

THE CHAIRMAN: Your time has expired, Delegate Singer.

DELEGATE SINGER: I ask you to defeat this structured establishment of the educational status quo.

THE CHAIRMAN: Delegate Wheatley.

DELEGATE WHEATLEY: At this time, Mr. Chairman, I yield three minutes to Delegate Dorothy Murray.

THE CHAIRMAN: How many?

DELEGATE WHEATLEY: Three.

THE CHAIRMAN: Delegate Murray.

DELEGATE D. MURRAY: Thank you, Mr. Chairman, again my prepared speech is probably going to go out the window just as so many of my other plans. Please let me tell you a little bit about the status quo. If this is how it is, let me tell you, Delegate Singer, how it has worked for me and how many children for the past twenty-five years. I think I have already told you part of my family history. Let me tell you why the school system has worked for that part of my family, as well as for me.

In our present school, we have made many, many changes during the last, well, six years. In our school of twenty-one classrooms we are now providing for three full-sized classrooms for the special learning problem children. These boys and girls have emotional problems, not serious enough to put them in, for want of a medical word, an institution, but these are being cared for by a full-time teacher. We also have the so-called average children, above average and below average in our other classrooms. For all of these children we have the help of a nurse, something that was not heard of a few years ago, under this same status quo.

Another of the advancements that we have made is in the field of physical education. We know that our children need to be developed totally. They need to be developed physically, socially, as well as mentally, and our status quo is taking care of this.

May I digress for a minute and say to the young man, Delegate Lord, who if he be a product of our Maryland system, you have been learned real good, young man, and I think this speaks very well for our education, even though it does not speak well for my grammar. That is something that I have adopted from some of my students.

Now, let me be serious again for a moment. Delegate Blair referred to the three R's. I am sorry, that is the teacher instinct, Mr. Chairman. I have to stop when we are not quiet. This might lose a vote, I think. If the teacher stops, the children get quiet. They listen. We know that the three R's are not enough in our present system, and we have enlarged on this. We have included art, we have included Xeroxing, and this takes us all the way down to the next-to-the-last letter in our alphabet. This is in the vocational field, and I think that this gives you another cross sectional view of what we are doing in our present system of education in Maryland.

THE CHAIRMAN: You have one-half minute.

DELEGATE D. MURRAY: That will give me time enough to wind up with a story that I think you will enjoy.

In one of our fourth grade classes we had a young man who could never sit in his seat, and we have many of those young people; but he was being taken care of by not being tied to that seat as might have happened a few years ago. He was given a chance to go and paint a picture, etc., but one day he was very interested in what had happened. The teacher was teaching the zones, the torrid zone, temperate and frigid zone. She had gotten through the first two zones with the hands waving, and the correct answers given; and she finally reached with very dramatic gestures to the top of the board and said, now, who can tell me what zone this is, and John, bless his little heart, who had not answered a question all year, and I believe this was the month of April, jumped from his seat and said, I do. It is the twilight zone.

Thank you very much.

THE CHAIRMAN: Delegate Lord.

DELEGATE LORD: I yield three minutes to Delegate Gallagher.

THE CHAIRMAN: Delegate Gallagher.

DELEGATE GALLAGHER: Mr. Chairman, ladies and gentlemen, in urging the adoption of section 1 of the Minority Report to replace sections 1 and 4 of the Majority Report, it would seem advisable to address myself initially to the question of approach.

There is no disagreement about the fact that Maryland is committed to provide a more and better public education. The first object of our concern must be the students,