tion of students' overall records and scholastic aptitude tests have not progressed very far.

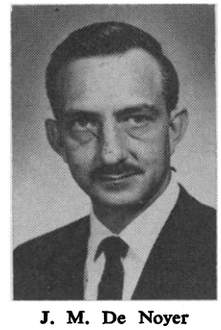
Comprehensive organization is represented as an alternative to selection. Evidence is available to show that a number of well-established comprehensive schools are successful in holding more young people in school and preparing a greater percentage of them for university entrance than would have been the case under the old binary system. And comprehensives have underlined a point by turning 11-plus "failures" into university material.

The comprehensive principle seems to have gained wide acceptance; most opposition takes the form of rearguard actions. One significant trend is the conversion to state education of increasing numbers of the middle class, a conversion brought about both by conviction and financial pressure. To provide equal opportunity it is agreed that the comprehensive school should be socially as well as educationally nonselective. In achieving the first goal the comprehensive faces a stiff test.

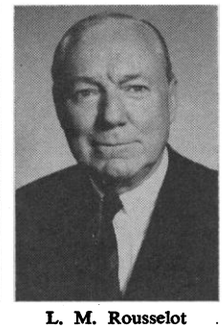
Comprehensive schools in Britain have been conceived from the first as "neighborhood" schools. There are fears that, particularly in big cities where there are huge and growing concentrations of publicly subsidized "council" housing, comprehensives will become one-class schools attended by working-class children exclusively. Despite many forces intended to make British young people classless, Britain remains in many ways a "2-nation" society, split among class lines as the United States is split along racial lines. In the working-class culture there is a very strong tradition enforced by home and neighborhood that school is to be left behind at the earliest possible moment, and that earning, not learning, is the real concern.

Selectivity dies hard. Grammar schools survive in many school systems, and where they do, comprehensive schools have problems in attracting their share of the academically talented students. It is not only the middle class which defends the *status quo*. For all classes, the grammar school has been the portal for the bright child to higher economic and social status. The British education system has been dedicated to producing a meritocracy and the habit is deeply ingrained. The comprehensive school with its doctrine of nonselection is counted on by its partisans to maintain the standards of the old system but to overcome its social wastefulness. But schools do reflect the society and the British are still literally divided by class and tolerant of elitism. In some of the best comprehensive schools, observers have noted that a pecking order develops with the academically talented at the top. Much the same thing happens, of course, in the United States, but it would be ironical if the British made the great effort of reorganization only to see the old system reemerge inside the comprehensive schools.—JOHN WALSH

APPOINTMENTS



J. M. De Noyer



L. M. Rousselot

John M. De Noyer, deputy director for nuclear test detection, Office of the Secretary of Defense, Advanced Research Projects Agency, to assistant director for research of the Geological Survey. . . . **Louis M. Rousselot**, director, department of surgery, St. Vincent's Hospital and Medical Center, and professor of clinical surgery, New York University School of Medicine, to deputy assistant secretary of defense (manpower) health and medical . . . **W. Lewis Hyde**, director of the Institute of Optics, University of Rochester, to provost of the University Heights campus of New York University. . . . **S. David Freeman**, partner in the private law firm of Swidler and Freeman, to director of the newly established energy policy staff, Office of Science and Technology. **L. E. Roth,** professor of cell biology and assistant dean of the Graduate School, Iowa State University, to director of the newly established division of biology, which combines the former departments of botany, bacteriology, zoology, and biophysics, at Kansas State University. . . . **James M. Sprague**, professor of anatomy, Institute of Neurological Sciences, University of Pennsylvania School of Medicine, to chairman of the department of anatomy at the university's School of Medicine. . . . **Harvey J. Stiffler**, assistant professor of microbiology, School of Medicine, Western Reserve University, to professor and chairman, department of microbiology, Ohio College of Podiatry. . . . **John M. Richardson,** chief of the Radio Standards Laboratory, National Bureau of Standards, Boulder, to director of the newly established Office of Standards Review, NBS. . . . **Edgar L. Piret**, scientific attache, U.S. Embassy, Paris, to counselor of embassy for scientific affairs. . . . **Paul C. Cross,** trustee and vice president for research, Carnegie-Mellon University, to director-at-large, American Chemical Society. . . . **J. D. Ives**, chief of the Canadian Geographical Branch, to director of the Institute of Arctic and Alpine Research, University of Colorado. He succeeds **John W. Marr**, who will return to research and teaching at the university. . . . **Harvey J. Brudner**, director of research and development, Westinghouse Learning Corporation, to vice president of the corporation. . . . **William L. Haney**, head of the Data Systems Section, Radio and Electrical Engineering Division, National Research Council, Canada, to liaison officer, in charge of the London, England office of the National Research Council. He succeeds **Harry Williamson**, who has returned to Canada to assume the position of manager of the *Canadian Journals of Research*, published by NRC. . . . **Stephen Williams,** professor of anthropology, Harvard, to acting director of the Peabody Museum of Archaeology and Ethnology, Harvard. He succeeds **John O. Brew**, who will devote his time to research. . . . **Clair L. Gardner**, program planning officer for the National Institute of Dental Research, to associate director for special programs, NIDR. He succeeds **F. Earle Lyman** who recently retired. . . . **F. Merlin Bumpus**, scientific director of the cardiovascular research program, Division of Research, Cleveland Clinic Foundation, to an additional post of chairman of the Division of Research at the foundation. . . . **Charles R. Greene**, clinical instructor in medicine, Downstate Medical Center, to local program coordinator for the Regional Medical Program at Downstate. . . . **Peter L. Auer**, professor of aerospace engineering, Cornell University, to director of the newly established Laboratory of Plasma Studies, Cornell.