

Foreword

When I arrived in Madison in 1978 as a graduate student, I was enrolled in the history of science program. At that time, Glenn Sonnedecker and John Parascandola taught the history of pharmacy at the University of Wisconsin, utilizing a variety of teaching techniques and covering a wide spectrum of course content. At the core was the required survey course on the history of pharmacy. Yes, this two-hour course was required of all pharmacy students. This requirement ended in 1997. In addition, they taught two courses on the history of drugs (before and after 1850), a course on the development of food and drug regulation, a course on the history of use and misuse of psychoactive drugs, a course on the history of dosage forms, and occasional proseminars on various topics. After taking some of their courses and consulting Glenn and John, I transferred to the history of pharmacy program.

Courses in the history of pharmacy are great opportunities for collaborative teaching. In the class on history of food and drug control, University of Wisconsin experts on food and drug regulation were added to the roster of course instructors. Students across campus in agricultural journalism, human ecology, and other fields quite distant from pharmacy took this course. Today at Wisconsin, students from all over campus attend John Scarborough's courses on ancient and Byzantine pharmacy. No doubt courses on the history of botanical remedies would attract students on any campus.

An even wider diversity of students, as one might imagine, enrolled in the Wisconsin course on the use and misuse of psychoactive agents. Each presented a term paper based on original research. Some of these were quite original, including one showing slides of artwork done under the influence of different psychedelics. Fortunately, the steady hand of Professor Sonnedecker kept the course on track.

Proseminars on subjects such the history of pharmacology brought in graduate students engaged in current research who had interest in their field's development. To make the old dosage forms, faculty members in

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the School of Pharmacy opened up their labs allowing students to run percolations, roll pills, and spread plasters. Guest lecturers and practicing pharmacists added depth to the survey course. And long before computer-based education, Wisconsin courses used elaborate multimedia lectures and the programmed learning techniques of audio-tutorial units.

The history of pharmacy offers instructors a special approach to exploring the broad scope of the pharmaceutical field. It was my special pleasure to organize the symposium in Los Angeles and hear these fine presentations. There is much here that can benefit any pharmacy instructor and we hope that this booklet will inspire others to reach our students through history.

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