

Chairman PERKINS. Without objection, your testimony will be inserted in the record as prepared.

Mr. FELLOWS. Mr. Chairman, the NAEB is the organized professional association of institutions and individuals engaged in areas of educational radio and television in the United States.

Its membership consists of universities, colleges, public and private schools, and nonprofit community corporations which operate or hold construction permits for 170 educational radio stations, more than 150 educational television stations, and over 200 closed-circuit television systems and program production centers.

Its membership also includes individuals who are classroom and studio teachers, producers, directors, technicians, and researchers involved in educational application of radio and television.

The NAEB enthusiastically endorses the concept of networks for knowledge that is articulated in the amendments to the Higher Education Act.

This is an important and explicit initial response to the President's suggestion on the occasion of signing the Public Broadcasting Act of 1967.

He said:

We must consider new ways to build a great network for knowledge, not just a broadcast system, but one that employs every means of sending and of storing information that the individual can use.

The entire concept of educational "networking," the full range of interconnection, from broadcasting to computers is expanding very rapidly.

Under sponsorship of the U.S. Office of Education, the NAEB conducted in 1965-66 a study of the potential for an educational communications system. The central thesis of the NAEB's educational communications concept is that electronic communications systems designed for institutional cooperation reach optimum efficiency if they are multiple-purpose facilities rather than separate, unrelated technical arrangements.

Within the framework of that study, the State of Oregon has developed plans for an ultra-State educational communications plan, and the Committee on Institutional Cooperation of Midwest Universities has established the basis for a regional plan.

My two colleagues, Mr. Witherspoon and Mr. Lamb, will provide additional information about the basic components and concepts of the study.

Individual States are giving serious study to information networks designed for multiple-purpose use. Among current developments are those in Texas, Minnesota, Indiana, Iowa, Illinois, Missouri, and New York.

The establishment of the Joint Council on Educational Telecommunications, of which NAEB is one of eight constituent members, was a direct outgrowth of the NAEB's educational communications system study; the development of the Inter-University Communications Council, known as EDUCOM, paralleled the NAEB's study and both projects have been mutually beneficial.

Regional associations, such as the Southern Educational Communications Association provide further evidence that this is an increas-