

tical terms, prerequisites to networks for knowledge. For without the capacity to develop and produce materials there will be little of value to interconnect.

Educational broadcasting is not only a matter of providing cultural programs for the educated audience, it is a matter of extending the school curriculum beyond the school and into the home.

Professional education, vocational development, literacy education, inservice training for teachers and school administrators, and other fundamental educational needs have been dealt with by educational stations.

We would urge, therefore, that nothing in this legislation should be used to prevent grants which include the interconnection of broadcast facilities. It is, in fact, one of the central advantages of an educational communications system to embrace whatever television and other communications services need to be shared among institutions, without regard to whether the last step in reaching the viewer or consumer is made by open- or closed-circuit transmission.

Our experience shows that institutional cooperation facilitated by radio and television broadcasting stations is frequently not only a valid means of sharing educational resources but, in some instances the only means. Much has been learned in many areas around the country in this regard.

Broadcast radio and television are important partners with closed-circuit television systems in providing the most flexible arrangements for sharing resources and should not be omitted from this important development.

Although networks for knowledge is a comparatively new idea, the fact of the matter is that through traditional means such as the automobile, the bus, and the mail system, there is already an extensive history of institutional cooperation.

Networks for knowledge can greatly advance and accelerate this cooperation. They can make it a functional and structural part of developing colleges and universities and they can enable cooperation among institutions that have more in common than geographical location in the same or nearby communities.

This will be only a first step, which through endorsing the principles of institutional cooperation and providing demonstration dollars, will move forward an understanding of what it is possible to do, even with existing technological resources.

Future steps will involve education at other levels which can receive benefits of institutional cooperation in the same manner and through the same facilities as those envisioned for higher education. Training centers in industry and the military could also benefit from cooperation and sharing among instructional personnel and resources.

The present amendment for networks for knowledge proposes institutional exchange of educational resources. Specifically books, materials, library collections, catalogs, and so forth, are cited for sharing on an electronic basis through computers and other systems.

At present, legislative hearings on the copyright law are attempting to identify ways in which copyrighted materials may be used in just such networks.

The House has passed legislation in copyright which would exempt instructional use of materials for broadcasting but would severely restrict them for computer linkages.