

difference between the majority and the minority report.

It is also a little difficult to discuss this first amendment without reference to the one to follow, which I believe includes the other proposition. This seems to be confined pretty largely to the state institutions of higher learning in the second part of the amendment.

Delegate Lord has stated in the clearest and most cogent fashion the objections to the Majority Report. As I see it, that report attempts to freeze in the constitution the managerial system as it presently exists, and also attempts to give independence and physical independence to at least three different state institutions of higher learning.

That seems to me not only to violate the constitutional principle that we should have only three branches of government, but it also attempts to give complete autonomy in how funds are expended to what is essentially a branch of the executive government.

That seems to me to be very unwise, and by spending money on one particular project, they make it necessary for the legislature to raise money to accomplish some other purpose.

In short, there are many objects of government concern besides that of education which have equal demands; and the final judgment must always rest, it seems to me, with the legislature.

On the matter of the independence of the three boards, we know that for years, some years, there has been a great rivalry between these boards, and that it is still unresolved. Any attempt to solve it would be defeated by adopting this constitutional provision, but over and above that, it seems to me most unwise to attempt to freeze in the constitution a managerial system which, whether good or bad, certainly should be left open to change as the future may require.

We are in a period of great change, not only social change, almost amounting to revolution, but great change in science and other discoveries which are altering the face of the earth; and to attempt to cast the system of education in a fixed mold at this particular period in history seems to me to be most unwise.

This is one field where the maximum flexibility should exist, and it seems to me that the Minority Report has met that

problem in the wisest way, by stating generally the policies and objects of the constitution, but leaving the ultimate solution of those problems to the representatives of all the people.

THE CHAIRMAN: Delegate Wheatley.

DELEGATE WHEATLEY: Mr. Chairman, this time I yield six minutes to Delegate Kathleen Robie.

THE CHAIRMAN: Delegate Kathleen Robie.

DELEGATE ROBIE: Mr. Chairman, no one here will say that we are against education. That would be like saying as we have so many times, we are for sin but against motherhood. I have heard some people say they are not for so much motherhood, and birth control should not only be made mandatory, but retroactive; but since we have this motherhood and motherhood produces children, we are going to have to educate them. Besides being a mother, and a grandmother of seven, I am also one of the seven members of the State Board of Education, and before you discount everything I say as coming from "The Establishment", let me tell you that I have formed my opinions on education after twenty-five years of grass roots digging for improvement in the schools of our State.

I have served as the State President of the homemakers, and then as State President of the Maryland PTA. In these voluntary jobs, I have made my first trips to Annapolis, urging the legislature to support school appropriations; and we were able to get Governor Tawes as a staunch ally. When a vacancy occurred on the State Board of Education, he asked me to serve.

During the same time I have been the program service chairman of the National Congress of Parents and Teachers, the largest volunteer organization in the world, and a director at large of the National Association of State Boards of Education. I tell you this only because I have been out digging to try to find those new explosive ideas, and I visited schools all over the United States and in several countries in Europe and had a wonderful opportunity to compare Maryland's education system with that of other states.

But I would be the last one in the world to ask that any one program or method be frozen into education.

The basic concept that has made a difference in European education and in ours