MIT
Laura

Office of Legislative & Intergovernmental Affairs

FACSIMILE TRANSMITTAL MEMORANDUM

From: Jamie Davies

Date: Time:

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To: Tom Friedman

Organization:

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Phone:

This cover sheet is Page 1 of pages.

Note: Version on last page is Bill's edit

If there are any problems with this transmission, call 202-418-1900.

VERSION #1

Vital to ensuring access is connecting all of America's schools and libraries to the information highway. But access has a cost. Many communities have already brought together government and business, teachers, parents, and students to make this crucial investment. We must support their efforts. Thirty thousand schools and libraries from across the country have already applied for universal service discounts on communications services. Services like the internal connections and internet access necessary to move technology from outside of the schoolhouse door into the classroom.

Some would stand in the way, saying we cannot afford to make this investment. I say we cannot afford not to. On this issue there is no left or right. Only forward or backward. I call upon Congress to fully fund the initiative to equip schools and libraries with the tools to prepare America's young people for the Information Age.

VERSION #2

Connecting all of America's schools and libraries to the Information Highway is vital to ensuring access. But access has a cost. Many communities have already brought together government and business, teachers, parents, and students to make this crucial investment. We must support their efforts. Thirty thousand schools and libraries from across the country have already applied for universal service discounts on communications services. Services like the internal connections and internet access necessary to move technology from outside of the schoolhouse door into the classroom.

Some would stand in the way for political gain or narrow economic self-interest by saying we cannot afford to make this investment. I say we cannot afford not to. On this issue there is no left or right. Only forward or backward.

I call upon the Congress to fully fund the initiative to equip schools and libraries with the tools to prepare America's young people for the Information Age.

And I challenge the telephone companies and the rest of the business community to remove any barriers to this effort and help the nation take this giant step forward to connect all of America's schools, especially those in low income and rural communities that would otherwise not have access.

Providing discounted communications services to schools libraries, and rural hospitals is sound education, economic, health and communications policy. I want to commend all of those who have led the fight especially FCC Chairman William Kennard and /Secretary of Education Dick Riley for their outstanding commitment to bridging the digital divide.

Access also means connecting all of America's schools and libraries to the Information Highway. Many communities are bringing together government and business, teachers, parents and students to make this vital investment. Today, over thirty thousand schools and libraries across America have asked for funding to bring America's classrooms into the Information Age. They need the resources to bring the wonders of the Internet into the classrooms of our country. They need the resources to bring to America's classrooms the same wondrous technology that made it possible for you to get the finest higher education possible in the world today.

Some say that we cannot afford to make this investment. They say that we cannot afford to bring Internet access to all of America's school children. Well, I say that we cannot afford not to make this investment in America's future. We cannot afford to allow some in our society to benefit from the technology that will make them competitive, while others -- those in low income and rural community -- are left on the dark side of the digital divide.

On this issue, there is no left and no right. Only forward or backward. I call upon Congress to support the FCC and fully fund the e-rate, which will help equip our schools an libraries with the tools to prepare our young people to compete in the Information Age.

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From: Janice Davis

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MIT Speech

May 29, 1998

MEMORANDUM FOR JOHN PODESTA
GENE SPERLING/TOM KALIL 2/3
BRUCE REED/MIKE COHEN/TOM FRIEDMAN
DAVID BEIER/JIM KOHLENBERGER
JEFF SMITH

FROM: MICHAEL WALDMAN
JEFF SHESOL
LOWELL WEISS

SUBJECT: DRAFT OF MIT SPEECH

Here is a draft of the MIT speech. The plan is to get it to the President Sunday night. We are available for any comments and rewrites, etc.

Draft 5/29/98 5:00pm

PRESIDENT WILLIAM J. CLINTON
COMMENCEMENT ADDRESS
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS
June 5, 1998

In 1853, a brilliant geologist arrived in Boston with his family -- and one great idea. His name was William Barton Rogers, and his idea was to start a new institution for a new age. It would be a college unlike any in America, and devoted to helping students from the farm meet the needs of a society in transition to the factory.

Eight years later, MIT was born. And ever since, this great university has been at the leading edge of technological change, sparking innovation, spreading opportunity throughout our land. Today, if all the companies founded by MIT graduates and faculty formed their own country, it would have the 24th largest economy in the world. The 4,000 MIT-related companies employ three-quarters of a million workers -- knowledge workers -- in high-paying, high-skilled jobs.

Your success is a sign of the times. A revolution in technology is underway, and its scope and depth are staggering. It is spreading throughout our society, upending old arrangements, propelling America into a truly new era -- the Information Age. There is, in this revolution, no "shot heard round the world," like the one fired by patriots not far from here, two centuries ago. There is no one shot, no single catalyst -- but many catalysts, in laboratories and libraries, in start-ups and blue chips, in homes and even in dorm rooms -- across this great nation.

This is more than a time of innovation. It is a time of fundamental transformation -- the kind that happens, at most, every hundred years. It is a revolution in communications. Commerce. Industry. Imagination. The hallmarks of this new era -- its restless innovation, its boundless creativity, its endless enterprise -- are the qualities at the core of the American character. They are why it is our nation that launched this revolution, and why we will continue to lead it.

But I am not here today to talk about the new marvels of engineering; you know far more of them than I do. Instead, I have come to MIT, an epicenter of the seismic shifts in our economy and society, to talk about enduring American values and what they mean in an Information Age.

America was founded on a revolutionary principle, enshrined in our founding documents: opportunity for all. More than any place in the world, this is a nation where within every child kindles the spark of possibility, where ordinary citizens take the initiative to

do extraordinary things. Our history can be understood as a struggle -- on foreign fields and factory floors, in town halls and the corridors of Congress -- to widen that circle of opportunity, to deepen the meaning of freedom, to make real the promise of America. Every generation has met this challenge. We face it anew today. As we approach the 21st century, old values like opportunity are being tested, and must be defended and renewed. Whether we succeed will define our nation in the next century.

This spring, as I speak to graduating students, I am focusing on this task. Last month, I spoke about the mission of our men and women in uniform: to protect our nation and defend enduring principles against the new and changing threat of terrorism. Next week, I will discuss ways our nation's third great wave of immigration can either strengthen and unite America, or weaken and divide it. The technologies of the Information Age pose similar challenges, and demand the same choice.

The choice is simple. Information technology can extend opportunity to all Americans -- or leave many behind. It can erase lines of inequity -- or etch them indelibly. It can accelerate the most powerful engine of growth and prosperity the world has ever known -- or allow that engine to stall.

History has taught us that choices cannot be deferred; opportunity does not widen as a matter of course. We cannot point and click our way to a better future. There is no such thing as virtual opportunity. If we stand passively in the face of this great transformation, we will fail to fulfill the promise of this new age. That promise is profound.

The computer revolution has transformed the way we work. The high-tech industry employs more people today than the auto industry did at its height in the 1950s. The auto industry and steel industry, in turn, have been revived by the same new technologies. And among the industries that make the most use of technology R&D are construction, transport and storage, and retail stores.

It has transformed the way we live. A typical American home now has more computing power than MIT did just [TK] years ago.

It has transformed the way we communicate with each other. On any given day, more messages are delivered by e-mail than personal letters delivered by the U.S. Postal Service. [CK]

This technology has transformed the way we learn. A [TK]-foot stack of CD-Roms can store more reference material than all the stacks of [MIT Library]. And that's a good thing -- the sheer volume of written knowledge is now doubling every five years.

It is a powerful, sweeping transformation -- the scope of which we have only begun to

comprehend. But we can already see its greatest potential -- to give millions of Americans the opportunity to participate more fully in our national life, to join more fully in the enterprise of building our great nation.

The tools we are developing today can bring down barriers of race, gender, geography, income, disability, and age. Children in the quietest corners of America will be able to stretch a hand across a keyboard and reach every book ever written, every painting ever painted, every symphony ever composed. Miraculous technologies are opening the doors of school and work to those whose disabilities once limited them to a life the dimensions of a single room. Small businesses suddenly have a worldwide market and are able to compete with the most powerful multinationals. Every day, information technology is giving more Americans greater access to the American dream.

East Somerville is just a couple of miles from here, but in some ways it's a lot further than that. Jobs are more scarce, crime is more common, and hope can't help but suffer as a result. But at East Somerville Community School, which runs from first to eighth grade, technology is giving young people an early -- and enormous -- boost in life. Teachers with advanced degrees in information technology, backed by grants from Time-Warner Cable, are bringing the Internet, videoconferencing, and multimedia design into the classroom. And at East Somerville, no one is to young to start. By the end of first grade, every single child has used a computer to research, write, and publish a small book. Now all they need is a good agent.

That passion for learning, once sparked, will continue to burn. Over the last vacation, you couldn't keep the students of East Somerville out of the classroom. Every one of them came back to school, to get back on the computers, day after day. And they weren't playing computer games -- they were working on video history projects.

[insert on Zelia Cordiero & her father]

But for all these successes, for all of the existing divides we can bridge, technology can also create new divides. Precisely because computers extend the human reach so far, those who are forced to do without them won't have the same chance to grasp hold of the new opportunities we are creating every day. In inner cities and rural towns, there are far too many children who have never touched a keypad, never manipulated a mouse. If these children do not become computer-literate now, they will fall behind their peers, become more isolated from the wider world, and good jobs will pass them by. These children, in short, will run in place. Our nation will fall behind.

Extending opportunity to all our citizens in this Information Age is the challenge for our generation. It is a challenge for the professors and students here and in all of our nation's centers of science and technology. It is a challenge for the leaders of industry. It is a core challenge for national leaders as well.

How can we make certain that the Information Age will be a time of growing opportunity, not just for some but for all?

The first thing we must do is to spur the spread of the new technology. A growing, thriving economy is the most basic driving force for opportunity. In the time since you arrived here as freshmen, information technology has been responsible for more than a third of our nation's total economic growth -- and has slashed inflation by a third. So continuing the spread of the new technologies is critical to that continued economic growth. To do this, America must increase investment in basic research -- the spark that ignites the fires of innovation.

As you well know, without government-funded basic research, not a single one of the remarkable applied technologies we've discussed today would even exist. Not the computer. Not the Internet. Not Web browsers. Investments today in basic research -- investments that can sometimes only be made by government -- pay off years later, in commercial applications and xx. So in the budget I will submit to for Fiscal Year 2000, I will ask for a doubling of the support for basic computer research. The first budget of the 21st Century should prepare our economy for the 21st Century.

But expanding opportunity is about more than spurring the spread of the new technology. Even in a gleaming, high-tech economy, opportunity for all will not be real if we do not make certain that every American has <u>access</u> to the new information technology.

We are already making great strides toward this goal. In my State of the Union address two years ago, I challenged the nation to connect every American classroom to the Internet by the year 2000. Thanks to unprecedented cooperation at the federal, state, and local level, an outpouring of support from active citizens, and the falling cost of computers, we are well on track to meet this goal. Four years ago, when you arrived at MIT, barely 3 percent of America's classrooms were connected. By next year, that number will be 75 percent.

But to connect every classroom, industry must do its part. It must make good on the pledge it made two years ago, as part of the historic telecommunications bill, to help with the cost of wiring schools, libraries, and rural health centers remains an important one. Now, some businesses -- and their allies in Congress -- say we cannot afford to make this investment in universal access. I say, we can't afford not to. We must plug our schools and libraries into the Information Age. Universal access demands our support.

We will deepen the dimensions of the new technology by making certain every American has access to it. But all the computers and connections in the world will go to waste if our students and teachers don't have the knowledge -- or the inspiration -- to make use of these powerful tools.

That is why we have worked to make the 13th and 14th years of education -- the first

two years of college -- as universal as a high school degree is today. And that is why I have worked to make our public schools the best in the world, reducing class size, adding teachers, demanding high national standards in the basics.

The basics remain what they have always been: math, science, English. They must be mastered. But the Information Age, the new economy, will demand the basics and beyond. That is why, today, I ask this nation to commit to the new basic, the new imperative: computer literacy for every child.

We must encourage every state to achieve this goal. Already, ten states with an eye to the future have such a requirement. Some will fold computer lessons into existing classes in subjects ranging from math and science to English and history; others will have separate computer classes. But whatever the means, the goal remains the same: to complement the basics, not supplant them. Math, science and English will remain, of course, essential. But if we are to expand opportunity in the 21st century, then every American must also be technology-literate -- and that means every child must be taught those skills when it counts.

To help states reach this ambitious Information Age goal, every middle school must have the trained technology experts it needs. Today, of the [TK] teachers who have a computer in their classrooms, only [TK] percent have received even a week of training in how best to put them to use. America can -- and must -- do better. So I propose to help every state that adopts these voluntary technology-literacy standards by training a core of technology leaders in each middle school. These experts -- either teachers, librarians, or dedicated computer specialists -- will then train their colleagues, help them integrate computer tools into classes, and serve as troubleshooters when problems arise. In every community in America, we will empower our teachers to master 21st century tools and to spread 21st century skills.

[challenges to students, universities, private sector TK]

[conclusion TK]