

as specialists within the field of general practice for the specialty of developmental medicine, which is taking over paediatrics and school health and looking at the child in his period of development until he becomes adult. Specially-selected and specially-trained general practitioners should be the catalysts with teachers who are specially trained within the schools, stimulating all teachers to participate through interest and understanding—part of a therapeutic society, providing a situation for the young to develop discrimination and judgment. There should be a phasing-out process linking school and work as a continuum. The Youth Employment Service, reorganized, should be regarded as a senior extension of the educational service, projecting into the work sphere and should correspond, for the early school leavers, to the tutorial service in universities. The appointed factory doctor could for the moment afford the Youth Employment Service vitally needed opportunities for contact with the Newsom section. The A.F.D. would correspond to the Student Health Service in the university. The basic link, at present, would be the statutory duties, opportunity for contact, of the Appointed Factory Doctor. These would later be transferred or modified according to experience. The double link—

Teachers — Y.E.S.

School Medical Service — A.F.D.

—would link naturally with the school psychological service, the probation service, youth centres, and Adolescent Psychiatric Centre, the general practitioner and homes. At last there would be an integrated service for youth. The whole complex could be stimulated by association with a university department and common basic courses at a teacher training college. I think we should be able to do much more to aid development and social participation. Learning to live and enjoy life, is truly a function of education and medicine in community.

Discussion

Dr Poole (Bristol): I would like to ask Dr Herford about the training of young doctors and teachers, I think there is a serious gap in co-operation between the educational and the medical profession until we have that co-operation, how can we follow these counsels of perfection?

Dr Morgan (Bristol): What has been done about the use of leisure? Leisure will increase and very possibly antisocial trends will also increase with it unless this country makes sensible arrangements. I believe that in Switzerland there are such arrangements; even though it is a free country there is a certain amount of compulsion about the use of leisure for the younger age groups.

Dr Herford: I think that through inter-disciplinary sessions at teacher training colleges attended by general practitioners who are going into the school health service and by educational psychologists and youth officers, probation officers and all the rest, we could get a basic philosophy which would help a great deal to prepare the way for the future. As regards provision of facilities for leisure and the implementation of the Howell Report which suggested linking youth clubs and schools in preparation for leisure, we do need to do a great deal more.

Dr Poole: Mothers would readily bring babies and small children to clinics to discuss with health visitors and doctors the best for their children, but they do not seem

to go to anyone to discuss problems of schooling. The mothers who do this are quite good mothers and quite concerned about their children but all they are interested in are school meals and how much things are going to cost, such as outings and the school uniform.

Do we need someone else to help with the health visitors—educational visitors or something—to make the parents understand what schools are trying to do for their children?

Dr Herford: Other countries are doing quite a lot as regards school counsellors. The counsellors do not replace teachers but reinforce them and act as catalysts. I think three centres in England—Keele, Reading and Leicester—are having immense success in what they are doing. In future the school may be a focal point for stimulating the community. Half the girls in this country are married before they reach the age of 21. If we can do something through the schools to reach the next generation, it is possible that the next generation after that will take a closer interest in what happens in the schools than any generation in the past.

Dr Leach (Bristol): How much attention has been paid to the leadership rôle in adolescence? About 20 years ago I read a book by an American which was a study of dynamic relationships between the inmates of a reformatory, and the theme of this book was that in order to influence the residents in the reformatory all you had to do was to pick out the leaders and work on them. If you influenced the leaders the others followed suit, and the work was thereby much more effective and greatly diminished. It seems to me that in a class where you have one or two pupils in the 13 to 15-year age group who select not to learn, this could easily be infectious and a large part of the class could take the same role. If you can pick out the leaders, the pattern-setters, and work on them the problem of prophylaxis and treatment might well be greatly diminished, but I have never seen stress put on this factor in work among young people.

Dr Herford: It depends on what you mean by leadership. I would define a leader as somebody who encourages those around him to feel that they can do more and want to do more and the story of the 'Rockers' illustrates that. There was a headmaster who had a school with about 35 Rockers, tough young men in leather jackets and heavy boots who were breaking up the school. Physically orientated! He had plenty of accommodation and a good craftsman, so he let them bring in two or three broken-down motor cars and an assortment of broken-down motor cycles. He acquired spray equipment, panel-beating equipment, lathes and a drill. As a result these youngsters were doing something they enjoyed; they weren't standing about doing nothing and above all they weren't being told what to do. As a result of being stimulated by the craftsman and having the material on which to work they learned arithmetic, some English, some machine drawing, and the self-discipline of working on something to a specific end which they had never done before in their lives with any sense of achievement. They also learned the discipline of working in a group towards a group end. They then rode their motor cycles and their cars in triumph, beautifully painted and done up, round the school field. According to the headmaster, after that he could not get them out of the school; they wanted to be there at all hours and they learned in the best sense, through doing, through use of their hands. They became physically literate with their hands, and through involvement, participation and interest, absorbed the academic learning they required. That would not have happened without leadership and facilities.