

REMARKS OF SENATOR BOB DOLE

DEDICATION OF CENTRALIA COMMUNITY LIBRARY  
CENTRALIA, KANSAS  
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DANIEL WEBSTER SAID VERY EARLY IN OUR NATION'S HISTORY THAT  
"ON THE DIFFUSION OF EDUCATION AMONG THE PEOPLE REST THE PRESERVATION  
AND PERPETUATION OF OUR FREE INSTITUTIONS".

TODAY, YOU ARE TAKING ANOTHER STEP TO INSURE THAT THE PEOPLE  
OF CENTRALIA ARE ABLE TO MEET THE CHALLENGE PRESENTED BY THE SOCIAL  
AND TECHNICAL CHANGES TAKING PLACE IN OUR NATION.

- IMPORTANCE OF NEW LIBRARY -

IN TRUTH, YOUR NEW LIBRARY IS REPRESENTATIVE OF THE FINEST  
TRADITION IN AMERICA -- A CONTINUING INTEREST IN THE EDUCATION OF  
ALL OUR CITIZENS. IT IS A SIMPLE FACT THAT NOTHING HAS BEEN SUCH A  
MOVING FORCE FOR CHANGE -- NOTHING HAS SO ALTERED THE FACE OF THE  
AMERICAN LANDSCAPE, THE FUNCTIONING OF ITS GOVERNMENT, AND THE LIFE  
STYLES OF OUR PEOPLE -- <sup>AS</sup> UNIVERSAL EDUCATION IN THE BROADEST SENSE.

- SOCIAL AND TECHNOLOGICAL CHANGE -

WE ARE AT A POINT IN OUR HISTORY WHERE WE MUST CONSCIOUSLY COME TO TERMS WITH THE FUTURE. I AM NOT SPEAKING SIMPLY OF THE OBVIOUS PROBLEMS SUCH AS CONTROL OF NUCLEAR WEAPONS, THE POPULATION EXPLOSION, OR THE MOUNTING THREAT TO THE QUALITY OF OUR ENVIRONMENT. I SPEAK RATHER OF THE IMPLICATION FOR EACH OF US OF TECHNOLOGICAL AND SOCIAL CHANGE.

- IMPLICATIONS OF CHANGE -

THE DAYS ARE LONG PAST WHEN WE COULD COMFORTABLY ADHERE TO THE VIEW THAT KNOWLEDGE INEVITABLY HAS BENEFICIAL EFFECTS ON THE HEALTH AND HAPPINESS OF MANKIND. INCREASINGLY, WE REALIZE WITH THE ANCIENT GREEKS, THAT KNOWLEDGE IS A TWO-EDGED SWORD, EQUALLY POWERFUL FOR GOOD OR EVIL. AND WE KNOW THAT WE MAY NOT BE ABLE TO CONTROL THE EXPLOSIVE EFFECTS OF OUR KNOWLEDGE.

INCREASINGLY, MAN LIVES IN A WORLD OF HIS OWN MAKING. WE RELY ON A TECHNOLOGY OF INCREDIBLE SOPHISTICATION FOR TRANSPORTION, COMMUNICATION, CONSUMPTION AND PLEASURE. BUT AT THE SAME TIME, WE BECOME EVER MORE VULNERABLE TO MASSIVE BREAKDOWNS IN THIS COMPLEX WORLD. WE NEED ONLY RECALL THE NORTHEAST POWER FAILURE, OR THE HELPLESSNESS OF OUR CITIES IN THE FACE OF A GARBAGE STRIKE.

ON ANOTHER, MORE COMPLEX LEVEL OF VALUES, WE WITNESS THE DISSATISFACTION OF PORTIONS OF OUR POPULATION, PARTICULARLY OUR YOUTH, WITH WHAT THEY FEEL IS A BUREAUCRATIC AND DEHUMANIZED SOCIETY. THEY SEEK TO CHANGE THE SYSTEM -- SOMETIMES THROUGH VIOLENT MEANS. I WOULD HASTEN TO ADD THAT AFTER LONG DISCUSSIONS HELD WITH SCORES OF STUDENT DELEGATIONS THAT VISITED MY OFFICE AND IN TALKING WITH YOUNG PEOPLE IN MY VISITS THROUGHOUT THE UNITED STATES, I AM CONVINCED THE GREAT NUMBER OF STUDENTS WANT TO WORK WITHIN THE POLITICAL PROCESS.

- FUTURE CHALLENGE -

BUT THE TWO FACES OF THE FUTURE -- RAPID AND POTENTIALLY UNCONTROLLABLE PACE OF TECHNOLOGICAL DEVELOPMENT, AND THE CRY FOR HUMANE VALUES AMIDST THESE FORCES -- CONSTITUTE A DUAL CHALLENGE TO OUR EDUCATIONAL SYSTEM. WE MUST DEVISE EDUCATIONAL SYSTEMS CAPABLE OF TRANSCENDING NARROW SPECIALIZATIONS AND TREATING THE NEEDS OF THE WHOLE MAN.

- CONTINUING EDUCATION -

THE EDUCATIONAL SYSTEM I HAVE IN MIND IS "CONTINUING EDUCATION". I DO NOT CONCEIVE OF IT AS AN INNOVATION SO MUCH AS A DELIBERATE ALIGNMENT WITH REALITY. IT IS NOT A NETWORK OF INSTITUTIONS SO MUCH AS A WIDENED CONCEPT OF THE LEARNING EXPERIENCE. AND IT IS THIS EXPERIENCE THAT THE CENTRALIA COMMUNITY LIBRARY IS A PART OF.

TO UNDERSTAND IT FULLY, WE MUST DISCARD TWO MYTHS ABOUT EDUCATION. THE FIRST IS THAT EDUCATION IS SOMETHING THAT JUST HAPPENS TO KIDS, ROUGHLY BETWEEN THE AGES OF 6 AND 22. THE SECOND MYTH IS THAT EDUCATION IS SOMETHING THAT HAPPENS JUST IN SCHOOLS.

THE FIRST MYTH -- THAT EDUCATION IS JUST FOR KIDS -- PROBABLY FOLLOWS BECAUSE OF OUR SYSTEM OF ELEMENTARY AND SECONDARY EDUCATION AND FROM THE FACT THAT MOST CHILDREN ARE IN SCHOOLS AT LEAST UNTIL AGE 18. OUR EDUCATIONAL SYSTEM IS LOOKED ON AS THE PLACE WHERE YOU GROW UP. ACTUALLY, SCHOOLING MAY ARTIFICIALLY EXTEND THE PROCESS OF MATURING, PHYSICALLY AND MENTALLY.

THE WORKING LIFE-SPAN OF HUMAN BEINGS HAS INCREASED  
DRAMATICALLY IN THIS CENTURY. MANY PEOPLE FIND IN THE MIDST OF  
PRODUCTIVE CAREERS THAT NEW AND CHALLENGING CAREERS ARE AVAILABLE.  
THEY SHOULD HAVE THE OPPORTUNITY TO ALTER THEIR CAREERS -- RATHER  
THAN BECOME WHAT SOME HAVE DESCRIBED AS THE "BURNT OUT AND THE  
BORED".

THIS GOES BEYOND JUST MINISTERING TO THE PSYCHIC NEEDS OF  
MIDDLE-AGED SUBURBIA. OUR SOCIETY HAS DESPERATE MANPOWER SHORTAGES  
IN HEALTH CARE AND TEACHING, FOR EXAMPLE. YET, OUR EDUCATIONAL  
SYSTEM IS NOT DESIGNED TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR  
THIS AGE GROUP. EDUCATION MUST NOT BE LIMITED TO THE YOUNG AND  
DEFINED BY ACADEMIC DEGREES.

THE SECOND MYTH TO WHICH I REFERRED EARLIER WAS THAT EDUCATION HAPPENS MOSTLY IN SCHOOL. WE CAN ALL RECALL THE TREMENDOUS IMPACT OF THE G.I. BILL AFTER WORLD WAR II. MANY RETURNING VETERANS HAD AN OPPORTUNITY AND THE MOTIVATION TO OBTAIN AN EDUCATION THAT WOULD <sup>NOT</sup>/HAVE OTHERWISE BEEN POSSIBLE. MUCH OF THE DISCONTENT EXPERIENCED BY THE COLLEGE STUDENT OF TODAY MIGHT WELL STEM FROM THE ABSENCE OF A CLEARLY DEFINED LIFE MISSION -- SOMETHING A VETERAN AFTER WORLD WAR II POSSESSED.

CONTINUING EDUCATION IS NOT SOMETHING THAT CAN HAPPEN JUST IN SCHOOLS. IT IS APPRENTICESHIP PROGRAMS, BETTER MANAGEMENT SYSTEMS, LIBRARIES, SEMINARS, TRAVEL AND COMMUNITY INVOLVEMENT.

CONTINUING EDUCATION IS ALL THIS AND MORE. IT IS AN ATTEMPT  
TO INTEGRATE EDUCATION INTO <sup>AN</sup> ENRICHED EXPERIENCE THROUGHOUT A LIFETIME.

QUEEN ELIZABETH ASKED ONE OF HER COURTIERS WHY HE HAD BEEN  
AWAY. THE MAN HAD RETURNED FROM FOUNDING CAMBRIDGE UNIVERSITY. HE  
REPLIED, "I WAS AWAY PLANTING AN ACORN, AND ONLY GOD KNOWS HOW MANY OAKS  
WILL GROW".

AND TODAY I SAY TO YOU WHO CAN KNOW WHAT FRUITS THIS LIBRARY  
WILL BEAR FOR CENTRALIA AND OUR SOCIETY.