

and leadership of the other. A struggle for ascendancy in military strength and in economic output was inevitable. It is a struggle in which we find ourselves embroiled today.

The rapid advancements made by the Russians in science and technology took most of the world by surprise. The launching of the first earth satellite, the first rocket moonstrike and other achievements in the exploration of outer space convinced the peoples of the other parts of the world that the Russians were not just boasting in claiming that they possessed the knowledge and the resources to become a dominant force. How had the Soviet Union, a few years ago a backward and illiterate nation, accomplished so much in such a short time? In most minds, the answer was education, and the immediate reaction in this country was that we should have to quicken the pace in the education and training of our citizens if we hoped to escape the mastery of our enemies. No responsible person today would dispute the fact that we are compelled by these circumstances to expend our best efforts in the improvement of education.

Much criticism has been leveled at our system of education in this country as a result of the Russian accomplishments. This criticism is aimed at both the quality and the quantity of the education we are offering. There is no doubt in my mind that we must do more than we have done, but I do not believe this will require drastic alteration of our educational system. The system of public education we have established, in my opinion, is a good one. The dominant feature of our educational system in Maryland is the apportionment of authority and responsibility between the State and its political subdivisions. This partnership arrangement under which the State and local governments jointly support and operate our public schools has worked well and should, in my opinion, be retained. The platform on which I ran for Governor embraced the policy of joint responsibility, the principle I adhere to in my personal philosophy. On the principle, most Marylanders are in accord, but there is likely to be a wide divergence of opinion on the details of its application.

The question of State and local support and participation in public education is a complicated issue, and many difficulties remain to be ironed out before we have attained the perfect partnership we desire. There is disagreement on the amount and extent of State participation, although there is very nearly common accord that local communities cannot bear the burden alone and that substantial contributions must be made by the State if we are to continue our progress in the instruction of the people. But these disputes, I am convinced, can be settled without difficulty if all