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EDITORIAL CORRESPONDENCE: 1515 Massachusetts Ave., NW, Washington, D.C. 20005. Phone: 202-387-7171. Cable: Advancesci, Washington. Copies of "Instructions for Contributors" can be obtained from the editorial office. See also page xviA, *Science*, 27 March 1970. ADVERTISING CORRESPONDENCE: Room 1740, 11 W. 42 St., New York, N.Y. 10036. Phone: 212-PE-6-1858.

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## New Policy for the Government-University Partnership

For the first time since the period 1945-47 the United States is in the midst of shaping a new science policy. The old government-university partnership had already lost its basic rationale even before the events of early May. The campuses are now centers of questioning of many aspects of the connection between university and government at the same time that the Administration is checking budgetary support, applying political tests to appointments for technical positions, and dismantling the organization for science within the government. The two parts of the government-university partnership are thus moving away from one another so fast that even to talk of science policy in the present circumstances is to look toward the creation of a new partnership, not a revival of the old one.

A listing of the changes now going on which will shape the new science policy might include:

1) The Department of Defense has lost its ability to justify support for basic research and also to attract the services of many scientists. Yet the problems of military research are now unprecedentedly difficult because of the serious implications of the diplomatic and military policies of the Administration. If the scientists knowledgeable in military research, who provide one of the groups with the best chance to change the course of events with competent criticism, lose touch with the Department of Defense completely, an unparalleled disaster could ensue. Yet a reordering of the relation of the scientific community to the Department of Defense cannot be postponed.

2) The scientific community must pay much more attention to environmental problems. In attempting to alter priorities in favor of the environment, architects of the new science policy must bear in mind the need for disciplines long relatively neglected and remember the presence in the government of old and stable research traditions which have been considering the environment for more than a century.

3) The space program must find a role for itself with predominantly scientific objectives and a steady state of funding.

4) The social sciences must receive greater emphasis both because they have demonstrated increased effectiveness in the last quarter century and because the demand for their application has increased. The question must be faced of how to mesh them with sensitive social problems and also with projects heretofore considered the preserve of the natural sciences without destroying their integrity.

5) The justification of federal support for research in the universities must emphasize the goal of building healthy institutions in the national interest. The support must extend to the humanities and to those parts of the social and natural sciences which contribute strongly to the institutions but whose connection with practical applications is indirect.

6) Support for education must contemplate a national research program with a radically different mix of disciplines from that recently prevailing.

A science policy which takes into account the changing realities of 1970 cannot confine itself to a single problem, a single agency, or a single mechanism for reorganization. The science agencies, the Executive Office of the President, and the White House must be viewed as an interacting whole. In addition, the Congress must seriously contemplate taking responsibility for shaping the whole structure in a way which will honor both the freedom and the unique potentialities of the scientific community.—A. HUNTER DUPREE, *Brown University*