

# MAINE STATE LEGISLATURE

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**Legislative Record**  
**House of Representatives**  
**One Hundred and Twenty-Second Legislature**  
**State of Maine**

**Volume III**

**Second Regular Session**

April 7, 2006 - May 24, 2006

**Appendix**  
**House Legislative Sentiments**  
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Pages 1488-2248

**ENACTORS**

**Acts**

An Act To Update Teachers' Minimum Salaries

(S.P. 480) (L.D. 1381)

(S. "A" S-620 to C. "A" S-577)

Was reported by the Committee on **Engrossed Bills** as truly and strictly engrossed.

On motion of Representative JOY of Crystal, was **SET ASIDE**.

The **SPEAKER**: The Chair recognizes the Representative from Crystal, Representative Joy.

Representative **JOY**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. Thank you for taking the time to explain that situation to me. As I said, I'm not happy just the same, but it's going to create some tremendous cost for many of the small school districts even though the State is paying those fees up to what the salary will be for beginning teachers. I ask for a roll call, Mr. Speaker.

Representative JOY of Crystal **REQUESTED** a roll call on **PASSAGE TO BE ENACTED**.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The **SPEAKER**: The Chair recognizes the Representative from Hartland, Representative Stedman.

Representative **STEDMAN**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. I hope you will reconsider your action that you took earlier today on LD 1381. I can't understand how people from rural areas can support this bill in its current form or in its amended form. The pressure that it's going to put on the local school systems, especially in rural Maine is going to be tremendous, those that have already been mentioned. Those that are already in negotiations that are running into this conflict right now and it's going to be an ongoing problem for those districts even though the State is promising to pay the cost for the \$30,000 minimum it's not going to cover the cost of all the escalated changes in salary schedules that will be forthcoming because of that increase in the base. Even though it's spread out over 2 years, it's going to be an unbearable burden for a lot of these school districts. I just got a phone call this morning from another school district that says it's going to cost them \$150,000 more in the second year of this even though the first year is going to be covered because they don't have that many new teachers in the system coming on board, but in future time it's going to cost another \$150,000 at the local level to cover this cost. Had this come out as a recommendation and an encouragement to local systems to move in this direction that's one matter, but when it becomes mandated by the State that this take place, I think we've gone in the wrong direction, we've taken away local control and we've turned this whole issue into a State mandate even though it doesn't appear as a mandate on the record. Thank you.

The **SPEAKER**: The Chair recognizes the Representative from Orono, Representative Cain.

Representative **CAIN**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. I hate to disagree with my friend from Hartland and I hate to disagree from my friend from Rockport and my friend from Crystal. I'm going to be supporting this motion, I am excited to. I feel it's been a big build-up over the last year or so and it's time for this to happen. Just two weeks ago we stood in here, many of us stood in here, and we discussed the issue of the labor market in relation to teacher salaries. Even though it sounds ultra simple the best way to fix the labor market is to pay people more, that's the way you bring up areas. It does sound overly simplified, but it's simply true.

This begins to address that issue, because by paying teachers more, by bringing up that low end we immediately provide an opportunity and we're paying for that opportunity to raise those labor markets, to raise what those teachers are getting paid. One point that really hasn't been brought up very much is the issue around what is the non-financial effect of this legislation and I know first hand as someone who has a degree in music education K-12 that when you look and see what you get paid as a first year teacher you immediately want to move out of Maine and unfortunately in my district I have hundreds of students, men and women every year when it's time for them to apply for their first job, they look at their options and they go other places. I've received several calls in the last several weeks and e-mails and letters from people in my age group who've said, I hope you can support this because this give me hope that when I stay in Maine that I'll be able to have a quality of life that I want. I'll be able to chose to live in that rural area that I came from and I won't be forced to live in Portland, with no offense to my seatmates or to the good other Representatives here from the Portland area. Young people want to live in the towns that they grew up in. They want to get degrees in education, they want to give back to their towns and I see this as yet another tool to empowering young people to be able to do that. To give back to those school communities and hopefully to chose to stay there and live there for the rest of their lives with their own children who can then chose to make the same choices. I'm looking forward to pressing my green button, Mr. Speaker and I appreciate the opportunity to speak.

The **SPEAKER**: The Chair recognizes the Representative from Falmouth, Representative Davis.

Representative **DAVIS**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. I reluctantly disagree with my friends from Crystal and my seatmate; I have great respect for them. I do understand the rural dilemma and if it means paying more taxes in southern Maine to help northern Maine schools I will do it. I would support that. I think if you're going to have equal education you must pay equally. I started my education in East Newport, Maine in a one room schoolhouse and we finally moved to Portland and I learned my ABCs in the third grade. It was great for three years, it was wonderful, but the education was a little lacking. I understand the dilemma, I'm not saying that goes on today, but I think as an old Roman saying "Quo vadis?" "Which way are we going to go?" I'm afraid that the public school system is in crisis. The federal government has had a massive intervention with testing, it also mandated special ed, but didn't pay for it, the State has learning results. I'm not criticizing any of them, we've already interfered with the government so if it means that we must subsidize those teachers from the State or however we're going to do it, let do it. Thank you.

The **SPEAKER**: The Chair recognizes the Representative from Rockport, Representative Bowen.

Representative **BOWEN**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. The last two speakers have used the word reluctant and I'm rising again today to oppose this measure with some reluctance, frankly. I spoke yesterday about why I thought we had done a good job in this legislature for teachers and I got some questions sent to me so I did prepare a handout, this green sheet which has come around it outline a little bit of what I said yesterday in terms of what we've done for teachers, a lot of the things that we've passed and for retired teachers as well which I believe I neglected to mention. I did get a question about, alright we've done all this for teachers, why can't we do this other thing for teachers and so I got thinking about my experience dealing with salary related issues and so

forth on the local level as a teacher. You will see under the line I wrote on my green sheet; how could this minimum teacher's salary bill hurt Maine teachers. The bullet has to do with the effect that bumping the bottom of the pay scale has on the relationship between teachers in a building and in a bargaining unit. My first experience, having started my teaching career in Virginia, which was a right to work State, coming to Maine where there were unions in the schools and unions doing the negotiating. I was a union member that first year, the MEA will be happy to know, but my experience with the collective bargaining process was the senior teachers on the staff who were in the union and were running the negotiating used their negotiating efforts to raise the top end of the pay scale and left the bottom end of the scale alone. I had about five years experience at that point. So there was this division created within the staff, between the young teachers and the older more experienced teachers who were at the top end of the scale. Next time around, we had a younger leadership put into the union and they pushed on the bottom end of the scale and that makes people on the top end of the scale upset and it really honestly did create a division. Such that I remember just this summer talking to a couple of fellow teachers at the school about some of the new teachers that have been brought in and one of the first questions I got asked was, how old are they, the new hires. I said a couple of them they have quite a lot of experience and one of my colleagues, who is about my age, was disappointed. Just what we need, more teachers who are at the top end of the scale that are going to go to the union and they are going to go to the union and they are going to negotiate at the top end of the scale and leave us behind. That's what they said. So it's not like we are at dagger points or anything in the building, but when you start fiddling with it like this it does create animosity within the building. I think other teachers could testify to that. Second, of course and I mentioned this yesterday, is the effect on the local level of the property tax that will inevitably follow this. You know as well as I do the effect of this will be to push upward pressure on all salaries. The total cost of that, MMA says will be \$50 to \$75 million across the State. This is not paying for any of that, that will all come from property taxes and my concern about that is the effect that this has on support for teachers and schools. This continued upward pressure on property tax regardless of the work that we have done here. I think about this because I went to a business luncheon a couple of months ago, got myself prepared because I was going to speak and talk about business related issues. All they wanted to hear about, why is the school budget so high. When I was on the Rockport Charter Commission last year drafting the town charter for Rockport what we heard from people was, how can we have more control over the school budget, the school budget is killing all of us. Can we have veto power over the school budget on the municipal level? We had to look in their eyes and say, No you can't, that's not how it works. I know we're feeling pressure; I'm feeling pressure as a teacher and as a public official that we need to do something about property tax, I think this is going to make it worse frankly. I'm more concerned and I have the last bullet on here, we had a good discussion with the Chair about this, that I'm slightly worried about the mandate on the not mandate aspect of this. If you look carefully at the bill, what it says is, on page five, in terms of how you fund this, the reason there is no mandate preamble on this we were told is because it funds the mandate, so we don't need to put a mandate preamble on it. It doesn't identify a funding source, what it says, it is the intent of the legislature that at least \$2.1 million be appropriated in fiscal year 07-08 by the 123rd Legislature, now one of the things you learn when you come here is that one legislature can't bind another. If you want to identify a

funding source and say we're going to take money from the real-estate transfer tax or we're going to take money from some other revenue source and direct it statutorily to this, that's one thing, but to simply write in here that it's our intent that the next group that comes and sets in these chairs funds this, I don't know how much binding power that has. If you want to know what OFPR says about that; if you look at the back of my green sheet you'll see what OFPR says. If the Committee keeps the provision creating the mandate and neither funds it nor adds the mandate preamble, they should know that the statutes in question on this bill, which are identified on here, state that the local unit of government is not bound by any mandate unless one of those things happen. So I think that to face the potential here, if the future legislature doesn't fund this, of making this provision unenforceable and you may have a situation where you're going have some school districts deciding to do this and some school districts deciding not to. I'm concerned about this. I hate getting up and speaking about this because I'm a teacher as everybody knows as I have said countless times and I want to help teachers just as much as everybody else in here wants to. I worked on this, my friends on Approps will tell you, I must have drafted a half a dozen amendments on this thing, phase-ins and property tax, all this stuff to try and figure out some way to make this work when we were working on the supplemental budget. I couldn't figure out a way to do it that wasn't going to have a big property tax burden, wasn't going to have mandate problems, and wasn't going to have some kind affect that we didn't want to have. We can do this. We can do this through the money we're spending on EPS, we can do this by working on the State level to try and contain costs for the local level. We've got to do something to cut down the amount of paperwork in administration those school districts and teachers have to deal with. We've got to do something to lower health insurance costs that when people complain about my teacher salary what they are really complaining about is the fact that the health insurance policy that I use for my family is costing my district \$16,000 or \$17,000 a year. We have to do something about that, that's what's driving these costs through the ceiling. If we can do something about those costs about insurance costs, about all the other costs that schools have, if we can do something to merge these districts and cut down on administration we can start to control costs on the local level and that money will go to teachers because that's where the people want it to be, that's why we have this thing in front of us. So, Mr. Speaker, like I said, I'm reluctant to stand here and continue to fight this, but I really do think that this is the wrong thing to do. I think we can come back next session and really work together for the good Education Committee to start figuring out ways to control costs on the local level and funnel some of this money to the teachers. We've done some very good work this year putting stipends in for high quality teachers, doing something for the young students that my friend and colleague the Representative from Orono talked about; we've done some good things this session. We can go home and be proud about what we've done for Maine's teachers, but we don't necessarily have to pass this and potentially make it worse. Thank you, Mr. Speaker.

The SPEAKER: The Chair recognizes the Representative from Bangor, Representative Norton.

Representative NORTON: Thank you Mr. Speaker. Mr. Speaker, Colleagues of the House. I do want to commend the good Representative from Rockport, Representative Bowen; he certainly did quiz everyone when we had the joint hearing on this bill. Every teacher, young teacher, who came before him saying how badly they wanted this he did question them about how would they feel about others making more than them, he

questioned every one of them. There was not one of them who said even if it didn't affect them they wanted to make sure that this money was given to teachers. That this is a fair salary, that it was time the minimum salary moved and as the Representative from Orono, Representative Cain stated, they were saying, all of our colleagues have left the State, we have chosen for one reason or another to stay here, but even if it means that I don't move on the salary scale, I think the minimum salary should go up for those people coming in and for anyone who is below that. Number two, I do think we need to look at the fact that do we bind a future legislature? This does not bind a future legislature any more than your educational funding formula already does and as you can see, or as you realize any legislature coming in may change EPS and it will then be up to them to figure out how to deal with it. This does not mandate a future legislature any more than our budgetary process already does.

The SPEAKER: The Chair recognizes the Representative from Newfield, Representative Campbell.

Representative **CAMPBELL**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. We'd mentioned unions; I've been on both sides of the fence. I've been a member of the union, I was elected at a board of directors at a union, had to give up my union card because I took foreman's job, became a plant superintendent, assistant vice president of printing. A few weeks ago, I think it was March 30th; I have a roll call out in front of me, we were voting on charter schools. It seems that some of them that think this is too expensive didn't think starting a whole new school system was expensive, they supported the charter schools, and luckily it went down in defeat. So I say if you can support the charter schools, why can't you support the teachers? Thank you.

The SPEAKER: The Chair recognizes the Representative from Waterford, Representative Millett.

Representative **MILLETT**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. I'd like to bifurcate this issue just for a moment and not bother you with further discussion about the deserve-ability of teachers for more money and the reorganization that they all deserve. I think the general agreement in that regard and I having started in a classroom teaching job where the minimum, if I were to mention it here would be embracing to me. Having probably been the only one in this building other than a gentleman on the other end of the hall who voted for collective bargaining in 1969, my feeling have always been that collective bargaining is a matter of local control and teachers ought to structure in their bargaining and management as well their proprietries and work on the basis of the authority that we gave them 37 year ago. My concern is the legislative double speak we're engaging in here this morning and have the risk of being seen as being somewhat hypocritical in what we are saying and what we are doing, which I think are in different obits at the moment. Just as a comment here. In June of 2004, Maine Municipal Association referendum question was approved by the voters to go to 55% funding of education and a very clear statement was made. It doesn't allow us to interpret, as the House Chair of the Committee has just indicated to us that, that's only an intent. For us to violate that and say that we are not going to continue to honor the remaining three years of the ramp of the 55%, I think would be really hypocritical behavior on our part. I don't think any of us want to do that and yet what we're really proposing here is to say, well those who signed those petitions and voted in June of 2004 and those of you who voted for LD 1 in January of a year ago, all of whom felt you were getting property tax relief are now being asked to say well forget about that folks we didn't really include the 90% of that new money going into property tax when we enacted it and we've

forgotten that last January there was a bill proposed and a State of the State statement committing that 90% of years two, three and four of the ramp, it ought to go to property tax relief. What we are saying this morning is, forget those promises, this is no longer a matter of property tax relief this a vehicle to do some back door mandates. Lets face it folks that's all we're doing. We're saying that this \$2.1 million that is the intent in the 2008 will be to fund a mandate, it's not going to help those rural school systems that a suffering now that have seen no property tax relief whatsoever. Those mentioned by the Representative from Blue Hill yesterday are typical all round the rim counties of this State. We're taking away what was intended to be a property tax relief vehicle bringing equity to the State as a whole and we're saying lets forget about that now, let's jump on it as a mandate opportunity. If we can go around the constitutional intent to fully fund mandates as represented on the back page of the green handout from the Representative from Rockport, lets do it, lets just use the word intent and lets just engage in a little double speak here in the legislature now and pretend that we really didn't mandate that. We know that we are doing that, we're doing that for the collective bargaining level playing field all across the State, both municipal and educational. I don't know how we can stand here and say that this is just an intent and that we're not violating our commitment to property tax relief by obligating money up and down the State, particularly in the rural areas that subverts the local control and local collective bargaining process.

The SPEAKER: The Chair recognizes the Representative from Caribou, Representative Edgecomb.

Representative **EDGECOMB**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. And in conclusion. Many teachers and most school boards would prefer that we send the salary money to the school districts and allow the negotiations process to proceed and that money be distributed that way. I will be voting red on this item.

The SPEAKER: The Chair recognizes the Representative from Hodgdon, Representative Sherman.

Representative **SHERMAN**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. In conclusion number two. I would nominate either the Representative Bowen or Representative Millett to be the new Commissioner of Education. Thank you.

The SPEAKER: The Chair recognizes the Representative from Kennebunk, Representative Babbidge.

Representative **BABBIDGE**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. There are a lot of teachers here in the body and I'm sure that we could all tell stories about what our first salaries were at the time that we became active in the profession. I've known I wanted to teach since sixth grade, but my first experience wasn't a rural school. To me, I had some concerns about this bill originally, but they have been alleviated with the more discussion that I've had. I'm a suburban teacher who I think, in this case, is advocating for rural teachers. I think this is going to be good for rural kids. It seems to me that one of the concerns that I've had that I know that rural schools have varying contracts, some that would be affected differently by a change in the base. The fact of the matter is, whether they have increments in the steps of their contract based on a numerical amount or whether it's a percentage of the base, if we have seven teachers \$1,000 under \$27,000 in one district and \$7,000 in another despite the differences in those contracts the amount of initial money provided by the State is going to be the same. That contract will not be changed as far as those obligations until the contract is renegotiated. Now will there eventually, whenever that contract expires and is renegotiated, will there be an upward impact

perhaps of having the newer base established by the State, yes probably. I'm not sure that that's a bad thing; the salaries that are going to be reflected by the new contract will be also used by EPS to adjust whatever State allocation is made in the next cycle. So it seems to me that the great concern that I think I'm hearing from some is not going to take place initially and that this is an opportunity for old teachers, like myself, to support newer teachers who are just starting out and perhaps trying to support a family and so forth. It was a wonderful thing for this South Portland kid to get a chance to teach in Greenville, Maine and I would like to think that it was a good thing for Greenville, Maine. I'm hoping more of that will happen with a minimum wage, you might say, an entry level wage, that is going to be better for that young professional. The last thing that I would like to mention for you is that a comparison in my experience. When I was Department Chair and I have to admit that I was pretty much The Department at the small school, when I had a summer vacancy I might have four or five applications in this rural school. When I became a flatlander in 1981 and went to a larger system, I had a hundred applications every time there was a vacancy. It seems to me that this could be a good thing for rural education, a good thing for rural teachers, a good thing for beginning teachers and good thing for rural kids. I urge you, support this. Thank you.

The SPEAKER: The Chair recognizes the Representative from Sabattus, Representative Lansley.

Representative **LANSLEY**: Mr. Speaker, may I pose a question through the Chair?

The SPEAKER: The Representative may pose his question.

Representative **LANSLEY**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. If it's indisputable that the projections for 07-08 are \$2.1 million, approximately and if the legislature does not have the money to pay that \$2.1 million who then will pay that \$2.1 million to be in compliance with the law?

The SPEAKER: The Chair recognizes the Representative from Dennysville, Representative McFadden.

Representative **McFADDEN**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. I'm not against teacher's salaries, but there's a case of where the money is coming from two or three years down the road. I know teachers have a hard day and a year in front of them. I know most people think they work from eight in the morning until two in the afternoon, I know differently because I was in education administration for 36 years. I know they have lesson plans, they have in-service and they have to gain six credit hours every five years and so forth and so on. Well, I'm really concerned about the towns and the money as my good friend from Crystal just mentioned. I'm in a district where the labor market is 85% for general purpose aid, which doesn't help in any of my schools, but there's a couple things I just want to mention. A spread sheet came out two years ago from EPS where the local foundation allocation was 8.25 mils, a second one came out, I believe it was February 2nd or 3rd of this year where it had dropped down to 7.6 mils, approximately a 2/3rds of a mil drop in the local foundation allocation. It looks to me like once this bill goes through in two years down the road when the towns pick up the tab, under EPS this local foundation allocation is going to rise again. What it looks like to me is the property taxes are going to soar against what LD 1 dictated back before. Now the other thing it's an unfunded mandate for the towns, another one that's happened over the years and the third thing that Representative from Waterford just mentioned is the people voted for 55% cost of EPS for the State to pay and now here we are, we're not fulfilling this we are only up to 50%, I believe at this time and then we are trying to raise teacher's salaries. I want the teachers to be paid more there's not question about it, they deserve it, but

when it comes down to the towns paying for it they just can't do it. I really can't vote for this. I'd like to see them have the raise, but I can't vote for it. I guess I want may cake and eat it to. Thank you, Mr. Speaker.

The SPEAKER: The Chair recognizes the Representative from Blue Hill, Representative Schatz.

Representative **SCHATZ**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. Two things, one there was a question posed to the Chair a little while ago, I'd like to hear the answer to that as well. Also, I'd point out to my good friend Representative Babbidge, the implications to the smaller schools the rural schools we're hearing a lot about of the upper pressure on the wage structure of other teachers and other staff in a school. The school boards will have to debate amongst themselves, how to get the money, if they should go to the town to the tax base and get the additional money. In most cases because you know we're capped and we don't want bring in more money than required and they will find the situation where they will try and keep the budget within the cap and what they will end up doing is decreasing services to the students. So this will be a bad thing for the education in rural areas. You'll have classroom sizes increasing, the number of students in the classroom, not the size of the room itself, sorry about that. You'll find an erosion of education just as you'll see an erosion of the commitment we've given through LD 1 for property tax relief which this is just another increment of that kind of intrusion on the promise that we made earlier. So I would hope that some of us change our light and go red on this, please.

The SPEAKER: The Chair recognizes the Representative from Mars Hill, Representative Lundeen.

Representative **LUNDEEN**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. Not all young teachers are leaving the State. We have two new young teachers that were graduated from our school that have jobs this year in our local school. They're there because they choose to live there. I would like to see the negotiation left locally, it seems to be working. Everyone in this room knows that the teachers deserve more money. I don't think it's the time for more money. Let the local people decide that, they know, our superintendents know what their districts need, they deal with it daily, they do the budget for their school. Of all the school superintendents that I have talked to in Aroostook County, and I've talked to most of them, are against LD 1381. What does that tell you? I will be voting red.

The SPEAKER: The Chair recognizes the Representative from Biddeford, Representative Twomey.

Representative **TWOMEY**: Thank you Mr. Speaker. Mr. Speaker, Men and Women of the House. I've heard about the two Maine's, but I'd like to tell what my superintendent, back home in Biddeford, southern Maine, 20,000 people in Biddeford, has told me when I called her. I said you know I support education; I support teachers, I'm on record doing so. I said I have a very hard time with this. She told me Joanne, I'm looking at my budget and I will be losing \$800,000 and I will be forced to let some teachers go. I said you sure you know about the formula, because they are telling me that you, you know superintendents are probably not getting this. We went back and forth, we had this dialogue and she said, I'm telling you Joanne that we are going to be losing \$800,000, it's because of the EPS model, it's because Biddeford has not made the full commitment to education, I'll be honest about that, but that's what we are looking at. Then I'm looking at the BETR Program that's also going to take some money out of my town. So what do I do when I go back home for people who are calling me and saying I can't afford the gas, I can't afford my oil next winter? I'm going to be

sending them a minus on our budget because of the things that we are going up here. Who doesn't support teachers, who in their right mind would want to vote against this and have to go back home and face it. It's been a difficult situation, but I have to think about everyone in my community, not everyone is a teacher, not everyone is a firefighter, not everyone has healthcare. It's whose the best organized; is this what it's coming down to; who has the most lobbyists in the hall. Who put me in this in this seat, who elected me, whose going to be struggling next year, how do we know what the oil is going to be like next year, what's that cost going to be. It's not the right time. It's not just beginning teachers it's a step-up increase for all teachers. So if it was just focused for the first new year teacher, the people just coming in I could see it and I think that should be negotiated with our local bargaining unit, this is taking this away.

The SPEAKER: The Chair recognizes the Representative from Newfield, Representative Campbell.

Representative **CAMPBELL**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. You know when you listen to one superintendent you're going to get one vote and if you don't listen to all those school teachers you're not going to get those votes.

The SPEAKER: The Chair recognizes the Representative from Allagash, Representative Jackson.

Representative **JACKSON**: Thank you Mr. Speaker. Mr. Speaker, Ladies and Gentlemen of the House. Try and be fairly brief, but you hear a lot discussion about rural schools being affected and all that. I pretty sure that I'll debate with anyone that I'm as rural as anyone in this chamber. Just in the town that I live in there are 200 people, 72,000 acres of land, that's 360 acres for each resident of the town of Allagash. The argument that this hurts rural schools, I don't agree with, you can argue why or anything like that I don't know a lot about the EPS, but we actually do well in the SAD 27 by it for whatever reason. This thing with teachers, in the early 1980s my mother graduated from college with a teaching degree, she was recently divorced from my father and times were tough. Her first year salary was \$14,600 and I never considered myself poor or underprivileged, but those were certainly the toughest times in our lives. She had a four year degree, she was what I would consider a professional and she should have been making more. Years later after I got out of high school and went into logging profession, no education, basically just had to pick up a chain saw and made more money in a short time of the year than she did in after having a four year college education and right up until now I do have college education, but I'm still working the logging field and I probably still make more money than she does after having close to 30 years of teaching in. I just feel that it's an underpaid professional position I don't agree with the arguments that it's going to cause less teachers, bigger classrooms. When I went to school, I make this argument a lot; I went to school at St. Francis and they had a parking spot for every teacher at the schools and there were probably 12 to 15 cars back when I went to school, now you go there and there are cars everywhere. I think now that there are more teachers than ever in our school systems; I don't think this is going to cut back on the amount of teachers. I think these people deserve a little more for a profession that I know personally, I would not be standing here today if it wasn't for a lot of good teachers in my life and I'm more than willing to take whatever consequences there are back home to support these people because I think they deserve it.

The SPEAKER: A roll call has been ordered. The pending question before the House is Passage to be Enacted. All those in favor will vote yes, those opposed will vote no.

**ROLL CALL NO. 546**

YEA - Adams, Babbidge, Barstow, Blanchard, Blanchette, Bliss, Brannigan, Brautigam, Bryant, Burns, Cain, Campbell, Canavan, Carr, Clark, Crosby, Cummings, Davis G, Driscoll, Duchesne, Dudley, Dugay, Dunn, Duplessie, Eberle, Eder, Faircloth, Farrington, Finch, Fischer, Fisher, Flood, Gerzofsky, Glynn, Goldman, Greeley, Hanley S, Harlow, Hogan, Hutton, Jackson, Koffman, Lerman, Marley, Marraché, Mazurek, McCormick, Miller, Mills, Moody, Moore G, Norton, O'Brien, Paradis, Patrick, Percy, Perry, Pilon, Pineau, Pingree, Piotti, Rines, Saviello, Simpson, Smith N, Smith W, Thompson, Trahan, Tuttle, Valentino, Walcott, Watson, Webster, Wheeler, Woodbury, Mr. Speaker.

NAY - Annis, Ash, Austin, Beaudette, Bierman, Bishop, Bowen, Bowles, Brown R, Browne W, Bryant-Deschenes, Cebra, Churchill, Clough, Collins, Cressey, Crosthwaite, Curley, Curtis, Daigle, Davis K, Duprey, Edgcomb, Emery, Fitts, Fletcher, Hall, Hamper, Hanley B, Hotham, Jacobsen, Jodrey, Joy, Kaelin, Lansley, Lewin, Lindell, Lundeen, Marean, McFadden, McKane, McKenney, McLeod, Merrill, Millett, Moulton, Muse, Nass, Nutting, Pinkham, Plummer, Rector, Richardson D, Richardson E, Richardson M, Richardson W, Rosen, Sampson, Schatz, Seavey, Sherman, Shields, Stedman, Sykes, Tardy, Thomas, Twomey, Vaughan.

ABSENT - Berube, Craven, Grose, Jennings, Makas, Ott, Robinson.

Yes, 76; No, 68; Absent, 7; Excused, 0.

76 having voted in the affirmative and 68 voted in the negative, with 7 being absent, and accordingly the Bill was **PASSED TO BE ENACTED** signed by the Speaker and sent to the Senate.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

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The House recessed until 3:30 p.m.

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(After Recess)

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The House was called to order by the Speaker.

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The following items were taken up out of order by unanimous consent:

**REPORTS OF COMMITTEE**

**Divided Report**

Majority Report of the Committee on **TAXATION** reporting **Ought to Pass as Amended by Committee Amendment "A" (H-1078)** on Bill "An Act To Replace Municipal Revenues Subject to Business Equipment Property Tax Exemption"

(H.P. 1452) (L.D. 2056)

Signed:

Senators:

PERRY of Penobscot

COURTNEY of York

STRIMLING of Cumberland

Representatives:

HANLEY of Paris

CLARK of Millinocket

McCORMICK of West Gardiner

WOODBURY of Yarmouth