

to the Ph.G. degree and second leading to the Pharm.D. degree)." So much for eligibility. "The course," the circular says, "will consist of ten large lessons forwarded to the student by mail. The student will receive one lesson at a time, the lessons being sent at various intervals during a period of nine months." Think of it! You may take this "cram" course and having passed a Board examination take more correspondence work and become a Doctor of Pharmacy without ever having stepped inside of a real college of pharmacy. Why not? The course is "under the supervision of capable professors, who were formerly connected with various pharmaceutical institutions and colleges." A later communication conveys the information that users of the Pharm.D. degree, in a certain state, need not fear prosecution and others need not be deterred from taking the course, because a satisfactory agreement has been reached with the authorities whereby the holder need only attach, in parenthesis after the degree, the name of the state where the institution is located, to show in what state it is chartered. Then follows this statement: "The addition of such description is so general that our representatives felt these suggestions were very satisfactory and willingly agreed to advise our graduates to adopt them. Graduates of Oxford, Cambridge, Durham, Yale, Harvard and similar institutions frequently do this in order to establish the value of the degree and we believe the same custom on the part of our graduates will redound to the credit of the University and the individual."

Texts for several sermons could easily be selected from these quotations to say nothing about what can be read between the lines but both are so obvious that any comment seems almost superfluous. In the face of these facts it passes comprehension that there can be opposition to prerequisite legislation. With the National Association of Boards of Pharmacy pledged to require two years of college work in 1923 and these "cram" schools urging people to enroll now, the time intervening is bound to mean one grand rush to "get registered" before it is too late and the states without prerequisite laws will become the dumping ground of incompetents from other states.

ZADA M. COOPER.

EDUCATION AND TRAINING ESSENTIAL FOR SUCCESS IN BUSINESS AND PROFESSIONAL LIFE.

"BIG BUSINESS" has recognized that education gives a dollars and cents return in commercial life. Business houses, manufacturing establishments, banks, insurance companies, newspapers, in fact, all those lines of endeavor in which a large part of the earning capacity of the worker is based upon his ability to understand his fellows, have come to realize the advantages possessed by the educated man over his less fortunate brother who may have an equal amount of native ability but is handicapped in applying it.

These statements are not theories or suppositions, but cold facts, easily ascertained by the most cursory investigation. Why, then, should we waste time in discussing whether pharmacy should be divided into the professional and the business branches, and the need for different educational requirements in the two divisions. Most of us are agreed that we need better trained professional pharmacists. Is there any less need of more education for the commercial pharmacist if he is to keep up with the progress of modern business?

The man who enters commercial pharmacy to-day finds that the responsibilities are much greater and his business relations more complex than twenty or even ten years ago. If he is to make himself a success rather than join the ranks of the thirty-five percent of retail druggists in this country who are eking out a mere livelihood, he must have a broader business training. This is necessary not only for the commercial pharmacist but for the professional man as well, if he is to realize on the full value of his professional education.

There are some who argue that the colleges should make their courses as practical as possible. This is a good thing, but within limits. It is not the function of a college or university to train men in the petty details of business or of a profession but to give them a thorough schooling in the fundamentals of business science, or of their profession, which they can apply to detail problems as they meet them. The student of medicine must spend his period of internship after his graduation from a school of medicine. Why do we not realize that the year or two which a man spends in store, wholesale establishment, manufacturing house, or laboratory after his graduation from a college of pharmacy, is his period of internship? It is not possible or desirable that a student should spring, full-grown, from the loins of his alma mater into a waiting position and immediately begin to function as though he had years of practical experience behind him.

We must realize that if the man in pharmaceutical work in the future is to measure up to the business man and the professional man in other lines, and to meet them as an equal, he must have a broader viewpoint of his own particular subject, and of the world in general. The problem of our colleges of pharmacy, then, is to give their students the wider training which business and professional students in other branches are getting, and not merely to give them more "practical" training as the term is generally understood.

W. J. MCGILL.

THE NEED OF ORGANIZATION AND COÖPERATION IN AMERICAN PHARMACY.

THE great need of American pharmacy to-day is organization and coöperation. To the student of political and social economy who might have the patience to investigate it, the situation of American pharmacy would present a