

FOR IMMEDIATE RELEASE

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OFFICE OF THE VICE PRESIDENT  
(INDIANAPOLIS, INDIANA)

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REMARKS OF THE VICE PRESIDENT  
AT THE  
INDIANA STATE TEACHERS ASSOCIATION MEETING  
MURAT TEMPLE  
INDIANAPOLIS, INDIANA

(AT 4:00 P.M. EST)

Governor, I have to tell you, I am touched by your reading of that letter. I think perhaps to all in this room who are teachers, you can feel out of this the impact you have on people's lives. So often, I am sure, an impact that when we are young we don't show as much but you might not realize it at the time.

But as one who has been privileged to participate in the life of this country, I would like to say that it is the Helen Daringers of America that have shaped its future and its destiny and that is you people in this room and I thank you.

To you, Governor, for all that you have done for this great State and the example that you have set as an exemplary Governor and to the distinguished group that is here, Ron Jensen, who made such sensitive remarks, Dr. Megley, President Gran, Ruth Sears, a wonderful young Congressman, Congressman Young whom I have had the pleasure of knowing and working with in Washington, to the Directors and Officers of the Indiana Teachers Association, and to all of you distinguished educators, I am grateful to you for the opportunity to share a few moments and a few thoughts with you because I feel very deeply about those who devote their lives to helping shape the lives of others and who are really the strength and vitality of this great free land of ours.

I would like to think with you out loud a little bit about those subjects. No matter what we become in life, no matter what age we reach, we also reserve a special respect and a certain awe for our teachers -- for those who taught us when we were young. We never forget them, and we will always be grateful.

Of all the lessons in life that our teachers may give us, one of the best is to help us learn to face hard decisions with courage and honesty. President Ford faced such a decision not long ago. As a man who believes deeply in education, he had to make one of the hardest decisions of his life. And I know because I was there.

When Congress sent him the Education Bill last July, the bill that Congress passed had added \$1.5 billion to the President's original \$6.4 billion request for education.

The President has described education as "one of the strongest foundation stones of our Republic" -- and deeply means that -- but something else was at stake in his decision: the harsh reality of inflation. Above everything else, the President has felt his most important responsibility, since he was confirmed by the Congress of the United States, was to stem the tide of inflation which threatens to destroy the value of lifetime savings, pensions and the current income of the working

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men and women of America. Therefore, he has felt from the beginning that his number one responsibility was to hold down that corrosive, hidden tax of inflation which can affect with such devastating impact all 216 million Americans.

So for all his deep belief in education, he vetoed the education appropriation bill in its enlarged form -- along with other additional spending -- because he felt it would fan the fires of inflation all over again.

I say this because I know what a disappointment it was to you and I know how delighted everybody, I am sure, in the field of education was when the Congress passed it over his veto. I think that he felt that it would be passed over his veto.

Therefore, I admire his courage all the more because he was really standing for principle, knowing that this country is faced with a \$60 to \$70 billion deficit this year and with the ability of growth, without any new programs, of another \$50 billion the coming year.

I want to tell you that it takes a lot of courage to accept the responsibility for the leadership of this country then to do the things that you feel are in the long-term best interests of the people of this country and not those which will be of short-term popularity or of political advantage.

That is the kind of man we have as President and that is why I am honored to work for him. I know this was a tough one but I wanted to mention it because it is illustrative of this man's character and his integrity.

Again, I have to think these qualities go back to his early years in school and those same years with his family. He is a man of deep conviction and great courage in fighting the destructive forces of inflation. The President is fighting to preserve our survival as a free society.

I know some of you will know of having studied history, what happened in Germany after World War I.. Without determination and courage, it could happen again, here in this country. That was one of the great tragedies of an industrial society. But we all recognize a strong and stable economy, by itself, does not preserve freedom in a society.

That freedom, fundamentally, is preserved and constantly renewed by your work and your dedication in the classrooms of America. We all recognize education as the fundamental foundation stone of our freedoms. I would like to state emphatically my own belief in and commitment to the best possible educational opportunities for all as being basic to our fundamental American concept of equality of opportunity for all.

Without good education and good health, a citizen is severely handicapped in the quest for equal opportunity in our modern industrial society. For 15 years as Governor of New York, I did my best to put these basic beliefs into practice. During those years I took state aid to primary and secondary education from \$600 million to \$2.5 billion.

Because of the great private universities that we had in New York, New York was the last State in the Union to

create a State university, not until I took office.

There was an enrollment of only 38,000 full-time students. When I left office, we had 72 campuses of the State university throughout the State with an enrollment of 232,000 full-time students, the largest university system in the country.

That gives you some idea of my deep belief in the importance of educational opportunities for all of our citizens.

In addition because of my deep belief in the rights of teachers to organize and bargain collectively regarding pay and working conditions, as well as having access to fair grievance procedures, I had a study made, and recommended what became known as the Taylor Law in New York State, which was enacted to provide those opportunities for all State employees.

So I have deep respect for the forward-looking approaches that you are taking in the Indiana State Teachers Association. The sessions you are holding during this conference are the highest tribute to a teacher. They demonstrate that you are still eager, not only to teach but to keep on learning a lesson we all need to learn.

The subjects that you are covering in this conference demonstrate a sophisticated and innovative approach to education. You are going into such imaginative concepts as transactional analysis, alternative schools, Mr. Glasser's theory of the failure-proof school -- I must say some of us, when we were younger, would have appreciated that.

(Laughter.)

-- open space education, team teaching and other innovations. These are all reminiscent or at least some of them, of the 12 years I spent at Lincoln School Teachers' College in experimental education, of Columbia University, inspired by the then-advanced philosophy of John Dewey.

So I have some understanding of the inquisitive minds that are demonstrated here in this program and in the work which you are doing and I have great admiration for it.

But I would like to discuss today some fundamental values which I believe are essential to teach, no matter what new techniques are applied. These are fundamental values which have made America the greatest free nation on earth in the short span of 200 years. Great because of the creativity, imagination and the searching restlessness of free citizens, citizens with a deep respect for the dignity, the human dignity of each individual.

They created a society built on fundamental values in unique institutions: our Federal system of shared responsibility between Federal, State and Local Governments, the concept of pluralism, of diversity within unity; the dynamism of free enterprise, the most creative and productive economic system on earth and the concept of philanthropy as a profound expression of our Judeo-Christian ethic.

These values and this great heritage must never be taken for granted. I believe our children must have the privilege of learning about these values in our schools, of developing a deep love of country and a sense of patriotism

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which has been the basis of our strength as a people and our unity as a nation. The same is true in relation to the development of strong moral values and the strength they bring to the individual and the nation as a whole.

When your students face in the everyday world the inevitable tough choices that life will present, they need more than knowledge. They need also a moral compass. And between the two, they can have wisdom. Through our schools, the young people must learn to love and respect the dignity and the worth of every individual.

To learn love and respect for human dignity will do more than anything else in these formative years to assure that the doors of opportunity are open equally to every child, not only in school but in the years to follow. But opportunities can only be made a reality if one has come to understand the dignity of work and the satisfaction derived from achievement.

It is in school that children come to appreciate the rewards of effort, that nothing worthwhile comes easily. And nothing gives deeper satisfaction than what we accomplish through our own efforts. We cannot begin to imagine what the world will be like when the youngsters in your classes are as old as some of the oldest of us in the room. But we do know this; these fundamental values will not change.

So, along with math and history and the sciences and the foreign languages, you are teaching, above all, the difficult art of living, of working, of accepting the responsibilities along with the opportunities that go with freedom and upon which freedom depends.

If we are to learn these lessons, we can shape the future -- or perhaps I should say, having learned these lessons, we can shape the future to better serve the well-being of all and to preserve the values which we have been talking about and to prevent the accelerating changes that are taking place in the world from overwhelming these basic values and the institutions of freedom itself.

So, my congratulations to all of you. I know that there has been no more difficult period because of the flood of knowledge that is coming, because of the changes that are taking place in the world, because of the increased interdependence, because of the impact of new discoveries, because of the ideological struggles which exists in the world, there has been no more difficult period for you as teachers to translate the knowledge of the past and interpret it in the light of the present and the future.

Yet, because of my deep respect and admiration for you as individuals who have devoted your lives to helping shape the lives of the young people of our country, I know that these problems come to you as challenges and that you view them as opportunities to exercise your own training, experience, discipline, and depth of knowledge to help the young interpret what is taking place to prepare them to deal with these problems.

I have to say that through your efforts with them, the families of the young people are also learning because we

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learn more from our children as parents than I think in any other way. So what you are helping them to do you are also helping the parents do and therefore, you are helping this country to weather this period and you are helping free people to meet the shocks that are taking place in the world.

One of the real questions is and one of the real challenges is can free people discipline themselves to make the hard decisions in a period of rapid change to survive and preserve freedom for the future? I am extremely optimistic about the future.

I think it is only free people who are going to be able to make these changes intelligently and in the way that will reflect the best interests of all. It goes back to you as the teachers of America and the teachers of this great State.

I would like to say thank you for inviting me to be with you and thank you for what you have done for our country, what you are doing and what you will do in these difficult days that lie ahead. Best of luck to all of you.

(Applause.)

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(AT 4:18 P.M. EST)