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WEDNESDAY, OCTOBER 7, 1964 - 8:45 a.m. EST

REMARKS BY MRS. LYNDON B. JOHNSON  
GREENSBORO, NORTH CAROLINA

It's a special pleasure to visit a campus because some of my closest relatives are students. I have it on highest authority-- directly from my daughter, Lynda -- that the way to make a hit on a campus is to arrive during class hours.

I hope you got excused from your worst subject, or at least from a test you weren't quite ready for.

This hardy old colonial state has through the decades and centuries sent many a son and daughter to other places near and far -- not excepting the South. Wherever it has sent them, they have brought with them the spirit of progress.

I have learned that North Carolina's motto as rendered in English -- I don't attempt it in the original Latin because my schoolgirl Latin has long since rusted away -- is: "To be, rather than to seem." No motto could be more fitting. For North Carolina has not simply seemed to have been always in the van of the progressive spirit of the New South, historically it has unfailingly been in that vanguard.

North Carolina has not only seemed to take the lead in providing to its boys and girls, young men and women that indispensable way to a better common life which is education, it has been that lead.

The evidence of this is impressive beyond dispute. This was the first state in all the Union to open the doors of a State University to the people. Here in Greensboro, learning has been encouraged since 1767 when Dr. David Caldwell established his log cabin Classic School.

Greensboro had the first tax-supported public school system in the state and shortly before the turn of the 20th century it had a larger proportion of its young people enrolled in school than any other Southern city. It has not slackened its interest or its efforts for today Greensboro's colleges -- University of North Carolina, Greensboro College, Agricultural and Technical College, Bennett, Lutheran and nearby Guilford -- have the largest enrollment in North Carolina and perhaps in the Southeast.

This accent on education in Greensboro has given the world such men as O'Henry and Wilbur Daniel Steele, four-time winner of the O'Henry award. And one of our great modern-day journalists, Edward R. Murrow, learned his ABCs here.

The North Carolinians who have gone forth have taken with them a deep understanding that education is a loan to be repaid by a gift of self. That is why they have been valuable citizens wherever they have gone.

I am sure that the young people in the schools and colleges here today are equally conscious of being a singled-out generation -- the one that is expected to build a society of the highest order.

In this complex world, no college graduate can afford to consider a diploma a mere accolade for work accomplished. It must be regarded as a passport to the world and a license to be a practicing member of it.

Southern men and women have never been ones to retreat from the complexities of the world. No less than 16 of our Secretaries of State from Thomas Jefferson of Virginia to Dean Rusk of Georgia have come from the South.

The educated person is much more in demand today than ever before. Not only do we need technicians and scientists, we have an even greater need for philosophers and humanists who can teach us how to live with the wonders science and technology create. It is not enough to be able to operate a giant electronic brain, someone must think of ways to put it to work for the good of humanity.

While we are designing the educational programs of the future, we must never forget that there are many learning levels. Not everyone has the candle power to light the floodlamps of national and international purpose. But nearly everyone can strike his spark and light his little world around him.

It is not without pride that I remember the first major bill signed by my husband as President. It was the bill, you may recall, not only for increased assistance to higher education, but more specifically for a much broadened vocational education program.

Since then there have been many other measures to brighten the educational glow. The Poverty Bill provides for job training and job retraining. All measures aimed at raising our standard of living indirectly help raise our standard of education.

Of themselves, the pressures of poverty cause young people to become drop-outs and drifters and soon-to-be delinquents. Crime in the streets can be traced to many root causes.

The war on poverty strikes at these roots, so do urban renewal programs. Seventy percent of our people live in cities and 90 percent of our population growth will occur in them. If our cities are cement and asphalt jungles, the children who grow in them may well become savages.

I would remind all of you who are enjoying the privilege of good education that with knowledge comes power and with power comes responsibility for whatever community you choose to live in after graduation.

Last spring, I sat on the stage of the high school in Johnson City, Texas, where my husband graduated 40 years before with six pupils in his class. Lyndon recalled how, right after high school graduation, his restlessness had driven him to the West Coast to seek his fortune. After two months he returned because he discovered "right here in Johnson City is where it all begins."

The world beckoned to him as indeed it must to you. While the problems of Zanzibar are your inheritance and challenge, I hope you will never overlook the problems right around you.

Edmund Burke said, almost 200 years ago: "The only thing necessary for the triumph of evil is for good men to do nothing." So I say to you: Step forward in every way you can to plan boldly, to speak clearly, to offer leadership. Your country and the world need you.

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