

And this sort of thing is going on all over the United States. I heard a Professor of Chemistry at the University of Minnesota talking from this very same point of view, telling his colleagues, "You sit around and criticize the high schools; what are you doing to keep up with them. We are getting kids coming into our advanced chemistry classes right out of high school."

So, I do not think the evidence is by any means one-sided. In fact, if you will now go to Europe and look for their evidence of what they are doing, what you will find is, in every country in Europe, including the Soviet Union, a tremendous ferment out of which is emerging a trend towards the American type of secondary school. You will get a very good look at this in the course of the next election in England, because it is going to be a major issue. And it is going to be put this way; that the existence of the elite school is damaging to the other kids; that the kid who goes to this lesser school, called "Modern School" in England, is being deprived of something. All of these nations are increasingly aware that they need means of moving easily from one kind of school to another.

This is very strong in England. In fact, as you probably know, in the case of London the distinction between the Grammar School and the Modern School has been abolished. And this is going to go on also in other places. In effect, I think that the next revolution in European education is going to be to move in the direction in which American education moved in the years 1910-1960. Take that half-century. The characteristics of American education will, I think, proliferate.

But the American society is going to be moving on into its next major phase. Our system is much more mature and much more advanced, even from the point of view of basic science, which has been said to be the unique contribution of European education. It is common to hear people say that the great basic scientists emerged from these advanced academic schools. I think that the lesson to be learned is that some did; that there was unquestionably a form of education which did good things for some advanced minds. But the larger question is, how many advanced minds? Did it really support the maximum benefit of the maximum number? And partly, you see, that is a question of a diversified offering, of doing the most for each person at each level. Our thesis is that if you do the most for each person at each level, you are going to get still larger scientific gains; that is, great basic scientists and great other qualities, too. And I think that is what is being demonstrated