

"Drug Room" to the Department suggests just a storeroom, doesn't express our profession as does Pharmacy.

OLD TIMER LOOKS AT TEACHING.*

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Because this is a section of the AMERICAN PHARMACEUTICAL ASSOCIATION devoted to education it seems appropriate, following the topic which was assigned to me, to discuss some of the fundamentals of education as they appear to me to apply to Pharmacy. What is recorded here is the outgrowth of experience in a School of Pharmacy, long association in a broad field closely related to teaching and personal contacts with a large number of groups of students and their teachers. The late Dr. Charles Parkhurst, a great reformer, is responsible for the statement that education, so far as it is authentic, is a process of personal exchange between teacher and taught. He referred to teaching as a process of knocking down the wall or partition between two intelligences so that both combine to compose one compartment. Every student of Pharmacy who has been privileged to imbibe knowledge from the teachings of one or more of a large number of fine pharmaceutical educators will heartily subscribe to the thought that we can learn from books but education depends upon ability to draw from well springs of knowledge impelled by interest, sincerity and wholesome personality. It was said of Mark Hopkins, a great educator, that a student on one end of a log and Mark Hopkins on the other constituted a college. Most certainly one of the great satisfactions of being a teacher should lie in the consciousness of service to others. Mark Hopkins found it so. The particularly rich rewards belong to those teachers who derive happiness through the success of those who have studied under them. "No man," said Dr. Parkhurst, "can become bigger unless there is some being whom he looks up to. The greatest thing a great man can do is to stimulate the growth and encourage the stature of his contemporaries or successors. In this is the philosophy of all discipleship."

Every educator in Pharmacy knows that fine buildings, splendid equipment and laboratory facilities are highly desirable as aids to teaching, yet some of the most successful pharmacists, men whose names are a credit to the highest ideals of Pharmacy, received their education with the aid of only the barest essentials in the way of equipment but under men whose characters and abilities make up the finest traditions of American Pharmacy and who proved real inspirations. The profession of teaching prepares for practical living and this is a paramount factor.

What do employers seek in a College of Pharmacy graduate? Are they likely to ask the applicant for a position what his grades were in Chemistry, what marks he attained in Physics, how he stood in Materia Medica? The chances are that the fact that the student was graduated, that he satisfied the State Board requirements as to his knowledge, is quite sufficient. Here is what the employer is undoubtedly thinking about. "I hope this young man measures up to my standard.

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He seems to have a lot of good common sense. His personality is pleasing. He seems thoughtful of others, polite, quick and intelligent. He should prove a business asset. I trust my judgment will be confirmed. I need some one who can assume responsibilities and develop executive ability, who will help my business grow in volume, command the respect of physicians and attract customers to my store because they enjoy the contacts with those upon whom I am dependent for my success—my associates.”

Undoubtedly there is the popular market for your product. What courses should the educator follow to cater to such a market? What, if anything, is he going to do about it? Where success in any enterprise is dependent upon technical knowledge and technical skill it would be ridiculous to assume that a fine personality or good character alone could make up for deficiencies in education. The point to be made, however, is that much of the value of a college graduate to those who may employ him is dependent upon something more than was contained in the books he studied in college. It is not so much *what* was learned as the practical application of what was learned. Here the teacher probably finds his greatest field.

In no sense should these statements be construed as arguments for any new courses of teaching, any change in methods of study. The objective is merely a reminder of the need for adjustment, the demand for correct mental attitude on the part of the teaching profession in order that students may derive from their school days a sense of the fitness of things, a proper perspective on leaving school when adjustment must be made to new surroundings. Graduation should not be followed by a period of disillusionment. Educators should not mislead students regarding their chosen careers. A review of actual conditions in the drug trade, a study of the need of the public for pharmacists, a study of the proprietor's need for assistance and a study of the fields in which the product of a School of Pharmacy can serve best, are very important. Too often it appears that the relation between student and teacher is impersonal.

It seems worthy of suggestion here that it be impressed upon those who have taken up Pharmacy as a career that the knowledge gained in school is in reality just the beginning of an education. So many young men and young women, too, feel that their objective has been reached when they have passed the State Board and received a position. The future is left to fate. As soon as the day's work is over their occupation is forgotten. They stop reading. Studies are behind them. They succumb to the deadly influence of accepted habit quite unaware that knowledge is only the beginning of wisdom. On the other hand, here is a young man who studied Pharmacy. Through his studies he developed a taste for Physiological Chemistry. His teacher proved of great assistance. He encouraged the young man. To-day he is one of the leading men in his field. There are graduates who leave colleges of Pharmacy with only the haziest idea as to what they will do. Often the teacher, through personal interest, has a better idea through broad and practical experience than the student. The teacher has both knowledge and wisdom. A man who has made a wonderful success in the drug business recalls the constant warnings of his teachers against commercializing his profession. In this instance the student became a success despite his teacher.

Students of Pharmacy drift into Medicine, find their futures in selected industries, develop unique businesses or professions of their own because of the original

interest in Pharmacy and the interest of their teachers in them. There will always be those who are destined from the beginning to be drawers of soda water and vendors of patent medicines. They never will create anything for themselves or show more than a passing interest in their work. Is it not, however, worthy of passing comment that no College of Pharmacy is better than those who compose its faculty? The influence of the teacher, quite irrespective of his subject, is often in no small measure the most inspiring and constructive medium leading to wisdom for the student in the entire college course.

The changes in Medicine, Surgery and Hospital care are evolutionary. Pharmacy is profoundly affected by these changes. It seems, therefore, quite appropriate to think of teaching in Pharmacy as a profession that warrants attention to the psychological aspects of the calling with an idea in mind that as progress continues the teachers of Pharmacy modernize their attitude toward those who are more dependent than they realize upon their teachers for the measure of success that will be theirs. Much is heard of the importance of a physician's bedside manner. Is it not equally important that graduates in Pharmacy learn something of prescription department manners? What type of graduate never lacks for a position? What type of man would you seek were you opening a Pharmacy? And finally, what can teachers in a School of Pharmacy do that they are not now doing to inculcate in the student's mind the importance of a firm handclasp, a pleasant greeting, a warm smile, a sympathetic word? The greatest asset of every pharmacist in business at this time is not in his location, in his stock or his display; it is in the type of people with which he has surrounded himself.

THE PHARMACY STUDENT AND EMPLOYMENT.*

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The employment of pharmacy students in pharmacies during their period of residence in a pharmacy college undoubtedly had its origin in the apprenticeship system prevailing during the early days of pharmaceutical education in this country. The continuance of this custom is in part correlated to the retention of the practical experience requirement in the pharmacy laws of most states. Although proposals to entirely eliminate the prescribed period of experience have not been favorably received by the Boards of Pharmacy, the substitution of attendance at a College of Pharmacy for a certain portion of this store employment is generally permitted. Both proponents and opponents of the experience requirement can advance good arguments but it is likely that this prerequisite for licensing will remain for many years.

Irrespective of the contention that experience in the average store of to-day does not educate the student in the professional aspects of Pharmacy, it cannot be denied that it does prepare him in the matter of dealing with the public. This is perhaps the strongest point in favor of the experience requirement. Model phar-

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