

Mr. ERLÉNORN. This would not be applicable to the particular type of research that you do, but just recently in Washington we had testimony from some people concerned with higher education that when there is partial funding or complete funding by the Office of Education of a particular study, the Office has a blanket rule now that there can be no copyright attached to the results of the material when it is published, and therefore they felt that often the university press or the other methods of obtaining printing and publishing were not available to them, because of the lack of copyright, and that many of the researchers did not care to engage in research where they could not protect their end product through copyright; not necessarily because of the monetary consideration, but its use and possible changes in the wording.

Dr. FINDLEY. We have not been disturbed by the copyright provision, that sometimes is referred to as the public domain policy. We have found that it is natural to publish in order to, on the one hand, make more information as widely available as possible, and on the other hand, to obtain whatever prestige comes with having furnished this type of information.

I know copyright has its values, but I would say that we would be most happy to have anything that comes out of our operation generally available. I think only certain special instruments would be the sort that would need a close copyright, and insofar as Uncle Sam has paid us to develop them, I think he is entitled to let other people use them. After all, a copyright is only a right to sue.

Mr. ERLÉNORN. You don't necessarily want to buy a lawsuit, then.

Do you feel that the Office of Education does the job of determining today what the needs of business and industry will be 12 or 16 years from now, when the student presently entering the educational system will be going out into the field, where his knowledge will be used? Is this sort of work being done? Does the Office of Education have the ability, or are they making the attempt to predict what educational requirements will be needed over this period of time?

Dr. FINDLEY. The Office of Education has participated in sponsoring at more than one institution conferences on education for 1980 or 1990, and I am sure they have included in this the drawing together of, let's say, projections as to manpower needs and things of that sort that would be relevant to considering what kind of output you want from your educational process.

I know of specific processes at Stanford, and I think at Pittsburgh, of this kind of work. I think much could be done to explore this matter. It is a matter of real concern.

I remember being struck, some 4 or 5 years ago, by Gilberg Rehm's publication, "A Counsellor in a Changing World," prepared by the American Guidance Association, in which he made the statement, which I have not heard challenged, that every student which was then being counseled in the high school should be counseled with the notion that on the average twice during his working career he would have to change jobs, not because he was doing the job poorly, or that his company was doing its work poorly, but that the process by which they were operating had become obsolete.

Mr. ERLÉNORN. Again, in our testimony in Washington, we had some criticism of our educational system as really being no system