

STANDARDIZING A THREE YEAR COURSE.

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The Point of View Looks Forward: The December, 1912, Pharmaceutical Era contained an article in which National Standards in the schools of Pharmacy of the United States were discussed.

That analysis looked to the future rather than to the past, and the time seems opportune for discussing it.

As evidence that this conclusion is justified and to further establish the point of view let me quote from the proceedings of two pharmaceutical associations that met in Denver, August, 1912.

National Association, Boards of Pharmacy: "Your committee (Legislative) would, therefore, recommend that a National Committee on examinations be named by this Association, whose duty it shall be to provide the questions and direct the method of examination of all candidates desiring a National Reciprocal Certificate, and also rate the papers after the examination. The qualifications exacted of a candidate for a National certificate should be, not less than four years of practical experience, high school education, or its equivalent. Graduation from a school of pharmacy complying with all the requirements of the National Syllabus Committee.

"The adoption of this plan need not interfere with the Reciprocal Registration now in effect between the various states, nor in any sense does it serve to take the place of such registration, but it provides a plan whereby all states regardless of the law requirements may give an opportunity to a pharmacist who deserves it, a certificate of registration that will be evidence of his qualification to practice in any state and be recognized without being required to take another examination.

The American Conference of Pharmaceutical Faculties:

"There is a large and growing field for the preparation of municipal, state and federal inspectors, analysts and other administrators of food, and drug laws; of private analysts and others engaged in the higher lines of professional pharmaceutical work; of instructors and professors in pharmacy schools; of members of boards of pharmacy, who shall be really qualified for the performance of their high and difficult duties; of men qualified to take charge of manufacturing establishments or departments thereof. It is believed that the splendid facilities possessed by many of our pharmacy schools should be utilized in preparing such workers and that the practical instruction given in our better pharmacy schools is fully equal to that given in any of the scientific departments of the universities. If such an extension and elevation of the work of the pharmacy schools can be accomplished without in any way disturbing the conditions in the separate department, which is devoted to preparing students to become practicing pharmacists, this is a consummation devoutly to be wished, and one that cannot fail to reflect credit upon this conference for all time to come, and to place professional pharmacy on a far higher plane of reputation than it has ever before enjoyed."

From these quotations it is apparent that the next step upward in pharma-

ceutical education *is being taken*, and that the three-year course in process of standardization. It is my present purpose to attempt to show how this course lends itself to the proposed national license valid for the United States. The placing of the two quotations in juxtaposition seems well nigh sufficient. But there are details of the national license that must be worked out. Let us consider a tentative plan, and that you may follow it more intelligently, it is before you in type: *The Requirements for the National License.*

The life license valid for the United States shall be issued by the American Pharmaceutical Association.*

The examinations on which it is issued shall be conducted by the National Association of Boards of Pharmacy through the State Board signators to the agreement.

Satisfactory evidence verified by oath shall be required by the National Association of Boards of Pharmacy of all candidates for admission to the examinations. It shall admit to the examinations for the national license any candidate that pays a fee of \$25 and

- 1 Is more than twenty-three years of age;
- 2 Is of good moral character;
- 3 Had prior to beginning the first year of study in the school of pharmacy,
 - (a) At least the equivalent of one year's apprenticeship under pharmacists registered by the state board,
 - (b) A general preliminary education equivalent to the successful completion of a four years' course in a secondary school recognized by the state educational authorities;
- 4 Has studied pharmacology as outlined in the Pharmaceutical syllabus *not less than three years* in a registered or accredited school of pharmacy;
- 5 Has received the diploma of pharmaceutical chemist (Ph. C) from a school the member of, or affiliated with the American Conference of Pharmaceutical Faculties;
- 6 Has had two years successful experience as a licensed pharmacist, one year of which must have been in a pharmacy of the United States.

The Standard Three Years Course: The discussion of the requirements for the three years course may emphasize as many points as there are requirements, including such questions as the general preliminary education for admission to the school; the professional subjects and the time devoted to them; the general culture subjects and their relative values.

It is not my purpose (and some may think it not my province) to discuss the professional side of the subject. What subjects should comprise the course and what proportion of time be given each is now being worked out in the best of laboratories—the stronger schools of the country. Moreover other organizations are discussing its underlying principles, outlining and perfecting their details. Their conclusions will be reported in due time.

The emphasis will be thrown on the general preliminary education in the following: "You can do a great deal in pharmaceutical education by emphasizing the absolute necessity of more preliminary education before the study is undertaken. The trouble is that matriculates of one year high school education cannot grasp the intricacies of pharmaceutical education.

* (The recognition of such a license would be wholly optional with the various states.—
EDITOR.)

It is deplorable that otherwise intelligent men cannot see the folly of their activity—the standardization of a degree that will make us appear ridiculous in the eyes of intelligent people.”

Absolute Necessity of More Preliminary Education: How shall this necessity be emphasized? How many of you this year looked into the faces of the graduating class of your local grammar school? Note that I said grammar school, *not* high school; the latter experience is more common and the exercises more formal.

You saw, did you not? Children on the average less than fifteen years old. *American* children, not European, Asiatic, African, or Australian. Children just entering the period of adolescence. One year later you will miss from that class how many that have died physically? how many that have died intellectually? how many that have lagged behind from unavoidable reasons,—sickness or removal of person or family? But there has been a survival,—*wonderful* when one thinks of the perils of the period; *pitiable*, when one views the wreckage.

After ten years campaign you have persuaded yourselves that it is reasonable to require that your profession be recruited from the ranks of the survivors. *What is* the physical condition of these survivors of the first year of high school life? They are our boys of sixteen and our girls of fifteen on the average, who have just entered on that marvelous period of life—the period of adolescence.

Their intellectual capacity is being measured by what tests? Fair ability to read, write and think the ideas of simple arithmetic through proportion, English of Cooper and Longfellow; the Elements of Algebra, of History, of Latin, of Drawing, and of Biology.

And what is their moral fiber? The sixteen year old powers of children attracted by the movies; listening to the growls against graft; interested in the national game and tempted by the glitter of gain at the expense of others, at the expense of principles, at the expense of self.

After years of study your experts are in practical agreement that your recruits from the survivors should, during the next five years, acquire a practical experience of at least from one to five years. But you are not agreed as to what that experience shall be. You are not clear in your definition of apprenticeship. Some of you say that the recruit washing glasses at a soda fountain becomes thereby learned—*doctus*, a doctor; while others affirm that a recruit older and wiser by those additional years of high school instruction working under the skilled instruction of a teacher in the dispensary department of a university course does not acquire the requisite skill.

What are you advising your recruits from the survivors of the first high school year to do with the half decade of their life between the date of their survival of your preliminary tests,—the promotion examinations to the second high school year,—and their final tests—the examinations of your State Boards? Are you requiring them to pack themselves full of the educational opportunities you and others furnish so lavishly by public and private munificence in high schools and schools of pharmacy from Maine to California, and from Minnesota to Texas. Or, the rather, are you letting them waste the five years, acquiring little intellectual power and less moral fiber?

How are you helping parents in the critical period of the family's life—the period of adolescence? Are you going out into the highways and hedges and

compelling them to come into the feast spread for them in schools and colleges, to enjoy at the feast the society of the great of all ages?

A generation ago the thought of a compulsory school law was intolerable to the American voter. Today the compulsory school law is common throughout the United States for the elementary school. Is not the prerequisite clause in the professional laws in effect a compulsory law for secondary schools?

Does not the duty lie with your profession to help in securing to the parents, to the teachers, to the school officials the help of a prerequisite law, for admission to the practice of pharmacy in its simplest forms?

And is not the corollary equally clear? That the higher forms of license make more preliminary education "absolutely necessary?"

The Prerequisite Clause: Let us in closing throw the emphasis on the necessity for an aggressive campaign to secure this beneficent regulation in all states not now passing it. Such campaign properly lies with the N. A. B. Ph. and the A. Ph. A. The joint sessions of these bodies afford the opportunities for outlining and directing the propaganda. Only a definite plan is necessary to inaugurate the movement.

PHARMACY LAWS PROPOSED, ENACTED OR AMENDED DURING 1912-1913.*

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(Concluded from February Issue.)

MISCELLANEOUS PHARMACY LAWS PROPOSED OR ENACTED.

ANTI-TRUST AND UNFAIR COMPETITION LAWS OF NEW JERSEY OF 1913.

1. It shall be unlawful for any person, firm, corporation or association, engaged in the production, manufacture, distribution or sale of any commodity of general use, or rendering any service to the public, to discriminate between different persons, firms, associations or corporations, or different sections, communities or cities of the state, by selling such commodity or rendering such service at a lower rate in one section, community or city than another, or at a different rate or price at a point away from that of production or manufacture as at the place of production or manufacture, after making due allowance for the difference, if any, in the grade, quality or quantity, and in the actual cost of transportation from the point of production or manufacture, if the effect or intent thereof is to establish or maintain a virtual monopoly, hindering competition, or restriction of trade.

*Continuation of the report of the secretary of the Section on Education and Legislation. See Journal for January, p. 87, and February, p. 196.