

kept it to State systems because it is all within one border and rather easily controlled in a demonstration situation but we did not exclude the thinking or even involvement eventually of the private institution.

Mr. FELLOWS. I would like to reinforce that, Mr. Chairman.

It seems to me when the opportunity is there to facilitate cooperation we find that the institutions are much more likely to undertake it. Some of us have just come back from some work in West Virginia where three relatively small church-related colleges and two relatively small parts of the State system of higher education in West Virginia, which are in a geographical working area, within a 30-mile radius, are attempting through a communications system to work together to provide some courses that each one of them can offer, which they are called upon to offer.

I think the problems are becoming severe enough that some of the old lines of authority are becoming less meaningful than they used to be and the institutions are becoming aware of the fact that they simply will not survive, as the opening witness said, unless they can work out ways to cooperate in many of their activities.

Mr. BRADEMAS. Some months ago, Commissioner Howe made a widely quoted speech in which he warned the manufacturers of electronic, audiovisual, and other forms of teaching equipment, that they had to give greater attention to software and not be carried away with a preoccupation with hardware.

To what extent do people like you make an effort, as you develop the use of such equipment, to wire into your thinking the people who are doing the actual thinking? Or to what extent is there a great divide wherein they really are not sure what you are up to and you are not sure what they are up to because you are so preoccupied with putting the new equipment together?

Do I make myself clear?

Mr. WITHERSPOON. As a practical fact, many of us are the same people. It is true that many of us are specializing in one area or another. But a considerable number of people at RCO have crossed lines back and forth several times along the way.

As a working matter in the development of software, which is what we generally are doing, we work very closely with people who are actually involved in classroom work and in the development of learning theory.

Mr. LAMB. There is also a situation where you are working with new technology here or innovation. You sometimes have a difficult time communicating with faculty about what it is you are talking.

We have a theory called critical mass. You have to reach a certain point of availability of material before they even know what you are talking about.

In our experience in Oregon in a study we did, in a survey of faculty, we found that the thing they would be most interested in using is the telephone.

It was primarily because it was there, it was easy to use and they knew what it was about. Before you get them to use new technologies you have to make that available to them and then they will use it.

Yes, certainly, this is involved.

Mr. BRADEMAS. I have two other quick questions.