

1 agreement. Maryland has often been the forerunner in
2 educational matters. Much more, however, must certainly
3 be done in this respect.

4 It is at this point that the majority feels the
5 minority is mostly incorrect in its interpretation. The
6 terms of Section 2 in no way mandate free public educa-
7 tion at all levels. In fact, this specific question was
8 raised in the committee and was specifically rejected.

9 We in no way mean to include a mandate of a basket-to-the-
10 casket approach of free education. We believe, instead,
11 that mere references to anti-discrimination are not suffi-
12 cient. These are negative in approach and very limiting.
13 Equality of educational opportunity cannot be measured
14 purely in terms of number of dollars spent per child for
15 books purchased or schools built. It must be judged
16 instead in terms of the end product of the system. The
17 child who has completed that degree of formal education
18 offered him by the State and at that point we must
19 evaluate his ability to cope with the problems of the
20 society. The determination of equality or inequality of
21 development will point up the opportunity which has been