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— *The Editor comments* —

COMPROMISING PHARMACEUTICAL
EDUCATION

Numerous speakers and writers have devoted an almost endless stream of attention in recent years to the changes which have taken place in the field of pharmacy. However, recent developments affecting the orientation of pharmaceutical education make it appear that certain new concepts are now being advanced which seem to call for specific comment.

A few so-called "forward-looking" pharmacy schools have announced and widely publicized the introduction of revised or new curricula designed to produce pharmacy graduates who will be "better businessmen, better salesmen, and better merchandisers." In some cases abbreviated programs of study are offered for specialized groups, such as prospective medical service representatives. While the specific programs at these schools differ somewhat, they all have one thing in common—commercial courses are being added at the expense of courses in the pharmaceutical sciences.

It remains our firm conviction that it is the primary responsibility of pharmaceutical educators to lead the way in assuring a proper professional-oriented education for tomorrow's pharmacists. These educators must not permit themselves to be led astray into the same pitfalls from which many of today's pharmacists are desperately trying to extricate themselves!

Fortunately, other schools are wisely resisting ill-advised suggestions that they adopt similar programs and philosophies. And although they are implementing well-considered changes in their curricula, which will add to the professional competence and abilities of their graduates, these latter schools are standing by the traditional proposition that it is properly the function of the educational institution to determine what the student should be taught to equip him suitably for his professional pursuits. Consequently, it is particularly offensive that the pressures to reorient educational pursuits toward the commercial aspects are often coming from vocal sources outside the schools of pharmacy, but which nevertheless wish to influence the intended goals of a pharmaceutical education.

Edward G. Feldmann