

Our intention from the beginning has been for this journal to be a truly international forum. The articles in this issue by Dietmar von Hoyningen-Huene, Michael Leszczensky, and Michael Lewis are the first since the contribution in our first issue of Jean Doré, mayor of Montreal, to give reality to this intention. We welcome these contributions from other countries and intend to continue in future issues to broaden the geographic perspective of the journal as much as possible. In this age of increasing international contacts and exchanges, this perspective is important because of our readers' intrinsic interest in what is happening elsewhere in higher education. It is valuable as well because such contributions from abroad can help us to better understand our own system. Comparisons and contrasts with developments in other countries place into sharper relief what we are and are not doing in our own.

The three international contributions in this issue are of particular interest because they deal with categories of institutions in the United Kingdom and in Germany, respectively, which in many—though not all—ways are a counterpart to the American metropolitan university. Just as we have, during the recent past, finally learned that not all universities either can or should be like Harvard or Madison, so also have our British and our German colleagues in academic institutions and in government come to recognize that there are important models for institutions of higher education other than Oxford and Cambridge—or even Manchester—in the UK and other than Tuebingen or Heidelberg in Germany.

As the three articles show, the British polytechnics and the German *Fachhochschulen*, like our metropolitan universities, recognize their mission to be regionally oriented and focused on the preparation of effective practitioners. Polytechnics have moved, as well, toward accepting more part-time students and being responsive to broader educational needs, goals in which the German *Fachhochschulen*, as yet, are lagging. In Germany and, to a lesser extent, in the UK, it is official policy to strengthen and to expand these newer sectors of higher education in the coming years considerably more than the traditional universities.

Given the nature of polytechnics and *Fachhochschulen*, the articles by von Hoyningen-Huene, Leszczensky, and Lewis clearly contribute to the theme of this issue, which continues the theme of the preceding one: the role of metropolitan universities in regional development. Andrew Rudnick continued to function as guest editor for this issue, and it is more than fitting to express once again our gratitude for his invaluable contribution.

Two articles by David Sweet as well as those by Robert Kraushaar and Eric Oldsman provide further U.S. perspectives on the theme. In the first of his contributions, Sweet recalls the pivotal role of cooperative extension in relating the land-grant institutions to agricultural development. By drawing attention to this and posing the challenge of an analogous urban extension for metropolitan universities, Sweet goes to the heart of the mission of metropolitan universities. He emphasizes that cooperative extension was and continues to be successful in agriculture to the extent to which it is informed by up-to-date research and, in turn,

brings back to the laboratory the issues and needs of practice. By the same token, metropolitan universities can meet the challenge of being a major intellectual resource to their urban constituencies only to the extent to which their faculty and professional staff provide a two-way flow of information between the locus of research and the point of its application. Metropolitan universities must be both *metropolitan*—that is, institutions responsive to the needs of their region—and *universities*—that is, institutions with a faculty of scholars whose applied research and professional outreach is based on the latest knowledge. Only if both these dimensions are combined can metropolitan universities play as crucial a role in the economic and social development of their region through urban extension as land-grant colleges contributed to agricultural development through cooperative extension. Sweet's first article describes several models for the relationship between cooperative and urban extension. In his second contribution he elaborates on one of these: the Urban University Program in Ohio.

In his article, Kraushaar focuses on the highly important way in which our metropolitan universities can serve their constituencies by being sources of useful information aggregated regionally. Urban and regional planners and policy makers need economic and other data that are *horizontally* structured (rather than structured, for example, by type of product), with location as a prime determinant. Kraushaar describes specific ways in which the expertise and resources of metropolitan universities can contribute significantly to regional development by being sources of such information and by analyzing it in a timely and relevant fashion. Oldsman addresses science parks as yet another dimension of potential contribution by metropolitan universities to regional development. Such parks are not the panacea they once were thought to be by almost every community with a nearby university, but powerful developmental mechanisms under appropriate conditions that are described in the article.

Two further articles round out this issue. Freeman Hrabowski and James Links describe the overlapping functions and interests of community colleges and metropolitan universities, and urge that the links between these institutions must move from articulation to true collaboration. Betty Hathaway and Edward Spanier provide useful information about the successful creation and operation of a day care center for children of faculty, staff, and students: a service that in metropolitan universities is not an amenity but a necessity.

By the time this issue of *Metropolitan Universities* is distributed, the next one, with telecommunications as its theme, will already be at the publishers, and the one after that, on continuing education, will be well along in the final editing process. Three subsequent issues are at various stages in the pipeline: one on professional education, one on assessment, and one on the international dimension. We continue to invite contributions on these and on other subjects pertinent to metropolitan universities. We would also welcome brief descriptions of innovative programs and projects to which the attention of colleagues in other metropolitan universities should be drawn in our column "Interactive Strategies." For suggestions and information, please call, write, or fax me at the address indicated on the inside front cover.