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**Chronology of
 COUNCIL ON CHIROPRACTIC EDUCATION**

Year/Volume Index to the *Journal of the National Chiropractic Association* (1949-1963), formerly *National Chiropractic Journal* (1939-1948), formerly *The Chiropractic Journal* (1933-1938), formerly *Journal of the International Chiropractic Congress* (1931-1932) and *Journal of the National Chiropractic Association* (1930-1932):

Year	Vol.	Year	Vol.	Year	Vol.	Year	Vol.
		1941	10	1951	21	1961	31
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I observe a very splendid change in the attitude of the National, in that they have appointed, or elected, Dr. John J. Nugent, of New Haven, Connecticut, director of education.

You will have noticed that on page twenty-three there are names of several Chiropractic Institutions of which they say: "They submit the names of schools which have been given a provisional approved rating."

My new manager, Dr. Paul O. Parr, has suggested that we should commend this equitable attitude by suggesting that we are in line for and should have the same provisional rating. I have written to Dr. Nugent by this mail and I hope that between you and Dr. Nugent there could be something done about this provisional rating. I should be very glad for either or both of you to come here to investigate this institution.

With all good wishes.

Yours sincerely,
 Dr. Willard Carver

Chronology

1941 (Sept): **National Chiropractic Journal**[10(9)] includes:

-Dwight Hamilton, D.C., former NCA delegate from Connecticut, authors "A director of education: new position created to correlate educational standards" (pp. 11, 54) (in my Nugent file); includes:

One of the most constructive steps taken by the Chiropractic profession was made at the Baltimore Convention when the House of Counselors voted to accept the recommendations of its Committee on Education regarding school ratings and standardization of curricula. The report made by Dr. Gordon Goodfellow of Los Angeles, chairman of the committee, was endorsed by Dr. **John J. Nugent of New Haven, Conn., representing the National Council of State Examining Boards**. Associated with Dr. Goodfellow on the committee were Dr. L.F. Downs, Billings, Montana; Dr. F.A. Baker, Mankato, Minn.; Dr. Wayne F. Crider, Hagerstown, Md...

1941 (Sept 27): copy of letter from Willard Carver, LL.B., D.C., president and dean, to Emmett J. Murphy, D.C. (CCE Archives #35-23-1941):

(copy)

Note by Dr. Murphy: The letter which follows is self-explanatory.
 Dr. E.J. Murphy
 Washington, D.C.
 My dear Dr. Murphy:

I pleasantly recall our late meeting at Montgomery, Alabama, May last.

1941 (Oct 20): copy of letter from Wilbern Lawrence, D.C. in Meridian MS to Herbert E. Weiser, D.C. at Texas College in San Antonio (CCE Archives #35-23-1941):

Dear Friend:

In reply to your letter of October 17, I hasten to explain why I ask what your reaction was to whether Dr. Carver was sincere in his request for the NCA School Standards Committee to investigate his school. I certainly agree with you that this committee should eliminate everything but merit from their investigation.

The reason I ask the question was a statement Dr. Carver made to me while I was at your convention. I quote, "We (he did not state who we were) are **going to blast that G-D-NCA to hell.**" I know that he is getting old and is not responsible at times, but it naturally makes a fellow wonder why a man would make such a statement one minute and you find that he had already made an effort to line up with the same movement. I can certainly assure you that the NCA Committee will give the Carver College or any other school every benefit of the doubt.

I am glad to report to you that, in my opinion, every evidence of politics has been removed from the NCA. We must all realize that there is only one way for the Chiropractic profession to solve its problem and that is for all the chiropractors to band together and that can be done only in one way. One organization must eliminate all their bickering, outline a policy that all the professional factions can work with, then go right down the middle of the road until the goal is reached.

I assure you that the NCA Board and Officers have a lot of confidence in the men that operate the Texas Chiropractic College and it won't be hard for the two groups to get together.

I am always glad to have a line from you. I am

Yours very truly,...

1941 (Dec 3): copy of letter from G.O. Walters, D.C. to Paul Parr, D.C. (CCE Archives #35-23-1941):

Tacoma, Washington
December 3, 1941

Dr. Paul O. Parr
Manager Carver Chiropractic College
Oklahoma City, Oklahoma

Dear Dr. Parr:

Your letter of November 29th came today and relative to the matter of Student Loans, I will give you a few facts that form our basis for loans, so far as college approval is concerned.

During the past few years we have made several loans to students at your college.

At the annual convention of the NCA in July, a resolution was adopted approving the list of colleges you refer to as printed in the NCA Journal. Our committee will not be able hereafter to make loans except to students in colleges now on the approved list, or to be approved hereafter.

As you are aware, I am sure, for several years the NCA has been urging the need for longer college courses and other important items to make up an efficient training for our profession. This was done this year at the convention in line with this program of raising our profession's educational standard. I believe, Dr. Parr, that you will agree fully that the standard should be raised, and done now. If your college is approved, we shall be pleased to make further loans, of course, as required.

I am passing your letter on to others of the official group of the NCA and I am suggesting that you be contacted further by the proper parties in this matter. I am sure you will be given proper attention as you have mentioned.

Most cordially yours,
Dr. G.O. Walters

1941: John J. Nugent, D.C., NCA director of education, authors first edition of **Chiropractic Education: Outline of a Standard Course**, published by the NCA (in my Nugent file); includes (pp. 3-4):

Introduction

The **National Council of Chiropractic Examining Boards** is composed of representatives of the state examining boards of the country functioning solely as state officials. The Council was organized in **1935** and is **entirely independent of any chiropractic organization**. Its purpose is to study the educational principles involved in chiropractic education and licensure and to make suggestions which will elevate the standards of both.

In furtherance of this objective the Council occupied itself during 1935 and 1936 with collecting and analyzing data from schools and state boards. This study resulted in tentative proposals for a reform of the curriculum and a plan for accrediting our schools.

The National Council of Educational Institutions, representing the majority of our school men, was asked to consider these proposals and, after a number of meetings and exchanges of views during 1937 and 1938, a working agreement was reached on certain basic factors essential to the setting up of a school code for the information and guidance of the schools and for the establishment of a standard by which schools might be measured.

The efforts of the **Council of Examining Boards** had aroused considerable interest throughout the profession. As a result of this interest the House of Counselors of the National Chiropractic Association appointed its own **Committee on Educational**

Standards. In 1939 the Council joined with this Committee in formulating a code which was unanimously adopted by the National Chiropractic Association and which was received with widespread approval by the profession. The code was to go into effect on September 1, 1941, thus granting the schools a transitional period of two years in which to adjust their curricula and the length of their courses to the new schedule.

Early in 1941 the joint committee invited those schools which wished to be accredited to file applications and to furnish certain data regarding their organization, administration, faculty and conduct of the courses. It had been observed early in this survey that questionnaires were not the most reliable source of information. No two persons interpret a question alike and no questionnaire, however carefully and elaborately drawn, can bring out the information which a personal inspection and interview will disclose. It was, therefore, decided to send a representative of the committee to every school making application. The inspection was to determine:

- 1 – Whether the schools during the transitional period had adjusted their standards and practices to conform to the code. If not, why not.
- 2 – Which schools, even though their transitions were not satisfactory, had the willingness, the organization, and the facilities to meet the new standard.
- 3 – What were the actual conditions in all our schools.

The method of inspection was as informal and unobtrusive as possible but complete in its thoroughness...

-“The Curriculum” (pp. 18-9); includes:

The **chiropractor is a physician**. He is a particular kind of physician, just as is the homeopath or osteopath. Consequently, the chief objectives of the courses of study in chiropractic schools should be the preparation of qualified men and women to be physicians – chiropractic physicians...

1947 (Jan): **National Chiropractic Journal**[17(1)] notes:
-“Chiropractic college reports large enrollment” (p. 34)

1947 (Nov): **National Chiropractic Journal**[17(11)] includes:

-Paul O. Parr, D.C., president of Carver Chiropractic College in Oklahoma City, authors “College reorganization” (p. 28, 68); includes a brief history of the school, notes work of Parr, Lorna Langmore and Judge George S. Evans, D.C.:

At the request of Dr. Thure C. Peterson, president of the National Council on Education, this article is done for you. It is intended to further the idea of Dr. C.M. Kightlinger that the colleges of the profession who have banded with the National Chiropractic Association to mutually benefit themselves and the profession should be kept before the profession. This was conceived as a good way for each one to become acquainted with the problems and good ideas of all.

Carver Chiropractic College was founded in 1906 in Oklahoma City. Dr. Willard Carver, its founder, gave it a great heritage in the noble work he did in the first thirty-seven years of the school's history. His death during the war years came at a time when the student enrollment was at the lowest. The work of keeping the school open until the end of the war was admirably done by Dr. Lorna Langmore and the students who were here at that time owe a great debt to her extreme efforts. Even during the later years of the war, she, with the help of the Alumni, was able to add a complete laboratory for elementary chemistry.

The Organization of the School

Since its beginning forty-one years ago, the school has been a non-profit corporation or trusteeship. At the time of the ending of the war the school was operated by a three-way corporation consisting of Dr.

Paul O. Parr, Dr. Lorna Langmore and Judge George S. Evans. Just prior to the ending of the war the Alumni Association formed a corporation for the express purpose of raising endowment funds for the college. In February, 1946, they nominated four additional members for the Board of Trustees of the college. These were duly added to the Board of the college, bringing it to the present level of seven members. The school has been going forward steadily under the guidance of this Board.

The courses have been lengthened in the science department to give the student a better founding in biology, at the same time maintaining the high standard of chiropractic principles and broad scope of technique for which the school has been famous for more than forty years.

In cooperation with the NCA educational department and after two conferences in Oklahoma City with its director, Dr. John Nugent, many good things have been done and planned for Carver Chiropractic College. Some delay has been experienced while the chiropractors of this state under the able leadership of their public relations director, Mr. C.F. Kueffer, admirably tended the interest of the profession through a legislative campaign.

A campaign well-planned is half executed. A short digest of facts pertaining to this school might help complete the word picture of our status here. The officers of the school are: President, Dr. Paul O. Parr; vice-president, Judge George S. Evans; secretary, Dr. Lorna H. Langmore; chairman of board, Dr. H.J. Lynch; other members, Dr. Harold Channer, Dr. J.L. Thompson and Dr. J.C. VonArx. Officers of the Alumni Association, Inc.: President, Dr. Frank Brooks; vice-president, Dr. H.H. Martin; secretary, Dr. Goldia B. Lowry; trustees, Dr. Bera Smith, Dr. J.A. Lowry and Dr. David C. Reese.

Reasons for Endowment Committee

1. More and better buildings.
2. More and better teaching equipment.
3. Bigger and better clinic department.
4. More money to hire instructors.

This is calculated to raise the education of the profession to a level beyond reproach in the public eye; on its education rest the profession's reputation and public relations. It will give us a better graduate and, consequently, better profession. This can make the school the pride and servant of the profession, dignify its education and memorialize its founder, the great man who gave so much to his profession.

Mechanics of the Endowment Drive

Through a contract between the Alumni Association and the Chiropractic Research Foundation, donors to the drive also get credit on the nation-wide drive. The state chairman of the Chiropractic Research Foundation, Dr. Joseph F. Radel, is a member of the local steering committee. Through a contract between the Alumni Association and the Oklahoma Chiropractic Association, the state association is furthering its plank of "Education" in its public relations platform. This allows the drive to be headed by the able public relations director, Mr. C.F. Kueffer. It also assures the profession and alumni everywhere that there is the right spirit of cooperation here that should serve as a pattern for building endowments for all our professional schools. With such able direction and with the selling campaign of the nationally-known MacGruder agency, which has been recently contracted for by the Chiropractic Research Foundation, changes are inevitable.

1948 (Sept): **National Chiropractic Journal** [18(9)] notes:
 -"Important warning to GI students of chiropractic" (p. 27):

IMPORTANT

Warning to GI Students of Chiropractic

Dr. J.J. Nugent, director of education of the National Chiropractic Association, issued a note of warning to chiropractic students now enrolled in low-standard, unapproved schools giving courses of less than four years. He pointed out that of the forty-six states recognizing the practice of chiropractic, thirty-two states require four years of education for licensure; that of the remainder, ten states have basic science, medical or mixed examining boards whose examinations are of such a character as to require four years of education to qualify. The remaining four states, he warned, may quite likely raise their requirements while these students are still in school.

Dr. Nugent urged all students, particularly GI students, now enrolled in courses of less than four years to carefully consider the tragic predicament they may find themselves in later on when they attempt to qualify for licensure.

He cited many incidents of disillusioned and embittered GIs, graduates of short courses, wandering from state to state futilely trying to obtain a license to practice.

A vocational pamphlet giving information on state requirements can be obtained by writing the National Chiropractic Association, National Building, Webster City, Iowa ([Important, 1948](#)).

1948 (Dec 2): letter on personal stationery from C.O. Watkins, D.C. (in my Martin file):

Greetings to Chiropractic Educators:

This is to inform you that a meeting has been called for representatives of those schools who are interested in discussing a course for the formal orientation of the chiropractic student in the basic principles of science. The place of the meeting is the Sherman Hotel, Chicago. The date Jan. 5. 1949.

Of the seventeen schools I have had on my mailing list, it appears at this time, that from nine to eleven will be represented.

With every good wish to each of you, I remain

Sincerely,...

COW/ah

1948 (Dec 13): letter on CCEF stationery from Ralph J. Martin, D.C., N.D., chairman of CCEF Board of Regents, to C.O. Watkins, D.C. of Sidney MT (in my Martin file):

Dear Dr. Watkins:

Replying to yours of December 4th I wish to let you know that the California chiropractors are very much interested in the viewpoint of science as outlined in your various bulletins.

I shall be in Chicago January 5, 6 and 7 and certainly shall expect to attend the discussion of your material if the time is not in conflict with the Council on Education meetings.

At any rate, I look forward to meeting you in Chicago and hope to at least discuss the material you have organized with you personally.

Sincerely yours,...

1949 (Jan 26): copy of letter to Vinton F. Logan, D.C. from Thure C. Peterson, D.C., chairman of NCA Council on Education (in my Martin file):

Dr. Vinton Logan, President
 Logan Basic College of Chiropractic
 7701 Florissant Road
 St. Louis 21, Missouri

My dear Dr. Logan:

I am very happy to welcome you into the National Council on Education as representative of the Logan Basic College of Chiropractic as a fully accredited institution under the accrediting program of the National Chiropractic Association.

The National Chiropractic Convention will be held in Chicago at the Hotel Sherman during the week ending July 30th. I would like you to plan to attend our meetings there. I know that when you sit around the conference table with our members and participate in constructive discussions of educational problems as they affect all of the schools, you will feel the same fraternal spirit that permeates all our meetings.

May I congratulate you and your associates upon the fine institution you have built in St. Louis.

With kindest personal regards, I a

Very truly yours,...

TCP: bh

1949 (Sept): **JNCA** [19(9)] includes:

- Thure C. Peterson DC authors "Future of our colleges" (p. 34)
- "New 1950 Calendar ready! Canadian College group starts newproject for the profession" (p. 34)
- full page ad for Logan Basic College of Chiropractic (p. 49); includes:

A school devoted to the teaching of Chiropractic as a distinct and separate science for the removal of nerve pressure by the correction of spinal abnormalities.

Fully Accredited by the National Council on Education of the National Chiropractic Association.

Enrollment dates: March and September

1949 (Oct): **JNCA** [19(10)] includes:

- "News flashes: Iowa" (pp. 42, 44) includes:

"In the interest of perpetuating and preserving the chiropractic principle and after long deliberation and consultation with leaders in the profession, the Palmer School of Chiropractic announces that after July 1, 1950, it will require for graduation the completion of a minimum course of four academic years of nine months each, comprising a total of not less than 4,000 (60-minute) class hours.

This ruling will not affect those who matriculate before July 1, 1950. Students must have a high school diploma if under twenty-five years of age, and over twenty-five, they must have its equivalent." – Excerpt from an article in the September issue of The Hawkeye Chiropractor by Mrs. Arlene Raymond.

1950 (Jan): **JNCA** [20(1)] includes:

- George A. Smyrl, D.C., VP of NCA, authors "NCA-accredited colleges in blue book" (p. 8)
- full page ad for NCA "Accredited Chiropractic Colleges in the United States and Canada" (p. 29) includes: CMCC, CINY, Lincoln, Logan Basic, LACC, National, WSCC and NWCC; listed as "Provisionally approved colleges" are: Carver, Kansas State and Missouri

1950 (Feb): **JNCA** [20(2)] notes:

- W.A. Budden, D.C., N.D. authors "Future of the schools" (pp. 28, 54, 56)

1950 (May): **JNCA** [20(5)] includes:

- "News flashes: Texas" (pp. 56, 58); includes:

FOUR-YEAR COURSE ANNOUNCED

Keeping in pace with the progressive developments in the chiropractic profession, the Texas Chiropractic College, "That Down In Dixie School," San Antonio, Texas, announces that effective May 11, 1950, the doctor of chiropractic degree will be awarded only to

candidates completing the standard chiropractic course, of **four years of eight months** each, or thirty-two calendar months.

The Texas Chiropractic College is a professionally owned, nonprofit institution, which requires a standard course of four years of eight months, each which may run successively permitting the student to complete the course in thirty-two calendar months. Four months of additional training are given for the benefit of those who wish to meet the requirements of states demanding four years of nine months each, or thirty-six calendar months...

1950 (June): **JNCA** [20(6)] includes:

- Rudy O. Muller DC, PhC, PhD, CMCC dean, authors "Analysis of chiropractic education" (pp. 24, 66)

1950 (July): **JNCA** [20(7)] includes:

- Thure C. Peterson, D.C., president of the NCA Council on Education, authors "The third year" (pp. 16, 70, 72); notes that Coggins substituted for Vinton Logan at recent Council meeting

1950 (July): **ICA Review** [5(1)] includes:

- Vinton F. Logan, D.C. authors "There will always be a backbone" (pp. 12-3):

And it follows that there always will be a need for the backbone specialist so long as the human spine is in need of care. Today Chiropractors – the greatest drugless group in America – are in the lead as spinal specialists. Aware of the value of the Chiropractic principle, other groups are endeavoring to take over. Some who ride along under Chiropractic license seem either through ignorance or purpose to be aiding in the "steal." It was once said that "when the medic tells the layman that it is important to have his backbone in line, he will believe it." That day is here.

The outcome is up to us. The Osteopath has almost lost his identity – medicine "absorbed" him by teaching him medical methods and belittling the original Osteopathic principles. Casual, hit-and-miss application is worse than none. How many of us have heard lately from the medical patient that the medical doctor "cracked my neck" – but the application was so crude that the patient refused to have more of it? The more we ape the medic and his methods, the more we weaken our own science. As in the past, sick people who have tried all other methods still come to the Chiropractor as a last resort, and in a large majority of cases, with astonishingly successful results. That is, when the Chiropractor adjusts the spine. In the future such patients will have one more stop – the pseudo-chiropractor who wants to add some embellishments to Chiropractic because he thinks it should be "broadened." Was it vitamins, heat lamps, radionics, colonics, short-waves, herbs, pills, capsules, et cetera ad infinitum that brought Chiropractic to its spectacular rise during its short existence? Or was it the fact that the "last resort" patient found a new and almost unbelievable relief from his ills through the simple correction of his spine?

While we find it hard to believe that any Chiropractic "leader" would stoop so low, the ugly thought continually rears its head that perhaps the gross profit available from "adjunct" sales might be an influence. There is not much of this type profit involved, it is true, in advertising the ability which lies in the head and hands of the **true Chiropractor**.

Yes, I am a school man, but I am willing to admit that the fault lies partly with our schools. The cry has been for greater education, and we led the way. But what we need is greater education IN Chiropractic, not to incorporate the study of medicine, naturopathy, or any other method of healing. Give the Chiropractic graduate a

thorough knowledge of the basic sciences, equal to any medic, and a 2-fold purpose is served: First, it equips him with the fundamental knowledge of the human body, and second, it places him on equal footing and removes the slightest possible basis for criticism of the Chiropractor as an uneducated man. In addition give him the best of all our knowledge of adjusting the spine and body framework today. Then nine times out of 10 you will send out a graduate who is justly confident of his corrective ability and who, by the same token, not only succeeds in the practice of Chiropractic but earns the respect and devotion of his entire community in the doing. He practices his own profession, not others.

Some are afraid to raise their voices. Some will accuse us of bringing up the “straight and mixing” question. I say it is high time the question is brought up and out into the open. There must be a few voices raised to give courage to those who want to remain **Chiropractors**. I see a great deal of the country and contact quite a few Chiropractors, and I believe they are still in the majority. It seems it is only a few leaders who somehow have gotten on the wrong path and want to force others the same way.

Surely the practice of physiotherapy, naturopathy, or whatever else some now try to include under Chiropractic licensure, should be strong enough to stand alone upon its own merit. Let those who want to practice it – and secure the licenses to do so. But why should Chiropractors be forced to study and examination in another field if they do not want to practice in that field. We have griped loud and long when Chiropractors were forced to take medical examinations to practice Chiropractic; why force them to take naturopathic and/or physiotherapy examinations to practice Chiropractic? The few who insist upon pinning the naturopathic and physiotherapy tail to the good dog Chiropractic should remember that the tail does not wag the dog. Those who insist upon adding a physiotherapy requirement to the Chiropractic law for licensure in any state must be stopped. Silence **can be mistaken** for acquiescence. This profession is worth fighting for. Now is the time.

Yes, there will always be the backbone. But the big question today is: Do we have backbone enough to stand up and fight for our existence as a distinct and separate science and profession?

1950 (Aug): **JNCA** [20(8)] includes:

-Thure C. Peterson, D.C., president of NCA Council on Education, authors “A new approach” (p. 30)

1950 (Oct): **JNCA** [20(10)] includes:

-full page ad for NCA accredited institutions (p. 27); “List of Accredited Colleges” includes: CMCC, Carver, CINY, Cleveland, Lincoln, Logan Basic, LACC, Missouri, National, NWCC, Texas, WSCC

1950 (Nov): **JNCA** [20(11)] includes:

-George A. Smyrl, D.C., president of NCA, authors “Personnel listing of committees of the National Chiropractic Association” (pp. 31, 70); includes:

Committee on Chiropractic History

Dr. James N. Firth, Chairman, 633 N. Pennsylvania Ave., Indianapolis, Ind.; Dr. Lillard T. Marshall, 313 Citizens Bank Bldg., Lexington, Ky.; Dr. A.B. Cochrane, 39 S. State St., Chicago, Ill.; Dr. C.E. Schillig, 514 Riverdale Drive, Glendale, Calif.; Dr. C.M. Kightlinger, 152 W. 42nd Street, New York.

Committee on Educational Standards

Dr. E.H. Gardner, Chairman, 2757 S. Vermont Ave., Los Angeles, Calif.; Dr. W.B. Wolf, 207 W. Main St., Eureka, S. Dak.; Dr. N.E. Osborne, 2 Broadway, Hagerstown, Md.; Dr. G.A. Bauer, 1608 Bull

Street, Columbia, S.C.; Dr. John J. Nugent, 92 Norton Street, New Haven, Conn...

Committee on Clinical Research

Dr. C.O. Watkins, Chairman, Richland National Bank Bldg., Sidney, Mont.; Dr. Lee H. Norcross, 610 S. Broadway, Los Angeles, Calif.; Dr. J.B. Wolfe, 2222 Park Avenue, Minneapolis, Minn...

1951 (Jan): **JNCA** (21[1]) includes:

-Thure C. Peterson, president of NCA Council on Education, authors “Council on Education to hold mid-year meeting” (p. 26)

-reprint (p. 26) of **Ralph J. Martin's** comments from the December, 1950 issue of the **Chirogram**:

THAT YOU MAY KNOW

Rumors and hearsay have circulated far and wide giving the false impression that the **Los Angeles College of Chiropractic** was affiliated with or had sponsored recent attempts to change the California initiative law. There never has been and there is no connection between these irregular movements not originating within organized professional channels that purported to create a physicians and surgeons license.

The college has not nor will it initiate or participate in any political activity to change the chiropractic law prior to an official endorsement of such a movement by the **California Chiropractic Association**. Political discussions involving these controversial subjects were ruled out of order in our class rooms and on our campus many months ago.

It is the policy of the college that political issues involving questions of changing the scope of practice must be decided by the licensed men in the field and the state association and have no place in the college, distracting students from the pursuit of their courses. The purpose of this college is to fulfill the educational needs of our profession and we have striven to hold solely to that purpose and shall continue with that policy. - Ralph J. Martin, D.C., president, Los Angeles College of Chiropractic in *'The Chirogram'* for December, 1950.

1951 (Feb): **JNCA** (21[2]) includes:

-“News flashes: Oklahoma” (pp. 52, 54); includes:

DR. NUGENT INSPECTS COLLEGE

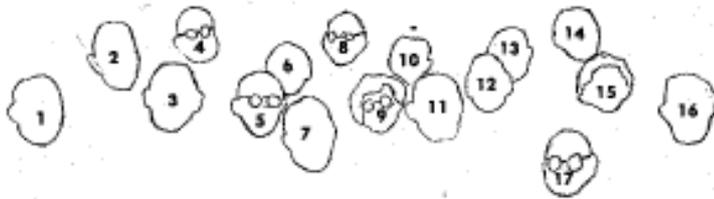
Recently Dr. John J. Nugent, educational director for the National Chiropractic Association, spent several days in Oklahoma City. Dr. Nugent's mission while in Oklahoma was to inspect **Carver Chiropractic College** and to confer with Dr. Paul O. Parr, president of Carver College, and to hold conferences with the Board of Directors of the college...

1951 (Mar): **Chirogram** [20(3)] includes:

-photograph of Council members in Glendale (p. 20):



"Members of the National Council on Education pause for the photographer as they are greeted at the Belmont entrance of the Los Angeles College of Chiropractic Clinic by College officials"



1. Wm. N. Coggins. 2. Thure C. Petersen. 3. Walter B. Wolf. 4. John J. Nugent. 5. Joseph J. Janse. 6. Arthur G. Hendricks. 7. Geo. A. Bauer. 8. Ralph J. Martin. 9. Mrs. W. A. Budden. 10. Geo. H. Haynes. 11. H. C. Haring. 12. W. A. Budden. 13. Raymond H. Houser. 14. S. W. Cole. 15. Mrs. S. W. Cole. 16. Edward H. Gardner. 17. Lee H. Norcross.

1951 (Mar): **JNCA** [21(3)] includes:

-Emmett J. Murphy, D.C. authors "Korean veterans eligible for training" (p. 35)

1951 (June): **JNCA** [21(6)] includes:

-W.A. Budden, D.C., N.D., prez of WSCC & prez of NCA Council on Public Health & Research, authors "An analysis of recent chiropractic history and its meaning" (pp. 9-10); includes:

...That the private ownership of the institutions in a measure militated against a generous and wholesale upsurge to finance this idea is true and must be taken into account in appraising the situation prevailing at that time. Only an optimist, however, and one quite unfamiliar with the economics of chiropractic schools and colleges would suggest that, by advancing scholastic requirements, more money could be made. The facts being quite the contrary, as we have intimated, the "school men" as a group hesitated. Some suggested that while the idea was a good one, the time was not yet. Nevertheless, Dr. E.J. Smith, young graduate of the National College and of Western Reserve University in 1921, gave the first real impetus toward what is now so far developed by establishing a four- year school in Cleveland, Ohio. The Metropolitan College of Chiropractic opened its doors to the first four-year students and the new era had begun. Shortly after this pioneer effort, the National College proclaimed that it would issue certificates of graduation "cum laude" to those who successfully negotiated its thirty-two months course. The writer of this article initiated this action and signed as "Dean" the first diplomas. It should be stated here, and with no sense of derogation of those who took a leading part in this advance, in the case of the N.C.C. certainly, the fact that a medical board of examiners held sway over chiropractic

activities in Illinois, and to some extent in Ohio, tended powerfully to fertilize the soil in which the actual four-year course took root.

Almost simultaneously with these events, the new idea appeared in Colorado. The late Homer Beatty, head of the college in Denver and author of the well-known text, "Anatomical Adjustive Technique," now began to raise his voice calling for thirty-six months training. A vigorous advocate of any cause he espoused, the impact of his personality and propaganda soon began to make itself felt. Dr. Beatty, however, was not alone. Associated with him in this crusade were several of the teachers of the school, notably Dr. Niel Bishop, as well as a number of men "in the field." Behind them all, however, and adding powerfully to the growth of the movement, loomed the figure of Professor Jones, dean emeritus of Northwestern University, School of Psychology, and doctor of chiropractic of National College.

Now another voice from the far west was added to the growing debate. The pages of the *National Journal* began to reflect the views of C.O. Watkins of Montana. Logical, incisive persistent "C.O." hammered away at the bulwarks of the short-course school of thought. There can be no doubt that his rapid rise to a leading place in the councils of the NCA brought powerful aid and comfort to the four-year idea.

1951 (Sept): **JNCA** [21(9)] includes:

- Thure C. Peterson, D.C. authors "Progress at Council meetings in Detroit" (p. 32); in attendance are:
- Joseph Janse, D.C., N.D., president of National & secretary of the Council
- James Firth, D.C., president of Lincoln
- H.C. Schneider, D.C. of NWCC
- Rudy O. Muller, D.C. dean of CMCC
- Lee Norcross, D.C., N.D., associate dean of LACC,
- Carl Cleveland, D.C. of CCKC
- Paul Parr, D.C., president of Carver College
- W.A. Budden, D.C., N.D., director of WSCC
- Ralph Powell, D.C., president of Kansas College of Chiropractic
- H.C. Haring, D.C., M.D., president of Missouri
- William N. Coggins, D.C., dean of Logan
- Ben L. Parker, D.C., dean of Texas College
- Dr. Robert A. Bohyer of UNHA
- Edward H. Gardner, president of Accrediting Committee
- George Bauer, D.C., member of the Accrediting Committee
- Norman E. Osborne, D.C., member of the Accrediting Committee
- Walter B. Wolf, D.C., member of the Accrediting Committee
- John J. Nugent, D.C., NCA director of education and member of the Accrediting Committee
- Willard W. Percy, D.C., secretary of California BCE
- Dr. Orin Madison, president of the Michigan Board of Basic Science Examiners

1951 (Dec 28): letter from Paul O. Parr, D.C., president of Carver Chiropractic College, on college stationery; this will lead to the formation of the NAACSC (in my Carver files):

TO ALL CHIROPRACTIC SCHOOLS AND COLLEGES ON THE NORTH AMERICAN CONTINENT:

After considerable discussion with the heads of other schools at the last several State Association meetings and much correspondence in the last sixty days, it seems to have fallen my lot to extend to you an invitation to attend a meeting, the date for which is tentatively set as March 8, 1952, the location for which is tentatively set for

Chicago, since it is centrally located and has excellent transportation possibilities.

The purpose of this meeting is the discussion of school problems by school men. You are cordially invited to be represented by any or all bona fide representatives of your school. We urge that you be represented by at least one of your clear-thinking, forward-looking authorities.

In recent correspondence with deans and presidents of chiropractic colleges I have made many suggestions as to possibilities of organization of schools, etc. I had thought at first that I would include in this invitation a proposed outline for a school organization. I had even thought of stating my position as to having **another accrediting association**, but I have been advised by the president of one of the chiropractic colleges that this might be taken on the part of some of you as meaning that decisions have been made, when they have not. Should like to quote three sentences from this great educator's letter to me:

"I feel the only thing that is needed is an invitation to the schools to attend a called meeting, which would contain a designated place and time to consider mutual problems for the benefit of all. At the conclusion of such a meeting an association of chiropractic schools and colleges might be formed if that was the consensus of opinion of those in attendance. By this I mean that any action that might be taken and the nature of any association that might be formed would entirely depend upon those attending the meeting."

It is a little difficult for me to inculcate in this letter the urgency I feel without discussing some of the problems of endangering the proposition by giving the impression that conclusions have already been formed. So, again let me invite you and even strongly urge you that in the interest of unity and advancement of our profession and toward the goal of better health services for our people, please, let us once get the brains of the school business into a close-harmony meeting.

Sincerely yours,...

POP:bp

-attached is a list of chiropractic schools and addresses:

ATLANTIC STATES CHIROPRACTIC INST., 699 Ocean Ave., Brooklyn 26, N.Y.
 BOOKER T. WASHINGTON INSTITUTE, 1803 Prospect, Kansas City 1, Missouri.
 BEBOUT CHIROPRACTIC COLLEGE, 1718 North meridian St., Indianapolis 2, Ind.
 CALIFORNIA CHIROPRACTIC COLLEGE, 1916 Broadway, Oakland, California.
 CANADIAN MEMORIAL CHIROPRACTIC COLLEGE, 252 Bloor St., West, Toronto, Ont. Can.
 CARVER CHIROPRACTIC COLLEGE, 521 West 9th Avenue, Oklahoma city, Oklahoma
 CHIROPRACTIC INSTITUTE OF NEW YORK, 152 West 42nd St., New York 18, N.Y.
 CLEVELAND CHIROPRACTIC COLLEGE, 3724 Troost Avenue, Kansas City, Missouri.
 COLUMBIA COLLEGE OF CHIROPRACTIC, 119 West Franklin ST., Baltimore, Md.
 COLUMBIA INSTITUTE OF CHIROPRACTIC, 261 West 71st Street, New York, New York.
 CONTINENTAL CHIROPRACTIC COLLEGE, 2024 West 6th Street, Los Angeles, Calif.
 INTERNATIONAL CHIROPRACTIC COLLEGE, 336 North Robert Blvd., Dayton, Ohio.
 INSTITUTE OF THE SCIENCE AND ART OF CHIROPRACTIC, 55 W. 42nd St., New York, N.Y.

KANSAS STATE CHIROPRACTIC COLLEGE, 1502 East Central, Wichita, Kansas.
 LINCOLN CHIROPRACTIC COLLEGE, 633 North Pennsylvania, Indianapolis, Indiana.
 LOGAN BASIC COLLEGE OF CHIROPRACTIC, 7701 Florissant Road, St. Louis, Missouri.
 LOS ANGELES COLLEGE OF CHIROPRACTIC, 920 E. Broadway, Glendale, California.
 MISSOURI CHIROPRACTIC COLLEGE, 3117 Lafayette Street, St. Louis, Missouri.
 NATIONAL COLLEGE OF CHIROPRACTIC, 20 North Ashland Blvd., Chicago, Illinois.
 NORTHWESTERN CHIROPRACTIC COLLEGE, 2422 Park Avenue, Minneapolis, Minnesota.
 O'NEILL-ROSS CHIROPRACTIC COLLEGE, 412 East Berry Street, Fort Wayne, Indiana.
 PALMER SCHOOL OF CHIROPRACTIC, Brady Street, Davenport, Iowa.
 RATLEDGE CHIROPRACTIC COLLEGE, 3511 West Olympic Blvd., Los Angeles, California.
 REST VIEW UNIVERSITY OF CHIROPRACTIC, 416 West 125th St., Seattle, Washington.
 REAVER SCHOOL OF CHIROPRACTIC, Albuquerque, New Mexico.
 SAN FRANCISCO CHIROPRACTIC COLLEGE, 1122 Sutter Street, San Francisco, Calif.
 SOUTHERN CALIFORNIA COLLEGE OF CHIROPRACTIC, 1609 W. 9th St., Los Angeles, Calif.
 TEXAS COLLEGE OF CHIROPRACTIC, 618 Myrtle Street, San Antonio, Texas
 UNIVERSITY OF NATURAL HEALING ARTS, 1600 Logan Street, Denver, Colorado.
 WESTERN COLLEGE OF CHIROPRACTIC, 1419 Stout Street, Denver, Colorado.
 WESTERN STATES COLLEGE, 4525 S.E. 63rd Avenue, Portland, Oregon.

1952 (June 5): letter from Richard C. Alton, D.C., "Chiropractic Physician," of Manchester CT to Vinton Logan, D.C. (Logan Archives):

Dear Dr. Logan:

Recently I had the opportunity to review a copy of the Research News concerning the "Connecticut Incident" in which there were many distortions of facts and unjust criticisms, particularly directed toward Dr. John J. Nugent.

Dr. Logan, I write you this as a personal letter, not to be published; and from one who, as President of the Connecticut Chiropractic Association, was present during this entire "incident" and I therefore feel qualified to determine what actually took place at the time that two of your graduates made a protest before our Association meeting. I hereby verify you that all of the facts made known by Dr. Nugent in his article entitled "Yes! We Are Our Brother's Keeper" are accurate and properly recorded.

Of still greater concern is the unwarranted attack you made on Dr. Nugent personally who merely co-ordinate the reasons responsible for the failure of these two graduates. Speaking in behalf of at least 98% of the chiropractors in Connecticut, we are justly proud to have Dr. Nugent as an Honorary Member in our state association and we particularly point with pride to the fine accomplishments that he has made possible throughout the country in his official capacity as Educational Director of the National Chiropractic Association. Dr. Nugent was not a proposer of the Basic Science Law in Connecticut

nor is he an advocate of Basic Science legislation elsewhere throughout the nation. However, when the Basic Science Law became inevitable in this state, Dr. Nugent, through influential channels, was granted the courtesy to help formulate this law to assure a fairness to the chiropractic profession. We were most fortunate to have a person of his ability, integrity, and prestige to make this possible. The Basic Science Board in the state of Connecticut is scrupulously fair to all applicants. Each and every applicant is permitted admittance to this state providing he completes the examination with a passing grade. I again feel qualified to make this statement; as a graduate of the Universal Chiropractic College I personally met the requirements of this Board.

In conclusion may this suffice as a warning against making future mis-statements, and if they are repeated it will further indicate your intention to establish falsehoods concerning a gentleman that has consistently proven to be worthy of the admiration of Connecticut.

Very truly yours,...

RCA:hs

1952 (June 28): copy of letter from Thure C. Peterson, D.C., president, and Joseph Janse, D.C., N.D., secretary of the NCA Council on Education, to Paul Parr, D.C., president of Carver College (CCE Archives #35-23-1941):

Dear Doctor Parr:

We have been instructed by the Council on Education of the National Chiropractic Association while in session on June 24th of the following recommendation submitted to the Council by the Accrediting Committee:

"It was the unanimous decision of the Accrediting Committee that we recommend the removal of the Carver College of Chiropractic from the provisionally approved college list for the reason that the above named institution has not been able to comply with the scholastic stipulations laid down by the Committee."

This recommendation was moved upon and seconded and accepted by unanimous vote of the Council.

We wish to express our sincere regret in the discharge of this necessity, with every good wish.

Sincerely yours,...

1952 (July): *JNCA* [22(7)] includes:

-two-page centerfold ad for NCA-accredited schools lists the following "Nationally Approved Four Year Courses": CMCC, CINY, Cleveland, Lincoln, Logan Basic, LACC, Missouri, National, NWCC, Texas, WSCC

1952 (July): *ICA International Review* [7(1)] includes:

-"The Life line..." (p. 8); includes small **photos** of 7 chirocollege campuses: California Chiropractic College, Carver, Palmer, Columbia/NYC, Lincoln, LACC & Missouri

1952 (Sept): *JNCA* [22(9)] includes:

-John J. Nugent, D.C. authors "Texas Chiropractic College accredited by NCA Council on Education" (p. 21):

After several years of earnest effort to meet the basic demands of the NCA Accrediting Committee, and following many inspections and conferences with alumni officials, trustees, the dean, and the faculty, the Texas Chiropractic College, San Antonio, Texas was admitted to the list of NCA approved schools by the Council on Education at the Miami Beach Convention on June 25, 1952. Julius C. Troilo, B.A., D.C., dean of the college, was seated as a member of the council.

This news will be welcomed by a large group of forward-looking Texas chiropractors – alumni and friends of the Texas College – who have long hoped for the day when Texas could have a nationally recognized school of the highest standards.

The basic requirements, regarding which the Accrediting Committee had to satisfy itself were: (1) that the college was no longer a privately controlled college operated for profit; (2) that beginning immediately there would be but one course for the degree D.C. – four-years of nine months each, and not less than 4,000 hours of instruction; (3) that the curriculum was properly organized; (4) that the faculty was adequate; (5) that the facilities existed for the teaching of the curriculum; and (6) that the college had the financial resources to keep such a program of instruction in effect.

To Dr. Troilo, the dean, and to Drs. Lee Griffin and H.E. Turley, alumni members of the board of control of the college, must go sincere congratulations for their untiring efforts in this achievement of their college. Under their guidance the Texas Chiropractic College has met the NCA's fundamental demands and is preparing itself to be the outstanding chiropractic college in the Southwest.

At its May convention, the alumni association appointed a committee for a state-wide fund-raising campaign for the college.

1953 (June 18): copy of letter from Bera Smith, D.C. to Thure C. Peterson, D.C. (CCE Archives 35-23-1941):

Dr. Thure C. Peterson, Chairman,

National Council on Education

152 West 42nd Street

New York 18, N.Y.

Dear Dr. Peterson:

I have given long and careful consideration to your letter of April 24th in which you suggest that it might be well for me to write you requesting that Carver College be re-considered for provisional approval.

I had not intended to make this request until I could become better acquainted with the requirements of the Council with reference to approval. If there is some reason why we are not entitled to approval at this time I would rather not embarrass either the Council or the College by making the request.

Is there any material available which sets out in detail the requirements for an accredited or approved school? If so, please advise me how to obtain it. So far as I have been able to determine, I am heartily in accord with the major objectives of the Council on Education.

One page 33 of the June NCA Journal I note that the schools listed are approved "as to entrance requirements, length of course, organization of the curriculum, faculty and teaching facilities."

I do not anticipate any difficulty relative to our entrance requirements, the length of our course or the organization of the curriculum. Our buildings and teaching facilities are substantially better than they were when the College was provisionally approved. Our faculty is strong in the chiropractic department but still needs strengthening in the basic sciences. The College is, in fact as well as in theory, a non-profit educational corporation, controlled by a Board of Trustees.

In view of the above, I have decided to inclose [sic] herewith my request that the College be re-considered for approval.

Sincerely

Bera A. Smith, D.C., President

BAS/ain

cc to Dr. Janse and Dr. Nugent

1953 (Dec 9): letter on Carver College stationery from Bera Smith, D.C. to John Nugent, D.C. (CCE Archives 35-23-1941):
Dear Dr. Nugent:

In addition to the completion of the auditorium project (including chairs, ceiling, stage, drapes, etc.), we have made a number of improvement in our instructional program which are definitely raising the morale of our student body. But there is so much more yet to be done that what we have accomplished seems a mere drop in the bucket.

I have made reservations for the meeting in San Antonio in February and plan to be there unless prevented by some unforeseen emergency.

With reference to Dr. Parr's activities, let me assure you that they are more embarrassing to me than to you. As you probably remember, by virtue of the fact that he was one of the three trustees prior to the re-organization of Carver College, he became a **life member** of the Board of Trustees, along with Dr. Lorna Langmore and Judge George S. Evans. Dr. Langmore has since resigned, and Judge Evans is incapacitated by senility.

I presume his position as a Trustee of the College is deemed sufficient by the North American Association of C.S. and Cs. to allow him to continue as an officer of that organization. There is nothing I can do to force his resignation from the Board. I can only hope that when our refinancing program has been accomplished he may be induced to do so. (Incidentally, I did not learn of his activities in Maryland until afterward.)

The last issue of the NCA Journal still carried the Chiropractic Colleges listed as 'Fully Accredited' and 'Provisionally Approved.' I wonder when this page in the Journal will be changed to conform to the action of the Council on Education last summer in Los Angeles.

Looking forward to the pleasure of seeing you again in San Antonio, and with every god wish, I am

Sincerely,

Bera A. Smith, D.C., President

1954 (Aug): **ICA Review** [9(2)] includes:

-“Accrediting – boon or bust” (p. 1)

-“Directory of chiropractic schools and colleges” (pp. 6-7); lists officers

1954 (Sept): **JNCA** [24(9)] includes:

-**photo** of WA **Budden** on cover

-John J. Nugent, D.C., NCA director of education, authors obituary, “A tribute”; notes W.A. **Budden**, D.C., N.D. died on August 1, “exactly one week after his return from a meeting of the Council on Education at the St. Louis Convention of the National Chiropractic Association” (p. 4):

Dr. W.A. Budden, director of the Western States College of Chiropractic, died suddenly at Portland on August 1, exactly one week after his return from a meeting of the Council on Education at the St. Louis Convention of the National Chiropractic Association.

Dr. Budden was one of the pioneer leaders in chiropractic education. Before assuming the direction of the Western States College, he had been dean of the National College during the administration of Dr. Schulze.

As much as any man in our profession, he espoused and introduced high education standards in our schools.

An important and forceful representative of our interests, his authoritative voice was respected and listened to in our legislative halls.

To many, Dr. Budden's passing will mean that a great chiropractor, thinker, and educator has passed into history. And that is so! He was one of chiropractic's great. But, those who knew him intimately know that a great man has left us. Dr. Budden would have been an imposing figure in any field in which he chose to labor.

His intellectual powers, his incisive thinking, his keen wit and brilliant clarity of expression marked him as a leader of men.

He was a vigorous and indomitable fighter for truth as he saw it, for freedom of the individual, and, above all, for intellectual integrity.

He hated cant and hypocrisy. He despised the shallow mind. In the battle against these he asked no quarter and gave none. Only the discerning could fully appreciate him; to others he was incomprehensible.

We shall miss him sorely. The chiropractic profession has suffered an irreparable loss.

Yet he has left us much of himself. Hundreds of chiropractors, unto the second generation, have sat at his feet and to them he has passed on something of his profound scholarship and his undaunted spirit.

A distinguished teacher, Dr. Budden has left his indelible mark on our profession. He was architect and builder; he conceived and then helped fashion our future. We are today, in great measure, what he envisioned we should be.

These are the gifts he left us; these our inheritance to pass on.

There was still another side to Dr. Budden's character revealed only to a few intimates. Widely read, a lover of music and the fine arts, he was discriminating, yet simple, in his tastes. Genteel and refined, he had something of old-world courtliness in his manners.

A devoted husband and affectionate companion to his wife Kathryn, he was also a loyal friend and a good man to have with one in a fight.

Dr. Budden was born a gentleman, and lived and died by that high code.

We shall not forget him!

1955 (Aug): **ICA International Review of Chiropractic** [10(2)] includes:

-“Faculty eligible for membership in No. American” (p. 16); includes:

Davenport, Ia., June 19 (ACP) – The North American Association of Chiropractic Schools and Colleges, at a two-day meeting here, opened its membership today to the faculty of all member schools. Previously, only school officials were eligible for membership.

In other actions, the Association approved the progress of a vocational guidance film being prepared for the NAACSC by Wilfrid E. Belleau, and elected Dr. Carl Cleveland, Jr., of Kansas City as president. He succeeds Dr. Paul O. Parr of Oklahoma City. Other new officers are Dr. William Coggins of St. Louis, vice-president; Gordon Gunning of Davenport, secretary, and Dr. Kenneth Cronk of Davenport, treasurer...

The NAACSC also re-stated its original purpose to act as a discussion forum for school problems such as curriculum, text books, teaching aids, methods and transfer of credits.

“North American is not, never has been, nor does it intend to become an agency for the accreditation of chiropractic colleges,” Dr. Cleveland said. “The Association was formed in response to demands from the field that school men get together and resolve some of their differences.”...

1955 (Dec): **ICA International Review of Chiropractic** [10(6)] includes:

-Paul Mendy, editor of the *ICA Review*, authors "Chiropractic school enrollment is up!" (pp. 2-3); includes campus photos of Columbia Institute, Logan College and Carver College; includes:

...Fall enrollment in five out of eight schools and colleges accredited by the Chiropractic Education Commission of the International Chiropractors Association is up by 12 – an increase of 4 per cent – over last year's enrollment for the same period...

1956 (Apr): **Logan Basic College Chiropractic News** [2(1)] includes (loaned by Fred Barge, D.C.):

-"Teacher's workshop" (p. 15); includes photograph:



On Saturday and Sunday, February 18-19, 1956, a Teacher's Workshop was held on the campus of Logan Basic College of Chiropractic. Faculty members of three Chiropractic colleges were in attendance and the meeting was directed by Dr. O.D. Adams, President of the Research and Education Corporation, Central Tower Building, San Francisco, California. Dr. Adams is hired by the International Chiropractors' Association to perform this service and faculty members attend the meetings at their own expense. Dr. Adams is well qualified to carry on this activity as he has a Ph.D. in Education from the University of Oregon and has had a great deal of practical experience in the educational world; for many years he served as the Assistant Superintendent of the Public Schools of San Francisco.

Material covered at this meeting included the preparation and use of audio-visual aids, teacher-student relationship, Chiropractic textbooks and a review of direct and indirect methods of instruction including panel discussion, conference procedure and "brainstorming." Among the purposes of the "workshop" are the evaluation of various methods of teaching and bringing them before all instructors with latest developments so that they will be aided in their efforts to present material to the students in the best possible way. This type of meeting gives the various instructors an opportunity to meet doctors from other schools, it creates an exchange of material and methods and provides for a better understanding between schools and faculties. In the last analysis, it provides for Chiropractic progress, for anything which aids the student, the school and the chiropractor will help Chiropractic.

Often state board members are invited to attend these sessions and they too appreciate the problems of schools and instructors and realize that students are getting the modern methods of instruction. Of those invited to the recent meeting, two state board members were present – Dr. Alice Aderholt, of St. Louis, Missouri, and Dr. E.J. Wollschlaeger, of LaCrosse, Wisconsin.

The representatives of the three schools in attendance were: from the Cleveland Chiropractic College, Drs. Carl Cleveland, Jr., Mildred Cleveland, R.M. Watkins, E.M. Newcomb, S.F. Dobson and L.G. Daniels; from the Palmer School, Drs. H.D. Evans, M.C. Anger and Marshall Himes, and Mr. Gordon Gunning; from the Logan Chiropractic College, Drs. Vinton F. Logan, William N. Coggins, H.M.

Sarkin, D.P. Casey, D.C. Montgomery, E.W. Lankau, R.W. Note, L.J. Hutti and J.F. Chickey.

PHOTOGRAPH



NCA Council on Education met in Toronto in 1956; A. Earl Homewood, D.C., N.D. and Ralph J. Martin, D.C., N.D. are standing, far left; George Haynes, D.C., M.S. is standing far right; John Nugent, D.C. is seated second from left

1956 (June): **ICA International Review of Chiropractic** [10(12)] includes:

-J.L. Below, D.C. of Cullman, Alabama authors letter to the editor re: "enrollment lethargy"

1956 (July 3-5): cover letter and transcript of part of COSCEB meeting, 23rd Annual Congress, includes talks by O.D. Adams, Ed.D. and John J. **Nugent**, D.C. (Cleveland/KC Archives; in my COSCEB/FCLB file):

COUNCIL OF STATE CHIROPRACTIC EXAMINING BOARDS

Twenty-Third Annual Congress

July 3, 4, 5, 1956

TO: All Member Boards

Attached hereto are talks by Dr. O.D. Adams, Educational Director of the I.C.A., and Dr. J.J. Nugent, Educational Director of the N.C.A., given at our Annual Convention in Chicago on July 4, 1956. Study these talks.

The aim of this Council is to have the Chiropractic profession accepted by the U.S. Commission on Education. These two talks will discuss what must be accomplished before acceptance is assured. For instance:

1. That so long as there is divergence of standards of N.C.A. and the I.C.A., the Commission will never accept our profession.
2. That without the acceptance of the U.S. Commission on Education of the Chiropractic system of accrediting, neither the I.C.A. nor the N.C.A. can enjoy its full measure of success.
3. That a common meeting ground must be found and one set of standards on accrediting and on education be formulated in order for the Chiropractic profession to have solidarity and be accepted by the U.S. Commission.

This Council is not trying to unite the two national organizations; it does not intend to appease anyone; but it is endeavoring to get the two educational systems on accreditation together for the betterment of the organizations themselves; for the members of our profession; and for the students who are to become the Chiropractors of the future.

Question. Could and should a joint meeting of the N.C.A. and I.C.A. be held in Louisville, Kentucky January 17-19, 1957? This is the date for a meeting of the Public Relations meeting in Louisville.

Your constructive ideas on the above subjects are earnestly requested. Write your secretary. This is your Council, your business, and your sovereign right as a state. We need the support of

every member Board and every member in each Board in order to accomplish our aim.

-attached transcript of talks by O.D. Adams, Ed.D. and John J. Nugent, D.C.:

Twenty-Third Annual Congress Chicago, Illinois
Wednesday, July 4, 1956 Dr. Peters presiding

The first speaker on our agenda this afternoon is a gentleman who has a wide experience in his field. He has served as Public School Superintendent of the Seattle, Washington school system; he has also served on the State School System of the State of Oregon; he has served with the Navy for seven years as an educational representative. He has worked with the San Francisco Public School System; and at this time he is President of the Research and Education Corporation of San Francisco, California. It gives me great pleasure to present to you Dr. O.D. Adams, who holds a doctorate degree in Education, to speak to you at this time. Dr. Adams.

Dr. Adams: "I might be considered some sort of an authority in Revolutionary History and I have made a particular study because of some family roots which I have in the Loyalist Movement of Americans who at one time refused to fight against the King and went up into New Brunswick, on my mother's side. And in looking over the history of that Movement I got interested in some church history; the church's name I am not going to mention because there may be some members of that church congregation here. But I can remember the ministers used to be considerably worried about the camp meetings because there was some skullduggery that took place at some of the camp meetings and one of them was that they paid the preachers in rum, so that they always had an excess of rum around the camp meetings. I feel a good deal like the preacher who brings the rum to the camp meeting – afraid the devil is probably there also.

I am not sure today exactly of my position here except that I know this – that to begin with, I am not mad at anybody. Secondly, I am only a person who has had a life-time of training in the field in which I profess to be somewhat of an experienced person. And in being an experience person I know that I make mistakes and I know that the documents which I prepared are probably not at all comparable in value or in format to documents that might be prepared by other people in the same area.

In the preparation of this document which I am to talk to you about this afternoon, the die, the standard for accrediting process in the Chiropractic colleges is not prepared like I would prepare a document to evaluate the University of Maryland. It is not prepared in the way I would probably evaluate your Chiropractic schools ten years from now, but as a beginning document, as a means of getting a program under way, and as a means of realizing some of the objectives we have in mind in this accrediting procedure, this is the best document we could prepare in a realistic way to measure the schools that we want to measure with this instrument.

Dr. Baer wrote me sometime ago, sometime the middle of June, to prepare an answer to a questionnaire, a copy of which you have with you. But I want to use this questionnaire partly as a basis of my talk today because I will make some side comments and will bring out some other things I think we are both concerned about, which we both might discuss with interest.

I was approached by Dr. Robert Dunham (I don't know whether you know him or not) in San Francisco about the latter part of 1949 to prepare some kind of a plan and see what could be done to upgrade the schools of Chiropractic that he had called to my attention. I went on with that program then and made a study of those schools and have the results of that study which I am not going to talk about today, but we made an honest effort to determine what the condition of the schools were at that time and that was in 1950.

One of the first things I did was to go down to the U.S. Office of Education and discuss the matter with the people who have charge of the accrediting procedure in the Office of Education. I discovered at that time that there were two agencies engaged in the same procedure.

Now I want to talk with you a minute, off the record, about this U.S. Office of Education for accrediting schools. In the first place, I don't think the Office of Education is going to support any agency that has a division in its ranks as, shall I say, in Chiropractic. Now I am not a Chiropractor but I am very much interested in this movement. And I felt that as long as we have a division – a national division in our ranks – that the U.S. Office of Education is not going to support our accrediting procedure. Now that is my personal opinion. I have talked with them a number of times and I have come to the same conclusion each time. I feel that the document, as far as the document is concerned, will hold water, but Dr. Golthorp in the Office of Education said to me, "Well, you don't mention in it specifically what the ratio should be between teachers and pupils." I said, "What do you think it ought to be?" "Well," he said, "I think it ought to be one to eight." Well, let me tell you people something. I have attended classes and you have attended classes of between 100 and 500 people in classes of established, well organized universities. I have attended classes at Stanford University with 500 enrolled in it. Some other classes at the University of California with 1,500; and Dr. Goldthorp says to me, "In your Chiropractic Colleges, your ratio ought to be 1 to 8"! I just don't believe that a school has to have a ratio of 1 to 8 to be a good school.

Now let me qualify that a little bit. There are some areas (and perhaps you wouldn't want more than 1 to 8); it might be in some kind of scientific classes where – like physics or chemistry – although you will find very few schools outside of private schools or private secondary schools where they might have that kind of an arrangement. But ordinarily speaking, I would say that the idea that Dr. Goldthorp was trying to get across to me was that he had no intention of adopting this system or any other system for the accrediting of your schools until the profession made one concerted attack on this problem.

Now, if you go down through Dr. Baer's questionnaire you will see that we have tried to develop from the beginning the policy of slow procedure in this accrediting procedure so that by the time we got our accrediting procedure and guide set up, it would meet pretty well, in a realistic manner, the provisions that we want to set up as a guide for standards in the I.C.A. schools. It provides for certain purposes and those purposes we have set forth in that way: that the formal statement of purpose of the college shall indicate that the institution is organized to do a number of things. Now you can find that in any good accrediting procedure and it is not new with us. Then we try to simplify it and bring it to the forefront a little bit so that we can be sure that we don't get statements and advertising in catalogues, material that are not in keeping with the purpose. We say this: that clear, simple language shall be used in catalogues and guidance material, supporting the formal statement of purpose of the college; third: that all facilities of the institution and contacts made by representatives will support the formal statement of purpose – that is, the school is organized to do this, and this, and this; and not this and that and something else. Fourth: the valuation of the institution by the Education Commission of Accreditation shall harmonize with the formal statement of purpose.

Now that is general. But it is specific, also. We try to put safeguards in there that this will be used as a guide for the development and upgrading of the schools. Then, we have a great deal to say about the competence of the faculty, about the organization. I have covered in here the student-faculty ratio and I have said in there

the student-faculty ratio must be in keeping with good educational practice as found in the state colleges and universities in the state or locality of the Chiropractic colleges.

Let's take the State of Oregon with which I am more or less familiar. The state institutions – the University of Oregon and the Oregon State College – are, I would say, good standard organizations and their Chiropractic school in that state would meet the condition as far as the ratio of student and faculty are concerned. I would think it should be satisfactory for the Office of Education and certainly other Chiropractic colleges.

Now under "Curriculum" we have divided that into three areas: science, clinical and general, and you may or may not agree with it. This is the way we have set it up. That physical therapy if required should be in addition to and separate from the Chiropractic curriculum. I think that there is a body of information beg enough in the Chiropractic field so that we can put that statement in and support it and make it part of our full program in the states where that seems to be necessary. Then we have a provision for student personnel services; we have other areas of student personnel service.

I think you will find that we are probably a little bit heavily weighted in this area of giving the student responsibility and it is for this purpose: in most institution, most collegiate institutions, now days there is a great drive for the development of social concept – democratic concept of people working and living together. So we have tried to weight this guide so that the activity of the student himself will produce some of the social contacts that he might not otherwise get. For instance, we believe in giving him considerable responsibilities in certain areas of school affairs which would give him some understanding of leadership, some understanding of how to handle himself on his feet, some understanding of how to get on with his fellow students and some idea of what it means to belong to a student organization so that when he steps out of the school, he already has a background in the area of social relationship.

One other area that I want to call to your attention is the area of administration in which there seems to be some criticism. That has to do with the general control of the college itself. Some form of control shall be established and it is suggested that the school educational division be represented on this board. The length of term of the Board members may be established in accordance with local policy. The tenure of the Board members should be over-lapping for continuity and for coordination. The officers of the administration shall be appointed by the Board of Control and the functions of the Board of Control are to establish policy rather than to administer it. Now I say that because I feel that is proper in a country where we believe in some kind of democratic control, but I don't feel that the national policy of standards should take away from the school the right to appoint such members as they see fit on that board. I think they should have something to say about the type of general control which is established by their own school and college.

Now while I am on this part of it – the administration – I would like to talk a moment about the non-profit idea which we have not taken into consideration in the accrediting of our schools for the simple reason that I don't feel that the fact that a school is a non-profit one necessarily makes it a good school. And I don't feel that if a school is a profitable school, a school that makes a profit, is necessarily a bad school. I think it has nothing whatsoever to do with the educational procedures which we are trying to set up – whether a school is profit or non-profit. I think that is entirely beside the point. I think that everyone of you knows something about some small corporation some place, that a fellow has tried to set up because he has tried to preserve his fund for some other purpose. So he sets up a non-profit organization and the profit goes into everything except

perhaps where it should be going. And I don't feel that because you have a non-profit school that you necessarily take the excess money and put it into the school for the purpose of upgrading. I am not, when I say that, I don't mean to belittle anyone's motives, but I don't feel that the non-profit idea per se means one iota when it comes to measuring the educational standards of that school.

Now with this idea in mind, then, of upgrading these schools and utilizing the guide as a beginning procedure – we don't hope to stop here; we hope to improve this guide every year and finally bring it up so that it is a real accrediting instrument. But to do that we don't hold to change the complexion of the school the first year. We have made an effort to do something of an action type that will upgrade these schools and make them better and finally bring them in the periphery of where they ought to be to make them good preparatory schools for your profession.

Now let me talk a little bit about that idea. We started out with these workshops to see what could be done and, in the process, I have visited every school that I know sometime or other in the U.S. I have made courtesy calls to some schools – the Chiropractic Institute of New York – and I have a pretty good respect for all Chiropractic schools in the country with the exception of two or three which I would not recommend for approval. How many of you have ever started a business of your own? I think you all have – every doctor here has sweated it out that first year or so, haven't you? Well, if you haven't, you haven't been any place. If you haven't sweated out and tried to get a little business established, you don't know what sweat and tears and blood have gone into that thing to get it going, get it on its feet, and get it well established, and get it to be a paying organization.

Now, when I go into some of these places – I try to compare these schools as I would compare the Chiropractic Institute of New York or the National School up in Chicago, or the Palmer down in Davenport, or the Logan Basic College in St. Louis. But some of the other schools I can't make a comparison of the facilities; there is no way you can compare the facilities. If I should take the Chiropractic Institute of New York and try to compare it with the University of Washington, why there wouldn't be too much comparison that you could make. It would be very unfair; it wouldn't be the right kind of comparison to make. But when you look in the State of New York and you see three schools operating there and you look at the necessity for Chiropractic doctors all over this country and you find out that the enrollment is fairly good in all three schools, excellent in some, you wonder if the process of elimination is the process that should take place. Should they provide you with the people who do the Chiropractic work? Maybe it is not in the process of elimination as much as it is the process of consolidation. You already have students enrolled in all three schools, and if you start to eliminate your students, then you have got to provide some way of getting them back if you come anywhere near meeting the needs of your profession. So I would – it looks to me at least – that the sensible and realistic thing to do is to take these schools and build them up, and through the process of democratic workshops to gradually consolidate them and bring them together so that you have a well established training system for all doctors.

We have tried, then, through this process of workshops to promote the schools and upgrade them, and gradually improve this instrument so that it becomes a good accrediting procedure; and do the two things simultaneously until we arrive at a well established program of upgrading and a well established program of Chiropractic schools.

Now there are a great many problems involved in this thing. The text book problem is big enough problem for a commission to be

established to do nothing else but to improve your text books and your methods of presentation. I feel that there is a great opportunity for improvement in that area.

I feel that the technical area – in presenting the technical part of how to make the adjustments, or how to handle the X-ray, or whatever your other technical problems are – that you need help in that area and we are trying to give it to you.

Now I would like to take a moment to illustrate one or two of these methods which we are trying to use. I use one which I call the “brain storming” method which was devised recently by a member of a very great advising concern in this country – Barton, Barton, Osborne and somebody else. Osborne was the man who created this brain storming method and we used it some this summer – last summer, rather – to get some idea of how we could improve the Chiropractic profession. I have got about 5 or 6 pages of material on it. It came out of these brain storming symposiums which we carried on. That is just one method. But we have other methods which I use for training of people in skills and how to put over the technical subjects. And I am going to take a moment to impose on Dr. Peters to ask him to give me a little help on this because I think right here is the place for it.

Now, do you have any children? I want to say that this is an illustration of one method which we teach in the workshop as a means of giving interest in skill subjects. You have one child? Have you ever felt the need of a paper cup when you have been out with the youngster some place – on a picnic, or when they need a drink? Now, I have a sure fire method for making a paper cup. Would you like to make it? Would you like to learn how to do that? Well, you take a piece of this fine, beautiful Morrison Hotel paper here and you fold it like that, as a means of squaring it up. And you tear this. So that your first move in this thing is to square your paper and then you fold it and take the left corner and fold it to about the center of the opposite side. You take the right corner and fold it in a similar manner so that the top and that part of it become similar. Then this flap, you fold in a crease and there – you have got a paper cup. Dr. Ohlson tells me that this will hold Bourbon, but not for long because it burns a hole in the bottom of it! Now do you think you could make one? You try and I will stand by and give you help... Your cup is better than mine. Thank you.

Now what is this thing for? Well, it is to illustrate to you that there is a way to do things, that things can be taught very simply, but that they have to be clearly defined and outlined. It looks like we did this in just a few minutes (which we did) but it took a long time for this to come about because behind this are the psychological principles involved which are taken care of and which we don't befoe the issue by telling the history of the paper cup. Our business is to make the paper cup. Our business is to teach Chiropractic students to do adjustments. Our business is to teach people to do things in all this manner of teaching. Now, to handle a lecture you can use this outline, but this isn't the best outline for a lecture but it is the best outline for any kind of a “doing” job. So we teach the principles of doing this thing.

Now all of you that were in the Army, some of you in the Navy, you will remember that you used to sometimes do things by the counter. First, you square the paper; 2nd, you fold it 1, 2, 3, 4, 5, 6. Those are the steps in teaching process of teaching this lesson, and 95% of the teachers in Chiropractic schools do not know how to do this. And this is a very simple procedure. It is simple and we aim to keep it simple. So when you send your boy to school or the boys from your town to school, you want to send them to where they can learn to do the thing they need to do as well as to know the thing they need to know. So we teach the whole area and I am going to give you

some copies of our workshop before you go, and in that we have this lesson set up and the whole idea is to get them a skill by which they can better teach their skill subjects.

Then we go into the other area – into utilizing other adult methods of procedure. We have panels. We have direction methods in all types including the conference procedure, and including this brain storming process which I told you about with the idea of mine of making our teachers capable teachers.

I have a very great respect for the teachers that I have contacted in these Chiropractic schools. I have a very great respect for them. I think in the main they are very capable; they are certainly interested and they certainly are motivated, much better than some teachers I have been with over other years. But the teachers are good people; they are very much interested; but they need help in such simple areas as how to put over their questions in many different kinds of ways and how to utilize the adult method and the procedures in bringing about the upgrading process of the schools.

Now just a little bit about visiting the schools. I traveled about 15,000 miles in visiting these schools. Some I made courtesy calls only. I didn't feel that I wanted to go into schools that I, well let me say frankly, that didn't belong to the I.C.A., and I didn't want to make enemies of my friends in the N.C.A. either, so I made courtesy calls to a number of the schools and was treated very well. I have nothing but the highest respect for the members of your Chiropractic schools. I went to the National in Chicago; I went to the School in Minneapolis; I went to the School in Indianapolis; I went to the School in Dayton; I went to 3 schools in New York; I didn't get to the Chiropractic Institute in New York until last February, but I got there. I went to the School in Toronto; to the School in Davenport, one in St. Louis; and I went to the Carver School down in Oklahoma. I went to the Texas School in San Antonio but I missed Dr. Griffin over at Ft. Worth, and I have been in three schools in Los Angeles. That is a total of 18 schools. Now the motive valuation of schools looks like this: You have got 7 schools that are excellent; 8 that are fair and you have got 3 that are just hanging on by their toes. But I think that in the main in those 3 schools, in two of them at least if you could get a few more students, then your problem would begin to be improved. But one school I wouldn't recommend that it be continued at any cost. So the way it looks, you have 7 excellent, 8 fair, 2 hanging on by their toes and 1 that ought to be out of business and I think it probably is by now.

So if I might just take a moment to reiterate what I have said here today:

We don't feel that this accrediting instrument which you will get as a guide is a perfect instrument. We think it is the best that we can get under the circumstances and that it is good enough to be considered an accrediting procedure. We feel that the upgrading program which we have undertaken in these schools is a thing that is going to bring the schools into full fruition and will bring about a better accrediting procedure for us and bring about a better trained applicant for you.

A question and answer period followed.

Dr. Baer: In your summation on education and formulating your criteria, did you take into consideration that the N.C.A. had a criteria prepared and was working with those schools possibly for about 15 years? These same groups of schools that you put on your list of accrediting have formerly, I understand, made application to the N.C.A. Committee on N.C.A. Standards and for one reason or other they couldn't come up to the standards that they felt that they should. Now these schools went into this thing before and we are now taking another commission and putting through the very same

thing after about 10 years later. Are we going to help them this time or just continue the process that has been going on?

Dr. Adams: Well, I feel that unless you would set up some kind of procedure of upgrading and bringing these schools up to maximum standards that it would be no use in continuing the process because they were good fellows, or for some reason you want to recognize them.

Dr. Tawney: What do you think could be done to bring these two groups together?

Dr. Adams: That should be the \$64,000 question.

Dr. Poulsen: I would like to have your definition for consolidation, Dr. Adams. You mean consolidation in eliminating the schools by consolidation and taking one good school out of – say a number of inferior ones – or spreading it out so that they all have the same teaching methods – or what is your definition?

Dr. Adams: I would like to talk about this question a bit. Let's take the situation in one of the schools in New York that I visited recently. I met the head of that school, I was in the school and was very much impressed with his earnestness, his sincerity, his approach of this problem; was impressed with his school, with his facilities and everything he is doing. And I would say that if you would make a comparison with two other schools in that locality – that if you should visit all three schools, you would come away impressed with what the first school I mentioned is doing, and perhaps not so much impressed by what the other two schools are doing.

However, you need to look into it a little bit further than that. I went down to one of the schools and at that time consequently refused to consider the at all for accreditation. Then, when I went down again in February and got those teachers together, I changed my mind because I ran into some of the most intelligent, some of the most able and capable teachers that I ran on to any place in my travels concerning this work. So I feel that the process of consolidation might gradually come about through the conducting of workshops where teachers could become better acquainted, where schools could become better acquainted and there is no reason – there is no reason that you shouldn't have some place in this country for a real graduate school for Chiropractors. And you can continue to have schools that can prepare them on certain elementary subjects and then your better schools can put the heat on and you can give them some good graduate work which they need badly. Now my idea is not elimination, as I stated a moment ago, but through a process of that nature you might possibly bring about some consolidation in these schools.

This is not a problem that is going to [be] solved over night but I don't think you can solve it by elimination, for the minute you start in with your elimination process, you continue the old grudges, you continue the old personality fights; you continue whether it is a mixed school or a straight school; or what have you. Those wounds don't heal. But you can heal them by bringing about some kind of consolidation process rather than in elimination process. Now that is my own personal opinion. I haven't been able to prove it yet but I think it can be demonstrated.

Now your question – What can be done to bring these schools together? That is a pretty tough question and I probably couldn't answer it in the next 20 years and do it right. But could I talk to you just a moment of my ideas?

I have had a great deal of experience over the years; I have been president of a national association; a Vice President of a very large national association for 6 years; I have been very active in national affairs in my own profession. Now I look at a national association in many different ways. Let's take the necessity, the need, to understand the need for national Chiropractic groups. Now instead of one association you have two associations, and I am not sure that

isn't a good thing. It may keep you on your toes, I don't know about that. But there is only one purpose of organizing a big national association and that is solidarity. But if you organize into a national association to protect your profession and to see it grow, aside from the political objectives, is the objective of your professionalism. That is, you want to make good Chiropractic doctors and you want them to be professional. Consequently, you band yourselves together in an association to bring about a professional feeling and to bring about professional improvement. All you have to do, we have had here for the last two or three days. I could say that many of them had to do with pure and simple professional improvement.

In other words, you were trying to motivate yourselves for better professional practice and when you come here, when Dr. Peters comes here, you get together and you get a lot of help from each other in a professional way. There is the young doctor comes here. He learns a little bit – but the thing that is important to him is, "How am I going to get patients so that I am going to make a living when I first go to work?" And that is a very, very important thing to him. That is not so important to gentlemen like you who have worked for many years and have already established your practice. So there are many areas when you come together to meet as a national association. But to get the punch, to get the umph, you establish yourself as a political organization. I don't mean that you are Democrats or Republicans. I mean you are Chiropractors and you organize yourselves to get strength so that the strength can be used to promote your professional cause.

Now that is a very important thing to understand in national organizational work. You have got people in the organization who are good Chiropractic politicians. That is, they are earnest; they get busy and do this and do that; they are the "action people." They get action for you. Then you have got the fellow who comes – he has an idea. His main purpose in coming here is to express his ego, to get his message over to you; to be able to expound his theory; to be able to show you that, in his opinion, his theory is correct; that his is the only correct theory. He needs a place to come to; he needs a public platform. He needs some place to come to express that ego and to give you material upon which a profession grows.

Now you have got two or three people that I know of that are of that kind. You have got a number of people who have theories, pet theories that they need to express; they need a place to talk about it in; that is your professional group. But they should see that in their professionalism they can't cut off the political end because the political end is the end that makes the thing go. It is the end that brings in the money and you need money to operate your conventions, operate your national proceedings. Now to me, that is a long winded statement in trying to say to you that you need both things. You need the place for the person to express himself, to expound his theory – and he can do it in the professional section gatherings; and you need the place for the politician who wants to get it organized and get it going and keep it going. That is the best explanation I can make to your question. And if you don't have it, you don't have solidarity in your profession.

Dr. Griffin: As a point of information, Dr. Adams, relative to the recognition by the U.S. Office of Education, I think it is generally conceded that they (the Chiropractic profession) probably will not be recognized there until there is a unified bond of education. Is that correct?

Question asked: Well, relative to your qualifications, there is one item you brought up relative to profit and non-profit schools, **is it necessary for a school to be on a non-profit basis** to qualify for recognition here in the U.S. Office of Education?

Dr. Adams: Well, Mr. Goldthorpe raised the point, an issue, in that. And he says that, but I don't. I think that a concerted effort on the part of the professional and political organization of the Chiropractic Association will do a great deal to help. I think that Mr. Goldthorpe is hedging on it because I don't think he wants to make a decision. If the I.C.A. should go get the schools accredited in accordance with the accrediting procedure accepted, then there certainly would be a dog fight.

Let's talk in common terms so that we can understand it. I don't think that either one of the two associations would sit by idly if the U.S. Office of Education should recognize one and not the other. It is just as simple as that. And I don't think the Office of U.S. Education can afford to do it. If one organization should go and get the procedure adopted, then all the political boys back in the states where they didn't want to adopt or accept it would see that their Senators and Representatives would call on Mr. Goldthorpe and he, boy, would be in hot water. He isn't going to do it.

I worked in the office of Education for a while and wrote a bulletin on police training there. I think I know a little bit of how they operate. I don't think they can afford to do it, to be perfectly frank about it.

I don't know whether I have done much good here today. I have certainly made an attempt to be honest and frank about this thing and whether my ideas are good, well – that will have to be weighted by you. I want to thank you for giving me this opportunity and hope that they have done some good. I think there is a great future ahead for Chiropractic and certainly there is a great need for doctors and I don't know how else you are going to do it unless you do something to encourage your schools and build them up, because you need doctors to fill the places of those who are dropping out for one reason or another.

Dr. Getchell: Do you thin the average Board member can make an intelligent survey of Chiropractic colleges?

Dr. Adams: I would say that any Board of Examiners who had more than a year of experience in examining applicants could make a pretty good survey of Chiropractic colleges. Now I don't feel that they could get into some of the professional high points, if you want to bring up this question about areas, but I do believe they could make an intelligent survey of what was going on.

Dr. Peters introduced the next speaker, Dr. John Nugent, N.C.A. Director of Education.

Dr. Nugent: Dr. Peters, Mr. Chairman, Dr. Adams, Gentlemen: This is a very, very heartening experience. As early as 1923 while I was yet a young graduate of a school of Chiropractic, I began to talk to Chiropractors in conventions wherever I could reach their ears, asking them to evince some interest in Chiropractic education. In those days about the only topic of conversation at lyceums or state conventions was, "How's business?" and "We ain't getting no publicity." This whole subject of education in those days was also something of very, very passing interest. And so I have watched over the years the slow evolution in the Chiropractic profession. I think that this occasion here is perhaps a peak of the interest in education. I certainly am happy to have lived to see this day and this occasion when so many earnest people come here for the one purpose of talking about upgrading Chiropractic education.

Now I feel that we are particularly fortunate in having Dr. Adams here. An outsider, a man who has lived with the problems of education (it is true they are not the problems of professional education, but education). And Dr. Adams' talk here today reminds me of the talks we used to make in the year 1934. Dr. Adams is repeating all that we used to say. In those days when we were trying to get the school men to listen to us – "Something must be done";

"Something ought to be done." "We ought to help these schools to reach an accredited basis." I see many old faces here who have been through the years. I also see many new faces and so if the older people will bear with me, I would like to recount for the benefit of the newer ones who are here something of the past history of this effort. I also feel that Dr. Adams would like to know this. I think he has been placed in a very embarrassing position, maybe, by reason of the fact that he has not been entirely acquainted with what we have done, what has been attempted in the past years.

The first effort to do something about Chiropractic education by getting all the school men together was attempted somewhere in 1923, when Dr. Ralph John and a group of men from state boards gathered together in Cincinnati in the hope that, by standardizing Chiropractic examinations, it would compel the schools to standardize their educational processes, and therefore we would produce better Chiropractors. We failed because, at the second meeting, there were a different group of people representing the same Boards. There was at the table a new face with different concepts from those who represented those states the previous year.

The next serious effort was made when Dr. Crider of Maryland, who succeeded Dr. Johns, called a meeting at Hollywood in 1934. I was then the secretary of the State Board of Chiropractic Examiners in Connecticut, and some 19 of us attended that first meeting at Hollywood, representing state boards of examiners and we tried to take a new tack then and rather than standardize examinations, we should ask the schools to standardize their schools and adopt a standard curriculum. As I say, we were all representatives of State Boards. We formulated some ideas and circulated them, and we met again. We met for several years. And each time we would meet we would find new faces; or we would find a new Board present and, as a result, we couldn't agree that what we had accomplished at the last meeting should be the place where we should start off on the new meeting. It was then that there popped up in the National Chiropractic Association a movement of the same character. It was led by Dr. Wilkins [sic: **Watkins**] of Montana who was the chief protagonist for it, and Dr. Gordon Goodfellow of California and, as a result of conferences between the N.C.A. and the National Council of Examining Boards, we decided to consolidate our efforts. The N.C.A. set up a committee on educational standards.

As a first effort we tried to write a school code. A code that would guide the schools. And we passed this on to the school men of the country at Grand Rapids, Michigan in 1937. Now I want to tell you gentlemen that that was an experience. For the first time in the history of Chiropractic we got practically every school owner together in one room – except one school, one school was not represented. I needn't mention what that school was, but there was one major school not represented.

At that time we announced that there ought to be a standard in the schools; that there ought first to be a standard for admission. As you probably will remember, some of you older heads, the licensing of the Chiropractor didn't even provide for a high school education, and 18 months of education was the maximum of education required by the state law. It ran all the way from 2 years of 6 months each, to 3 years of 6 months each and we said, as a general proposition, that this committee of accreditation or educational standards of the N.C.A. would propose that the schools should demand a high school education of those who came to their doors; second, that we should ask the states to change their laws to demand four years of 8 months each and at least 3,600 hours of education in Chiropractic. Thirdly, that we should ask the schools to adopt 3,600 hours of education in a four year course of 32 months, and that we should be guided by the experience of other educators in allocating to 3,600 hours in the various

subjects; that anatomy should have so many hours so that the average group student – not the brilliant one, not the dull witted one, but the average student – would be able to get a comprehensive knowledge of all the basic subjects in technical sciences; that in time we would want all of the new instructors in our schools to have at least a Bachelor of Science degree in addition to their doctor's and Chiropractic; that in the future we hoped that the heads of the departments in these schools would at least have a Masters Degree. We asked that the school should have laboratories for the teaching of these practical sciences and that we should acquire plants for our schools that would meet the deficiencies in the location in which they were. And then we asked that all the private schools should meet with us and resolve their profit corporations into non-profit corporations and that the schools should be controlled by Boards of Trustees consisting of the profession and the public for the reason we said we wanted the public on our Boards of Trustees of our schools because we felt that it was time that the public assumed some of the responsibilities for the education of Chiropractic doctors since they had already assumed the responsibilities for the medical education not only by serving on the Boards of Trustees, by endowing medical education.

Of course, you can understand that this last request was the one that started the fireworks.

Now Dr. Adams has referred to this matter of the profit motive of the privately owned school as being of no consequence in evaluating the school. Well, of course, Dr. Adams is quite right in saying that – provided you can find men who are operating schools for profit who are high minded enough to place the interest of the student first and may be his desire for a new Cadillac last. If we can find men who will first say, "Well, I will turn these profits over and we will buy 23 more microscopes" rather than friend wife who wants a mink coat, but they don't come that way in great numbers. And besides, we had the experience ahead of us of all the other professions in the U.S. and we were trying to be guided by a pattern of evolution which was implicit in the development of the professions. We found that medical schools, law schools and all the other professional schools in the country, through their national organizations had said, "There is an inherent evil in operating educational schools for profit, particularly professional schools, and we want to eliminate it."

Now I have in my pouch the essentials for the approval of a number of professional schools – medicine, osteopathy, dentistry, chiropractic, optometry, nursing, x-ray technicians, physiotherapy and, in all of the essentials as written by the national associations of those professions – it says that the school to be accepted must be a non-profit institution. I have them here in my pouch.

And so even in our naiveness [sic] of 1923-34 we felt that that was not a bad idea. We were also cognizant of another thing that was the historical fact in the evolution of professions in the U.S. and that was that the process of accreditation of our schools had grown from voluntary association for undergraduate colleges. Since education began in the N.E. states in pre-revolutionary times, voluntary colleges set up their standards that later on developed into a system as a frontier was pushed back. In America where the Middle Central States, and from the north to the western states formed voluntary associations and set up an accrediting standard so that eventually the credits from one college could be swapped and accepted in another college. But, of course then there developed the state system of accreditation. The state departments of Education shall accredit to the elementary or secondary schools – public schools. But we found an historical pattern there of the professions as they evolved in America, setting up the standards for their schools.

In other words – and that of course came to us from Europe naturally, all professions had its roots back in Europe, back in pre-

revolutionary times – and immediately succeeding revolutionary times, so that in America today and all throughout the history of America it has been the national associations of these professions which has said what the requirements, what the education shall be for candidates who want to come in to their professions. So we have the American Bar Association, the Association of Architects, the Osteopaths, the Dentists, the Medical Association, the Optometrists – all saying "These are the requirements we shall have for those who come in to our profession." Why? "Because we have a responsibility to the public of the U.S. and we are going to guarantee to the public that those men who come in to our profession shall be soundly educated."

Then, with this standard and this code set up, they asked the schools to meet those standards and they set up committees of inspection and then they started publishing reports on the schools, listing them as a credit or otherwise.

As a final step in the adoption of that, and guaranteeing to the public that the students who come out of these schools and come into practice would be safe, they then asked the state boards of Examiners to also adopt those standards and to also accept those schools that had met those standards.

Now this is not anything of my invention. This is what has actually happened. And, parenthetically of course, I want to state that any state Board of Chiropractic Examiners or of the Medical or of any other professional examiners has an authority granted them by the legislature and that legislature does not permit that Board to delegate its authority to any other group. But certainly there is nothing in the law or in that process of delegating that does not permit that Board to exercise its best discretion and best wisdom in choosing for themselves a yardstick and a measure by which they will appraise the schools. So the National Chiropractic Association at that early year, and we must admit that Chiropractic has only evolved on the scene quite recently, early in its evolution we followed the historical pattern that society had evolved in this country for the protection of the public.

Now we wrote a code, as I said, the first code came out in 1937. It was published in 1939 and this you all are acquainted with and if you want a copy of it, you can get one down in our booth in the Exhibition Hall. This was evolved over the years as the code by which we appraise schools. This the N.C.A. in this code discusses all of the things that Dr. Adams has already outlined: the question of faculty; the question of the length of time that subjects shall be taught; the entrance admission requirements; something to do with the background, the proficiency and scholastic ability, the teaching ability of the faculty and something that hasn't been mentioned so far: the equipment, the laboratory teaching, the difference between didactic and practical education in our schools. As Abraham Flexner found when he investigated medical schools, he found that wherever two or three doctors found themselves in the same town and practice wasn't good, they consolidated and made a school; they found a room with chairs and a blackboard and there was a school (of course a private profit school) and it was Abraham Flexner's great work and his great report for the Carnegie Foundation which was published in 1911 that reorganized the medical profession and has given us the great institutions of medical learning we have today. They are great from the viewpoint of medicine and I have nothing but great admiration for the work that has been done by that profession in pulling itself away from the privately owned schools. 346 privately owned schools of medicine in 1907. Of course we don't have any today.

Now we had to deal in this effort of getting rid of the private school with all its evils and of course that is something that Dr. Adams is not acquainted with. The great evils that were apparent in Chiropractic

from the tug of war that occurred between private school owners' body-snatching students, offering all kinds of inducement and commissions; and we have schools opening today that are closed tomorrow or the day after. Dr. Adams very well stated that there was a need for a national association where we could have a voice or be the liaison agent between the profession and society to take care of the political, economic, social and scientific aspects of our life in the community.

In order to do this, wise and good men in Chiropractic got the two associations that then existed and we formed the National Chiropractic Association. And we said, "At last we have unity." But there was just one thing that those men were not wise enough about and that was that **they thought when they had organized unity that they would have conceptual unity**. And as you know, you must have conceptual unity first before organic unity means anything. We did get together a National Chiropractic Association and we took in all these private school men, but our Councils were rift and torn asunder by trivial fights about isms and techniques and all kinds of inane, stupid, nonsensical things that kept us fighting and divided. Therefore, it was necessary for our profession, as it was in medicine and as it has been in osteopathy and nursing, in optometry, to get rid of schools operating for profit. Of course the sad part of it is that only a few of those men made money. They eked out an existence; sometimes they had 28 students and sometimes they had 16. Sometimes they didn't eat so good. And on the other hand, sometimes they had a faculty of two or three, and sometimes they were the faculty in between taking care of patients in the front room.

That was the situation in our schools. We had 18 schools in the State of California alone – 18 in California. God knows how many we had around the rest of the country. So then we decided we would have a meeting with 51 private school owners. And we told them we would pay them off one way or the other – that we would come to an appraisal of their equities in these things and we would pay them off and the best of them could stay with us if they wanted to and devote the rest of their lives to the service of the schools.

We did that. We got 46 of these private owners to join in that agreement; 5 would not. Those 5 people are still alive; those 5 people are still running schools; those 5 people are still operating on a private basis. So you have here reached by the N.C.A. group of affiliated schools a consolidation, not an elimination, a consolidation of those schools and now we have 7 in the U.S. and 1 in Canada which is a new school, altogether. Dr. Adams referred to the New York situation, and that is a very typical situation. WE had 4 schools in New York: the old Standard School, the old Metropolitan, and the old New York School. We had Columbia. We got them together and it took me a process of 18 months in the year 1940 to get these 18 men together. And over a period of 18 months we finally worked out an agreement that we would pay each of them off for whatever their equities were and we would try to have one good school in New York.

We eliminated no schools; we consolidated them and gave them a new name. We took the resources in men (there wasn't much to take in material, I assure you); I moved the laboratory out of one school in a wastebbox. We put them all together and took the best men in the schools and that was the only resources those schools had; and we put them together and we now have the Chiropractic Institute of New York. We still have the Columbia College and we still have it in the same place.

Now that situation in New York is typical of the situations elsewhere. We have here a list of the approved schools of this Commission on I.C.A., dated January 1, 1955, which is the first list that has been issued.

Now there were these schools on the outside. There are already now 18 schools in your computation and every school that Dr. Adams has mentioned except one – every school except one applied to the N.C.A. for accreditation. There isn't a school on this list, except one, that hasn't applied to us for accreditation and respect. The representative of these schools here, except the last one on this list you have, sat in the Councils of the N.C.A., the Council on Education for not one year but for 3, 4 and 5 years. And they sat with dignity and with tolerance while we spent time and money in their schools trying to reorganize them. I can give you the names of the schools: The Carver Chiropractic Institute – we carried it as a provisionally approved school for I don't know, 5 or 6 years. The Cleveland Chiropractic College in Kansas. The two Cleveland men sat in our Councils. We told them what we wanted; we went down to their schools and spent weeks in their schools trying to reorganize them, trying to get them to get the proper concept about it, about the kind of faculty they should have, and trying to tell them they needed more microscopes; that they needed a decent laboratory here or there, and that is it.

Now Logan College was admitted. After three years of negotiation Logan College was admitted to the approved list. But because they refused permission to inspect their school, we had to take it off the list. There was a hearing; their lawyers were present. We heard, we gave them a right to appeal to the Council, to the House of Delegates. The Logan School refused to accept the appeal.

Now the point that I want to make here is that each of these schools, except one, accepted the authority and the principles when they asked for inspection. They all accepted a place on our list, a category which we assigned to them, and we were willing to prolong that as much as possible to give those schools a chance to attempt to reach the proper level. When I went to the U.S. Department of Education, long before Mr. Goldthorpe was in the department, when Mr. Block and Fred N. Kelley were the head of the Department. I called Mr. Kelly and acquainted him over the years from our very earliest days as to what we were doing. I said, "Mr. Kelley, we are not in any position yet to ask for your approval yet. We are working hard. We want to keep you acquainted with what we are doing." I always had a wonderful reception. He would call in Mrs. Wilkins, he would call in Block, he called in Cassidy, he called in 9 people who used to meet with me in the Department of Education and I would simply tell them, leave them our criteria as it developed, leave them our literature, tell them about the condition of our schools. And then finally one day they said to me, "Now Dr. Nugent, you have been handing us these lists. How long are you going to keep this institute as a provisionally approved school? It is endangering the validity of your accreditation." I said, "Well, give me one more year to talk to these schools and see if something won't happen." So they gave me one more year and we finally came to the conclusion (our committee on accreditation) that we would recommend to the whole Council that the list be cleaned off and that they either be approved or non-approved.

Now when we had to take that step there was no animosity, there was no maliciousness, there was nothing but the friendliest of feeling in our Council. They came and sat with us; they dined with us and some of them wined with us. We had to tell them that we couldn't do that any more. We were endangering our whole reputation. Well, then of course they formed an organization of their own and they were joined by that school which had never applied for entrance. They called themselves the "North American Association of Schools and Colleges" and then they denied that they were going to be an accrediting agency.

When this other school got out, there was much ado about accreditation. They broadcast to the world. You have all received it at one time or another. In it they said it was a positively crazy idea, perfectly crazy this idea of accreditation. They said it was ridiculous. The solution of the situation was to have all Chiropractic colleges and their endeavors to supply the schools with competent (they used the word “competent”), trained chiropractors. Principles of chiropractic will never die. The profession can but we don’t think it will. But don’t bother about accrediting schools. Take them all in whether they are like them down in Wichita where the fellow gets sore with the rest of the faculty and starts a school of his own; or his father has \$7,000 and he starts a school.

So you see, Dr. Adams, you are in a sense at a disadvantage trying to justify the appearance of a new accrediting or standard or accrediting association on the scene, in view of this history. You start as of January 1955. We were doing this in 1934. We talked about Dr. Goldthorpe saying there was no intention of accrediting two or three accrediting agencies in any one profession. Of course not. They say in their printed catalog they will only recognize one accrediting agency for one profession.

Now we were all set and went in with our data and our accrediting at the meeting and were all set when Dr. Goldthorpe walked in to the meeting and said, “Dr. Nugent, do you know a Dr. Keiser of Pennsylvania?” “Oh, yes,” I said. “I know Dr. Keiser. He is the man who opposed and damned us for asking for four years of education in Pennsylvania.” He said, “He did?” “Oh, yes,” I said, “Dr. Keiser and Dr. Yokum.” But he said, “They have walked in today and they said they are an accrediting agency and they want to be heard.” “Well,” I said, “if they are an accrediting agency, this is the first time I have heard of it.” “Yes,” he said, “they are an accrediting agency. They filed a whole lot of papers to claim that they were an accrediting agency.” But if they had, it was as recently as when it was typewritten!

Then we had a very unfortunate situation. We had a fellow up on the west coast from California. And although California had to stand for a lot of blame for a lot of things, we can’t blame California for this. He decided that he was going to be an accrediting agency. So he came in with the “Western States Agency” in spite of the fact that no schools were recognizing it. But he had a lot of papers and he dumped it.

Well, then, what happened? Everybody looked at me and said, “Well, Dr. Nugent, there is something wrong with your profession.” I said, “Indeed there is.” They said, “We think perhaps it is a matter of discipline. You haven’t disciplined your profession yet.” I said, “That is true and the reason we haven’t disciplined our profession yet is that there are a lot of men with private schools and private interests in those schools who keep this thing alive. They flourish in muddy waters. They knew that there was an attempt here to approve the Chiropractic institutes of learning with the endorsement of the Federal Government and they would rather see this thing sunk even if they have to destroy this whole thing.” “Well,” they said, “what do you propose doing?” “Well,” I said, “I propose that I will withdraw from this because I don’t want to embarrass you people in this situation. I still think we have to fight this out ourselves. When we have settled it we will come and see you again.”

Now that all accounts for what Dr. Goldthorpe told Dr. Adams.

Now there was no intention of these schools ever accrediting themselves until it became obvious to these schools that the State Boards of Chiropractic Examiners, using the best authority and the only standards that had evolved in Chiropractic education were using these standards to appraise these schools and accepting accreditation and so their vested interests were involved. So they said, “Well, lets

have an accrediting agency, too. We will toss this in and confuse the issue.” Now, had they been sincere, they would have told Dr. Adams that there was an accrediting agency; that there was a set of standards. I think I sent them to you back in 19—somewhere in 47 or 8. When I heard your name mentioned, I sent you everything that we had, to inform you that we had such a thing. And had those people been sincere, in my opinion, they would have said, “Well now, look. We have been through the mill, the Council of Education of the N.C.A., has had to let us out. Now, can we get together again and see if these standards are inordinate or improper or should be amended.”

Now I haven’t had much chance to investigate, to read carefully, the criteria which Dr. Adams has written up, but I am sure, as an educator, he has observed all of the principles. I think I could agree with him on every principle he has enunciated. I don’t think I will find anything in his set of criteria that will be at variance with this because this is based upon the criteria set up, the general principles set up by the American Educational Association. The law has been borrowed from the osteopathic attempt, even the legal profession criteria; also from the American Medical, and it has been modified and changed to meet the situation of the Chiropractors. But the only difference is on the question of whether a non-profit school is good or could be as good as a profit school or vice versa. So that we now have a continuance and a resurgence of a divisional issue that still further keeps us apart, and frustrates us in our attempt before Congress and in our attempt before the agencies of society, before the country.

About elimination vs. consolidation. It is not a matter of elimination. The fact is that **Chiropractic education at the present time has to depend upon tuition. That is bad. And we know it.** We haven’t yet educated the men in this room to the necessity of having to support their schools with an annual donation. We haven’t yet done that. We are trying to. I said the men in this room and the men outside this room. The Chiropractic profession has got to be educated to the fact that they must provide the difference between what the student pays and what decent education costs. We must educate the Chiropractors to the necessity of providing the capital funds by which we can buy chemistry laboratories, physiology labs, dissection rooms, bacteriological equipment – all of those tools, those teaching tools, which any school needs. WE take it now, if our schools have such things, we are taking it out of operating revenue and it is wrong.

And this is what we have done. Not trying to eliminate these schools, we have suggested that they consolidate. None of these schools, these small, little schools, have enough students. Schools operating with 28 students. All you have to do is multiply 28 x \$350 a year and there is your total operating expense for room and equipping a school. It is ridiculous on the face of it. We said to these schools, “Why don’t you consolidate and we will form a school? We will put the records, we will put the alumni associations together so that your background can be perpetuated.” Now we did that in California. We put 3 schools together. The profession in California raised \$212,500 to put 3 schools together. And we put those schools together and we have the Los Angeles College. We eliminated some schools in Detroit, Michigan because the man said, “We are getting too old. We don’t want to get involved, so we will drop out and will cease.” We talked a school out of business in Cleveland for the same reason.

So Today we have eight schools that are the end result of our negotiations with some 51 school men and these schools are modestly equipped; our faculties are finely combed; we try to get backgrounds in the faculties; we hope now the N.C.A. will at this convention will appropriate a sum for the next ten years to send out instructors, who have a Bachelor of Arts Degree, away to take graduate study. The

schools have agreed to keep those men on the payroll and the N.C.A. to give them fellowships so that a man can go away and get his Masters Degree in whatever subject he elects whether it be chemistry, physiology, anatomy etc. We will the, in the course of 10 years, have a basic group in each of our accredited schools of 8 Masters of Art in their subjects. We will also have of course the special lecturers in the clinical subjects who need clinical experience and a Doctorate in Chiropractic.

So you see that if they say to you that we are attempting to eliminate, I can assure you and the men in this room NO. That it has not been a question of elimination but consolidation. You can go through all our schools and find consolidation. In Minnesota we have two schools in Minneapolis. We put those schools together and made the Northwestern College. We have gone out to California with a school put in the requirements of two years of college as a prerequisite to enter the college, and it suffered thereby in revenue. We have gone out there, have helped that school. We are in the process of helping the Western States School because the Western States School asked that a law be enacted requiring two years of education of college education for admission to a professional college. In other words, since 1934 we have had a program that went step by step until the final objective is that our men shall have two years of college education and 4 years of professional education, and I hope soon – graduate education.

And that is what we want. That is what we are aiming at; that is our objective.

Now we find this other movement and I know that Dr. Adams could not object to what we are trying to do. I am sure he must regret that there is such a situation existing. And I can only say that such a movement springs from either the frustration or the cupidity or the ignorance of those people who would not tell Dr. Adams the real truth about this situation and perhaps lead him onto a false position as an educator. I know that Dr. Adams doesn't want to systems of accreditation and I only know that had he known the real history of this thing; had he known the situation, I am sure that as an educator, his advice would have been to get together with the N.C.A. and see what compromise will do.

Thank you.

1957 (Sept): *ICA International Review* [12(3)] includes:

-“Colorado chiropractors sue to kill post graduate law” (p. 33):

Denver, Colo. (ACP) – A group of Colorado chiropractors filed suit here recently to kill a state law which requires them to attend a three-day post-graduate course each year.

The suit, which named the State Board of Chiropractic Examiners as defendants, asked the District Court to invalidate the 1934 law requiring post-graduate education as a prerequisite for annual license renewal, on the grounds that it is “unreasonable, arbitrary, oppressive and discriminatory,” and “subjects duly licensed chiropractors to burdens not imposed upon others in any healing art.”

The suit charged that:

-The law “arbitrarily and unreasonably invades the personal rights and liberties of these plaintiffs to carry on their profession.”

-The law abridges the rights of chiropractors by “destroying their property rights and arbitrarily and unreasonably interfering with their freedom of contract, of action and abridgement of their right to pursue their profession.”

-The law constitutes class legislation and does not give equal protection of the law.”

-It does not set out any regulations to govern the State Board of Chiropractic Examiners, but was adopted to “benefit or favor a

particular group or association and is used by the Board for the purpose of coercing all chiropractors to join particular associations.”

-The Board of Examiners delegates its powers to the University of Natural Healing Arts, the Rocky Mountain College of Chiropractic and the Colorado Association of Chiropractic, which require a fee from each chiropractor who attends the annual educational program.

The suit also complained that the fees of these educational programs are not set by the Board of Examiners.

1957 (Dec): *JNCA* [27(12)] includes:

-photograph (p. 14):



“Photographed in Washington, D.C., (left to right) are Dr. Emmett J. Murphy, Washington Representative, NCA-NCIC; Omar B. Ketchum, director, National Legislative Service, Veterans of Foreign Wars of the United States; Dewey Anderson, Ph.D., executive director, Public Affairs Institute; Dr. John J. Nugent, director of education, NCA, New Haven, Connecticut. Drs. Murphy and Nugent held a series of conferences with members of various senatorial committees and federal bureau heads on legislation, education, labor and veterans affairs. These NCA officials fortunately were able to have the advice and assistance of Dr. Anderson and Mr. Ketchum, both staunch friends of the profession.”

1958 (June): *JNCA* [28(6)] includes:

-R.T. Leiter, D.C. of Macon, Georgia, NCA state delegate, authors “A simple, sensible answer to ‘Why higher educational requirements’” (pp. 9-10) (in my Leiter file); includes:

Editor’s note: Recent articles printed and re-printed in various chiropractic publications have questioned the NCA’s being an asset to chiropractic, and inferring that the NCA is a millstone around the necks of the members of the profession. We proudly invite the attention of those who lack vision for the future to the cogent and timely remarks presented by Dr. R.T. Leiter in the following article.

A letter to the editor printed in the *April Review*, as reprinted from the *Colorado Chiropractor*, quotes an Alabama chiropractor thus: “...only ten per cent of our classmates have a successful practice!...ninety per cent of our graduated talent is not being used to make America a healthier, stronger, happier nation, etc.” The writer further states that “the chiropractic profession is seeking to make requirements include two years of preprofessional study, not for increased competency, but *in conformity with social pattern.*” (Ital. Mine – RTL.) He concludes with this statement and question: “The NCA declines to participate in unity on public relations unless there is agreement that another therapy be considered a part of chiropractic. Is the NCA an asset to the profession or a millstone around our necks?”...

1963 (Aug): *JNCA* [33(8)] includes:

-H.F. Achenbach, secretary-treasurer of NCA, authors "National convention dedicated to professional unity and advancement" (pp. 9-22, 62, 64, 66-7); many photographs, including:



"Chiropractic Education – Its Role in the Future of This Profession" was the topic of Dr. Dewey Anderson's presentation Sunday evening. Dr. Anderson is the director of education of the NCA.



Meeting at this year's combined college alumni luncheon are the following administrators (left to right, seated): Dr. J.C. Troilo, president, Texas Chiropractic College; Dr. L.F. Bierman, president, Lincoln Chiropractic College; Dr. Marshall Himes, dean, Canadian Chiropractic College; Dr. Walter Wolf, national chairman, Committee on Accreditation; (standing): Dr. Robert Elliot, president, Western States Chiropractic College; Dr. Joseph Janse, president, National College of Chiropractic College; Dr. J.B. Wolfe, president, Northwestern College of Chiropractic; Dr. Thure C. Peterson, president, Chiropractic Institute of New York; and Dr. George Haynes, dean, Los Angeles College of Chiropractic.

1963 (Nov): *JNCA* [33(11)] includes:

-“News flashes: Maryland” (p. 46):

Mourn Passing of Dr. Osborne

The chiropractic profession in Maryland lost one of its distinguished members on October 6 in the untimely death of Dr. Norman E. Osborne, of Hagerstown, at the age of fifty-eight. He was known to chiropractors across the United States, having been for many years in regular attendance a NCA Conventions and active for some time in the work of the Council on Education. His long illness prevented his traveling to recent conventions.

Dr. Osborne, a graduate of Grove City College in Pennsylvania and the National College of Chiropractic, commenced his practice in Hagerstown in 1931. He was a member of the National Chiropractic Association, the Maryland Chiropractic Association, and the Washington County Chiropractic Chapter. He was a former president of the Maryland Chiropractic Association, a Fellow of the International College of Chiropractors, and was a member of the Maryland State Board of Chiropractic Examiners. He was a past president and charter member of the Hagerstown Optimist Club; Myrtle Lodge No. 318 F&AM, Franklin, Pa.; Valley of Cumberland Consistory, and Syria Temple, Shrine, Pittsburgh.

Surviving are his father and stepmother; his wife, Gladys (Kelly) Osborne, and son, Major; and brother, Lawrence Osborne, of Stockton, California.

-photograph & caption (p. 71):



ACA accreditation procedures are reviewed in detail at the Des Moines meeting by Dr. Walter B. Wolf, interim chairman, ACA Accreditation Committee, Dr. William N. Coggins, president of the Logan College of Chiropractic, and Dr. Dewey Anderson, ACA's newly appointed educational director.

1964 (Feb): *ACA Journal of Chiropractic* [1(2)] includes:

-photograph & caption (p. 11):



Photo of officers and Board of Governors of the ACA, Executive Action Committee, ACA Accrediting Committee, American Council on Chiropractic Education and institutional members, and section of Chiropractic Examining Boards taken during midyear meeting of ACA Board of Governors.

-photograph & caption (p. 25):



The ACA Council on Education is shown around the conference table at midyear meeting (left to right): Dr. L.F. Bierman, president, Lincoln Chiropractic College, Indianapolis, Indiana; Dr. Gordon L. Holman, Committee [sic] of State Examining Boards, Cheyenne, Wyoming; Dr. William Coggins, president Logan Basic College of Chiropractic, St. Louis, Missouri; Dr. Ernest Napolitano, president, Columbia Institute of Chiropractic, Bronx, New York; Dr. J.J. Janse, president, National College of Chiropractic, Lombard, Illinois; Dr. L.E. Fay, assistant to president, NCC, Chicago, Illinois; Dr. R.E. Elliot, president, Western States College of Chiropractic, Portland, Oregon; Dr. Walter B. Wolf, chairman, Committee on Accreditation, Eureka, South Dakota; Dr. J.B. Wolfe, president, Northwestern College of Chiropractic, Minneapolis, Minnesota; Dr. George H. Haynes, president, Los Angeles College of Chiropractic, Los Angeles, California; Dr. Dewey Anderson, director of education, Washington, D.C.; Dr. O.D. Adams, consultant on education, San Francisco, California; Dr. James Russell, chairman, Board of Trustees, Texas Chiropractic College, Freeport, Texas; Dr. Julius C. Troilo, president, Texas Chiropractic College, San Antonio, Texas; Dr. J.R. Quigley, member, Committee on Accreditation, Tacoma, Washington; Dr. Orval L. Hidde, member, Committee on Accreditation, Watertown, Wisconsin; Dr. Frank G. Ploudre, Board of Trustees, Lincoln Chiropractic College, West Palm Beach, Florida; Dr. John Prosser, Board of Trustees, Lincoln Chiropractic College, Tampa, Florida; Dr. Thure C. Peterson, president, Chiropractic Institute of New York, New York City; Dr. Helmut Bittner, faculty, Chiropractic Institute of New York, Forest Hills, New York. Meeting was held in conjunction with midyear meeting of ACA Board of Governors.

-photograph & caption (p. 26):



The above photo was taken during the midyear meeting of the ACA Board of Governors and includes officers and members of the Board of Governors of the New ACA, the ACA Executive Action Committee, the ACA Accrediting Committee, American Council on Education and institutional members; and members of Chiropractic Examining Boards. Each body was confronted with a full agenda during the meeting, and many joint meetings were held among the various groups. A multitude of subjects were discussed and constructive actions taken.

-“Late Bulletin: Logan becomes an ACA college” (p. 32):

The Logan Basic College of Chiropractic, St. Louis, Missouri, has been elected to full membership in the ACA Council on Education, and is presently working with other ACA colleges toward federal accreditation. Logan joins those chiropractic colleges which merged with the American Chiropractic Association from the former NCA. It

is reported that other colleges are in the process of investigating ACA affiliation. See next month’s ACA Journal for the complete story!

1964 (Mar/Apr): **Digest of Chiropractic Economics** [6(5)] includes:

-Dewey Anderson, Ph.D., ACA Director of Education, notes that AMA Department of Investigation “Has a definite program to destroy chiropractic, root and branch, by 1970.” (pp. 24-5)

1964 (Aug): **ACA Journal of Chiropractic** [1(8)] includes:

-“Logan and Missouri Colleges merge” (p. 8):

After months of consultation with the ACA Committee on Accreditation and between the officials of the Missouri Chiropractic College and the Logan Basic College of Chiropractic, an agreement to merge these old and respected colleges was signed at the ACA Convention in Denver on July 1, 1964. Ratification by the respective Boards of Trustees of each of the colleges will confirm the consolidation, to be effective at the beginning of the fall term, 1964.

Under the terms of the merger, the surviving college shall be named the Logan College of Chiropractic, and the students of the Missouri College shall be moved to the rapidly expanding campus of the former Logan Basic College of Chiropractic. Dr. Wm. N. Coggins shall be president of the merged college, and Dr. Otto C. Reinert shall be head of the Department of Technique.

The intent of the merger has been to accomplish a true blending of the technical identities of each of the colleges, and has been heralded by the leaders in the profession as a major stride in the unification and professional development of the chiropractic fraternity. – William N. Coggins, D.C., president; Otto C. Reinert, D.C., Department of Technique, Logan College of Chiropractic.

1965 (June 21-23): “Report of 32nd Annual Congress, Council of State Chiropractic Examining Boards, Diplomat Hotel, Hollywood, Florida”; includes:

-General Committee of the Profession on Education’s “Discussion on Pre-Professional Requirements” (pp. 29-30); includes:

Dr. Cronk gave a report quoting figures showing a drop in state licensing when states required two years pre-professional. Figures quoted for the states of North Carolina, Wisconsin, Connecticut and New Jersey. In each state as soon as the requirements went into effect the number of licenses dropped considerably. Dr. Chambers, Secretary-Treasurer of the North Carolina State Board, stated the figures quoted for North Carolina were not correct. Dr. Cronk said there was a drop in student enrolment for this period also.

Dr. Haynes asked if a study had been made as to the modification in number or percentage of students entering the school with college in relation to years past. Dr. Cronk said yes, there had been a small increase in percentage each year, it has been going up. About 25 to 30%, an increase of 5 to 6% from what we had about five or six years ago. If the enrollment were cut to this 25 to 30% the colleges couldn’t survive.

Dr. Haynes stated that in their case it is now 56%, and there is no question that there will be a decrease in enrollment, however, the question is which is the ultimate. Is our having two years of pre-college going to have any effect on our participation in the present health insurance program?

Dr. Stoner asked if we are losing twice as many as we are producing, what effect is this having on the total profession. Large numbers are going into retirement age and we are not replenishing them. This is our major concern.

Dr. Wolfe said they were hoping to move into this slowly so that the attrition rate on our profession is not too detrimental in the long run. Northwestern requires two years and they have experienced a drop in enrollment but it hasn't been as substantial as expected. They have already reached the point, after three years, where there is a substantial increase in the number of applicants.

Dr. Cleveland feels that a chiropractor loss is serious whatever it is due to.

Dr. Haynes thinks the situation is beginning to take care of itself much as the high school requirement did. Years ago we had quite a number of people with high school equivalent. That became less and less until now we have hardly any. Where a few years ago we had fewer students with two years college, that is on the increase. If we continue to work towards this it will bring about a larger percentage of student body with two years of college. It would be much wiser to work toward this among ourselves and not have it enacted into law. We have been losing about 255 a year quite steadily for several years.

Dr. Fenton said we must recognize this and take definite steps now towards the goal we hope to reach in eight or ten years from now. He is not in favor of legislating this into law, but feels we must raise our standards ourselves.

Dr. Sherman stated the schools are working towards this just as fast as they can and he is in favor of urging the schools to continue this.

Dr. Janse stated that somewhere along the line we are going to have to make a conclusion. Our profession is going to have to establish a calendar. Whether the state boards do it or whether the schools do or whether both do, I don't know. The Council on Education of the ACA have assumed the responsibility and are going to discharge this responsibility. By 1968 all the ACA accredited colleges will accept students who have had two years of liberal arts education as of September 31, 1968. They must have it before they enter the colleges. We have to live with it. We do not believe that either Osteopathy, Dentistry or Medicine are going to do away with their pre-professional requirements. They may modify them to make them a little more human. Eventually, the best Doctor of Chiropractic will be the one who has had a substantial solid background in a good amount of college English, biology, some chemistry, psychology and literature. More is expected of the Doctor of Chiropractic today than it was twenty years ago.

Dr. Cleveland stated that he did not doubt the sincerity and honesty with which Dr. Janse and the others have gone into this problem. They have gone into it just as sincerely and honestly and understand that liberal arts education is a good thing. They want it to, and are striving toward it but feel that their colleges cannot survive if they accept the two year college requirement at this time or in 1968. They do not feel that the ACA colleges can survive on this program either.

Dr. Sherman feels that students entering college for two years with the thought of going on to chiropractic school get sidetracked into engineering or some other field. We are losing some this way. He doesn't feel we should designate pre-college just yet.

Dr. Janse stated that the total responsibility of this concern resides in the membership of our profession in the field. It is their responsibility to make the practice of Chiropractic more attractive, more rewarding, more secure, more insuring; so that the young man or woman that contemplates chiropractic as a career will not concern him or herself about one or two years of pre-professional requirement because the end result is so charged with the dynamics of invite, of proper professional status, that the sacrifice will be made without any question. The ACA colleges have committed themselves.

Dr. Haynes stated that they came to this decision not because they felt there was something to gain monetarily for the schools, but with the idea that we as schools are facing a very difficult program. We know we are threatened with death as schools, that it is going to mean hours of...

1967 (Mar/Apr): **Digest of Chiropractic Economics** [9(5)] includes:

-“College reports: Texas College” (pp. 39-40):

In lieu of the usual college report carried in these pages, we present in its entirety the President's report written by Dr. W.D. Harper of Texas College, following the meeting of the Council on Education of the A.C.A. held in Atlanta, Georgia, February 6-12.

This article presents facts that are not only true of the Texas College, but could apply equally to ALL of our Colleges. It is a plea for support to YOUR Alma Mater and to your profession.

A SPECIAL PRESIDENT'S REPORT TO THE PROFESSION

Probably the most significant meeting of the Council on Education of the A.C.A., held in Atlanta, Georgia, February 6-12, was the meeting of the Institutional members of the Council held on Tuesday evening.

Only the college presidents or their representatives were present, and the subject for general discussion was “The financial situation facing the colleges with the advent of the preprofessional requirements.”

The general feeling of those present was that the colleges were being placed in a box created by professional demands, and that the profession as a whole does not recognize the problems they have imposed upon their colleges or the importance of the colleges to the growth of their profession.

First and foremost in the demand column is the **one year academic prerequisite** beginning a year from now (February 1968), and the **two year prerequisite** a year later. It was felt by the members that some of the reasons for this demand on the colleges by the profession are as follows:

1. Prestige value to the profession of the 6 year college course as opposed to an oft times much shorter course by the practicing doctor.
2. Social mores demanding that the professional man be well grounded in the Arts and Sciences so that he may use his special skills more wisely.
3. It is also realized that recognition by H.E.W. would open doors to this profession that have long been closed, and that this recognition is dependent not only upon the adoption of **two years of preprofessional training**, but upon other factors as well, which are basically the responsibility of the profession and not the colleges as such. These factors include active alumni participation in admissions programs and tenure for their college.

This author has written for the past 18 years on the fact that the practicing profession has not realized the value of its colleges to professional growth. Let's consider for a moment, and God forbid that this should ever happen, that every chiropractic college in the country closed its doors tomorrow. What do you think this would do: first – to your practice, second – to your image, and third – to the future of the profession.

Without our colleges this profession has no future. You would not even be in practice if you had not graduated from some college. True – your college may have been a proprietary institution when you attended it, but today **you own** the Texas Chiropractic College and as part owner this responsibility of Tenure and Admissions has to be passed back to you and this is as it should be.

There are very few proprietary institutions of any consequence in this country today and if you are a viewer of T.V. at all you will be

constantly reminded that you have an obligation to the institution from which you graduated or to some other because **tuition alone** will not guarantee the continuance of your Alma Mater.

Furthermore, if the institution keeps pace with the imposed standards of education for accreditation by H.E.W. that you believe we should subscribe, and which are listed above, you should be expected to as well as be willing to pick up part of the tab, at least \$10.00 a month or more to guarantee not only your approval, but your consistent support (tenure) to furnish the Tenure that is so necessary in this period of transition.

This meeting of the Institutional members was a very frank and open discussion of their individual feelings on these problems. The consensus of opinion is that enrollment will fall off 20-25%. The end result of this is that with a lower income they will be overstaffed by 25% in relation to student faculty ratio, and to meet the budget do we or they drop seasoned faculty who may not be available at a later date when the tide turns back?

What would you do if you were in our position and faced with the necessity of upgrading at your request and wondering how you are going to pay the bills?

Last fall I received notice that Dr. Helmut Bittner had been elevated to the position of presidency of the C.I.N.Y. I wrote the good doctor as follows: "I don't know if I should congratulate or (commiserate) with you on your new appointment, but in any case welcome to the club of those who wake up in the middle of the night wondering how they are going to pay the "bills."

I recall in the writings of Dr. Barton Rogers, the first president of M.I.T. when it was a struggling neophyte in Boston and before it got the support of its alumni, that he said that many times during that period he wondered when he put the key in the door of his office in the morning if that would be the last time he would have any use for the key.

You know gentlemen, this is a horrible feeling and it should not be one of the additional burdens that is piled on the heads and backs of your college administration and your Board of Regents. These latter serve faithfully who are in the drivers seat of your colleges oft times have given up lucrative practices for no practice, or at best, only a token practice to shoulder the responsibilities mentioned for a pittance of what the job is worth in corresponding institutions whom we purport to be imitating. I am being very blunt because we are down to the wire and we must face the cold facts without feelings being hurt. Something must also be said for our full time instructing staff who must teach up to 18 hours per week and give a minimum of five hours a day to the institution. This does not leave much time for an outside practice, and this he does for considerable less than he could make in full time practice and this is not right.

Furthermore, it is pointed out that not only are these men giving of their time and energy, but nearly all are giving to the T.C.C. Fund on a monthly or yearly basis. It has become a habit with us and this is why I personally, with their approval, do not hesitate to present this as a solution to the problem.

We do not need this additional worry added to our problems, and we need not experience any drop in enrollment if we all resolve that we will supply the funds necessary to guarantee the tenure necessary so that we can concentrate upon offering the best possible education to the greatest number of students.

Once more we urge you to "Get With It."

W.D. Harper, D.C.

1967 (May/June): *Digest of Chiropractic Economics* [9(6)] includes:

-Gordon L. Holman DC authors "National Chiropractic Board of Examiners hold 3rd annual examination" (pp. 21, 26); includes:

...At the present time 22 Chiropractic Boards and two Basic Science Boards recognize the National Board. They are: Chiropractic Boards: Alabama, Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Missouri, Montana, Nebraska, Nevada, North Dakota, New Hampshire, Pennsylvania, South Dakota, Vermont and Wyoming; Basic Science Boards: Kansas and Nevada. In addition, eight states are actively working on recognizing the National Board.

In comparison, the National Podiatry Board will be holding its sixth examination and expects four-hundred applicants in five testing centers, with 29 states recognizing it. The National Medical Board will hold its 51st examination and will have approximately 6,000 in two parts with 51 out of a possible 55 licensing authorities recognizing.

Meeting, Educational Authorities

College heads, representatives of the A.C.A. Accrediting Committee, I.C.A. Commission on Education, A.C.A. Council on Education, Council of Examiners and National Chiropractic Board met under the auspices of the General Committee of the profession on Education in Kansas City, Missouri, on February 5, 1967, to learn more about "Psychometrics," the science of testing...

Selection of National Board Members

There has been a misunderstanding of how these doctors are selected. First, they are all practicing D.C.'s and members, or have been members of State Boards. The United States and Canada are divided into five Districts. The State Boards of each District caucus elect a National Board Member for their District, and the action is confirmed by the **Council of State Chiropractic Examining Boards** at their annual meeting. The three officers of the Council of Examiners serve as members of the National Board also.

Compulsory Use in Colleges

The National Board is urging the use of the examination for all Chiropractic students. There are several advantages to be gained from a strictly educational viewpoint. College head could check their instruction in a subject such as Anatomy with like instruction in other colleges. One of our colleges has already placed this item in their catalogue...

1968 (Feb): *ACA Journal of Chiropractic* [5[2]] includes:

-"Personality interview" (pp. 16-7) of Joseph Janse, D.C., N.D., who discusses pre-professional training requirement for admission to chiropractic colleges accredited by ACA

1969 (Sept/Oct): *Digest of Chiropractic Economics* [12(2)] includes:

-cover photo of Ernest G. Napolitano, D.C., president of Columbia Institute of Chiropractic

-full page ad for Clinic Masters of Colorado Springs CO features multiple testimonials declaring "CM doubled my income" (p. 37)

-J. Joseph Allen, D.C. of Hagerstown MD, asst. to CIC president, authors "Some good/some bad" (pp. 38-9) authors response to Ralph Lee Smith's book, **At Your Own Risk**, includes:

...Let me place the magnitude of the issue squarely in focus. I have been informed by totally reliable individuals, which I am certain the publishing house will confirm, that **125,000 copies of the paper back edition have been ordered by an obvious source**. The break-even point in an instance like this is 25,000 copies sold. By that I mean that when this figure is sold the company has to break even on the

publication. Now the paperback edition is to be issued at the same time as the hardcover edition; evidence that either the publishers have written off any profit on the hardcover edition or that it is being subsidized by advance bulk orders from the aforementioned obvious quarters. This means that distribution for at least 100,000 books will be channeled for maximum effect to that segment of the population which one might call – the opinion formers. The impact will be considerable.

I must point out that I am not one who holds that all who criticize this profession are evilly motivated or biased. Mr. Smith has written much that should have been written by the national associations within the profession. He has denounced much that should have been denounced a long time ago by these same associations. His work is brutal, but not impregnable. Already a brilliant writer in another field, a valued friend, has started a critical analysis which will help put the whole matter in proper perspective. Naturally I shall have much to say in future articles.

Mr. Smith has written a book that should be quite helpful in many ways. It brings into sharp focus much that has been foolishly tolerated with a benign attitude in the past, when it should have been vigorously condemned. Now the profession faces an agonizing decision – it must reject the unethical and unscientific or it must forfeit its demand for equal status within the scientific community. This will surely involve a strong reorientation toward those professional values that most practitioners in this discipline have strongly desired and which others, like this writer, have insisted are imperative. The future direction of the profession must be clearly stated; firm stands must be taken. What is true must be conceded; what is wrong must be corrected. False and improper analogies must be exposed. The good must be dramatically presented just as has been the case in metamorphosis of the medical profession from its early nadir to its present zenith.

Mr. Smith does not do justice to those within the profession who have urged reform before he so dramatically unilaterally presented the negative facts. As recently as June of this year at the convention in Cincinnati I stated flatly to one of the authors of the book on infection, that it was trash, too ridiculous for serious consideration by anyone born above the condition of an idiot. And obviously, references to therapeutic absurdities such as skull molding for the treatment of cerebral palsy cause one to wince in shame when they are held out to be valid forms of treatment by a large chiropractic institution. Chiropractic theory is not structured even remotely on such incredibly stupid concepts. If it were, it would rightly stand condemnation.

Mr. Smith has seen, so it would seem, only one side of the coin...

1970 (Mar/Apr): *Digest of Chiropractic Economics* [12(5)] includes:

-"**Logan College and Columbia withdraw from the Council on Education of the American Chiropractic Association**" (centerfold, pp. 33A-36A); includes:

STATEMENT OF POLICY

AN ACCREDITING AGENCY REPRESENTING CHIROPRACTIC COLLEGES ACCEPTABLE TO THE UNITED STATES OFFICE OF EDUCATION, A DIVISION OF H.E.W., IS ESSENTIAL FOR THE ADVANCEMENT OF CHIROPRACTIC...

LOGAN COLLEGE AND COLUMBIA WITHDRAW FROM THE COUNCIL ON EDUCATION OF THE AMERICAN CHIROPRACTIC ASSOCIATION

As startling as this may seem, it is important to note that this decision for both colleges to withdraw from the Council on Education

of the American Chiropractic Association is based on the following facts:

1. Logan College and Columbia joined the American Chiropractic Association and the Council on Education with the view in mind of supporting a national organization effort that would provide a united front representation for the chiropractic profession. This was done in good faith and in accordance with the policies and principles of both colleges. Regarding the principle of a single national organization representing our profession – both colleges remain firmly convinced that until that becomes a reality, confusion will reign high and the profession in toto will suffer.

2. Following several meetings with general educators, educational consultants and individuals intimately acquainted with the structure and function of an Accrediting Agency, the following was concluded:

(a) The Accrediting Agency must be devoid of professional politics.

(b) The Agency must be self sustaining and financially stable without dependence upon any political group.

(c) The Agency should be made up of institutional administrators, field practitioners and general educators.

(d) The individuals constituting the agency's Accrediting Commission should not be selected from politically motivated groups, organizations or councils.

(e) Inasmuch as two national organizations exist – each having their own Accrediting Agency and each having submitted applications for approval of their respective agencies during the past several years (without success) – it was concluded that so long as there are two accrediting agencies related to political associations, the United States Office of Education, a division of H.E.W., would not serve as referee and, therefore, the chiropractic profession finds itself in the year of 1970 without a suitably acceptable chiropractic college Accrediting Agency approved by the U.S. Office of Education.

3. A chiropractic college (by Constitution and By-Laws of the Council on Education of the American Chiropractic Association) **may not be affiliated with more than one chiropractic Accrediting Agency, Association, or Council...**

A PLAN FOR THE FUTURE

Logan and Columbia colleges have joined with several other chiropractic colleges to form an Accrediting Association separate and apart from any political organization (a detailed official release from the new Association naming the participating colleges will be forthcoming)...

1970 (Apr 17): letter on Logan College stationery from William N. Coggins, D.C. (CCCKC Archives; in my Logan file):

To: Drs. Carl Cleveland, Jr., Carl Cleveland, Sr., William Harper, Jerry McAndrews, Ted McCarrel, Ernest Napolitano, and David Palmer

Dear Doctors:

Recently, Dr. Ted McCarrel and myself had a meeting with Dr. Richard Simon, President of Lincoln College. It was a meeting to discuss the results of our deliberations in Kansas City, after the Association had considered all the changes. Dr. Simon accepted all the changes in principle and considered them a step in the right direction. He agreed that to receive acceptance by HEW, it would be necessary for us to present a united front when we discussed the possibility of acceptance of an accrediting agency with the Office of Education. He recommended having another joint meeting of all the school representatives. I intend working with Dr. Simon in hopes that we could have a joint meeting later in the evening, after our meeting Friday night, May 22nd, in Washington, D.C. As you know, our

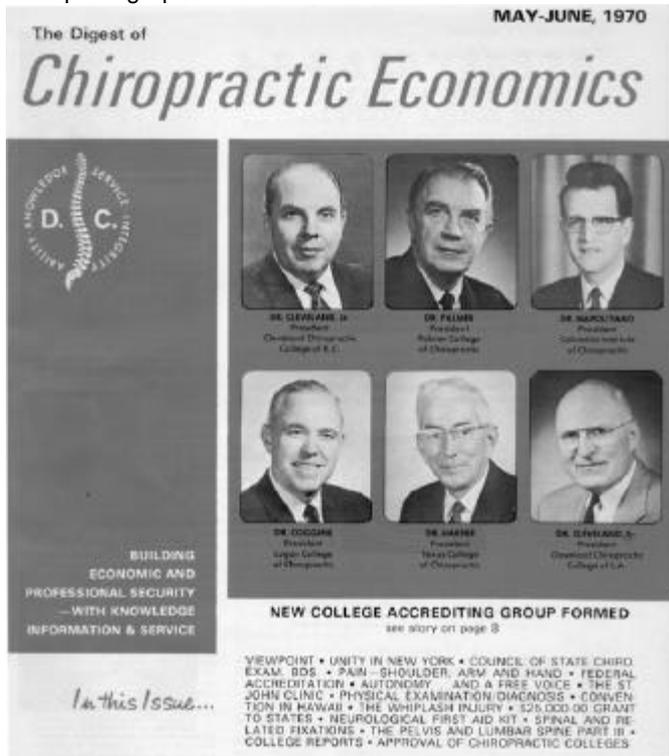
association is scheduled for a 5:30 or 6:00 p.m. meeting Friday evening. Ted McCarrel will be at our meeting.

Sincerely yours,...

WNC:js

1970 (May/June): **Digest of Chiropractic Economics** [12(6)] includes:

-cover photograph:



-“Federal accreditation... a priority for chiropractic colleges. A report to the profession concerning the Association of Chiropractic Colleges” (pp. 8-9)

-George H. Haynes, D.C., M.S., “President of the Council on Chiropractic Education,” authors “Concerning the approval of chiropractic colleges” (pp. 55-7); notes:

...The **Council on Chiropractic Education is now an autonomous national organization**...

1970 (June 20-23): “Report of 37th Annual Congress” of COSCEB, Hilton Hawaiian Village, Honolulu (FCLB Archives)

-George Haynes, D.C., M.S., dean of LACC, presents “Report on Curriculum Study” (pp. 11-2):

Completed survey of all the laws on Chiropractic in every State with particular emphasis on the educational and curriculum factors. He thanked the various State Board members for their cooperation in responding to his written inquiries and said he had heard from every State except South Carolina.

There appears to be less divergence in the various Chiropractic laws than there is in the various State medical laws.

Each State Board which has co-operated with Dr. Haynes on this research will receive a copy of the report which he expects will be available at the end of the year.

The first portion of the report dealing with the educational programs of the schools has been completed has been submitted to the Council of State Chiropractic Examining Boards.

Dr. Haynes pointed out the problems faced by the schools in trying to conform to the varying requirements of State laws in respect

to hours and subjects. One State may require 200 hours in subject X when another State only requires 50 hours in the same subject. If a student has completed a standard course in a college and then goes to some other State to take their board examination and learns he is short, say, 14 hours in some subject and has to go back to school and get 14 hours what has he actually learned in that additional 14 hours.

It is most desirable that the States try to standardize the curriculum.

The colleges can only teach the foundation and basis of Chiropractic. They cannot turn out experienced specialists. Only experience can give them this. The colleges should only be required to teach one or two ways of moving every vertebra, not every specialized technic used out in the field.

Dr. Haynes related how the colleges are being asked by society and the educational fraternity – **How is it that Chiropractic can issue the doctors degree in four years after high school, when no other discipline in the world can do it.** How can we explain this? How can we answer it?

He has found that there are **only 13 States that do not have a law requiring one or two years of college prior to taking Chiropractic.**

The four years leading to a doctorate after high school has been one of the **stumbling blocks preventing federal accreditation.**

The only way we can get federal accreditation is for us to comply with every letter of the rules and customs of other disciplines so that H.E.W. can say to our opposition – Look, we cannot keep from giving it to them. They conform in every detail. Unless we do conform in this manner, the pressure is so great from our opposition, H.E.W. is forced to use every loophole available.

1971 (Jan/Feb): **Digest of Chiropractic Economics** [13(4)] includes:

-Harold J. Kieffer, D.C., member of ACA Board of Governors, authors “More on college accreditation” (pp. 16-7)

1971 (June 27-29): “Report of 38th Annual Congress” of COSCEB, Flamingo Hotel, Las Vegas NV (FCLB Archives)

-Rex Wright, D.C. authors “Report of second annual meeting of the Congress of State Presidents” (pp. 9-10); includes:

While I was in St. Louis giving the National Board examination, Dr. Coggins, President of the college, related to me that he had information and proof that the National College of Lombard, Illinois, was not carrying out the two-year-pre-educational requirement that they propose to be a part of their entrance requirements. I felt quite shocked at this information and coming from the President of the Logan College, I felt it my duty as a member of the Kansas Healing Board and President of the Council of State Chiropractic Examining Boards that I should confront Dr. Leonard Faye with this information and charges, which I did while in Washington, D.C. to Dr. Faye personally. To say the least, Dr. Faye was quite disturbed over these charges and assured me that he would do everything within his power to see that these charges were straightened up for all parties concerned. As you know, I am quite an advocate of this pre-educational requirement and I feel that these conditions must be met and kept...

1971 (Nov 19): letter on stationery of Association of Chiropractic Colleges from William N. Coggins, D.C., ACC president (Cleveland/KC Archives):

To: Drs. Carl Cleveland, Jr., Carl Cleveland, Sr., William Day, Ronald Frogley, Bill Kalas, Jos. Mazzarelli, Ted McCarrel, and Ernest Napolitano

Dear Doctors:

I have made arrangements for a sitting room for our meeting on December 19, 1971 at the Holiday Inn, 2201 South 24th St., Phoenix, Arizona. This is at the airport. Would suggest you each make your own reservations for this night. Please mention that you will be attending a meeting in my sitting room so we can all be together.

Kindest regards,...

WNC:js

1971 (Nov/Dec): ***Digest of Chiropractic Economics*** [14(3)] includes:

-Ralph Pressman, Ph.D., faculty member at LACC, authors "An open letter to the A.M.A." (p. 4):

The Editor

Journal of the American Medical Association

535 North Dearborn Street

Chicago, Illinois 60610

Dear Sir:

Within the past few months a number of books and articles have come my way in which the medical profession has been accused of many crimes of omission (commission, and in some cases down right dishonesty).

I have reference to the book "A Doctor Dares to Tell," and "It is Cheaper to Die," and more recently "The Doctors," Martin L. Gross; "The Healer," Anonymous; "The Medical Research Game," Richard P. Heumer, M.D. in National Health Federation Bulletin; "The Quality of Mercy" by Selig Greenberg (that pertains to the prescription drug scandal), among others.

It was therefore a surprise when one of my former colleagues, an M.D., sent me a photostat of an article by Richard S. Wilbur, M.D., which appeared in JAMA February 22, 1971.

Dr. Wilbur, who is Deputy Vice-President of AMA, seems to be perturbed with the progress that the chiropractic profession (cult, according to Dr. Wilbur) is making.

In the light of the number of criticisms being leveled at "organized" medicine, one might inquire why a man of the stature of Dr. Wilbur will take time to be concerned with the flea on an elephant's back when there is so much housecleaning to be done in his own organization.

In the July, 1971 issue of Medical Economics is an article that may not be reproduced, quoted, paraphrased in whole or in part. It dares to take a view diametrically opposed to that of Dr. Wilbur.

It happens that this small group of healers, the chiropractors, has helped thousands who were not helped by medicine and my name could be added to these thousands.

I can think of no better way of ending this letter than recalling a very pertinent question in Matthew 7:3:

"Why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?"

Sincerely yours,

s/Ralph Pressman, Ph.D.

-"Dr. Orville D. Adams"; obituary for Orville D. Adams Ed.D. (p. 34); includes **photo** and:

IN MEMORIAM Dr. O.D. Adams, formerly of the executive staff of Palmer College of Chiropractic, died October 8th at his home in Laguna Hills, California. Born in Campbellton, New Brunswick, the descendant of early American pioneers. He attended and graduated from the Western College of Education in Bellingham, Washington. After taking a B.S. and an M.S. at the State University of Oregon, he went on to win his doctorate in education at Stanford University, Palo Alto, California.

A recipient of the American Vocational Association's National Distinguished Service Award, he was Dean of Academic Affairs at the PCC and Dean of Palmer Junior College prior to his retirement. Among his survivors is a brother Dr. Al Adams, Tacoma, Washington. Following cremation, memorial services were held in the family home on October 11. The ashes were returned to the family burial plot in Tacoma. His many friends offer their condolences.

-"Dr. Finley H. Elliott"; obituary (p. 34):

IN MEMORIAM Dr. Finley H. Elliott passed away after a heart attack on October 10th. Born into a truly chiropractic family, his father Dr. George E. Elliott was one of the very first chiropractors in practice. Upon graduation from Palmer in 1927, he opened his practice in the Cities of Drumright and Tulsa, Oklahoma.

After serving as a member of the State Board of Examiners (Okla. 1934) he continued his activities in professional organizations including services as Representative Assemblyman to the ICA. Later he was named Sec.-Tres. And a member of the Board of Control. In 1969 he was selected to become Executive-Director of the ICA. The family is well represented in the chiropractic field, as there are fourteen members who have been, or are serving in the profession. Funeral services were held in the First Christian Church of Tulsa on October 13th.

-obit for Edward G. Napolitano, brother of NYCC's president (p. 49)

1972 (Jan/Feb): ***Digest of Chiropractic Economics*** [14(4)] includes:

-"SED registers first chiropractic school" (p. 4)

1972 (Jan 7): NYS Education Department releases:

SED REGISTERS FIRST CHIROPRACTIC SCHOOL

The New York Education Department has approved the professional education program of the **National College of Chiropractic**, Lombard, Illinois. This is the first chiropractic education in the country to be approved the Department under the requirements of the law which became effective January 1, 1968. As a result, persons completing the approved program will be eligible for admission to the New York professional licensing examination in chiropractic.

The registration of this program is the culmination of three years of collaborative effort between the school and the Department, according to Elliott E. Leuallen, assistant commissioner for professional education. During this time, the faculty has been augmented and curriculum revised and the program now meets New York State requirements. In announcing the registration, Leuallen said, "It reflects the dedication of the administration and faculty in their pursuit of excellence in the field."

1972 (Mar/Apr): ***Digest of Chiropractic Economics*** [14(5)] includes:

-Gary D. Ditson, D.C., director of admissions for Logan College, authors "The American junior college: recruiting qualified students for all chiropractic colleges" (p. 20):

In the past five years the chiropractic profession has been undergoing some major changes. The most significant of these changes is the **requirement of two years of pre-professional study for our chiropractic students**. The time has now come for our profession to complete this requirement in its entirety with the addition of a pre-chiropractic curriculum in all of the nation's public Junior Colleges. It will not be an easy task unless we all do our part on a controlled basis with a substantial follow-up.

The American Junior College today is one of the most rapidly expanding and progressive institutions in the world. An example of

this is their growth rate. From 1960 until 1970 there was one new Junior College built every 8.8 days. In the year 1968 we built one new Junior College every 4.5 days and this last year we built one every 6.9 days. This is a tremendous growth rate especially when you take into account that approximately 150 private Junior Colleges have shut down in the last three years. At the present time we have 1108 Junior Colleges in the United States with a total enrollment of 2,499,837 students. This total enrollment is an 11.43% increase over the last year and they expect a 15% increase this coming academic year.

The Junior College can play a major role in the advancement of chiropractic in the United States. It is imperative that we have each and every public Junior College include a pre-chiropractic curriculum in its catalog. When a prospective student comes to us today and says he wants to be a chiropractor, we tell him he must have two years of college; then we explain the courses needed for pre-chiropractic training. In any other profession he can enroll in liberal arts college and automatically receive the courses he needs. In chiropractic it is a different story. He has to take pre-medicine, pre-dental or a mixture of courses. During this time we will most likely lose this person as a future Doctor of Chiropractic due to medical indoctrination. With a little effort we can correct this situation by doing the following:

PHASE I

(1) Establish a chiropractic counseling service within each State Association. This counseling service must consist of practicing chiropractors who will answer directly to the Board of Directors of the State Association. (2) Personally contact every Junior College in the State. This will be done by the appointed chiropractic counselors. (3) All literature used should have the name and address of the State Association because the State Association will be contacting the Junior Colleges as a public service. No individual chiropractic college literature should be used.

PHASE II

The second phase of this program is designed to provide students for the Junior College in order that the pre-chiropractic curriculum becomes a necessity for the Junior College.

(1) Establish a statewide career day sponsored by the State Association. (2) The career day should consist of at least two banquets held in separate areas of the state in order that participating doctors will not have a traveling problem. (3) The banquet should consist of two speakers; one from a chiropractic college and the other a practicing Doctor of Chiropractic. (4) The speeches should be on two points, "The education of a Chiropractor," and "What it is like to practice Chiropractic." The speakers from the various chiropractic colleges should not give an advertisement for their college.

All of the various plans and ideas in the foregoing are in operation and the present time in two states. The results are clear. One midwestern state has 20 Junior Colleges of which 11 of them currently have a pre-chiropractic curriculum in their catalog and three more will include it in their next catalog. This has been one year's results. Another state, to our north, has used the student career day program for five years. The end result is 63 students currently in chiropractic colleges throughout the United States. These programs are not hard to establish, once the complete mechanics are understood. Here at Logan College we are vitally concerned with the growth of the chiropractic profession. For this reason, I will travel to your state and train your chiropractic guidance counselors as to whom to talk to, what to say and how to answer their questions. I will be available for your career days, Logan College will supply you with the suggested curriculums and forms. At no time will our name be imprinted on the material as this is a project for the whole profession and not one college. It is absolutely necessary that the profession provide

students for the chiropractic colleges to maintain the number of practicing chiropractors in all states. If the total number of Doctors of Chiropractic diminish in the states, the profession and the public will suffer.

When your Association is ready to implement the above program, please contact me. If you need further explanation, I will be more than happy to meet with your Board of Directors and explain in detail the complete program and the necessity for starting it immediately. Gary D. Ditson, D.C., Director of Admissions, Logan College of Chiropractic, 7701 Florissant Road, St. Louis, Missouri 63121.

- "New York State clarifies program at National College" (p. 30)

1972 (May/June): **Digest of Chiropractic Economics** [14(6)] includes:

-Leonard K. Griffin, D.C. authors "There is a scientific basis for chiropractic" (pp. 48-9, 52, 54)

-Robert Wiehe, D.C. authors "Chiropractic recognition through diagnosis" (pp. 53-4); includes photograph of Dr. Wiehe:



1972 (July/Aug): **Digest of Chiropractic Economics** [15(1)] includes:

-William D. Harper, M.A., D.C. authors "Autonomy" (pp. 18-20); discusses differences between CCE and ACC

1972 (Sept/Oct): **Digest of Chiropractic Economics** [15(2)] includes:

-William D. Harper, M.A., D.C., president of Texas Chiropractic College, authors "Additional commentary on accreditation: the elusive dream" (pp. 50-3, 55)

1972 (Nov/Dec): **Digest of Chiropractic Economics** [15(3)] includes:

- "College news: National College of Chiropractic" (pp. 61-3); includes:

The 1972-73 school year at the National College of Chiropractic began with an emphasis and an excitement of increment. Some 125 freshmen students registered. Nearly 50% of these possessed baccalaureate degrees, three have masters and one a Ph.D. The remainder had a minimum of two years of college and all is a motivating evidence that the preprofessional college requirements pioneered by the National College is an established, and actually a beneficial, factor in areas of admission...

1973 (Jan/Feb): *Digest of Chiropractic Economics* [15(4)] includes:

-William D. Harper, M.A., D.C., president of Texas Chiropractic College, authors "Medicare: the implication, the effect and impact on the future of the chiropractic profession" (pp. 20-2, 24-5)

1973 (June 4): letter on Palmer College stationery from H. Ronald Frogley, D.C., Ph.C., EVP of Palmer (CCE Archives; in my Wilk file):

Dr. A.D. Bogden, D.C.

4123 E. Glenn

Tucson, Arizona 85716

Dear Tony:

Thank you for the comments you made in your June 1st letter regarding accreditation and IN THE PUBLIC INTEREST. Accreditation has traveled the road as predicted – I understand both accrediting agencies have been turned down.

There are two possible aspects for this decision by the U.S. Office of Education:

- 1) Their pre-stated policy to recognize only one accrediting agency for a particular specialty, which would mean we have to get together and form one accrediting agency from ACC and CCE.
- 2) The pressure applied by the A.M.A., particularly before, during, and after the hearing given by H.E.W. to both accrediting agencies.

To me, it appears the only course which will get accreditation is to get the ACA out of the accrediting business, free their schools from the financial yolk they keep on their necks, and allow the two existing accrediting agencies, or all the schools, to set up an accrediting system which would be representative of this profession. I am sure most everyone will now agree there is no possibility either agency will be recognized.

I do not believe we can make full use of our professional weight while we are split on any of the matters which have been giving the profession difficulty throughout its entire existence.

If the profession were unified, it would be easy to make use of the material in the book, IN THE PUBLIC INTEREST, because we would have a proper Public Relations' Department to follow it through. It is an impossibility for one college, or one program, to do justice to a program which needs all of our combined efforts. If we were united, we could tell them to go to ___ and keep on doing our own thing. Divided, we are very vulnerable to a flank attack by anyone who decides to take a shot at us.

I think we all have to be more diligent in pulling this together rather than continuing the separation which divides us. I really appreciated your comments, Tony.

Kind personal regards,...

HRF:mes

cc: Dr. Ernest Napolitano

1973 (Sept/Oct): *Digest of Chiropractic Economics* [16(2)] includes:

-"College news: Logan College of Chiropractic" (p. 68):

One of the greatest events in the history of the profession and Logan College took place on August 7, 1973 when **Logan College was certified by the Office of Health, Education and Welfare**. Logan College is the first chiropractic college to attain this goal which now means that LC students will be eligible for student loans. Students are actively going forward preparing their loan forms to be

processed. This certification also makes possible other welcome provisions...

-Charles L. Smith authors "HEW certifies Logan College" (p. 78); includes **photo** of new campus/bell tower and:

On August 7, 1973, the U.S. Government's department of Health, Education, and Welfare (HEW) certified Logan College of Chiropractic, in St. Louis, as a chiropractic educational institution of higher learning. The communiqué from HEW's Bureau of Higher Education gave Logan the distinction of being the first and only certified chiropractic college in the world.

In announcing receipt of the federal certification, Dr. William N. Coggins, President of Logan College, expressed keen satisfaction with the new recognition. "Not only for the unique distinction granted Logan College as being the first chiropractic college with the certification, but even more important is the fact that this represents an important step of a great journey for the chiropractic profession."

"Chiropractic education has advanced over the years to the point where we're now recognized as part of the educational community," said Dr. Coggins.

According to the Washington announcement, Logan College has met the definition of an eligible institution established for the following federal programs and is eligible to apply:

- a. Grants for construction of undergraduate facilities
- b. Loans for construction of academic facilities
- c. Annual interest grants for construction of academic facilities
- d. Educational opportunity grants (basic and supplemental-undergraduate only)
- e. Insured loans to students
- f. College work-study
- g. National direct student loans

Logan's certification program was earned not by chance, but by a conscientious effort of many individuals in the college administration, faculty, board of trustees, students, and friends of chiropractic. Dr. D.P. Casey, Dean of Logan College, coordinated the project.

Contacts and communications with colleges and universities across the nation were critical factors in the project. College presidents and board members toured and inspected Logan College; their findings and reports were most encouraging and added impetus to achieving the final goal – federal recognition of chiropractic education institutions.

1974 (Jan 9): letter on CCE stationery from Orval L. Hidde, D.C., CCE president, to William N. Coggins, D.C., president of Association of Chiropractic Colleges (CCCKC archives):

Dear Bill:

I have your letter of January 2 in which you indicate that we should go ahead with having Mr. Melli draw up the legal contract for binding arbitration. Since we do not know who the designated signators [sic] will be for each of the chiropractic colleges, I will have Mr. Melli simply designate each of the institutions at the bottom of the contract form and the names of the designated signators can be typed in later. I have looked through my files and I do not find that I have the official names of the Cleveland Colleges. Would you forward this information to me immediately so that I can get Mr. Melli working on the contract.

Each of the A.C.C. institutions should also be advised that they should supply certified copies of their enabling resolutions from the boards of trustees, a copy being sent to both you and me. I note that Dr. Napolitano has been authorized to sign for the Columbia Institute and he quotes the enabling resolution in a recent letter. However, this resolution should be certified to make it legal and official for our records.

When I receive the contract from Mr. Melli, I will forward it to you for your approval, and I would suggest that we again use your printer for printing the contracts in the interest of saving time.

I should also advise you that my term as president of The Council on Chiropractic Education will terminate at the close of the C.C.E. meetings on February 10. I have served the maximum number of terms under the by-laws of the C.C.E. and will therefore not be eligible for re-election. I will turn over my file on binding arbitration to the new president of the C.C.E. on that date.

Finally, we need to give present considerations to costs of drafting the contract by Mr. Melli. Item VI (H) of the Binding Arbitration Agreement of November 10 and 11 states, "All related expenses preliminary to the signing of the binding-arbitration contract shall be borne equally by A.C.C. and C.C.E. upon demand." If it meets with your approval, I would suggest that upon receipt of Mr. Melli's statement the A.C.C. and C.C.E. both issue checks for one-half of the amount. If you would prefer to handle it otherwise, please let me know.

I am pleased that you will be in attendance at the C.C.E. meetings in New Orleans. Any of the persons you wish to bring are certainly welcome.

Sincerely yours,...

1974 (Jan/Feb): *Digest of Chiropractic Economics* [16(4)] includes:

-"Logan College announces new professional education program" (p. 20):

Dr. William N. Coggins, President of Logan College of Chiropractic in St. Louis, today announced the College's adoption of a new concept in education doctors of chiropractic, the Logan College Professional Education Program.

The program ties together a student's two-year at a liberal arts college with his professional program of studies at Logan College. This is done through counseling the student and providing him a definite, structured course of studies during his two-years in the liberal arts.

"The Logan College Professional Education Program," according to Dr. Coggins, "is based on the firm belief that chiropractic students should be liberally educated in addition to being competently trained in the basic sciences and chiropractic skills."

The program is based on the concept that the best education is one which, in addition to producing a highly skilled doctor of chiropractic, produces an individual able to reason, to think, to explore the great heritage of ideas and the vast body of knowledge accumulated in literature, the humanities, and the sciences, and who is able to wrestle with the issues and values of contemporary society.

The recommended two-year liberal arts curriculum includes: **English**, 6 semester hours. **Science**, 20-4- semester hours in any of the following... Microbiology, Bio-chemistry, Biology, Chemistry, Physics, Mathematics.

Social Studies, 10-20 semester hours, History, Economics, Political Science, Sociology, Psychology.

Humanities, 6-9 semester hours, Literature, Philosophy, Religion, Art, Music.

This structured liberal arts curriculum prepares the student for his studies at Logan College. It also helps prepare him as a professional person serving in his community.

Student can matriculate at Logan College of Chiropractic after successfully completing two-years of any pre-professional course of studies. It is not mandatory for students to follow this structured course of study. However, it is necessary to follow this program if

the Bachelor of Science (B.S.) degree is to be granted with the Doctor of Chiropractic (D.C.) degree.

The first two years at a liberal arts college are devoted to laying the beginning of a scientific base. Students need to know what science is in its generic sense prior to studying the application of the methods of science to chiropractic practice. **In addition to being a scientist**, it is exceedingly important for the chiropractic student to become a humanist. A very generous portion of the curriculum is left open for electives and students can pursue the humanities of their choice.

Upon satisfactory completion of his liberal arts studies, the student matriculates at Logan College of Chiropractic to complete his professional education.

The chiropractic practice is a translation of basic science into chiropractic care. It is the best means of achieving precision in care. **Everything that chiropractors do in clinical practice comes out of some element of basic science**, either behavioral or biophysical, or both. The curriculum is the mechanism by which this process is conceptualized.

In the first year at Logan College of Chiropractic, students begin a modular program of study.

Each module contains all studies of a particular system of the body. For instance, module #1, the nervous system, includes the embryological development, the histological components, the anatomical structures, the physiological functioning, and the possible pathological conditions with associated physical diagnosis, clinical diagnosis and suggested treatment procedures. In the modular system, students study the basic science (chemistry, microbiology, etc.) and chiropractic principles and practices (x-ray analysis, adjusting technique, etc.) **All modules are team taught.**

At Logan College, students enjoy a small student faculty ratio of 15:1. Modern audio-visual equipment is utilized throughout to assist the student in his learning process.

The student who follows the Logan Professional Education Program can graduate with the Bachelor of Science (B.S.) degree in addition to the Doctor of Chiropractic (D.C.) degree. This makes it possible for him to continue his education in a post graduate course of studies, which is particularly helpful to the student who is interested in a career in chiropractic education or research.

The Logan College Professional Education Program provides students an integrated program of studies through their liberal arts and chiropractic college years. It is a most meaningful way of educating doctors and giving them a sound basis for the practice of their profession.

Logan College of Chiropractic, now certified by the U.S. Office of Education, Department of Health, Education and Welfare, has academic facilities on a 103 acre wooded campus in suburban St. Louis.

1974 (May/June): *Digest of Chiropractic Economics* [16(6)] includes:

-Ted McCarrel authors "Accreditation, the need for a single agency" (pp. 44-5)

1974 (Aug 26): the Commission on Accreditation of the CCE is recognized by the Commissioner of Education of the US Office of Education (Beideman, 1975)

1974 (Sept/Oct): *Digest of Chiropractic Economics* [17(2)] includes:

-"U.S. Dept. of H.E.W. issues approval: Council on Chiropractic Education is now the official accrediting agency for all colleges" (p. 6)

1974 (Oct): **ACA Journal**[11(10)] includes:

-“In memoriam” obit for John A. Fisher, ACA director of education (p. 7)

1974 (Nov): **Journal of the Canadian Chiropractic Association** [17(3)] includes:

-“ACA leader dies” (p. 11):

ACA Education Director Dr. John A. Fisher, 64, died in September of complications following surgery.

Only a few weeks before, he had received the welcome news that the Council on Chiropractic Education of which he was executive secretary, was recognized as the accrediting agency for U.S. chiropractic colleges by the U.S. Commissioner of Education.

Opinion was unanimous that he, possibly more than any other single person, was the guiding light behind the CCE quest for federal recognition of its Accrediting Commission.

Dr. Fisher was born in Aurora, Nebraska. He received his bachelor’s degree from Nebraska State Teachers College, his master’s degree from the University of Michigan and his LL.D. from Parson’s College.

He was registrar and professor of education at Coe College in Cedar Rapids from 1946 to 1954 when he became president of Buena Vista College. He held that position until 1960 when he became president of Jamestown College in Jamestown, N.D. He joined ACA in 1964.

1974 (Dec): **Chirogram** [41(12)] includes:

-**photo** and obituary for John A Fisher LL.D, **ACA** Director of Education since 1964 (p. 18)

1975 (May 9-11): “Proceedings of the 42nd Annual Congress” of FCLB, Washington, D.C. (FCLB Archives)

-“The Official Report on the Council on Chiropractic Education” (pp. 12-14); includes:

The President called on Dr. Orville [sic] Hidde a member of the Accrediting Commission to give the Official C.C.E. Report. (see Exhibit #4) (Page 28)

Dr. Hidde then read a letter from Casper Weinberger, Secretary of Health Education and Welfare which was addressed to the chairman of Medical Education of the American Medical Association. This letter was in response to an appeal from the American Medical Association directly to Casper Weinberger going over the head of the United States Office of Education and requesting Mr. Weinberger to nullify the recognition of C.C.E. as an Official Accrediting Agency for the Chiropractic profession. That letter follows:

March 27, 1975

C.H. William Ruhe, M.D.

Secretary, Coordinating Council on Medical Education

535 N. Dearborn Street

Chicago, Illinois 60610

Dear Dr. Ruhe:

This is in response to your letter of November 14, 1974 requesting that I review the August 26, 1974 decision by the Commissioner of Education recognizing, for a period of one year, the Accrediting Commission of the Council on Chiropractic Education as an accrediting agency. Please accept my apology for the delay in responding.

As you know, Section 1201 (A) of the Higher Education Act of 1965 (20 U.S.C. 1141 (a)) provides that the Commissioner (of Education) shall publish a list of nationally recognized accrediting

agencies or associations which he determines to be a reliable authority as to the quality of training offered. It was pursuant to this authority that the Commissioner made his August 1974 decision.

This decision of the Commissioner to list the Accrediting Commission of the Council on Chiropractic Education was made only after careful deliberation of all arguments both for and against recognition. The record reveals that prior to the Commissioner’s decision, representatives of the American Medical Association reviewed the petition submitted by the Council on Chiropractic Education, submitted written material in refutation of the petition and appeared at the March 1973 meeting of the Commissioner’s Advisory Committee on Accreditation and Institutional Eligibility to challenge the petition. The petition was subsequently denied and an appeal by the Council on Chiropractic Education to Commissioner was denied in October 1973.

The petition was later reactivated by the Council and supplementary data were filed. Representatives of the American Medical Association appeared again at the May 1974 hearing before the Advisory Committee on Accreditation and Institutional Eligibility and protested the reactivated petition. The American Medical Association also met privately with the Commissioner prior to his final decision to recognize the Accrediting Commission of the Council on Chiropractic Education.

I recognize the seriousness which you attach to this matter and the earnestness with which you have pressed your views. The authority for recognizing accrediting agencies rests by statute in the Commissioner of Education, and I believe the process by which the Commissioner reached his decision was fair to the parties concerned. I also note that the Accrediting Commission of the Council will be reviewed for renewal of recognized status in September 1975, and that the American Medical Association will have an opportunity to make presentations regarding that matter.

After considering the viewpoints set forth in your letter of November 14, I have concluded that further action on my part regarding the Commissioner’s decision is not warranted at this time...

Dr. Hidde then submitted to questions from the floor... Dr. Hidde then stressed the importance of the various state boards recognizing the C.C.E. Standards either by Statute or by administrative rule, it would be helpful if by the latter part of the summer, probably August, they would send a letter of intent to C.C.E. stating that they have adopted a resolution and are preparing to accept the C.C.E. Standards. This would be most helpful to the C.C.E. when they go in for review of their H.E.W. approval in September.

Current Status of Colleges Related to CCE

Los Angeles College of Chiropractic	Accredited
National College of Chiropractic	Accredited
Northwestern College of Chiropractic	Accredited
Texas Chiropractic College	Accredited
Western States College of Chiropractic	Recognized Candidate for Accreditation
Canadian Memorial Chiropractic College	Affiliate
Anglo-European College of Chiropractic	Affiliate
Palmer College of Chiropractic	Has applied for RCA Status
Columbia Institute of Chiropractic	Has applied for RCA Status
Sherman College of Chiropractic	Has applied for Correspondent Status
Logan College of Chiropractic	Letter of Intent
Life College of Chiropractic	Letter of Intent

Cleveland College of Chiropractic of Kansas City Letter of Intent
 Cleveland College of Chiropractic of Los Angeles Letter of Intent

1976 (Jan/Feb): ***Digest of Chiropractic Economics*** [18(4)] includes:

- “University of Colorado chiropractic research project to receive \$237,000 from NIH” (p. 4); notes 2-yr grant to Chung Ha Suh, Ph.D., congrats from Drs. Mazzarelli Day & Wymore
- “CCE gets 3 year renewal” (pp. 4, 6)

1976 (Mar/Apr): ***Digest of Chiropractic Economics*** [18(5)] includes:

- “Columbia Institute of Chiropractic is granted recognized candidate for accreditation status” (p. 49):

At a meeting of the Commission on Accreditation of the Council on Chiropractic Education held on February 12, 1976 in Albuquerque, New Mexico, Columbia Institute of Chiropractic was advised that they were granted status with the Commission as a Recognized Candidate for Accreditation.

In a letter to the Institute’s President, Doctor Ernest G. Napolitano, Doctor Orval L. Hidde, Chairman of the Commission, stated: “On behalf of the Commission on Accreditation, I should like to extend my congratulations to you, your administrative staff, Board of Trustees, faculty and students for this significant step towards accreditation. Please be assured of the continued assistance of the Commission as you progress towards your goal.”

In making the announcement to the student body, the Institute’s President reaffirmed his appreciation to all personnel, alumni, friends and benefactors. He further stated that, although we are presently experiencing a major stepping stone in our programs for progress, there exists a great need to be alert to our future commitments to the Commission, the Institute, the profession, the students and the people that we serve. In this regard we will continue to provide emphasis in the area of quality education, adequate facilities and accelerate our efforts in the needed areas of research.

1976 (Sept/Oct): ***Digest of Chiropractic Economics*** [19(2)] includes:

- “New York State accepts C.C.E. accreditation for licensing examination” (p. 87)
- “Postsecondary accreditation and the chiropractic profession” (pp. 104-5)

1976 (Nov 18): letter on CCE stationery from Orval L. Hidde, D.C., J.D., chairman of CCE Commission on Accreditation, to Carl S. Cleveland, Jr., D.C. (CCCKC archives):

Dear Dr. Cleveland:

It was a pleasure meeting with you at my office in Watertown, Wisconsin, together with Dr. Carl Cleveland III, on the afternoon of November 13, 1976. This letter will confirm my statement to you that Cleveland College of Chiropractic does not have an application before the Commission at the present time and that a new status study would be submitted at such time as the institution wished to reapply for status.

You made inquiry as to whether or not the Commission might consider waiving the Council’s rules with respect to the students who did not have the specific preprofessional requirements of the CCE Standards. It is my understanding from our conversation that your institution did not begin requiring the specifics in the preprofessional

curriculum until January, 1976. In response to your question I indicated that the Commission does not have the authority to waive Council rules. I further indicated that any specific action of waiver on rules would need to come by vote of the full Council.

I also indicated that in any subsequent application the institution would need to meet all of the eligibility requirements of the CCE criteria.

I indicated to you that I had received several pieces of correspondence from the students at Cleveland and that their chief complaint was that they could not obtain information relating to Cleveland College’s current position with the Commission on Accreditation. I suggested to you that institutional ethics and probity required that the institution be open and candid with the student body, and I further suggested that you make your student body a part of the upgrading effort as you work toward accreditation. The student as a consumer has a right to know and as you are aware, the Commission is monitoring this aspect of the institution’s operation.

I suggested that you use the same candor in working with your alumni and keep them fully informed at all times of your progress. I further advised you of the availability of our executive staff, the CCE consultant and Commission members in assisting you toward the end of gaining status with the Commission. We look forward to continuing our work with you and to your eventual success in meeting the CCE criteria.

Sincerely yours,...

OLH/hh

cc: Commission Members

1976 (Nov/Dec): ***Digest of Chiropractic Economics*** [19(3)] includes:

- “More recognition for CCE” (p. 4); notes CCE’s recognition by COPA
- “Dr. Ralph G. Miller appointed executive secretary CCE” (pp. 7, 9); includes **photo** of Dr. Miller
- announcement from NYSCA (p. 96); photograph:

NEW YORK IS NOW AN OPEN STATE AND IT NEEDS CHIROPRACTORS

"The Opportunities are Limitless"

The New York State Chiropractic Association is proud to announce that it has finally convinced the New York State Department of Education to remove the restrictions which, except for graduates of the National College of Chiropractic, had prevented doctors of chiropractic from practicing in the empire state. By letter dated July 2, 1976, Mr. Philip R. Johnston, executive secretary for the State Board For Chiropractic, advised Mr. Howard S. Davis, N.Y.S.C.A. administrator/general counsel, that the graduates of the following chiropractic colleges holding status with the H.E.W. accredited Council on Chiropractic Education would be eligible to take the New York State licensing examinations, assuming they fulfilled all the other qualifications — e.g. two years of college:

WHO SHOULD APPLY

- A All persons who graduated from Los Angeles, Northwestern, Texas and National colleges subsequent to 9-1-74;
- B All persons who matriculated at Logan College after 4-1-75;
- C All persons who matriculated at Palmer College after 1-1-74;
- D All persons who matriculated at Western States College after 5-1-74; and
- E All persons who matriculated at Columbia Institute after 1-1-74.

TWO EXAMINATIONS PER YEAR

Licensing examinations in chiropractic are given twice each year in New York State, usually in early to mid-January and June. Applications for admission to such examination should be on file with the Department no later than 60 days prior to the examination.

YOU ARE INVITED

If you fit into one of the above categories, come join with some of the finest chiropractors in the country. The scope of practice is broad and the opportunities are limitless, whether you want to practice in an urban or rural setting.

There are now over 18 million people in the State of New York

WE'VE BEEN WAITING FOR YOU FOR A LONG TIME!

For Application Forms or Additional Information, Please Write:

CHIROPRACTIC UNIT DIVISION OF PROFESSIONAL LICENSING SERVICES
 Education Dept. 99, Washington Avenue, Albany, New York 12230

This Announcement Sponsored by the New York State Chiropractic Assn., 45 John St., N.Y., N.Y. 10038

the proximity of the Palmer campus, Doctors Lankau (Logan), Cleveland III (Cleveland), and Allenburg (Northwestern) found it convenient to participate in this conference...

1977 (Feb 11-13): minutes of "Proceedings of the 44th Annual Congress" of FCLB held in Palm Springs CA; James A. Mertz D.C., president & C. Robert Hastings, D.C., secretary; Richard Carnival, D.C. is chairman of FCLB board of directors

- "Exhibit #7: Methods in current use to **circumvent the recognized educational standards**" (pp. 45-6); includes extensive letter from Orval Hidde on CCE stationery to "Mr. Alfred J. Schuster, executive secretary, Board of Medical Examiners, State of New Jersey" dealing with **Sherman College**; synopsis of ACC history

1977 (May/June): **Digest of Chiropractic Economics** [19(6)] includes:

- "Chiropractic college to host eighth annual biomechanics conference" (p. 4), at CCCLA, featuring Chung Ha Suh, Ph.D.
- "FCER grants \$75,000 to colleges for needed research equipment" (p. 17)
- "FCER research meeting in St. Louis" (p. 50); includes photograph of participants:



1977 (Jan/Feb): **Digest of Chiropractic Economics** [19(4)] includes:

- "College news: Western States Chiropractic College" (pp. 78, 80); includes photograph & text:



Dean's Conference, October 1, 2 and 3. Back Row: Dr. Lankau (Logan), Dr. Miller (Palmer) and Dr. Allenburg (Northwestern). Front Row: Dr. Stearn (Columbia), Dr. Cleveland III (Cleveland), Dr. Murphy (WSSC).

... Vice President and Deans of Academic Affairs from six chiropractic colleges met October 1-3 on the Palmer College campus to discuss an agenda for the forthcoming conference of all Academic Deans. This conference is to be held in San Francisco during the last week of January 1977. Among the problems discussed were transferability of credits, diversity of state licensing board requirements, possible exchange of faculty among chiropractic colleges, increased standards for admissions and other topics.

Doctors Miller (Palmer, Stern (Columbia) and Murphy (WSSC) were elected by the full conference of Deans in Houston as a steering committee to organize an association of Chiropractic Colleges. Due to

1977 (Oct): **World-Wide Report** [19(10)] includes:

- "Physiotherapy in the curriculum" (p. 1):

Logan College, anticipating the need for the inclusion of physiotherapy in the Chiropractic curriculum, initiated an elective course in physiotherapy approximately two years ago, in order to meet the criteria of the Council on Chiropractic Education (CCE).

When the Council on Chiropractic Education met recently in Albuquerque, an amendment to the educational criteria was adopted. This amendment, which in effect requires that physiotherapy be taught in our clinics, included a lead time of one year.

The Logan College Board of Trustees, at its June meeting, authorized Dr. Coggins to institute a physiotherapy course in the curriculum. Physiotherapy then can be taught. Physiotherapy then can be taught in the clinic. This will take most of the year to organize and phase in properly.

A change in curriculum such as this will have other effects. We now have a curriculum of 40 months or ten trimesters. Since we can only have so many courses taught in a given time, it may be necessary to increase the total number of hours further.

1978 (Feb): **FCLB Bulletin** includes:

- Vern R. Webster, D.C. authors "The President's Corner" (pp. 1-4); discussions of clinical competency; x-ray quality assurance, FCLB district realignment; "Status of American Students in Foreign College"; and:

Washington State

Washington State rescinded its recognition of the Council on Chiropractic Education. I appeared before the Washington State Board of Chiropractic Examiners at a public hearing in Yakima,

Washington, on April 23, 1977; and as president of the Federation, spoke in opposition to repeal of their C.C.C. recognition...

Sherman College

An unproductive attempt was made to ascertain if Sherman College was teaching all aspects of diagnosis and x-ray interpretation as they certify on National Board applications, but we were unable to get a direct answer to our questions from Dr. Gelardi...

1978 (Sept/Oct): **Digest of Chiropractic Economics** [21(2)] includes:

-“PCC granted candidate for accreditation status by NCA” (p. 62)

-“College news: Logan College of Chiropractic” (pp. 76-7); includes:

LOGAN COLLEGE RECEIVES CCE ACCREDITATION

Logan College of Chiropractic President, Dr. William N. Coggins, is proud to announce that the Commission on Accreditation of the Council on Chiropractic Education has granted accreditation status to Logan College of Chiropractic on June 24, 1978.

Dr. Coggins stated, “This makes a significant milestone in the history of Logan College and assures the profession served by Logan of only quality education and deepens our constant desires to continue our advancement in the field of Chiropractic education and as primary health care providers.”

The accreditation status is for a three year period...

1978 (Nov/Dec): **Digest of Chiropractic Economics** [21(3)] includes:

-Louis F. Mortillaro, Ph.D. and Fred L. Stoner, B.A., D.C. of Las Vegas author “Personality evaluation of D.C.s enrolled in a continuing education program” (pp. 24-5, 108)

1979 (Feb 15-18): minutes of “Proceedings of the 46th Annual Congress” of FCLB held in Denver, Vern R. Webster, D.C., president, Frank Hideg, D.C. is VP, and Cynthia E. Preiss, D.C., secretary-treasurer (FCLB Archives)

-“CCE Policy on American-Foreign Cooperation in Accreditation of Chiropractic Colleges” (pp. 48-9)

-“CCE Resolution Relating to American-Foreign Cooperation in Accrediting Chiropractic Colleges – Jan. 27, 1979” (pp. 49-50)

-“F.C.L.B. Resolution Passed at the Annual Meeting in Denver, Colo. 1979 with Reference to CCE (U.S.A.) and CCE (CANADA)” (pp. 50):

...NOW, THEREFORE BE IT RESOLVED that the Federation of Chiropractic Licensing Boards now recognize the CCE (Canada) as the equivalent of the U.S. CCE.

1979 (Apr): **JACA** [16(4)] includes:

-photograph & caption (p. 57):



A workshop sponsored by the Council on Chiropractic Education for chiropractic college consultants was held in December at the O'Hare

Marriott Hotel in Chicago and the National College of Chiropractic in Lombard, Illinois. Several aspects of institutional character were discussed in relation to chiropractic college accreditation. The highlight of the workshop was a visit to the clinic facilities at National college. Pictured at the workshop are (standing l-r): Drs. Gerald R. Konsler, Assistant Executive Secretary, CCE; Donald C. Roush, Vice President for Academic Affairs, New Mexico State University; Victor Hurst, Vice President for Academic Affairs and Dean of the University, Clemson University; J. Chester McKee, Vice President for Research and Dan of the Graduate School, Mississippi State University, State College; Eugene Meyer, Chairman, Division of Natural Sciences, Lewis University; Randall Thompson, Vice President for Medical School, Forest Hospital, Des Plaines, Illinois; (seated l-r): Drs. Leonard Fay, Executive Vice President, National college and Secretary-Treasurer, CCE; James A. Mertz, President, CCE; and Ralph G. Miller, Executive Secretary, CCE.

1979 (May/June): **Digest of Chiropractic Economics** [21(6)] includes:

-“Non-diagnostic chiropractic group testifies that DCs are incompetent: News from the Council on Chiropractic Education” (pp. 38-9, 109)

1979 (June): **FCLB Bulletin** includes:

-Frank Hideg, D.C. authors “President’s message, 1979-80” (pp. 1-4); notes that **Reginald Gold, D.C. spoke as representative of FSCO in opposition to CCE’s application for renewal of recognition by USOE**; reviews FSCO and Sherman-ADIO challenges to CCE, notes Hideg, Mertz & Fay represented CCE at Washington, D.C. hearing of USOE; Gold’s remarks include:

Most certainly the medical profession takes extreme exception to chiropractors pretending that they know when a patient needs medical care... To pretend a chiropractor in four years can accomplish what a physician learns in 12 years is an insult to the entire medical profession... Much diagnosis is dependent upon surgical procedures or chemical procedures. There is a need to use drugs in diagnosis, as well as surgical procedures... I would say to you I don’t treat backaches. If you want to know what is causing your backache, you are in the wrong place...

-reprint of letter on CCE stationery from James Mertz, D.C. to USOE Commissioner of Education Ernest L. Boyer re: letter sent to Boyer by Agnes Mae Palmer, D.C. (Dave’s divorced wife) opposing CCE (pp. 7-8); indicates “This letter sent by Agnes Mae High Palmer, D.C., is full of mis-statements and untruths.”

-“Non-diagnostic chiropractic group testifies that DCs are incompetent” (pp. 9-15) reprinted “from A.C.A.”; notes dispute with Sherman, ADIO, FSCO and testimony to USOE; includes:

REPRINTED WITH PERMISSION FROM A.C.A.

Myths vs Facts

Myth: Sherman College does not want to be part of the CCE.

Fact: Sherman College’s application for status was denied in 1975 for not meeting CCE Educational Standards.

Myth: Adio Institute is a school of higher education granting DC degrees.

Fact: Adio Institute cannot grant DC degrees under the laws of Pennsylvania.

Myth: Federation of Straight Chiropractic Organizations (FSCO) has a vast following in 23 states and two foreign countries.

- Fact: "...our regular dues-paying members at this time would be somewhere around 600." (per Dr. Lois Berus, President, FSCO, March 14, 1979).
- Myth: "A school which seeks CCE's accreditation is required to change its curriculum to add hundreds of hours of diagnostic training to meet their (CCE's) objectives." (per Dr. Reggie Gold, March 14, 1979).
- Fact: Dr. Sid Williams of Life College has indicated that at no time has Life College been dictated to by the CCE or been commanded or compelled to function contrary to the college's will or its expressed desire to fulfill the objectives of the college (March 14, 1979). Dr. John Miller of Palmer College says that, "the subject area of symptomatology and diagnosis have in fact been a part of the Palmer College curriculum since its very early formative years."
- Myth: "There is no circumstance in which a doctor of chiropractic can be a competent diagnostician." (Dr. Reggie Gold, March 14, 1979)
- Fact: There is not a single state in the United States that does not require in some form or another examination in some form of diagnosis or related subjects. Many states require or impose an affirmative legal duty on chiropractors to make particular kinds of reports, regarding patient's health; such reports must be based upon a diagnosis...
- "Subcommittee Proceedings" (pp. 11-4) notes complications before USOE sub-committee created by testimony of medical doctors and Reggie Gold, D.C.
- undated letter (Spring 1979) on ICA stationery "Message from the Executive Offices of ICA to the membership" (pp. 16-9); notes support for CCE and opposition to Sherman/ADIO/FSCO testimony against CCE before USOE; signed by ICA President James E. Reese, Jr., D.C., ICA VP Robert L. Hulsebus, D.C., and ICA Chairman of the Board Joseph P. Mazzealli, D.C.
- 1979 (July): **ACA Journal of Chiropractic** [16(7)] includes:
- Ralph J. Martin, D.C., N.D. of Sierra Madre CA authors "In memoriam: a tribute" (p. 58):
- Dr. George H. Haynes, president emeritus of Los Angeles College of Chiropractic, passed away on May 5, 1979 at the age of 67.
- Dr. Haynes had both his BA and MS degrees in chemistry, in addition to his DC degree. He was affiliated with the American Chemical Society, the American Association for the Advancement of Science, the Biochemical Division of ACS, the Southern California Chemical Society, the American Chiropractic Association, and the International College of Chiropractors. In addition to his many years of leadership at LACC, Dr. Haynes was also instrumental in the attainment of recognition of the Council on Chiropractic Education by the US Office of Education (USOE) of the US Department of Health, Education and Welfare (HEW). Dr. Haynes was involved in several research projects at the time of his death, and had numerous papers published during his lifetime.
- In the period of over a decade (1960-72) that Dr. Haynes served as president of the CCE, he gradually assumed much of the leadership and responsibilities which had been previously carried by Dr. John J. Nugent. Since the office of CCE director of Education had become rather fluid after Dr. Nugent vacated that position, it was particularly necessary that a member of the profession should again provide the vision, motivation, initiative and energy toward reaching the goal of accreditation. Dr. Haynes supplied these qualities and pursued contacts in Washington which had been established by Dr. Nugent, along with the new director of Education, Dr. John Fisher. Dr.

Haynes prudently maintained steady pressure, urging the USOE to recognize the CCE Committee on Accreditation as the accrediting agency for the chiropractic profession.

In 1972, Dr. Haynes declined reelection to the presidency of CCE, but in doing so took on the responsibility of a special committee to work for the single purpose of guaranteeing federal recognition of the accrediting committee.

Soon afterwards, the LACC Board of Regents elected Dr. Haynes as president of the college, and Dr. A. Earl Homewood as college dean. This development gave Dr. Haynes more freedom from administrative responsibilities so he could devote his time and energy toward his work with the education department in Washington, D.C. This was a hectic year in which Dr. Haynes was either in Chicago conferring with the special committee he headed, or he was in Washington pressing for recognition of the accrediting agency. He was involved with frequent debates before the USOE. On August 20, 1974, Dr. Haynes called me in my position as chairman of the LACC Board of Regents to report that he had just received a call from Washington, D.C., that the USOE had granted recognition to the Commission on Accreditation of the CCE as the accrediting agency for the chiropractic profession.

It is certainly proper that Dr. Haynes be recognized as the dedicated leader and achiever who finally secured official federal recognition of the chiropractic educational institutions.

Dr. Haynes was also instrumental in the formation of the ACA Council on Diagnosis and Internal Disorders, and helped develop the syllabus used at LACC for a council-approved course of study. Dr. Haynes also helped secure CCE approval of the course of study.

Dr. Haynes was available for counsel and advice, and lent his wisdom and energy toward every request placed before him for the advancement and strengthening of the chiropractic profession. He was one of the strongest and most steadfast friends the profession has seen.

1979 (July/Aug): **Digest of Chiropractic Economics** [22(1)] includes:

- "Presidents meet to discuss CCE" (p. 9)
- "CCE elects officers for 1979" (p. 48)
- Orval L. Hidde, D.C., J.D., F.I.C.C. authors "Do chiropractors treat disease?" (pp. 80-1)

1979 (Nov): **FCLB Bulletin** includes:

- Frank Hideg, D.C.'s "President's Message, 1979-80" (1-5) notes CCE status with USOE renewed for three years; Richard Vincent, D.C. is president of NBCE; ICA has still not taken seat on CCE board
- Cynthia E. Preiss, D.C., secretary-treasurer authors "How seats on the FCLB are obtained" (p. 6)
- James Mertz, D.C., president of CCE, offers "Portion of the by-laws of the Council on Chiropractic Education relating to appointment to the Commission on Accreditation" (pp. 7-10)
- reprint of CCE Newsletter, dated 13 July 1979: "ICA advocates and supports the Council on Chiropractic Education" (p. 11)
- reprint of CCE Newsletter, dated 13 July 1979: "CCE's eligibility recognition renewed by USOE commissioner" (p. 12)

1979 (Nov): **LACC News & Alumni Report** [2(6)] includes:

- photograph & caption (p. 10):



Orval Hidde, D.C., J.D., F.I.C.C.

Chairman, Commission on Chiropractic Education

Dr. Orval Hidde is a member of the Committee on International Accreditation and chairman of the C.C.E. Recognition Renewal Committee for the U.S. Office of Education, H.E.W. His private practice is in Watertown, Wisconsin. He is a Fellow of the International College of Chiropractic. Dr. Hidde holds a D.C. Degree from National College of Chiropractic and a J.D. Degree from the University of Wisconsin at Madison. He spoke on "The Accreditation Process and How to Maintain It."

1979 (Nov/Dec): **Digest of Chiropractic Economics** [22(3)] includes:

- "CCE update on American-foreign accreditation of colleges" (pp. 7, 9)
- "ADIO and Sherman Colleges start law suit" (p. 69)

1979 (Dec): **ACA Journal of Chiropractic** [16(12)] includes:

- "Former education director dies" (p. 74):

Dr. John Nugent, the first director of Education for the National Chiropractic Association (NCA), died at his home at Harbour Island, Bahamas on November 4, 1979. Dr. Nugent, who was 88 at the time of his death, was active and interested in the progress of chiropractic education and lived to see the recognition of the Council on Chiropractic Education (CCE) by the U.S. department of Health, Education and Welfare, Office of Education, as the accreditation agency for the profession.

Following his retirement from his position with NCA in 1961, Dr. Nugent spent his retirement years at his home in the Bahamas. He is survived by his wife of 47 years, Enid Nugent.

1980 (Oct): **FCLB Bulletin** includes:

- Vern Webster, D.C., FCLB past president, offers "Memorandum on Licensure for District of Columbia" (pp. 8-16); hearing held: "Appearance before Commission on Licensure to Practice the Healing Art, Washington, D.C., September 23, 1980"; among those presenting testimony are:
- Mr. Carl E. Moore Austin of National Association of Black Chiropractors

- Joseph B. Strauss, D.C., president of ADIO Institute
 - Douglas Brown, D.C. of Virginia Chiropractors Association
 - Dr. James Walker of Virginia Licensing Board
 - Mr. Kenneth S. Armstrong, Jr., executive secretary, Commission on Accreditation of the Straight Chiropractic Academic Standards Association (SCASA)
 - Edwin M. Kenrick, D.C., president of ACA
 - James Reese, D.C., president of ICA
 - Vern Webster, D.C., immediate past president of FCLB
 - Patrick Sullivan, Jr., D.C., president of CCE
 - Clara R. Benedetti, Ed.D., student at **Sherman College**
 - Gurutang Singh Khalas, D.C., (LACC alum) not representing anyone
 - James S. Brownfield, D.C., secretary/treasurer of Maryland BCE
 - Mr. John H. Albrecht, Jr. (senior at **Sherman**) not representing anyone
 - Allen R. Marshall, D.C. of Maryland, not representing anyone
 - George F. Rullo, D.C. of West Virginia Straight Chiropractic Fellowship
 - Thomas B. Bartlett, D.C., secretary of District of Columbia BCE, not representing anyone (notes Bartlett has been unwilling to attend FCLB meetings)
 - Samuel Ward, D.C., not representing anyone
 - Shelby Armstrong speaking for Louis Berus, D.C., president of FSCO; cites dangers of chiropractic diagnosis
 - Thomas A. Gelardi, D.C., president of **Sherman College**; claims SCASA approved by Florida, which is refuted by Pat Sullivan, D.C., CCE president
 - transcript of Vern Webster, D.C.'s prepared statement to Commission of Licensure to Practice the Healing Art, Government of the District of Columbia (pp. 17-25)
 - official notice of hearing and proposed rulemaking for Commission of Licensure to Practice the Healing Art, Government of the District of Columbia (pp. 26-31)
 - copy of letter dated September 12, 1980 from Nancy Kelley Wittenberg, secretary to Governor Bob Graham of Florida, to attorney Edward S. Jaffry of Tallahassee re: "Approval of SCASA as an accrediting agency" (pp. 32-4); notes approval of SCASA by Florida's Department of Professional Regulation has been deferred
 - copy of memo from CCE dated September 15, 1980 includes copy of memo from attorney Lewis M. Popper re: "Federal Court Affirms the U.S. Commissioner of Education's Decision Renewing CCE's approval as the Nationally Recognized Accrediting Agency for Chiropractic Colleges" (pp. 35-40; resolution of law suit "Sherman College of Straight Chiropractic, et al., Plaintiffs, vs. U.S. Commissioner of Education, et al., Defendant, and the Council on Chiropractic Education, Defendant-Intervenor"
- 1981 (Feb 18-22): minutes of "Proceedings of the 48th Annual Congress" in Reno NV; Frank Hideg, D.C. is president, Cynthia E. Preiss, D.C. is secretary-treasurer
- "Sunset Review – Dr. Vernon Webster" (pp. 14-7); includes:
 - ...Let me say at the onset that it is my firm belief that chiropractic's adversaries will use the sunset procedure to strike out at our profession... I do not envision the preparation for sunset review as a one time effort, but rather foresee this as a continuing self evaluation and upgrading procedure that can prove to be **as beneficial as the Basic Science Laws were in enforcing a more comprehensive**

chiropractic education and a more meaningful self regulatory responsiveness that will surely benefit our profession in the long run.

The "Sunset Review" process should not be considered the sole responsibility of the Examining Board, even though they will be primarily "on the point," but should – or might I say MUST be a shared responsibility of Examining Boards in consort with State Associations, National Associations, Accrediting Agencies and our Chiropractic Colleges...

-"Council on Chiropractic Education – Dr. James Mertz, President" (pp. 17-8); includes:

...The chiropractic **colleges having status with the C.C.E. have asked me to implore you not to initiate, change or implement curriculum requirements in a state statutes and administrative codes placing hourly, percentage or semester credits needed in certain subjects.** In making such requirements, your individual states would be compelling each chiropractic college to teach to each state curriculum. In essence, a college could conceivably have a curriculum that would meet each state requirement and cause a student to extend his or her education by an additional 2-5 years. This **situation is truly becoming irresponsible** and needs your direct attention. Five states already have or will have different curriculum requirements.

Additionally, I have been asked to bring to your attention the move by **individual state departments of education toward the licensing of educational institutions.** This appears to be an attempt to usurp the accreditation process and develop a state bureaucracy in education...

-"F.A.C.T.S. Report – Dr. Bruce Nordstrom" (pp. 23-7); includes:

...This report presents results from the first federally sponsored study of the chiropractic health care profession of its kind. Congress mandated the study under P.L. 94-484, Sec. 903. The project took two years to complete and includes three national surveys of:

- Service Providers, Doctors of Chiropractic, in practice more than two years
- Recent graduates, Doctors of Chiropractic who have received their degrees in the last two years
- Chiropractic Colleges

Key findings by major topic areas include:

Cost of Education and Characteristics of Educational Programs

The average annual cost of education per student is \$3,310, for the chiropractic colleges. Unadjusted for inflation this is lower than dentistry, medicine, optometry, podiatry, veterinary medicine and osteopathy, but higher than nursing and pharmacy. **Student tuition and fees account for 68.2% of income for chiropractic colleges,** but they account for only 9.9% of total income reported by eight types of health professional education programs studied in 1974, 4% for medicine.

In 1969 there were 10 colleges in operation with a total student enrollment of about 2,215. By 1978 there were 15 colleges in operation with a total student enrollment of about 7,900 or an increase of 5,685 students or a 256% increase in students in just 9 years...

Should the Federal or State Governments Fund Chiropractic Education?

From the data obtained in this study it appears that chiropractic is thriving and growing...

There is no objective measure of the ultimate need for D.C. services or the labor market saturation point. This study did not estimate the size of unmet need.

If government funds were provided for educational support they could be used in three main ways: (1) tuition could be reduced, (2) faculty and facilities and curriculum upgraded, (3) numbers of graduates increased.

This study indicates that the D.C. profession is almost totally white male...

Chiropractic education is almost entirely supported by revenues generated by tuition, fees and clinic income rather than gifts or government subsidy. This evidence of financial self-sufficiency suggests that the **schools could continue to expand enrollments without added outside financial support.** However, one can speculate that this may not always be the case, particularly as the schools continue to upgrade the level of training, and as a result, increase tuition. Outside support may be needed for combined requirements of more students and upgraded education, but evidence from this study is not sufficient to conclude firmly one way or the other.

1981 (Dec): **FCLB Bulletin** includes:

-photocopy of CCE "News Release," dated November 10, 1981 (p. 9):

CCE RECOGNITION

From its inception in 1947 the Council on Chiropractic Education (CCE), and its Commission on Accreditation (COA), on an ongoing basis, has worked toward developing and validating minimum standards of quality for chiropractic colleges around the country. Since it was incorporated in 1971 the CCE has also worked toward achieving recognition by peer associations, governmental bodies and other organizations. For the first time, in 1974, the U.S. Office of Education listed the CCE's Commission on Accreditation as a reliable authority on the quality of education offered by chiropractic colleges. As part of a continuing review process the CCE's recognition was renewed in 1975 and again in 1979.

The Council on Postsecondary Accreditation (COPA), which supports, coordinates, and approves all non-governmental accrediting activities, granted the CCE initial recognition in 1976 for a period of five years. As part of this continuing process, on October 12, 1981 the COPA extended recognition for one year to 1983, to permit further review of the CCE's application for recognition renewal.

At the COPA panel hearing, regarding CCE's application, third party testimony against CCE' Commission on Accreditation was given by Kenneth Armstrong, Jr., Executive Secretary, Straight Chiropractic Academic Standards Association; Joseph Strauss, President of ADIO Institute, (in behalf of Louis Berus, President, Federation of Straight Chiropractic Organizations); and Thomas Gelardi, President, Sherman College of Straight Chiropractic.

The same types of materials and arguments were presented in the third party testimony as was presented in the case of Sherman College of Straight Chiropractic vs. United States Commission of Education, 493 F., Supp. 976 (DDC 1980). While Judge Hart's decision established that the Commissioner's decision to award three year renewal to the CCE's Commission on Accreditation was correct and justified, it is clear that efforts are still being made to discredit the CCE.

THE COUNCIL ON CHIROPRACTIC EDUCATION

329 Ingersoll Avenue

Des Moines, Iowa 50312

-photocopy of a second CCE "News Release," dated November 10, 1981 (pp. 10-11):

SHERMAN COLLEGE AND SCASA SUE ACA, CCE, NBCE,
AND DR. SID WILLIAMS IN ALLEGED ANTI-TRUST
VIOLATIONS

Sherman Chiropractic College of South Carolina, the straight Chiropractic Academic Standards Association, and two students have filed a civil action in the United States District Court for the Northern District of Georgia against the American Chiropractic Association, the

Council on Chiropractic Education, the National Board of Chiropractic Examiners, and Dr. Sid E. Williams, President of Life Chiropractic College. The plaintiffs allege that the defendants have violated the Sherman Anti-Trust Act, by engaging in acts to restrain (chiropractic) trade and commerce among the states. The plaintiffs assert that the defendants have somehow prevented them from teaching and practicing chiropractic as they wish. The CCE refutes the allegations. The following facts are stated in support of the CCE position:

1. The U.S. Department of Justice has closed a civil investigation regarding alleged anti-trust violations by the Council on Chiropractic Education.
2. In the court case of Sherman College of Straight Chiropractic vs. United States Commissioner of Education, 409F. Supp. 976 (D.D.C. 1980) Sherman College unsuccessfully challenged the U.S. Commissioner of Education's renewal of CCE's status as a federally recognized accrediting agency for chiropractic colleges. The Court ruled that the Commissioner's judgment was correct, and that his confidence in CCE as a "reliable authority" on the quality of chiropractic colleges, which is broadly representative of the profession and the public interest, was fully justified. In the above noted case, the deposition testimony of Dr. Ernest Boyer, former Commissioner of Education, clearly indicated that nothing in an accrediting agency's criteria would require that agency to reflect all components of a profession. The Commissioner realized that such a requirement would be impossible, for "even if you make a serious and substantial effort to recognize community of interest, you are going to find dissidence." Such dissidence within professional groups, he pointed out, is the rule, not the exception.
3. While the CCE is sponsored by and receives support from the American Chiropractic Association and the International Chiropractors Association, along with the Federation of Chiropractic Licensing Boards and independent donors, the CCE is an autonomous national accrediting agency for chiropractic colleges. The sponsorship of an agency such as CCE by professional organizations or bodies such as ACA and ICA is similar to the sponsorship of sister accrediting bodies and professions throughout the United States.
4. Although the CCE has established minimum standards for chiropractic colleges, it should be especially noted that the standards are non-prescriptive with regard to college course offerings, and allow the colleges to be responsive to the educational needs of all licensing jurisdictions within the United States. Under the CCE Standards it is the institution's choice as to whether each one wishes to teach liberal or conservative practice procedures.

It is the position of the CCE that it does not deal with such concepts as mixer vs. straight schools of chiropractic. Instead, it deals with institutions which meet its basic standards and eligibility requirements. It is not the position of CCE to interfere internally in an institution's school of thought; this is in keeping with private accreditation throughout the United States which traditionally has held the position that institutions of higher education, including chiropractic colleges, have the right to maintain their academic freedom, as long as basic, broadly stated, minimum standards of quality and responsible education to the student and the consumer is met.

-photocopy of memo from CCE president Patrick H. Sullivan, Jr., D.C. re: legal memoranda from Sherman suit against CCE (p. 16)

-photocopy of memo from attorney Lewis M. Popper re: "Antitrust Division of Justice Department Closes Investigation of CCE" (pp. 17-19)

1982 (Feb 11-14): minutes of "Proceedings of the 49th Annual Congress" of the FCLB in Atlanta GA; Jerome Auerbach, D.C. is president; Cynthia E. Preiss, D.C. is secretary-treasurer; Don Ross, D.C. is VP

-Paul Tullio, D.C. presents "Accreditation as viewed by a state examiners" (p. 7); includes:

Dr. Tullio spoke on factors leading to the **new Illinois law which mandates that a person must be a graduate from a fully accredited C.C.E. college** in order to become eligible to sit for the Illinois board.

He also spoke of the necessity of the law and said Illinois felt there were a lot of new schools, as with medicine and osteopathy which were not qualified, and gave directions and encouraged schools to become fully accredited...

He also commented on the Sherman suit against the A.C.A., I.C.A., N.B.C.E., C.C.E., and Life Chiropractic College...

-James A. Mertz, D.C. presents "Council on Chiropractic Education" (pp. 8-10); includes:

...We have also seen the conclusion of the investigation by the Department of Justice with the finding of no wrong doing by the CCE relating to the complaints by Sherman, Adio, et al. alleging conspiracy to restrain chiropractic education. Under subpoena, the CCE offered testimony in a public hearing before the Texas Board of Chiropractic Examiners which resulted in the conclusion that "The Straight Chiropractic Academic Standards Association is not a reliable accrediting association since it has been in existence less than three years and it does not have the requisite general acceptance among chiropractic colleges." The Board also found that "Sherman College of Straight Chiropractic located in Spartanburg, South Carolina, is not a bona fide reputable school as that term is used in Section 10, Article 4512G, V.A.C.S., and defined by the Board." A copy of the Findings of Fact may be obtained from the Office of the Attorney General, State of Texas, Austin, Texas...

On the international scene, the Commission on Accreditation is in the final stages of the process to establish reciprocity with the CCE, Canada which will be concluded with a recommendation to the CCE, USA following the evaluation of the accreditation process of the COA, Canada during its deliberations on the application of the Canadian Memorial Chiropractic College...

At the recent meetings of the CCE last week, a policy statement was adopted to give direction to those publics interested in the status levels. "The Council on Chiropractic Education goes on record to provide Dr. Mertz with the sense of this body of its intent to move toward a one level accreditation status, timing and method to be determined at the 1982 mid-year meeting of the Council, with the concern for the protection of those students currently in the educational process. The State Licensing Boards are encouraged not to take action until this is resolved.

I extend my personal appreciation to you, the FCLB, for allowing me to serve on the CCE these past eight years...

1984 (Feb 8): letter to FCLB president Jerome Auerbach, D.C. from Ralph H. Beery, Jr., B.A., D.C., executive secretary of the Ohio BCE (FCLB Archives):

Dear Doctor Auerbach:

This letter is to advise you that Ohio will be sending any representatives to the Federation of Chiropractic Licensing Boards'

and the National Board of Chiropractic Examiners' Annual Convention in Montreal, Canada.

The **Ohio Board of Chiropractic Examiners has had considerable reservations regarding** the policies recently instituted by the FCLB and CCE which have developed as a result of the last FCLB meeting of one year ago., i.e., **increasing the preprofessional science requirements in chemistry and physics and the seemingly automatic prolonging of CCE full accreditation status for one more year when allegedly some schools already inspected currently meet the requirements for full accreditation.**

Very truly yours,...

cc: All Members of the Board; Cynthia E. Preiss, D.C.; Donald D. Ross, D.C., Vice President, FCLB; Vern R. Webster, D.C., president, NBCE

-other members of the Ohio BCE are: Peter D. Ferguson, D.C.; Robert D. Laird, B.S.; Donald K. Moon, D.C.; Robert W. Stevenson, D.C., president

1984 (Feb 9-12): minutes of "Proceedings of the 51st Annual Congress" of FCLB in Montreal; Donald Ross, D.C., president; Arnold Goldschmidt, D.C., VP; Cynthia E. Preiss, D.C., "executive director-treasurer"

-Marino Pasero, D.C. presents "Council on Chiropractic Education" (pp. 9-12); includes:

...By the January 1984 C.C.E. meeting in Reno, Nevada, an annotated outline of a curriculum of Chiropractic History was presented for initial review by the C.C.E. Board of Directors...

A recent news release was given by the C.C.E. Board of Directors and Fifteen Colleges unanimously approving and endorsing **"The Definition of Chiropractic Science,"** which is:

Chiropractic is the science which concerns itself with the relationship between structure, primarily the spine, and function, primarily the nervous systems of the human body as the relationship may affect the restoration and preservation of health.

1986 (Feb 20-23): minutes of "Proceedings of the 53rd Annual Congress" of FCLB in Scottsdale AZ (FCLB Archives); Arnold M. Goldschmidt, D.C. is president; Jay Perreten, D.C. is VP; Cynthia E. Preiss, D.C. is executive director-treasurer

-Paul Tullio, D.C. offers "Anti-trust update" (p. 15):

Dr. Tullio gave the current status of the Wilk Case and read the U.S. District Court Judge Orinda Evans' conclusion on the Sherman College of Straight Chiropractic, Straight Chiropractic Academic Standards Association, Inc., William Sukovitch and Michael Kudlas vs. American Chiropractic Association, Inc., The Council on Chiropractic Education, Inc., National Board of Chiropractic Examiners, and Sid E. Williams. The Judge stated...

"The court therefore finds that Plaintiffs have failed to establish a violation by Defendants of S1 of the Sherman Act. For the reasons set forth above, the court also finds that Plaintiffs have failed to establish that Defendants monopolized or conspired to monopolize any relevant chiropractic market in violation of S2 of the Act. The court therefore DIRECTS that judgment be entered in favor of the Defendants The Council on Chiropractic Education, Inc. and the National Board of Chiropractic Examiners.

SO ORDERED, this 9th day of January, 1986."

ORINDA D. EVANS
UNITED STATES DISTRICT JUDGE

1988 (Feb 18-21): minutes of "Proceedings of the 55th Annual Congress" of FCLB in Palm Springs, California; Jay Perreten, D.C., president; George W. Arvidson, D.C., VP; Cynthia E. Preiss, D.C., executive director-treasurer

-"The Council on Chiropractic Education Report; Excerpt of Past C.C.E. President, Dr. B. Hagen's Report Presented by Dr. E. Mayln Drake, New C.C.E. President" (pp. 14-17); includes:

As C.C.E. President, these past two years have moved rapidly in a positive direction for the Council and its membership...

We must never lose sight of our attention to the **subluxation complex.** It is the mainstay of chiropractic and has been thoroughly scrutinized, researched, accepted, and utilized by other health disciplines. Concurrently, we must continue to evaluate the mission of the institutions recognizing their educational process must provide the ability for students to discern their role in the healthcare of the patient...

1988 (Mar 22): letter on ICA stationery from Bruce E. Nordstrom, D.C., F.I.C.A., ICA EVP, to Jerome McAndrews, D.C., special assistant to the president, National College (in my McAndrews/Palmer files):

Dear Jerry:

In reference to our telephone conversation of the other day regarding Dr. Gelardi, I was able to locate a copy of his testimony from I believe the trial of Sherman et al vs CCE et al.

I have copied that section which deals with Dr. Gelardi's response to a question on fractured ribs and one on metastatic carcinoma. I thought this might be of some interest to you.

Best wishes.

Sincerely,...

BEN/ah

-attached is photocopy of Dr. Gelardi's testimony

1992 (Oct): **ACA Journal of Chiropractic** [29(10)] includes:

-"Education secretary revokes SCASA accreditation authority" (pp. 19-23); includes photograph of U.S. Secretary of Education Lamar Alexander:



1992 (Dec): **ACA Journal of Chiropractic** [29(12)] includes:

-"Council on Chiropractic Education announces reappointments" (p. 10); includes:

James F. Winterstein, D.C., president of the Council on Chiropractic Education (CCE), announced the reappointment of

George A. Goodman, D.C., Meredith A. Gonyea, Ph.D. and Marino R. Passero, D.C., to the CCE Board of Directors and its Commission on Accreditation (COA) for three year terms...

1993 (June 26): "Interview with Dr. Walt Wolf" (in my Wolf Folder):

DR. K.P. WINKLER: We're gathered this afternoon in Aberdeen SD at the Holiday Inn, the District 5 meeting of the South Dakota Chiropractors' Association. Part of the purpose of this meeting today is to take an oral history of one Dr. Walter B. Wolf whom we will introduce in just a short while. At this time, I would like to, for the sake of the record, ask for those present at this meeting to introduce themselves and with that I will start with Dr. Pammer, the present president of the American Chiropractic Association.

DR. PAMMER: Hello, my name is John Pammer. I am currently the president of the American Chiropractic Association and I am from Pennsylvania.

MR. RAY MORGAN: I'm Ray Morgan, Executive Vice President, American Chiropractic Association, Arlington, Virginia.

DR. BOB SCHMIDT: I'm Bob Schmidt, Marion, SD, member SD Chiropractors' Association.

DR. CURT REISS: Hello, I'm Curt Reiss, District 5 Director, SD Chiropractors' Association from Mobridge, SD.

DR. TOM IVEY: My name is Tom Ivey. I'm a chiropractor from Aberdeen and I'm also a member of the SD Chiropractors' Association.

DR. KERWIN WINKLER: I'm Dr. Kerwin Winkler from Aberdeen, SD. I'm a member of the SD Chiropractors' Association and present Chairman of the Board of the American Chiropractic Association.

DR. LOWRY MORTON: I'm Lowry Morton, Executive Committee member of the American Chiropractic Association from Anaheim, CA.

DR. WINKLER: Thank you gentlemen very much. Let me also state that this is June 26, 1993 that we're taking this history of Dr. Wolf. Dr. Wolf received his Doctor of Chiropractic degree from National College in Chicago, IL in 1936. He also took post graduate courses there in 1938 and 1940. Prior to this professional training, Dr. Wolf attended the University of SD in 1931 and 1932. He took post graduate courses in chiropractic at the Lincoln College in Indianapolis, Indiana in 1942. He has been in active practice in Eureka, SD since 1936 and is widely known as a specialist in the treatment of fractures.

DR. Wolf served as vice president, president, executive board member, secretary-treasurer of the State Association and he was the delegate to the National Chiropractic Association from SD. He also served as the editor of the SD Chiropractic Journal. Dr. Wolf was a member of the Basic Science Board of SD for nine years. This board was responsible for holding basic science examinations. He has been active in support of public education and has been a member and president of the city school board in 1953. He was chosen Chiropractor of the Year for the state of SD in 1960 for his eminent service to this profession. Dr. Wolf was continuously a member of the National Chiropractic Association Committee on Educational Standards from 1947 and then became a member and chairman of its accreditation committee. When the American Chiropractic Association was formed in 1963, he was appointed again a chairman of the accreditation committee. His continuity of service in the field of educational policies and practice has been of a tremendous benefit to this profession in the formulation of standards, the inspection and grading of colleges. Dr. Wolf was listed in Who's Who in SD in 1961.

Good afternoon Dr. Wolf and thank you for joining us. It's obvious from what we just read that when you initially started practice in 1936 you were very active in your state association. Would you

just deliberate for a little bit about your involvement in the South Dakota Chiropractors' Association?

DR. WOLF: Well, what an introduction. Thank you very much. My involvement began in the SD Chiropractic Association soon after I became a member. It seemed like in high school and in college one of my favorite interests was organizational work and so it didn't take me very long when I became a member of the SD Chiropractic Association to become interested in association activity. I might give you a brief sidelight at this particular moment revealing my interest in State Association work. It happened that we had two distinct family groups in SD, one situated in Marion and another in Canistota and both of these groups were doing excellent work in their own right. However, when they came to meetings, one group would sit on the right hand side of the aisle and the other on the left hand side and they would never speak to one another. This seemed strange to me because one of the members of the group was a classmate of mine in college and I knew darn well that he was a fine gentleman, so one of my efforts and it finally ended up where these people, rather than be jealous of one another, became good friends and terrific boosters for our state organization. I think one of the biggest things that took place early in my career in SD was changing our state law which was at that moment a very straight law, retaining everything, every form of treatment, to subluxations of the spine. With the help of some of the older chiropractors who were likewise anxious to amend our law, we came up with a law that stipulated that any condition which has its basis involving the neurological system of the body was something for the chiropractors to work on. I wish I could give you a better definition. At the moment, I just don't recall it, but anyway that was the change. Later on I became a Board of Director member which I held for a number of years and then I went to the offices of vice president and president for several years and then about two years later I became secretary of the state association and I held that position for four years. One of my changes of our state bulletin was that it was the first time that we solicited any advertising from firms doing business with members of our association. So, that brings us probably up to date of what I did so far as the state organization is concerned.

DR. WINKLER: Now it's my understanding, your involvement in the state association evolved into your involvement in the national association as the NCA delegate and that was in 1944?

DR. WOLF: Correct.

DR. WINKLER: After you were involved in the National Chiropractic Association, when did your interest in the educational committee of that association begin?

DR. WOLF: Well, my interest definitely began after I was appointed to the Committee on Educational Standards in 1947. Convention was held in Omaha that year and besides getting a hot job, the weather there was terribly hot.

DR. WINKLER: Did your interest in the educational standards of this profession emanate from the fact that you were president of your local school board or were there other factors involved?

DR. WOLF: Yes, as I recollect now, during the same years that I was appointed to the Committee on Educational Standards, I was one of five members of the SD Basic Science Board. Likewise, I held a position in Eureka as president of our school board for nine years. These three positions, of course, as it later developed, helped me tremendously in understanding what was needed in the field of education to come up to standards that were recognized by all of the universities and larger high schools that were becoming accredited by the North Central Association.

DR. WINKLER: You were named chairman of the accreditation Committee of the then ACA when it was originally formed in 1963.

Could you at this time, Dr. Wolf, just give us some of the background of your work in the Educational Committee of the National Chiropractic Association and how this evolved into the Accreditation Committee.

DR. WOLF: Okay, we have to go back and remember, of course, that there was a tremendous effort by both members of the ACA and members of the ICA to get together and have one organization and in early 1963, a tremendous effort was put forth by members of both organizations. They got to the point where a large number of ICA members joined the ACA and when this happened in 1963, prior to the convention in Denver of 1964, it was the general idea of the governors of the NCA then, or rather it was the ACA already, that additional members should be placed on the Accreditation Committee from those who joined from the ICA group which demanded that several of our members had to resign from the accrediting committee. I was the only one that was retained from the old committee besides Dr. Hidde. One of the things that we came to after many evaluations and inspections of our colleges, we had performed at least two inspections within the past year, and one of the things that I presented to the rest of our committee members was that at that point most of our colleges had received the status of being fully accredited. Yet, most of the committee members knew that in all aspects of education in the colleges, they did not meet that. In order to convince the US Office of Education and its members who decided whether or not our intended application could be approved, it was my thought that we demote all of the schools to a lower classification which means that at that point they were reduced to a status of being provisionally approved. Now, if you can imagine, the college presidents hearing that news from us, it just raised havoc. The school men were so mad at us and actually it's a long story because the whole thing evolved itself so that Wolf was the only guy that was working on this because when the school men asked all of the other new members that were appointed to this committee, their answer if they were asked, do you support this idea, they answer was, we'll go along with Walt. Everybody was going along with me and of course one of my closest friends on the educational council and the one man who fully understood what accreditation means and what the schools must go through was then the president of the council, Dr. George Haynes. You probably should realize that the accrediting committee was one group that did all of the evaluating and providing all of the different standards that the schools arrived at whether they were accredited or not, the other was all of the school presidents. The educational standards and everything of that nature was formed. It was always something where we all worked together. But all of a sudden we came to a road here where we had divided interests and divided ambitions. You can imagine being a school president and having to go back to the students in your institution telling them now that the school was demoted. But our total aim was to provide to the US Office of Education that we were in control and that what we said we were doing was being done. So, the school people thought the best thing would be for Dr. Haynes and Dr. Wolf to get together and see if we couldn't work out something. This is the only time in all of our association that Dr. Haynes and Wolf had some rough words because Haynes was trying to protect his group and of course I just would not yield. So there I was. I wouldn't give up, and this is one of the deciding factors that actually helped our application later on because as you might understand, this was a climax of our educational program and when I look back at what was accomplished, that particular act always comes foremost in my thinking.

DR. WINKLER: What were some of the early obstacles that you encountered both within the profession and from out of the

profession in developing the standards of our educational community as we know it today?

DR. WOLF: Okay. That brings us back to the very beginning when I first appeared on the Educational Committee. At that time, there were three different gentlemen that I had the pleasure of working with in the process of accrediting. The first one was Dr. Nugent. Here was a gentleman who had tremendous ability in public speaking, his thinking was right, but there was so much for this man to do. He was the director of education at that time and there was at that time four other members on the Accrediting Committee and the procedure at that time just to show you how far off base the project went at that time, was Dr. Nugent, by himself, would go around to all of the different schools and evaluate them on his own. He would then come back and report to us committee members what he had done and we would, you know, sure, we didn't know anything about it, we approved it. This was the way it went for the longest time. But you couldn't blame him because Dr. Nugent had so many irons in the fire that you would not believe. I had a resume here and I don't think that I will read it but it tells his schedule for a month. Two days he would probably be in Maryland. The next two days he'd be at some legislative session in Florida. Then he would be called to Minnesota to iron out a problem there. He absolutely did not have enough time to do what he was really supposed to do and his background did not reveal that he had the background in education even though he was a graduate of Dublin University in England, he had graduated from a military college, and he was also a graduate of Palmer College [sic]. However, as a sidelight, I might tell you that B.J. and John Nugent never hit it very well and consequently the ICA group was violently opposed to ever seeing John Nugent on the scene whether it was legislatively, because John would come along with a broad concept and a broad definition and he'd have to fight the other group all the time. And so I give this man credit. He was never recognized really for what he did. Those of us who were close to him and could see and hear his reports would always support him. One of his favorite sayings and I must enter this in the report was when he was going around and seeing the school people and come back then to report to us he would say, well, he says, you know I was again with what I considered people who were, he says I was **knee deep in midgets** when you talked about school people. When I talk about school people now I should also say that in all of our endeavors through the services of Nugent, Dewey Anderson and Jack Fischer, none of our school presidents had a background in education. They had all gone to chiropractic college and chances are they continued doing what they were doing probably first as an instructor and then as things prevailed they became president of their organization or they became president by appointment of who was in control. So, that's just sort of a sidelight. Later on now, back in 1961, Dr. Dewey Anderson who had his PhD in economy and had connections, should I say with the members of the US Office of Education, especially a friend of his who had been with the US Office as some assistant to their program by the name of Dr. Orin Cornett. When Dr. Anderson came on the scene, this is when the Committee on Educational Standards or the Accrediting Committee as we were known at that time really began to form as we should. In other words, we demanded of the colleges self evaluation forms. When that was furnished to us and we had a chance to study it, we would make dates for on team inspections which was a three day affair and our jobs were dished out in this matter. Dr. Dewey Anderson would examine the business end of it, the financial structure. Likewise, we had two PhD's from different colleges. One happened to be one that I had worked with on the Basic Science Board in SD for many, many years. I was convinced that he would do a good job for us as an inspector and evaluation member in the basic

sciences. Dr. Evans had his degree in chemistry and we had another doctor from Stevens Point, Wisconsin who had his master's or PhD in biology. So this was the way the schools were then inspected. We went into every course. I should tell you another interesting thing. When we went into schools in this manner, we did things so differently than any other evaluation team did previously. In all of the different accrediting agencies, even the North Central, we would ask people their procedure. Somehow one of us came up with the idea that in order to do this job right, in order to do it right we would demand that all of the instructors withhold their examination papers from the preceding semester or quarter, whatever they were using, likewise we wanted those papers graded by their instructor, likewise we wanted the syllabus from which the course was taught. This was to be supplied to us when we got to the institution. That told us a number of things. First of all by demanding this variety of information, we were able to learn what courses, how strong the syllabus, or how in depth the syllabus was being taught, what was used as reference for the course, and then likewise we could, by studying the answers of these students, learn just whether or not they were getting what they were being taught and things like that. It took a whole lot of time as you might imagine. We had bushels and bushels of examination papers but it was something that we had to do to satisfy first ourselves that we were doing it properly and that we'd have something to stand on should there be any appeal by any of the schools. We did have two appeals through the years that I was on and this procedure helped us a whole lot. Maybe I'm going too much in detail here for you.

DR. WINKLER: I don't think that's true at all. One thing I would like to ask you as you're covering this, how were the standards arrived at that your committee used to judge the different colleges?

DR. WOLF: The standards were arrived at by the two groups. First of all the presidents of the council members and the members of the Accrediting Committee. This was the one group, then, that helped set up the standards. Of course as you might expect, the years that Dr. Nugent was on, why he had other educators help him and then the school presidents in the earlier years. And then, of course, these were constantly being revised as to the length of course, as to the strength of the various courses. One thing we came onto later in years was first the number of years required and the number of hours and then later on the big thing that we had to finally come to was the two year pre. This was another demand of colleges whereby they could foresee a drop in enrollment and in some of these years that we're talking about, were rough years as you might expect through the war years especially in enrollment and they hesitated to ask for anything more although there was a Dr. Budden who at one time was president of Western States who on his very own initiated the two year program. However, because of the very things I mentioned earlier, economically it did not pan out for him because his enrollment did drop quite a bit so he had to drop that requirement.

DR. WINKLER: Did your committee utilize the input of any recognized figures or recognized experts of the education community in formulating these standards?

DR. WOLF: No. I think the only thing I can say happened in that respect are the suggestions that we as an accrediting committee received from the inspectors we had work with us, Dr. Evans and the doctor we had, I forget his name at the moment from Stevens Point, these people would make suggestions. One of the things, let me tell you, this, too that these people that helped us evaluate were so surprised as they were going through. They checked all of the basic science courses while the chiropractors on the committee would evaluate the clinical courses. One of the things that the specialists came up with is they couldn't help but notice that **the word science**

was never used. You know, they heard the word philosophy a lot. Philosophy this and philosophy this and after seeing the content of the courses, they said you've got to be using this word science. You people are scientists. He says I wonder if they recognize that, so this is just one point, I think I mentioned this before to some of you, but this for instance is one of the things that they talked about. Most of the school people in that area furnished probably most of the standards.

DR. WINKLER: Thank you very much. I appreciate that. At this point, Dr. Wolf, I would like to ask you to go into a little bit of the history on how your Accreditation Committee with the ACA eventually evolved into what we know as the Council on Chiropractic Education.

DR. WOLF: Well, the Council on Chiropractic Education, the only thing that changed there was not the procedures or anything like that but so far as the members were concerned. One of the biggest changes was the fact that the ICA for many years utilized the services of one Dr. O.D. Adams who was recognized throughout the nation as one of the top educators and his services were added to the council. In fact he became actually a part of the accrediting commission from thereon. He made a lot of good suggestions, constructions, and added to it for the years that he was able to. He didn't serve that long, I think just a few years, really. Then, of course, there were other members who formerly belonged to the ICA although some of them still retained their membership but were also members of the ACA that became active members of the accrediting team.

DR. WINKLER: Could you relate to us, to some extent, the original applications to the US Office of Education by this new council that you had formed and what were some of the problems inherent in that.

DR. WOLF: Well, first of all, you should learn that the US Office of Education has its own criteria for organizations that applied for recognition as accrediting agencies. There were about eight or nine stipulations that were demanded.

DR. WINKLER: Could you, at this time, tell us what those stipulations were, Dr. Wolf?

DR. WOLF: Yes. The stipulations demanded by the US Office of Education was a set of criteria that had to be met and I think my best means of conveying this to you is to read what they are without going into the specifics of how they were answered on our part, at least at this stage. The first criteria was that the Accrediting Commission of the Council on Chiropractic Education had to be regional which means that it had to be recognized by several states. Secondly, it was to serve a definite need for accreditation in the field of which it operates. Third, that it performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational program. Fourth, that it makes available current information concerning its criteria or standards of accreditation, that it reports of its operation and lists the institutions or educational programs which it has accredited. The next criteria [sic] is that it secures efficient and pertinent data concerning the qualitative aspects of an institution or educational program and accredits only those institutions or programs which, after on site inspection, are found to meet the public's criteria for accreditation. The next criteria [sic] was that it has an adequate organization and effective procedures to maintain its operation on a professional basis. Among the factors to be considered in this connection are accrediting activities, both as a geographical area, nature or type of institutions or program fields that are covered. For instance, in its constitution and bylaws and booklets the Council on Chiropractic Education must make it clear that its geographical distribution is national and solely concerned with chiropractic institutions. Also, that it has financial resources as shown by an audited financial statement and that it is necessary to

maintain accrediting operations in accordance with public policies and procedures. Next that it must have a clear written definition of the procedures of the accrediting institutions or programs that it follows. Next that the agency must develop a pre-accrediting status and it shall have adequate procedures and requirements for the award of such status comparable to those employed by or for the award of an accredited status. Number nine is that it reviews at regular intervals the criteria by which it evaluates institutions in order that the criteria shall both support constructive analysis and emphasize factors of critical importance. Then we go to the next criteria [sic] which demands that the agency demonstrates no less than two years as an accrediting agency and the eleventh is that it has gained acceptance of its criteria, methods of evaluation and decisions by educational institutions, practitioners, licensing bodies and employers throughout the United States. Last, but not least, they demand that the agency demonstrate its capability and willingness to enforce ethical practices among the institutions and educational programs accredited by it. These are the main criteria that must be followed by an accrediting agency to receive the power of being and acting as an accrediting agency from the US Office of Education.

DR WINKLER: Thank you again. How many applications did your council at that time make to the US Office of Education for accreditation?

DR. WOLF: Through the years, through the term that Dr. Nugent served us as Director of Education, one application was made and this was rejected.

DR. WINKLER: What followed after that as far as future applications?

DR. WOLF: After that, why when Dr. Dewey [Anderson] came along, why an application was made again to the US Office of Education. In fact, I might at this time report that the Committee on Accreditation in connection with Dr. Dewey Anderson, and if I'm not mistaken, Dr. Emmett Murphy also was there. We went to Washington, D.C. to the Office of Education and met with certain people of the office who had to do with accreditation. We were explaining our answers more in detail than ever the application stated. This again was rejected. Then another application was prepared by Dr. Dewey Anderson and after a number of inspections, I think another two inspections. This is the one where I previously mentioned the fact that it was submitted to Dr. Cornett for evaluation and Dr. Cornett's answer was that you have not met in all aspects the criteria demanded by the US Office of Education, therefore if you were to submit this it would also be rejected. Then, this is when Dr. Fischer, who in my term as a member of the Commission on Accreditation, [served] as the third director of education. It should be stated that Dr. Fischer, for the first time, was a man who had been president of several different colleges, who had participated as a member of the evaluation team for the North Central Accrediting Agents in colleges. Likewise, he was on the other end of it where they had to prepare for their own recognition. The last college that he was with was Jamestown College in ND. Dr. Fischer knew exactly from A to Z what had to be done to meet the criteria as demanded by the US Office of Education. Actually we didn't do anything different except that he spent a lot of time teaching the officers, presidents, men who admit students and anyway the main procedure of a college in the front office, the deans, various deans, what their duties were and how they should answer self evaluation forms. Most of our people, I swear, from the very beginning did not even know how to complete self evaluation forms. Because again, this was not their ball of wax. They know in monies and dollars and cents how they could operate a college and as a sidelight might I tell you this. One of my friends, when I went to National, happened to be the business

manager of the college. Evenings some times we'd sit around and we'd talk about the needs of this or that. There was a time when at National College the only x-ray that they had was one that was used in the clinic. I suggested to him, I says, why don't you get a new x-ray for the clinic and use the one that's in there for the students to use. Well, it didn't take too long and we got a new x-ray in the clinic and we had something like this. Here is another interesting thing. You might be interested in some of the sidelights that to me I shall never forget because it's this very same man, a Mr. O.J. Turick [sic: Turek], who was actually the director of National College after Dr. Schulte [sic: Schulze], its president, passed away. It was my own alma mater that we were getting read to evaluate and inspect. One of the things he would not give us on self evaluation form was a financial report. This was a big thing for all of the colleges as you might expect when they were on the business end of the deal and were trying to operate the college on the funds that they had. And so National College did not submit a financial report and it happened to be that we were staying at the Blackhawk Hotel in Chicago and Mr. Turick [sic] calls me and of course I was then chairman of the committee, he said, "Walt, I don't want to submit the report." I said, "Well, that's okay, we'll inspect." "Well, why not?" he replied. I said, "Well, we've got to have this report." Then he talked for a while and said, "Well, how would it be if I let you see it?" I said, "That's not the way it's done. You are to be treated no differently than any other and we have so far never run into this problem." He asks, "Do you think it's going to be confidential?" and I reply "I hope so." That's all the delight I would give him because it would bother me to no end. "Well," he added, "if you say it's okay, I'll submit it." Sidelights like this, you know, where just a little yes or no or personal interaction is involved that as you look back over these things kind of tickles you a bit.

DR. WINKLER: When you're speaking of the colleges, before you mentioned the role that the one school situation played in this process and would you like to elaborate on this at this point.

DR. WOLF: Are you referring, might I ask, to Dr. Dewey Anderson's idea of using one college?

DR. WINKLER: Yes, using one college.

DR. WOLF: Really, I don't think that I have anything more to add because we never would get to the point where he would name the one college. We had a lot of different ideas but none of us would have ever been sold on one school promotion because it just would never happen.

DR. WINKLER: Did your committee at that time ever employ his theory on giving all your money to one college to bring it up to standards?

DR. WOLF: There was never consideration because it was just out of the ballpark. There was no way because this council from the beginning to the end was all for one and one for all. It wasn't that you were going to do favors to one because that is what it amounted to. You build up one college and all of the rest are suffering. Who were the students going to be going to because this all gets out. You know, you can't keep any secrets.

DR. WINKLER: I was referring to what we talked about previously at a point of recess, Dr. Wolf, and Dr. Dewey's theory on using one school as far as this process is concerned. Would you like to elaborate on this?

DR. WOLF: Yes. This all followed the rejection of the first application that was made by Dewey Anderson to the US Office of Education. In going over the various reports it seemed like all of the schools had deficiencies that needed financing to upgrade. Therefore, it was his thought and suggestion to the Board of Governors and Accrediting Committee and the Council that we fortify one institution with all of the proper financing needed to bring that institution up to

the point where they met all of the important things of the different criteria demanded again by the US Office of Education. As this was submitted initially to the Board of Governors and to the Council on Education, it was discussed not only by the school people who were involved and mentioned as receiving no finances if the one school was to get all of the finances to upgrade it. Likewise, no member of the Accreditation Committee could see themselves going along with such a drastic idea. Therefore, after due consideration and process, it was dropped.

DR. WINKLER: Thank you. We have spoken of the several applications to the US Government for recognition of CCE. When did that recognition finally become realized?

DR. WOLF: Again we come back to the term that was served by Dr. Jack Fischer as director of education for the ACA and the Council. After several more evaluations and inspections had been made, it was the thought of the Accrediting Committee with Dr. Jack Fischer that the schools were in readiness and had met in most aspect those points in the various criteria that would meet approval by the US Office of Education. That final application was made in 1964 of which, by the way, I have a copy if anyone is interested. If the present educational council or CCE does not have a copy of this, which I think they surely should have somewhere, they are welcome to the copy that I have. I received mine on the QT from Dr. Haynes when it was submitted to the US Office of Education. It was also submitted to me. As I mentioned before, I can't stress too much the work and the efforts of Dr. Haynes because of all of the school people who came very close to understanding what was necessary, Dr. George Haynes was the one. He remained head of the council for many years and as you might expect the two of us have volumes and volumes of correspondence going back and forth. Not too much can be said for the good that he did because this poor man practically gave his life besides operating a good college in L.A.

DR. WINKLER: Thank you again. If you recall back in April you gave me a copy of the final hearing for the CCE accreditation process when we were at our state convention. Those will be turned over to Dr. Balduc of the ACA ultimately perhaps back to the CCE so these records can be kept. At this time I'd like to call on Dr. Lowry Morton who has a question.

DR. LOWRY MORTON: Earlier on you mentioned that at one point in time the status of the schools were lowered from fully accredited to candidate for accreditation. How long did it take after initial resistance before the schools finally realized that was the way to go.

DR. WOLF: They, as you might expect, demanded of the accrediting agency that reevaluations be made as soon as they could upgrade whatever their deficiencies were and it was on sort of a one-and-one basis gradually. As I think of it, I think one of the first schools to become fully accredited again was National College and then was Los Angeles College and some didn't make it the first time. There remained, in fact, some of them even dropped down to a lower status. One of the schools that was having a great deal of trouble financially was the alma mater of many of our people here, Northwestern College. In fact, that got so bad that their accrediting committee was accused of being political as you might expect, especially with National College being recognized first and this was the consensus of many alumni members of Northwestern College.

DR. MORTON: So this took over a period of years then before it finally...

DR. WOLF: Oh yeah, right.

DR. MORTON: Well then the second part of my question: were there fears that still existed among the school people that some of the schools might indeed not survive accreditation?

DR. WOLF: No, I don't believe so because they saw what was going on. See the evaluations and inspections were being made of all of the schools as they felt necessary, you know, felt adequate to the criteria. But if I may, I'd like to follow up with a story about Northwestern College because I'm sure these people not being alumni members at that time probably never heard of it. The fact that they said our action was political really irked us. It irked this guy especially and so I arranged with the alumni association of Northwestern College that Dr. Jack Fischer, Orval Hidde who was secretary of our accrediting agency at the time and myself would be happy to meet with the alumni members of Northwestern College. Arrangements were made for a meeting. We had the meeting and we laid out exactly what the deficiencies were of Northwestern College and why and we asked to be questioned, you know, wherever they think we were wrong or doing something not recognizing what they had. As you might expect, after that particular meeting, the alumni members were starting to give some money to Northwestern College and they were able to meet it. But this is one of the sidelights that you run into and if there is anything I enjoy it's arguing when I feel I'm right.

DR. WINKLER: Thank you. Dr. Pammer?

DR. PAMMER: Yes, yes. Dr. Wolf, obviously this not only took a great deal of time and effort but it must have taken some money. Where did funding ever come from to get all of this going?

DR. WOLF: The funding mostly came from the ACA and NCA. Then later why the various foundations, Chiropractic Research Foundation pitched in.

DR. PAMMER: And at that time, I believe you said 1974, I'm assuming, not to say that it's my alma mater, but Palmer College was the largest student enrollment at that time. I'm assuming it was at that time. How long did it take, do you recall, how long it took before Palmer College was accredited then, too? I know you mentioned National first.

DR. WOLF: At that stage, Palmer College did not belong to this council of schools.

DR. PAMMER: That's what I was wondering. I didn't know if they were. They were one of the ones that were kind of outside for a while weren't they?

DR. WOLF: Well, they never adhered to the switching of the funding of ICA. You see, in my book, watching what goes on in all of the colleges, it was my humble opinion from watching what went on is that the ICA was mostly an alumni association of not only Palmer College but probably Logan College and Columbia because Dr. Napolitano and Dr. Dave were very close. Let me tell you about a meeting that we had with B.J.

DR. PAMMER: Please do.

DR. WOLF: Not B.J., Dave. He began to weaken a lot through a member of Palmer College faculty who I learned to be a very close friend after we talked enough basketball, Dr. Jerry McAndrews. Jerry and I could see the light and many times he would tell me I hope that my boss sees the light. So it was arranged one time when we had a meeting in Des Moines for Dr. Dave to join the Council on Education. He was asked when he was there whether he wanted to talk to the Accrediting Committee. We invited him so he came in to where we were having our special session and introduced himself and we welcomed him. Then he looked at us, you know, and here is a guy from SD, a guy from California. He says, "What schools are you guys connected with?" We told him, "None of us are connected with any school." Then Dr. Palmer says, "I'm in the wrong place." Do you follow? Even Dave, at this stage, did not recognize the full strength of the Accrediting Committee.

DR. PAMMER: I think, too, you mentioned Columbia Institute of Chiropractic and subsequently became New York Chiropractic

College, I think or is it your opinion that Dr. Napolitano, was he fully in favor of the accreditation process?

DR. WOLF: Yes.

DR. PAMMER: Because later on he was quite a proponent for it?

DR. WOLF: Dr. Napolitano was my man.

DR. PAMMER: He was?

DR. WOLF: He was so smart that he could fake a sickness and not come to meetings but he was smart. I had a lot of respect for both Dr. Napolitano and Ernie. I would go out of my way to visit with these people because as I said organization was my work. They likewise were very suspicious of the politics of all of this thing and that was hard to fight down until you got to talk to these people and explain in black and white what in the heck is going on.

DR. PAMMER: How as Dr. Janse? How did he fit into it at that time?

DR. WOLF: Oh, Janse was one of the leaders!

DR. PAMMER: He was understood way, way back, in fact I think he was one of the people that could see this coming and was so proud and ecstatic when it finally...

DR. WOLF: Janse at one time, and I'm speaking now very proudly because a number of our old timers called Janse the white light of chiropractic at one time because of his power of oration and his famous speech. By the way, I can recite one little line for you that he used always when he would end his speech to chiropractors or chiropractic friends and it goes like this. "Here's to the breed of my own men, you probably have heard it. Yeah, "here's to the men of my own breed be they good or bitter bad as they might be, at least they hear the things I hear and see the things I see."

DR. PAMMER: Right, and he used to point that crooked finger when he said that.

DR. WINKLER: Dr. Ivey has some questions too, for you Dr. Wolf.

DR. IVEY: I just have several questions. First of all, I'd like to have you tell us about the political and philosophical attitudes within the chiropractic profession at that time, particularly how it related to the process of gaining accreditation in the colleges. Amongst the educators and so forth, briefly tell us some of the political problems, perhaps some of the philosophical problems that were interfering with the process or may have helped the process.

DR. WOLF: Really and truly I can honestly say that there were no political problems. If there were, we would try to squash them in a hurry. The big problems that the schools had all the way along is because they were operating on shoestrings because realizing the fact that most of the schools, all of them, were operating on a shoestring. You know, they had no resources. The other thing that you might be interested in that we haven't talked about is how did some of these schools come out. This was one of the jobs that John Nugent did. He would get the alumni together to buy an interest. I'm thinking especially of Lincoln College because this was one of the last schools where loans were received by Dr. Nugent on behalf of about four or five very wealthy alumni members. They took over the whole loan and at that time the school then ceased to be a privately owned for profit school and was now a non-profit which immediately changed the status of that institution for receiving contributions which would be deductible by the people and so forth. Actually, I don't remember that there was ever any discussion of politics. Yes, there were jealousies, sure. You expect that. They're competitive. They're looking the same students in many cases.

DR. IVEY: Did the philosophical differences, the straight vs. the mixer type of thing interfere with the process of gaining accreditation?

DR. WOLF: That's a good question and somewhere I had marked that, "Please explain the straights and mixers." This I can truthfully tell you. Never once did the educational standards say anything about

the needs or the qualifications necessary in any of the physiotherapy areas. Everything was all straight chiropractic. Never once was the mixers, if you want to go that way and many of us did, that was up to you. But your basic education in all of the schools had to be the basic courses in basic science. These were outlined, you know, in all of our institutions of health as compared to the additional courses that you could take. Never once, no, and this is one thing that we were accused of. That is the NCA from the very beginning, the AA, even now you can't read these big papers from Chandler, is it Arizona? Straight, you know, you gotta go, and they think the mixers come from hell someplace. These guys? You know, they're not from heaven, there's something wrong with these guys.

DR. IVEY: I have one last question. You've been involved in the educational process in the chiropractic field for a number of years and although I know that you're not active in that process now, what do you see lying ahead for the chiropractic profession with regard to the educational process and how it is going to further evolve?

DR. WOLF: Really, I don't have an answer. Because I've been so remote from all of the activities. Sure, whether these guys know it or not, I still get all of the minutes from the ACA meetings and stuff like that but what goes on in the rest of the states I can't tell you anything about. All I know is we're in good shape in SD.

DR. IVEY: Thank you.

DR. REISS: Well, Dr. Wolf, it's been my pleasure many times in driving to and from conferences as a colleague of yours to have a good visit with you about some of these subjects. One thing that Dr. Ivey had touched upon that I also had questions about, what is your opinion on what is happening now between the straight and mixers as far as the accreditation controversy that has occurred over the last two years. You did answer the question about, in the past, how it came to be that the council really was toward straight chiropractic and there was not too much controversy with that at that time. Do you feel that some of the controversy we're having now with accreditation will pass over as it did in those times?

DR. WOLF: Well, we don't have any problem with accreditation to the best of my knowledge. The CCE is solid. But, you see, I can't even pronounce properly this other SCA something. Anyway, when they received recognition, I couldn't believe it. I couldn't believe it. And yet I know how that could happen if you had a political "in" with the right guy. I could go into those very schools today and tell you ahead of time what they're weak in because their background is just weak. You're going to have trouble as long as you live, people, with a certain faction that are against everything that's for the good. Because you don't do it their way. I've been reading the writings of Dr. Barge, is that right? Anyway, his writings have always been very constant. He is anti this and anti that and the profession is going to hell. That's not the way it is.

DR. WINKLER: Well, you're aware now that SCASA does not have its accreditation?

DR. WOLF: Yeah, I'm aware of the fact that it was lost.

DR. WINKLER: Dr. Morton, you had one more question?

DR. MORTON: Yeah, during the time that, or after the ICA became involved with representation, the ICA members and ACA members sitting on that commission, was there a lot of controversy? How was the formula arrived at for representation?

DR. WOLF: No, no, there was absolutely no confrontation or disagreement because of the people that served and I'm thinking especially of Dr. Richard Quigley, a very sharp boy. He fit right into the function of the committee 100%. No, we never had that at all. We just wouldn't tolerate it.

DR. MORTON: Those who had represented the ACA previous, that was okay with them?

DR. WOLF: Oh yes, yeah. No, no there was, you know, what had transpired earlier between our associations didn't drop down to the function of the committee because these, I give credit for most of the intelligent people on the committee. One thing I haven't said and none of you guys have asked it so far, is why did you drop off before you got accreditation? Do you want to ask that question and do you want a whole answer or just part?

DR. MORTON: The whole answer.

DR. WOLF: The whole answer was that Wolf was no longer qualified to be on that accrediting committee. Why? I didn't have a baccalaureate degree. All of the others did which we demanded from the very beginning that they have. And so I thought it's not good for my name to be represented on that application because of my background and that's it. And that gave me a damn good excuse to get off!

DR. WINKLER: Dr. Schmidt, you have a question?

DR. SCHMIDT: I would just like to make a comment, Dr. Winkler, and thank Dr. Wolf for all the years that he has lended [sic] his expertise to the State Association. I think I can speak on behalf of the past presidents of the SD Chiropractors' Association, and members of the State Board of Examiners, that of all the times that you've been called for help that you were always willing to do that. And it wasn't just the national level that you helped promote chiropractic on, Dr. Wolf. You've certainly done a fine job in the state of SD and we really do thank you for that.

DR. WINKLER: Thank you, Dr. Schmidt, for your comments. I would just like to say in closing this, at the time of this recording, Dr. Wolf with us today has just recently celebrated his 80th birthday. He is still very, very active in his profession and still practices full-time. From that perspective, in closing, I would just like to ask you from where you came from in this profession, what do you foresee as the future of chiropractic? How do you feel about the direction we're going at this time?

DR. WOLF: As I said, I'm not fully aware of what's going on besides what I read from the different reports. I've always been optimistic because the cause is right people. It is just, it's proper. You people know as I have through the years, the experiences that you get from patients, the results that you get when patients come to you, I think it's going to prosper. I think our schools are doing well so far as enrollment is concerned. I think they're doing a good job teaching. It's interesting to note how all of our schools now suddenly have PhD's and so forth as presidents or in the top offices. This is good. This will maintain the status of accreditation and I don't think you're ever going to find anymore, I could be terribly wrong, but I would predict at this moment, I don't think you're going to find another group that's going to try to compete with CCE. And as time goes along, some of the states that still do not properly recognize that group will, after a bit because it's going to be a must within the change in the Board of Examiners and the various states and things like that. I can't see anything along the road, I don't see any water in the road, I don't see any smoke clouds. I think everything is going to go forward. It might be slower, sometimes this is the one thing that, gee, look how many years it took for this program to get where it's at today. I don't know the people on there. The only person that I know I think is off already and he contributed likewise so much, Dr. Orval Hidde. I think most of you know Dr. Haynes. There's a guy who got his chiropractic degree, taught in chiropractic college and wasn't satisfied, he had to become a lawyer. But he practices chiropractic.

DR. WINKLER: Thank you Dr. Wolf. This concludes our recording for today. Thanks for joining us. We appreciate your participation in this interview very much.

DR. WOLF: May I say one thing at the end?

DR. WOLF: Okay. I receive the thanks and all that from friends through the years. You would be happy to see my room with all of the different plaques of recognition and there's two that I hold dear. One is from L.A. College from Dr. Haynes who sent me a great big plaque with my picture on it thanking me for what has transpired and the other one was an honorary Doctor of Law degree that I got from my alma mater, National College, Dr. Janse of course. And then all of the others from the state. We have a good deal in SD. If you live long enough, you're gonna get a plaque. Right? And if you practice long enough, you're gonna get a plaque. That's it my friends. Thank you very, very much.

DR. WINKLER: Thank you. I appreciate that.

1994 (Winter): *NCMIC Examiner* includes (NOTE: 2 issues of *NCMIC Examiner* identified as "Winter 1994"):

-“NCMIC Board votes to modify college graduate underwriting guidelines” (p. 8):

NCMIC's Board of Directors, at the annual meeting held October 29-30, 1993 in Phoenix, Ariz., voted to modify underwriting guidelines to accept “graduates from Council on Chiropractic Education (CCE) accredited colleges or those colleges currently seeking accredited status with CCE.” The change will effect graduates from three previously ineligible colleges – Sherman College of Straight Chiropractic, Southern California College of Chiropractic, and Pennsylvania College of Straight Chiropractic. The change follows the announcement in May, 1993, that the colleges had applied for Council on Chiropractic Education (CCE) accreditation. The colleges subsequently have been accepted as members of the Association of Chiropractic Colleges.

1995 (Mar): *Journal of the ACA* [32(3)] includes:

-ACA governor Edward L. Maurer, D.C., D.A.C.B.R. authors “Transition” (pp. 5, 85); suggests “The chiropractic educational experience has advanced with little fanfare over the years to a point where it is on equal footing with other professions in the health-care system.”

2002 (May 17): e-mail from Jim Winterstein DACBR (jwinterstein@nuhs.edu):

Short answer is no.

Joe, I do not know of any authoritative stats available on this issue. CCE could probably be of some help but I am not sure to what extent they have the authority to divulge information of this kind about private institutions. I think your best bet would be a questionnaire to each institution - though the veracity might be somewhat questionable. This kind of information is not required for reporting to the USDE, nor is it actually part of any audit the institutions do. This kind of information is deciphered through internal documents or from a simple process of comparing the total operations budget (income) to tuition income. In our instance, for example, the total budgetary income is 13,400,000 for the current fiscal year and the DC tuition is 8,300,000, for a 61.94% dependency. Best I can do, Joe.

Jim

2002 (June 10): in reply to query re: tuition dependence at US chiro schools, David O'Bryon of the Association of Chiropractic Colleges writes (Obryonco@aol.com):

Joe -

There are reporting requirements and guidelines that CCE has. I believe that the target is around 80% tuition dependent. In informal

health care systems, it indicates the growing level of acceptance of chiropractic and the effectiveness of our association on Capitol Hill.”

ACA President Daryl D. Wills, DC, stated, “The ACA would like to thank all those doctors and students who contacted their members of Congress on this issue. The NHSC loan reimbursement program is an issue of particular importance to our chiropractic students, and these students are to be commended for rallying behind the cause. The lobbying efforts of the Student ACA members really made a difference. **This is not only a victory for the ACA, the ACC and the profession, but for the chiropractic colleges as well.**”

Although the chiropractic provision was opposed by other health care provider groups who were seeking to be included in the program, the ACA and ACC worked with key members of Congress to ensure that the chiropractic provision remained in the final legislation that was passed by Congress. ###

2002 (Dec 4): e-mail forwarded from J.C. Smith, D.C.:

An Open Letter to the Chiropractic Profession

What Is CCE, and What Should the Profession Expect It to Do?

by Reed B. Phillips, DC, PhD and Joseph Brimhall, DC

Lately, the Council on Chiropractic Education (CCE) has experienced something different - being in the limelight. We understand why our organizational development and recent accreditation actions have stirred interest and possibly enabled some confusion, but we are saddened that purposeful misinformation from some sources may have created false perceptions that CCE is a small group of controlling individuals with a political agenda. Nothing could be further from the truth, for CCE is just the opposite. The best interests of the profession and accreditation demand that you in the field be informed with facts and that you understand our role as an accrediting body. Although we cannot possibly tell you everything about CCE in this short message, we want to be sure that you have important core knowledge, and that you can get more information if you want it.

First, the basics. CCE and its Commission on Accreditation (COA) are made up of doctors of chiropractic and other professionals who volunteer their time and expertise to help assure quality and effectiveness in chiropractic education. CCE primarily serves students and the public, so we have effectively distanced this organization from chiropractic "politics."

CCE consists of two separate components, each having distinctly different roles. The 13-member board of directors comprises chiropractic practitioners, chiropractic educators and professionals representing the public. The members represent a broad range of interests and points of view. For example, the five educators work at five different chiropractic programs: Logan; Cleveland, KC; New York; Palmer; and National. The four chiropractic practitioners on the board are graduates of Lincoln; Los Angeles; New York; and Palmer. The two college presidents on the board work at Life West and Los Angeles. The two public members are a retired university professor of engineering and an attorney with chiropractic experience. That is diversity!

CCE Board members are nominated through open processes and elected for set terms, with term limits. The major responsibility of the board is to approve the CCE Standards, stating the minimum requirements and processes for CCE accreditation. The board also is responsible for the CCE Bylaws and policies.

The Commission on Accreditation (COA) is elected by the board and has full and independent responsibility to carry out all accreditation activities. The COA interprets the Standards, evaluates program compliance with CCE requirements, and decides on accreditation. Those tasks are rather complex, and take a lot of time

and work by these volunteers. The 11-member COA is made up of five chiropractic educators from Bridgeport; Palmer West; Sherman; Texas; and Western States, and four chiropractic practitioners who are graduates of Cleveland, L.A.; Logan; National; and Palmer. The two public members hold other doctoral degrees. One is very experienced in higher education and regional accreditation and one is a psychologist teaching in a medical school. The diversity of membership on the board and COA enables a balanced approach to all CCE/COA endeavors.

But, what about the "politics"? Let's look at the history. Just seven years ago CCE had devolved to internal political turmoil, and some of its accreditation decisions were being seriously questioned by important entities in the profession. At that time, the board was made up of 25 persons, which included all 16 CEOs of accredited programs/institutions (the majority voting power). The board also included all members of the COA, several of whom were actually appointed by external professional or regulatory associations. Thus, the college presidents could exert control over the very CCE requirements by which their colleges were to be evaluated, and the decisions of the COA could be strongly influenced by individuals appointed to represent special interests in the profession. And, they were all members of the board. Political dynamite!

Fortunately, subsequent CCE leaders grasped the problems and CCE gradually corrected them. The COA needed to function as an entity completely separate and independent from the board, and CCE needed to remove the appointees from outside interest groups so that COA deliberations and decisions could be free from any taint of political influence. CCE also needed to end the conflict of interest where by the college presidents could control board actions.

Through an evolving process mostly completed by January 1999, CCE made the board and the COA completely separate entities, removed all special interest representation from the COA and reduced the number of college presidents on the board to just two. Those improvements moved CCE away from the political environment and created a sound and credible foundation for the future.

Some have attempted to paint a false image that CCE is not now properly incorporated or is not functioning according to its articles of incorporation. That is simply not true! CCE is legally incorporated in Arizona, is functioning according to those articles, and all Bylaws revisions have been made openly and with due action by the responsible body. Yes, a small number of individuals still complain about their loss of political control, but CCE has moved past such pettiness to place itself where an effective and credible educational accrediting body must be - above and beyond the politics of the profession.

The CCE Board perpetuates its diverse and nonpolitical makeup through its broad-based nomination process. In doing this, the board reaches out to virtually every entity in chiropractic - including all state professional associations and all U.S. chiropractic licensing bodies - and does the same outreach to seek suggestions and comment on the content of the CCE Standards before it takes any actions on those requirements. One claimed offense is the false line that CCE is now trying to change the foundation of chiropractic with its Standards by forcing programs to train graduates in primary care. In fact, the need for training in primary care has been noted in the CCE Standards for many years.

The COA, also with a diverse and nonpolitical makeup, has matured into a properly rigorous body that examines thoroughly, thinks deeply and makes well-considered decisions about accreditation. There has been much attention to a recent COA decision not to reaccredit a well-known program, the cause for much of the

current limelight. CCE and its COA have been accused of "dealing a blow to the profession" and other dastardly deeds.

What everyone should know, and what sometimes seems lost in all of the consternation and political rhetoric, is that the COA was doing the proper work of an effective accrediting body. Consider the facts: that the COA had been addressing concerns with that program for over seven years; that despite intense COA efforts to assist the program toward compliance, a lack of improvement led to eventual public sanction; that further stern communication and progressive COA action did not result in compliance with the Standards, and that the eventual decision was the result of all the above, along with deep consideration of the consequences for those whom CCE most serves - the students and the public. Although difficult for some to accept, the COA was simply fulfilling its proper role. Please think about this! Should the COA ever make an adverse decision? Given your commitment to the principles and the integrity of the profession, would you have the COA act otherwise after lengthy and arduous fact-finding?

That final question is an example of the type of issues we in CCE address on a continuing basis. The sole value of CCE to the public, the profession, and to you, is our credibility: credibility in setting standards, credibility in evaluating and assisting programs, and credibility in accreditation decisions. That is why we eschew the political aspects. Will CCE ever be able completely to escape the political effects? Probably not, as long as politics continue to swirl around us in the profession, for some will always be looking to cast a stone for political effect. The current flurry is an example of that. However, we have set our course on the high road and are determined that CCE and its COA will remain on the most solid and credible possible base. In that you may remain confident.

Thank you for your attention to our message, and we will appreciate your sharing it with others. If you wish more information about CCE, please contact Executive Vice President Dr. Paul D. Walker at our executive office. If needed, he will place you in contact with us.

Sincerely,

Reed B. Phillips, D.C., Ph.D., CCE President
Joseph Brimhall, D.C., COA Chairman

2003 (Mar 28): e-news forwarded from AWFuhr:

Subj: *BREAKING NEWS* Court Unseals Life vs CCE Documents

Date: Thursday, March 27, 2003 12:33:44 PM

From: ChiroNews@dece.org

To: devitadc@aol.com

From: ChiroNews@dece.org (DECE DECE)

Reply-to: ChiroNews@dece.org (DECE DECE)

To: devitadc@aol.com (Thomas DeVita (MA))

3/27/03

TO: LEADERS OF THE CHIROPRACTIC PROFESSION

FROM: DOCTORS FOR EXCELLENCE IN CHIROPRACTIC EDUCATION (DECE)

RE: BREAKING NEWS*** DOCUMENTS UNSEALED IN LIFE vs. CCE LAWSUIT

Please allow us to first express our heartfelt gratitude for the outpouring of support for our News Service; we sincerely appreciate the multitude of positive comments we have received. We are committed to continuing to provide our national leadership with the factual information necessary to form their own conclusions on complex national issues.

In this edition we are pleased to provide Breaking News in the form of the text of a document that was previously under seal by the

court in the Life vs. CCE lawsuit. Federal Judge Charles Moye has only now unsealed an affidavit that has been characterized as "the single most important document of the entire case." Sherman L. Cohn, Professor of Law at Georgetown University Law Center, prepared the following affidavit after a thorough review of all relevant documents leading to CCE's revocation of Life's accreditation. Mr. Cohn is considered one of the nation's foremost authorities on accreditation of schools of higher education.

As a result of your national chiropractic leadership position, you are the first in the chiropractic profession given the opportunity to review this important document. Please take the time to carefully review this affidavit in its entirety, it is expected that the ramifications of this affidavit will significantly impact all future accreditation decisions. As of this date, CCE has not released any additional documents or public statements beyond the "CCE Commentary on the Lawsuit Filed by Life University" which has previously been posted by this News Service.

As always, we look forward to your comments, feedback and suggestions. Simply click the reply button to contact us

Sincerely - DECE

GEORGETOWN UNIVERSITY LAW CENTER

Sherman L. Cohn

Professor of Law

AFFIDAVIT

January 22, 2003

BEFORE ME, there appeared in person Sherman L. Cohn, from whom I took the customary sworn oaths, after which he stated the following:

1. I am a citizen of the United States of America, a resident of Montgomery County in the State of Maryland, a duly licensed attorney-at-law in the states of Maryland and Virginia and in the District of Columbia. I am also a member of the bars of the Supreme Court of the United States and of many federal courts throughout the United States.
2. I am a Professor of Law at Georgetown University Law Center in Washington, D.C., a position that I have held since July 1965. In this position, I have taught courses in Civil Procedure, the American Legal Profession, Professional Responsibility, Constitutional Law, Federal Courts in the Federal System, Jurisprudence and other subjects. One of the courses I have taught is Alternative & Complementary Medicine: the Legal Issues. I have also lectured and written extensively in these areas of the law. Before joining the Georgetown faculty, I was an attorney in the Civil Division of the United States Department of Justice from 1958 to 1965, litigating cases on behalf of the United States in federal appellate courts, state appellate courts, and the United States Supreme Court. Before joining the Department of Justice, I was a law clerk to the Honorable Charles Fahy of the United States Court of Appeals for the District of Columbia Circuit. From 1985 until 1986, I was the national president of the American Inns of Court. A more extensive curriculum vitae is attached as an exhibit to this Affidavit.
3. In both the American Legal Profession course and in the course on Alternative & Complementary Medicine: the Legal Issues, time is spent on the accreditation of schools of higher education, how the accreditation process works, and the impact that accreditation has upon the shaping of professions.
4. From 1983 until 1994 I was the chair of the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), then known as the National Accreditation Commission for Schools and Colleges of Acupuncture and Oriental Medicine. While I was chair, the Commission went through the recognition process by

the United States Department of Education and by the then private group, the Council on Post Secondary Accreditation. The Commission was recognized by each group, and, while I was chair, was re-recognized by each group for a second term of years. ACAOM is a programmatic accreditation agency, but, as all schools that were then in the process were independent, free-standing single-purpose schools -- and most still are -- ACAOM also acted as the institutional accreditor of those schools.

5. While I was chair of ACAOM, ACAOM accredited eight schools and admitted to candidacy several others. During that period, ACAOM also denied accreditation candidacy to two schools, revoked the candidacy of one school, and revoked the accreditation of another school. As chair, I was actively involved in team visits and in ensuring the effectuation of the purposes and processes of accreditation. In addition, I was the spokesman for ACAOM before the United States Department of Education, the Council on Post-Secondary Accreditation, and before state legislative bodies and professional organizations, as well as in discussions with accreditation bodies of other health related disciplines.
6. Since 1995, I have been retained by several acupuncture or Oriental medicine schools as a consultant to advise them on issues concerning their attempts at receiving candidacy or accreditation, or both, from ACAOM, as well as by schools who were in difficulty with threatened or actual discipline, such as probation, denial of re-accreditation, or possible revocation of accreditation.
7. Since 1998, I have been a member of the Board of Trustees and then the Board of Overseers of the Tai Sophia Institute of Maryland (formerly known as the Traditional Acupuncture Institute) and I have been its general counsel since 1994, having done legal work for the Institute on an as-needed basis since 1974. Tai Sophia Institute offers master degree programs in Acupuncture, in Botanical Healing, and in Applied Healing Arts. The Institute's acupuncture program has been accredited by ACAOM since 1985. In these capacities, I have, since 1995, advised and participated in the re-accreditation processes of Tai Sophia with ACAOM and in the accreditation process that Tai Sophia is now involved in with Middle States Commission on Higher Education (one of the seven regional accreditation agencies in the United States).
8. From 1998 to 2001, I was chair of the Board of Trustees of the Tai Hsuan Institute of Honolulu, Hawaii. The Tai Hsuan Institute offers a master degree program in Oriental Medicine and has been accredited by ACAOM since 1991. In my capacity as chair, I guided Tai Hsuan through some difficult accreditation issues at a time when Tai Hsuan was under a clear danger of losing its accreditation.
9. In my capacity as chair of ACAOM, I dealt extensively with the offices in the United States Department of Education that are concerned with accreditation agencies and the standards that they must follow in order to be recognized by the United States Secretary of Education. I also attended many hearings of both the then Committee on Recognition of the United States Department of Education and the Council on Post Secondary Accreditation at which I heard discussion of other accreditation agencies, including some that were having great difficulty achieving recognition by the United States Secretary of Education. Finally, as an accreditor, I attended training sessions for accreditors conducted by the Council on Post Secondary Accreditation for its member accreditation agencies.
10. From this experience, I have acquired expertise in accreditation agencies and on how they act and are required to act. Their responsibility is to evaluate programs that come before them and to exercise professional judgment as to whether those programs have presented evidence sufficient in quantity and quality to establish that the programs satisfy the criteria for accreditation set forth in the Standards and the Accreditation Handbook of the particular accreditation agency. While the particular requirements will vary from discipline to discipline, the general structure of accreditation agencies and their methods as well as integrity of exercising professional judgment upon the material presented to them is basically the same. This situation is caused partially by the requirements of the United States Department of Education under federal statute and regulation, and partially by the culture -- the standard of care -- that has developed in accreditation since it became a part of the American educational picture now over a century ago.
11. A part of the accepted and expected role of accreditation is to require the program being examined to prepare a detailed comprehensive, and critical self-study, a process that involves all the constituencies of the program. In the self-study, the program is to look critically at itself in terms of the requirements of its discipline, as set forth by licensing authorities and by the accreditation agency. The program is also to look at itself, and its own uniqueness within the discipline. From this examination, the program is to look honestly at its Mission, its Goals, and its Objectives to determine whether they fit the parameters set forth by the discipline, including the accreditation agency and licensing authorities, and whether they reflect its own unique capabilities and objectives. The program is also to look critically at the resources it has and how they are employed to accomplish the mission, goals, and objectives put forth. In so doing, the program looks critically at every phase of its structure and operation, from physical plant, to faculty, to curriculum, to student services, to finances, to library, to its governing board, to its management and administrative structure, and to all other aspects of its operation. For a program that is involved in education and training in a health field, of course, the program must examine critically all aspects of its clinical training as well as its patient-care component. From this critical analysis, the program identifies strengths and weaknesses and sets forth the basis for planning for strategic growth toward excellence.
12. The accreditation agency examines the self-study and supporting documents, which may make up several volumes of material. If acceptable, the agency sends a visiting team whose task is to evaluate whether the picture of the program that is set forth in the self-study is truly reflected in reality at the institution. In the accomplishment of its responsibility, the visiting team examines documents, explores the physical plant, and meets with representative persons from the governing board to the principal officers, to the faculty and the students, as well as key administrative persons. Its task is to listen and to question, to probe the reality of the program.
13. At the end of the visit, the team meets with the chief executive officer of the program and any other person the CEO chooses to have in attendance, for an oral exit interview in which the team will disclose its findings, though not its recommendation. The visiting team then prepares a draft written report which is sent to the program for its comments as to any factual errors that it claims had been made in the report. After receiving any comments from the program, the visiting team finalizes its report, which the accreditation agency formally sends to the program. While the nomenclature differs from agency to agency, these reports generally report two things: 1) failures to meet the standards of accreditation, with perhaps recommendations on how those failures can be remedied, and 2) suggestions of where the program,

while in compliance, could improve itself. Thus, the site visitors serve two purposes. They explore whether the program is in compliance with agency standards, and they serve in a collegial manner of giving suggestions to programs in compliance on how they might reach to a greater level of excellence.

14. After the program receives the site visitors' report, it has a period of time in which to respond. A permissible, and, indeed, expected, response is for the program to describe how it has remediated or has begun the steps toward remediation of the deficiencies noted in the report. Of course, the program also may dispute the accuracy of any matter noted in the site visitors report, supplying such documentation as it wishes to support its position that the picture painted by the visiting team in some respect does not accurately reflect the reality of the program.
15. The accreditation agency will then have a hearing at which the representatives of the program may make an oral presentation of its views, including perhaps further remediation since its written response had been prepared and submitted. The members of the accreditation commission, and staff, are free to ask questions for clarification and to solicit additional information. All of this is based upon the self-study, upon the site visitors' report, and upon the program's response to that report, including documentation submitted in support of that response.
16. Considering these items, the self-study, the site visitors' report, the program's response to that report, supporting documentation, if any, and the information elicited at the hearing, the accreditation agency, after discussion in executive session, will make a decision and write its own report setting forth its reasons. If the agency decides to accredit, it is for a period of years (generally a maximum of five to ten years), after which re-accreditation, or re-affirmation of accreditation as The Council on Chiropractor Education (CCE) calls it, must be applied for through the same process. The agency in its discretion may accredit for a shorter period than the maximum, putting the program on a "short leash", after which the accreditation agency will again examine whether the program has in fact remediated concerns that are still remaining.
17. The accreditation agency may require annual reports and may also seek interim and focused reports from a program and send out site visitors to look at the program between accreditation and the time for reaffirmation of accreditation. These reports may lead to oral hearings and to written reports of the agency.
18. It should also be noted that when examining an application for reaffirmation of accreditation, the agency will look back at earlier self-studies, site visitor reports, and final reports of the agency, to see whether a) the weaknesses identified by the program have been dealt with, b) the problems identified by the agency have in fact been remediated, and c) whether the program set forth by the program for its own self-improvement has been followed and whether improvement has in fact followed.
19. In preparation for the rendering of an opinion in the matter that concerns Life University College of Chiropractic (LUCC) and its recent loss of accreditation by the Commission on Accreditation (COA) of the Chiropractic Education (CCE), I examined many papers, including, but not limited to the following documents, which I separate into three separate categories:
Basic Material of the CCE and COA:
CCE Standards for Chiropractic Programs and Institutions, January 2000
CCE Standards for Doctor of Chiropractic Programs and Institutions, January 2002
CCE Bylaws, January 1998
CCE Bylaws, February 1999

CCE Accreditation Manual, June 2000
CCE Accreditation Manual, April 2002
CCE Manual of Policies, January 2002

- Material Before the COA on June 7, 2002, and Its Decision of that Date:
Letter dated June 19, 2000, from chair of COA to LUCC president
LUCC Response to COA Site Team Visit Report (which contains the Site Team Visit Report), April 2-5, 2001
Letter dated June 12, 2001 from chair of COA to LUCC president
LUCC Special Report to the COA, December 1, 2001
Letter dated January 24, 2002, from chair of COA to LUCC president
LUCC Update Report to the COA, March 1, 2002
LUCC Response to Report of a Focused Visit (which contains the Site Team Visit Report of April 1-4, 2002), May 22, 2002
Letter dated June 10, 2002, from chair of COA to LUCC president
Appeal Documents:
LUCC Appeal of Denial of Reaffirmation of Accreditation, August 6, 2002
COA Response to LUCC Appeal of Denial of Reaffirmation of Accreditation, August 27, 2002
Report of the Appeal Panel, October 29, 2002
20. The issue focuses upon the decision of the COA on June 7, 2002, to deny reaffirmation of accreditation and thereby to revoke LUCC's accreditation. Considering the material that was before the COA on June 7, 2002, it is my opinion that the decision to deny reaffirmation of accreditation and thereby to revoke the accreditation of LUCC has no basis in the accepted practices of accreditation agencies. I base my conclusion upon the following considerations:
 21. First, the prime purpose of accreditation is to establish standards for participating programs and to encourage those programs to meet, or even exceed, those standards. It is a collegial effort by which educational programs examine each other in a critical manner in order to offer meaningful suggestions on how to improve. A second purpose of accreditation is to ensure that all participating programs meet the minimum standards set forth by the accreditation agency and to utilize accepted devices, including sanctions, to encourage programs that fall below that standard to develop such procedures and make such changes as will bring them within the standards. It is not a purpose of accreditation to close schools; indeed, when an accreditation agency is forced to revoke accreditation, it has failed in its primary purposes. The revocation of accreditation, of course, hurts significantly the students, who are innocent bystanders, as well as faculty and staff. Thus, agencies work with programs as long as those programs are moving and making substantial progress toward compliance with minimum standards.
 22. For these reasons, accreditation agencies do not revoke accreditation when a program with strengths in most standards fails to meet a few or some of the standards, particularly if those failures do not go to the core of those standards, but instead go to only some aspects of particular standards. And for those reasons, accreditation agencies look to extenuating circumstances by which a program has fallen below one or more standard. For example, there are times where state law makes it very difficult, if not impossible, for a program to meet a standard of the accreditation agency. Or, there may be turmoil in faculty staffing caused by the very shift in philosophy that the accreditation agency is attempting to aid the program in achieving. In all of this, the accreditation agency gives much credence to the program's efforts to work toward full compliance.

23. While, as stated in paragraph 18 above, the history of the program with the accreditation agency does play a role in considering the program's current situation, a good starting point at sketching this history in the case of LUCC is the June 19, 2000 letter from Dr. Joseph Brimhall, Chair of the COA. This letter summarized the findings of the COA after a focused visit in March 2000, a site visitors report, and LUCC's response. Dr. Brimhall stated:

The COA recognizes and supports the recent positive efforts of LUSC (as LUCC was then known) to respond to COA concerns regarding Competency in Case Management, Case Follow-up and Review, and Record Keeping in the clinical experience, and Quality Patient Care. The COA acknowledges the need expressed by the site team for further efforts by LUSC to proceed in developing policies and procedures in these areas, toward the goal of continuous improvement.

....There are no remaining concerns of the COA at this time, other than as stated above.

Thus, with the exception of one area, which was one aspect of the clinical experience and training, the COA in June 2000 states without equivocation that "there are no remaining concerns...."

24. This letter was followed by the receipt from LUCC of a self-study as LUCC's application for reaffirmation of accreditation. The self-study was read by a team, which also visited LUCC in April 2001. It is clear that the team was not happy with the self-study, pointing out that, in its opinion, the self-study "was short on analysis and lacking in critical appraisal [; it] did not thoroughly address previous COA concerns." The visiting team stated several significant "concerns" -- which is the COA term when a visiting team or the COA itself finds that a program is deficient in meeting standards of accreditation. These concerns focused on:

- a) LUCC's statement of Mission was found to be deficient in two significant respects; the failure to make training of "primary health care clinicians," and the encouraging of "research" a part of LUCC's core mission;
- b) the lack of a "comprehensive and on-going system of evaluation necessary to provide meaningful information on institutional effectiveness and to drive the planning process";
- c) institutional planning does not flow directly from program or institution evaluation, does not project realistically into the future, and is not formally approved by the Board of Trustees";
- d) "there is insufficient linkage of outcome measures to the institutional planning and ...the collection of outcome measures has been inadequate to measure programmatic effectiveness";
- e) a "conflict of interest" caused by the President and Senior Vice President having a financial interest in a company that transacts business with LUCC;
- f) LUCC lacks financial stability "to support future program objectives" in that there had not been developed a "multi-year financial plan that covers current and future funding of operating needs";
- g) "basic, clinical and chiropractic science course work is not presented in a manner conducive to the adequate training of primary care clinicians";
- h) the school bulletin "does not contain all of the required disclosures";
- i) "some faculty may not possess the proper credentials for their respective positions";
- k) "multiple students are awarded credit towards quantitative clinic requirements by working on the same patient during the same visit";

l) "the quantitative clinic requirements related to interpretation of clinical requirements related to interpretation of clinical laboratory data are not being met";

m) "the protocol for mandatory x-rays results in unnecessary exposure of patients to ionizing radiation."

Thus, while the April 2001 Visiting Team found strengths and commended LUCC on many of its strengths, it also found 12 major areas of deficiencies ("a" through "m" above). For each deficiency, the Visiting Team made recommendations. LUCC's response showed that, by the time of the response, some of these areas had been remediated and that others were in the process of being tackled.

25. After reviewing the Site Visitor's Report and LUCC's response, the COA, on June 8, 2001, decided to defer decision on the application for reaffirmation of accreditation and to place LUCC on probation. The COA stated it acted because of the following deficiencies:

- a) The Mission statement of LUCC does not state that LUCC prepares graduates to serve as "primary health care clinicians." Nor has LUCC developed "relevant goals that indicate the directions to be taken in achieving that mission. In sum, the COA found that LUCC "does not place a high priority on the magnitude of the responsibility to provide students with comprehensive, integrated clinical education that ultimately qualifies them to function as primary care clinicians";
- b) LUCC has not presented evidence that "clearly describes a self-assessment process and how that process is linked to planning and implementation of program improvements";
- c) LUCC's governing board has not adopted changes to the LUCC mission statement so that it "refers to the preparation of the doctor of chiropractic as a primary health care clinician";
- d) "basic, clinical, and chiropractic science course work is not presented in a manner conducive to the adequate training of primary care clinicians...prepared to render a competent diagnosis that integrates findings and indications to direct decisions regarding patient management...[and] to serve as a primary health care clinician." Moreover, the COA found that there was no evidence that (1) "LUCC students demonstrate proficiency in some competencies sufficient to perform the obligations of a primary care clinician"; (2) students have "an understanding of the clinical indications for and value of diagnostic studies"; and (3) the curriculum has "the depth necessary to prepare students for MBCE [(National Board of Chiropractic Education) exams and clinical practice." Finally, the COA found that LUCC does not "sufficiently address academically challenged students in a manner that is responsible to both the student and institution";
- e) LUCC "may" lack financial stability and resources sufficient to support its "future objectives...in view of inadequate long-range strategic planning";
- f) "not all chiropractic faculty are adequately qualified";
- g) "the manner in which students receive credit toward some quantitative clinic requirements, specifically for adjustments and physical, radiographic and laboratory examination."

While the COA grouped the deficiencies differently than did the site visitors in their report, with few exceptions, the concerns of the site visitors were the concerns of the COA, and on that basis the COA deferred action on the application for reaffirmation of accreditation and ordered probation.

26. On December 1, 2001, LUCC filed with the COA a Special Report which addressed each of the concerns and extensively set forth what LUCC had done and was in the process of doing to remediate each of them. Included in this report was information that LUCC had retained as consultants, two experienced

consultants recommended by COA: the Academic Vice-President of one accredited program and the Director of Clinics of another accredited program. LUCC also reported the creation of the post of Vice President of Institutional Planning and Effectiveness and filling that position with a person who had served for ten years in a similar position at Morehouse College.

27. On January 18, 2002, the COA decided to continue to defer a decision on the application for reaffirmation of accreditation and to continue the probation status of LUCC pending a site visit to "understand and verify the degree to which LUCC has responded to the COA concerns...." As to the previously stated concerns, the COA stated the following:

- a) Mission: "The current LUCC Mission Statement, as revised complies with the requirements of the Standards," but the COA still looked for "relevant and supportive goals and objectives";
- b) Assessment and Planning "LUCC has made progress in this regard." But the COA wanted to see documentation of "action plans with expected outcomes, accompanied by projected definitive time lines," and that "outcome assessments are tied to the planning process," including "the feedback mechanism that explains how outcomes influence planning";
- c) Clinical Competencies: COA remained concerned that "students are not trained and prepared to render a competent diagnosis that integrates findings and indications, including the identification of the pathophysiologic processes responsible for the patient's clinical presentation, sufficient to direct decisions regarding patient management." In particular, the COA asked for evidence that LUCC prepares the student "to evaluate and diagnose patients with conditions not caused by subluxation," and that that occurs consistently "in both the didactic and clinical aspects of student training";
- d) Finance: the COA asked for current audited financial statements, ratio analyses, and the most current financial aid audit;
- e) Faculty qualifications: these were to be reviewed to ensure compliance;
- f) Student clinic credit: policies and practices were to be reviewed concerning how students "receive credit toward quantitative clinic requirements.

Thus, the COA accepted those items that could be demonstrated purely on paper (e.g., the revised mission statement) and sent a site visiting team to verify the other claims of remediation.

28. On March 1, 2002, LUCC submitted an "Update Report" addressing each of the COA's concerns and furnishing information further verifying remediation.

29. On April 1-4, 2002, the site visitors were at LUCC. The site visitors then reported on the progress made by LUCC:

- a) Mission: "It is clear to the team that the institution has taken great care to reference the required elements of the CCE Standards in its Mission and Goals statements. It is the impression of the team that the institution is attempting to utilize its goals and objectives as an effective tool to guide the institution in achieving success." The team stated no concerns with this element of the CCE Standards:
- b) Assessment and Planning: "LUCC continues to make progress in implementing a comprehensive and on-going system of evaluation and planning." The team then described that system and, after commenting upon the new Vice President for Institutional Effectiveness, Planning and Research and her 10 years previous experience in the same position at Morehouse College, concluded that LUCC "has adopted an Institutional Effectiveness Model that appears to be comprehensive. LUCC established the organizational structure for this model but has yet to fully

implement all phases." The team stated no concerns with this element of the CCE Standards.

- c) Finance: The team reported that it received the requested financial audits and ratio analyses. The team stated no concerns with this element of the CCE Standards;
- d) Clinical Competencies: The team "acknowledge(d) the progress made by LUCC to provide hands-on experience with rehabilitative procedures," noted that LUCC "has implemented a number of measures to address a concern of the COA regarding academically challenged students," and that "LUCC has re-sequenced some curricular content to better prepare students for National Board Examinations." The team stated no concerns with this element of the CCE Standards.
- e) Faculty: The team reported that, on its review of faculty files, it found that all but one contained the appropriate documentation verifying the credentials of the faculty, and that one lacked evidence only of a claimed AA degree; it also found one new hire had been sanctioned for default in his or her "health education loan or scholarship obligations." The team concluded that "this represents a marked improvement in the verification of faculty credentials and the maintenance of faculty files." The team noted that it was not surprised that faculty stability had suffered because of all of the changes that had occurred. It noted that 23 faculty had left but there were 24 new faculty hires. The team found three Concerns remaining:
 - a) Faculty: though the team recognized the faculty turmoil caused, at least in part, by the changes mandated by the COA, and also recognized that LUCC plans to hire additional clinical faculty, "there is not a sufficient number of faculty to achieve the stated educational goals and objectives of LUCC";
 - b) Quantitative Clinic Requirements: The team noted a concern that a laboratory testing is not done in the clinic nor is ordered from outside laboratories and thus the students do not complete the quantitative "interpreting [of] clinical laboratory tests" in the clinical setting. The problem, the team noted, is that Georgia law considers the drawing of blood and the ordering of outside laboratory tests by chiropractors or students of chiropractic to be the practice of medicine without a license, which, of course, is a crime. Thus, LUCC was attempting to have the students complete these clinic requirements in the classroom. While "the team [felt] that the integration of the `Interpretive Laboratory Challenges` into these three courses is a valuable tool for summative assessment of the student's knowledge base in this area," the team concluded that "they fall short of providing the student with a clinical experience or even a simulated clinical experience of interpretation." Thus, the team stated a Concern "that the quantitative clinic requirements related to interpretation of clinical laboratory data are not being met";
 - c) Clinical Competencies: The team stated a concern that "students are not recording a diagnosis or clinical impression that is consistent with history and examination findings, and are unable to formulate a non-subluxation diagnosis."

Thus, the April 2002 visiting team listed three Concerns, in contrast to the twelve Concerns listed a year earlier. Moreover, the Team recognized that one of those Concerns - the lack of sufficient clinical laboratory interpretations -- was due to the fact that under state law it was considered to be the practice of medicine without a license, a crime, for a chiropractor to draw blood or to order a blood test and that the program was trying to find a good substitute for what the COA would like to require but Georgia law makes a criminal act. And, the Team recognized that another of those Concerns - the lack of sufficient faculty - was due at least in part to the turmoil

resulting from all of the significant changes that had occurred because of the pressure of the COA.

30. For these reasons, it is no wonder that the April 2002 visiting team's summation is quite positive. The team noted "an evolving appreciation within the institution of the value of introspection and self-assessment." It was "clear to the team that the college is committed to addressing the issues. The improvements made at LUCC are the result of significant struggle and debate, both of which were apparent and ongoing during the team's visit. Some faculty members have left the institution as a result of the changes. Others have stepped forward to provide leadership as agents of change." Yet, the team "has seen evidence of a stronger sense of mutual respect and community within the faculty....evidence of increased participation of faculty in the assessment and planning of the educational program." The team stated that it "is hopeful that a critical mass of talent has emerged that will sustain the forward momentum of the doctor of chiropractic program." Even in the area of concern, relative to clinical competency and patient diagnosis in the clinical setting, the team concluded that "significant progress has been made...."
31. Based upon this evidence, it is clear that LUCC had made tremendous progress toward resolving its deficiencies, and that the concerns noted were minor relative to the deficiencies that were found a year before. In particular, the visiting team found an attitude of working together to solve the problems of the institution and, indeed, on all but a few, the problem was either solved or significant progress had been made. Some of the problems noted are not susceptible of complete solution in a short period of time. Every school that has attempted it has found that creating a comprehensive assessments program, including outcomes analysis, and then have it feed back into the planning and budgeting cycles, takes several years of developing a system, inculcating that system into the culture of the institution and its personnel, and by experience making it work successfully. The April 2002 visiting team concluded that a comprehensive assessment out outcomes analysis program had been established under the leadership of a newly hired vice president with extensive experience in assessment and planning, and that significant progress had been made. One problem noted needed to be solved without sending chiropractors and students to jail for practicing medicine without a license. And another resulted, at least in part, from the extensive changes mandated by COA.
32. The essential element of accreditation review, however, had been met by LUCC; it was trying hard to solve all of the problems, and had solved or was well on its way to solving all but a few. To accreditors this is highly significant. As accreditors do not wish to close schools or programs, they look at the progress line to weight whether the program has indeed made progress, is working hard on solving the remaining problems, and whether in the totality of all of the standards of accreditation, the remaining problems are fundamental and of overriding significance. Here, it is clear, as was admitted by both the COA and the visiting team, that LUCC has made tremendous progress in a very short period of time, resolving all but a few problems. Moreover, while it is the professional judgment of the accreditation agency that must assess the relative significance of problems solved and problems still to be solved, in my opinion here no reasonable accreditor could rationally conclude that the three concerns left - one of which, it must be emphasized, was due to a state criminal law, and the other was recognized to be at least partially caused by the very actions that the COA had demanded of LUCC - outweighed all of the strengths now found to exist in this program.
33. For these reasons, it is my opinion that applying the standards that accreditors have developed and apply from one discipline to another, the materials before the COA on June 7, 2002, did not warrant a revocation of accreditation. Moreover, it is my opinion that revoking accreditation in this situation is outside the standards and expected practice of accreditors.
34. It may be that the COA was not yet confident that the changes that LUCC had put into place were so imbedded as to remain fixed and that areas of significant progress would continue. In this situation, accreditors use still another tool with great effectiveness: reaffirmation of accreditation for a shorter than maximum period, perhaps, in this case, for a period of two or three years. Accreditors speak of putting a program on a "short leash." At the end of that shorter accreditation period, the program would then do a new complete self-study and there would be a new site visit to assess whether the significant progress noted by the COA in January 2002 and by the site visitors on April 2002 continued with promise of permanency. On this record, the failure to utilize this available tool, in lieu of closing down the program by revocation of accreditation, breached the standard practiced by accreditors from discipline to discipline.

Sherman L. Cohn

CITY OF WASHINGTON

DISTRICT OF COLUMBIA

On January 22, 2003, before me, a Notary Public in and for the District of Columbia, personally appeared Sherman L. Cohn, and affirmed that he executed the foregoing Affidavit of his own free will.

(SEAL)_____

Signature of Notary Public

2003 (July 26): e-mail forwarded:

D'YOUVILLE (NY) TO OFFER CHIROPRACTIC PROGRAM

BUFFALO – In what many consider a ground breaking move in healthcare education, D'Youville College has announced it will be offering a Doctor of Chiropractic program beginning in 2004.

D'Youville will be the first standard accredited multi-disciplinary college in New York State to "mainstream" chiropractic education by offering the Doctor of Chiropractic degree and only the second college in the country to do so. (The University of Bridgeport in Connecticut started their program in 1990.) Canada, a major source of students for D'Youville, has only one school of chiropractic..

The State Education Department approved the program in June and D'Youville is now actively recruiting freshmen students.

Previously, students interested in the chiropractic profession had to attend one of 16 single purpose institutions nationwide primarily dedicated to chiropractic education. Now, with D'Youville entering the field, a student will take liberal arts and science courses required for an undergraduate degree with students from other health-related disciplines and then embark on professional level evidence-based chiropractic studies.

Chiropractic is a healthcare discipline which emphasizes the inherent recuperative power of the body to heal itself without the use of drugs or surgery. It focuses on the relationship between body structure, primarily of the spine, and function as coordinated by the nervous system and how that relationship affects the preservation and restoration of health. The name is taken from the Greek words "cheiros" (hand) and "praktos" (done by) and combined to create "chiropractor" or "done by hand."

"This new program will be the cornerstone of our Integrative Holistic Health Department at D'Youville," says Sister Denise A. Roche, president. "In addition to our current certificate program in hospice and palliative care, we envision that the department will

eventually add future offerings in the areas of acupuncture, integrative healing, and transpersonal psychology.”

D’Youville will offer the chiropractic program on two levels: one that will provide the student with the opportunity to complete the Bachelor of Science in Biology degree and the Doctor of Chiropractic in seven years and one for transfer and/or ‘second career students’ who, if they have an undergraduate degree and meet academic requirements, can earn their Doctor of Chiropractic in four years. Students entering the program at the freshmen level will pay undergraduate tuition throughout the seven-year program, according to D’Youville officials.

The program will be centered on the fourth floor of the college’s Academic Center where a state-of-the art chiropractic clinic will be built for the clinical training portion of the program.

“D’Youville began studying the feasibility of offering academic programs related to complementary and alternative therapies three years ago. The selection of chiropractic as the first program was based on a number of factors, including the fact that chiropractic is both alternative and mainstream as well and the profession has gained popular acceptance” according to Dr. Paul T. Hageman, chair of the Department of Integrative Holistic Health Studies and lead faculty member for development of the program.

Also, the fact that the White House Commission on Complementary and Alternative Medicine Policy recommends the integration of complementary and alternative medicine into the mainstream healthcare system encouraged D’Youville’s development of the program.

Two-thirds of Health Maintenance Organizations (HMOs) offer at least one form of alternative care with the most common being chiropractic (65%) and acupuncture (31%), according to a study conducted by National Market Measures, for Landmark Healthcare Inc., a company specializing in the development and delivery of management programs for musculoskeletal disorders and rehabilitation services.

“The steadily increasing acceptance and use of chiropractic by the public, third-party payers, and the Federal Government indicate that chiropractic is no longer the marginal profession it was once considered to be,” Hageman said.

“As part of our feasibility study, we surveyed 1991 licensed chiropractors randomly selected from New York, Pennsylvania, Ohio, and Ontario. Our survey concluded that the demand for chiropractic care at the national, state or provincial levels will continue to increase during the next decade, there are sufficient individuals interested in becoming chiropractors, and the majority of chiropractors support the integration of chiropractic programs into university and college settings,” he said.

“Students will focus on human anatomy, physiology, biomechanics, pathology, diagnostic imaging, chiropractic diagnosis and analysis, adjustive techniques and will complete a strong graduate-core research requirement,” Hageman said. “In addition, they will be integrated into classes in nursing, occupational therapy, physical therapy, dietetics and other health related courses The intent of this integrative and collaborative approach is to facilitate communication among professionals and to bring about an enhancement of patient care.”

The college expects approximately 30 students to sign up for the new program in the next academic year.

D’Youville’s long history of health care education, beginning in 1942 with the area’s first four-year nursing degree program, was followed by the addition of occupational and physical therapy, a physician assistant program and a dietetics program in the 1980s.

Graduate programs in nursing, health care administration, and a number of health related certificate programs were also added.

Chiropractic is recognized today as one of the largest healthcare professions in the United States and chiropractors are currently licensed in all states. In 1970 there were approximately 13,000 licensed chiropractors with the number increasing to 81,000 in 2000, according to the Federation of Chiropractic Licensing Boards.

BACKGROUND

The modern history of chiropractic began with Dr. Daniel David Palmer, a teacher/healer and the person considered the founder of the practice. He was born in Port Perry, Ontario in 1845 and 20 years later moved to Iowa opening his first practice in Burlington.

His son, Bartlett J. Palmer, was an early pioneer in radio and owned several radio stations. A firm believer in advertising and mentored in the art by his friend Elbert Hubbard, who established his Roycroft printing plant and furniture factory in East Aurora, Palmer is credited with the growth of the chiropractic profession.

“B.J.” helped his father build Palmer College in Davenport, Iowa into one of the largest chiropractic colleges in the U.S. He is credited with establishing the school’s prominence and with helping to have chiropractic accepted by both the public and legislators. Palmer died in 1961.

Early history shows “manipulation” described in an ancient text dating back to 2650 B.C. by travelers to Asia in which tissue manipulation was a part of therapy. In 1500 B.C., the Greeks were recording their successes in lower back treatments.

In 1983, the American Public Health Association (APHA), after years of research, initiated a policy statement that recognizes spinal manipulation as a safe and effective treatment for certain neuromusculoskeletal disorders, including the treatment of lower back pain.

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Contact: Dr. Paul T. Hageman, chair of the Integrative Department of Holistic Health, D’Youville College. 881-7793 office, 532-5094 home.

2003 (Aug 6): e-mail forward from J.C. Smith, D.C.:

ACC Issues Statement on Diagnosis

Bethesda, MD - The Association of Chiropractic Colleges (ACC) has issued a statement concerning diagnosis as taught at chiropractic schools. The statement was formulated during a July retreat of college presidents in San Francisco, Calif., and unanimously signed by all participants.

The ACC's statement on diagnosis is as follows

A diagnosis is an expert opinion identifying the nature and cause of a patient's concern or complaint, and/or abnormal finding(s). It is essential to the ongoing process of reasoning used by the doctor of chiropractic in cooperation with the patient to direct, manage, and optimize the patient's health and well-being.

The process of arriving at a diagnosis by a doctor of chiropractic includes: obtaining pertinent patient history; conducting physical, neurological, orthopedic, and other appropriate examination procedures; ordering and interpreting specialized diagnostic imaging and/or laboratory tests as indicated by symptoms and/or clinical findings; and performing postural and functional biomechanical analysis to determine the presence of articular dysfunction and/or subluxation.

ACC President Jean Moss, who is also president of Canadian Memorial Chiropractic College in Toronto, Canada, enthused, "The statement of diagnosis is a further clarification of the position papers issued as part of the ACC Paradigm. The ACC will continue provide further statements and white papers on this and other subject areas."

In 1996, the ACC embarked on a process that will periodically result in comments from the chiropractic academic community on topics of interest to the field.

"The statements reflect what is being taught at chiropractic colleges and in line with accreditation guidelines," noted ACC Executive Director David O'Bryon.

2003 (Aug 7): e-mail forwarded from J.C. Smith, D.C.:

In an effort to help students who fled Life (which is a dumb name for a college) to other colleges, the CCE has changed its rule that students must obtain 25% of their total credits at their next college. Obviously this will help those students who wish to move to another college without having to accrue more time and tuition. And it will no doubt piss off Life's administrators who no longer have a tight leash on those seniors wishing to transfer--another blow to chirovangelism!

The Council on Chiropractic Education (CCE)

ANNOUNCEMENT OF 25% RULE INSTRUCTIONS

The Council on Chiropractic Education (CCE) Board of Directors has addressed certain educational program issues in connection with students who left Life University College of Chiropractic (LUCC) and transferred into other doctor of chiropractic degree programs (DCPs) accredited by CCE. In those specific cases where a student was enrolled at LUCC before June 10, 2002, and transferred from LUCC after June 10, 2002, all DCPS having enrolled or enrolling such students may allow those students to complete studies toward the doctor of chiropractic degree and may award the degree without regard to the final 25% total credits requirement as stated in the CCE Standards (Section 2, II, C., 1.).

As with any student graduating from a CCE-accredited DCP, the DCP must demonstrate and document that each student successfully has completed not less than 4,200 instructional hours, and all courses accepted for transfer must correspond to equivalent instructional credits in accordance with the curriculum offered by the DCP conferring the degree. Such equivalence must be demonstrated and documented by the DCP. The DCP choosing to exercise this limited exception must also document that each and every affected student has completed all regular requirements for graduation from the DCP granting the degree. Additionally, the COA strongly encourages each DCP that utilizes this limited exception to inform the graduating student fully of any potential licensing issues that could arise, and to obtain a written statement of understanding and waiver from each student involved.

All DCPs are welcome to post this announcement on their websites, or to distribute the announcement if and as they wish; however, the language may not be altered.

Martha S. O'Connor, Ph.D., Executive Vice President
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2003 (Sept 1): e-mail from Tom Lawrence, D.C. (Tlaw4201@aol.com; tlawrence@houston.rr.com):

Hello Joe,

Congratulations on your very interesting and informative article on Dr. Edwin Kimmel in Chiropractic History. You have amassed a wealth of information about that dynamic leader and you have preserved for posterity an overview of the profession's history during his record of service. I admire Dr. Kimmel's intellect and his leadership ability, but I was never able to develop a close friendship with him.

I am pleased that you have included in this writing many observations about the formation and organization of the ACA. I

would be even more delighted if you would undertake the compilation of all available information into a History of the ACA. I should think there must be minutes and other artifacts in the archives at ACA Headquarters.

One statement of interest to me was:

"Another glaring undemocratic inconsistency is that the ACA is functioning under a group of Bylaws that haven't even been approved by the delegates or the "charter membership."

The proposed Bylaws was presented to the Delegates at the ACA organizational meeting at Denver. I do not believe they could have been accepted earlier, because the ACA did not exist prior to that Charter Meeting.

My attention dwelled on an objection to a section of the Bylaws:

"...to be eligible for delegate, a member cannot be associated with a school 'in any capacity.'"

I have no idea what was written into that proposed bylaw or what is the wording in the accepted bylaw, however, I have vivid memories of the history of events that transpired in several years preceding that Denver meeting, and I think a large percentage of the members of the new association shared the opinion that there should be some degree of separation of schools from the administration of the association. My mind is filled with memories of those tumultuous years of attempting to reorganize the proprietary schools into a more orderly and serviceable educational system. I also remember those problems that had to be dealt with in devising and implementing the accrediting system. As I remember those happenings, one of the most vexing problems was that the entity that was inspecting and administering the accrediting process reported to the officers of the organization of educators (whatever that group was called - I can't recall the group's name) and refused to report to or answer questions from officers of the NCA, which was paying the bills. Some of that inconsistent policy was rectified at the 1961 NCA Convention in Las Vegas, but the disagreement simmered on.

I am confused by some of Dr. Hayes statement on pp. 53-54;

"If all this apparent anti-Rogers sentiment stems entirely (as it seems to) from the physical therapy forces. . . ."

As Dr. Hayes statement continues, it seems he is expressing an opinion that Dr. Rogers was opposed to including physical therapy in the chiropractic scope of practice. I have no idea what he was inferring. I have never heard of Dr. Rogers being accused of promoting the "straight" philosophy.

I am basking in nostalgia. You have awakened memories of great events and of good friends, many of whom were on the other side of the "aisle" at Denver. I later found that many of those who were adversaries there shared my hopes and dreams. I have good vibes remembering associating with those new friends in the business of the House of Delegates and councils and committees.

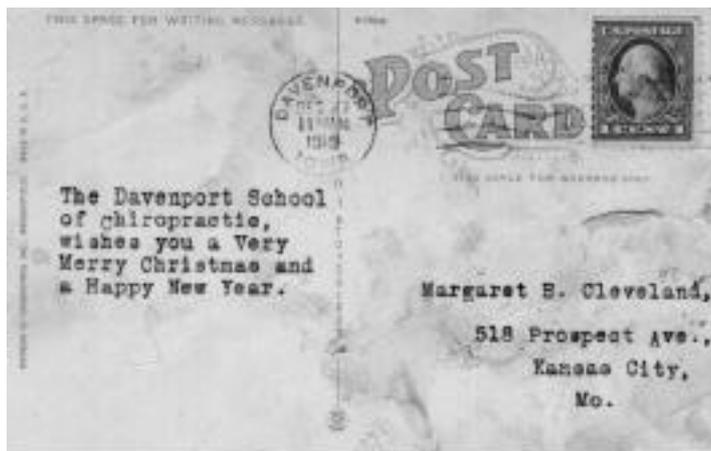
Tom

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PHOTOGRAPH



Postcard dated 12/23/1919 (Cleveland papers, CCC/KC)