

alienate, no despotism can enslave. At home a friend, abroad an introduction, in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius."

Education is an attitude, an appetite, an approach to life. Education is a continuing process unlimited in time, unrestricted in content. Above all, education is a universal, intrinsic value and the integral means to assure continuous social, economic and political progress.

In our particular political system, with a Federal government responsible for national security, education is the first function of the State. This awesome duty immediately and intimately affects every one of us here tonight. For here are gathered the men and women who determine the policies which have a direct effect on the quality of our State's education and a profound impact upon the character of our State, the type of person we will attract to Maryland and the kind of citizen we will develop to govern it.

Policies give shape to present programs and direction to future plans. But even policies are a product preceded by philosophy and it is this subject which I wish to explore tonight. For it is within the power of your present state of mind to influence the future State of Maryland.

What is your attitude toward education? What does education comprise? What intellectual priorities do you set? What are the roles and the goals of our public school system? Ostensibly, these appear rhetorical questions. Yet when we probe deeply and incisively into the subject, I believe we will arrive at some surprising conclusions. I hope that we will discredit some prevailing myths and develop new attitudes.

Before we can decide what education should comprise, we must define what it is to be educated. In the words of Peter Peterson, I believe, "we have really educated a person when he functions at his *full potential* as a human being in the kind of world *he* (not we) will be living in." The kind of person who has a real appetite for the future, who not only accepts change but welcomes it; the kind of person who is sensitive and appreciative of his environment and not alienated by it; the kind of person who desires to be not only a good but a great citizen.

Formal academic training, the traditional three R's, is of course essential to achieve this objective. Without the development of basic