

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.

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#### 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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macies and practice drug stores in the pharmacy colleges lend themselves admirably to certain phases of pharmaceutical training but they cannot duplicate the situations arising in dealing with customers. In view of the fact that about eighty per cent of our graduates enter retail Pharmacy the experience requirement is entitled to a place in our scheme of pharmaceutical education.

In the older three-day per week programs the college study was really supplemental to the practical work in manufacturing and dispensing performed during employment in the store. The employment afforded an opportunity for education in several essentials of professional Pharmacy. Many of the graduates of those days are leading professional pharmacists to-day. The correlation of theoretical knowledge gained in college with the wealth of actual pharmaceutical practice and experience of their apprenticeship, is undoubtedly responsible for their present eminence in Pharmacy. But in comparing the past and the present it must be borne in mind that the college courses of former days were so organized and administered as to require comparatively little time for study outside the college. They were specialized courses frequently supplemented by oral recitations or quizzes which relieved the student of the task of digging out the subject matter for himself. Also the basic or general educational courses then included in the Pharmacy curriculum were only those directly related to the technical or professional studies. The plan of teaching in these basic branches purposely followed that used in the professional instruction so as to not make demands upon the student's time which might interfere with his holding a position.

With the amplification of the Pharmacy curriculum through the introduction of additional basic subjects and to a greater extent through the provision that the teaching in these courses be of a type which will warrant their recognition for non-pharmaceutical objectives, the system of education has been or must be changed. The semester hour or point statements in a college announcement can no longer be taken as a measure of the time required of the student. In academic circles it is understood that an hour of class work presupposes one or more hours preparatory study outside the class room. Hence the double or even triple value given didactic courses as contrasted with laboratory courses in statements of semester hours or points.

The problem of adjustment between the time required for study, both in college and outside, and the fulfilling of an experience requirement is facing many of the pharmacy colleges. In a few instances the problem has been simplified through a requirement that the experience be had after graduation and constitute an internship. Although not without disadvantages, this solution is the most immediate and the procedure gives the Board of Pharmacy a greater degree of control over the experience. The objection that it delays the licensing of the graduate is not as valid as in former days. A large number of students enter the pharmacy colleges direct from High School. Obviously a fair number of them cannot fulfil the experience requirement prior to graduation or have not attained the legal age for licensing. These students suffer no hardship under the internship plan. The student who is under the necessity of working his way through college is perhaps the one who might raise the greatest objection to the internship plan. Likewise his problem of adjustment between hours available for work, and consequent earnings, and time required for study is the most difficult. Many of us have personally faced

this situation and we admire the student who persists against the financial handicap. But the contention that a post-graduation experience requirement penalizes the student is not so clear when one realizes that there is no restriction on employment for the purpose of financing education. The pharmacy student is placed on a parity with those in the liberal arts college who must earn, whereas heretofore his employment has served a double purpose.

Another angle of the employment situation which occasionally confronts administrative officers in pharmacy colleges is the tradition that the student can carry a heavy employment load during college residence. This tradition dates back to the original purpose of the pharmacy colleges and its continuance was possible under the three-day plan of organization. Many of the present proprietors completed their college studies under these conditions and they frequently fail to recognize the demands which the Pharmacy course now makes upon the student's time. It is unreasonable to expect that a custom of such long standing will change immediately. It will be necessary to educate the employer and this is unquestionably a responsibility resting upon the colleges. That most colleges realize this is shown by the statements appearing in their announcements relative to employment while in residence. Formerly most of the announcements held forth the promise and possibility of employment during the period of study. At present these statements have been considerably modified although in some the promise and possibility is still implied. The use of the phrases—"unusual demand," "unusual opportunities," "many pharmacies located in the vicinity," may lead the student to expect that he can attend the college and at the same time earn all or part of his expenses. An increasing number of the announcements omit all references to part-time employment or merely mention the general employment service of the institution of which they are a part. A few of the announcements contain specific statements to the effect that the student should be prepared to devote his full time to study.

On the whole the fact that a student undertakes employment while in residence does not appear to be objectionable unless in so doing his scholastic standing is endangered. This brings the capacity of the individual for study into the question. This variable must be taken into account and when it is, we may conclude that no arbitrary limit for employment can be established. In an effort to gain information upon the relationship of employment to scholastic attainment, a survey of the freshman class was made by Mr. Reinhard Luthin, Instructor in Contemporary Civilization, College of Pharmacy, Columbia University. The facts relative to employment were obtained by personal interviews with each student. Mr. Luthin's report also included his personal opinion of the general ability of the student. Contemporary Civilization, being a broad summation course and one requiring less memorizing of facts than the other courses of the first year, is a good medium for gaging general capacity. In general Mr. Luthin's opinions coincided with those of the other instructors having contact with this class and were substantiated by the final standings of the students.

Consideration of the results of this survey, here presented in tabular form, indicate that the colleges must deal with the individual student in determining the point at which employment interferes with study.

## TABULATION OF EMPLOYMENT CONDITIONS AND SCHOLASTIC STANDING.

Student.	Type of Employment.	Hours Weekly.	Instructor's Rating.	Final General Standing.
1	Retail pharmacy	22	Average	B
2	Retail pharmacy	39	Above average	B
3	Retail pharmacy	35	Poor	F
4	Chain store	40	Average	B -
5	Retail pharmacy	39	Average	B
6	None	..	Poor	F
7	Retail pharmacy*	20	Superior	B +
8	Retail pharmacy*	32	Barely pass	C
9	Retail pharmacy*	25	Poor	F
10	Retail pharmacy	37	Average	B
11	Retail pharmacy*	34	Average	C
12	Retail pharmacy	47	Average	B
13	Retail pharmacy*	20	Average	C
14	Retail pharmacy*	54	Inferior	F
15	Retail pharmacy*	59	Above average	B
16	Retail pharmacy*	10	Superior	B
17	Retail pharmacy	41	Poor	C
18	Retail pharmacy	47	Superior	B
19	Retail pharmacy	37	Above average	B
20	Retail pharmacy*	Variable	Average	C
21	None	..	Average	C
22	Retail pharmacy	47	Superior	B +
23	Retail pharmacy	60	Poor	F
24	Retail pharmacy	44	Average	C
25	Retail pharmacy*	28	Superior	A
26	Manufacturer	47	Below average	C
27	Retail pharmacy*	10	Superior	A
28	Non-pharmaceutical	25	Superior	B +
29	Retail pharmacy*	37	Above average	B +
30	Retail pharmacy	35	Poor	C
31	Chain store	42	Below average	C
32	Chain store	45	Average	B
33	Retail pharmacy	60	Above average	B +
34	None	..	Average	B
35	Retail pharmacy*	49	Average	C -
36	None	..	Superior	A
37	Chain store	42	Above average	B
38	Retail pharmacy	42	Average	B
39	Hospital	27	Average	B
40	Chain store	43	Above average	A
41	Retail pharmacy	50	Average	C
42	Chain store	43	Border line	C

\* Working in store owned by relative, usually father or mother.

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