

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSEREMARKS OF THE PRESIDENT
AT THE SIGNING OF THE
PUBLIC BROADCASTING ACT
THE EAST ROOM

AT 11:33 A.M. EST

THE PRESIDENT: Secretary Gardner, Senator Pastore, Chairman Staggers, Members of the Congress, Cabinet, ladies and gentlemen.

It was in 1844 that Congress authorized \$30,000 for the first telegraph line between Washington and Baltimore. Soon afterward, Samuel Morse sent a stream of dots and dashes over that line to a friend who was waiting. His message was brief and prophetic and it read:

"What hath God wrought?"

Every one of us should feel that same awe and wonderment today.

For today, miracles in communication are our daily routine. Every minute, billions of telegraph messages chatter around the world. Some are intercepted on ships. They interrupt law enforcement conferences and discussion of morality. Billions of signals rush over the ocean floor and fly above the clouds. Radio and television fill the air with sound. Satellites hurl messages thousands of miles in a matter of seconds.

Today our problem is not making miracles -- but managing miracles. We might well ponder a different question: What hath men wrought -- and how will man use his inventions?

The law that I will sign shortly offers one answer to that question.

It announces to the world that our nation wants more than just material wealth; our nation wants more than a "chicken in every pot." We in America have an appetite for excellence, too.

While we work every day to produce new goods and to create new wealth, we want most of all to enrich man's spirit.

That is the purpose of this act.

It will give a wider and, I think, stronger voice to the educational radio and television by providing new funds for broadcast facilities.

It will launch a major study of television's

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use in the nation's classrooms and their potential use throughout the world.

Finally -- and most important -- it builds a new institution; the Corporation of Public Broadcasting.

This corporation will assist stations and producers who aim for the best in broadcasting; good music, exciting plays, and broadcasting reports on the whole fascinating range of human activity. It will try to prove that what educates can also be exciting.

It will get part of its support from our government. But it will be carefully guarded from government or from party control. It will be free, and it will be independent -- and it will belong to all the people.

Television is still a young invention. But we have learned already that it has immense -- even revolutionary -- power to change, to change our lives.

I hope that those who lead the corporation will direct that power toward the great and not the trivial purposes.

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At its best, public television would help make our our nation a replica of the old Greek marketplace, where public affairs took place in view of all the citizens.

But in weak or even in irresponsible hands, it could generate controversy without understanding; it could mislead as well as teach; it could appeal to passions rather than to reason.

If public television is to fulfill our hopes, then the Corporation must be representative, it must be responsible -- and it must be long on enlightened leadership.

I intend to search this nation to find men who I can nominate, men and women of outstanding ability, to this board of directors.

As a beginning, this morning I have called on Dr. Milton Eisenhower from the John Hopkins University and Dr. James Killian of MIT to serve as members of this board.

Dr. Eisenhower, as you will remember, was Chairman of the first citizens committee which sought allocation of air waves for educational purposes.

Dr. Killian served as Chairman of the Carnegie Commission which proposed the act that we are signing today.

What hath man wrought? And how will man use his miracles?

The answer just begins with Public Broadcasting.

In 1862, the Morrill Act set aside lands in every state -- land which belonged to the people -- and it set them aside in order to build the Land Grant Colleges of the nation.

So today we rededicate a part of the airwaves -- which belong to all the people -- and we dedicate them for the enlightenment of all the people.

I believe the time has come to stake another claim in the name of all the people, stake a claim based upon the combined resources of communications. I believe the time has come to enlist the computer and the satellite, as well as television and radio and to enlist them in the cause of education.

If we are up to the obligations of the next century and if we are to be proud of the next century as we are of the past two centuries, we have got to quit talking so much about what has happened in the past two centuries and start talking about what is going to happen in the next century beginning with 1976.

So I think we must consider new ways to build a great network for knowledge -- not just a broadcast system, but one that employs every means of sending and of storing

Think of the lives that this would change:

-- the student in a small college could tap the resources of a great university.

Dr. Killian has just given me an exciting report of his contacts in Latin America as a result of some of the declarations of the Presidents at Punta del Este that he has followed through on and how these Presidents are now envisioning the day when they can dedicate 20 or 25 or a larger percent of their total resources for one thing alone -- education and knowledge.

Yes, the student in a small college tapping the resources of the greatest university in the hemisphere.

-- the country doctor getting help from a distant laboratory or a teaching hospital;

-- a scholar in Atlanta might draw instantly on a library in New York;

-- a famous teacher could reach with ideas and inspirations into some far-off classroom, so that no child need be neglected.

Eventually, this Electronic Knowledge Bank could be as valuable as the Federal Reserve Bank.

And such a system could involve other nations, too -- it could involve in a partnership to share knowledge and to thus enrich all mankind.

A wild and visionary idea? Not at all. Yesterday's strangest dreams are today's headlines and change is getting swifter every moment.

I have already asked my advisers to begin to explore the possibility of a network for knowledge -- and then to draw up a suggested blueprint for it.

In 1844, when Henry Thoreau heard about Mr. Morse's telegraph, he made his sour comment about the race for faster communication. "Perchance," he warned, "the first news which will leak through into the broad, flapping American ear will be that the Princess Adelaide has the whooping cough."

We do have skeptic comments on occasions. But I don't want you to be that skeptic. I do believe that we have important things to say to one another -- and we have the wisdom to match our technical genius.

In that spirit this morning, I have asked you to come here and be participants with me in this great movement for the next century, the Public Broadcasting Act of 1967.

This act has a host of fathers. Many years ago when I was a member of the Senate I had a bill prepared. Mr. Siegel drafted it for me on public television. I had difficulty getting it introduced.

I asked Senator Magnuson to introduce it. He did. I am sorry he can't be here today. But he called me before I came over here and explained to me how happy he was that this event was taking place.

I don't want to single out any one person, because there are so many who have worked so long to bring this bill into where it is this morning to be signed.

I do want to recognize, though, in addition to Senator Magnuson, Senator Pastore, the Chairman of the Subcommittee who has spent many days, weeks and years in this effort, Senator Cotton, the ranking member of that Committee, Chairman Staggers, Congressman Macdonald, Congressman Springer, all of whom have been part of the team that has brought this measure to the White House to make it the law of our land.

I should like to extend a very special word of greeting to Mr. William Harley and the National Association of Educational Broadcasters who are gathered out in Denver today and who are participating in this ceremony by remote control.

As I mentioned before, we are honored to have Dr. James Killian here this morning. We are grateful to him and other members of the Carnegie Commission who provided the ideas and inspiration some of which are incorporated in this legislation.

I think I should add that John Gardner came to me in the early days when he was head of the Carnegie Commission before we brought him in here and suggested this Commission and asked me to help participate in forming it and making suggestions.

We are indebted to Dr. Gardner for this as we are to many things that he has done to provide leadership in the field of what is really important in the world -- the education of our people.

At this time I am going to call on Mr. Alan Phifer who is the President of the Carnegie Corporation who has a statement that I hope will be of interest to all of you.

Dr. Phifer.

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(OVER)

MR. PHIFER: Mr. President, the piece of legislation you are about to sign is of historic import, because it has the potential to enhance immeasurably the quality of American life.

Its passage, I am certain is a source of pride to you and the members of your Administration.

I am meekly certain the 90th Congress will count the creation of the Public Broadcasting Corporation among its most valuable accomplishments. It is significant that this corporation while having the word "public" in its name will be a private institution.

Government funding through the corporation of the new system of public broadcasting is both right and essential. The system cannot come into being or thrive without it.

But equally right and essential is private support for public broadcasting. Private sector responsibility in this new venture is as great as that of government.

The Columbia Broadcasting System and the United Automobile Workers have already recognized this by pledging gifts of respectively \$1 million and \$25,000. It is to be hoped that others will follow their lead.

Mr. President, the Carnegie Corporation of New York was privileged to be the sponsor of a comprehensive study of public television under the able leadership of Dr. Killian.

We are privileged now in recognition of our faith in the public-private partnership envisaged in the report of that Commission and now made possible by the good work here in Washington to pledge \$1 million to the support of the Corporation for Public Broadcasting.

THE PRESIDENT: If there are any other distinguished and generous people I will be glad to recognize them. If not, I want to express my personal appreciation to Mr. Douglas Cater of the White House Staff for the many months that he was followed this legislation and worked on it.

END

(AT 11:50 A.M. EST)

NOVEMBER 7, 1967

Office of the White House Press Secretary

THE WHITE HOUSE

BIOGRAPHICAL DATA ON MILTON S. EISENHOWER

Age 68 (born September 15, 1899
in Abilene, Kansas)
Residence: Johns Hopkins University

PRESENT POSITION

President Emeritus of Johns Hopkins University

EDUCATION:

1924 B.S., Kansas City University
Received honorary degrees from 26 universities and colleges

PREVIOUS EXPERIENCE:

1924-26 American Vice Consul, Edinburgh
1926-28 Assistant to Secretary of Agriculture
1928-41 Director, Information, U. S. Department of Agriculture
1942 Director, War Relocation Authority
1942-43 Association Director, OWI
1943-50 President, Kansas State University
1950-56 President, Pennsylvania State University
1956 -- President, Johns Hopkins University

ALSO:

Director, Baltimore and Ohio Railroad
1962 Public Governor, New York Stock Exchange
1958-61 Member, Board of Visitors, U. S. Naval Academy
1953-60 Member, President's Committee on Government Organization
1957-60 Special ambassador and personal representative for the President for U. S. Latin American Affairs
1953-60 Director, Fund for Adult Education
1947-51 Trustee, National Committee for Economic Development
1952-53 Chairman, American-Korean Foundation
1952 -- Director, The Geisinger Memorial Hospital
1950 Chairman, General Awards Jury
1951 -- Director, Freedom Foundation, Inc.
1946-48 Chairman, U. S. National Commission for UNESCO
1946-47 Delegate, UNESCO Conference
1946 Member, Famine Emergency Relief Commission
1940 -- Member of numerous government commissions
Fellow, American Academy of Arts and Sciences
Recipient of several awards from foreign governments.

Office of the White House Press Secretary

THE WHITE HOUSE

BIOGRAPHICAL DATA ON JAMES R. KILLIAN, JR.

Age 63 (Born July 24, 1904
in Blacksburg, South Carolina)

PRESENT POSITION:

Chairman of the Corporation, Massachusetts Institute of
Technology, Cambridge, Massachusetts

EDUCATION:

1921-23 Student, Trinity College (Duke University)
1926 B.S., Massachusetts Institute of Technology

PREVIOUS EXPERIENCE:

1926-27 Assistant Managing Editor, The Technology Review
1927-30 Managing Editor, The Technology Review
1930-39 Editor, The Technology Review
1939-43 Executive Assistant to the President, Massachusetts
Institute of Technology
1943-45 Executive Vice President, Massachusetts Institute
of Technology
1945-48 Vice President, Massachusetts Institute of Technology
1948-59 President, Massachusetts Institute of Technology
1959-now Chairman of the Corporation, Massachusetts Institute
of Technology

ALSO:

1953-55 Board of Visitors to the U.S. Naval Academy
1957-59 Special Assistant to the President for Science & Technology
1957-59 Chairman, President's Science Advisory Committee
1957-61 Member, President's Science Advisory Committee
1961-63 Chairman, President's Foreign Intelligence Advisory Board
1961-now Consultant, President's Science Advisory Committee

Director, American Telephone and Telegraph Company;
Cabot Corporation; Polaroid Corporation; General
Motors Corporation
Recipient, President's Certificate of Merit (1948) and
numerous other Certificates of Appreciation and Awards
Member of the Board and Trustee of numerous institutions,
colleges, and Foundations
Recipient of numerous honorary degrees.

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OFFICE OF THE WHITE HOUSE PRESS SECRETARY
(Williamsburg, Virginia)

THE WHITE HOUSE

REMARKS OF THE PRESIDENT
AT THE CONFERENCE ON WORLD EDUCATION
WILLIAMSBURG, VIRGINIA

AT 8:04 PM EDT

Dr. Perkins, Dr. Gardner, most distinguished ladies and gentlemen:

I know that all of you share with me the feeling that we are all deeply in the debt of Dr. Perkins for his leadership and this memorable conference which you have launched here. I think in the years to come will be remembered as one of our most necessary and desirable movements of this period.

It was in this town almost two centuries ago that a revolution began which swept around the world. And it was here that Thomas Jefferson submitted to the Virginia legislature a "plan for the diffusion of knowledge."

The men who founded this country were very passionate believers in the revolutionary power of ideas.

They knew that when a people commit themselves to learning, a revolution begins which will never stop.

Now, here once again, the winds of change seem to be blowing. And once again, we have come here to gather to consider plans for spreading knowledge.

I am no historian. Certainly I am no prophet.

But for a good many years I have been an observer and a participant in some of the affairs of the world. I have watched man at work; I have seen his creative power -- and I have seen his awesome talent for destruction.

In this century, during my lifetime, man has spent literally trillions of dollars on the machinery of death and war. The cost of World War II alone has been estimated at \$1 trillion 154 billion -- taking no account whatever of any property damage.

~~In those years, nearly 100 million people have~~ died in the maiming and disease and starvation which came with war.

Yes, we can take no pride in the fact that we have fought each other like animals. And that is really an insult to the animals who live together in more harmony than human beings seem to be able to do.

There are other facts that trouble me, too, tonight.

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In the world in which we live today, four adults in ten cannot read and write. That is one of the reasons you are here.

There are whole regions in this world in which we live where eight out of ten people are illiterate.

Even now, most people end their lives unable to write "cat" or "dog".

These are most disturbing facts in the Twentieth Century, in this the richest age that man has ever known.

They are facts which I think cry out "Shame on the world, and shame on its leaders."

A sarcastic writer once gave this definition of history: "the account, mostly false, of events, mostly unimportant, which were brought about by rulers, mostly knaves."

Naturally, I do not agree with all of that statement.

If future historians, as I said the other day, should seek a name for this period in America, I hope that they will give consideration to calling it the age of education.

If our children's children want to measure what we tried to achieve, I hope they will remember one thing:

The American Government in only three years multiplied its commitment to education and to health four times over. Congress passed more laws and committed more funds to education and health in the last three years than in all previous history.

The Federal commitment for education and training alone has risen from \$4 billion 700 million in the United States in 1964 to \$12 billion 300 million in the United States in 1967.

We plan to emulate this commitment in the American program to help others fight these age-old enemies of ignorance and disease.

In 1966, about one-third of our entire economic aid program was directed toward agriculture, health, and education. This amounted to more than \$800 million in one year.

~~This year our budget calls for \$1 billion 300 million~~ for these three objectives. That is about half of the entire United States aid program for agriculture, for health, and for education.

We may be wrong, but as a former school teacher of a small rural school, I have had the feeling that if we could help the people of the world to maintain a good, sound body, and if we could provide them with appropriate, proper education, with a good mind and a good body they could build their own steel mills.

We have been trying to concentrate our energies in that direction -- in the direction of educating the mind, improving the body and providing food for their sustenance.

When other forms of United States assistance are added to America's program for foreign aid to agriculture, education, and health, namely, our food program, that exceeds some \$3 billion this year. But when it comes to education, every nation -- including this one, I think -- is still very much a developing country.

We have so much to learn from others. That is one of the primary reasons you are here -- to help us sort what there is to do and to make an agenda for it. We firmly believe that the knowledge of our citizens is one treasure which grows only when that treasure is shared. So we must find ways to extend the treasure to lands where learning is still the luxury of the few.

One lesson of our experience in economic and social development is quite clear: Education is the greatest single bottleneck. Development means that men and women can put to use in their own societies, in their own lives, in their own time, what modern science and technology can provide to help them. But that requires education.

At the level of basic education the truth of the matter is that we may be falling far behind. It takes so long these days to train a teacher, and yet it is so relatively easy to produce a student that we are not even holding our own in basic literacy.

At higher levels of education we are making progress. This year there will be one million young American boys and girls in the colleges of this country who will be there because of the legislation that we have passed providing for scholarships, grants and loans during the last few years.

But we have only just begun to exploit fully the possibilities that modern technology opens to us.

I can see no reason in the world why modern technology cannot, for example, permit the best professor in the world to teach students all over the world in a field where the vocabulary and the concepts and the standards are uniform; and this is true of many fields, I think -- science, natural and social.

Moreover, our capacity to produce microfilm and distribute information should make it possible for a young scholar or researcher at any place in the world to have the same basic library facilities that are available in the British Museum, the Library of Congress, or at one of the great university libraries.

Therefore, I would like to suggest to you this evening some consideration be given to some of these challenges: How can we use what we already know about educational television to accelerate the pace of basic education for all the children of the world? How can we use modern technology to economize on that most essential and that most needed educational resource: The good teacher?

How can we make the good teacher available to the maximum number of students in the world through television?

How can we make the best scholars and teachers in the world available to all universities -- wherever they may be -- through satellite communications?

So often have I thought of the wonders that could have been brought to those young, struggling minds with warped bodies that I taught back when I was in that little rural school on the United States-Mexican Border if we had had satellite communications, and the best scholars and best teachers had been able to invade those classrooms, to expose those Mexican children to the English language?

How can we use, too, the latest methods of communications and microfilming to provide those who are doing scholarship and research everywhere the best library facilities that are anywhere?

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We seem to need more facts. We seem to need to put a program together.

I was quite impressed with a statement in your conference document which said: "If the world's financial systems were forced to function with no better facts than those which educational systems live by, a financial panic would swiftly seize all capitals of the world."

We could have that in the offing anyway.

That is one of the reasons I thought it would be very desirable that we have this conference this year. It gives me a great deal of satisfaction, as Dr. Perkins observed, to know that you have come here upon our invitation, and that you have come here to chart an education strategy for the future.

I should not be presumptuous enough to try to outline that strategy. I content myself with observing a contribution here and there.

If I may suggest another idea, you might consider calling on the United Nations to set a target time for reviewing our goals and planning new progress, and make an international education year for the world.

Don't limit your efforts. Here, and you leave this place, I hope that you will take these plans and really face up to the tough questions:

The real tough question of all is how can we persuade the governments of 131 other nations to make it their primary objective to give every boy and girl born in the world -- anywhere -- all the education he or she can take?

How can we get the world's leaders to convert man's tragic will to destroy into a determination to build?

How can we shape a world in which men employ their minds in projects of peace -- instead of sacrificing their all, their bodies, their lives, on a field of battle?

Can we train a young man's eyes to absorb learning -- as eagerly as we train his finger to pull a trigger?

No gathering that has ever assembled has a subject that I think is more urgent than yours -- more compelling, more necessary, and more productive.

Here tonight you leaders of educational thought from more than 50 nations -- almost half of all the nations of the world -- must realize that you are dealing with the dynamite of our times.

Thomas Jefferson said that we should spread the disease of liberty around the world when this Nation was very young. The men of Jefferson's day associated this place where you are meeting tonight with liberty, and also with learning.

Tonight in Williamsburg, I am pleased to observe that you apparently have the same concern. I hope our commitment will be as great as theirs -- and I hope that your achievements will be as worthy of remembering.

One more word, if I may be personal.

A President must call upon many persons -- some to man the ramparts and to watch the far away, distant posts; others to lead us in science, medicine, education and social progress here at home.

I especially want to comment this great educational leader -- Dr. Perkins -- for having answered every call that his country has made, and having apparently done it quite well here.

Thank you.

END

(AT 8:21 PM EDT)

news from the NATIONAL ACADEMY OF SCIENCES

The National Academy of Sciences is an organization of distinguished scientists and engineers concerned with the furtherance of science and its use for human welfare. Although the Academy is not a government agency, it is called upon by its Congressional charter of 1863 to serve as an official adviser to the Federal Government in matters of science and technology.

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FOR RELEASE: Friday, June 14, 1968
(Mailed 6/12/68)

WASHINGTON—The rapid evolution of computers and their increasingly pervasive influence on the lives of individuals and the national welfare has led to the establishment of a Computer Science and Engineering Board within the National Academy of Sciences.

The new Board, which is composed of a distinguished group of academic and industrial experts in computer and information science and related areas, will report directly to the Council of the Academy. In making the announcement, Academy President Frederick Seitz said:

"The Board's assignment will be, generally speaking, to assess the implications of the enormous and somewhat heterogeneous growth of information processing technology as it affects the public and private sectors of our nation. It will be expected to take a broad view of this subject and of its applications to research and education in other branches of science and engineering as well as to the workaday needs of government, commerce, industry, and education."

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As chairman of the 12-member Board Dr. Seitz appointed Anthony G. Oettinger, professor of linguistics and applied mathematics at the Aiken Computation Laboratory of Harvard University. The vice chairman is John R. Pierce, Executive Director, Research Communications Sciences Division, Bell Telephone Laboratories, Inc. Dr. Oettinger has served as chairman of a planning group working toward establishment of the Board.

In recommending the establishment of the Board, Dr. Oettinger stated: "During the past several years a number of competent studies have raised fundamental questions regarding the general magnitude, composition, rate of growth, and use of the information store that is the foundation for decisions in our society. These questions demand a national effort to establish an authoritative base of facts and best judgments in areas which in the past have often been laced with controversy."

The use of computers is expanding so rapidly, he said, that even short-range estimates of their economic and social impact are unreliable. An early goal of the Board will be to establish priorities of need for orderly development of the field. One such priority need may well be the training of computer engineers and technicians to avoid an impending systems failure that some authorities foresee as the result of a shortage of personnel. Another might be the exploration of the pure and theoretical science aspects of the design of hardware, hardware systems, and hardware-software systems. It may be necessary to establish broad priorities for inquiry into such areas as equipment and systems functions and operational and planning problems arising from computer applications.

The Board will begin its task by organizing four committees to explore areas of initial concern. These committees will be (1) Education, to include both the training of computer science and engineering personnel and the role of computers in instruction; (2) Research and Development; (3) National Programs; and (4) Data Base, to compile essential facts on the present and predictable future extent of computer research and development, usage, and manufacture.

Funding for the operation of the Board will be provided by the Advanced Research Projects Agency of the Department of Defense, the American Federation of Information Processing Societies, and by other private and governmental organizations.

Members of the Board, in addition to the chairman and vice chairman, are Launor F. Carter, Vice President and General Manager of the Public Systems Division, System Development Corporation, Santa Monica, Calif.; David C. Evans, Director, Computer Science, University of Utah, Salt Lake City; Sidney Fernbach, Head, Computation Laboratory, Lawrence Radiation Laboratory, Livermore, Calif.; Jerrier A. Haddad, Vice President for Engineering, Programming and Technology, IBM Corporation, Armonk, N.Y.; W. F. Miller, Professor of Computer Science, Head of the Computation Group for the Linear Accelerator Center, and Associate Provost for Computing, Stanford University, Stanford, Calif.; Nathan M. Newmark, Head, Department of Civil Engineering, University of Illinois at Urbana; Kenneth Olsen, President of Digital Equipment Corporation, Maynard, Mass.; Alan J. Perlis, Head, Department of Computer Science, Carnegie-Mellon University, Pittsburgh, Penna.; J. Barkley Rosser, Director, Mathematics Research Center, U.S. Army, University of Wisconsin, Madison; and Alan Westin, Department of Public Law and Government, Columbia University, New York City.

Serving as executive secretary of the Board will be Warren C. House, who recently retired after nearly 20 years with the Central Intelligence Agency, where he specialized in the analysis and design of large scale information exchange systems involving both manual and computer handling of data.

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