

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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ON MAY SIXTH of this year a conference on professional education was held in the city of Washington under the direction of the American Council on Education. This conference was attended by representatives of pharmacy, medicine, dentistry, law and engineering. The subjects under discussion were those things in education which the professions may have in common. At the moment the question which was uppermost was the question of cultural subjects. One member of the committee representing pharmacy was the Editor of the *American Journal of Pharmaceutical Education*. He was asked by a representative of the New York Department of Education why pharmaceutical educators insist on placing so much English or mother tongue in the pharmaceutical curriculum. The reply was that the first essential in an educated man is to speak well his mother tongue and be able to express his thoughts clearly and succinctly. It might also be added that in a sense the ability to speak and write well is the professional man's greatest commercial asset; for it is the one thing above all things that inspires respect and confidence of one's patrons and patients. In other words, a course in English might easily be considered a course in commercial pharmacy. The tragedy of the situation is and we must admit it, that a year in English does not do what we would like to have it do in correcting deficiencies in one's language. A number of teachers of English in schools of pharmacy have realized that English must be taught in a college of pharmacy beyond the courses in English routinely offered. Mrs. Adelaide Harris of the School of Pharmacy of Western Reserve University presents a paper in THIS JOURNAL which is brimming full of ideas as to the possibilities and methods of rectifying this deplorable English situation in our schools. Please note that the title of the paper is not English for Students of Pharmacy, but English for Pharmacists, and the paper can be read to advantage by every retail druggist in the United States.—RUFUS A. LYMAN, *Editor*.

ENGLISH FOR PHARMACISTS.

THE TEACHING OF ENGLISH IN SCHOOLS OF PHARMACY.

BY ADELAIDE E. HARRIS.*

On the door leading to the class rooms of the School of Pharmacy of Western Reserve University are two gold-lettered words, one beneath the other: Pharmacognosy. English. The words indicate the two departments located here, yet to the casual passerby, pausing to comment, they suggest a special kind of English, whose peculiar habitat is a School of Pharmacy.

Is there such a subject as Pharmacy English? One trusts not. The language spoken and written by the graduates of our schools does not, or at least should not, differ from the language used by other educated men. The books they read, in the moments torn from the perusal of the PHARMACOPŒIA and the NATIONAL FORMULARY, are those read by their peers. Our chief responsibility, then, as teachers of English, would seem to be to give our students so firm a foundation in the principles of speech and writing, as well as in the appreciation of good reading, that in both their professional and social relationships they would rank as cultivated men. "What, you mean that pharmacists have to take English? Well, they certainly need it." This is a comment heard less frequently of late, but one which should not be called for at all.

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