

COMMENCEMENT ADDRESS

CENTRAL CAROLINA TECHNICAL INSTITUTE

SANFORD, N. C.

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Introduction

I could not ^{ask} /for a greater honor than this privilege of sharing with you a small part in this wonderful event. It is a great day in the life of every member of the graduating class. It is a great day in the life of this Technical Institute . And this forth annual commencement marks another important milestone in the dynamic development ~~in~~ the industrial and technical growth of North Carolina.

Privilege to be Speaker for Two Reasons.

I count this opportunity of speaking with you tonight a privilege for two reasons. First, you have selected me for this honor, even though your selection may be a flagrant display of poor judgment on your part, but second, and foremost, I have been particularly interested in the development of the many programs in the industrial and technical centers of North Carolina, ~~for the last decade~~. Through these programs which have been fostered and encouraged by governmental, industrial and educational leaders of our state, those of you graduating here tonight will go out into a highly competitive and technical ^{community} ~~society~~ fully prepared to make your contribution to the improvement of our way of life and to the future growth and improvement of our ^{state} ~~community~~.

North Carolina has taken a long hard look at Industrial and Technical Education.

~~Within the last ten years~~, North Carolina has taken a long hard look

at Industrial and Technical Education in this state. And it has done something about it. The field of industrial education is long since beyond the point where its curriculum can be stated in terms of footstools, flower boxes, and book ends. *as it was basically described when I finished school.*
Industrial and Technical Education has come of age.

Industrial and Technical Education has come of age: It is now a vast program of education designed to meet the needs of a dynamic, growing America by giving our people, young and old alike, an insight into the processes and complexities of industry. Ten years ago our State Government recognized the fact that there were literally hundreds of thousands ^{of} men and women, and boys and girls in North Carolina who were not achieving their greatest potential *or accomplishing as much as they were capable of* simply because they lacked the know how and training to compete in a highly developed and technical *way of life community.*

There were thousands of young women fully capable of absorbing the scientific and technical knowledge necessary for administering to the sick, the invalid, the infirm and the retarded, if only such knowledge was made available to them. The result has been that today, there is hardly a hospital or nursing home in this state where the services of a License Pratical Nurse, trained in such Institute's as this, is not available for the care of the sick and infirm.

There were thousands of men and women, young and old, who possessed the ability to acquire the skills and knowledge so necessary in the emerging fields of electronics, mechanical engineering, electrical installations, mechanics, business and ⁱⁿ many others ^{fields,} if only opportunities ^{to learn} were made available and more accessible. *And today industries are springing up throughout this state almost daily, are relying heavily upon ~~our~~ our technically trained personnel.*
Half of the Jobs now held - did not exist 40 years ago.

Half of the jobs now held by Americans did not exist forty

This is an amazing statement, but is true. Look about you here in Sanford and see how many vocations you can name that did not exist 40 years ago.

ago. The vocational shifts between 1960 and the next few decades will

be equally as violent. The legislature of North Carolina several years ago recognized that our educational system had not been geared for such a change. We were still geared to the rural way of life and had stood by and watched as our farm incomes dwindled and farm employment by necessity decreased without providing new and better opportunities for the unskilled, and the young people who were leaving our high schools as graduates and in many cases as drop-outs. And for this reason, perhaps more than any other, we have seen the average income of each North Carolinian remain much lower than the ^{average} per capita income in almost every other state in the union.

With a History of Having Done Relatively Little - began expanding -

With this history of having done relatively little in Industrial Education, ^{or almost nothing} we began expanding in this area to fill the gap. It was in 1958 that we began developing a state-wide system of strategically located vocational-technical institutions.

These institutions are affording many people in our state who have had no industrial or technical education in the past ^{and opportunity} to re-educate themselves. They afford those who must find new jobs because of our changing economy an opportunity to re-educate themselves. *And have done much to attract the ^{many of the} more sophisticated industries to our state.*

Half the Children born this year will be forced to educate themselves vocationally three times before their productive lives run out.

Someone has predicted that because of new discoveries and new knowledge that will be made in the future, that half the children born this year will be forced to educate themselves vocationally three times before their productive lives run out. As these changes come about more knowledge will be required of each of you and new skills will have to

~~will have~~ to be acquired if you are to keep up with the changing pace
 in ~~industrial and technical developments~~ ^{even in the field in which you have specialized} Such predictions and the
 changing economy stimulated the Legislature to act and you have responded
 to these opportunities.

The presence of these graduates here today indicates to me that they
 are attuned to these dynamic changes in our economy. This Technical Institute,
 and this community's participation in these programs shows its awareness
 that those educational programs geared to the farmer and plow must be re-
 placed by an industrial education ^s program to meet the needs of a modern
 industrial America.

The many fine industries here in this area in many ways attribute
 to the splendid work of this Institute and the quality of its graduates.
 In my own county of Harnett we have new industries that are offering new
 opportunities for employment and a new way of life/ ^{to many} of our citizens
 skilled ^{and key} personnel were trained right here in this institute.

And now to those of you graduating -

And now to those of you who are graduating here tonight and who have
 availed yourselves of the opportunities of which I have been talking, let me
 congratulate you upon ^{your} achievement, ~~which your presence here represents,~~
 You have demonstrated an endurance, an ambition and a capability for a
 far more important things, ~~for a degree of self-discipline.~~ So it is ^{my}
 privilege to share with you the honor and the recognition that you are to
 receive here tonight.

But in so doing, it seems to me that I would be failing in my duty
 if I did not try to help to define what you have really achieved and what
 the responsibilities are that will follow.

First, of all, ~~and as disillusioning as it may sound,~~ it would be
 a grave mistake for you to assume that your education is now complete.

It would be a reflection upon the instruction which you have already received. Even in the particular fields ⁱⁿ which each of you think you have ^{achieved} proficiency, you have made only a beginning. ~~Of course, we have no less an authority than Socrates for the folly of a man's pretention of learning.~~

It seems probable that a great many of the world's ills, ~~perhaps~~ ^{and} some of ^{our} most alarming ones, may be attributed to ignorance, and more seriously, to the pretention of knowledge when there is none. One of your safeguards in the future ~~will~~ ^{should} be your freedom from any form of self deception.

Those of you graduating ~~here tonight~~ have been trained, in one or more of a dozen skills and techniques. But preparation for the tasks of a varied and complex ^{way of life} ~~society~~ must be made upon a wide range of disciplines. Your field of inquiry and the special skill you have learned to use, say in nursing or electronics, ~~has been~~ ^{may have been} foreign to the language of another field, to that of your neighbor, ~~to the extent~~ ^{to} that the two of you seem not have been preparing for the same world.

The more ~~complex and complicated~~ the world becomes the more our environment depends upon an increasingly specialized technique - a technique and language that is substantially private ^{except} ~~except~~ to the technician. So, then, it appears that gaps between fields of study are steadily becoming wider and wider. You may know something of automobile mechanics and nothing of the history or operation of your county or state government; you may know something of business and nothing of the history of man. You may be proficient as a Practical nurse and yet know nothing art or education. You may be the best linesman to be found, and yet know nothing of the ~~operation of a business.~~ ^{The needs of the mentally ill or retarded.}

I was told recently of a distinguished scientist who professed that he

finding greater and greater difficulty in talking to the man in his own field.

Perhaps, then, there is no escaping the highly specialized study, the degree of departmentalization which society has forced upon us.

A hundred years ago, Emerson had much to say about the specialized society of his time, about his great fear of departmentalized man. Time and time again he plead for a vision that transcended the ~~specialized~~^{special} interests and endeavors of his colleagues. He plead for the appearance, somewhere, ~~in~~ of the whole man. What he would have said of us today we can only assume. But what we can do and what we have the highest moral obligation to do is to examine the training that we have had; to make some effort to understand what it is and what it is not. To try, in other words, to relate that training as nearly to the ~~total~~^{whole} view as we can command and thereby accept the knowledge of our own incompleteness.

The process of being educated is never-ending; it is a way of life. It can never be measured in terms of books, teachers, or years at school. Perhaps, then ~~we~~ for a better understanding of education, we must look to the will to learn, its inquiring spirit, and, finally, its undeceived self-knowledge.

Real education, then, can be measured only in the way that we live.

Real Education manifests itself in every department of our lives: in directing our behavior with our fellowman, in the understanding and chairty

which we give to others, in the courage we use in distinguishing between the true and the false, the right and the wrong. The signs of his education are unmistakable upon the appearance of a mature man.

The civilization which we have inherited and are committed to uphold must be watched over and guarded by our total selves. Not alone by the linesman, the businessman, the electronics technician, the mechanic, nor even alone by the poet or the politician, can a long and steady perspective be maintained.

One answer at least, ^{that I can recommend} if not the total answer, is to ^{challenge your} read, read, read. The respect that you will ultimately have for your own training will be determined by the awareness that you have of the knowledge and the training of others.

^{Read your newspapers, your magazines, your trade bulletins + journals and books.}
Read. And read without prejudice. To read only, for the purpose of proving & confirming what you already believe to be true, or to support your previously inherited convictions, is to violate the basic spirit of inquiry and to deny yourself the fruit of your own mind.

Read, Read without prejudice, having the courage to follow where instinct and insight may lead. Examine your own convictions. How many of them are pre-judgments? How many have you reached through a process of discovery for yourselves.

Read. But read without prejudice to broaden your own horizons and your own knowledge of ^{all} mankind.

Of one thing in this world we believe, you may be fairly certain: responsibility is always ^{dependent on} proportionate to understanding. There is a penalty for the possession of knowledge and the refusal to use it. Your possession of

training is at once your privilege and your obligation.

(parable of the levite) You know, Jesus had contempt for the
presit and the Levite. They did not rob or beat the man who ~~was~~
 was wounded. They just passed him by!

There was the servant who was cast into "outer darkness." He
 did not use in wrongful ways the talent entrusted to him -
 he simply buried it ~~in~~ in the ground and did nothing about it!

And so now, you have an obligation to use & develop your talents
 And finally as you leave this Institute to assume your responsibilities,

I trust that you find that your challenge is here in North Carolina.

which
 This State/has afforded you many advantages also *affords* you many opportunities.

North Carolina is emerging from a long period of transition - economic
 social and cultural. It is a great State today and can be far greater in
 years and decades ahead, but needs your youth, your knowledge, your skills
 and especially your esthusiasam for the future.

Even though you may not be aware of it, each of you graduating today,
 has been the receipt of a scholarship. A scholarship from the tax-
 payers of this County and ~~this~~ State. For each of you graduating the
 taxpayers ~~and~~ *has* spent approximately _____ dollars. Why? Because
 it is the obligation of a free democratic government, based upon the free
 enterprise system, to do for its ~~system~~ citizens, those things that they
 can not very well do for themselves.

Today, as you graduate and go out into the world a larger part of ~~this~~ ^{the} responsibility ^{to do these things} shifts to your shoulders. Just as ^{we have} as those ~~have~~ ^{we have} been before you ~~have~~ provided these scholarships for you, and have been providing for the sick, the lame and the under privileged, you now must use your talents and skills not only for the suport and care of your family for the benefit of all man kind.

Just as Christ condemned the sin of uselessness of those possessed with talents and able to do for themselves. He condemned those of us who are able to assist - whether through our church or our s governments, or as individuals, but who do as the priest add Levit and pass them by.

In North C rolina today, ~~We~~ ^{We} boast with pride of our schools, our educational systems, hospitals and other instituions - and we have every right to be proud for we have come a long way.

Yet, in our mental hospitals today, some are so understaffed and poorfy eqiped that earlier last year they failed to meet even the mimimm standards for medicare. ~~These people cannot help themselves.~~ ^{These people cannot help themselves.}

~~Sbbbbbb~~ You know, in the scriptures we find many parables illustrating the judgment of God, and ^{in these parables.} many were condemned to eternal death. But in no parable was one flung out into darkness because of some postive wrong ^{because he tried and then failed.} No real American can see an underpriviledged child, a mentally disturbed mother, or father, a mentally retarded child, an ^{crippled} ~~afflicted~~ child in real need of assistance without a broken heart. To do what we can for others is the

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real challenge what I make to you now, just as those before us
~~have assisted us.~~ here done unto us