

REMARKS OF SENATOR BOB DOLE  
DERBY HIGH SCHOOL COMMENCEMENT CEREMONIES  
DERBY, KANSAS  
MAY 28. 1974

IT IS A PLEASURE TO BE HERE WITH YOU TODAY AND TO JOIN  
IN CELEBRATING YOUR GRADUATION. THIS IS A GREAT SEASON OF  
THE YEAR, WITH THE SPRING STILL HANGING IN THE KANSAS AIR  
AND THE PROMISE OF SUMMER NOT FAR AWAY. THE FIELDS ARE  
GREEN, AND THE CROPS ARE GROWING TOWARD THE FULLNESS OF  
THEIR SUMMER BOUNTY. ALL IS FRESH AND YOUNG IN NATURE'S  
CYCLE AS THE EARTH RENEWS AND REFRESHES ITSELF.

THIS IS ALSO A GREAT SEASON IN YOUR LIVES -- WITH THE  
LAST CHAPTER CLOSING ON YOUR YOUTH AND THE FIRST PAGE BEING  
TURNED IN YOUR YOUNG ADULTHOOD. FOR THESE CEREMONIES, YOU  
WILL WALK OUT INTO THE WORLD, NO LONGER AS CHILDREN CONCERNED  
WITH CHILDREN'S GAMES AND PASTIMES. BUT AS FULL MEMBERS OF  
A COMPLEX AND RAPIDLY CHANGING SOCIETY WHICH EXPECTS MUCH  
OF YOU.

### GREAT EXPECTATIONS

PERHAPS NO GRADUATING HIGH SCHOOL CLASS IS EVER QUITE FULLY PREPARED FOR THE EXPECTATIONS SOCIETY HOLDS FOR IT. EACH YEAR NEW DEMANDS ARE PLACED UPON THE YOUNGER GENERATION. AND EACH YEAR THE PROBLEMS AND CHALLENGES FACING OUR WHOLE SOCIETY BECOME MORE COMPLEX, MORE TRYING AND LESS VULNERABLE TO QUICK AND EASY ANSWERS. THEREFORE, IT IS IMPOSSIBLE FOR TEACHERS, PARENTS AND OTHERS WHO ARE IN THE GENERAL BUSINESS OF "EDUCATING" YOUNG PEOPLE TO EVER PREPARE THEM FOR ALL THAT IS IN STORE. IN MANY WAYS THEY CANNOT EVEN PREPARE THEMSELVES TO PASS SOME OF THIS WISDOM ALONG TO YOU -- JUST AS THEIR TEACHERS AND OTHER ELDERS WERE UNABLE TO DO TWENTY OR THIRTY OR MORE YEARS AGO.

AFTER ALL WHO TWENTY YEARS AGO IN 1954 COULD HAVE FORESEEN POCKET CALCULATORS, FIVE-HOUR COAST-TO-COAST JET FLIGHTS, HEART TRANSPLANTS OR THE ELIMINATION OF POLIO AS A MASS KILLER AND CRIPPLER OF OUR PEOPLE ? AND JUST FIVE YEARS AGO WHO COULD HAVE PREDICTED AN AMERICAN PRESIDENT'S TRIP TO CHINA, A WORLDWIDE ENERGY CRISIS OR WHEAT PRICED AT THREE, FOUR OR EVEN FIVE DOLLARS ?

CERTAINLY, MOST OF YOUR PARENTS AND TEACHERS HAD NO SUCH FORESIGHT: I KNOW I DID NOT. BUT THIS IS NOT TO SAY THAT YOUNG PEOPLE -- AND OLDER ONES TOO -- DID NOT HAVE TO REACT AND RESPOND TO THESE STRANGE EVENTS AND HAPPENINGS. AND IN THE SAME WAY, SOCIETY WILL EXPECT YOU TO REACT TO AND DEAL WITH ALL THE UNEXPECTED, FANTASTIC, TRAGIC AND OTHERWISE UNPREDICTABLE THINGS THAT WILL HAPPEN WHEN YOU ENTER THIS SO-CALLED ADULT WORLD.



MEANING AND PERSPECTIVE

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BUT WHERE DOES ALL THIS LEAVE YOU -- AND US. SURELY, I DID NOT TRAVEL HALF THE DISTANCE ACROSS OUR COUNTRY FROM WASHINGTON, D.C., TO TELL YOU SOMETHING THAT IS REALLY FAIRLY OBVIOUS -- THAT YOU CAN EXPECT THE UNEXPECTED IN THE DAYS AND YEARS AHEAD.

SURELY, THERE IS MORE IN THIS AGE OF VASTLY EXPANDED TECHNOLOGICAL EXPERTISE AND ENLARGED INFORMATION AND COMMUNICATIONS SYSTEMS THAT CAN BE PASSED ALONG FROM MY GENERATION TO YOURS. AND I BELIEVE THERE IS.

IT IS REALLY AN OLD MESSAGE AND AN OLD STORY. BUT AT A TIME WHEN MOST PEOPLE HAVE LITTLE CONFIDENCE IN OUR BASIC INSTITUTIONS -- AND ESPECIALLY OUR FEDERAL GOVERNMENT AND ITS EXECUTIVE OR LEGISLATIVE BRANCHES, THIS IS A MESSAGE WHICH BEARS REPEATING. AND IT REQUIRES RETELLING HERE IN DERBY AND IN OTHER KANSAS TOWNS AND CITIES AND THROUGHOUT THE COUNTRY.

AMERICA IS THE MESSAGE

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THAT MESSAGE IS AMERICA -- ITS PAST, ITS TRIUMPHS  
AND ITS PROMISE FOR THE FUTURE.

AS WE APPROACH THE OBSERVANCE OF THE UNITED STATES'  
200th ANNIVERSARY -- OUR BICENTENNIAL -- WE COULD TAKE A  
LONG LOOK BACK AT THE MANY PROBLEMS WHICH AROSE IN THOSE  
YEARS AND AT THE MANY SOLUTIONS -- SOME ALMOST MIRACULOUS --  
WHICH WERE BROUGHT ABOUT.

THE ORIGINAL STRUGGLE TO ACHIEVE NATIONHOOD, THE BURNING  
OF WASHINGTON BY THE BRITISH, THE STRUGGLE TO PUSH BACK  
THE FRONTIER AND THE WRENCHING HEARTBREAK OF THE CIVIL WAR  
WERE ALL PART OF OUR FIRST 100 YEARS. RECONSTRUCTION,  
CHILD LABOR, THE GREAT DEPRESSION, TWO WORLD WARS AND KOREA  
MARKED THE FIRST TWO-THIRDS OF THE SECOND CENTURY. AND THE  
SHADOWS OF DOUBLE-DIGIT INFLATION, WATERGATE AND THE ENERGY  
CRISIS THREATEN TO MAR THE CELEBRATIONS WHICH ARE PLANNED  
FOR OFFICIAL YEAR OF OBSERVANCES SET TO BEGIN ONLY SOME  
EIGHTEEN MONTHS FROM NOW.

BUT RATHER THAN FOCUS ON DISTANT ACCOMPLISHMENTS OR THE PRESSING DIFFICULTIES OF THE MOMENT, LET US CONSIDER A SHARPER PERSPECTIVE AND LOOK AT SOME OF THE DEVELOPMENTS IN ONLY THE PAST 15 OR FEWER YEARS AS AN INDICATION OF WHAT AMERICA IS, WHAT IT HAS ACHIEVED AND HOW THIS APPLIES TO THE FUTURE.

TO BEGIN WITH, LET US CONSIDER WHAT THIS PERIOD ENTAILS. BASICALLY, WE ARE TALKING ABOUT THE 1960'S AND THE FIRST HALF OF THE 70'S. WE ARE TALKING ABOUT THE AMERICA SINCE PRESIDENT EISENHOWER LEFT OFFICE, SINCE MOST OF YOU BEGAN PRE-SCHOOL AND SINCE I ENTERED THE CONGRESS AS A FRESHMAN REPRESENTATIVE FROM KANSAS' FIRST DISTRICT.



PROGRESS IN EDUCATION

TO TAKE A MOST IMPORTANT EXAMPLE, CONSIDER THE  
SUBJECT OF EDUCATION.

FROM 1960 TO 1970, THE NUMBER OF STUDENTS IN AMERICA'S  
EDUCATIONAL SYSTEMS GREW BY 13 MILLION, AND A MILLION NEW  
TEACHERS BEGAN THEIR CAREERS. ALL TOLD 62 MILLION AMERICANS --  
TEACHERS, ADMINISTRATORS, STUDENTS -- WERE INVOLVED IN THE  
BUSINESS OF EDUCATION BY 1970.

IN THE TWELVE YEARS FOLLOWING 1960, THE PERCENTAGE  
OF OUR POPULATION GROUP BETWEEN THE AGES OF 25 and 29 WHO  
HAD COMPLETED AT LEAST 4 YEARS OF COLLEGE GREW FROM 11.1  
to 19 PERCENT.

AND OUR GROSS NATIONAL PRODUCT COMMITMENT TO EDUCATION  
GREW FROM 4.8 PERCENT IN 1957 TO A FULL 8 PERCENT IN 1971.  
AND THIS DOES NOT TAKE INTO ACCOUNT THE GREAT INCREASE IN  
THE GNP, ITSELF, OVER THAT PERIOD.

BROAD GROWTH

I BELIEVE THE GREAT THING ABOUT THIS SURGE IN EDUCATIONAL EFFORT IS THAT IT HAS TAKEN PLACE ACROSS THE BOARD -- FROM THE PRE-SCHOOL YEARS ON UP THROUGH THE POST-GRADUATE FIELDS. AND THE DEVELOPMENT OF MANY FEDERAL PROGRAMS HAS MEANT THAT NOT ONLY THE QUANTITY OF EDUCATION BEING OFFERED HAS INCREASED, BUT ITS QUALITY HAS BEEN IMPROVED AS WELL.

FIFTEEN YEARS AGO THERE WAS NO HEAD START OR SESAME STREET TO GIVE PRE-SCHOOLERS A RUNNING GO AT THEIR FIRST YEARS OF FORMAL EDUCATION. BUT NOW MILLIONS OF CHILDREN ENTER THE FIRST GRADE WITH THIS EXTRA BACKGROUND WHICH MAKES THEIR STUDIES MORE REWARDING FOR ALL CONCERNED.

AND ONCE IN SCHOOL, THE PROGRAMS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT PROVIDE A GREATLY ENRICHED ENVIRONMENT IN ALMOST EVERY ASPECT OF GRADE, JUNIOR HIGH AND HIGH SCHOOL EDUCATION.



AS YOU MAY KNOW, THIS PAST WEEK THE SENATE COMPLETED WORK ON A NEW ESEA BILL TO PROVIDE \$25 BILLION OVER 4 YEARS TO CONTINUE AND ENHANCE THESE PROGRAMS. IN ADDITION THERE ARE THE SCHOOL BREAKFAST AND SCHOOL LUNCH PROGRAMS TO ASSURE THE BASIC NUTRITIONAL NEEDS OF ALL SCHOOL CHILDREN. THERE ARE SPECIAL PROGRAMS FOR HANDICAPPED CHILDREN AND FOR THOSE WHO ARE SPANISH-SPEAKING.

IMPACT AID IN DERBY

ONE OF THE MOST IMPORTANT FEDERAL EDUCATIONAL PROGRAMS-- ESPECIALLY AS FAR AS DERBY IS CONCERNED -- IS THE ASSISTANCE PROVIDED TO FEDERALLY-IMPACTED SCHOOL DISTRICTS. OVER \$1 MILLION IN IMPACT AID WAS PROVIDED TO DERBY UNDER THIS PROGRAM IN FISCAL YEAR 1973, AND ITS PRESENCE -- UNDER THE NEW STATE SCHOOL FINANCE FORMULA -- RESULTED IN A BETTER THAN 15 PERCENT REDUCTION IN DERBY PROPERTY TAXES.

UNFORTUNATELY, A VERY COMPLICATED CONFLICT AROSE BETWEEN THE NEW STATE FORMULA AND THE FEDERAL LAW WHICH THREATENED TO DEPRIVE DERBY OF SOME HALF MILLION DOLLARS IN AVAILABLE REVENUES. AND STATEWIDE THE TOTAL CAME CLOSE TO \$8 MILLION. THIS WAS, BY ANYONE'S STANDARDS, A VERY SERIOUS SITUATION WHICH POSED A MAJOR THREAT TO THE EDUCATIONAL SYSTEMS OF THE AFFECTED DISTRICTS.

THEREFORE, I WAS ESPECIALLY PLEASED WHEN THE SENATE LAST YEAR ADOPTED MY AMENDMENT TO TEMPORARILY SUSPEND THE EFFECT OF THE FEDERAL LAW'S OPERATION. AND THIS PAST WEEK, I BELIEVE WE FINALLY ACHIEVED A PERMANENT RESOLUTION OF THE PROBLEM THROUGH AN AMENDMENT I OFFERED TO THE NEW ELEMENTARY AND SECONDARY EDUCATION ACT.

COLLEGE AND VOCATIONAL PROGRAMS

BEYOND THE SECONDARY LEVELS, FEDERAL PROGRAMS HAVE EXPANDED TEN-FOLD FOR VOCATIONAL EDUCATION TO SOME \$396 MILLION IN 1971. AND THE IMPACT ON THE SKILLS AND EARNING POWER OF OUR WORK FORCE HAS BEEN SUBSTANTIAL.

ON THE COLLEGE LEVEL-- ALTHOUGH THE BONANZA DAYS OF FEDERAL GRANTS AND PROGRAMS ARE PROBABLY PAST -- THE DOUBLING OF COLLEGE ENROLLMENTS BETWEEN 1960 AND 1970 WAS IN NO SMALL PART DUE TO THE EFFECT OF VARIOUS FEDERAL AID PROGRAMS. NATIONAL DEFENSE STUDENT LOANS, WORK STUDY PROGRAMS, A WHOLE RANGE OF FEDERALLY GUARANTEED LOANS AND FEDERAL SCHOLARSHIPS OPENED THE DOORS OF COLLEGE TO MILLIONS OF YOUNG AMERICANS WHO WOULD NEVER HAVE BEEN ABLE TO ATTEND ON THEIR OWN RESOURCES.



CONCLUSION

WE INDEED HAVE MANY PROBLEMS STILL REMAINING. BUT THE GREAT **THING** ABOUT THIS COUNTRY IS THAT THEY CAN ALL BE SOLVED. WE ARE THE FIRST COUNTRY OF THE WORLD MILITARILY, DIPLOMATICALLY AND ECONOMICALLY, AND WE HAVE DONE IT IN JUST 200 YEARS. WE HAVE THE NATURAL RESOURCES: WE HAVE THE HUMAN RESOURCES: WE HAVE THE TECHNOLOGY. NOW ALL WE NEED IS THE WILL TO SOLVE OUR PROBLEMS. THAT IS SOMETHING AN AWARENESS OF THE AMERICAN EXPERIENCE CAN HELP GIVE TO US -- A REGENERATION OF THE SPIRIT OF '76.

THE SPIRIT OF '76

WHAT WAS THAT SPIRIT -- AND INDEED WHAT IS THAT SPIRIT?

IT IS A SPIRIT OF LIBERTY COURSEING THROUGH OUR NATIONAL VEINS. IT IS THE KNOWLEDGE THAT ONE MAN'S FREEDOM, ONE WOMAN'S FREEDOM IS MORE PRECIOUS THAN ANYTHING ELSE ON EARTH.

IT IS THE SPIRIT OF SACRIFICE -- OF SHARING BURDENS AND  
CONFLICTS.

IT IS THE SPIRIT OF OPTIMISM -- OF KNOWING THAT WE CAN  
ALWAYS MAKE THINGS BETTER IF ONLY WE WOULDN'T SPEND SO MUCH  
TIME BEMOANING HOW THEY COULD BE WORSE.

IT IS THE SPIRIT OF THE FRONTIER -- OF NOT FEARING TO  
GO WHERE MAN HAS NOT REACHED.

IT IS THE SPIRIT OF CONFIDENCE -- OF NOT BEING CONSTRAINED  
BY EARTHLY BOUNDARIES AND OF THE CERTAIN KNOWLEDGE THAT MAN  
CAN MASTER HIS FATE.

IT IS THE SPIRIT OF DIVERSITY -- ALLOWING EVERYONE  
HIS OWN VIEW AND HIS DISTINCTIVE WAYS AND WELCOMING THE  
DIFFERENCES IN OUR SOCIETY.

INDEED, THE "SPIRIT OF '76" WAS, AND IS, MANY THINGS, EACH OF WHICH HAS BEEN A BUILDING BLOCK OF OUR NATIONAL GREATNESS. OUR COUNTRY GREW ON THAT SPIRIT AND PROSPERED ON THAT SPIRIT.

THE WAY IN WHICH WE CELEBRATE AND COMMEMORATE AMERICA'S 200th BIRTHDAY WILL HAVE A PROFOUND INFLUENCE ON THE MANNER AND SPIRIT IN WHICH WE ENTER OUR THIRD CENTURY AS A NATION. THE BICENTENNIAL OFFERS US A CHANCE TO REKINDLE THE SPIRIT THAT IN 200 YEARS BUILT THIRTEEN SMALL DEPENDENT COLONIES INTO THE STRONGEST NATION IN THE WORLD.

GOOD REASON TO CELEBRATE

AND THAT IS WHAT THE BICENTENNIAL CELEBRATION IS REALLY ALL ABOUT -- A REBIRTH, AS WELL AS A BIRTHDAY -- A REDISCOVERY OF OUR SPIRIT, AS WELL AS A REDISCOVERY OF OUR STRENGTH AND POTENTIAL AS A FREE PEOPLE WORKING TOGETHER. IT WILL BE A BANNER UNDER WHICH ALL AMERICANS CAN MARCH, HOWEVER DISPARATE THEIR VIEWS. IT WILL CROSS STATE BOUNDARIES AND PARTISAN LINES.



IT CAN BUILD BRIDGES ACROSS MINORITY AND ETHNIC DIVISIONS  
AND ACROSS GENERATION GAPS. IT OFFERS US A UNIQUE OPPORTUNITY  
TO REMEMBER OUR PAST, TO RENEW OUR COMMITMENT TO THE  
PRINCIPLES UPON WHICH THIS NATION WAS FOUNDED, AND TO GIVE  
NEW MEANING TO THOSE GOALS OF LIFE, LIBERTY AND THE PURSUIT  
OF HAPPINESS FOR GENERATIONS TO COME.

AND IF THERE WERE EVER GOOD CAUSE TO CELEBRATE -- FOR  
THE CLASS OF '74 OR ANY OTHER YEAR -- AMERICA IS THAT CAUSE,  
AND THE TIME IS NOW.

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*The following is*

\*\*\*\*\*NOTE: *1* Material to replace health Care portion of Downs speech  
from "IMPROVED HEALTH CARE" up to "CONCLUSION."

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### PROGRESS IN EDUCATION

To take a most important example, consider the subject of education.

From 1960 to 1970, the number of students in America's educational systems grew by 13 million, and a million new teachers began their careers. All told 62 million Americans--teachers, administrators, students--were involved in the business of education by 1970.

In the twelve years following 1960, the percentage of our population group between the ages of 25 and 29 who had completed at least 4 years of college grew from 11.1 to 19 percent.

And our gross national product commitment to education grew from 4.8 percent in 1957 to a full 8 percent in 1971. And this does not take into account the great increase in the GNP, itself, over that period.

### BROAD GROWTH

I believe the great thing about this surge in educational effort is that it has taken place across the board--from the pre-school years on up through the post-graduate fields. And the development of many federal programs has meant that not only the quantity of education being offered has increased, but its quality has been improved as well.

Fifteen years ago there was no Head Start or Sesame Street to give pre-schoolers a running go at their first years of formal education. But now millions of children enter the first grade with this extra background which makes their studies more rewarding for all concerned.

And ~~once~~ in school, the programs of the Elementary and Secondary Education Act provide a greatly enriched environment in almost every aspect of grade, junior high and high school education.

As you may know, this past week the Senate completed work on a new ESEA bill to provide \$25 billion over 4 years to continue and enhance these programs. In addition there are the School Breakfast and School Lunch programs to assure



the basic nutritional needs of all school children. There are special programs for handicapped children and for those who are Spanish-speaking.

#### IMPACT AID IN DERBY

One of the most important federal education programs--especially as far as Derby is concerned--is the assistance provided to federally-impacted school districts. Over \$1 million in impact aid was provided to Derby under this program in Fiscal Year 1973, and its presence--under the new State school finance formula--resulted in a better than 15 percent reduction in Derby property taxes.

Unfortunately, a very complicated conflict arose between the new State formula and the federal law which threatened to deprive Derby of some half million dollars in available revenues. And statewide the total came close to \$8 million. This was, by anyone's standards, a very serious situation which posed a major threat to the educational systems of the affected districts.

Therefore, I was especially pleased when the Senate last year adopted my amendment to temporarily suspend the effect of the federal law's operation. And this past week, I believe we finally achieved a permanent resolution of the problem through an amendment I offered to the new Elementary and Secondary Education Act.

#### COLLEGE AND VOCATIONAL PROGRAMS

Beyond the secondary levels, federal programs have expended ten-fold for vocational education to some \$396 million in 1971. And the impact on the skills and earning power of our work force has been substantial.

On the college level--although the bonanza days of federal grants and programs are probably past,--the doubling of college enrollments between 1960 and 1970 was in no small part due to the effect of various federal aid programs. National Defense Student Loans, work study programs, a whole range of federally guaranteed loans and federal scholarships opened the doors of college to millions of young Americans who would never have been able to attend on their own resources.

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SOUND RECORD

And who can really calculate the value of these better-trained minds, sharpened skills and expanded intellects on the well-being of every single one of us as American citizens?

The list of federal initiatives in education could go on and on. But I believe this brief summary provides a good indication that our system of government is working--and effectively--to meet the social, economic and personal needs of our people.

This is not an example of a government which has lost touch with the people or failed to respond to their concerns. To the contrary, this shows a degree of responsiveness and vitality which is unequaled in any other free country.