

Each of these weights counts to some degree. Each of these weights tips the scales to the advantage of Maryland's students. However, there are other weights which can and should be applied.

John Lubbock, the Lord Avebury, wrote: "The important thing is not so much that every child should be taught, as that every child should be given the wish to learn." Today as never before this principle must guide our educational policies and programs.

We live in history's most exciting, challenging and formidable moment — the era of the knowledge explosion. In the last twenty-five years, mankind has acquired more scientific information than in all previous history. Ninety percent of all the scientists that ever lived are alive and working today. Emerging evidence indicates that seventy percent of all knowledge destined to support our present students during their lifetime is as yet unknown and undiscovered; that a student expecting to earn his livelihood with his hands will have to learn new techniques at least *six* times before his retirement.

Thus we cannot hope to provide our students with sustaining skills, secure technical truths, constant or comprehensive knowledge. But we can provide them with the attitude to adapt, the confidence and courage to accept rapid change, the ability to continuously learn, the emotional security to regard change as an exciting challenge.

The first responsibility rests with you, the parent. Comprehension and confidence, an attitude to accept change and an appetite to constantly learn can best begin in the cradle not the kindergarten. We must prepare our children to cope with the pressures and anxieties that have become commonplace.

Educators and parents must search for new methods of encouragement so that making mistakes is not equated with failure. Teacher and critic of the American school system, John Holt, has blamed the child's dread of school and reluctance to question or experiment upon our present system which penalizes error with failing grades.

As never before, our children will depend upon education for economic survival, on continuing education for economic security. Therefore, their attitude toward school must be one of joy and not terror. We cannot tolerate any elements within our school system which discourage or alienate our children. The pernicious drop-out problem, the prevalence of student discontent, the undergraduate use of drugs, even the hippie movement are manifestations and symptoms of existing flaws and failures which must be eliminated.