

Delegate Wheatley.

DELEGATE WHEATLEY: I just want to conclude this. Without the complete presentation I do not think my answer would be accurate. I think it is completely unique in that we have established lay boards rather than a single head who runs the various departments quite differently from school boards, and for this reason we do say that education again is not a sacred cow for special treatment. Nothing so far in the constitution that I know of has given education in this State anything it did not have under the existing Constitution, so that there is no special something being built into it until we are now in consideration of this article and we are debating the merits of it.

DELEGATE J. CLARK (presiding): Delegate Pullen.

DELEGATE PULLEN: Specifically, Mr. Chairman, was not this provision written to protect the Baltimore City Board of Education; secondly, was it not specifically rewritten to say that no county may make any change whatsoever in its system if it does not desire it?

Specifically, Mr. Chairman, does not the pension system that Senator James refers to, have anything whatsoever to do with this? In my professional opinion no.

*(Laughter.)*

DELEGATE J. CLARK (presiding): Does Delegate Robey still desire the floor?

DELEGATE ROBEY: Not now.

DELEGATE J. CLARK (presiding): Delegate Wheatley.

DELEGATE WHEATLEY: In answer to Dr. Pullen's question I would summarize by saying no importance, and yes importance.

DELEGATE J. CLARK (presiding): Delegate Johnson.

DELEGATE JOHNSON: I was willing to accept your language or the committee's language in section 2 as largely oratory language. But in your answer to Delegate Schloeder you indicated you meant something quite specific by it when you said it would be measured in the result and not in the input. I find this a little inconsistent with your committee recommendation section 2 and I am wondering if you could expand exactly what you meant in answer to Delegate Schloeder's question and whether or not that is in conflict with the Committee Recommendation section 2.

DELEGATE J. CLARK (presiding): Delegate Wheatley, the time is up but we will allow you to answer this question.

DELEGATE WHEATLEY: I would say your earlier assumption is correct, that the results must be measured in a somewhat nondefinable term and you cannot do it in dollars and cents. It is basically something that must be left to legislative determination as to how much is enough. I think the committee recommendation is again in that nature and my answer would certainly be the same. We are talking about intangibles that are difficult to measure, but yet have evidence that they are based on various occurrences in society, and yet it is not something you can put on the scale and go one, two, three. And I would certainly not want that type of thing put in.

DELEGATE J. JAMES (presiding): The Chair recognizes Delegate Lord.

DELEGATE LORD: Mr. Chairman, ladies and gentlemen of the Convention, I have the honor of presenting the minority report on the subject of education.

As Vice-Chairman Wheatley has already suggested, we were badly split in our Committee, and the vote was eight to seven to report this recommendation to the floor. The vote is now basically unchanged, although as I understand it, it is 7-7 and 1; so this is about as even a split as you can get.

I have been greatly encouraged by the presentation of Delegate Wheatley, because before the minority has even come forth to speak, he has capitulated to a great extent in the great tradition of R&P-2. We are now striking the entire section 3. I lost count of the number of amendments that were consented to, but it seems to me they were in the neighborhood of seven. I hope this momentum continues and that you continue to follow the lead of the minority and strike considerably more from this proposed recommendation.

We are dealing first of all with existing language. The existing Constitution contains 139 words that can be directly attributed to the subject of education. The majority has indicated that they have been impressed and pleased by the progress of education and want this progress to continue in the future, and yet this radical departure from the existing constitutional framework has not been explained at all. Indeed, section 5, which the questions from the floor have indicated is rather inscrutable, is almost as long as the entire lan-