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RECRUITMENT AND TRAINING OF TEACHERS

YOUTH LEADERS AND TEACHERS IN YOUNG PEOPLE'S COLLEGES

IN the second part of the McNair Report* it is significant that the sections on the supply, recruitment and training of youth leaders and teachers for young people's colleges have been grouped together. This implies a clear recognition that if the young people's colleges are to be successful, the more formal methods of the preceding school period will have to be dropped, and some of the spirit of informality which accompanied the growth of the youth movement and which has kept it vigorous and attractive will have to be preserved. Further, since the two services deal with approximately the same groups of young people, one attempting to meet their needs on the basis of compulsory and the other on the basis of voluntary attendance, Sir Arnold McNair's Committee insists that the foundations of the youth service must be laid during the years immediately following the break with full-time attendance at school.

Any attempt to draw up detailed proposals for the young people's colleges, which are not yet in existence, would have been a misuse of the Committee's time and energy, and it has therefore confined itself to a statement of broad principles.

Although the youth service differs in that it has a history, it presents a peculiar problem because, while that history has been in the main a story of voluntary initiative, to-day it is being woven into the pattern of education for which public authorities are responsible. This involves co-operation between voluntary and statutory bodies of a kind which calls for adjustment and tolerance rather than rigid rules and, if organization merely becomes an end in itself, its existence as part of the national system of education will be extremely precarious.

Many youth workers are anxious about what they call the 'professionalization' of work among young people and believe that it may result in a loss of spontaneity and freedom which is characteristic of the best voluntary work. The Committee strongly emphasizes that these fears about 'professionalization' will only be falsified if the quality of men and women recruited to the service of youth is sufficiently high to maintain the best of its traditions, and if statutory and voluntary bodies co-operate to put the needs of young people first and to leave administration and standardization to find their proper, but subsidiary, place.

Work with young people is so varied that those engaged in it can be classified in many ways. Two broad divisions are recommended in the report. First, full-time workers such as organizers, wardens and heads of large centres or institutions, who are almost invariably paid workers, and secondly, part-

* Teachers and Youth Leaders. Report of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders. (London: H.M. Stationery Office.) 2s.

time workers who may be paid or unpaid. In outlining a scheme for the training of youth leaders it must be recognized that this will in no way reduce the need for a tremendous number of voluntary workers to whom the service of youth owes its inception and high traditions.

The Committee points out that there is no recognized qualification for a youth leader, and there are few courses of systematic training. In the past these have been provided by the voluntary organizations and vary in duration from a few months to two and a half years. As a result of all these courses not more than 150 trained workers have been produced. Since the outbreak of war, the Board of Education has taken a hand in the sphere of training. Some of its staff have themselves conducted a number of short courses lasting from one to two weeks, and also in 1942, the Board announced its willingness to grant financial assistance on a student capitation basis to institutions and organizations which were prepared to conduct approved courses. These courses were to be regarded as experimental and were not to lead to a recognition of any course as providing a full qualification for youth service work (Circular 1598).

These different types of courses, for which more than three hundred students have enrolled, are serving a three-fold purpose. A number of war-time youth workers are being given a better background of knowledge and experience; a variety of organizations are experimenting in the new field of training, and, equally important, the Board of Education, local education authorities, the universities, training colleges and voluntary organizations are being brought together in the work of training. The experiences gained from these courses will be invaluable in the framing of future ones leading to the attainment of nationally recognized qualifications.

Another anomaly in the service of youth which the Committee underlines is the lack of a national scale of salary. Current educational journals include advertisements ranging from £100 (with board) to £250 for youth leaders and wardens and £200-£400 per annum for organizers. There is great disparity in the salaries offered for comparable posts, and provision for pensions for youth service workers as such do not exist. Even the maximum salaries offered at present are not sufficiently high to attract the best type of personnel for this all-important work.

The age of entry to work in the youth service varies between wide limits. Since the service of youth caters for young people ranging from fourteen to twenty years of age, it is essential that there be corresponding maturity on the part of those who may be called upon to guide and advise them. It is important, too, that the wide field from which youth leaders and organizers are at present drawn should not be restricted. Among part-time and voluntary workers there are few professions which are not somewhere represented. Whatever system of training is devised for youth leaders, this invigorating variety must be preserved.

With these general considerations as a working basis, the Committee then discusses and makes

various recommendations on the future supply and training of youth leaders.

On the assumption that one leader will be required for about every three hundred boys and girls between fifteen and eighteen years of age, it is estimated that 5,000-6,000 full-time youth leaders will be required. Since physical activities constitute a very important part of the interests of youth, and since many other activities which young people pursue with zest make great physical demands on those older people who help to plan them, it is reasonable to assume that the active working life of the youth leader will be less than that of the teacher. Adding to this the normal depletion through death, illness or premature withdrawal to other types of work, it is anticipated that, once the full establishment is in being, an annual recruitment of about three hundred youth leaders will be required. The Committee rightly indicates that "this flow of 300 a year will not be achieved without the establishment of a profession involving approved courses of training of a satisfactory standard which lead to a recognised qualification and of a service in which adequate salaries are paid and acceptable conditions of service are secured".

Training is regarded as essential, although it may not be practicable to make it compulsory in the immediate future. The youth leader works with human material, and the unguided experience through which he now has to learn his profession is only too often bought at the expense of those whom he seeks to help. Moreover, complete absorption in work with young people to the exclusion of a personal life of his own is one of the temptations that beset a leader, and his education should give him something which minimizes the danger of his becoming unduly preoccupied with youth. The leader, like the teacher, should be a well-balanced, fully developed individual.

At the time of his first appointment to a post, it is suggested that the youth leader should have achieved a fairly high standard in some field of knowledge or in some craft of his own choosing. He should have a good working knowledge of the elements of citizenship. He should possess considerable understanding of the psychology of young people and their individual, social and industrial background, as well as a genuine interest in one or more of the many activities in which young people freely engage, such as music, drama, crafts of all kinds, gymnastics, games, and so on. It is essential, too, that he should have some experience of actual work with young people, including what is involved in the organization and business management of groups, clubs or institutions. Most important of all, he must be the kind of man whose personality is acceptable to young people and who has a genuine sense of vocation for his work.

For the beginner it is recommended that the training course should extend over at least three years. At least a quarter, and in some cases a half, of the course should be practical work, and should not mean merely a series of brief visits of observation to a number of institutions concerned with young people. It should include substantial periods of continuous

work in one or more institutions or among one or more groups of young people in different geographical and industrial areas. In order to minimize a possible lack of coherence in such training, a full-time tutor should be responsible for planning the study and practice of a defined and small group of students. Ideally, each course, because of its practical nature and the co-operation with active youth workers, should itself be a contribution to the youth work of the locality, and the training system as a whole should influence the work throughout the country.

The institutions offering courses of training should keep continuously before them the need for devising the proper machinery of selection. A new entrant to the training courses might either be tried out in some youth service work before he makes a firm application for training, or might be given a preliminary interview sufficiently in advance of the beginning of the course to enable him to do some practical work prior to a final decision being reached about his suitability for training. The first term or two of the training course should be regarded as probationary. An important and long-sighted recommendation is that a student's achievements during training and his fitness for full-time professional work should not be decided by the results of an examination at the end of the course. The core of the assessment must be the capacity to live and work with young people. As a great deal of experimental work is already in progress, the Committee strongly recommends that the Board of Education should obtain an intimate knowledge of the conduct and results of the present emergency courses which are being aided under Circular 1598. Much guidance for the future might be obtained if the experience of those conducting these courses was pooled, analysed, and made generally available. A mass survey of the type of training essential, with the help of existing organizations already in touch with the country's youth, for example, the Central Council for Health Education and youth organizations, might well be initiated now.

The minimum age at which a man or woman should in normal circumstances take up full-time work must be carefully considered. Maturity is the essence of the problem when dealing with boys or girls or young men and women of 15-20 years of age who have reached, or are on the way to, economic and social independence. The psychological and social problems with which a leader has to deal differ profoundly from those which face a teacher in a primary school or even a secondary school. As a general rule, therefore, local education authorities and voluntary organizations should not appoint young men and women to full-time posts before the age of twenty-three.

Shorter courses of training are recommended for potential youth leaders who have already achieved knowledge and experience which is relevant to their personal life or to their professional competence as youth leaders. These will include university graduates, holders of social science diplomas, men and women who have had considerable practical experience as part-time youth leaders and wish

to qualify for full-time work, and business or professional men and women who may be unfamiliar with the structure of society as it affects young people or who need some stimulus to the revival of his or her cultural interests. Save in exceptional circumstances, no course of training should be less than one year.

For some years after training, the youth leader—or teacher—would be expected to serve in the capacity for which he has been specifically trained. If, after some years of experience, a youth leader—or teacher—seeks to transfer to another part of the educational field, and is suitable, he should be enabled to do so. Since the course of training which is proposed for youth leaders is comparable in content, standards and length with that proposed for teachers, it is necessary that the salaries of youth leaders should be comparable with those of teachers, and that service as a youth leader should be pensionable. Transfer from one service to the other should be facilitated by the necessary linking of superannuation arrangements and the provision of suitable short courses of training.

During their training, youth leaders should not be segregated. If properly representative of the interests of youth, the area training authority, which the Committee recommends as the organization responsible for the training of teachers, is also the right body to plan and provide courses of training for youth leaders. The universities, technical colleges, schools of art and training colleges are all accustomed to the maintenance of standards in their own field, and they must see that in academic subjects, in social studies, in crafts and skills, the standards of youth service training are built up and maintained at a high level. The Committee further recommends that each area training authority should be adequately representative of youth organizations and should appoint a person qualified to direct such training for leaders in the youth service as the area is called upon to provide. The first five years of the training should be regarded as an experimental period and, for the time being, the Board of Education should recognize the appointment to full-time posts of those who have not been trained, but are deemed otherwise to be suitably equipped.

To return to the training of teachers for young people's colleges. If these colleges are not to be subordinated to the fluctuating needs of industry and commerce and to the frequently narrow requirements of the 'jobs' which young people are doing, the periods when the young people attend them must be regarded primarily as educational periods during which young people are also at work, finding their feet in industry, commerce, agriculture or domestic activities. Only if these periods are regarded as educational will the colleges develop into institutions calculated to inspire loyalty and affection from young people generally.

With this consideration in mind the Committee discusses the problem of the staffing of young people's colleges. It is estimated that the colleges will require the services of about twenty thousand teachers, involving, on the basis of one day's attendance a week,

a replenishment of about a thousand a year. How should they be recruited and how trained?

Young people's colleges, some of which may be residential, will be self-contained institutions, each with its own staff. They will be full-time institutions with, for the most part, full-time staff, but providing for students who will attend only part-time, and that under compulsion. This situation will present many difficult problems of organization and will complicate the planning of courses of study and activity. The uniform characteristic of the students will be that they are at work earning their living, or, if not at work, living at home and elsewhere in a state of semi-independence compared with the restrictions imposed when they were in full-time attendance at school. This change of status must be taken into account in the staffing of young people's colleges, but, on the other hand, its significance should not be exaggerated.

For young people's colleges, particularly, specific arrangements should be made for entry to the teaching profession of those who have had experience in some other profession or occupation. A rich field of recruitment will be the Service men and women, who have been labouring under great difficulties and yet built up a scheme of adult education the elasticity and breadth of which Great Britain has not seen before. These men and women will be eminently suitable for young people's colleges. Local education authorities should see that their experience is used to the full.

But while the staffs of young people's colleges will need to be persons with a wider experience of the world than is usual among the main body of teachers, the colleges will also require teachers with good qualifications in English, history, science, music, art, physical training, etc., as well as highly qualified teachers of technological and commercial subjects. It would be unwise to regard the colleges as institutions in which there is no place for the teacher with normal secondary or other school experience, or as institutions which require a kind of music or physical education wholly different in character from that to be found in other types of school or college. The staffing needs of young people's colleges can be met only by mobility of staff throughout the whole educational system.

While the need for mobility among teachers is essential, it is also vitally important that a common field for their education and training be ensured in order to avoid the segregation of particular groups of persons in training. The area training service would again be the appropriate body to undertake the training of teachers for young people's colleges, for thus would mobility be made more practicable.

In examining the supply and training of youth leaders and of the service of teachers in young people's colleges, the McNair Committee has entered practically unexplored fields. The service of youth is a recent development, and, save for a few pioneering experiments, young people's colleges do not at present exist. Nevertheless, the extent of its recommendations leaves little doubt that, within its terms of reference, the Committee has done its work admirably.

RESEARCH ON THE PHOTOGRAPHIC PROCESS

The Theory of the Photographic Process

By Dr. C. E. Kenneth Mees. Pp. xi+1124. (New York: The Macmillan Company, 1942.) 60s. net.

DR. C. E. K. MEES, with the help of the Kodak Research Laboratories, has written a book that will be for many years the standard authority on the photographic process. His title describes the book as an account of the theory; but theory is not conceived in a narrow sense as the counterpart of experiment, but rather as including almost everything about photography except its practice. The first chapters deal with the emulsions, what they are made of and how they are prepared; the action of light is then described, the processes that take place in photographic materials under its influence and the large number of theories which has been advanced to account for them. Development and fixation are then discussed, again with the emphasis on the details of changes that take place in emulsions and on attempts to explain them in terms of physics and chemistry. There are further chapters on sensitometry, on the nature of the developed image and on the photographic aspects of sound recording. Finally an account is given of the use of dyestuffs for the production of colour-sensitive film, and for desensitization.

It is remarkable how the advance of physical science often leads to an understanding of the new and unfamiliar long before it can explain phenomena apparently more commonplace. For example, Clerk Maxwell's mathematical genius enabled him to predict the properties of electric waves before they were shown to exist, and as a result the theory and the practice of wireless transmission have advanced side by side, neither proceeding far in advance of the other. The progress of the science of electronics has been similar; there was no great technical advance in the use of cathode rays before their nature was understood, nor in the use of photo-electricity before Einstein's law and the quantum theory gave it a theoretical background. In fact, in the wide field of electrical engineering, the very existence of which could not have been anticipated until the end of the eighteenth century, theory has at times been in advance of practice and seldom far behind it. On the other hand, some of the properties of inorganic matter which have been familiar to mankind for a very long time still somehow resist the attempts of theoretical physics to explain them. Outstanding is the problem of the nature of the liquid phase, and the fact that most solids melt; while solids and gases present no particular mystery and allow their equations of state to be calculated from first principles, this is not true of liquids. More important are perhaps the problems relating to strength of materials, in particular of metals. The enormous body of knowledge on their mechanical properties and on how their hardness and ductility can be influenced has been gained without the help of any theory to show what arrangements of atoms in the materials are responsible for these properties. So great is our ignorance on the theoretical side that it is still possible for experts to argue as to whether an ideally perfect crystal would be very hard or very soft.

Photography, or rather the art of making and processing emulsions, has, in the last ten or twenty years, been emerging from the state in which the