

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

RECENT DEVELOPMENTS IN THE WORK OF THE AMERICAN COUNCIL ON EDUCATION.*

BY RUFUS A. LYMAN.¹

I have been asked to discuss this subject by the Chairman of this Section,¹ largely, I suppose because, for some years I have represented the American Association of Colleges of Pharmacy in the work of the Council. In doing so I think it will be worth while to give a brief résumé of the history and purposes of the American Council on Education. This is almost necessary to appreciate the magnitude and the comprehensiveness and the spirit of its activities. There is nothing original about the presentation of the history and the work of the American Council, it is a statement of historic fact taken largely and often verbatim from the records of the American Council on Education.

The Council had its inception in the days of the World War. It came into being early in 1918 as the result of a conference of prominent educators in Washington who recognized the necessity of coördinating the efforts of educational associations and institutions as a part of the program for national defense.

As a result of this conference the "Emergency Council on Education" was organized and its purposes set forth as follows: "To place the educational resources of the country more completely at the service of the national government and its departments to the end that, through an understanding coöperation, the patriotic services of the public schools, colleges and universities may be augmented; that a continuous supply of educated men may be obtained; and that a greater effectiveness in meeting the educational problems arising during and following the war may be secured." That there was need for such an organization was shown by the fact that immediately the President of the United States asked the Council for assistance in a nation-wide campaign in behalf of American Education. The Surgeon General of the United States Army asked the Council to use its machinery to enlist ten thousand young women in nursing. The Council of National Defense asked the Council to take charge of the visit of the British Educational Mission and asked it to develop closer relations with French and Spanish educators. The Emergency Council at the beginning included fifteen national educational associations. The Emergency Council early realized that there would be as much need for coöperative educational endeavor in time of peace as in time of war. They also saw that there would be a need for an agency that would work for the development of better relations with foreign educational institutions. The name of the Emergency Council was therefore, in July 1918, changed to the American Council on Education.

Universities and colleges throughout the country became interested in the new organization and in order that the Council might benefit by their interest, late in

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¹ Dean, School of Pharmacy, University of Nebraska, representing the American Association of Colleges of Pharmacy.

the year the constitution was changed so as to provide for the inclusion of institutional members, representing accredited colleges, universities and technological schools and for the inclusion of associate members, representing organizations with interests related to the work of the Council.

As the program of the Council expanded, it became increasingly evident that educational problems of colleges and universities had their roots in the primary and secondary schools of America. Recognizing the importance of having the entire American educational system represented in the Council, the Executive Committee in October 1935, opened the institutional membership of the Council to the forty-eight state departments of education, and to the city school systems serving a city population of at least 200,000.

The number of members has grown steadily through the years until to-day twenty-nine constituent members, twenty-eight associate members, and three hundred twenty-six institutional members are actively participating in the work of the Council.

The Council is financed by membership dues and by generous grants from educational foundations.

The Council meets regularly once a year on the first Friday in May to elect all officers, the members of the Executive Committee, and the members of the Committee on Problems and Plans in Education.

In the United States, contrary to the situation in almost all other countries, the central government does not control schools and higher institutions. Legally, therefore, the development of educational policy and practice has been left to state and local school systems and to privately controlled educational institutions. Actually, much of this development has resulted from the mutual exchange of experience and observations which takes place in the almost innumerable national, regional, state and local educational associations and conferences.

Where so many educational organizations, each with its own particular interests, are at work there is frequent need for an agency to facilitate coöperation among them. This is the purpose of the American Council on Education. The American Council on Education is, therefore, a council conducted by a large number of national educational associations, higher institutions and school systems, to coöperate in devising practical means of meeting the basic challenges of American education. Not only educational practices but also the larger purposes of education come within the province of the American Council.

Since its establishment in 1918, the Council has reflected the peculiar genius of the American educational system, a system without national control, comprising a vast number of autonomous units working together voluntarily for the establishment of educational standards. Similarly, the American Council on Education has promoted common action in matters of common concern without invading the autonomy of institutions and interests within the American educational system. The Council devotes itself to scientific inquiry, to the provision of means for consultation, and to the stimulation of experimental activities by institutions and groups of institutions. Through conferences and investigations it seeks to clarify educational issues of national significance, to define problems and to enlist appropriate agencies for their solution. As a result of the exchange of opinion and the discovery of facts it fosters agreements designed to improve educational practice. Thus the

Council acts as a mobilizing force for the energies of the American educational profession.

Most of the activities of the Council are carried on by committees led by the Executive Committee and the Committee on Problems and Plans. The latter committee is responsible for planning and supervising all research activities.

A brief description of the work of a few of the committees will give some conception of the scope of the work of the Council now under way.

The Sub-Committee on Academic Freedom and Social Responsibility has been commissioned to survey the various phases of freedom and the desired relationship between educational institutions and society. Coöperating in this work is the American Association of University Professors, the Social Science Research Council and the American Association for the Advancement of Science.

The Sub-Committee on Coöperation among Institutions of Higher Education is trying to find methods by means of which institutions in given areas may reduce unnecessary and expensive duplication.

The Sub-Committee on the Place of Radio in Organized Education is making a survey of the present use of radio in organized education and report on the possibilities of using this new medium.

The Sub-Committee on Research Fellowships and Grants-in-Aid of Research in Education during the past year has prepared a report revealing the great need for competent men and women in the field of educational research and showing the inadequate subsidy for research in education as compared with the natural sciences, the social sciences and the humanities. A definite proposal for the support of a system of post-doctoral fellowships in education has been made.

The Sub-Committee on the Study of Business Education in Coöperation with the American Association of Collegiate Schools of Business will consider means of formulating a more effective consensus of opinion concerning business curriculum practices.

One of the outstanding studies is that of the American Youth Commission, headed by Newton D. Baker and Owen D. Young. A grant of \$500,000 has been made to study the problems concerning the education of American youth from the age of twelve upward.

Studies are being made in employment, health, education and recreation, the general factors affecting all young people. The Commission is also studying the characteristics of youth and the influences to which they are subject. The plan is to encourage the translation of the best that is known into practice on a nationwide scale.

The Financial Advisory Service has been organized to provide service, information and advice in the field of financial and business administration of educational institutions and systems. The facilities of the service are available to all colleges, universities and other educational organizations.

The Committee on Motion Pictures in Education is directing its efforts toward the development of a wider and better use of motion pictures in education.

The Committee on Coöperative Study of Secondary School Standards is formulating improved standards for secondary school evaluations.

A committee is at work at the invitation of Senator Copeland to cooperate with his Education and Law Conference to promote an experimental study in character education in the public schools of the District of Columbia.

A Committee on International Aspects of Education is working toward the securing of all possible assistance from foreign countries in the solution of American educational problems.

Time does not permit the covering of the entire field of activities and studies which are being carried on by the American Council, but sufficient has been said to give a fair conception of the scope and importance of its work.

While the things I have been reviewing are of great importance to every and all phases of human activity, there are those who will want to know specifically, just how pharmacy comes into the field of activities of the American Council on Education. Those who have followed the development of pharmaceutical education in this country will recall that for many years the American Association of Colleges of Pharmacy had a standing committee whose efforts were directed toward getting some foundation to make a study or survey of the whole field of pharmacy, comparable to the one made of medicine and other professions, by the Rockefeller Foundation. This was never successful. In the middle of the last decade Dr. W. W. Charters made a comprehensive study of pharmacy, the object of which was to find out the part the pharmacist plays in community life. This study was financed by the Commonwealth Fund and the results of the study were published in 1927 under the title, "Basic Material for a Pharmaceutical Curriculum." This study was of far-reaching value to pharmaceutical education and practice. In 1928 some hope was held out that a study of pharmacy covering a larger field might be undertaken by the American Council on Education, if the funds could be obtained. With this in view, the American Association of Colleges of Pharmacy joined the American Council on Education as a constituent member. After a few years when the money for the proposed study did not materialize and the study was not undertaken, the question was raised by a number in the pharmacy group as to whether the American Association of Colleges should continue its membership in the American Council. The writer, who was the representative of the Colleges in the Council, raised the question with Dr. C. R. Mann, Director of the Council, as to the wisdom of the American Association of Colleges of Pharmacy retaining membership in the American Council on Education. I quote Doctor Mann's reply in full because it is a fine analysis of the problems which confront us and it shows the way in which the work of our Association is related to the whole problem of education.

My dear Dr. Lyman:

Thank you for your good letter of March 16th. I appreciate your giving me a chance to answer your questions.

I am not surprised that the Association of Colleges of Pharmacy raises these questions. As you know, this Council has been involved in a lengthy argument as to its future organization and policy. This has seriously interfered with its activities for the past year. The questions involved will doubtless be finally settled at the annual meeting here in May. As I see it, American education is in for a large self-reconstruction in which the Council will play an increasingly important rôle, whatever the decision as to its own reorganization. In this pending reconstruction the schools of pharmacy are in a position to take a leading part because, as was brought out at our Atlantic City meeting several years ago, they already have the basic studies of Charters on which to develop a really effective curriculum. I have always regretted that the plan formulated

at that Atlantic City meeting was not carried forward. It is the sort of plan which all schools must follow if they are to meet the requirements of the changing world.

You will recall that Wilbur in his address to the Council in May 1932, stressed the need on such reconstruction in medical education. You of course understand that such fundamental reconstruction requires considerable preliminary work in the lower schools and it is in the field that the Council has concentrated its efforts during the past several years, laying a foundation in records and types of testing that will enable the structure of the higher schools to be erected with greater certainty. As soon as the Council's problems of reorganization are settled we shall, I hope, be ready to go forward with the colleges and professional schools.

While professional schools seem independent so far as their own curricula are concerned, they must necessarily build on a common foundation of secondary schooling. It is at this point that participation in the Council is essential for the higher schools. The lack of interest of the professional schools in the Council seems to me to be due to the fact that higher schools do not yet recognize fully the profound influence which lower schools have on the higher. If the professional schools would cooperate more fully with the Council in its work with the lower schools, progress would be more rapid and the immediate benefits to the higher schools would be more obvious. A professional school cannot work effectively by itself on the lower schools. It must work through an integrating organization like the Council.

From this point of view I should like to ask your Association to consider not primarily what are you now getting from the Council, but rather what you should be contributing to the work of the Council in reorganizing the lower schools so as to supply a sound foundation for your advanced work. The basic problem for every advanced school is the selection of students who are properly qualified to go into the particular profession concerned. Effective means of making this selection must be developed in the lower schools. If the Council's techniques of testing and recording student achievement increase the accuracy of selection in schools of pharmacy by even five per cent, the schools of pharmacy have secured a return on their investment in this Council which is worth vastly more than what it costs and which cannot be secured in any other way.

For the foregoing reasons I hope the schools of pharmacy will continue to cooperate with the Council and will turn their attention more specifically to these basic problems of preliminary training and selection of suitable candidates. The techniques developed at this lower level will be found effective in constructing curricula, measuring achievement and setting standards for the higher schools. So do not get discouraged because the Council has been in something of a jam this year. Come to the annual meeting in May and help us complete the reorganization of the Council so that its work may continue to increase in usefulness and vigor in the future as it has in the past.

Cordially yours,
C. R. MANN, *Director*.

Although Doctor Mann practically said it in this letter, I did not realize until some time later that the American Council on Education was not nearly so much interested in what it could do for pharmacy as it was in what pharmacy could do for the work of the American Council in the field of education in general and in the field of professional education in particular. In other words, I finally came to the understanding that we should belong to the American Council of Education for what we can contribute and not for what we can get. It is the philosophy which Dr. Edward Kremers of the University of Wisconsin has preached for a quarter of a century, when he has insisted that research pharmacy must become productive and not be parasitic upon other fields of scientific endeavor. Likewise, in education, pharmacy will not be a factor to be reckoned with unless we can make a contribution at least to the field of professional education.

In the beginning, the American Council on Education concerned itself only with education on the college level. As has already been said education on the college level is dependent directly upon secondary level education. The Council's

work was extended to include this. One of the outstanding problems in professional education has been to correlate its needs with education on the college level, or in other words the problem is professional education on the college level.

The needs of preprofessional education in medicine, dentistry, nursing, law and engineering are far from settled as evidenced by a request to the American Council on Education that came from Dr. W. D. Cutter of the American Medical Association for the formation of a forum for the discussion of the broader aspects of professional education. As a result, the Council called a conference on professional education which met in Washington in May with Dr. Raymond Walters, president of the University of Cincinnati as chairman. The Conference was attended by representatives of medicine, dentistry, pharmacy, law and engineering.

In the July 1937 number of the *American Journal of Pharmaceutical Education* is the report of that conference. In this conference the trend of the discussions were toward the finding out if there is something in education that is common to all the professions. Following along this trend it was decided that at the next conference the discussions should be directed by the suggestions in the following questions:

1. How far should a common preliminary education be required by all the professions?
2. How may the ethics of the professions be promoted?
3. How may universities be influenced in matters concerning professional education?

In the same *Journal* will also be found an article on "Trends in Professional Education," by Alphonse M. Schwitalla, dean of the School of Medicine of St. Louis University and president of the North Central Association of Colleges and Secondary Schools. This paper was read at the 1936 meeting of the American Council on Education and has furnished the basis of the discussions in the conference. It should be read by every individual interested in the future developments in pharmaceutical education.

THE TERM "NEW DRUG" UNDER THE FEDERAL FOOD, DRUG AND COSMETIC ACT.

The term means any drug the composition of which is that such drug is not generally recognized, among experts qualified by scientific training and experience to evaluate the safety of drugs, as safe for use under the conditions prescribed, recommended, or suggested in the labeling thereof except that such a drug not so recognized shall be deemed to be a "new drug" if at any time prior to the enactment of this Act it was subject to the Food and Drugs Act of June 30, 1906, as amended, and if at such time its labeling contained the same representations concerning the conditions of its use; or (2) any drug the composition of which is such that such drug, as a result of investigations to determine its safety for use under such conditions, has become so recognized, but which has not, otherwise than investigations, been used to a material extent or for a material time under such conditions.

Control is set up for drugs which are dangerous to health when taken in the dosage and with the frequency prescribed by the manufacturer in the labeling. Habit-forming potent drugs liable to be misused must bear label warnings against probable misuse. Special safeguards are set up for packaging and labeling deteriorating drugs. Antiseptics must possess germ-killing power.
