HISTORY OF THE DRAKE UNIVERSITY COLLEGE OF PHARMACY

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The first college of pharmacy in Des Moines, Iowa, was the Iowa College of Pharmacy, organized in 1882. The details of the organization of this college are not readily found, and existence of the school has not been recognized by other than local historians. Lists of the chronological establishment of colleges of pharmacy in this country do not include the Iowa College of Pharmacy, although it existed independently or as an affiliated college for twenty-four years.

The record shows that in 1887 the Iowa College of Pharmacy became associated with Drake University, not through a merger or consolidation, but by a "contract of affiliation." The University had been granted articles of incorporation on May 7, 1881, and opened for classes on September 20 of the same year.

Drake University was established upon the foundation of a church college which had been sponsored by the Disciples of Christ and opened in Oskaloosa, Iowa, 1861. The small school was beset with financial difficulty from the beginning, and it was with the knowledge that the school could survive only in a more populous area and with support greater than that possible under church auspices that the college was transferred to Des Moines. The University is now nonsectarian but retains close ties with the Disciples of Christ brotherhood.

The pharmacy college operated as a separate school under the college of
medicine and without a separate dean until 1892 when a dean of the college of pharmacy was appointed, and complete separation from the college of medicine was effected.

The plan of association through affiliation between Drake University and its college of pharmacy continued until 1902, when the college gave up its contract of affiliation and became more closely united with the University. This move, however, was not sufficient to overcome the fact that the college could not secure adequate support for its continued existence, and the school was discontinued in 1906.

Meanwhile, a second, privately owned institution of higher education had been established in Des Moines in 1889, the Highland Park College. This institution, also, included a college of pharmacy (and chemistry) headed by Dr. Sherman Macy. The pharmacy school enrolled its first students, three or four, in 1890. It is this college which in reality is the predecessor of the present college of pharmacy of Drake University. Highland Park College was founded under a private board of trustees and was conducted originally as a college of liberal arts and as a school of technical and vocational training. Its programs and educational philosophies made it a pioneer in education for the many. One writer characterized the early work of the institution: "A work in advance of recent tendencies. A multiple service which is meeting manifold needs."

At the same time that the Drake University College of Pharmacy was foundering the Highland Park College of Pharmacy prospered. From the original three or four students in 1890 enrollment increased steadily, and in the several years before 1917 the college graduated about 100 students
students annually. Perhaps the success of the parent institution and
the prosperity of the college of pharmacy were due, in part at least, to
the theory of educational progress and leadership supported by the ad-
ministration and faculty of the institutions, the theory that the High-
land Park College was organized to supply a liberal, four-year education
to those who wanted and could afford it and to meet the increasing demand
of the times for practical education and vocational training.

In 1911 the Highland Park College charter was sold and transferred
to a board of trustees representing the Presbyterian church. The College
remained under their control until 1918 when it consolidated with the
Des Moines College (chartered in 1865 as a Baptist institution) and Baptist
interests of Central College of Pella, Iowa, and became known as Union
College. In 1920 the name was changed to Des Moines University.

The frequent change of ownership and administration of the College
during the years 1911 through 1920 coupled with the tragedy of World War I
had a braking action on the progress of the College and of the school of
pharmacy. Enrollment declined, as would be expected during war time, but
the most damaging effects were the modifications of educational programs
brought about by the changes in administration.

The traditions, principles, teachings, and educational philosophies
developed at the Highland Park College during the tenure of President
O. H. Longwell (1889-1911) were slowly but steadily eliminated by succeeding
administrations. Changes in internal organization weakened the college of
pharmacy (the chemistry department was transferred to the liberal arts
college) without correspondingly increasing the strength of other college
departments. Where the faculty of Highland Park College had been stable, loyal, efficient teachers dedicated to the administration of the somewhat autocratic Dr. Longwell, resignations and changes in staff became more frequent as the institution passed through Union College to Des Moines University.

The group to be affected last by the administrative fluctuations was the student body. The graduates of the school of pharmacy found their places in stores, in wholesale houses, in education, in associations, and in industry throughout the United States. They were equipped with an education and training that permitted them to acquit themselves in their various occupations with credit and to bring honor to their graduating institution. Those who have been intimately associated with the Highland Park College of Pharmacy as students and as faculty profess that the rapport between alumni and institution was unique in the loyalty, support, and admiration each had for the other.

Ultimately, the relationship of Des Moines University to the Northern Baptist Convention was not sufficient to free the University from the need of seeking local financial support. This task became more and more difficult and, in 1927, Des Moines University sought to affiliate with Drake University.

The union was not consumated, however, because of protests from church, from students, and from alumni, and the decision was made to continue Des Moines University under new supervision. The University came under control of a fundamentalist group of Baptist ministers. By design and forethought this group sought to eliminate "undesirable" faculty members through demands that all faculty sign certain creedal requirements.
Many of the faculty who had been ardent supporters of the University refused and withdrew to accept employment elsewhere. Charles J. Ritchey, historian and author of *Drake University Through Seventy-five Years* has written: "It was not long until internal dissent reached violent proportions. In the end student riots swept the campus and brought a sudden end to normal operations." Thus came Highland Park College-Union College-Des Moines University to an inglorious end in 1929.

Throughout these tumultuous and sad activities, two men continued to bulwark the staff of the college of pharmacy: E. O. Kagy, who had been appointed dean in 1913 upon the death of Dr. Macy, and Professor of Pharmacognosy J. Earle Galloway. Galloway and Kagy both were graduates of Highland Park College of Pharmacy and had been members of the staff for many years. (In 1962 at the retirement of Professor Galloway from the Drake University faculty, the two had served the Highland Park College of Pharmacy and all of its successor colleges for a period of seventy-two years.)

These men witnessed with increasing alarm and apprehension the changes which took place on the campus with each new management. When the attempt in 1927 to merge the Des Moines University with Drake University aborted, the two stalwarts recognized that drastic action would be required to save their school from extinction. An attempt to buy the charter of the school of pharmacy from the Baptists was rebuffed; a suggestion to attempt affiliation of the school of pharmacy alone with Drake University met with opposition; thus there was left but one avenue of survival—establishment of a new college of pharmacy as an independent organization.
History of the Drake University College of Pharmacy

With a determination born of necessity, with a fortitudinous belief that their action was right, with faith in the support of their former students and colleagues, and with bold courage, Kaye and Galloway started on July 1, 1927, to find a place and the resources to establish an independent college of pharmacy that would be ready to receive students in the fall.

Strangely, it was through another religious connection that a suitable building was found in Des Moines to house the projected college. A Unitarian friend of Kaye had for rent a vacant building that had been constructed for use as a small pharmaceutical manufacturing plant. It was divided into laboratories and offices and could be adapted to the proposed use with no remodeling. The necessary rental arrangements were made, and the first hurdle—a location for the new college—was cleared.

To raise the funds necessary to embark on the operation of the new school, Galloway simply visited one of the Highland Park College pharmacy graduates who was then a successful manufacturer of cosmetics and pharmaceuticals—Carl Weeks, president of the Armand Company of Des Moines. Mr. Weeks arranged a meeting with four other prominent Des Moines businessmen, all engaged in some aspect of pharmaceutical endeavor: Frank Waterbury, president of the Waterbury Chemical Company, manufacturer of pharmaceutical specialties; F. W. Fitch, president of the F. W. Fitch Company, manufacturer of a shampoo and other hair specialty products; Dr. Lowell Chamberlain, a graduate of the Philadelphia College of Pharmacy and Science and an M.D., president of Chamberlain Laboratories, manufacturer of cosmetic preparations; and M. E. Sherman, president of Des Moines Drug, a pharmaceutical
wholesale house. These five friends of pharmacy pledged sufficient money to get the college established; the second hurdle in the race to open the school by fall was cleared.

Encouraged by the ready and enthusiastic response to their plans, Kay and Galloway infected others with their zeal, and between the first of July and the first of October the rental building was cleaned and made ready; laboratory desks were built and installed; chemicals, glassware, and other equipment was purchased and stocked. The Herculean task of preparing a building to contain a college of pharmacy was completed in three months.

A suitable building properly equipped and stocked is necessary but obviously useless without students to make use of it. Galloway and Kay naturally wondered if they would have any students in their college at enrollment time. There had not been time for recruiting students, not even time to consult with the students at the Des Moines University College of Pharmacy to determine their interest in and opinions of an independent, fledgling school. All that was possible was for the two men to write a letter during the summer to each of the students they had had the previous semester at Des Moines University, to explain what Kay and Galloway had done, and to invite the students to join them in the exciting venture.

Early in October, 1927, approximately 100 students arrived to enroll at the Des Moines College of Pharmacy, as it had been named, including all but one or two of the previous Des Moines University students. Henry Schulyer, currently a prominent Des Moines pharmacist, was the first student to register in the Des Moines College of Pharmacy. The third and last
hurdle in the race to establish the college was cleared; the new college was a reality. E. O. Kage was named dean to continue in the position he had held at Des Moines University, and J. Earle Galloway was appointed professor materia medica and secretary of the board of trustees.

The Des Moines University College of Pharmacy had been a member of the American Conference of Pharmaceutical Faculties and recognized by that organization. The new college was not a member of the Conference and had not received recognition. One of the first concerns of the neophyte institution was that its graduates be recognized by the various state boards of pharmacy and be permitted to take the state board examinations prerequisite to licensure. Through personal contacts and through correspondence, the Des Moines College of Pharmacy sought and received assurance from all boards of pharmacy save one that the graduates of the college would be eligible for licensure in their states. Because of these assurances the college was forced to reject applications only from the state of Minnesota.

After approximately ten years of operation the college administration considered the institution to be proved as a stable, self-perpetuating school and decided to seek recognition from and membership in the American Association of Colleges of Pharmacy, the successor to the American Conference of Pharmaceutical Faculties. An inspection team composed of C. O. Lee, B. V. Christensen, and E. Kremer spent several days visiting and inspecting the school. Their report to the Association admitted that the college was giving the type of instruction that met syllabus requirements, that the student body was a good one, but concluded with the recommendation
that, because the college had no campus and no endowment, recognition be withheld.

The report of the inspection committee served to bring into sharp focus facts that were already known: Almost complete dependence on tuition for pecuniary solvency made the financial foundation of the college very unstable; the dedication and loyalty of two men, primarily, with a mere handful of their friends kept the institution going. Recognizing an obligation to the graduates to keep the school in operation, the college of pharmacy administration was faced again with two of the choices it had considered in 1927—affiliation or extinction. It could not again consider establishing a new school.

The suggestion to affiliate the college with Drake University in 1927 had been rejected because of the personal objection of Dean Kagy. Although he still personally objected to the idea in 1938, the board of trustees of the Des Moines College of Pharmacy considered the plan of affiliation to be the only logical solution to the future of the school, and with these individuals prevailing, negotiations were started with the administration of the University to make the Des Moines College of Pharmacy staff and facilities a part of Drake.

Two of the five men who had helped Kagy and Galloway found the Des Moines College of Pharmacy were instrumental in the negotiations to merge the college into Drake University—Carl Weeks and F. W. Fitch.

The arrangements to merge proceeded smoothly with the encouragement of Dr. D. W. Morehouse, then president of Drake University. In April, 1939,
the details were completed, the Des Moines College of Pharmacy corporation was dissolved, and Drake University once again, after an interval of thirty-three years, boasted a college of pharmacy. E. O. Kagy was retained as dean of the college. He and J. Earle Galloway were the links connecting the Highland Park College of Pharmacy through all of its successor institutions to the new Drake University College of Pharmacy. When Dean Kagy retired in 1942 the chain of colleges had been served for fifty-two years by only two deans, Macy and Kagy.

The resignation of Dean Kagy left Professor Galloway to carry on the traditions of the old Highland Park College and to be the greatest influence in securing the college of pharmacy on the Drake campus. This latter task proved to be more difficult, demanding, and exacting than he envisioned and required from him another period of personal sacrifice and devotion in order to continue the school.

World War II almost accomplished that which all the other adversities, countercurrents, and reverses had not been able to do. The student body declined to fewer than half a dozen; George Crossen, who had been appointed dean in 1942 to succeed Kagy, resigned in midyear 1945; other faculty departures reduced the faculty to one—Professor Galloway. He unselfishly taught all pharmacy courses and carried the burden of administration as well. During one summer, he taught without financial compensation to keep the school alive.

In 1946 Professor Galloway resigned the position of chairman of the faculty in order to devote full time to his first love—teaching. Russell Brillhart was named dean and continued in that capacity until 1949 when Dr. Byrl E. Benton was appointed to the position.
One of the most significant advances in the history of the college occurred in the spring of 1949 when the Fitch Hall of Pharmacy was opened. The construction of Fitch Hall of Pharmacy which was made possible by a gift from F. W. Fitch as well as gifts from alumni and friends of the college, enabled the college of pharmacy to adjust more easily to the influx of students following World War II. The two-story, 46' by 142' building was completed at an estimated cost of $400,000, including laboratory furniture. The building, now in its thirty-first year, is testimony to the knowledge and skill of the architects and contractors. It has withstood the years of heavy and constant use by multitudes of students and the years of seasonal changes with satisfaction and with only minimal deficiencies and difficulties; however, changes in curricular thrust and staffing patterns have necessitated periodic remodeling of classrooms, laboratories, and office space.

What was originally designed as a seminar room on the first floor of the building was converted first into two faculty offices and later into an instrument room. A basement stockroom was remodeled into a special projects laboratory suitable for accommodating radioactive materials.

A second-floor classroom was remodeled in 1966, with funding from the Smith Kline & French Foundation, into a library/reading room.

All laboratory space has been completely remodeled. The pharmacology laboratory and the animal room were reworked in 1971, with new ceilings, floor covering, laboratory desks, animal cages, and window covering. Earlier (1967) the room had been equipped with closed-circuit TV monitors, a TV camera, and TV recorder-play back equipment.

In the summer of 1972 the second-floor pharmacy practice laboratory was gutted and remodeled to resemble as closely as a laboratory can an actual pharmacy setting. New ceiling tiles, carpeting, fabric-covered walls, new drug
storage cabinets, and new window coverings converted the space to a colorful, modern, apothecary-like atmosphere. Antique pharmaceutical artifacts have been used to give a more authentic aura to the space. The room was renamed the Galloway Room to commemorate the beloved and long-time faculty member and friend of pharmacy, J. Earle Galloway.

More recent additions to this room have been computer terminals and a self-contained minicomputer of the type being used more and more in prescription laboratories.

The biochemistry laboratory was completely remodeled in 1973, again with new floor, ceiling, and window treatment and with refinished laboratory desks.

In all of the remodeling, bright colors were used in place of the battle-ship gray which had been the predominant color in the original building.

When Olin Hall was completed in 1975, the laboratory on the second floor of Pitch, which had been used by the microbiology department, was no longer needed for that purpose. At the same time, there was a continuing and growing need for additional office and other administrative space for pharmacy. The microbiology laboratory and preparation room were reconstructed during 1975 into an administrative suite containing general office space, offices for the dean and for the associate dean, a workroom, a conference room, and one faculty office.

Most of the remodeling projects have been funded by extramural monies. As mentioned earlier, the library/reading room was made possible by a grant of $4,000 from the Smith Kline & French Foundation in 1966. More than $5,700 was received over the years 1967-1968 from the National Library of Medicine to purchase reference materials to enhance the library holdings in pharmacy.

The closed-circuit TV system, placed originally in the pharmacology
laboratory in 1967, was partially underwritten by a grant of $5500 from the Pfeiffer Foundation.

A two-year project to add equipment to the biochemistry and pharmacology laboratories was completed in 1966 with financing provided jointly by the University and the National Science Foundation, with the government agency contributing $14,900 to the nearly $30,000 project.

The major contributor of funds to the Fitch remodeling projects was the federal government, through the medium of money awarded to the University under the Health Professions Educational Improvement Program (1970). The program, commonly referred to as "capitation," provided money to schools for the basic purposes of improving undergraduate education and increasing the number of health care professionals. The money could be used for a variety of purposes, including remodeling of existing facilities. The total amount awarded to the University under this program, 1970-1979, was $1,440,824.

The money received from the federal health professions assistance program was used for much more than remodeling. Some of the funds were used to adjust faculty salaries closer to the national norm for colleges of pharmacy. Another major use of the funds was to alter the thrust of the pharmacy curriculum. The late '60s and the early '70s saw the introduction of a clinical component into the curriculums of schools and colleges of pharmacy. In fact, one of the criteria which the federal government established to be eligible for capitation funds was the institution of a clinical pharmacy program in all schools and colleges. This program was supported by the American Council on Pharmaceutical Education which included in its accreditation process a standard for clinical sciences and practice, including supervised training both in appropriate in-patient and out-patient environments. The introduction of this type of education, which deviates considerably from the nonclinical, basic
education concept, required the addition of faculty with the proper education and experience and also the acquisition of sites appropriate for in-patient clinical experiences.

The latter were acquired through the cooperation of numerous community and hospital pharmacies in the Greater Des Moines area, of other institutions providing a variety of pharmaceutical services, and of Mercy Hospital Medical Center. A contract was negotiated with the hospital in 1975 to permit the use of clinical facilities in the hospital as clinical training sites for Drake University pharmacy students. Four faculty members were added to the staff as clinical teacher-practitioners with 75% of their time devoted to instructing pharmacy students and 25% of their time dedicated to providing clinical pharmaceutical services to patients in various areas of Mercy Hospital Medical Center. Additionally, more than two dozen pharmacists in the area were selected as preceptor-teachers in ambulatory training sites. Carefully selected to provide the ultimate in contemporary pharmaceutical practice, the chosen pharmacists were named by the college as adjunct instructors in community pharmacy.

The addition of clinical pharmacy as a major part of the pharmacy curriculum has been a significant change in the educational process for pharmacy over the past several years. It is, however, only one of the important changes to have been made in the past 30 years.

Equally influential was the decision made by the American Association of Colleges of Pharmacy in 1954 to require a five-year educational program. The Drake University College of Pharmacy instituted the expanded program in 1960 and graduated its first five-year class in 1965. While this extension in length of program necessitated a major curricular change, with emphasis to increase the general education component to a minimum of 20% of the hours
required for graduation, it in truth ushered in an era which has not yet ended of nearly constant curriculum changes. The recent changes have been made primarily to emphasize the pharmacist-patient relationship and to place less emphasis on the drug entity in preparation for the growing clinical application of pharmaceutical sciences.

The experiential (clinical) component of the Drake curriculum was mandated for all fifth-year students in 1973 after running the program on an elective and trial basis for a couple of years. In 1976 the college converted the last year of the curriculum to a trimester program to enable one third of the class to satisfy the experiential requirements during the summer between the fourth and fifth years and thus be eligible to graduate in December rather than in the following May.

The advent and importance of computer technology was recognized early by the pharmacy faculty and computer terminals were installed in the college in 1975 to enable a variety of computer-assisted educational programs. Computer-assisted instruction continues to increase, and the future use of this technology will be exciting and valuable.

The cooperation with Mercy Hospital Medical Center in providing clinical education has led to benefits not originally anticipated. An example is the development of a Drug Information Center, located at the hospital, which serves the dual purposes of providing instruction in information retrieval and communication for all pharmacy students and of providing information on drugs to physicians and other health care providers at their request. Special reference sources and retrieval techniques have been provided jointly by the University and by the Medical Center, e.g., the Iowa Drug Information System, Drugdex, microfiche readers, etc.

The college of pharmacy expanded its mission from a strictly undergraduate college to offer a graduate program in 1956. The master of science program
was awarded through the Graduate School with a major in pharmacology. Three students were eventually awarded MS degrees before the program was suspended in 1971 because of a lack of interest in the degree and a minimum of faculty, facility, and financial resources necessary to optimize the specialization.

A second move into graduate education culminated in 1973 with the announcement of the initiation of a combined pharmacy/master of business administration program with the College of Business Administration. The program has been popular and has attracted an appropriate number of students who have completed the requirements for the two degrees.

The faculty of the college of pharmacy has increased from a total of five in 1949, when the enrollment was 215, to 13 in 1980, with an enrollment of 406, an increase of 160%. Not only has the number of faculty members more than doubled, but the number of faculty with earned doctorates has increased from two to ten. Measured in other ways, too, the faculty in 1980 is better prepared for its mission and has more valuable background experiences than the faculty of 1949. A part-time librarian was added to the staff in 1970, and a community lawyer has taught the course in pharmaceutical law for many years.

The faculty has been irregularly engaged in various programs of research in the basic pharmaceutical services, more recently in clinical investigations, and also in educational research. Several of these projects have been funded by grants from the industry or from the federal government; others have been financed by internal money, particularly from the Graduate Research Council.

A change of faculty personnel of significance and magnitude occurred in 1977 with the retirement of Byrl Benton as dean of the college. Dr. Benton's tenure spanned 28 years and was marked by growth and development unparalleled in the previous history of the college. Dr. Benton was succeeded as dean by Dr. C. Boyd Granberg.
As mentioned above, enrollment in the years since 1949 has generally been up. The most rapid increase in enrollment occurred in the 1970s. The enrollment increased from 215 in 1949 only to 295 in 1965, a gain of 27.1%. By 1970 the total registration was 320 and the peak number was reached in academic year 1976 with registration reported at 454.

The mix of students changed considerably in the years between 1949 and 1980. In 1949 the sex ratio was 10 females to every 102 males; by 1980 the ratio had switched so that there were 10 females to every 8 males!

A point of pride in consideration of the increase in enrollments is that the precollegiate academic preparation and quality of the students enrolled has been ever upward. Not only have the enrollees been quality people, but once in the college they have been professionally and community oriented, sponsoring a variety of worthy projects for the benefit of society: poison prevention programs for kindergarten pupils; drug abuse prevention programs; VD awareness seminars; diabetes detection programs; oral hygiene workshops; health fairs, and pharmacy education emphasis features.

Another contribution of students to the over-all task of the college was the introduction of an annual college publication titled The Drake Post-Scrip. The journal was first published in 1952 and has appeared regularly since that time under the sponsorship of Kappa Psi.

Truly, the Drake University pharmacy students have been among the strengths of the institution.

Those thousands of students who have graduated from the college have been strong advocates of their alma mater. Drake pharmacy alumni have in many ways continued to support the organization and its programs. They have been involved personally and they have given their support morally. They have contributed financially and they have offered their time and their talents to benefit the school and its honor. An isolated but quantitative
measure of alumni support is evidenced by the founding of the Pharmacy Alumni Endowment Fund in 1953. Graduating seniors have voluntarily pledged to this fund since then, and to date the fund has grown to more than $87,000. Currently, some of the income from the fund is used to support alumni activities, especially the involvement of alumni in recruitment of prospective students.

To utilize the skills and talents of alumni even better, an Alumni Advisory Board was established in 1974. This self-perpetuating group of nine alums (three selected each year for a three-year tenure) meets bi-annually to receive reports from the dean and from faculty, to advise the dean, and generally to lend their expertise and knowledge to the betterment of the college.

The alumni advisory group is patterned on a comparable student group, the Deans' Student Advisory Board, representing each of the five classes in the college. The members meet monthly during the academic year to consult on matters pertaining to the operation of the college and to advise the deans on matters of student activities, faculty promotion and tenure decisions, new faculty hires, curriculum changes, etc.

Part of the reason for the continued and active support of pharmacy alumni is the fact that the school makes a concerted effort to keep in contact with its graduates and to involve them in the affairs and activities of the college. A biannual letter from the college to the alumni and an annual alumni newsletter help to keep each in touch with the other.

A planned schedule of continuing education programing is another method by which the college continues to serve its alumni. While providing an annual CE program since 1955, the participation of the college in this form of nontraditional education increased in 1978 when continuing education became a mandatory part of the relicensure process for pharmacists in Iowa. The college
became an approved provider of pharmacy continuing education in 1977 when it received the sanction of the American Council on Pharmaceutical Education's continuing education arm.

A measure of the success of the college in fulfilling its mission to provide a quality program in undergraduate pharmaceutical education is the record of employment of its graduates. For at least the past 30 years, with but one exception, the graduates of the Drake University College of Pharmacy have achieved a 100% employment record. The opportunities have ranged across the entire spectrum of pharmaceutical activities, including independent and chain community pharmacy, hospital pharmacy, government and industrial pharmacy, and graduate education. The percentage of Drake pharmacy graduates who have elected to continue their education through some postbaccalaureate degree has remained relatively constant, hovering around the 10% figure.

The future of the College of Pharmacy is, of course, tied to the future of Drake University, and as the latter prepares to enter its second century, that future looks promising but not without its periods of frustration and tribulation. The University and the College have withstood times of financial, social, and political uncertainty, and there is no reason to suspect that there will not be similar times in the future.

Of immediate concern to the College of Pharmacy, in addition to enrollment and fiscal constraints anticipated in the 1980s, is the question again of the length of the time required to achieve the entry degree into the profession. The clinical movement has brought with it a revival of the professional doctorate degree, the doctor of pharmacy (Pharm.D.), and several schools of pharmacy are now offering that degree after completion of an extended curriculum which is rich in direct patient care opportunities for the student. The curricular module for the Pharm.D. degree varies, presently, but most such programs offer a six-year time frame. The place of such a program at Drake
University has not yet been determined. The possibility will continue to be studied, and a decision whether or not to adopt a six-year degree will be made at the appropriate time.

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