

the State of Maryland has to continue to promote or to foster, if you will, or to encourage unequal educational opportunity.

I know what is bothering the delegates: you have the specter of New York in front of you. You do not want to make a constitution that the papers will say is going to cost billions of dollars. I agree with you, but I do think that you can set a policy for this day that no children suffer because another child gets more.

I do not think that this means what you are attempting to read into it. It does not mean locked in education, but it does mean that we would go at it in such a way that we would make an honest and earnest effort to spread the educational opportunities for all children. I think, whether we change the words, and as I sit on the Committee on Style and Drafting I would be perfectly willing to consider this, and I think it is understood on this floor that the meaning of "promote" is to foster, to act in that way that will try to reach toward accomplishing a goal. Not that we want this today or tomorrow, but to reach for this goal, and as such I urge you to accept the majority report.

THE CHAIRMAN: Are you ready for the question? Delegate Bard.

DELEGATE BARD: A parliamentary question. Will we be voting on the so-called Lord amendment or the amendment that was submitted by Delegate Wheatley?

THE CHAIRMAN: Delegate Wheatley has not submitted an amendment. The Committee recommendation has been changed by the Chairman. It is not an amendment to be voted on. It is in that form before you. The question now arises on Amendment No. 3, the amendment submitted by Delegate Lord. Delegate Gill.

DELEGATE GILL: Mr. Chairman and fellow delegates, I would like to speak against the amendment and for the Majority Report.

A few of the delegates referred to dollars and cents. One delegate spoke about the aim of the amendment of the Majority Report. They seem to go together. When Delegate Cardin and Delegate Borom made examples or cited examples, that would prove that we could not have equal opportunity, educational opportunity because of those reasons, those were the reasons that proved that you can have it. It does not say that everybody must have a certain amount of money to spend on them. It does not say they must have the same kind

of education, but it says, "Give them a chance to be educated, equally," and I think this is the least that we can do, to put this in the constitution. We will try to give everybody, regardless of where they live, regardless of their background, an equal chance for education, not an equal amount of money for the same kind of education.

THE CHAIRMAN: Delegate Willis.

DELEGATE WILLIS: Mr. Chairman, I would like to say just a few words against the amendment.

The greatest job of any generation is taking care of the next generation; even the birds of the forests and beasts in the field live on this principle. Can we do any less? At no time in the history of our country has education been more important than it is today. Nothing we have done in this Convention will be worthwhile if we do not properly educate the million and a quarter children of this State, those who are in our public schools now and those who are under public school attendance age and already born. Our action here today will extend far beyond these children to the many generations who will have to live under this constitution.

I therefore urge defeat of this amendment.

THE CHAIRMAN: Does any delegate desire to speak in favor of the amendment? Delegate Borom.

DELEGATE BOROM: Mr. Chairman, I really hate to speak again. I spoke once as minority spokesman, but in the three minutes I spoke before, I did not have an opportunity to elaborate entirely on some of the references—

THE CHAIRMAN: May I interrupt you? There is remaining just four minutes. There are two speakers who want to speak in favor. If you could limit yourself to two minutes.

DELEGATE BOROM: I will be very brief. I would say this: I mentioned a workshop, in which I worked very intensively last summer. I was then talking about educators in elementary, public high schools, or even in undergraduate schools. This was a drop of graduate school educators, and one of their problems was they were getting applicants who had even been through undergraduate school and the weaknesses of a so-called equal education system across this nation were still sticking out. I only wanted to say that just to remind you