

has continued to be expressed by M P's about the future of detoxification centres.

MR ARTHUR LEWIS twice asked whether since scientologists are banned from entering the country

they should not also be banned from the Civil Service. This attempt at a *reductio ad absurdum* was each time answered by a brief 'No'.

ALEXANDER WALK

PSYCHIATRIC TUTORS*

The organization of postgraduate training programmes in individual hospitals is the responsibility of the Psychiatric Tutors. The present arrangements have evolved from the pioneering work of the late Professor Erwin Stengel in the 1950s. From these beginnings a system has developed which now encompasses almost every psychiatric hospital and unit in the United Kingdom and the Republic of Ireland, and which has indeed been adopted by other branches of medicine.

Appointment and Recognition of Tutors

The procedures by which Tutors are appointed vary widely between different parts of the country. Initial selection and appointment is usually made by the local consultants in their Division of Psychiatry or equivalent body—indeed the College regards the agreement of the consultants in the hospitals concerned as essential. Appointments may be formally made or recognized by a variety of bodies, for example, the British Postgraduate Medical Federation (in the Thames Regions), Area or Regional Health Authorities and Postgraduate Committees, and the local University. Relatively few Tutors are members of a University's academic staff. Some Tutors receive an honorarium (usually small), but few have their tutorial work recognized in their N H S contracts; the great majority carry a full clinical workload in addition to their tutorial duties.

The Royal College of Psychiatrists does not itself appoint Psychiatric Tutors, but it has since 1977 been engaged in a programme of formal recognition of Tutors. The scheme, initially temporary, is about to be placed on a permanent footing, and it is hoped that a list of Recognized Tutors will be published in due course. One of the principal aims of the scheme is to support and strengthen the position of Tutors, especially in areas where Tutors have experienced difficulties in obtaining recognition of their status or of the special needs of psychiatry. The College recognizes two categories of Tutor, the *Psychiatric Tutor* and the *Specialty Tutor*. The *Psychiatric Tutor* is the person

responsible for postgraduate education and training in his hospital or group of hospitals (previously the term 'Clinical Tutor' was used, but this led to confusion with non-psychiatric Tutors). *Specialty Tutors* are recognized in the fields of psychotherapy, forensic psychiatry, child and adolescent psychiatry and mental handicap; in the near future geriatric psychiatry and drug dependence may be added to these. The College also recognizes *Academic Organizers*; these are psychiatrists, usually (but not necessarily) Senior Lecturers in University Departments, who have the task of organizing day release courses and similar activities.

The College's aim is that there should be a recognized Psychiatric Tutor in every hospital where postgraduate training is carried on, and this has largely been achieved. Specialty Tutors, however, are unevenly distributed in keeping with the variations in the development of the psychiatric sub-specialties.

The Psychiatric Tutors' Subcommittee

This Subcommittee of the College Education Committee includes representatives of Tutors from all Divisions of the College, as well as of Specialist Sections and of trainees. It meets four times annually and provides a forum in which issues of concern to Tutors can be discussed at national level. Among its other activities the Subcommittee has organized a number of conferences to discuss psychiatric training and related matters, and a Working Party, on behalf of the Education Committee, scrutinizes applications for recognition by Tutors and Academic Organizers.

Functions of the Psychiatric Tutor

For most trainees, the Psychiatric Tutor will be a key figure throughout the training period. The Approval status of the hospital largely depends upon the standard of the training programmes he organizes. The Tutor is expected to maintain contact with other Tutors and Academic staff in his Region, as well as with Tutors in other disciplines, to keep abreast of developments in educational technology, and to develop and maintain good library facilities. On local

*This is a section taken from the Second Edition of the *Handbook for Inceptors and Trainees in Psychiatry*.

Committees the Tutor should be regarded as spokesman in the interest of trainees. The focus of his activities is, of course, the ongoing training programme. Tutors normally see their trainees regularly on an individual basis to discuss progress and problems in training and to provide career guidance; many regard regular formal assessments, which are discussed with the trainees, as an important part of training. Tutors receive much information about courses available outside their own areas and are often able to arrange experience or instruction in specific topics elsewhere when local resources are inadequate, or to meet trainees' special needs.

Tutors have a special responsibility for the personal welfare of their trainees, especially overseas doctors who may have difficulty in adjusting to life in Britain. Trainees should always feel free to discuss their problems with their Tutor, whether about their career, training, accommodation or other matters. The Tutor will always do his best to help; he will often be able to give helpful advice and provide a useful link with the hospital administration and the community generally.

IAN BRONKS

Secretary of the Psychiatric Tutors' Subcommittee

[An account of two rotational training schemes in psychiatry will appear in next month's issue.]

EXISTING FACILITIES FOR THE EDUCATION OF THE MENTALLY HANDICAPPED CHILDREN IN PAKISTAN

by L. and M. R. Mirza

Pakistan has an area of 310,403 sq miles, consisting of four provinces and its population is over 70 million. Pakistan came into existence as a separate state at the time of Independence and partition of India in 1947. The country faced many crises which threatened its survival and political stability. Therefore, in spite of good intentions, there has been little growth of health, education and welfare services, so vital for developing countries.

The facilities for the mentally handicapped by province is as follows:

Baluchistan—No facilities.

North-West Frontier Province—There is only one non-residential facility for the education of the mentally retarded, in Peshawar. It was established in May 1974 and is run by the Mission Hospital, Peshawar, as part of the Mental Health Centre. The services include schooling, rehabilitation and treatment. The total number of beneficiaries so far is 27 with an average age of 10.2 years. The percentages of boys and girls are 70 and 30 respectively. The Centre is lodged in a rented building and all equipment is on loan from the Mental Health Centre. The total annual expenditure is Rs. 18,000,00, most of which is donated by private donors. The staff consists of a psychiatric nurse, a mental health worker and an assistant teacher.

Punjab—The oldest institution in Pakistan for the education of the mentally retarded is Amin Maktab, Lahore. It was established in November 1961 and is run by the West Pakistan Society for the Welfare of Mentally Retarded Children. It provides a wide range of services including education, physical training, vocational training, personal hygiene and recreation. Treatment needs are provided by an Honorary Psychiatrist. Total number of beneficiaries since 1965 is 103 boys and girls. Staff consists of five teachers. The funds are provided by Government grant-in-aid by the Punjab Social Services Board and private donors. The annual income consists mainly of donations which vary from year to year. The only stable source of income is Rs. 13,200.00 from rents of buildings held in trust by the West Pakistan Society.

A residential facility was established by the Directorate of Social Welfare, Government of the Punjab, named 'Treatment, Training and Rehabilitation Centre for Mentally Retarded Children'. The services at present are confined to education, training and recreation. The total number of beneficiaries so far is eight boys. The staff consists of ten persons, including one social welfare officer, two teachers, one instructor, one attendance officer, clerical and kitchen staff.

Sind—All the existing facilities in Sind Province are located in Karachi. The Association for Children with