

# THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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DEPARTMENT.

## THE EDUCATIONAL MOVEMENT IN PHARMACY.

BY HENRY C. BIDDLE.\*

The following address by Dean Henry C. Biddle of the College of Pharmacy, University California, appeared in a recent issue of the *American Pharmacist*. I believe it is worthy of greater distribution and I am therefore using it in this Section. I wish to commend it to the attention of all pharmaceutical educators.—C. B. JORDAN, *Editor*.

There are two issues whose attempted solution is the subject of unending discussion—one is the economic situation, the other the educational. In neither case has a perfect solution, or even a "best method" ever been evolved, nor is such anticipated. In each case what is sought is a more efficient method of procedure. This is particularly noteworthy in studying the advance in pharmaceutical education during the last few years.

In 1925 a three-year curriculum took the place of the earlier training of two years, and in 1932 the four-year curriculum becomes the minimum requirement of the American Association of Colleges of Pharmacy.

Many of the Schools of Pharmacy have already anticipated the forward movement, and to-day more than seventy-five per cent of the State Colleges are offering a four-year curriculum in Pharmacy, either as a minimum requirement, or in conjunction with the three-year program.

### FIXING AN EDUCATIONAL POLICY.

In studying the curricula presented by different institutions, it soon became apparent to the national association that these curricula lacked that definition in educational policy which would be acceptable in academic circles. As a certain educator is reported to have stated: "You pharmacists don't appear to know what you want educationally. Find this out and we shall be glad to coöperate with you."

In view of the existing confusion in this matter, the American Association of Colleges of Pharmacy in session at Rapid City, South Dakota, in August 1929, appointed a committee of five deans—of whom the speaker had the honor to be one—to study the situation, and, as the results of this study, to present before the national convention to be held in Baltimore, Maryland, in May 1930, an acceptable educational program. The task before the committee was not a simple one, since it involved not alone the formulating of a general educational policy, but also the harmonizing of interests of quite divergent educational points of view. So important were the issues at stake, however, that the association decided to devote an entire session to the consideration of the report.

As a result of the deliberation held in Baltimore, the report of the committee of five was unanimously adopted practically as presented. The educational policy

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