

No weight counts more than excellent teachers. While we may point with pride to the exciting technological advances designed to expedite the educational process, these are supplements to and not substitutes for the human element. Your conscientious participation in the P.T.A. indicates your recognition that there is no substitute for the dedicated parent, that the State and school may do much but the home must do most. This same principle may be extended to apply to our teachers. A good teacher is our greatest educational force, our primary source of intellectual discipline and stimulation.

Sometime in February 1969, if our target date holds as scheduled, a fifth weight will be added to the scale, when Maryland's Educational Television Station begins to broadcast. The ultimate potential of ETV is as yet unknown but it cannot be underestimated. Open circuit ETV will be an asset to every classroom, an aid to every teacher, a dramatic source of stimulation to every student. Master teachers, community and world leaders become readily available lecturers via video tape. ETV will be equally valuable to further adult education. ETV can reach the illiterate adult, ashamed or frightened to enroll in classes. ETV can reach the aged, the physically handicapped, the prisoner whose rehabilitation may depend upon a high school diploma. While ETV is not the ultimate weight, its potential is exciting and its possibilities nearly limitless.

The great wealth and diversity of teaching material, media and techniques are weights that count. In Palo Alto, California, children are being taught reading by a computer. Other teaching machines and instruction devices developed within the past two years are being tested with great success in many states including Maryland. These technological advances applied sensibly and sensitively are valuable supplements.

The extraordinary improvement in school construction is a weight that counts. We are not only building bigger schools but better ones — buildings designed to accommodate and adapt to diversified educational functions. Better than 75 percent of Baltimore County's students attend schools built or renovated since the Second World War. Yet we are challenged to make this weight a uniform benefit. Baltimore City still must rely upon at least fifty buildings constructed at the turn of the century. Many counties have been compelled to utilize obsolete and overcrowded facilities. Fiscal reform has produced almost \$22 million in *additional* State aid for school construction and Baltimore City received a special \$5 million grant. These measures should not only expedite essential school expansion but assist in the replacement or renovation of our antiquated schools.