

Let me explore specifically some of the areas in which the networks for knowledge amendment would allow us to provide some of the interconnection services already requested by the institutions of higher education in Oregon.

Oregon was one of three models studied as part of the educational communications system study already described by Mr. Witherspoon, conducted during 1965 and 1966 by the National Association of Educational Broadcasters under a contract from the U.S. Office of Education.

The total findings of this study are reported in a document titled "Educational Communications System: Phase III" Project No. 450A, Contract No. OE-5-16-014, October 1966.

Phase III of the project consisted of designing three model systems that would test some of the ideas derived from earlier phases and examine more closely the communication requirements of academic institutions in selected areas.

Oregon was the site of the intrastate model of the study which gathered information from the Institutions of the Oregon State System of Higher Education, and worked closely with other branches of State government, private institutions and elementary-secondary education.

The results of the Oregon study led to the conclusion that there does exist in the Oregon State System of Higher Education a need for more effective means of educational communication, both for administration and for instructional uses.

The smaller components of the Oregon State system particularly expressed a need to be in closer touch with larger institutions, not only for administrative functions, but also to avail themselves of greater instructional potential through access to larger centers of academic activity.

The system of electronic interconnection designed and proposed by the ECS study would initially link the nine institutions of the State system of higher education and the State capital.

In addition to the already existing radio and television networks, the system was designed to meet the following specific requirements:

1. Permit libraries to exchange materials and information, particularly graphic materials, more rapidly and more efficiently.
2. Allow administrative offices in the Oregon State system of higher education to be in more direct contact with each other.
3. Provide for exchange of instructional information such as lectures, course segments, and demonstrations, so that faculty members would have access to a broader range of resources and the opportunity for greater utilization of teaching capabilities.
4. Extend the capability of the office of independent study, division of continuing education, to provide lecture and other course information to individual enrollees.
5. Expand transmission capabilities for intercampus use of electronic data processing equipment in research activities and administrative functions.
6. Allow for individual faculty access, probably through departmental offices, to the educational communications system for a variety of transmission and reception uses.
7. Include the Capitol Building at Salem in the basic interconnection system in order to expedite appropriate liaison activities.