

of a department in the college. He must have, in addition, a certain amount of experience. This he can get in many different ways and from many different sources. I believe it would be very desirable for the one who contemplates taking charge of pharmacy, to make a study of drug stores, the manner in which stores are conducted, the manner in which prescriptions are filled, etc. I should say he might get this experience largely as an observer. It would not be necessary for him to spend very much time as an apprentice in the store. It might be well for him to spend, let us say, two or three months as apprentice. The teacher of pharmacy, for example, should visit manufacturing institutions; should get employment, perhaps, for a time in some wholesale manufacturing concern. This would indeed give him very valuable experience. In addition to that, every teacher should be engaged in what is commonly designated as research work. The teacher who has no higher aim than to meet his classes and teach them the routine demanded by the college curriculum is not a satisfactory teacher. He should have sufficient enthusiasm and interest in his work to engage in special laboratory work, or something that stands for research work. That comes under the head of experience. Lastly, and probably most important of all, a teacher should have enthusiasm enough in his work to build up his department. Not merely teach the routine, not merely engage in research work, but *build up his department*. It should be his ambition to make his department the equal or the superior of any of its kind in any other college. He should keep fully abreast with the highest and best advance work in his special line.

I have said that it was not possible for a teacher, whether in a college or university, to enjoy the comforts of life or to provide for his family. This is only too true. The salaries paid are not sufficient. Let us hope that the time will soon come when competent instructors will be paid salaries high enough so that they may without reservation devote their whole time to the work. As it is, the best men are sooner or later compelled to abandon teaching for callings which will net them the absolutely necessary living income.

I believe this sums up what I had in mind as to what constitutes qualifications to teach in a college of pharmacy. It is true that we have instructors in some of our colleges of pharmacy who do not have these qualifications of inheritance, of education, and of temperament who are, nevertheless, eminently successful as teachers. As you know, it is the exceptions which prove the rules.

BUSINESS BUILDING.

Business building is a methodical operation. Put yourself in the customer's place sometimes. Go out, come into the store as if you were a customer and look around. How does the store look? Does it impress you favorably? Are things clean and bright? Is there a gang of loafers at the cigar counter swapping stories and keeping the ladies away? Ask yourself a few questions such as these. Many of us have opportunities that we cannot see. It is not enough to have opportunities. We must be able to see them; and, furthermore, it is well to be able to make them.—W. S. Adkins in *The National Druggist*.