

THE WORK OF THE AMERICAN COUNCIL ON EDUCATION FOR  
THE YEAR 1937-1938.\*

BY RUFUS A. LYMAN,<sup>1</sup>

At the request of the secretary of this Section I have a brief report of the work of the Council for the year in order to show the scope of the work and its relation to the whole field of education, including professional.

The twenty-first annual meeting of the American Council on Education was held at the Hotel Mayflower, in Washington, on May 6th and 7th of the current year. By many it was considered the best meeting in the history of the Council.

After having made reports of the annual meeting of the Council for a decade, the writer is at a loss to know what to say relative to the annual meeting that would be of greatest interest to this Association. It would seem hardly necessary to say anything about the functions of the Council, except for the fact that there are annually those who hear this report for the first time. For any such, perhaps it is sufficient to say that the American Council on Education is the voluntary agency of coördination in American education and because we are concerned with the development of education in the United States, we should be acquainted with its work, its program and its publications.

The writer believes the *Educational Record*, the official publication of the Council, should be in every college of pharmacy library, as well as many of its special reports and publications dealing with specific problems.

Since one of the problems of the American Association of Colleges of Pharmacy has been to make its meetings of greater interest, it might be well for us to hear what Dr. C. S. Marsh, one of the vice-presidents of the Council, thinks makes this year's meetings the best in the history of the Council in the minds of many who attended. Perhaps we can get some ideas for our own meetings from a description of this meeting as printed in the *Educational Record* for July.

Dr. Marsh speaks as follows: "What makes a good meeting of an organization like the Council? Attendance is one consideration. There were, for example, 55 presidents of higher educational institutions, 50 deans and other administrative officers, 77 teachers (all levels), and 28 superintendents and principals. These represented 115 institutional members of the Council, that is, colleges, universities, state departments of education, city school systems, etc. That is nearly 13 per cent more than last year. Delegates came also from 26 national educational associations holding constituent membership in the Council and from 13 other organizations holding associate memberships. There were as usual many guests from government departments and from organizations with headquarters or other representation in Washington. The total number of persons registered was approximately 400. As an additional attendance feature, the Middle Eastern Library Association asked to meet jointly with the Council in the closing session on Saturday afternoon. Consequently, an audience which crowded the floor and balconies of the ballroom of the Mayflower Hotel greeted the distinguished speakers in that session.

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What makes a good meeting? Program is important. Any program is a good program that includes such names as Zook, Sexson, Hutchins, Elliott, Bigelow, Carmichael, Valentine, former Ambassador to Germany, William E. Dodd, and the novelist, Dorothy Canfield Fisher. All of the papers were excellent, and the demand for their wide distribution was expressed before the meeting adjourned. In recognition of that request the July issue of *The Educational Record*, containing all the papers, was mailed nearly one month ahead of the regular mailing date.

This was a good meeting, not only because the attendance of delegates was larger, not only because important persons spoke, but also because the speakers plumbed the vital problems in American education with papers that evinced understanding, imagination and courage. Discussion in the sessions was all too brief because of lack of time. But it continued in the lobby. This informal discussion concerning the program is important in an organization whose membership is so diverse as that of the Council. And it was one of the reasons why the 1938 meeting was held in the Mayflower Hotel. Moreover, the foyer of the hotel made a convenient place for exhibit materials depicting the work of the various divisions of the Council.

A new feature of the 1938 meeting was four separate section conferences on Friday afternoon, as indicated in the program, to enable those in attendance to review more closely and informally some phases of Council operations. General opinion endorses this innovation. Much was gained from the informal give and take questions and answers concerning the Youth Commission, the Financial Advisory Service, the Educational Motion Picture Project and the Coöperative Study of Secondary School Standards."

The wide variety of interests considered by the Council in the last twelve months may be appreciated by the naming of some of the topics which have been under consideration and the object of committee study. They include:

Educational research	State planning in education
A national system of fellowships in education	Teacher education
Federal relations to education	The master's degree
Regional coöperation among institutions of higher education	General education
Business education	Coöperation and coördination among higher institutions
Occupational training and vocational adjustment	Collegiate training for business
Professional education	Federal aid to education
Responsibilities and relations of governing boards	International education
	Coördination and implementation in education.

To me, this meeting had a personal interest because the chairman, President Edward C. Elliott, was my quiz master in freshman Chemistry when I was a freshman in the early nineties. This is why neither of us became chemists. Again, it was the father of Dorothy Canfield Fisher and Chancellor of the University of Nebraska who laid a gentle hand upon my arm as I came from the drill field after a two-hour siege under Lieutenant John J. Pershing, and said "young man, what do you think of Lieutenant Pershing as a taskmaster?" The question remained un-

answered because the language necessary was not permitted in the family of a Presbyterian elder. That is why I did not become a soldier. The high-light of the whole meeting came to me as I was checking out at the Mayflower. Dr. C. R. Mann, President Emeritus of the Council, whom we all regard with respect and affection, rushed up to me with the remark, "Dr. Lyman, I have been wanting all through the session to tell you what a fine piece of work your ASSOCIATION is doing with the *American Journal of Pharmaceutical Education*. I especially enjoyed what you said in the last number about Newton D. Baker, he well deserved it."

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### PHARMACEUTICAL ETHICS VS. ECONOMICS.\*

BY B. OLIVE COLE.<sup>1</sup>

Does the pharmacist consider ethics in the practical economics of his profession? If so, why does he continue to offer articles for sale that have no relation whatsoever to the practice of Pharmacy, and in turn, permit the sale of drugs by merchants who have no pharmaceutical training? In doing this he trespasses on the natural fields of other merchants, undermines the goodwill of these merchants, who in turn trespass upon the natural field of Pharmacy, which causes competition where there should be no competition, and ultimate loss of business to the pharmacist.

Ethics is defined by Webster as "The science of moral duty; more broadly the science of the ideal human character and the ideal ends of human action." In ethics we consider the motives which induce one to adopt a certain course of action, as well as the views adopted in relation to ethical problems. We adopt systems of moral principles, which are professionally right or benefitting, and conform to professional standards of conduct, such as the Code of Ethics of the AMERICAN PHARMACEUTICAL ASSOCIATION. But these are insufficient. Why not investigate the motives of pharmaceutical ethics and decide to be consistently ethical in the practice of Pharmacy? The time is at hand when the pharmacist should decide to strengthen his ethics in order that his profession may become an economic success in the future. He should concentrate on the sale of drugs and such allied products as rightly belong in the drug business, and relinquish the sale of unrelated products to other merchants. This will likely cause some temporary loss in business until adjustments have been made, but if strictly practiced, there is every reason to believe that the profession will profit greatly within a generation of pharmacists.

Economics has been defined "as the social science of business, or as the study of mankind's efforts to secure a living." It endeavors to describe economic processes exactly as they take place. In fact, history is best interpreted in terms of economics, as changes in thought, morals, art, law, etc., is founded on alterations in methods of securing a living, or in the methods employed in making and exchanging goods. Why not interpret and control the present-day economics of Pharmacy in terms of statistical pharmaceutical history? Worth-while statistics are now available for the pharmacist if he will use them. The Federal Government in general; the Bureau of Foreign and Domestic Commerce and the Bureau of Census in particular;

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