

services as education, health and welfare. Reporters and headline-writers find it hard to build enthusiasm around dry-as-dust appropriation figures, but the public ought to know that these figures are significant in that they mean the education, the health and the general welfare of the people are not being neglected. In the general-fund which I submitted to the Legislature, for example, 84 per cent of the total appropriation was for these purposes — health, education and welfare. For public education, it was 52.9 per cent for health, including mental illness, 20.5 per cent; and for public welfare, 10.7 per cent. It should be noted, too, that in all these areas substantial increases in the money to be spent have been allowed, nearly \$5 million, each, for educational and related purposes, for health and hospitals and for public welfare, including training schools and camps. These, as I have indicated, are dry and dull figures which may have escaped you as you read your newspapers or listened to or watched the news broadcasts on your radio and television sets. But they are important to you and should not be ignored when you attempt to pass judgment on the successes or failures of the 1965 General Assembly session.

At the end of the session, Dr. James A. Sensenbaugh, the State Superintendent of Schools, spoke of what he termed “significant” educational legislation which will benefit the school children of Maryland for “many years to come.” He listed specifically these measures:

1. A \$10,000,000 appropriation to help local school systems in the construction of facilities for vocational education.

2. A \$5,000,000 appropriation for the construction of public regional community colleges.

3. An increase in the State’s share of support for community colleges, from \$225 per student to \$300 per student, effective, in the fall of 1966.

4. A bond bill to lend local school systems \$50 million for school construction, plus the authorization through local legislation of \$48 million more for the same purpose.

5. A measure expanding and improving the State’s scholarship program, with a “more equitable reimbursement” to participating colleges and the addition of five colleges to the program.

To this I would add that larger faculties, with better pay for professors and instructors, have been provided, through legislation adopted at the session, for the University of Maryland and for all of the State-supported colleges. No teacher at any of the institutions will