

THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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DEPARTMENT.

Editor's Note: With the placing of pharmacy upon a collegiate basis the pharmacist is in position to meet professional men on their own ground. Pharmacy and medicine must work hand in hand if the public health is to be conserved, and such coöperation cannot be secured or maintained unless the pharmacist is willing to meet the physician on a professional basis and discuss their mutual problems. In fact, it seems to me that it is incumbent upon the pharmacist to cultivate the acquaintance of the physicians whose prescriptions he is compounding, and to discuss with them any difficulty involved. The following paper by Dr. L. Wait Rising contains good ideas on how to teach students to approach physicians. If the student has the proper professional attitude, the proper cultural background, the necessary self-confidence, and the natural desire to coöperate with his physicians, it would seem, at least to your Editor, that he would be able to make the proper approach without being taught any special methods. I agree with Professor Rising that every student should be thoroughly awake to the importance of this professional contact and coöperation.—C. B. JORDAN, *Editor*.

TEACHING STUDENTS HOW TO APPROACH PHYSICIANS.

BY L. WAIT RISING.

Pharmacy is to-day making its greatest bid for the friendship and coöperation of the medical profession. Better professional relationships between the two callings are being stressed with increasing vigor.

The colleges of pharmacy are turned to as organizations which should have a large part in this movement. Their task is primarily to equip the men responsible for these improved relationships, not only with a thorough knowledge of pharmacy but with an understanding of the personal equation problems incident to the interlocking of the two professions. It is not enough that our schools should graduate men and women who, to use a not too elegant expression, "know their pharmacy." The mere possession of fundamental pharmaceutical knowledges does not grant any special ability to use that information advantageously in contacts with medical men. Since these contacts are keystones in the structure of improved relationships, the value of any effort made by the colleges to aid in unlocking this knowledge and making easier its expression is obvious. It is just as necessary and essential to train men in the verbal expression of their skill as it is to develop dexterity in the laboratory. A few students have been blessed by nature with the faculty of logical exposition, so that after acquiring a thorough knowledge of their field they need no training in oral expression or human relations to enable them to tactfully and intelligently contact medical colleagues. But the mass of students stand in need of at least some direction in the art of making the right sort of professional contacts.

Our colleges must not fail in their increased responsibility to the profession by neglecting this added phase of instruction at a time when it is most needed. That they have not measured up in the past is evidenced by the fact that when it becomes necessary for the druggist to call a physician about an error in a prescription, he all too frequently makes a hasty grab for the telephone and shouts into the doctor's ear, "You made a mistake in Mrs. Brown's prescription. What shall I do about it?" Or when he resolves to do some detailing he finds on entering the physician's