

# THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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DEPARTMENT.

The value of placement tests, such as are usually given during the orientation period to students entering college, depends upon the intelligent use that is made of them. Some instructors believe that they are of little or no value and therefore cast them aside. Others place too much confidence in them as indicators of the progress that a student should make in college. The wise instructor is willing to withhold judgment until he has determined the correlation (or lack of correlation) between the results of these tests and the work that a student does in college. The following papers by Drs. McMurray and Lee give their results of such a study. Therefore, these papers should be of considerable interest to any instructor who is endeavoring to make use of placement tests.—C. B. JORDAN, *Editor*.

## THE 1935 COLLEGE OF PHARMACY ENTRANT.\*\*

BY R. L. MCMURRAY.\*

Within and without the ranks of Pharmacy<sup>1</sup> questions continually confront us as to how we are keeping pace commercially, professionally and educationally with contemporary fields. Commercially you know the answer. Drug stores in 1933 marketed<sup>2</sup> \$1,066,252,000.00 worth of products. Professionally you know the answer in up-to-date apothecary shops, hospital pharmacies, synthetic remedies and general scientific progress. But few know how the College of Pharmacy has progressed in its determination to graduate a better pharmacist.

After the World War there was a rush into education of returned soldiers, government employees and others, who had, for various reasons, deferred their education. In addition the enrollment included students of normal age, but who had attended school during the influenza epidemics and the general hysteria more or less prevalent to that war period. At that time the common trend was to choose the two-year course in Pharmacy and rush back to the retail business. Thus, the pharmacy student body for a period of more than five years following the War was composed of an extraordinary lot of individuals.

About the time of the World War new methods for testing the student's mental ability became the chief interest of a certain group of educators. All students in the University were subjected to intelligence tests—otherwise known as the "nut tests." And while the size of a Hottentot may not have any direct bearing on the proper method to prepare an emulsion of cod liver oil, nevertheless the results of these tests were not flattering to the relative standing of pharmacy students as compared with students in the other colleges of the Ohio State University. I am still very much conscious of the shock experienced during my freshman year when in the dean's office for the first time. There I noticed that the results of the intelligence tests had been plotted on a chart and that the College of Pharmacy students had the lowest intelligence rating for any group of students in the Ohio State University.

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\*\* Presented before meeting of Boards and Colleges of Pharmacy of District No. 4, 1936.

<sup>1</sup> *Drug Topics*, 51, No. 43, 17 (1935).

<sup>2</sup> U. S. Dept. of Commerce, Census of American Business: 1933 (May 1935), 7.

The direct result of graduating these students from the College of Pharmacy has been an overproduction of registered pharmacists with subsequent deleterious effects upon the general tone and morale of pharmacy. Unregulated overproduction tends to follow economic laws. The hours of work were lengthened and the wages decreased until many self-respecting men refused to engage any longer in retail pharmacy work. Many left the retail pharmacies. I know of many who turned to other fields—and they are not second-rate men either. For instance, one man who graduated in 1925 is now advertising manager for a large unit of a newspaper chain in a town of 400,000 people. Another registered pharmacist is a successful house-painting contractor in a town of 50,000.

To-day the cry and demand of Retail Pharmacy is for protection. In the education branch of pharmacy this cry has not come to stoppered ears, but a College of Pharmacy functioning as a unit of a state-supported university must offer its services unbiased to all who apply in a regular manner for admission as students. Therefore, the College of Pharmacy at Ohio State University has been limited in the matter of selecting students for it must constantly bear in mind that the spirit of education in the United States is equal opportunity for all. However, the graduating of a capable type of student will add very much to the protection that pharmacy is seeking to obtain. There are a number of factors in the retail business that might be non-desirable but the elimination of these factors cannot be accomplished over night. In some cases the student of to-day will be the one who will eventually carry on the fight. Therefore, if the college attracts and educates the very best graduates of the high school then it has furnished the essential material for bettering Pharmacy, for no profession will ever rate above the members composing its body.

A tabulation has been made of entering students at the Ohio State University in the fall quarters of 1924, 1925, 1934 and 1935. The last year for admittance into the two-year course was 1924. The state laws require that the Ohio State University accept all graduates of accredited high schools within the state. Therefore, the student body cannot be selected as private schools do. However, the course of study could be lengthened and this was done, with gratifying results, as herewith shown. The figures for these two sets of years follow.

In the autumn of 1924, 119 students were admitted into the College of Pharmacy, of whom 2.52% were in Class I, 12.6% in Class II, 52.81% in Class III, 21.08% in Class IV and 10.92% in Class V. Ten years later, in the fall of 1934, 50 students were admitted, of whom 8% were in Class I, 24% in Class II, 60% in Class III, 8% in Class IV and 0% in Class V. In other words, there was an increase of 16.88% of students in the upper two ranks in the year 1934 over the year 1924, based on the results of the intelligence tests.

In the following set of years, 1925 and 1935, the same improvement was noted. In 1925, 60 students were admitted, of whom 5% were in Class I, 11.66% in Class II, 45% in Class III, 25% in Class IV and 13.33% in Class V. Ten years later, 1935, 63 students were admitted, of whom 11.11% were in Class I, 23.8% in Class II, 58.73% in Class III, 3.17% in Class IV and 3.17% in Class V, thus showing an increase of 18.25% in the upper two classes over 1925.

These figures are summarized from the results of the intelligence tests. They indicate what the student is supposed to be able to do.

There is another way to measure the student, and consequently the pharmacy student. That is by the grades made in high school and relative standing in the high school class.

In the autumn of 1935 the College of Pharmacy at Ohio State University accepted 48 students who had no previous college training. Transfer and reinstated students were excluded from this study. The high school records of the applicants were examined and classified into thirds on the basis of high school achievements. This classification was made by an impartial committee working under the direction of the University Entrance Board. This same committee appraised the merits of all applicants for all the colleges in the University. It was found in studying the records of the pharmacy students that only 12.5% were in the lower third, 41.66% in the middle third and 45.83% in the upper third. Thus when the pharmacy freshmen of 1935 were studied in relation to all the other students admitted to Ohio State University it was found that the college was getting three times as many upper third students as there were in the lower third group.

Again, a study was made of our freshmen pharmacy students in relation to the total number of graduates from high schools represented. Thus, this study was made on figures pertaining not only to students who gained admission to Ohio State University, but to the entire remainder, whether they went to some other college or whether they discontinued school. Because of incomplete data filed, the basis of this study was limited to 28 students. By the same method of grouping it was found that 10.71% were in the lower third of their high school class, 32.14% in the middle third and 57.14% in the upper third of a total of 3680 students in the graduating classes of the high schools represented. In other words the majority of the freshman class of 1935 came from the upper third of their high school class.

It is unfortunate that the present system of entrance credentials was not used during past decades. This lack of data has prevented a comparison with students of former years with the degree of accuracy obtainable for the period just studied.

The conclusion to be reached from a study of these entrance statistics must be made after giving due consideration to the changes in the curriculum of the College of Pharmacy in the 12-year period. The last year for students to be admitted in the two-year course was 1924, and thereafter the four-year course only was in effect. Therefore, this is probably the earliest that a check could be made to determine the benefit to be derived from the higher academic requirements. These changes, plus more adequate quarters and a constant study of newer and better methods in use throughout the profession, lead the faculty of the College of Pharmacy at Ohio State University to believe that a better class of students is being attracted to the profession of Pharmacy, and that the four-year course has been of marked benefit in this respect.

#### OUR EDUCATIONAL LOSSES.\*

BY C. O. LEE.<sup>1</sup>

In the fall of 1926, Purdue University gave orientation examinations, for the first time, to all the freshmen coming into the University. These tests were eight

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\* Presented before meeting of Boards and Colleges of Pharmacy of District No. 4.

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