ities and aptitudes, and it is the difficult task of the enior members of a profession to seek out and en-ourage those who in their formative years show pecial potentiality or the capacity for excellence. t is more difficult to identify those who are pre-ented from developing their potential because of roblems which are remediable. Remedies should ometimes be applied to the system as well as the ndividual. However, amongst overseas doctors, as mongst our British colleagues, there will be some who are insufficiently motivated or otherwise unfitted o practise psychiatry. Our reputation and future lepend on our skill in recognizing these colleagues as arly as possible and helping them, with as much indness as possible, to seek another avenue for the uture.

To achieve a working and training set-up, where here is a chance of individual satisfaction combined vith maximum effectiveness and service, sentiments bout equality and democracy are too simple; they deny realities and, more tragically, they cloud the possibility of understanding different life experiences, training, skills and limitations. The good teacher can only be effective if stimulated by awareness of his pupil's developing knowledge. The senior experienced consultant can form an effective working team only when his experience is combined with the fresh insights which a youthful and enthusiastic junior can provide.

Increasingly we are recognizing the shortcomings in attempts to do things *for* people or *to* people. It is often only when we do things *with* people that an effective outcome ensues. I hope we can achieve this in psychiatric training in this country.

ACKNOWLEDGEMENT

I wish to express my sincere thanks to Dr J. D. Gomersall, Senior Lecturer, Department of Psychiatry, University of Sheffield for helpful comments on the presentation of this report.

# CORRESPONDENCE

## 'COLLABORATION BETWEEN PARENTS AND PROFESSIONALS'

DEAR SIR,

We read, with much interest, Dr Alistair Forrest's riticism (*News and Notes*, October 1976, p 9) of the King's Fund Centre Mental Handicap Paper No. 9, ntitled *Collaboration between Parents and Professionals*. Ve hope the damning with faint praise Dr Forrest ives the Paper will, at least, encourage many eaders to have a closer look at what the Paper does n fact say.

We have been prompted to write this letter because e consider Dr Forrest has misrepresented the Paper, t reflected both the purpose and the content of ie Workshop. The failure to understand the type of orkshop (which is explained in the Foreword to the aper) has led Dr Forrest to make comparisons with her workshops of a very different kind. He parti-ularly mentions the parent workshops associated ith the Hester Adrian Research Centre. The two nnot be compared in any meaningful way; and, cidentally, the Research Centre is at Manchester niversity, not Cambridge.

Dr Forrest's first criticism is that 'the project ems to be entirely directed at mentally handicapped ildren . . .'. Scrutiny of the Paper shows that time id time again references are made to adults as well children.

He has chosen to read into the Paper opinions about normalization without there being any reference to normalization or even to the concept of it. Furthermore, Dr Forrest lifts a phrase out of context to make a point (e.g. page 3, para 3) but to have quoted the whole of paragraph 3 would have made it clear that great care had been taken 'not to throw the baby out with the bath water'. We feel Dr Forrest has chosen a singularly inept and unhappy analogy which involves equating a handicapped child to a faulty car.

In conclusion, as Dr Forrest does not seem to have 'tuned-in' to the same wavelength as the Workshop we hope that our replay may encourage him and other readers to re-consider the Paper, including the Foreword, in the spirit in which it was intended.

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