

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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DEPARTMENT.

“The teaching of experimental pharmacology in the college of pharmacy is difficult because it requires considerable equipment and because the laboratory material requires care to handle and expense in providing it. If the college of pharmacy is connected with a larger educational institution giving a course in experimental pharmacology, the college is indeed fortunate. The University of Maryland School of Pharmacy has splendid equipment for the teaching of this subject, and the following paper on ‘The Importance of Experimental Pharmacology and Its Possibilities in the Pharmaceutical Curriculum’ by Professor Marvin R. Thompson will be an inspiration for those colleges that have difficulty in developing such a course.”—C. B. JORDAN, *Editor*.

THE IMPORTANCE OF EXPERIMENTAL PHARMACOLOGY AND ITS POSSIBILITIES IN THE PHARMACEUTICAL CURRICULUM.*

BY MARVIN R. THOMPSON.¹

Although a course in Experimental Pharmacology forms a part of the curriculum in only a very few Schools of Pharmacy, the possibilities of such a course have been recognized sufficiently to at least become a matter great enough in importance to merit discussion among the educators of the profession. It is probably true, however, that the proponents of such a course at present are greatly outnumbered by the opponents. Having had some experience in both the practice and teaching of Experimental Pharmacology, it is my purpose to briefly set forth certain views which will arouse interest and further discussion as to whether or not such a course properly deserves a place in the pharmaceutical curriculum.

All pharmaceutical educators are bound and invariably willing to adopt such measures as are necessary in equipping their students as professional pharmacists of the highest possible type. We recognize as a professional pharmacist one who is thoroughly capable and conscientious in providing the medical profession with standardized therapeutic agents of current recognition. It logically follows, therefore, that to increase the standing and recognition of pharmacy as a profession, the efforts of our schools must be bent in such a direction as to graduate only those who have demonstrated such qualifications in full.

Are pharmaceutical graduates of the present time fully qualified to assume wholly such responsibilities and duties of their profession?

It is an irrefutable fact that there is a considerable number of therapeutic agents which requires biological assay and standardization, and that the number is ever increasing. Training in Experimental Pharmacology is the only way by which a student can qualify himself for this work. By our accepted definition of a Pharmacist, this responsibility is his, and his alone. Therefore, it cannot be said that pharmaceutical educators have accepted responsibilities which are traditionally theirs, until courses in Experimental Pharmacology and attendant facilities are made available in our Schools of Pharmacy.

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