

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

C. B. JORDAN—CHAIRMAN OF EXECUTIVE COMMITTEE, A. A. C. P., EDITOR OF THIS
DEPARTMENT.

The Teachers' Conference of the American Association of Colleges of Pharmacy have proved that they are successful. A great deal of interest has been shown in these meetings. The following articles by Professor Emmert and Dean R. A. Lyman were presented as part of the program of these Conferences.

C. B. JORDAN, *Editor*.

TEACHING DISPENSING IN THE PHARMACY SCHOOL.

BY HERMAN C. EMMERT.*

The art of compounding, this most important and exacting subject, calls for serious application and study. In this brief paper the methods employed, the time spent and the nature of the course as given in this school, will be outlined.

Each student is required to supply the following items: Two sets of weights, one of the apothecaries' and one of the metric system; graduates (wine and metric measure) spatula, mortar and pestle, filter paper, towel, Bunsen burner and notebook. He must have a copy of "Scoville's Art of Compounding" and one of "Ruddiman's Incompatibilities in Prescriptions."

Medicinals such as the elixirs, syrups, tinctures as well as mechanical equipment, such as ointment boxes, powder papers, pill tiles, tablet machines, suppository machines, capsule filling apparatus, tablet molds, capsules, bottles, corks, etc., are supplied from the stock-room.

Each student has a prescription desk assigned to him, stocked with about 85 bottles of drugs and powders, also with a prescription balance.

The course as given here covers eight hours per week, extending over a period of thirty-six weeks.

The incompatible prescriptions are stressed and transposing from one system of weights and measures over to the other is practiced continually.

The student must do his work without assistance except such as is given him by the instructor. Whispering and talking during the laboratory periods is not permitted.

The points that are emphasized in teaching the courses are accuracy, cleanliness, speed and reasoning power. In the notebook must appear all the work in full, and if work handed in is not satisfactory the student repeats it until it is acceptable. Occasionally five repetitions have been required. All repetitions are made on the student's own time and not during regular laboratory periods.

The prescriptions to be filled are written on the blackboard, or original copies are given the student. A time limit is placed on some of the work.

Definitions of many pharmaceutical and Latin terms are gone over and abbreviations studied and reviewed.

An important feature stressed in the course is the training derived from seeing and reading original prescriptions projected on a large screen by a Balopticon.

* Department of Pharmacy, Detroit Institute of Technology.

Each student is called upon to read and discuss the dosage, incompatibility, if any, mode of filling, classification of the ingredients (such as cathartic, anthelmintic, tonic, etc.,) mentioned in the prescription, also the probable ailment prescribed for (this does not concern the pharmacist but it lends interest to the work).

We are very fortunate in having at our disposal for this projection feature thousands of original prescriptions donated or loaned us by many druggists of the city as well as access to stock prescriptions from city hospitals.

The filled prescription is wrapped, and in some instances, priced. I feel that University hospitals, in making use of the filled prescriptions in the treatment of the sick, run too great a risk, unless the individual student is under the immediate and constant supervision of a competent instructor. Another source of danger lies in the fact that the stock material may become contaminated on account of the number of students who handle it.

The average hospitals, too, have a system of dispensing stock prescriptions and this in itself does not constitute worth-while practice for the student.

One more point to bring out is that the sections in prescription practice must be kept small, otherwise the student will not receive the benefit of the instructor's personal supervision.

BUSINESS TRAINING IN SCHOOLS OF PHARMACY.

BY RUFUS A. LYMAN.*

It is a question in the minds of men whether commercial courses belong in a College of Pharmacy. In a state university such courses belong in the College of Commerce. As long as we have Colleges of Commerce it would seem only natural and sensible that the students in Pharmacy should be sent to the College of Commerce for any commercial training we wish them to have, just as we send them to the College of Arts and Science to obtain training in English or other so-called cultural subjects. Personally, I think the College of Pharmacy should stick primarily to the teaching of the pharmaceutical sciences but I also think the schedule should be so arranged as to make it possible for the student to elect fundamental commercial courses, if he so desires.

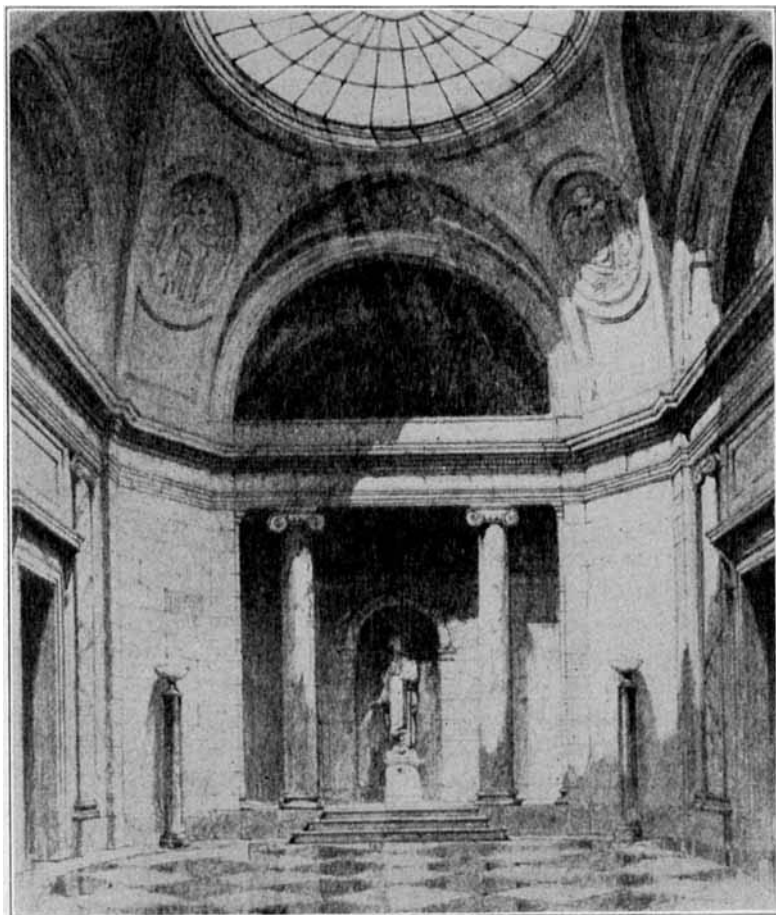
The basic course is accounting. If time permits it should be preceded or accompanied by a course in the fundamental principle of economics. Following these fundamental courses the student should take the elementary courses in business organization, retail store management, salesmanship and business law.

It may be well when we find out just what business training we want our pharmacy students to have, to ask the College of Commerce to adapt some of their courses to the specific needs of pharmacy. Branch IV of the "Commonwealth Study" which deals with commercial pharmacy and merchandise information, is pregnant with suggestions along these lines. I hope when commercial courses are added to the curriculum we will not make the usual mistake which we have made in pharmacy of giving top-heavy courses for which the student is not prepared. Let us stick to fundamentals and teach him the notes before he tackles the "Messiah."

* University of Nebraska, Lincoln.

So far as I have observed I am of the opinion that all of the two- or three-hour courses in so-called commercial pharmacy that are now being given in our colleges consist of a smattering of things which do not give a student any idea of the broad fundamental principles upon which business is founded.

It is an injustice to the student to lead him to think such courses educate him in the principles of business. It is another case of Pharmaceutical cramming. It is not education.



ARCHITECT'S SKETCH OF A MEMORIAL ENTRANCE HALL FOR THE PHARMACY HEADQUARTERS BUILDING AT WASHINGTON, D. C.

THE HEADQUARTERS BUILDING.

The location of the Headquarters Building on the monumental thoroughfare will bring it to the attention of the constantly increasing number of visitors from every section of the country and many from foreign lands. It is highly important that the Building should impress them with the importance of Pharmacy and of the value of the service which it renders in connection with the public health.