

IV. Experimental operation of phase III models. Phase I and II were completed in March 1965. Phase III was reported in October 1966. Phase IV awaits funding.

The educational communications system project is part of a growing complex of such developments. Interconnected networks for educational broadcasting are operating or are in advanced planning stages in approximately 20 States.

Under the impetus of such developments as Project MAC and Intrex at MIT, time-sharing computer techniques demonstrate the wisdom of interconnections for computer use.

Projects such as Medlars at the National Library of Medicine obviously tend toward interconnection. The work of Educom—the Inter-University Communications Council—likewise underscores these developments.

Within the educational communications system idea, our major technical premise was that more and increasingly valuable communication services might be feasible if transmission facilities were used on a multipurpose basis, shared where necessary.

In phase III, technical and administrative designs were developed for three model systems, or networks for knowledge. Participating institutions included several of interest to members of this subcommittee.

One objective was to cover several kinds of institutions within one State. This intrastate model was developed in association with the Oregon State system of higher education, and it involved all institutions in the system.

A second objective was to plan for coverage of major institutions scattered over a broad region. This design was in association with the member institutions of the Committee on Institutional Cooperation, the Big Ten Universities and the University of Chicago.

Among these, of particular interest to members of this subcommittee, are Indiana University and Purdue in Indiana, in Illinois the University of Illinois and the University of Chicago, in Michigan the University of Michigan and Michigan State, and in Minnesota the University of Minnesota.

The third model system, or network, was aimed at the idea that universities would find it valuable to communicate more effectively not only with each other, but also with institutions having related interests, such as research laboratories of various kinds, major research libraries such as the New York Public, and major research museums such as the Smithsonian.

Working closely with us in this effort was the Eastern Educational Network, our Nation's leading regional educational television network, and the then president of the network, Donald Taverner of station WQED, Pittsburgh, was a member of our advisory committee.

With regard to the purposes of the act before you, our major finding might be simply that there is increasing acceptance of interinstitutional cooperation, and that ideas like this will be welcomed enthusiastically by many colleges and universities.

Of about 50 colleges and universities in all parts of the country visited by the ECS survey team, not one expressed serious reservations about the idea.

Second, the Networks for Knowledge Act may properly be seen as a companion of the Public Broadcasting Act of 1967. It is worth