

Equal opportunities for all will conserve our human resources, since intelligence, ability and talent are found in all economic classes. Second, educational opportunities will create further taxpayers instead of future welfare clients.

Friends, in this 1967 Constitutional Convention I would like you to remember what we plan for is not for today, not for tomorrow, but for the tomorrows beyond the horizons. We should not think of this equal education solely from the point of the annual expense, nor solely from the problems involved, but as a possible investment which will resound to the benefit of the people.

THE CHAIRMAN: Your time has expired.

DELEGATE BEACHLEY: Can you give me one more second or so?

DELEGATE WHEATLEY: Mr. Chairman, I yield another two minutes to Delegate Beachley.

DELEGATE BEACHLEY: I will not need that much.

THE CHAIRMAN: For what purpose does Delegate Mitchell rise?

DELEGATE MITCHELL: A point of personal privilege, or parliamentary inquiry, or just a plain request for courtesy to an outstanding educator in this State, Delegate Beachley. I think we have been very discourteous.

THE CHAIRMAN: Delegate Beachley.

DELEGATE BEACHLEY: Thank you, Delegate Mitchell. Thank you.

This Maryland Constitutional Convention cannot avoid the obligation of carrying the landscape which it is now costing. I urge that you support the majority on its proposition for equal educational opportunities and vote against the amendment.

THE CHAIRMAN: Delegate Lord.

DELEGATE LORD: Mr. Chairman, I will yield three minutes to Delegate Borom.

THE CHAIRMAN: Delegate Borom.

DELEGATE BOROM: Mr. Chairman, fellow delegates, the only thing I could think of when I saw the Majority Report was that this is a game that the Committee was playing with us, and I hate to be discourteous because I think really the Committee was honorable in its intent; but I think it is misguided.

It may seem a little bit unusual for me to stand here and speak against reference to equal education and opportunity. However, as I see it, the use of the phrase, equal educational opportunity is a misnomer, and it is misleading in its ultimate impact.

Every individual, at least allegedly, is born with an equal right to the opportunity structure of our society. However, culture, environment, life's circumstances with which individuals are confronted because imbalances or varying levels of readiness to engage in a formal educational program and created differences. Head-start programs funded by the federal government emerge from the recognition of the above. The many seasoned teachers we have here are certainly aware of the intelligence tests, et cetera, to determine the varying levels of readiness and capabilities that you have among your students. I would suggest that we talk about equal educational opportunity.

I can only think of dollars and cents and the amount that would be demanded that every student within the State of Maryland have spent on him, and I almost certain that in dollars and cents the demand when we talk about equal educational opportunity would be that no more dollars be spent on one child than another. I think the educational system ought to be free to determine what each child needs in order to achieve his maximum potential capacity, and then spend the dollars in that way. It means you may have to spend a thousand dollars on one child, or a series of children in certain economic or cultural levels, and you may have to spend five hundred on others, but I think this ought to be freedom without reference to the misleading phrase such as equal educational opportunity in the constitution.

This past June I had the good fortune of spending ten days, including working Sundays and evenings, in a workshop comprised of educators from all parts of the country; and one of the things we dealt with was the question of educational disadvantages. It became quite clear in that workshop that one thing that the educational systems throughout the United States failed to do was to take into account the need to expend those funds as needed to bring each child up to the maximum of his potential.

THE CHAIRMAN: Delegate Wheatley.

DELEGATE WHEATLEY: Mr. Chairman, I yield one minute to Delegate Bamberger.