

1 educational value in putting desirable things in a docu-
2 ment, so that people can point to it and say, these are
3 our goals; a kind of section in the Constitution that
4 could be headed, things that would be nice, and you might
5 find that if there is -- if that really represents the
6 consensus of the community, it has more force than if it
7 wasn't put in.

8 Now, you've got a very delicate problem of
9 judgment which cannot be decided in the abstract. It's
10 got to be decided only after you have wrestled with
11 trying to put something like this into the Constitution,
12 and that question is basically whether what you have come
13 up with after all your travail is going to be, a, so
14 innocuous that it doesn't make any difference whether
15 you put it in or not and, consequently, you have wasted
16 your time in drafting it or, b, so just properly ahead
17 but not unattainable, so that it will have a real value
18 in the community, or, c, some outline with the general
19 consensus, that you may jeopardize the Constitution and
20 hurt yourself.

21 Then when you have finished with all of that