

of us work together toward a common purpose, with mutual respect for the opinions, judgements and motives of one another. All of us recognize that we are going to have to spend more money, locally and at the State level, on public education in Maryland.

If we make the kind of progress that is demanded of us by the conditions in which we find ourselves, we are going to have to do more than that. For the expenditure of money alone is no guarantee of success in any undertaking. I recall in this connection a statement made by Adlai Stevenson. "We Americans," he said, "have a penchant for believing that sufficient inputs of energy and dollars can solve any problems." The point he made was that spending and the exertion of energy are not synonymous with progress. Of course, money and effort are necessary for most of our endeavors, but they do not necessarily spell success.

A venerable and respected magazine of opinion currently is publishing articles in which professional educators are discussing a product of our schools—the inability of students in high school and college to write. One of the authors expressed the opinion that our whole civilization might go into eclipse if this condition is not corrected. But problems such as these were better left to the experts—to the men and women whose professional training and experience render them capable of solving them.

Our public schools should remain forever free of partisan politics, and government should interfere as little as possible in the operation of our school system. But education in this country is a primary function of government, and therefore it is of primary concern to those of us who hold public office. Public education is the biggest single undertaking of the State of Maryland. Of the total appropriation of \$204,784,589 in general funds in the budget for the current fiscal year, \$116,315,340 is earmarked for the education of our people. This represents 56.8 per cent of our total general fund expenditure.

Several factors govern the extent of the State's participation in the partnership responsibility for public education. In the first place, our educational needs must be weighed against other requirements for services—public health, public welfare, roads, prisons and so on. Secondly, we must make certain that the amount of money we spend does not jeopardize sound governmental financing and does not exceed the capacity of our citizens to pay taxes. Difficult decisions are involved in determining how far we are to go in public education or any other public service.