

but boards, administrators and commissions are but the instruments to achieve our goals; and they are not entitled to a higher priority or a greater indulgence than the students themselves. The system and those who keep its hierarchy are not our first consideration. The preservation of the system is but secondary to the achievement and the opportunity for continuing improvement.

My objection, therefore, is against the constitutional language of the majority, which is rigid and detailed rather than flexible and brief. My objection is directed against the philosophy which would make a matter of constitutional language that which has heretofore been statutory, when the entire thrust of this Convention is to render statutory that which has in earlier times been constitutional.

What the majority seeks is to calcify constitutionally the system or the superstructure, but improvement, expansion and a seal for the excellence nowhere here finds the same mantle of constitutional protection which the inhabitants of the system would have for it.

Now, the attempt to reflect geographical diversity in the composition of the Board of Education is one which was discarded sixty-three years ago. The suggestion strangely is that the school board is to serve the land area, rather than the population.

Finally, in providing for constitutional appointment of the superintendent of schools, the majority is adopting language which has served in statutory form for well over five decades.

If there has ever been an attempt to legislate where a few brief sentences would suffice for constitutional purposes, the Majority Report is the most extreme example. It is an attempt to enshrine the status quo, when the entire history of public education demonstrates that experimentation, innovation and flexibility, have been the true tools of progress.

THE CHAIRMAN: Delegate Wheatley, you have three and a half minutes remaining to allot.

DELEGATE WHEATLEY: Mr. Chairman, I yield three minutes to Delegate Kirkland.

THE CHAIRMAN: Delegate Kirkland.

DELEGATE KIRKLAND: Mr. Chairman, may I ask a parliamentary inquiry, please?

THE CHAIRMAN: State the inquiry.

DELEGATE KIRKLAND: When is it possible to amend this amendment, if it is?

THE CHAIRMAN: Submit an amendment to the amendment?

DELEGATE KIRKLAND: May we?

THE CHAIRMAN: This will be in order at the end of the controlled period.

DELEGATE KIRKLAND: Thank you, sir.

Ladies and gentlemen, I would like to say this: I just wonder how many of you would be willing to live in a house without a basic foundation.

I personally think that all the minority report is trying to do is give education some basis from which to grow.

I want you to ask yourself these two questions, or keep them in mind and try to answer them. I have some answers for them. I would like to see if yours are the same.

Can we afford to sacrifice educational excellence by not providing for education a basic foundation from which to grow and expand in this constitution. I submit to you we cannot, when you stop to consider that most of the other states in the Union have so provided for their educational areas a basic structure.

The second question I would like to ask you, and for you to consider in your deliberations, is whether we can afford to leave educational excellence to the whims of the educators and legislators to change educators' directions whenever they want to or see fit. These to me are very important factors in determining your answers.

I do not believe that we can leave, and I am an educator, and educators are just as bad as anyone else when it comes to trying to control the entire educational field. Legislators many times must sacrifice a great deal to support education. I think you could remove them and take them off the spot somewhat by providing a basic structure.

I would like to go to Delegate Lord for just a minute. He stated that he felt that certain areas of ours were backward-looking. Yet in turn he made a statement that he wanted the traditional.

I would like to read to you just a second here a statement by Mr. McGeorge Bundy, when he was asked, "And what about pub-