

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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THE TEACHING OF PHYSIOLOGY IN THE SCHOOL OF PHARMACY OF THE UNIVERSITY OF TENNESSEE AT MEMPHIS.

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When, years hence, the pedagogical archæologists of pharmaceutical education excavate the moldy caves where pharmaceutical educators exist and labor, they will find an accumulation of centuries which they will call the anatomic stratum and immediately above this layer they will discover a gradually changing stratum which they will term the physiologic stratum. Among the debris will be found the cadavers of discarded teaching methods, the mummies of forsaken hypotheses, the skeletons of abandoned theories, and your bones and mine, fellow teachers.

Someone has said that the present is the era of function. Physiology, in spite of its slender time-allotment in the Syllabus, is the pharmaceutical curriculum. Physiology is pharmacy. If you are in doubt, ask the teacher of *Materia Medica* and Pharmacology who defines at least a portion of his subject in terms of the action of drugs. Ask the pharmaceutical chemist and the pharmacist who cannot refrain, and this inclination is quite correct and proper, from including in their discussions references to the applications of the materials they handle to the treatment of disease, frequently alluded to as abnormal physiology. Ask the bacteriologist who has adopted the experimental method and is speculating on the "how and why" of the things he handles and the effects they produce on animal or vegetable organisms. Ask the botanist and the pharmacognosist whether these subjects are taught without frequent reference to the physiology of both plant and animal.

All of these jocular exaggerations are but preliminary to the statement that in so far as the teachers of Physiology are able to improve the subject itself and the teaching thereof, to that extent will pharmaceutical education be improved.

The Teacher of Physiology.—The teacher of Physiology in a pharmacy school should not be one of those specialists "who knows more and more about less and less." The average M.D. has not mastered physiology. A young M.D. who has completed the regular medical curriculum and who is willing to give a few hours from his practice to teaching does not fulfill the demands of the rôle of the physiology teacher. It is true that we cannot influence the physiologist's heredity; however, we can render some assistance by defining the kind of education the teacher should have. Physiology is the Physics and Chemistry of living matter. Accordingly, Physics, Chemistry and Biology constitute the very foundation of Physiology. His preparation in these subjects should be better than that of the average medical student. Having completed satisfactorily these foundation subjects, he should then master Physiology. In order to accomplish this, the individual must live in the science itself by working in a physiological laboratory under

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