

ingly prominent area of concern and development among educational institutions.

What is most encouraging about these developments is that they suggest that educational use of electronic communications is being seen both as a means for improving current practices and as a means for implementing desired procedures that could not be undertaken with customary traditional patterns of organization, administration, and deployment of personnel.

By affording the means, electronic communication technology provides the opportunity to implement new and different procedures, concepts, systems, organization, and administrative structures.

Technology is not a solution in itself but it aids in establishing a new framework in which educational needs can be confronted and resolved.

The NAEB's position and its support of networks for knowledge are based on two assumptions.

1. It is not financially feasible for each educational institution to provide high-quality instructional materials in all topics and in all subjects that it is called upon to offer.

2. It will therefore be necessary to share human and material resources among institutions according to their institutional requirements and educational needs and without limitation of geographic contiguity.

These assumptions, while broadly stated, underlie the need to chart a legitimate place for educational technology in dealing with broad educational problems. Their implications affect institutional management and educational opportunity. They require the effective implementation of modern communication techniques, and not merely the addition of them, and they indicate that academic chauvinism is incompatible with educational excellence as the dominant goal and characteristic of 20th-century education.

Networks for knowledge have no particular value in themselves, but are important because of what they enable institutions to do.

They can make it possible to implement and strengthen other portions of the Higher Education Act. Properly designed, communications systems that enable institutional cooperation can be used for library training, research, exchange of library resources, strengthening developing institutions, providing instructional materials, and language development all of which are important elements of the present efforts in Federal assistance to higher education.

Apart from the inherent strengths of the proposed amendment to the Higher Education Act providing funds for the basic development of networks for knowledge it is also important to recognize that this part of the act supports and reinforces other decisions made by the Congress with regard to the effective use of technology for meeting educational, cultural, and social objectives.

It is important, therefore, that the present proposals be seen in the context of the Public Broadcasting Act of 1967 which authorizes funds for educational television and radio facilities, a corporation for public broadcasting and a study of new instructional uses of radio and television to meet increasing demands for educational quality and opportunity. The components of the Public Broadcasting Act are, in prac-