

# MAINE PRINCIPALS' ASSOCIATION



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*MPA is an Equal  
Opportunity Organization*

**TO:** Committee on State and Local Government  
**FROM:** Maine Principals' Association Legislative Committee  
**RE:** Neither For Nor Against LD 674: An Act to Create a History Education and Learning Mobile Unit Within the Maine State Archives  
**DATE:** 3/19/25

Senator Baldacci, Representative Salisbury, and distinguished members of the Committee on State and Local Government. My name is Dr. Holly Blair, and I am the Executive Director of the Maine Principals' Association – Professional Division. The MPA represents more than 700 PreK-12 principals and assistant principals, CTE Directors and Assistant Directors, and Athletic Directors of public and private schools in Maine.

The MPA Legislative Committee is neither for nor against LD 674. While we support the concept of a mobile unit that could bring high-quality history education to schools across Maine—particularly those that may not otherwise have access to such resources—we have concerns about the funding and equitable access to this initiative.

A mobile unit could serve as a valuable educational tool, expanding learning opportunities and enhancing curriculum in districts that lack robust history education programs. This could be especially beneficial for rural schools or those with limited resources to provide specialized instruction in history and social studies.

However, the implementation of this program raises concerns about equity. Not all schools may have the opportunity to access the mobile unit due to scheduling constraints, geographic challenges, or logistical limitations. If the funding for this initiative comes from the general fund, schools that do not receive visits from the mobile unit would still be contributing to its operation without benefiting from its services. This creates a potential funding imbalance, as resources are diverted from all schools to support a program that may not reach every student.

We encourage further discussion on alternative funding models or additional mechanisms to ensure that all schools can benefit from enhanced history education—whether through the mobile unit or other means. Addressing these concerns will help ensure that the program is both effective and equitable.