

2. After 10 months, the % deterioration was as follows: modified formula proposed by authors, less than 1%; control, 12.4%; neutralized with KOH, 10.1%; saturated with CO₂, 8.7%; neutralized with KOH and saturated with CO₂, 6.1%; air replaced by H₂, 12.5%; neutralized with KOH and air replaced by H₂, 7.3%; CaCO₃ added, 6.0%; terpin hydrate added, 8.3%.

3. The modified formula proposed is worthy of serious consideration in connection with pharmacopœial revision.

4. It is recommended that in the next revision the U. S. P. should adopt a modified formula for Donovan's Solution, or require that the solution be freshly prepared just before dispensing.

REFERENCE.

- (1) William J. Husa and W. W. F. Enz, *JOUR. A. PH. A.*, 19 (1930), 328.

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TEACHER-TRAINING IN PHARMACY.*

BY E. T. MOTLEY.

It is the chief aim, perhaps, of all of our schools and colleges of pharmacy to train young men and women to become practicing pharmacists, either as retail pharmacists, analysts or manufacturing pharmacists. Although this sort of training is, to be sure, very essential, I am inclined to believe that more emphasis should be placed upon the training for teachers in pharmacy in the future than has been done in the past. It seems to me that there is a demand, even to-day, for well-trained teachers in our schools and colleges. This belief was made more impressive during the past year in looking about for an additional member to our Teaching Staff. Some of the applicants for this position had apparently had no specialized training for qualifying them as teachers. A Dean of one of the larger schools also informed me that he had had seven or eight requests for positions to be filled during the past year, and that there never was a time, to his knowledge, when there were more opportunities for teachers of pharmacy. The recent advances in pharmaceutical education have naturally increased the demand for well-trained teachers of pharmacy.

The teaching profession is, doubtless, one of the least selfish and most poorly paid of all the professions. A teacher is required to give his time, knowledge, sympathy and understanding most freely and unselfishly. A paper, presented by Dean Rudd at the Portland meeting, entitled "Professors of Pharmacy" seems to confirm the above statement. In fact, I have long since concluded that all Pharmacy teachers should never expect to become over-burdened with wealth. However, there should come to all of us who profess to teach, a joy and satisfaction in knowing that we are training young men and women for an important and honorable profession.

* Section on Education and Legislation, *A. PH. A.*, Rapid City meeting, 1929.—No discussion.

It may be true that very few of our students in pharmacy have the desire to become teachers. Yet, occasionally, there may come to us a student who impresses us as perhaps belonging to that very rare type of so-called "Natural-born" teachers, and maybe one of the "Half-born" type, who, if given proper advice and encouragement, will resolve to qualify for teaching. Proper advice and encouragement from faculty members will often result in great good. Certainly, students of these types should be given every opportunity to prepare themselves as teachers.

The question may now arise, "How and When Should Teacher-Training in Pharmacy be Given?" I do not claim, in the least, to even partly answer this question. What little I may say, or suggest, toward answering this, has resulted, partly, from conferences with heads of the Departments of Education, English, Psychology and Philosophy in the University of South Carolina. It seems to me that this specialized training should not be delayed until the student is doing graduate work. It is, of course, possible to give some, if not all, of this work during the graduate years, but, usually, a student's time in graduate work is devoted almost entirely to specialized technical pharmacy. If it is not possible, or practical, to include in our curricula so-called "Teacher-Training Courses," as are usually given in Departments or Schools of Education, then, it would seem proper to require students, who are enrolled in four-year courses in pharmacy and desiring to teach, to choose as electives such courses as Applied Psychology, Public Speaking and History of Education. Just how these electives should be best distributed is a question. After completing such a four-year course, the student should, by all means, be urged and aided to continue work leading to the higher degrees. The importance of graduate education in pharmacy was strongly set forth in a paper presented by Dr. Jenkins at the Portland meeting. The establishment of research and teaching fellowships in more of our schools would greatly aid in this direction. Unfortunately, a number of our schools do not have such to offer students.

Although much has been and is being done in our schools in preparing young men and women as teachers of our profession, there still remains much to be done in the future. May we, as individual faculty members, see to it that students in our schools, whom we believe properly qualified and desiring to become teachers, be given every encouragement and opportunity to acquire that end. By so doing, I firmly believe that the supply of well-trained teachers in pharmacy in the years to come will be sufficiently great, and that pharmacy will be rightly recognized.

NORTH CAROLINA AND INDIANA CHAIN STORE TAX.

The North Carolina license tax on branch and chain store operators is constitutional, the State Supreme Court has held. It is expected that an immediate appeal will be taken by the stores to the Supreme Court of the United States.

The validity of the Indiana chain store tax law is involved in a case now pending in the Supreme Court of the United States entitled *State Board of Tax Commissioners of the State of Indiana vs. Jackson*, No. 183. The Indiana law is invalid, the Federal District Court for the Southern District of Indiana (three judges sitting) held, and an appeal from that decision was taken by the Indiana State Board.