

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Science serves its readers as a forum for the presentation and discussion of important issues related to the advancement of science, including the presentation of minority or conflicting points of view, rather than by publishing only material on which a consensus has been reached. Accordingly, all articles published in *Science*—including editorials, news and comment, and book reviews—are signed and reflect the individual views of the authors and not official points of view adopted by the AAAS or the institutions with which the authors are affiliated.

Editorial Board

1974

ALFRED BROWN	FRANK W. PUTNAM
JAMES F. CROW	MAXINE F. SINGER
SEYMOUR S. KETY	GORDON WOLMAN
FRANK PRESS	

1975

HERBERT S. GUTOWSKY	DONALD LINDSLEY
N. BRUCE HANNAY	RUTH PATRICK
DONALD KENNEDY	RAYMOND H. THOMPSON
DANIEL E. KOSHLAND, JR.	

Editorial Staff

Editor: PHILIP H. ABELSON

Business Manager: HANS NUSSBAUM

Managing Editor: ROBERT V. ORMES

Assistant Editors: ELLEN E. MURPHY, JOHN E. RINGLE

Assistant to the Editors: PATRICIA ROWE

News and Comment: JOHN WALSH, LUTHER J. CARTER, DEBORAH SHAPLEY, ROBERT GILLETTE, NICHOLAS WADE, CONSTANCE HOLDEN, BARBARA J. CULLITON, SCHERRAINE MACK

Research News: ALLEN L. HAMMOND, WILLIAM D. METZ, THOMAS H. MAUGH II, JEAN L. MARK, ARTHUR L. ROBINSON, GINA BARI KOLATA, FANNIE GROOM

Book Reviews: KATHERINE LIVINGSTON, LYNN MANFIELD, JANET KEGG

Cover Editor: GRAYCE FINGER

Editorial Assistants: MARGARET ALLEN, ISABELLA BOULDIN, ELEANORE BUTZ, MARY DORFMAN, SYLVIA EBERHART, JUDITH GIVELBER, CORRINE HARRIS, NANCY HARTNAGEL, OLIVER HEATWOLE, CHRISTINE KARLIK, MARGARET LLOYD, ERIC POGGENPOHL, JEAN ROCKWOOD, LEAH RYAN, LOIS SCHMITT, RICHARD SEMIKLOSE, YA LI SWIGART, ELEANOR WARNER

Guide to Scientific Instruments: RICHARD SOMMER

Membership Recruitment: GWENDOLYN HUDDLE;
Subscription Records and Member Records: ANN RAGLAND

Advertising Staff

<i>Director</i>	<i>Production Manager</i>
EARL J. SCHERAGO	MARGARET STERLING

Advertising Sales Manager: RICHARD L. CHARLES

Sales: NEW YORK, N.Y. 10036: Herbert L. Burklund, 11 W. 42 St. (212-PE-6-1858); SCOTCH PLAINS, N.J. 07076: C. Richard Callis, 12 Unami Lane (201-889-4873), CHICAGO, ILL. 60611: Jack Ryan, Room 2107, 919 N. Michigan Ave. (312-DE-7-4973); BEVERLY HILLS, CALIF. 90211: Winn Nance, 111 N. La Cienega Blvd. (213-657-2772); DORSET, VT. 05251: Fred W. Dieffenbach, Kent Hill Rd. (802-867-5581)

EDITORIAL CORRESPONDENCE: 1515 Massachusetts Ave., NW, Washington, D.C. 20005. Phones: (Area code 202) Central Office: 467-4350; Book Reviews: 467-4367; Business Office: 467-4411; Circulation: 467-4417; Guide to Scientific Instruments: 467-4480; News and Comment: 467-4430; Reprints and Permissions: 467-4483; Research News: 467-4321; Reviewing: 467-4440. Cable: Advancesci. Washington. Copies of "Instructions for Contributors" can be obtained from the editorial office. See also page xv, *Science*, 28 June 1974. **ADVERTISING CORRESPONDENCE:** Room 1740, 11 W. 42 St., New York, N.Y. 10036. Phone: 212-PE-6-1858.

Whither the New Public Urban University

Since World War II several state universities have established major urban campuses. These institutions are destined to differ markedly from the older state universities predating the urban crisis.

These new public urban campuses were designed by the faculties of established institutions as near replicas of the older campuses. The organizers recruited faculty members who, like themselves, had solid credentials in the liberal disciplines and professions and expected to participate in productive scholarship and strong graduate programs. The designers erected libraries, union buildings, and classrooms in proportions similar to those on existing campuses. In acknowledgement of the urban locations, they sometimes appended colleges of urban affairs or departments of ethnic studies onto otherwise familiar patterns.

That design has not proved adequate to the urban challenge partly because the students on these new public campuses represent different strata of American society than do the students on the parent campuses. The family incomes of students on the urban campuses are less than those of students on the established campuses. The urban students spend more time in remunerative employment and in commuting and have little remaining for athletics or production of student newspapers. The cultural environments of the two kinds of campuses differ accordingly.

Urban campus students are primarily commuters, usually living with parents, whereas those on the established campuses live in dormitories, fraternity houses, or other quarters away from parents. Typical residential campus opportunities for interactions with peers (extracurriculars, dormitories, fraternities) rarely are available to urban students who seriously overcrowd the available union buildings. But for commuter campuses, where students would spend only part of a day, the designers must have felt that union buildings of conventional size would be more than adequate.

Urban undergraduates evince little interest in urban studies or other nontraditional curricula. Far fewer of their parents attended college and many, if not most, arrive on campus with a limited view of the options of higher education. They come to college not seeking a liberal education but to enter conventional careers—to become accountants, physicians, teachers, lawyers, architects.

In addition to other important and significant obligations of the new public urban institutions, they must meet the current needs of this different study body. Can today's faculty members with a strong commitment to traditional higher education and a strong affection for residential campuses provide the requisite leadership for the reorientation of the public urban universities?

I think the answer is yes. A little more than a century ago faculty members with a strong commitment to theological and classical studies participated effectively in developing pragmatic agricultural and engineering programs with noteworthy, though different, standards of excellence. The public urban universities' potential contributions are no less important. For those potentialities to become realities, a reassessment of strategies and goals is imperative. To recognize that the public urban universities of tomorrow will differ as much from their progenitors as the land grant colleges of the 1860's did from theirs is an important ingredient in that reassessment. The successful leaders of these new urban campuses will be those who understand the legitimacy of that difference and are prepared to encourage the requisite fundamental changes.—ARNOLD B. GROBMAN, *Special Assistant to the President, University of Illinois, Box 4348, Chicago 60680*