

## Section on Education and Legislation

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### SUGGESTIONS ON QUALIFICATIONS TO TEACH IN COLLEGES OF PHARMACY.\*

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I threatened to prepare a paper on the subject of Qualifications to Teach in Colleges of Pharmacy, but after I thought the matter over somewhat, I got cold feet. I feared that what I might say would not please everybody. As you know, it is practically impossible to please anybody; furthermore, I desire to have it clearly understood that the suggestions which I shall make are not to be taken in any way as personal, or directly applicable to any one institution, or to any one individual. There are simply a few general suggestions that I wish to submit, and if they are worthy of consideration, which I hope they are, they may result in some good.

By qualified teachers in colleges of pharmacy I have in mind the qualifications to have charge of the three departmental heads or divisions of the college of pharmacy, namely: Pharmacy, which is of first importance; second, Chemistry, and third, Pharmacognosy,—using this latter term in the sense that it is used in the California College of Pharmacy, as including general and special botany, and pharmacognosy proper, which includes a lecture course as well as laboratory work, bacteriology, human physiology, urinalysis, special micro-analysis, and such other work as is usually relegated to that division.

We may consider the qualifications to teach under two heads: First, inherited, and second, acquired. I am satisfied—based upon my observation and experience—that no individual, man or woman, should contemplate teaching unless he or she is keenly interested in such work, an interest which amounts to enthusiasm. That enthusiasm manifests itself very early in life, let us say at the age of five or six. You can readily pick out those who will probably make good teachers. The young man or young woman who has a keen ambition to excel along educational lines, has one important qualification to become a teacher. On the other hand, the individual who early in life expresses a predominant interest along commercial lines—who looks upon human activities in the light of the dollar sign—is not qualified, by inheritance, to become a teacher. It is true, we all desire to make a living, and in order to make a living we must interest ourselves in the dollar sign, more or less. Even a teacher in a college of pharmacy wants to live; he has a certain appreciation of the comforts of life; he would like to

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provide for his family; he would like to send his children to school and give them the advantages of a progressive age. But there are certain reasons, to be mentioned later, which make the attainment of such desires practically impossible.

Next, after inherited qualifications, namely, the thirst for knowledge, comes the ability to convey information to others. This comes with training and experience. Temperamental qualifications are also very important. The individual who gets excited upon the slightest provocation and loses control of himself, is not fit to teach. Such an individual should select some other vocation. The one qualified to teach should be of even temperament, without being phlegmatic or indifferent, because an indifferent person cannot possibly encourage or produce enthusiasm in others. The teacher must have the power of enthusing the pupil in the work. Temperamental qualifications are also inherited. They cannot be taught, nor can they be greatly developed. They are born with the child.

Now, coming to the acquired qualifications: First, educational: It is simply a question of our conception of what constitutes an education. According to the present status of our educational system, it consists first of the grammar grades and inclusive of the high school. Every one who contemplates teaching, whether in the grades, in a college of pharmacy or in a university, certainly should have a high school training or its educational equivalent. Next comes the university and college work. According to the present educational standards and conditions, no man or woman is qualified to teach in a college who has merely had the courses of instruction as given in the college in which he or she contemplates to teach. He must have an educational acquisition wider and broader than that given by the college in which he desires to teach. That would mean he must have had more than the college course, or the university course. Some of this can be had in colleges of pharmacy, (the third—or fourth-year courses), in universities, in medical colleges, and in the higher institutions of learning. I do not wish to specify the particular degrees or diplomas which stand for such educational qualifications. Unfortunately, there are no educational institutions which prepare teachers for colleges of pharmacy; neither are there institutions that prepare especially to teach in colleges of medicine. We must simply utilize the educational facilities that are available.

So, therefore, to summarize: First, the inherited qualification referred to; secondly, the educational qualifications very briefly stated; namely, a university degree, say Bachelor of Science, or let us say Doctor of Philosophy. The teacher who contemplates taking charge of the work in the department of pharmacognosy, etc., should have specialized along botanical lines, as that is the only subject taught in a university which is more directly applicable.

So much in regard to the educational qualifications. The one who contemplates teaching pharmacy or chemistry should specialize along chemical lines, completing the regular or required courses in chemistry as taught in a university or some other higher institution of learning, plus some graduate work along chemical lines. The one to teach human physiology should have a course in physiology equivalent to that given in a first-class university of medical college, etc.

This is not all. I have merely outlined the foundation. These are not sufficient. The recent graduate from a university is not yet qualified to take charge

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.

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### 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*.