LEGACY ARTICLES

Volume One Revisited

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Most everyone in pharmacy education will agree that the profession has undergone a vast change since the first issue of the *Journal* was published almost five decades ago in 1937. In thinking about what could be written for the beginning of an historical look of pharmacy education for this section of the *Journal* it seemed of interest to review some of the papers that appeared in the first volume to see what was on the minds of pharmacy educators at that time. Fifty years seems long enough of a period to show a difference between pharmacy education then and now. This is intended then to be a nostalgic repress; a chance to review and compare the issues that were news then with those of today.

STANDARDS OF MEASUREMENT

The first issue of the *Journal* contains a series of committee reports of the American Association of Colleges of Pharmacy, a summary of the proceedings of the 36th Annual Meeting of AACP held in Dallas, Texas which included more committee reports, a number of editorials, addresses and two solicited papers. One of the first manuscripts to be published was the Annual Meeting address of President Robert C. Wilson, then dean of the College of Pharmacy at the University of Georgia, who spoke on the impact of external forces on the schools and the problems that it created for pharmacy at that time. As you read below you may recognize some very familiar strains still heard about the status of present day pharmacy.

“...taking advantage of this opportunity to discuss with you some of the problems confronting American pharmacy, for the existence of which and for the solution of which the schools must assume a large share of responsibility.

“In a material age such as that through which we are now passing, professional education, along with all education, has felt the urge to adjust itself to materialistic demands, entirely forgetful of the high principles by which it alone should have been guided. The result is that we find ourselves today in the midst of doubt and uncertainty—doubt as to the wisdom of our past activities or lack of them, and uncertainty as to how to plan for the future. That there has been a breakdown in the former high ideals and ethical standards of the professions and the high regard in which they were held, I think no one can deny.

“...professional conditions have been allowed to develop whereby the erstwhile ideals and standards have been obscured by the hands of those who, for

expediency or for ulterior motives, have appropriated the professions (*Ed. Note: medicine, teaching, pharmacy*) to their personal advantage. They have ignored or forgotten the principle that the franchise, under which a profession operates and is thereby distinguished from secular activities, is granted only under the assumption or theory that the profession will operate or function in the interest of society, and not in the interest of an individual or group of individuals...

“Thinking along this line, and recognizing that a true diagnosis of the problems and the practices in pharmacy, if not made at our hands, will be made by other agencies not of our choosing; and that such a diagnosis will reveal some things the knowledge of which may be painful and which if not removed or modified will result in a delayed and doubtful prognosis, I have set up the following standards of measurement for professional schools by which I will check my own school and ask you to check yours.

A Standard of Measurement for Professional Schools

1. A professional school does not justify its existence and maintenance if it concerns itself only with curricula and other mechanical details, and at the same time fails to assume leadership in its respective field.
2. It fails in its responsibility if it does not acquaint itself with conditions and practices and trends as they actually exist in that respective field, and properly diagnosing them, exercise a proper influence in correcting and directing them.
3. It fails if it does not concern itself with the personal character of its graduates so as to insure men and women of the highest type by whose conduct and ability that professional will be judged by the public and other professional groups; and to take such steps as may be possible to see that these graduates continue to be guided by high standards of character.
4. It fails if it does not actively identify itself with all proper agencies within the professions which have for their aim the improvement of conditions and the setting up and maintenance of standards, and exercise a proper influence upon these agencies.
5. It fails if it is not manned by individuals of broad vision, who have, not only a deep love for their

profession and an intimate knowledge of its problems, but, who also have the proper conception of any responsibility for a real spirit of service; and if it does not imbue its students with these ideals of and responsibility for service to society rather than for personal gain.

6. It fails if it does not know the qualifications of character, of vision, of personality, and of fitness a person should have who is to participate in that profession; and, who, by the application of these qualities, would be capable of influencing and have a desire to influence constructive changes for the improvement and more proper functioning of that profession.

7. It fails if its students have not been so impressed that they have a respect for and confidence in its ideals, and, on leaving the school, may continue to be guided by it.”(1)

EDUCATIONAL PHILOSOPHY

The first volume of the *Journal* contains a number of papers that were presented at other meetings of importance to pharmacy education. A paper titled “Trends in Professional Education,” by Alphonse M. Schwitalla, dean of the School of Medicine, St. Louis University and president of The North Central Association of Colleges and Secondary Schools, that was read at the 1936 meeting of their American Council on Education points out the concerns of educators and the developing academic status of the BS pharmacy degree programs in the country. The excerpts that follow give you some flavor of the thoughts and concerns of that time.

“...To come down to more practical details and to leave abstruse considerations, it has been pointed out that the emphasis on vocational and professional education is one of the best means of adapting the educational processes to modern needs. Should one logically demand, in estimating the value of such a request, what is meant by a vocation and what by a profession. One is curious to get an adequate differentiation between the processes in carpentry and the practice of medicine, between a course in wood turning as wood turning and wood turning as occupational therapy. ... Whatever one criterion might be adopted to differentiate between a trade and a profession, it breaks down at some point of interest when broadly applied. If one uses the criterion of intellectual presupposition one must perforce conclude that any handicraft can be built upon the largest possible theoretical foundation. If one uses the criterion of skills to designate a practical art, one is reminded quickly of the artistry of surgery which thus far, except in the days of centuries ago, no one has dared to designate a trade. ...

“We might then consider the distinction between academic and professional education... The academician still insists that there is a distinction. The “professionalist” insists just as strongly that if there is a distinction there might just as well not be. ...

“Somehow, in our thinking, we classify areas of human interest and areas of curricular interest quite differently, even though we have reached the point when we give bachelor of arts degrees for course sequences that imply neither art nor the arts and bachelor of science degrees for the completion of curricular that have in them no whit of science and that are

themselves far from scientific. The traditionalist still insists upon differentiation between cultural courses and professional courses. The progressive who claims to be more sincere insists that such distinctions are entirely out of date. ... But today, the classical languages and English and ... history, too, are dubbed by the college catalog as humanistic and presumably therefore, as cultural courses; but nursing and laboratory technology and dentistry are professional by antithesis. ... These distinctions ... seem to rest upon somewhat arbitrary definitions. A course in organic quantitative analysis may have cultural value of the highest order even though surely only few humanists would admit such value, just as a course on the love sonnets of Shakespeare may be as dry as a mathematical Sahara even though it should throb and pulse with every emotion of the human heart.

“If this line of reasoning is at all valid, I should like to hazzard three simple theses on the relation between cultural and academic education: These three theses are briefly these:

1. As a preparation for life, education, be it academic or professional, is one;
2. Educational processes are diverse, and academic processes should be a foundation for professional educational processes;
3. A profession itself should regard the processes which it defines for its self-development and not leave this responsibility altogether in the hands of those not of its own profession.

“... It is my contention that, if a person comes to a school of medicine with a profound appreciation of Greek literature or history or the niceties of the English language, his very professional preparation will under proper auspices intensify those appreciations and make of man not merely a physician but a deeper lover of his Greek or his history or his English. It has been repeatedly said, and well said, that to understand the microcosm it is necessary only to understand fully any one of the all but infinite microcosms all about us...”(2)

ON THE BS DEGREE

There are few in pharmacy education who have not followed with interest the recent debates on a unified entry level degree designation for schools of pharmacy. A paper by Ernest Little of the College of Pharmacy, University of Rutgers and chairman of the Executive Committee of AACP titled “Should We Have a Distinctive Pharmacy Degree for the Completion of the Four-Year Course?” reveals an interesting insight on the present day BS in Pharmacy degree notation. The paper was presented at the 36th Annual Meeting in Dallas.

“... Those of us who have been more closely associated with the awarding of degrees are perhaps less impressed by them as we grow in experience. ... I have wished sometimes that we might abandon all degrees, in the hope that real ability and merit, rather than relatively superficial adornment might become the basis for the selection of individuals for important responsibilities. Such an arrangement should increase, rather than decrease, the need for formal training and would definitely increase the importance of qualifying examinations, which of course, have many shortcomings of their own and are decidedly vulnerable. It would, however, be a great stimulation to educators to

have a higher percentage of students in our colleges working for an education, rather for degrees.

"Assuming the need for degrees to be definitely established... we come back to our original question... My answer, for the time being rather than for all time, is both "Yes" and "No." It is "Yes" in the sense that it is desirable that the degree should show the field in which the major work has been carried out. It is "No," so far as the abolition of the Bachelor of Science degree is concerned. In other words, in my judgment, the best degree to be awarded at the present time is the Bachelor of Science in Pharmacy (BS in Phar.).

"In arriving at this decision, my judgment has been guided by the thought that the best degree for our purposes would be the strongest available degree, which at the same time gives to pharmacy the full recognition which it merits. The latter part of this requirement seems to definitely rule out the Bachelor of Science (BS) degree. It is indeed a strong and highly respected degree, but will be objected to by many on the grounds that it is not distinctive, so far as pharmacy is concerned. It does not show the field in which the major work was taken... It should be more specific.

"The Bachelor of Pharmacy degree is, of course, specific and distinctive in behalf of pharmacy. It is however, a weaker degree than the Bachelor of Science degree. It has less prestige; it is not well known; it is of less advantage to, and less appreciated by the recipient.

"...how can we expect to develop adequate prestige for the Bachelor of Pharmacy degree unless it is being regularly awarded by our colleges of pharmacy? My answer to that inquiry is that the mere awarding of a degree can never serve as a source of strength, but sometimes of actual weakness, especially if unwisely or sometimes prematurely done. Continued improvement, not only in pharmaceutical education, but in the whole general field of pharmacy and this alone, can accomplish the desired result. When the word "Pharmacy" enjoys a standing comparable to the word "Science" the time for awarding of the Bachelor of Pharmacy degree may have arrived."(3)

WOMEN IN PHARMACY

The role of women in pharmacy was an issue that precipitated two papers in the first volume. Nellie A. Wakeman of the Course in Pharmacy, University of Wisconsin was on a special AACP committee on the State of Women in Pharmacy wrote a manuscript at the request of Editor Lyman titled "Women in Pharmacy." Data from 1935 showed that out of a total of 2347 new students in colleges of pharmacy a little over ten percent were women. Women in the late 1930s were finding it more difficult than their male counterparts to obtain jobs in pharmacy. The reasons were outlined by Dr. Wakeman(4).

"Now let us consider briefly the nature of the difficulties in the way of women seeking desirable positions. First there is the age old superstition of women's inferiority to man in all occupations except those indicated by the Kaiser's three Ks, "Kirche, Kueche, und Kinder."... Next there is a solidarity among men, sort of loyalty of man to man, which resents woman's intrusion into fields so long held by men alone... Finally there are limitations as to hours

of employment placed, both by law and custom, upon women, indiscriminately, in work outside the home. These restrictions, posed by a well-meaning, but sometimes thoughtless public, while intended for the protection of women, frequently work a real hardship upon them.

"The entrance of women into pharmacy, as indeed to all occupations, is part of a great world movement for the intellectual, political, and economic emancipation of women. We are now in the third, and in some respects the most difficult, phase of the movement, one in which each woman has to work out her own individual salvation. This part of the movement, like the others, will go on... Just as women have won for themselves a fair measure of educational and political equality, they are now struggling to gain economic equality, the right of every woman to earn her own living in her own way. And when this right has been once attained, have no fear, it will not be abused any more than have been those other rights so dearly won."

OTHER MATTERS OF CONCERN

The fourth and last issue of Volume One of the *Journal* contains a summary of the proceedings of the 1937 Annual Meeting along with committee reports and selected addresses of the meeting which was held in New York City. The presidential address was given by William G. Crockett of the School of Pharmacy, Medical College of Virginia. He had assumed the position because of the death of the elected president Theodore J. Bradley, dean of the Massachusetts College of Pharmacy who served only three months of his term. President Crockett noted that many accomplishments of this Association were of a relatively recent period and hence did not need detailed consideration at this time. A casual review of the earlier Annual Proceedings showed that it was only a short while since pharmacy educators were discussing four years of practical experience, high school graduation as a prerequisite to the study of pharmacy, "cram" schools, the desirability of a three year course and similar problems which antedate the birth of modern pharmaceutical education. President Crockett did, however have this to say about the state of pharmacy education affairs at the 1937 Annual Meeting.

"...Another recent and noteworthy advance is the actual functioning of the Council on Pharmaceutical Education... In accordance with our wish, they (Council representatives) are dedicated to making pharmaceutical education sound and adequate... Soon they will be inspecting schools for accreditation.

"...Progress in professional education should be sound, not necessarily rapid... In some states this problem is being attacked by both limiting the number of students and enlisting the aid of high school principals in selecting the freshman class... Regardless of the precautions taken in selecting freshmen students, some of them will always have trouble... I recommend that the Committee on Pharmacy Predictive and Achievement Tests study the desirability and practicability of giving simultaneously, for one or more years, identical intelligence tests to the freshmen of all schools in the American Association of Colleges of Pharmacy...

"...As we proceed onward from preliminary to pharmaceutical education, we find institutional phar-

macy receiving insufficient attention. . . Few of our schools have hospital connections which enable adequate training in this specialized work. It is regrettable that out of 22 candidates who took the Army examination for commissions as pharmacists only two passed. Deficiencies of this magnitude may necessitate our providing annually hospital internships for a few selected graduates in pharmacy. As an alternative graduate work with a major in hospital pharmacy has been suggested.

" . . . The subject of finances is one which vitally concerns all colleges of this Association. Some member schools are handicapped in giving a rigorous four year course. . . Although many schools are hard pressed in giving credible undergraduate instruction, few contemplate ambitious programs of research. . . Successful pharmaceutical interests could make a noble contribution by including in their annual budget the item "grants-in-aid to pharmaceutical institutions" . . . I recommend that the Problems and Plans Committee be authorized to assemble the undergraduate needs and evaluate the research facilities of the colleges of this Association, and in addition, act as a liaison to pharmaceutical business interests for the promotion of a better understanding and for procuring educational and research support for our colleges of pharmacy." (5)

In writing about pharmacy's current problems, Rufus Lyman stated that, "pharmacy, like every business or profession has its points of unusual strength as well as its elements of weakness." (6) Some problems of pharmacy, or for that matter, any profession, do not change. They only arise under a different set of circumstances as the years go by. Any profession undergoing change routinely breaks forth new ground and finds a new set of challenges to reach its new goal. It's not unreasonable to expect that the same questions keep surfacing—especially if the first solution was not satisfactory. In retrospect after looking over Volume One we see the constant concern for quality in the educational programs of the schools and the outcome of the product as it is now. The degree designation for the graduate, the voice of minority elements in pharmacy, and last but not least concern for the financial strength of the institutions are issues that are all too familiar and will, most likely, always be with us.

Am. J. Pharm. Educ., 50, 69-72(1985); received 1/10/86.

References

- (1) Wilson, R.C., *Am. J. Pharm. Educ.*, 1, 16(1937).
- (2) Schwitalla, A., *ibid.*, 1, 245(1937).
- (3) Little, E., *ibid.*, 1, 320(1937).
- (4) Wakeman, N.A., *ibid.*, 1, 146(1937).
- (5) Crockett, W.G., *ibid.*, 1, 409(1937).
- (6) Lyman, R.A., *ibid.*, 1, 197(1937).