Has every delegate voted? Does any delegate desire to change his vote?

(There was no response.)

The Clerk will record the vote.

There being 52 votes in the affirmative and 72 in the negative, the motion is lost. The amendment is rejected.

The next item on the debate schedule is consideration of section 2. D e l e g a t e Burgess.

DELEGATE BURGESS: Mr. Chairman, I rise to a point of personal privilege.

THE CHAIRMAN: State the privilege.

DELEGATE BURGESS: I would like to announce the presence in the rear gallery of Miss Dolly Finch, the young lady in the green dress, the daughter of one of our delegates, Delegate Walter Finch, seated in the back row.

(Applause.)

THE CHAIRMAN: The pages will distribute Amendment H, H for Harry — I am sorry — H for Hurry.

DELEGATE E. C. MURRAY: Mr. Chairman.

THE CHAIRMAN: Delegate Churchill Murray.

DELEGATE E. C. MURRAY: A point of personal privilege. I would like to call attention to that posterity for which we are doing this work, in the gallery.

(Applause.)

THE CHAIRMAN: This will be Amendment No. 3. The Clerk will read the amendment.

READING CLERK: Amendment No. 3 (to accompany Minority Report GP-6(A)) to Committee Recommendation GP-6 by Delegates Boyer, Lord, Jett, Key, Singer, E. J. Clarke, and Caldwell.

On page 1 strike out all lines 13 through 15, inclusive, comprising all of section 2.

THE CHAIRMAN: This is a period of controlled debate. Delegate Lord has fifteen minutes, Delegate Wheatley, fifteen minutes. The Chair recognizes Delegate Lord.

DELEGATE LORD: Mr. Chairman, I would like to yield five minutes to Delegate Raley.

THE CHAIRMAN: Delegate Raley.

DELEGATE RALEY: Mr. C h a i r m a n, members of the Convention, I rise to support this amendment, to wipe out entirely section 2, which states, the General Assembly shall provide by law for equal educational opportunities for all residents.

I do so for two reasons: number one, I think it will hurt education because it will have to reduce its impact to the lowest common denominator and number two, because I believe it will be impossible to implement. When you think of what it means to the General Assembly to provide by law for equal educational opportunities for all Marylanders, those words do sound good. I do not think there is anyone in this assembly today that does not agree that this is what we like, what we want to do, but it is another thing to implement it. In fact, it is impossible to do.

I feel and believe that education must be free to let creative influences come and flow through it, and when you have this kind of thing that says everything shall be equal, then where and what happens to the diversity, what happens to the creative influences that we know are needed in education. Then it comes to the problem of meaning. I am sure that if we ask every member in this assembly sitting here today, what equal educational opportunity means for all residents, we will get 142 different answers.

Does it mean complete, total, free education from infancy to the grave? Does it mean that each child must receive the same amount of money for education, regardless of circumstances? Does it mean that the technical school in St. Mary's must offer the same identical type of courses that one does in Baltimore? It injects in my opinion a religious question in here, because it says again, the General Assembly shall provide by law for equal educational opportunities for all residents.

Does it mean that there is going to be a graduate school for all as long as they want it? I can see an enormous amount and number of legal problems. How would it conflict with Baltimore Polytechnic Institute programs, where things are being tried. That is what I am talking about when I say diversity. We try something, when we want to, because, as someone pointed out today, there are new ideas coming today in the field of education, and we must be free to present these ideas. We must be free to try these ideas. This amendment, it seems to me, tries, but in the name of helping education, I think it reduces it, hurts it, and destroys it.

There is one other point that I would like to make. I think, we should get our