

THE CHAIRMAN: Delegate Pullen, you have time for one more question.

DELEGATE PULLEN: I have two of them. I will ask one now and the other one later.

Do you know what Tallyrand said when he said that war is too important to be left to the generals?

THE CHAIRMAN: Delegate Lord.

DELEGATE LORD: I assume that he meant exactly what he said, but I would appreciate your interpretation of it.

THE CHAIRMAN: Delegate Pullen.

DELEGATE PULLEN: That is what I was hoping you would ask because we have heard Tallyrand prostituted the other day in the field of education. What Tallyrand meant, sir, was this: war was so important that the generals should not interfere with what the politicians wanted to do.

I hope that is not too subtle with respect to the comment we heard the other day that education is too important to be left to the educators.

THE CHAIRMAN: Delegate Bard.

DELEGATE BARD: If this proposal were to go through, I think it would be a great moment in the history of our education in Maryland and would enforce the Marbury report, the Pullen report, and the Curlett reports which are documents of high esteem in higher education; it gives the colleges the flexibility they need and the stature they deserve.

THE CHAIRMAN: Are you ready for the question?

*(Call for the question.)*

The question arises on the adoption of Amendment No. 9 to Committee Recommendation GP-6.

A vote Aye is a vote in favor of Amendment No. 9. A vote No is a vote against.

Cast your votes.

Has every delegate voted? Does any delegate desire to change his vote?

*(There was no response.)*

The Clerk will record the vote.

There being 124 votes in the affirmative and none in the negative, the motion carries. The amendment is adopted.

That concludes consideration of sections 6, 7, and 8. We proceed to a consideration of

section 9. The Chair recognizes Delegate Wheatley, Vice-Chairman of the Committee.

Delegate Case.

DELEGATE CASE: Mr. Chairman, a point of personal privilege.

THE CHAIRMAN: State the privilege.

DELEGATE CASE: Mr. Chairman, because so much has been said to the members of this Convention with respect to the subject we have just happily disposed of, and because I think there has been in some cases misconception and in others a misunderstanding about the position of the University of Maryland in regard to it, I should like to state, if I might briefly, that position.

THE CHAIRMAN: You may proceed.

DELEGATE CASE: Mr. Chairman and ladies and gentlemen of the Convention, as you all must know by now, I approach you in this particular light not as an impartial observer, but as, I suppose, a special pleader. I am a member of the Board of Regents of the University of Maryland, but my interest in the university long antedates my appointment to the Board in 1960. I was a graduate of the undergraduate school in College Park and of the law school in Baltimore. I taught at the law school for fifteen years and I lived the first twenty-two years of my life within the shadow of its gates and it is for this reason that I would like to talk with you just for a minute about the meaning of the right of fiscal management which has sometimes been called autonomy, what it is, and why the university sought it at this Convention.

In the first place, we are not talking here about autonomy in the usual definitional sense. Autonomy means the right of self-government and at no time did the university request this kind of right. The right to manage the fiscal affairs of the university and only that right was sought by the Board of Regents. The right did not cover, as has been suggested to me from time to time, the right to deal in capital expenditures.

The right did not cover as has been suggested to me from time to time the ability of the governor to cut the budget of the University of Maryland if he thought that he should do so.

The right did not include, as has been suggested to me more often than not, a prevention of the General Assembly from