

What about the amount of money involved here? I really don't know but I would have thought that a program of the kind supported by this title could cost far greater amounts of money than the \$8 million figure we have in the bill.

Mr. FELLOWS. I will start answering the question. I agree with you. I think ultimately that will be so. I think what is needed now is what Dr. Lamb suggests, and that is a comprehensive demonstration of what is possible to do with the networks for knowledge concept. Within that framework I think it is fair to say this is perhaps a reasonable beginning.

Mr. WITHERSPOON. To reinforce your point, Mr. Chairman, I can give a specific example. After having worked a couple of years on the education communications system idea under the Office of Education grant which we had, we came up with a report that includes a number of technical options. If one were to go for the most sophisticated of the options all along the way and execute this in its entirety it would use just about the amount of money you propose for the first year. That is an overstatement in some ways.

Of course there are ways and means of dealing with projects in their execution. But the fact of the matter is that the idea here is by far the most important part in the establishment of a trial so that we can develop this facet of education.

Mr. BRADEMAs. Are you getting significant cooperation from the State legislature and State government in providing funds for State universities to encourage your institution's cooperation?

Mr. LAMB. I can speak to this specifically. Once again we are slightly unique in Oregon in that we have one board of higher education for all the nine institutions. Yes; we do get significant support at the present time. Most of the institutions of the State system are interconnected right now by telephone, the telpac system.

It is conceivable many of the things we are talking about here with the addition of some new terminal equipment might be facilitated on the existing interconnection. This, of course, increases each time. Some of the specifics I mentioned in my testimony, of course, are going on right now.

Unfortunately, one man has a line over here and another man over here, and they may not know the other one exists. We are trying to overcome this at the present time.

Mr. BRADEMAs. This is the reason I raise the question. I realize that Oregon may be particularly strong in the field of higher education. I only observe that I would think it would be persuasive with Congress if one could demonstrate that there is increasing support on the part of the State governments for programs of this nature, as I know there is in my own State of Indiana, for example.

Mr. WITHERSPOON. I was about to say, Mr. Chairman, your own State is now developing an educational communications network and is leading a movement which is also going somewhat more slowly in adjacent States. My guess is that one great use of the Networks for Knowledge Act would be to encourage these various State groups to get together and make common uses of their resources across State lines as well as within.

Mr. FELLOWS. Mr. Chairman, I might suggest for the committee NAEB could submit a list of the State authorities and commissions