
EDUCATION

The impact on educational thinking of the Soviet Union's launching of Sputnik was keenly felt during the period 1959-1962. Governor Tawes frequently expressed the need for an in-depth examination of the State's educational institutions to determine ways of improving their programs. He believed in a philosophy of education fitted to the needs of the individual rather than the state. Consequently, while science and engineering were essential, the search for truth in the humanities was of primary importance. He also favored developing progressive programs of vocational training for those unlikely to seek higher education.

Early in his first year as Governor, he espoused the need for greater State participation in education at all levels. He appointed study commissions to examine the State's role in support of the public schools and in higher education. He favored a strong partnership of State and local governments in financing the public schools with the State's responsibility increasing as student enrollments in urban areas moved sharply upward. On the controversial aspects of financing and the sharing of State funds with other State programs, the Governor attempted to balance the needs of public education with the strong demands for improvement in other areas, such as mental health.

Governor Tawes frequently expressed pride in the growth and accomplishments of the University of Maryland. He viewed the overseas program as an outstanding contribution to the Nation's armed forces. In dedicating a building at College Park, he pointed out that the greatest returns come from investments in higher education. His budgets during his first term of office showed consistent increases for the University of Maryland. Capital expenditures for the University averaged approximately one-fourth of his total capital budget during this period.
