

Some of the devices contemplated for use on the proposed intercommunications system were:

1. Facsimile.
2. Teletype.
3. Dataphone.
4. Tele-lecture/electrowriter.
5. Slow-scan TV.

In sum, the educational communications system intrastate model was designed with the intent of aiding and encouraging effective communication, using whatever medium is appropriate, throughout the Oregon State system of higher education and with related State government activities.

Unfortunately, phase IV of the ECS project, which provides for the experimental operation of the phase III models, has not yet been activated as there has been no identifiable source of funding.

The proposed networks for knowledge amendment would provide funds for this purpose, and I would hope that activities which have already been designed and researched as I have outlined would receive early consideration for funding under this legislation.

Notwithstanding the advantages of coordinated development of electronic communication systems, we found in Oregon that many projects were conceived, funded, and developed using one or more methods of electronic communication, without consultation or coordination with similar, related, or even duplicative projects.

Realizing that phase IV of the ECS project was temporarily stalled, and having updated our survey of communications activities as of the spring of 1967, we recommended and had approved by the institutional executives of the Oregon State system of higher education the establishment of an electronic communications information coordinator.

This position, locally referred to as the "common desk," provides for a continuous gathering of information on electronic information projects within and without the State system of higher education and feeding it back to the institutions so that everyone is aware of similar projects and opportunities for sharing.

We see this as an interim step to the activation of a total communications system able to provide for all of the needs of the potential users.

Perhaps it would be helpful to you to have some examples of projects currently going on in one State under various agencies and under various support systems.

All of these examples are using some sort of electronic interconnection for educational communications purposes, and most would be served by the ECS model I described earlier at a much more optimum use rate of facilities.

1. A tele-lecture and electrowriter system for teaching graduate engineering courses between Oregon State University at Corvallis and students in the city of Portland.

2. Interconnection of regional colleges with the Oregon State University computer center for shared-time computer use.

3. Interconnection of the Pine Mountain Observatory in central Oregon with the computer on the University of Oregon campus in Eugene.