

offer you, in as an objective a fashion as possible, some facts about what has been accomplished in these all-important areas of governmental endeavor.

Let us take education as an example. In my message to the General Assembly earlier this year—at the final regular legislative session of my Administration—I said this: “When the history of this General Assembly and this Administration is written, I should not be surprised if the advancement we have made in public education is not set down as our greatest single achievement.” The State has made substantial advances in public education, from the elementary grades through colleges and the University, since I took the oath of office in 1959. For example, in 1964, the General Assembly, at my request, enacted far-reaching legislation making significant changes in the formula and amounts of State aid to the communities for public education. The *Maryland State Teacher*, the official publication of the Maryland State Teachers Association, said of this program: “it will be long remembered as a milestone in Maryland Education.” Salaries of teachers in the State have risen steadily over recent years, and according to a report published by the National Education Association, Maryland ranked ninth among the States of the Union in the average pay of teachers. Starting in 1959, when the State appropriated \$6,800,000 for construction in local school systems, this Administration distributed a history-making total of \$85,782,509 in a seven-year period for elementary and secondary schools and at the close of 1965 saw the actual construction of 8,500 new classrooms. Our record in the area of public higher education is no less impressive. In my first budget, I asked for, and received, a record \$26,900,000 operating budget for higher education. These funds have been increased steadily over the years and reached an unprecedented \$60,698,348 for the fiscal year under which we are now operating. And these figures do not include the \$118 million dollars in capital funds which have been appropriated for the construction and improvement of buildings, dormitories, libraries, classrooms, laboratories and other facilities which have changed the face of college and university campuses throughout the State.

Perhaps the most significant development in public higher education in our time came with the establishment of what has been called the “tri-partite system”. The three parts of which are: (1) The University of Maryland, with a greatly enlarged and improved program; (2) the State colleges, comprised of Morgan State College and the former teachers colleges converted to colleges of the arts and sciences, and (3) the community colleges, vastly expanded and with