

possible in the case of management by either legislative or executive chosen at frequent intervals for functions and because of qualities and activities vastly different from those which qualify for an institution of higher education."

(*First Vice-President James Clark assumed the Chair.*)

DELEGATE J. CLARK (presiding): Delegate Wheatley, you have five minutes.

DELEGATE WHEATLEY: Now, I would like to point out here, as the minority has argued, that a university need be autonomous only in the scholarly phases of its operation. The so-called nonacademic activities can be externally regulated without the risk to educational integrity. But the demonstrable fact is that virtually every activity on a college campus has academic implications. What is more, the committee study has clearly disclosed that intervention of state agencies into ostensibly nonacademic areas can quickly penetrate to educational policy. And I might add here another statement that is very apropos. Higher education by its very nature is one of the most controversial of all activities. Sometimes criticism is merited. But this is not the type of thing that should completely upset the entire educational system. We are talking here about real academic freedom, a college or a university damaged by arbitrary state intervention bears the wounds forever. We believe that our recommendation carries out a tripartite concept. It does not give them blank checks. They go through a normal budget procedure. They only are able to spend their funds after they are allocated.

We provided for advisory council to advise on these areas. I would like to summarize by comparing the constitution of a free government with those in foreign countries, more totalitarian in concept. Such governments have a constitution that provides lofty concepts of legislative, executive and judicial freedom often coupled with the "right to vote" and high sounding dedication to education, but I submit the real difference is the actual academic freedom and the nonpartisan political policies of its schools that differentiate it from the pseudo systems which they seek to espouse.

We have enforcements of our Majority Report from the PTA's of the State, the superintendents of the local school boards, the University of Maryland, the state colleges, the community colleges and many other groups.

I would like to submit to you that education is not a sacred cow, but rather a sacred trust to be preserved for future generations. It is the obligation to pass on unfettered knowledge to succeeding generations and to stimulate new ideas and creativity. The majority position can best be summarized by saying that it advocates school boards on all levels composed of fellow citizens who are not on the one hand professional educators and who can thereby feel free to criticize and promote the programs in the schools and on the other hand not being relegated to be professional politicians responsible for all areas of government, they can freely state the needs of education.

I close with the final quote from the Eisenhower Committee on "*The Efficiency of Freedom*" again, "When freedom of education degenerates into indoctrination it is no longer education at all. A school established as the center of indoctrination becomes a party for political institutions, subject to the capricious whims of those in power. Teaching and learning are smothered and creative thought cannot flourish."

For this reason the majority believes it has attempted to preserve in its recommendations that system which has proven itself through the years, that system which has given Maryland an educational system relatively free compared to many other states of charges of political intervention.

DELEGATE J. CLARK (presiding): There is now a period of fifteen minutes allotted for questions.

Delegate Schloeder.

DELEGATE SCHLOEDER: Delegate Wheatley, in section 2 of the Majority Report you mention equal educational opportunities. Is it the intent of the majority in this sense that equal will mean uniform?

DELEGATE J. CLARK (presiding): Delegate Wheatley?

DELEGATE WHEATLEY: Quite the contrary. We negate this concept as not being true equal educational opportunity at all if I understand your question correctly. We go just the opposite and say you have to measure the end product and not the input. We have to measure what are the results, not merely in the sense of books provided and dollars spent.

DELEGATE J. CLARK (presiding): Delegate Schloeder.

DELEGATE SCHLOEDER: One other question. In section 4, could you further clarify for me under your proposals the