

this opportunity to speak to a group which is gravely concerned, as so many of us are nowadays, about the problem of enlarging and strengthening our system of higher education to meet the requirements of the new era in which we live. Your chairman has suggested that I address myself today to the subject of "Higher Education in the State of Maryland." Any approach to this problem must begin with the assumption of a rather frightening statistic—the knowledge we have, based upon the best information available, that the demand for college and university enrollment will double in this decade . . . .

During the first year of my term, the General Assembly, wisely acknowledging that planning the future of public higher education was essential if we are to meet our obligations, authorized me, as Governor, to appoint a commission to review and appraise the growth and expansion of the University of Maryland. I did appoint such a commission, and named as its chairman Mr. Edwin Warfield, 3rd. The commission reported to me last year, and in its report recommended, among other things, that state teachers colleges located at Towson, Frostburg and Salisbury be converted to general state colleges under the jurisdiction of the Board of Regents of the University. All of you, I know, are conversant with occurrences connected with the Warfield Commission recommendations. Strong opposition was applied by the State Board of Education, and some other groups, and the recommendations were not adopted at the 1961 session of the General Assembly. The crux of the dispute, you will recall, had to do with organization, with jurisdiction, with what kind of organization was to be set up and who would control it. The principal argument advanced by the opposition was that the plan proposed by the Warfield Commission would tend to weaken our program of teacher training at a time when we most need more better-trained teachers.

Well, it certainly never was my intention, and I am convinced it was never the intention of the members of the Warfield Commission, to do anything that would in any way hamper or impair our program of teacher education. In times such as these, it would be criminally irresponsible to advocate a program which might produce such results.

Proponents of the Warfield program believed simply that they were following sound, progressive trends in modern public higher education. These trends were described in an article written by a noted educator, Dr. Alonzo Grace, professor of education and associate dean of the New York University School of Education. Said Dr. Grace: "Within the past five years the organization of higher education has changed substantially. The one, two or even three-year normal school, once common in