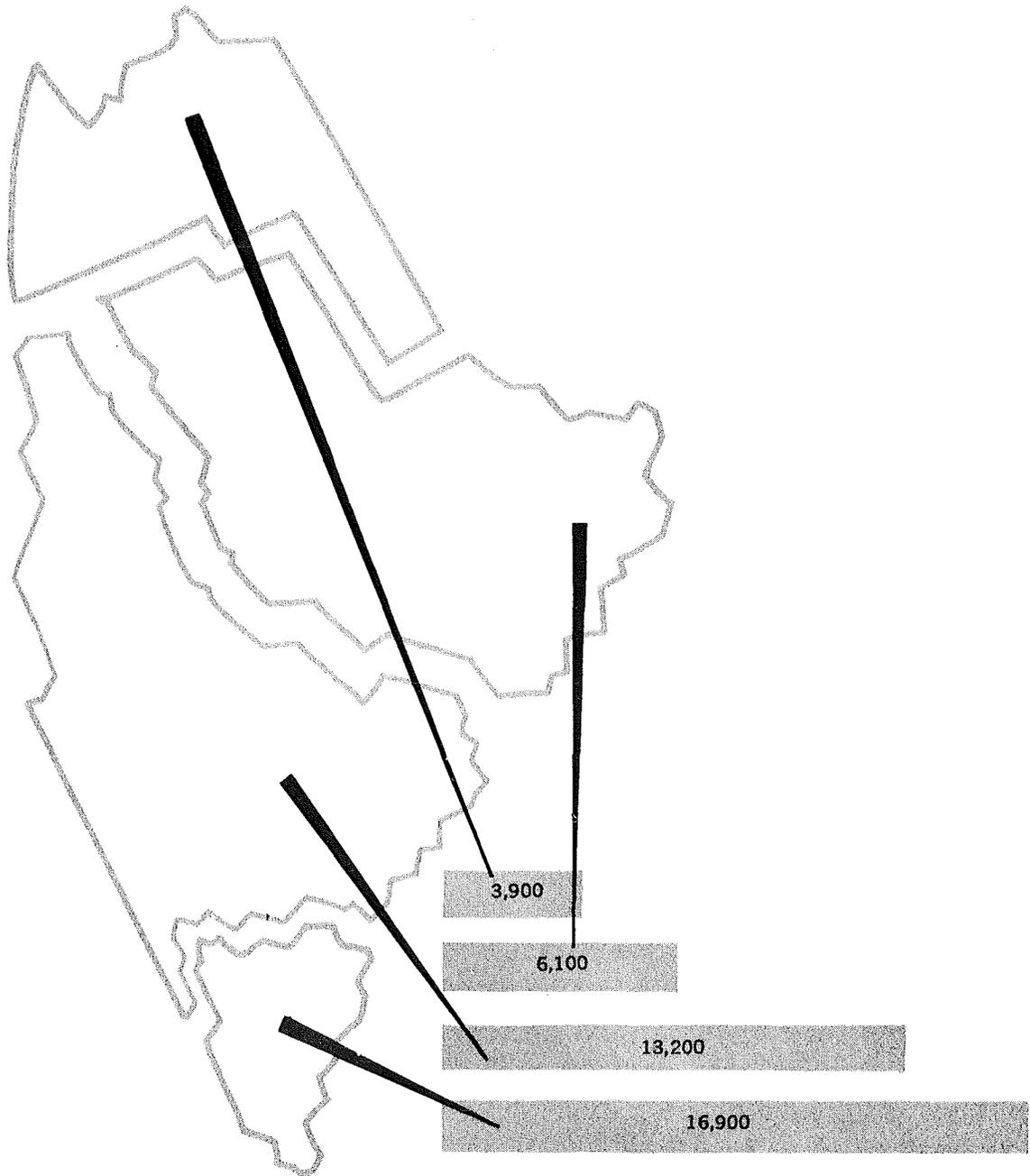
### Full- and Part-Time (By Programs)



	1965	1975	1985
University of Maine	16,766	43,400	59,000
Private Institutions	7,773	12,000	15,900
<b>Total</b>	<b>24,539</b>	<b>55,400</b>	<b>74,900</b>

## CHART 2

### Increase in Number of 18 to 24 Year Olds in Maine By Regions 1965-1985

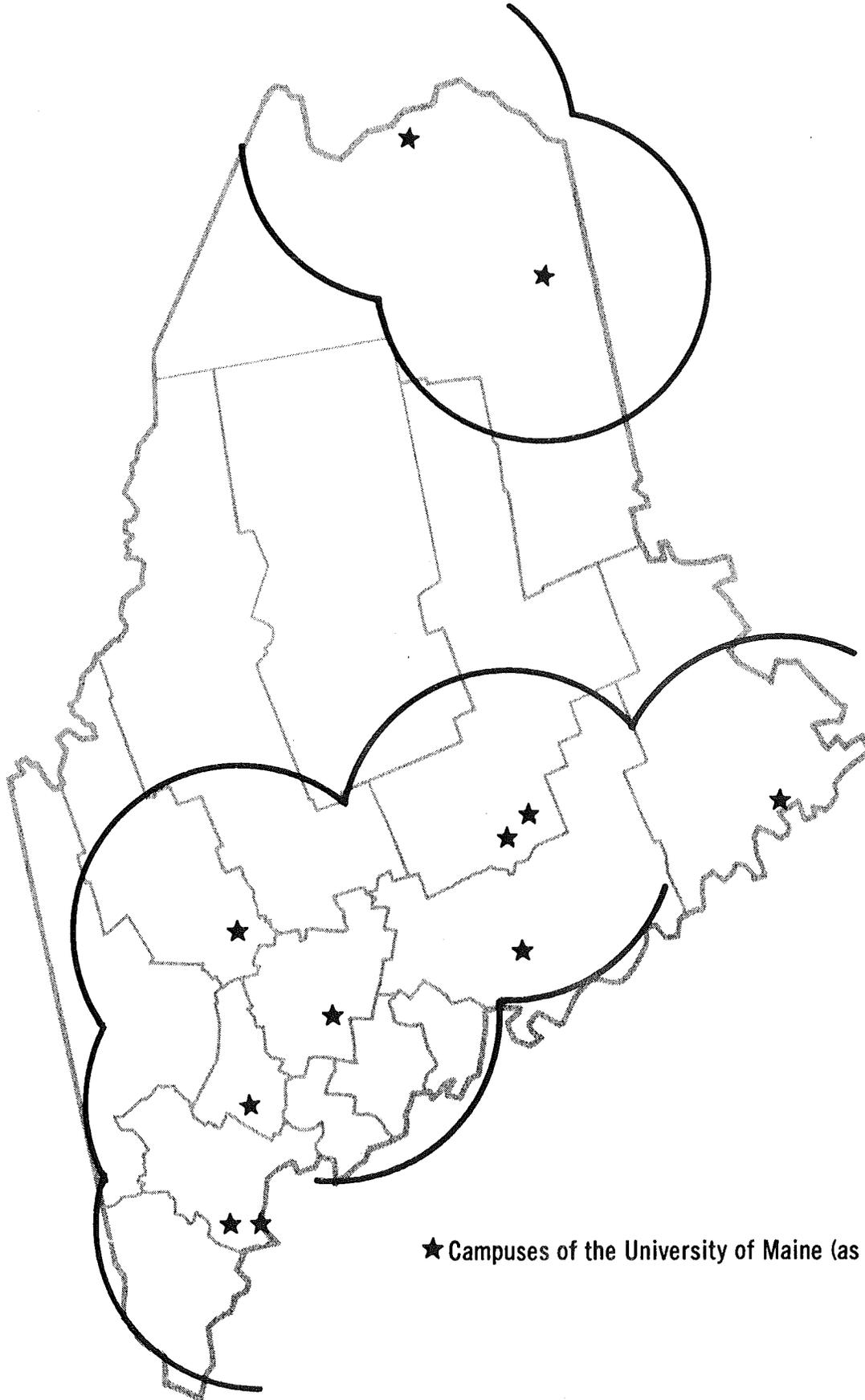


Year	SOUTH		CENTRAL WEST		CENTRAL EAST		NORTH		TOTAL	
	Number	%	Number	%	Number	%	Number	%	Number	%
1965	31,400	30	39,800	39	20,700	20	11,100	11	103,000	100
1975	43,200	32	51,200	38	26,200	19	14,400	11	135,000	100
1985	48,300	34	53,000	37	26,800	19	15,000	10	143,000	100
Increase (1965-1985)	16,900		13,200		6,100		3,900		40,000	

Source: Maine State Department of Health and Welfare and Academy estimates.

# CHART 3

## Areas Served by Public Higher Education in Maine



**TABLE 1**  
**Total Enrollment in**  
**Maine Institutions of Higher Education**  
**By Program**  
**1965 - 1966**

Name of Institution	Type of Program				Total
	1-2 Year Terminal and Transfer	4-Year Degree Credit	Graduate Degree Credit	Special, Extension, Continuing Education	
<b>Public Institutions</b>					
Aroostook State College	—	351	—	—	351
*Farmington State College	—	615	103	215	933
Fort Kent State College	—	223	—	—	223
*Gorham State College	—	948	166	237	1,351
Washington State College	—	302	—	—	302
*University of Maine <sup>1</sup>	704	9,525	454	1,180	11,863
Maine Maritime Academy	—	493	—	—	493
<b>Vocational-Technical Institutes</b>					
Central Maine	104	—	—	350	454
Eastern Maine	**	—	—	—	**
Northern Maine	165	—	—	100	265
Southern Maine	414	—	—	117	531
Total Public	1,387	12,457	723	2,199	16,766
<b>Private Institutions</b>					
Bangor Theological Seminary	—	37	70	3	110
*Bates College	—	891	—	—	891
Bliss College	163	—	—	—	163
*Bowdoin College	—	880	—	11	891
*Colby College	—	1,430	—	—	1,430
Husson College	—	1,065	—	146	1,211
*Nasson College	150	465	—	—	615
Northern Conservatory of Music	—	67	—	—	67
Oblate College and Seminary	30	—	—	—	30
Ricker College	—	475	—	450	925
St. Francis College	4	436	—	—	440
*St. Joseph's College	—	223	—	—	223
Thomas College	100	205	—	—	305
*Westbrook Junior College	472	—	—	—	472
Total Private	919	6,174	70	610	7,773
<b>TOTAL ENROLLMENT IN MAINE</b>	<b>2,306</b>	<b>18,631</b>	<b>793</b>	<b>2,809</b>	<b>24,539</b>

Source: Confidential long-range planning reports made to the Academy for Educational Development by Maine institutions.

<sup>1</sup>All centers, branches, and campuses.

\*Accredited by the New England Association of Colleges and Secondary Schools.

\*\*First students to enter in the fall of 1966.

**TABLE 2**  
**Enrollment in**  
**Maine Institutions of Higher Education**  
**1965 - 1985**

University of Maine (as proposed)	1965 <sup>1</sup> (actual)	1975 <sup>2</sup> (estimated)	1985 <sup>3</sup> (estimated)
1-2 year terminal	1,387	11,360	18,150
4-year degree credit	12,457	20,000	24,000
Graduate	723	2,650	5,750
Extension, Continuing, Special	2,199	9,390	11,100
Total Public	16,766	43,400	59,000
<b>Private Institutions</b>			
1-2 year terminal	919	1,690	2,190
4-year degree credit	6,174	9,950	13,025
Graduate	70	125	250
Extension, Continuing, Special	610 <sup>4</sup>	235	435
Total Private	7,773	12,000	15,900
<b>All Maine Institutions</b>			
1-2 year terminal	2,306	13,050	20,350
4-year degree credit	18,631	29,950	37,025
Graduate	793	2,775	5,990
Extension, Continuing, Special	2,809	9,625	11,535
TOTAL ALL INSTITUTIONS	24,539	55,400	74,900

<sup>1</sup>Includes University of Maine, five state colleges, Maine Maritime Academy, three vocational-technical institutes.

<sup>2</sup>Based in part on institution estimates.

<sup>3</sup>Academy estimates.

<sup>4</sup>Includes Loring Air Force Base program.

**TABLE 3**  
**Full- and Part-Time Enrollment in**  
**Maine Institutions of Higher Education**  
**1965 - 1985**

	1965 (actual)		1975 <sup>1</sup> (estimated)		1985 <sup>2</sup> (estimated)	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
1-2 year terminal and transfer	2,093	213	8,000	5,050	10,785	9,565
4-year degree credit	13,719	4,912	24,940	5,010	31,165	5,860
Graduate	394	399	1,388	1,387	2,995	2,995
Extension, Continuing, Special	*	2,809*	*	9,625	*	11,535
	16,206	8,333	34,328	21,072	44,945	29,955
Total Enrollment	24,539		55,400		74,900	

\*All students in special, continuing education, and extension programs have been considered part-time.

<sup>1</sup>Based in part on institution estimates.

<sup>2</sup>Academy estimates.