

EDITORIAL

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PHARMACEUTICAL EDUCATION AND DEVELOPMENT.

MERCHANDIZING has an important part in the drug business, but the continuance of pharmacy as a real service depends on its development as a profession. Many of our successful men received their education and training in the schools and laboratories of experience; some contend that this is the best way to qualify for life's work; by far the greater number will admit that schooling would have been a great help to them. The business of to-day, whether in the markets, offices, stores, manufacturing plants, or counting houses is largely conducted by men who have had at least the schooling every youth of this country may have in his home city; most of them have had more. The growing competition in the business of making a living demands that the largest possible number are qualified to do that well which they have selected for their life work. Dr. Cyrus Adler, member of the Philadelphia Board of Education, recently said in substance, "Our educational equipment must be built up to the point where we are able to achieve and find joy in the doing. A happy, reasonable, resourceful set of people is one of the best guarantees we can have of success as a Nation and as a people."

Instruction in certain fundamentals should be given in the schools; there is difference of opinion relative to what the curricula of primary and high schools should cover. It may be possible that students can make better use of their time in professional or vocational schools without neglecting cultural education and training. Year by year the number is increasing who have had high school, university or college education, and thereafter selected for life's work an activity which not many years ago included chiefly those whose years in school were few, and their application ranged low. They are the patrons of pharmacists; with them the latter must associate and transact business. The viewpoint relative to pharmaceutical education is rapidly changing because of this realization and that the obligations of pharmacists to the public can only be fulfilled by coöperation with related professions, and this is possible only when cultural and educational standards are brought into closer relationship.

During the Commencement season the interest of pharmacists centers about what educators in pharmacy impart to their students as a final message, a summary of what has been taught them—that pharmaceutical education seeks to organize knowledge and experience so as to give the students a background of wide information of a business and profession to reason from. It acquaints them with the history of pharmacy; with its developments by experiments and results; prepares them to use their judgment relative to the mission of pharmacy, and the services rendered in its pursuit. It unfolds to them the general principles which experience of predecessors, modified by time and environments, has set up as standards and guides; supplies them the foundation for the business of living, for the conduct of pharmacy and the drug business.

The application by the graduates in pharmacy when they enter upon the practice of their profession will differ as the individuals and the environments of

their chosen respective locations; the important thing in their education is that they are led to think, to think through, to analyze, and to apply. The subjects in a pharmacy school are primarily vocational, but they contribute to a broad and liberal education which develops an understanding and makes the hand and brain work easier whether business or professional application is made, even though not in the drug business. It is for this reason that pharmacists are not infrequently eminently successful in other activities—their pharmaceutical education has qualified them to engage in other pursuits. Pharmacy and pharmacists have contributed largely to the development of many industries, and to applied chemistry; the search for drugs has in all ages had much to do with the development of commerce, and the investigations of them with art and science.

Scholars and statesmen have said that the fate of a country depends upon the education of the people; that its prosperity consists in the number of its cultivated citizens, in its men of education, enlightenment and character; by deduction—the fate of pharmacy depends upon the education of pharmacists; its usefulness and service are exemplified by the number of its cultured votaries, in its men of education, enlightenment and character.

Pharmacy is entering one of its most important epochs. There are many problems to be studied, difficult because of the interrelations of pharmacy. Improvements are to be made, and much that is more or less intangible now must be more definitely fixed. Pharmacy has been formative and progressive—it will probably always be more or less complex—but recent developments indicate that coördinated, coöperative endeavor will energize and characterize it.

E. G. E.

THE INCERTITUDE OF LAW AND PHARMACISTS' INTEREST IN LEGISLATION.

A test case brought up to the Texas Court of Criminal Appeals by an optometrist was decided against the appellant, who was fined and sentenced to imprisonment, having been convicted of violating the Texas Medical Practice Act.

For a number of years past efforts have been made by the optometrists of Texas to pass a law recognizing optometry as a profession; the proposed measures have been defeated and, if we are rightly informed, the object of this court transaction was to impress the public and the Legislature with the importance of the desired enactment.

The only appeal from the decision of the Court is to the Legislature and the people. A condition has been brought about which gives one needing glasses his choice of being fitted by a doctor who has made a study of optometry or by one who has not. Optometrists, after recommendation has been made by a licensed physician, may fit glasses, but the opinion holds that when they do so without such endorsement they violate the Medical Practice Act; the business of hundreds has been injured.

It is admitted that the need of glasses comes from a "disorder or physical deformity," but these are not the largest causes. It is reasonable to assume that one who has made a study of refraction and qualified as an optometrist will not risk