

sumably, by degrees, mostly unwillingly, some weakling druggists may have yielded to pleas of people wishing to avoid the rougher contact with saloons, and supplied intimate customers with small perfectly legitimate quantities of spirits. Especially in cases where a store had been established on a not unusual plan of furnished experience in lieu of furnished capital—the unprofessional partner might have been awake to the reaping of easier dollars, and as a helper at the counter fail to discountenance sales of that character.

This settling down of drug store progress has been tinged with a sympathetic desire to record the fact that the primal druggists never intentionally embarked in business with the idea of being liquor handlers in any way, and that for many decades the majority repulsed trade to that end, while many declined such business at all and for all time.

A LIMITED ENROLMENT SELECTIVE PLAN.*¹

BY A. RICHARD BLISS, JR.²

It has been stated that "mass production" was one of the major factors responsible for the economic conditions which face struggling humanity to-day. Business and industry have been thoroughly berated for the parts they are alleged to have played in toppling down man's "house of cards." Mass production in education, based upon such fallacies as "a college education for every boy and girl," "all men are born free and equal," etc., is undoubtedly one of the chief factors in education's present plight. In some quarters it appears that the standing and the success of an institution have been measured by the size of its student body, the number of alumni and athletic prowess. "By their fruits ye shall know them" has been disregarded.

In the wild scramble for students during the decades gone by, many professional schools have been possibly as "guilty" as the liberal arts colleges as a whole. Individual fitness and characteristics essential to success in a field of special endeavor have been rather generally ignored, and "entrance credits" have constituted the sole criterion for admission—not to mention, of course, financial ability to pay tuition fees.

A number of years ago a small liberal arts college in the State of Vermont, Bennington College, decided to abandon the traditional plan of demanding all freshmen to follow a fixed and regular prescribed course of study, and introduced in its stead a "tailor-made" plan, whereby each individual freshman's course was specially arranged to fit his needs, interests and temperament, and to bring out his special talents. At the same time, the student body was limited to a few hundred so as to insure personal contact of a profitable character and individual attention.

Right here in Portland, Oregon, Reed College recently announced the adoption of a similar plan for its new freshman class which enters this fall. It is encouraging to see another institution added to the "tailor-made curricula" list. Our institu-

* Section on Education and Legislation, A. PH. A., Portland meeting, 1935.

¹ Contribution from the School of Pharmacy of Howard College of Birmingham, Alabama.

² Dean of the School of Pharmacy and Professor of Pharmacology, Howard College of Birmingham, Alabama.

tions of higher learning are traditionally slow in adopting new methods and ideas. Some institutions have adopted "limited enrollment" plans after their mass production promotional methods had produced classes so large that they were practically unmanageable, and their lecture rooms, laboratories and dormitories were inadequate for instructing and housing such numbers! A few of the older and wealthier colleges and universities, however, adopted selective limited enrollment plans of a different caliber, but excellence of preparatory scholarship and "intelligence tests" formed the major bases of these plans. Undoubtedly hundreds of young men and women who had made great sacrifices in order to attend college, and whose parents had done likewise, have been profoundly discouraged and gravely disappointed by mass educational methods which fail to assist the student in attaining his most important goal, *i. e.*, preparation and training for meeting effectively and successfully the problems of life.

Not only must the liberal arts institutions which hope to survive the demands of changing conditions follow the example of Bennington and Reed Colleges, but our professional schools must recognize more fully their special responsibilities to the prospective professional student, to the profession involved and to themselves. All too often do we find the "square" professional student striving unsuccessfully to fit himself into professional education's "round hole." In like fashion our "standardizing agencies" must recognize that one educational "pattern" is inadequate for solving education's problems. The specifications of an "Educational Code" are as unsuccessful and impracticable as were those of the recent "National Codes" of business and industry.

On page 3 of "Basic Material for a Pharmaceutical Curriculum," under "Duties of the Pharmacist," one finds this statement of Dr. W. W. Charters, Director of what has been popularly termed "The Charters' Study," *i. e.*, The Commonwealth Study of Pharmacy from a Functional Standpoint:

"Thirty-three qualities needed for the successful pursuit of pharmacy have been collected, defined and ranked in order of importance. The judgment of pharmacists, faculty members and customers has been secured to see whether or not those traits which are thought to be important by the craft are considered to be equally important by the public for whose service the craft has been established."

On page 105 of the same volume appear these statements:

"Traits of character and personality constantly control the actions of pharmacists. The successful pharmacist possesses the more important traits to a high degree; the unsuccessful follower of the profession fails to possess them; and the growing pharmacist steadily improves in those traits in which he is weak. The successful pharmacist does not possess all the traits to an equal degree, but he acquires enough of them to a degree sufficient to produce efficiency. The pharmacist should have acquaintance with the traits which are considered essential to professional proficiency. He should also know the means by which these traits are shown and the methods by which they are developed. Mere knowledge about traits and their methods of development is, however, quite futile. Practice in the development of traits until they become ingrained and habitual in controlling the actions of the pharmacist is necessary."

Last fall, the Dean of the School of Pharmacy of Howard College of Birmingham, Alabama, recommended to the President and the Board of Trustees of the institution the adoption of a limited enrollment selective plan of admission designed to eliminate the probability of permitting a student to spend four years in the School of Pharmacy with the odds very definitely against his success in the

practice of the profession. The plan has been adopted and becomes effective this fall.¹ The enrollment will be limited to a relatively small number. This limit has been determined not by the capacities of laboratories, lecture halls and dormitories, but by the requirements of the territory the institution subserves. The total was decided upon after several conferences with members of the State Board of Pharmacy, officers of the State Pharmaceutical Association and local drug clubs. Among the factors taken into consideration were population, densities of population and number of drug stores and registered pharmacists to-day and ten, twenty and thirty years ago; average salaries during these decades; local and foreign chain stores data; State Board statistics; the changes in these numerical data forecast for the next decade.

Excellence of past scholarship will continue as one of the important factors in Howard's selective plan, but of equal importance will be evidence that the prospective pharmacy student possesses or gives very definite promise of developing adequately those traits of character and personality which determine success in the practice of pharmacy. By this plan Howard College of Birmingham will admit to its pharmacy school a *selected, limited* number of first-year students whose traits and promise of trait development forecast, with reasonable surety, future success in practice. Personal conferences with the applicant, his parents and instructors, if possible (or in lieu of conferences with parents and instructors correspondence with these interested individuals), plus "Trait Analysis Charts" filled in by the same individuals provide the data used in determining the applicant's fitness, from the trait standpoint. A copy of the chart is appended.

Practice in the development of essential traits will be instituted as a part of the instruction of the individual student until they become ingrained and habitual in controlling the actions of that particular individual. Howard College of Birmingham, Alabama, is not attempting to produce "super-pharmacists," but its ambition is to train above-average pharmaceutical graduates whose success in performing a special service to mankind is practically insured.

PERSONAL TRAIT REPORT.

Please indicate below the extent to which you judge/the applicant/yourself/to be characterized by the qualities listed below. Such information is regarded as given in confidence, and is accessible only to administrative officers of the College. Put a check (✓) in the appropriate spaces to indicate your rating in the several qualities.

Above the Average:	Average.	Below the Average.
Exceptionally. Distinctly. Slightly.		Slightly. Decidedly.

Accuracy
Honesty

(And in order: Dependability, Cleanliness, Ability to Gain Confidence, Service, Intelligence, Courtesy, Judgment, Orderliness, Self-respect, Industry, Neatness, Self-control, Fairness, Concentration, Cheerfulness, Memory, Resourcefulness, Tact, Self-confidence, Perseverance, Cooperativeness, Adaptability, Kindliness, Faithfulness, Initiative, Straightforwardness, Loyalty, Leadership, Attractiveness of Personality, Speed, Forcefulness, Artistic Taste.)

To be filled in by Principal only:

What is applicant's approximate standing in his class?

* September 1935.

	Highest. 20%	Second. 20%	Third. 20%	Fourth. 20%	Lowest. 20%
Do you think him worthy of admission to college? (Check the answer expressing your opinion.)				() very exceptionally () exceptionally () clearly () probably () doubtfully () not at all	
			<i>in character?</i>	() very exceptionally () exceptionally () clearly () probably () doubtfully () not at all	
			<i>in preparation?</i>	() very exceptionally () exceptionally () clearly () probably () doubtfully () not at all	

NOTE: An applicant who stands in the 1st Quintile (20%) of his class is eligible; if in the 2nd Quintile and recommended by the principal, he is eligible but may be required to take subject examinations; if in the 3rd Quintile but otherwise exceptionally qualified, he may be considered for admission by examination; with any lower standing he is not eligible for admission.

COÖPERATIVE RESEARCH.

Liebig wrote: "The achievement of our joint work (with Wöhler) upon uric acid and oil of bitter almonds has frequently been praised; it was his work. I cannot sufficiently highly estimate the advantage which the association with Wöhler brought to me in the attainment of my own as well as of our mutual aims, for by that association were united the peculiarities of two schools—the good that was in each became effective by coöperation. Without envy and without jealousy, hand-in-hand, we plodded our way; when the one needed help, the other was ready. Some idea of this relationship will be obtained if I mention that many of our smaller pieces of work which bear our joint names were done by one alone; they were charming little gifts which one presented to the other."

Wöhler, on the other hand, wrote as follows:

"We two, Liebig and I, have dissimilar kinds of talent; each, when in concert, strengthens the other. No one recognizes this more fully than Liebig himself, and no one does me greater justice for my share of our common work than he."

The performance of coöperative research on the part of two scientists of equal eminence, such as Liebig and Wöhler, depends for its success upon mutual good-will, an absence of all envy, jealousy or suspicion and a complete renunciation of all motives of personal profit. This requirement places a severe tax upon some inherent traits of human nature, and some attempts at coöperative research have been shattered because of a suspicion on the part of one of the participants that his collaborator was reaping an undue share of the honor or gain. Yet there are many outstanding examples of brilliant pieces of coöperative research.—Quoted from an article in *Science*.

ST. LOUIS DELEGATION TO DALLAS.

The St. Louis delegation have arranged to operate special train or sleepers depending upon the number in our delegation who will congregate at St. Louis and Kansas City. This special train will leave St. Louis on Sunday, August 23rd, at 5:30 P.M., arriving in Dallas, 9:30 A.M., August 24th.

This train will be operated for the exclusive use of our delegates and will be completely air-conditioned. Members are invited to communicate with Alfred W. Pauley, 1507 So. Spring Ave., St. Louis.