

other materials required to fulfill the objectives of projects or activities. . . .” We assume that this language is broad enough to include the acquisition of the essential library materials needed for the program, and would urge that the legislative history make this clear. Certainly an adequate program of graduate instruction or research at a university without strong library support is inconceivable. One of the major deterrents to the development of graduate programs of high caliber at many institutions today is the fundamental inadequacy of their library resources. To attract and retain teachers and researchers capable of planning and developing high quality programs, a university must be able to offer them the most important materials for their own research and for the instructional and investigative experience that their graduate students will require. This means having available not only the basic books and journals in the disciplines concerned, but library resources in considerable depth. In this age of inter-disciplinary study, when the various disciplines of knowledge seem to merge into each other, it is astonishing how far-reaching the research interests of an individual scholar or scientist may be, even though in the organizational pattern of a university he fits into a rather small curricular niche. It must be borne in mind, also, that the continuous updating of knowledge and the rapid increase in publication in one subject field after another make the cost of maintaining a research collection extremely high. Any university heavily involved in graduate programs of research and instruction rapidly discovers that it must have a library program which acquires publications very extensively in anticipation of future need rather than after the need has been discovered, a process that requires both highly competent library personnel and very considerable sums of money for library acquisitions.

The development of library research collections adequate to serve high quality graduate programs is a slow, laborious and expensive process. Criteria of library adequacy vary with the discipline and the type of research and instruction undertaken, but many institutions which have made the transition from normal school to college to university, as well as many older universities which are now endeavoring to strengthen their graduate programs, have all discovered that inadequate library resources render their laudable ambitions as futile as building a house on quicksand. Consequently, we regard the three lines of text that would authorize the acquisition of library resources to support the expansion or improvement or reestablishment of graduate programs as among the most important in this title even though they do not refer to the library specifically. (Section 322 (a) (3).)

I do not mean to imply that every university can be made self-sufficient with respect to library resources. This has never been the case, and it never will be. Certainly every graduate institution attempting to improve its program can expect the assistance of other libraries richer in resources. Cooperation is a way of life in research libraries and certainly it will not now fail us. We infer that the purpose of this amendment is primarily to strengthen the middle range of graduate schools and increase their capabilities at the advanced level of instruction and research. It is unavoidable that as these institutions improve their programs they will have to look to the larger university libraries to supplement their research resources and I am sure that this latter group will do everything possible to help. But the libraries of the largest universities, these days, despite their vast collections and relatively large acquisitions budgets, are already very hard pressed to meet the demands of the growing research and instructional programs on their own campuses to say nothing of satisfying the already very heavy requests from other libraries for interlibrary loans and copying services.

The discussion of this problem leads me directly to the proposed new Title IX—*Networks for Knowledge*—in H.R. 15067. Cooperation among libraries, to assure the best use of existing facilities and resources, is historical—and this spirit of cooperation has already resulted in the introduction of many library services and informal network arrangements which are now a fundamental part of the educational structure in the United States. The American Library Association is therefore gratified to see *Title IX—Networks for Knowledge* included as an integral part of H.R. 15067 because it will enable libraries to further their joint programs through cooperative exploration of the new computer and communications technologies.

The marriage of computers to communications holds considerable promise for libraries. We are eager to have suitable media developed for electronic or other rapid transmission of materials, to have computer networks established that could be used for the transmission of library materials. The new technology will