

Letters to the Editor

a means of getting effective college control of training have their expectations confirmed. Which training scheme or individual will dare gainsay the 'advisory' committee which may refuse to grant certificates of experience if its 'advice' is rejected?

I am also saddened that I have helped to increase the spurious credibility of the College by being one of "the large increase in applications for membership". Although I certainly do "care about standards", this was not my reason for seeking membership. Quite bluntly I, in common with many others, lack the moral courage *not* to be a member of a College with such prodigious prowess at manipulating the legislature. When the NHS (MRCGP) Bill arrives (as it surely will), we moral cowards intend to be safely on the right side of the fence before the test becomes even more expensive, pretentious, and erratic.

There is a need for an institution to foster, by diligent enquiry and free discussion, the search for ever better ways of caring for people. When the College sees fit to abandon its cruder political ambitions and favour persuasion rather than compulsion, then many cynical and fearful members will become proud and active participants in this search.

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Reference

Journal of the Royal College of General Practitioners (1976). Editorial, 26, 631.

Sir,

A recent short article in *World Medicine*, by Breakey entitled "Have You Ever Compared the MRCGP to an Arm Balance Weighing Machine?", compels us to write. The article is, of course, referring to Appendix 2 at the end of *Teaching Practices. Reports from General Practice No. 15* by Irvine (1972).

We fully acknowledge that we should have commented on this report when it first came out and we make no excuse for our idleness.

The method of scoring advised in the report to assess the suitability of potential training practices is so manifestly absurd that the Royal College of General Practitioners is in danger of losing a great deal of its credibility. This is serious because the founder members and much of the subsequent work done by the College has improved the standards and status of general practice, but at the present time as we 'ride on the crest of the wave of education' there is a real danger that patients may be used as

a means to an end in relation to education and research.

It is well for all of us—university departments, teaching practices, and ordinary practitioners—to remember that what most patients want from their doctors is accessibility, availability, and continuity. These vital aspects of primary care do not appear to feature very prominently in the criteria for good teaching practices.

Reports such as this must surely bring upon the College and general practice itself well-deserved ridicule. We are certain that many general practitioners are ashamed to be associated with such a pronouncement. Unfortunately there is a distinct danger that it has already been accepted as 'holy writ'.

JOHN STEPHEN
ALAN WOOLLEY

References

- Breakey, B. (1976). *World Medicine*, 12, 7.
Irvine, D. (1972). *Teaching Practices. Reports from General Practice No. 15*. London: Journal of the Royal College of General Practitioners.

The above letter was shown to Dr Irvine, who replies as follows:

Sir,

To make his point about academic and other teaching general practitioners, and the college examination, Dr Breakey in his article used the well known technique of selective quotation out of context. The method is the trusted friend of commercial writers who use it to evoke a response from readers when they know that reasoned argument will fail. Its successful use seems to have been demonstrated nicely by Drs Stephen and Woolley.

I cannot claim ever to have "compared the MRCGP to an arm-balance weighing machine." Six years ago I did publish a descriptive study of the premises, staff, equipment and organizational features of 190 training practices. My object then was to find out whether the significant deficiencies identified in a proportion of a sample of all general practices in England were also present in training practices. The results demonstrated that the majority of those training practices studied provided facilities which would give trainees the opportunity to practise medicine of a reasonable standard.

A rating scale based on peer group values was constructed, and correlations between the qualifications of the trainers, their professional, research and educational interests, and the general structural features of the practices were sought. No correlations were identified, a point recorded in my paper, but con-

veniently or carelessly overlooked by some of my critics. Since it seemed that the scored characteristics of the trainers (as distinct from their practices) were unhelpful in selection, I abandoned them. I cautioned readers that if they wanted to score structural and organizational features of practices they should do so with care since there were clear limits to the method. I also said that the check list and score could be a useful preliminary guide, but could not replace a personal assessment based on a visit to a practice.

The most disturbing feature of the letter from Drs Stephen and Woolley is its implied assumption that premises, staff, and organization are the most important criteria on which practices are chosen for training. They are mistaken. These factors are important, but we should be clear that the College (1972) and the regional trainer appointment committees have always very rightly emphasized that the personal qualities of the trainer carry the greatest weight. Furthermore, it is surely now evident that the individual criteria used in progressive schemes are being changed or are acquiring different values as standards are raised. For example, in the northern region we were anxious when we started vocational training eight years ago to see that trainees would work in a reasonable setting, and so we emphasized features of the practice. In the last five years the regional criteria have reflected our trainers' prime concern to be competent as doctors and teachers. Two years ago we moved on, like many trainers elsewhere, to take the first hesitant steps in the difficult task of trying to understand and define what we mean by 'good' patient care. General concepts like accessibility, availability, continuity, and professional competence roll off the tongue easily enough; securing even basic agreements about what they really mean to our patients and ourselves, and what we are prepared to do about them, will take years.

Yet I am also encouraged by Drs Stephen and Woolley for they evidently share with many of us the belief that good teaching and training in general practice has its foundation in good patient care. In seeking to define our objectives more clearly we who are active general practitioners may spare a thought for the Breakeys of this world, who gave it up. We are out in the field where the action is and we will discover satisfactions in our clinical work; they are bystanders who can only snipe or cheer from the touchline.

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References

- BMA Planning Unit Survey of General Practice, 1969. (1971). *British Medical Journal*, 4, 535-543.
- Irvine, D. H. (1972). Teaching Practices. *Reports from General Practice No. 15*. London: Journal of the Royal College of General Practitioners.
- Royal College of General Practitioners (1972). *Journal of the Royal College of General Practitioners*, 22, 79-86.

JARGON

Sir,
I found Dr Angel's letter in the October issue, of interest. He quotes a passage from our report (I should point out to Dr Angel that it was a joint report of an educational psychologist and a general practitioner) which he refers to as "jargon". For my own part, I find it difficult to read any word in that passage as jargon.

Dr Angel is at liberty, as is anybody else, to find any passage obscure and badly written and, indeed, to say so, as he has done. There is however, a difference between a passage which is obscure and a passage which contains jargon, a passage moreover taken out of an explanatory content.

Dr Angel's comments emphasize much of the misunderstanding about the term 'jargon'. When we write as doctors, even for lay audiences, we are ever ready to display portions of that new vocabulary of 35,000 words which we were informed had to be learned during our undergraduate period. Many of the terms which we use are just as much jargon to lay people. Perpetually bleating of jargon to professional educational psychologists and others betrays an arrogance which might have belonged to Lucifer, let alone Angel. If we are to become professional educators, which some of us are attempting to do, we must learn a second professional language. If we are working with 'lay' professional educators, it does not take long to achieve a *modus vivendi* with the understanding of one another's terms.

It is the gratuitous use of professional

language which lays one open to an accusation of jargon. Yet if you are talking to an educationist who has never learned any biochemistry, try out the exercise of explaining to him the meaning of the term 'milli-equivalent'. It is much easier to use the one term.

There is another difficulty which we have discovered when the doctor is writing in co-operation with another lay professional. In certain circumstances, and I am not suggesting necessarily the passage which Dr Angel quoted, a simplification of the language of the other can distort the meaning or concept of his professional statements. We are all in the process of learning to work with other professionals, and it is surely our duty to attempt to become as professional as they.

I should point out that section three of the *Report from General Practice No. 17* was written primarily for general practice educators and trainers. The latter have become, or should have become, educators themselves. The first two sections were intended to have some professional significance to educators.

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Reference

- Angel, A. M. (1976). *Journal of the Royal College of General Practitioners*, 26, 765-766.
- Byrne, P. S. & Freeman, J. (1976). The Assessment of Vocational Training for General Practice. *Reports from General Practice No. 17*. London: Journal of the Royal College of General Practitioners.

PROPORTIONS OF FELLOWS

Sir,
The recent *Annual Report* of the Royal College of General Practitioners gives us details of the membership by faculties. If we look at the proportion of fellows to members, some strange anomalies appear. Thus, for my own faculty of Bedfordshire and Hertfordshire

we have 5.3 per cent of our members as fellows, a figure higher than only one other faculty, East Anglia (three per cent).

Highest of all is SW Wales (19.1 per cent). If we look at larger divisions, ignoring Merseyside and N. Wales, the proportion in England of fellows is 8.7 per cent, in Scotland 10.5 per cent, in Ireland 11.7 per cent, and in Wales 17.0 per cent. I wonder whether I am alone in being surprised by these figures. I calculate that if in England we brought our proportion up to that in Scotland (I am too cautious to make the calculation for Wales), we should have to elect no less than 72 new fellows.

I should be interested in the views of the membership, and indeed of the fellowship committee. I have difficulty in supposing that the quality of practitioners in these different areas is so markedly divergent.

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Reference

- Royal College of General Practitioners (1976). *Annual Report*. p. 30. London: RCGP.

HONEY AND ULCERS

Sir,
Dr Lawrence (November *Journal*) makes the point that honey works well as a local application.

My patient had tried honey in vain, but her success came from using the whole honeycomb, which contained beeswax, as well as honey, and heaven knows what else.

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Reference

- Lawrence, N. (1976). *Journal of the Royal College of General Practitioners*, 26, 843.