

REMARKS OF HONORABLE BOB DOLE  
DEDICATION OF ULYSSES HIGH SCHOOL  
ULYSSES, KANSAS  
SATURDAY, DECEMBER 12, 1970

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 A SIGNIFICANT STEP TO INSURE THAT THE YOUNG  
PEOPLE OF ULYSSES WILL BE EQUIPPED TO MEET THE CHALLENGE OF PRESERVING  
THE GREAT TRADITIONS OF OUR COUNTRY WHILE PARTICIPATING IN THE PROFOUND  
SOCIAL AND TECHNICAL CHANGES WHICH ARE OCCURRING ALL ABOUT US.

IMPORTANCE OF A NEW SCHOOL

IT IS FITTING THAT FREEMASONRY PLAY A MAJOR ROLE IN TODAY'S  
CEREMONY, FOR, JUST AS OUR FOREBEARERS SET THE STONES FOR THE GREAT  
TEMPLES OF THE SPIRIT, OUR ORDER HAS CONTINUED TO HEW THE GRANITE OF  
MEN'S MINDS AND THEIR CHARACTERS THROUGH THE AGES. OUR ORDER HAS  
PERPETUATED AND STRENGTHENED THE FUNDAMENTAL TRADITIONS OF CIVILIZATION

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AND HUMAN IMPROVEMENT. AND IN TRUTH, THIS NEW HIGH SCHOOL REPRESENTS THE FINEST TRADITION IN AMERICA AND THE HIGHEST GOALS OF FREEMASONRY -- A CONTINUING INTEREST IN THE EDUCATION OF OUR PEOPLE. 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 OUR GOVERNMENT, AND THE LIFE OF OUR PEOPLE -- AS UNIVERSAL EDUCATION IN THE BROADEST SENSE.

SOCIAL AND TECHNOLOGICAL CHANGE

WE ARE AT A POINT IN OUR HISTORY WHERE WE MUST CONTINUALLY COME TO TERMS WITH THE FUTURE. I AM NOT SPEAKING SIMPLY OF OBVIOUS PROBLEMS SUCH AS CONTROL OF NUCLEAR WEAPONS, INCREASING THE PRODUCTIVITY OF OUR LAND, OR SURMOUNTING THE THREAT TO THE QUALITY OF OUR ENVIRONMENT. I SPEAK RATHER OF THE PERSONAL IMPLICATIONS WHICH TECHNOLOGICAL AND SOCIAL CHANGE HOLD FOR EACH OF US.

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IMPLICATIONS OF CHANGE

THE DAYS ARE LONG PAST WHEN WE COULD COMFORTABLY HOLD 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 OUR TRANSPORTATION, COMMUNICATION, CONSUMPTION AND PLEASURE. BUT AT THE SAME TIME, WE ARE EVER MORE VULNERABLE TO BREAKDOWNS IN THIS COMPLEX WORLD. WE NEED ONLY RECALL THE NORTHEAST POWER FAILURE OF A FEW YEARS AGO, OR THE HELPLESSNESS OF OUR GREAT CITIES IN THE FACE OF A HEAVY SNOW STORM, OR A STRIKE, TO SEE THE CRUCIAL DEPENDENCE OF OUR PEOPLE ON THE SYSTEMS AROUND THEM.

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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, AND SOMETIMES THROUGH VIOLENT MEANS. I WOULD HASTEN TO ADD THAT AFTER DISCUSSIONS HELD WITH SCORES OF STUDENT VISITORS IN MY OFFICE AND IN TALKING WITH YOUNG PEOPLE ON 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 WITHIN THIS TECHNOLOGY -- CONSTITUTE A DUAL CHALLENGE TO OUR EDUCATIONAL SYSTEM. AND TO MEET THIS CHALLENGE, WE MUST DEVISE AN EDUCATIONAL APPROACH CAPABLE OF TRANSCENDING NARROW SPECIALIZATIONS AND TREATING THE NEEDS OF THE WHOLE MAN.

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CONTINUING EDUCATION

THE EDUCATIONAL PHILOSOPHY 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 AS WE DEDICATE THIS HIGH SCHOOL HERE IN ULYSSES, IT MIGHT BE APPROPRIATE TO CONSIDER AND DISCUSS WHAT IS MEANT BY "CONTINUING EDUCATION."

TO UNDERSTAND IT FULLY, WE MUST DISCARD TWO MYTHS ABOUT EDUCATION. THE FIRST IS THAT EDUCATION IS SOMETHING THAT JUST HAPPENS TO YOUNG PEOPLE, 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 YOUNG PEOPLE -- PROBABLY GREW OUT OF OUR UNIVERSAL SYSTEM OF ELEMENTARY AND SECONDARY EDUCATION, WHICH INVOLVES MOST CHILDREN IN SCHOOLS UNTIL AT LEAST AGE 18. OUR EDUCATIONAL SYSTEM IS -- QUITE UNDERSTANDABLY -- LOOKED ON AS THE PLACE WHERE YOU GROW UP.

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BUT THE WORKING LIFE-SPAN OF HUMAN BEINGS HAS INCREASED  
DRAMATICALLY IN THIS CENTURY. MANY PEOPLE IN THE MIDST OF  
PRODUCTIVE CAREERS FIND 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 CONCEPT GOES BEYOND JUST MINISTERING TO THE PHYSIC NEEDS  
OF THE MIDDLE-AGED. 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.

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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 NOT HAVE OTHERWISE BEEN POSSIBLE. THEIR MOTIVATION WAS, PERHAPS, SOMETHING THEY LEARNED ON THE BATTLEFIELD. AND MUCH OF THE DISCONTENT EXPERIENCED BY THE COLLEGE STUDENTS OF TODAY MIGHT WELL STEM FROM THE ABSENCE OF A CLEARLY DEFINED LIFE MISSION -- SOMETHING A VETERAN AFTER WORLD WAR II HAD LEARNED THE HARD WAY, AND FAR BEYOND THE CLASSROOM.

SO CONTINUING EDUCATION IS NOT SOMETHING THAT CAN HAPPEN JUST IN SCHOOLS. IT IS APPRENTICESHIP PROGRAMS, BETTER MANAGEMENT SYSTEMS, LIBRARIES, SEMINARS, TRAVEL AND COMMUNITY INVOLVEMENT. EACH OF US IS CONTINUING HIS EDUCATION EVERY DAY, BUT SOME OF US HAVE DIFFERENT AND MORE DEMANDING CONTINUING EDUCATION NEEDS. BUT IN THE LONG RUN, CONTINUING EDUCATION CAN BE SEEN AS AN ATTEMPT TO INTEGRATE EDUCATION INTO AN ENRICHED EXPERIENCE THROUGHOUT A LIFETIME.

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QUEEN ELIZABETH ASKED ONE OF HER COURTIER'S 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 HIGH SCHOOL WILL BEAR FOR ULYSSES AND OUR SOCIETY.

SO THOSE OF US WHO ARE ATTENDING THESE CEREMONIES TODAY, AND ESPECIALLY WE WHO ARE FREEMASONS, SHOULD BE AWARE THAT, WHILE THIS HIGH SCHOOL WILL MINISTER TO THE IMMEDIATE NEEDS OF OUR YOUNGSTERS, EDUCATION IS A CONTINUING PROCESS. AND WE MUST EXPECT -- OF OUR CHILDREN AND OF OURSELVES -- AN APPRECIATION AND, INDEED, A HUNGER FOR THE EDUCATION WHICH TAKES PLACE BEYOND THESE WALLS AND OUTSIDE THESE DOORS.