
PROFILES OF EXCELLENCE

A Funny Thing Happened on the Way to the Drugstore

Mickey C. Smith

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show.

This will definitely *not* be *David Copperfield*, but as one of Charles Dickens' most ardent fans, I have decided to use his format. It gives me the opportunity to use the "vertical pronoun" without quite as much self-consciousness and forces some sort of structure on what could easily turn into a rambling reminiscence. (That may still happen, although the editors have suggested in a general way how I am expected to proceed.) In so doing, I will try to keep the personal memories to a bearable minimum

This series will provide the reader with personal information and a career road map of those individuals recognized for their skills as teachers. The intent is that this perspective will help us understand how others achieved their successes and allow us to expand our pool of role models.

Mickey C. Smith is a natural selection to inaugurate this series. While he would certainly avoid the sobriquet of "Father of Pharmacy Administration," there probably is more truth than exaggeration to such recognition. He was the first to receive the national recognition of Distinguished Pharmacy Educator from the American Association of Colleges of Pharmacy. At the core of this recognition was the roster of students he taught and mentored. His ability to write and publish is only part of the story; one must also consider his support of others' publishing through the creation of new journals and book series. Certainly, his success in teaching and writing was an essential part in the growth and definition, especially of the marketing components, of pharmacy administration.

Dennis B. Worthen

Mickey C. Smith, Ph.D., R.Ph., is F.A.P. Barnard Distinguished Professor of Pharmacy Administration and Research Professor, Research Institute of Pharmaceutical Sciences, School of Pharmacy, University of Mississippi, P.O. Box 1848, University, MS 38677-1848.



and select those I believe have had a measurable influence on my professional life.

So, to begin.

I AM BORN . . .

In Jefferson City, Missouri, in December 1938, the only child, as it turned out, with which my parents were “blessed.” I believe my first memory is of my father coming home to our tiny apartment in mid-afternoon to tell me (my mother was working and did so until retirement) that he had joined the Air Force and would be going away. That memory is not vivid, but many of the recollections of the World War II experience are.

My mother and I moved in with her parents and her two teenage sisters “for the duration.” I only learned later the significance of my father’s service as a mechanic in the South Pacific on a B-29 named the *Enola Gay*.

I BEGIN MY EDUCATION

I spent one week in kindergarten and refused to return. My mother convinced the good sisters at Immaculate Conception School to admit me early into first grade. (I wouldn’t be six until December.) My wife of 40 years, Mary, had the similar luck of early admission, or chronology would have prevented our ever meeting.

My half (the male half) of the Catholic high school was under the control

(thumb) of Christian Brothers. There I learned to work hard (or else) but also had several important future-forming experiences. In no particular order:

- I had my first experience doing a literature search pursuant to actual original writing experience. (I still know more about Ben Jonson than the average person on the street and seeing his memorial “Oh Rare Ben Johnson [sic]” in Poets’ Corner, Westminster Abbey, still thrills me.)
- As a, believe it or not, shy freshman, I was forced, along with many of my classmates, to prepare for and participate in an oratory contest. What effect this had on my future at various podiums is real but immeasurable.
- We received a good education. To the chagrin of most of my classmates in freshman chemistry in college, it was little more than a review of what I learned in high school.

I AM “CALLED” TO THE PHARMACY PROFESSION

Well, not really.

When I entered high school, only one person in the families of either my mother or father had attended college. My uncle enrolled in the St. Louis College of Pharmacy after the war. The family was impressed with his success and proceeded to impress me with two reasons for choosing pharmacy: “You’ll always have a job, and your uncle is making a hundred dollars a week.” By the time serious discussion about my college future got underway, I had some notion that English Literature was my calling, but inasmuch as my parents were prepared to sell our farm, buy a house in town, and rent out the second story to pay my tuition, practical considerations won out.

Having made the decision in junior high, I quit the job selling newspapers that I had held for five years. I took my first drugstore job. I learned very little about the practice of pharmacy there, but I did learn a great deal about dealing with people, stocking shelves, and operating a soda fountain. It was good for me.

I STUDY PHARMACY

I enrolled in the St. Louis College of Pharmacy in September 1956. As a National Merit Scholarship finalist (but not a winner) I had received some interesting inquiries from liberal arts colleges, notably St. Johns, but easily overcame my dissonance regarding the choice of majors.

I was fortunate enough to find a pharmacy job just around the corner from

where my uncle had worked, and I spent six years as student and practitioner in the same location (more about that later). I also found a room, which I shared, in the same house where my uncle had stayed. At the beginning my weekly wage was \$12 and the room rent was \$6.

I did well at school—straight A's for the first three semesters, freshman class president—but I soon recognized that there were some parts of the curriculum which did not appeal to me (and still don't). I was fairly outspoken about the shortage of liberal arts in our four-year course of study. I did not give it much thought at the time but subconsciously I must have recognized that the socialization/professionalization process was lacking. We were a student body who took our courses and then left for our drugstore jobs. There was little of what Scott Turow called “the process of becoming,” in our case a pharmacist. I would spend considerable time writing and doing research on this phenomenon in years to come.

The late Jerry Henney was instrumental in sparking my interest in pharmacy administration.

I FALL IN LOVE

I didn't date much in college. I didn't have a car, although my pharmacist-boss by this time occasionally let me use the delivery car. In November 1959, I was invited to dinner with friends—she a nurse and he a classmate. It was set up as a blind date, but I didn't take it very seriously. Frankly, my wife to be and I didn't particularly enjoy each other's company that night. She did promise to call me about the availability of a couple of apartments, as I had lost a roommate. Calls and dates (mostly on foot or bus) followed, and on New Year's Eve we announced our engagement to an incredulous group of friends at a School of Pharmacy dance.

Mary, my wife of 40 years, already had her own profession. She didn't realize going in that she would be adding pharmacy to her daily life, including writing in the pharmacy press. My friends and colleagues all know that she has devoted a major part of her life to helping me in my work. She has brought fresh insights into it and entertained a multitude of students, colleagues, and visitors in our home while maintaining the nursing activities and pursuing B.A., M.A., and Ph.D. degrees. I owe her a major debt for her support in whatever successes I have had and also for preventing me from making what, in retrospect, would have been major career mistakes.

I DO GRADUATE SCHOOL

I had great interest in attending graduate school and received the offer of a graduate fellowship from Lloyd Parks at Ohio State. Shortly, however, we

learned we were to be parents and I withdrew from consideration. That might have been the end of it, but Jerry Henney and other faculty at the St. Louis College of Pharmacy put together a one-year master's program. While I was completing that program, we became parents and I continued a 48-hour per week work schedule. Four of us graduated from that program. One was Patrick Tharp who went with me to Ole Miss (see below).

I liked graduate school, the small classes, and the collegiality with the faculty. I learned very little about research I realized later, but I was thankful for the opportunity. Again, that might have been the end of it but in the spring of the masters program, I found by sheer happenstance a flyer from the University of Mississippi about a newly established Ph.D. program. The stipends looked acceptable, and Mary agreed that I should look into it. She had serious reservations, I later learned, but I never really gave her a chance to express them.

I called the late Charles Hartman, Dean of Pharmacy at Ole Miss, on behalf of myself and Patrick Tharp. Hartman would be coming through St. Louis by train with his senior class, returning from a visit to Eli Lilly and Company (what a shame that program has been allowed to disappear).

We met in Union Station at midnight, and by the time we finished, I knew I was going to Ole Miss. Dr. Hartman was compelling in his promises of a great opportunity and very persuasive. For a fellow about 5'7" with a potbelly and a thick Georgia accent, he generated an amazing amount of charisma. With little formal training in pharmacy administration, he was proposing to direct students in both pharmacy administration and pharmaceuticals. In our case, he made it clear that he intended to rely heavily on faculty in other departments.

While there was some structure in the programs, there was also great flexibility. When I told him I thought I would minor in sociology (and did), I know he thought it was a foolish waste. It wasn't. A significant part of my subsequent work was the result of those classes. Two of my first publications were written as a graduate student and based on interest generated there. By this time I was developing a strong interest in the pharmaceutical industry, so I spent plenty of time in the School of Business. Indeed, I took enough hours of economics to have a double minor. It was marketing, however, in which I was beginning to have the greatest interest.

I nearly failed statistics and have never really grasped the field (ask any of my students or colleagues). Failing statistics would have been a major disaster as it was one of the few courses about which Dean Hartman was adamant. Certainly I should ultimately have found a way to pass a course but that would have delayed graduation. We were "with child" again and both knew I had to finish with dispatch. My dissertation (hoping there are no copies around) was undistinguished, I know, but I worked hard and did what was

expedient. The subject, the location patterns of the pharmaceutical industry, required that I become familiar with federal document collections, and that has been a long-term benefit.

When we first began discussing dissertation topics, it became clear that there was a two-part agenda. Dean Hartman wanted to, and subsequently did, convince the Mississippi Legislature to appropriate regular funding for a new entity, the Research Institute of Pharmaceutical Sciences, and he hoped to use these funds to attract some elements of the industry to the state, especially those with an interest in indigenous natural products. That did not exactly work out then, but the new multimillion-dollar Thad Cochran Natural Products Center is based on the same idea and would not exist except for his vision.

I EXPERIENCE REAL PREJUDICE

The first or second day after we moved into our \$75 a month rental house, the neighbors began dropping by. When they found out that I was at Ole Miss and that we were from the north, comments usually took the form of “sure gonna be some excitement at the university at registration.” Why? We would ask. A “nigra’s” trying to enroll. In our naïveté it never occurred to us that there were no African Americans at Ole Miss. It somehow didn’t register that grades 1-12 were segregated in the public school. The accounts of the 1962 crisis are well documented and I will not recount them. There were other examples in Mary’s nursing practice, in the stores, and in the barbershop.

I will add two comments. When I joined the faculty and set about beginning research and seeking funding, I found plenty of prejudice—not as ugly, more subtle—among my professional colleagues in schools in the north as well as at the federal and industry sources of funds. The stereotype (that’s prejudice isn’t it?) of the ignorant, barefoot, given-to-a-lynching-a-week Southerner was often used against us but rarely admitted. We had some success over the years in changing that by our performance.

Even though, because of our experiences, Mary and I vowed not to return to Mississippi, we did return. When it came time to integrate the public schools, Mary was school nurse. There was strong talk of privatizing the schools. Mary and I and a substantial number of local people were successful in making the transition smooth and keeping the public school system strong.

I GO TO WORK IN THE DRUG INDUSTRY

By the time I could see the light at the end of the Ph.D. tunnel, I had decided to try for a position in the drug industry. I still planned to teach, but

later, when I had a lot of money. I interviewed with Mead Johnson, which offered an executive training program that I declined, with Merck (no offer, I truly was not prepared to do marketing research), and with the U.S. office of the Swedish firm Pharmacia. They had at that time five newly hired salesmen who were to launch low molecular weight dextran just as soon as the FDA approved it. Two years later, when I left, they were still waiting. From a learning perspective it was broad and practical and has served me in many ways, among which is an understanding of pharmaceutical promotion, distribution, and product development. I also made two close friends, Max Fern and Ted Klein, who have served our department and me in many ways ever since. The necessity of travel to Sweden gave me an entirely different perspective on international travel and activity that has yielded great pleasure and brought us friends and colleagues from around the world.

It eventually became obvious that our Swedish friends were not going to be very generous, so I started looking around. Occasionally I wonder, in the face of Pharmacia's place in the industry today, what might have happened if I had been more patient.

George Kedersha, for whom I was doing my first teaching, offered me a job at Rutgers at the same salary I was already making. I declined. Then, one Sunday Dr. Hartman called and asked me to come back. He had a scheme that would yield about a 40% increase over what Pharmacia was providing. He also made the professional opportunities sound good. We had to think long about this but agreed to an interview and later moved back to Oxford. It is indicative of some of the reasons to note that the dean's wife went on a search and found us what proved to be a perfect short-term rental house.

I WRITE

By the time I left Pharmacia, I had three published papers and a few in the works. I knew I liked to write. While at Pharmacia I was permitted to teach a marketing course at Rutgers, then in Newark.

I quickly learned that there existed no textbook and very little periodical literature. I think I met Christian Febiger "Kit" Spahr (of Lea & Febiger) at a medical convention. He was willing to give a try, and the next time we met (high up in the Atlantic City Convention Center) he brought a contract. *Principles of Pharmaceutical Marketing* has been in print through four editions since 1968 in one form or another.

Pharmacy *Drugs and Medical Care* has been through five editions beginning in 1972. Dave Knapp and I discussed the need for an "orientation" book for pharmacy students and wrote and edited it; apparently students and faculty (anyway) liked it. Counting multiple editions (not reprints) I have been involved in a total of 21 books. My personal favorites from that list, neither of

which sold well, are *Small Comfort: A Social History of the Minor Tranquilizers* and *Pharmacy and Medicine on the Air*. In the case of the former, I cannot recall the origin of the idea. I know that as a description of this class of drugs the term “small comfort” offers several meanings. I walked into my office one day, put the title on an empty file drawer and started the historical research. I finished the book during my second sabbatical. I am still very proud of it. An extra epilogue has been written, but nobody seems interested.

A particular pleasure has been the international interest in some of my books. *Principles* has been translated into Japanese and Spanish, while another book, *Pharmaceutical Marketing in the 21st Century*, is available in both Japanese and Korean translations.

My wife deserves a great deal of credit for the radio book. I wrote the bulk of it during my third sabbatical and made not only a mess but also a lot of noise listening to recordings. She sat with me in the dusty bowels of the Library of Congress while I investigated leads.

The radio book came naturally from my hobby of collecting recordings of old radio programs. At first it was general in nature, but with me everything seems eventually to find a pharmacy focus. My sincere thanks to Greg Higby for his help in producing a cassette tape of excerpts from some of the programs.

A complete list of the rest of my books appears as Appendix A.

As of this writing, I am sole or co-author of more than 400 published papers in 110 different publications. Many of the co-authors were students or colleagues. As is the case in our profession, the co-authors deserve virtually all of the credit for some of these papers. My periodical publications reflect in part my own interest at the time they were written as well as student research. Some are simply opportunistic.

I have always strongly encouraged my graduate students to try to publish. I feel strongly that if research is worth doing it is worth publishing. We have a usually unenforced rule in our department that the Ph.D. candidate brings to the defense a completed manuscript ready to submit. Most of our students have published something. Alas, some have not. My personal philosophy on this is that failure to publish deprives the research community of scientific information to which it has a right. If the student has received financial support for the research and does not publish, he or she shows a total lack of appreciation for the support afforded him or her through someone else's hard work. Fortunately, such students have been the minority, in my experience.

I am very proud of those of my publications that my professional colleagues hold in regard. I am equally proud, however, of some of the publications aimed at practitioners. Different audience, different purpose, but if a professor believes in service to his or her primary profession, pharmacy, then practitioners should be valued highly as well.

Some of my publications have been frankly promotional in nature. The pharmacy profession, and pharmacy administration in particular, must see to it that our various publics know what we do and why it is important. So my periodical publications range from good science in first class journals to pharmacy practice notes. Each has a place in the literature, and with very few exceptions, I am happy to have been a part of them.

I DO SERVICE

Another of Dr. Hartman's visions expressed in reality was the Bureau of Pharmaceutical Services. The bureau was designed specifically to serve practicing pharmacists, especially, but not limited to, those in Mississippi.

The bureau provided continuing education before it was required and credentialing before it became fashionable. When I returned to Ole Miss, Dr. Harry Smith was director. I assisted in various ways. When a Medicaid drug program was proposed in Mississippi, Harry and I went all over the state for small town dinner meetings aimed at allaying fears and interpreting the meaning of the program to individual practices.

I became editor of the *Bulletin of the Bureau of Pharmaceutical Services* and, when Harry went back to Kentucky, agreed to direct the bureau. It quickly became obvious that I had more than enough to do as chair of our department. Mr. Kerby Ladner assumed directorship, and I was variously assistant director and associate director. After 25 years of publishing, the School of Pharmacy discontinued the bulletin as not profitable.

Over many years, the school kept in touch with Mississippi practitioners through district seminars, evening dinner meetings with professional interaction and presentation of a seminar, usually by an Ole Miss faculty member. I delivered more than a score of these. This program also was canceled in view of the plethora of continuing education programs available. Two years ago, after Mr. Ladner announced his retirement, I was also "retired."

I am extremely proud of the way our School of Pharmacy has served its alumni and other pharmacists elsewhere.

I WILL DO RESEARCH FOR MONEY

I knew with certainty when I returned to Ole Miss that I would be expected to do research. What I did not know was the importance of research. One of my deans defined research in public as "overhead-bearing grants and contracts." It took a while for that to sink in, but I felt as department chair (see below) a constant need for outside funding. Graduate student support was

essential and so was faculty support. In my early years, faculty, except chairs, received nine-month contracts. They were free to do as they wished with the summer, including muster grant support and pay themselves for an extra three months.

I set immediately on the trail of external funding, and the year 2000 marks 34 consecutive years in which I have secured at least some. A total of 99 separate grants, contracts, and gifts have brought more than \$1.5 million to the university. The number and dollar value have been important but also important have been the dynamics. In some cases, we have had specific research or other goals and sought the funds to support them. In other cases, we became aware of funding sources and prepared proposals specifically aimed at the sources' agenda.

My first grant was for \$2,500 from what was then Beecham-Massengill in Bristol, Tennessee. It supported the master's thesis of my first graduate student and was a look at what a small sample of physicians and their office staff did with pharmaceutical direct-mail advertising.

Without question, still the most important funding I ever received was a collection of grants and contracts totaling \$320,000 from the Social Security Administration. This happened in the late 1960's when T. Donald Rucker and his colleagues on the Task Force on Prescription Drugs were studying the feasibility of a prescription drug benefit program under Medicare. As always, Don Rucker was ahead of everyone in wondering how the millions of claims from such a program would be processed. That sounds bizarre today, but there was no hardware or software available then that could have performed the task. Our work on the project is published. The drug benefit program was not realized and the computer industry galloped ahead to today's state of readiness, but we believe that Don's vision and our hard work may have helped prepare for the future. My memory on how Don and I first began discussing this project is foggy, but I clearly remember writing the final draft of the first proposal while fighting encephalitis, one of the most physically painful times of my life.

A side effect of this project was the visibility and some legitimacy that we received in the school and university. This was real money from the federal government. Maybe these people had something to offer after all!

Our funding sources have included foundations (e.g., Ford, Andrus), federal agencies (e.g., NICHD, NIA, PHS), state agencies (e.g., Medicaid, State Health Planning Council), a variety of pharmaceutical companies, and others.

I have been intrigued in recent years by the comparative ease with which projects in the "outcomes" area are funded by industry sponsors today. For the first decade and a half of my tenure we pursued mostly federal funding. I tell my graduate students that those proposals were often as detailed as a

dissertation proposal. You never got to talk with the committee members and you still had to wait six months (or more) to learn whether you had “passed.”

External funding has been essential to the success of my department. It has allowed numbers of graduate students to complete their research and their degrees and supported faculty travel, equipment, and other expenses, the funds for which would not otherwise have been available.

I TRY ADMINISTRATION

A couple of years after I joined the faculty it had grown enough to warrant departmentalization. I was appointed chair of the Department of Pharmacy Administration. Although only 31 years old, I was not apprehensive and realized the presumed freedom that I believed would come with being “boss” (or “head beagle” as my first faculty here termed it). There was, in fact, some considerable freedom, but generally speaking, that tended to be a function of discretionary funds available from outside and an unspoken philosophy of it being easier to ask forgiveness than to ask permission.

In retrospect, it is clear that I developed a style of administration that was frustrating and personally damaging. My administrative belief, unrecognized, was one of example: “I will work very hard and do well and the other members of the department will do the same.” I am a slow learner, I suppose, for it took me years to realize that the result of that style was for the faculty to contentedly watch as I wrote virtually all of the grant proposals, directed most of the graduate theses and dissertations, and maintained a teaching load consistent with their own. By the end of my fifteenth year on the faculty and after wrenching experiences with two faculty members, I resigned the chair. The next couple of years were filled with relief and release.

One segment of my administration deserves special note. We had changed the name of the department to Health Care Administration for a couple of years when I became aware of an accrediting agency in the field of health administration. Our department explored the possibility of accreditation for some time, meanwhile expanding course offerings and opening admissions to a nonthesis master’s program for a variety of nonpharmacists. We ultimately had to back away from this effort because of lack of resources, but it yielded some interesting benefits. Statewide we gained new visibility for pharmacy as a health profession. I was appointed to the Statewide Health Coordinating Council by three successive governors, and our faculty gained some valuable new perspectives from our nonpharmacy graduate students. At one time we were, more or less by accident, the only Ph.D. program in Health Care Administration in the United States.

I TEACH

In contrast to some of my colleagues who feel that they must teach in order to pursue their research, I love teaching. I have loved it from my first assignment in calculations, where I delivered my 1-hour lecture in 15 minutes (sent them to the board to work problems), to this very day. I can honestly say that there has not been a first day of class each semester to which I have not looked forward eagerly.

I consider my teaching job as largely that of a wholesaler (my marketing interests again). I survey the materials available, tailor an assortment of them to my student audience, and deliver them in ways designed to be most acceptable and most useful. It's a little more complicated than that, of course. There's a certain amount of I-know-what's-best-for-you paternalism involved and quite a bit of selling, particularly in Pharmacy Administration which is often undervalued in comparison to the "science" courses.

I have delighted in discovering and then sharing information from eclectic sources and relished the challenge of making it as relevant to the students as I know it to be. Talcott Parsons surely wasn't thinking of medication compliance when he described the sick role, but the students quickly grasp the significance of the prescription as a "ticket to be sick," as they do the Health Belief Model as a helpful description of why people do and don't take their medicine and what pharmacists can do about it.

At Ole Miss I have taught 21 different graduate and undergraduate courses, always being the first to teach each. I have enjoyed each challenge in course development and the expanded personal growth that this has brought. My most rewarding course has been a pharmacy orientation course that I taught under various titles and course outlines for more than 25 years. I loved the chance to share with new recruits a sense of their profession's importance, obligations, and prospects. I miss it.

I must say I have never enjoyed the more formal aspects of teaching—testing and grading especially—but I recognize the danger in an attitude that can lead to the role of entertainer rather than true teacher.

I FACILITATE GRADUATE STUDENTS

On the wall in my office are photographs of every student whose thesis and/or dissertation I directed or co-directed. There have been 72 theses and dissertations. As I look around that room, I see photos of four deans, a Remington Medal winner, two Lyman Award winners, an ASHP Research Achievement Award winner, many distinguished educator/researchers, some industry executives, and a few disappointments. I believe—no, I know—that I played a role in the professional lives of each and I am proud of that.

I used the term “direct” in the first paragraph of this section. In fact my graduate student *directions* have been minimal. I prefer to use words like guide, facilitate, and suggest to describe my role, at least at the Ph.D. level. I never *assigned* a research topic in my career. In some cases, I suggested topics which were ultimately chosen, but that was always the student’s choice.

Sometimes the workload got a bit out of hand. One August, five of my Ph.D. students graduated on the same day. In one 13-month period, I had 11 master’s theses finished in our Health Care Administration days.

I always encouraged students to select committee members who could help them most. In many cases a member had more to do with the student’s ultimate product than I. I acknowledge those contributions, having played that role myself a few times, and I hope the students do, too.

I do believe that the graduate program in Pharmacy Administration of the University of Mississippi stands as one of the finest in the world. From the humblest of beginnings and in unlikely geography, considering our marketing focus, the program has, to paraphrase Faulkner, not only survived, but prevailed.

I EDIT

A few accidents along the way here. I never planned any formal editing activities. My first editing assignment was *The Mask of Kappa Psi* under the late Jerry Henney’s watchful eye. I lasted two years and learned a lot about Kappa Psi and my ignorance.

As noted above, I edited the *Bulletin of the Bureau of Pharmaceutical Services* for a quarter century. I had to take the time from other duties and family, but I know we performed a service to Mississippi and other pharmacists.

Other editing included ten years as contributing editor for *U.S. Pharmacist*, editor of *Merck Minutes*, and various editorial board opportunities that currently include *Journal of Social and Administrative Pharmacy*, *Product Management Today*, *Pharmaceutical Representative*, and *Journal of Health Care Marketing*.

I founded *Journal of Pharmaceutical Marketing and Management*, *Journal of Research in Pharmaceutical Economics*, and *Journal of Pharmacy Teaching*. None of this would have happened, however, had not Robert Hunter decided to join Merck and leave academics. Bob was all set to start the marketing journal until then. As I had just finished a survey on the subject for our section of Academy of Pharmacy Practice, he approached me to step in. We are approaching 15 years of journal and book editing and I take pride in some of the book titles in whose publication I have played a part, most

notably Varro Tyler's best-selling herbal texts. (A "tip" of my hat to my wife again. Had she not brought lunch to the A.Ph.A exhibit area, we would not have seen Tip Tyler walking by, asked him to join us sitting on the floor, and started the conversation that led to his books being republished at probably the most propitious time in history for herbal medicine.)

I RECEIVE AWARDS

Through various awards, my peers, among others, have honored me and the work that I have done with the help of others. Yes, I am happy to have received them because they represent hard work, commitment, and some good fortune. They include:

Honor Societies

Rho Chi Pharmacy Honor Society
Phi Kappa Phi
Omicron Delta Kappa
Alpha Kappa Delta (Sociological Honor Society)
Phi Lambda Sigma (Pharmacy Leadership)
Golden Key National Honor Society

National Honors

Lyman Award (American Association of Colleges of Pharmacy) 1968
(*first time given*)
Rho Chi National Lecture Award 1979
Research Achievement Award (Academy of Pharmaceutical Sciences) 1980
Distinguished Educator Award (American Association of Colleges of Pharmacy) 1981 (*first time given*)
Named Fellow, Australian Institute of Pharmacy Management 1982
Research Achievement Award (American Association of Pharmaceutical Scientists, Section on Economic, Social Sciences) 1990 (*first time given*)
Distinguished Alumnus Award, St. Louis College of Pharmacy 1990
Certificate of Appreciation, Kappa Psi Grand Council 1991

Lifetime Achievement Award, Southwestern Marketing Association 1999
(*first time given*)

The one award that I cherish most is Teacher of the Year (1975) from the pharmacy student body.

I REGRET

- That I really never became facile with statistics. I have learned a great deal about statistics over the years from my students and colleagues, but I really can't *do* them.
- That I have been and am still computer illiterate. I recognize the need, but also remain adamant that good things can be and are done without computers. A few years ago a new faculty member expressed amazement that I could accomplish any thing without using a word processor.
- That the MUST database did not succeed. I still use it for finding older references that one cannot find any other way.
- That I never really settled down to concentrate for a long period on any given stream of research. I should certainly have been "deeper" for having done so, but I should have missed a great deal.

A LAST RETROSPECT

I was tempted to finish this essay with another quotation from *David Copperfield*: "And now my written story ends. I look back, once more—for the last time—before I close these leaves." But nothing that dramatic is appropriate, even though, as my wife has pointed out, "when they give you a lifetime achievement award, they're telling you something."

I hope I have a few good, productive years left. I want, with the help of colleagues, to finish one more edition of a pharmaceutical marketing book. Much of my time in the last three years has been dominated by efforts to establish a firm footing for the Center for Pharmaceutical Marketing and Management and for our unique new B.S. in Pharmaceutical Marketing and Management.

APPENDIX A

Complete List of Books, All Editions

Principles of Pharmaceutical Marketing, 1969, Lea and Febiger, Philadelphia.
2nd edition, 1975
3rd edition, 1982

Pharmaceutical Marketing: An Anthology and Bibliography, co-author, 1969,
Dr. B. G. Keller, Williams and Wilkins, Baltimore.

Pharmacy, Drugs and Medical Care, co-author, 1972, Dr. David A. Knapp,
Williams and Wilkins, Baltimore.
2nd edition, 1976
3rd edition, 1981
4th edition, 1986
5th edition, 1992

Pharmacy Practice: Social and Behavioral Aspects, co-author, 1974, Dr.
Albert Wertheimer, University Park Press, Baltimore.
2nd edition, 1980
3rd edition, 1988

Handbook of Institutional Pharmacy Practice, co-author, 1979, Dr. Thomas
R. Brown, Williams and Wilkins, Baltimore.
2nd edition, 1985

Evaluating Pharmacists and Their Activities, co-author, 1973, Dr. David
Knapp, ASHP Research and Education Foundation, Washington.

Small Comfort, 1985, Praeger Publishing, New York. Reissued as *A Social
History of the Minor Tranquilizers*, The Haworth Press, Inc., Binghamton,
NY, 1990.

Casebook in Social and Behavioral Pharmacy, co-author, 1987, Dr. Albert
Wertheimer, Whitney Press, Cincinnati.

Pharmacy and Medicine On the Air, 1990, Scarecrow Press, Metuchen, NJ.

Pharmacy Ethics: Readings and Cases, 1991, The Haworth Press, Inc., Bing-
hamton, NY.

Pharmaceutical Marketing: Strategy and Cases, 1991, The Haworth Press,
Inc., Binghamton, NY.
Japanese edition, 1998
Korean edition, 2000

Pharmaceutical Marketing in the 21st Century, 1996, Pharmaceutical Products Press, Binghamton, NY.

Japanese translation, 1997

Korean translation, 2000

Social and Behavioral Aspects of Pharmaceutical Care, co-author, 1996, Dr. Albert Wertheimer, Pharmaceutical Products Press, Binghamton, NY.

Studies in Pharmaceutical Economics, 1996, Pharmaceutical Products Press, Binghamton, NY.

APPENDIX B

An annotated list of my “top twenty” (it was brutal to perform this exercise) publications follows:

Visconti, James, and Mickey C. Smith, “Appeals Used in Pharmaceutical Advertising,” *Hospital Pharmacy*, Vol. 3 (February, 1968) pp. 5-13. Still widely quoted and, with some additions, still relevant.

Smith, Mickey C., “Social Class Background of Pharmacy Students,” *American Journal of Pharmaceutical Education*, Vol. 32 (November, 1968) pp. 596-609. The first Lyman Award paper.

Smith, Mickey C., “Implications of Professionalization for Pharmaceutical Education,” *American Journal of Pharmaceutical Education*, Vol. 34, No. 1 (February, 1970) pp. 16-32. I am proud of this effort and share the concept with my colleagues.

Smith, Mickey C., “Advertising, Education, and the ‘New’ Pharmacist,” *Medical Marketing and Media*, Vol. 5, No. 1 (January, 1970) pp. 23-26. An effort to explain pharmacy to the pharmaceutical industry.

Smith, Mickey C., Robert L. Mikeal, and William E. Wilkinson, “Studies in the Automation of Vendor Drug Claims,” *Journal of the American Pharmaceutical Association*, Vol. NS12, No. 4 (April, 1972) pp. 156-165, 183. One of the reports from our first major research efforts.

Smith, Mickey C., and Dewey D. Garner, “Pharmacy Education/Practice Relationships,” *American Journal of Pharmaceutical Education*, Vol. 36, No. 4 (November, 1972) pp. 615-627. Anticipated competency-based education before we heard the term.

Smith, Mickey C., and Richard A. Jackson, “Relations Between Price and Quality in Community Practice,” *Medical Care*, Vol. 12, No. 1 (January, 1974) pp. 32-39. Research not done before or since.

- Smith, Mickey C., "Patient End Results of Community Pharmacy Service," *Journal of the American Pharmaceutical Association*, Vol. NS14, No. 3 (March, 1974) pp. 131-135. Again, "outcomes" research before we used the term.
- Smith, Mickey C., "Drug Product Advertising and Prescribing: A Review of the Evidence," *American Journal of Hospital Pharmacy*, Vol. 34 (November, 1977) pp. 1208-1224. And the evidence *showed* that there was little evidence.
- Smith, Mickey C., "Positioning the Pharmacist," *Medical Marketing and Media*, Vol. 16 (September, 1981) p. 14. One page, one of the best things I ever wrote. I wish *pharmacy* could/would have read it.
- Smith, Mickey, and Susan Simmons, "A Study of the Effects of Formulary Limitations in Medicaid Drug Programs," *Administrative and Policy Journal*, Vol. 2 (Spring, 1984) pp. 169-198. Obscure journal, but the results were significant.
- Sharpe, T., M. Smith, and A. Barbre, "Medicine Use Among the Rural Elderly," *Journal of Health and Human Behavior*, Vol. 26 (June, 1985) pp. 113-127. Used the Kohn/White methods in a path analysis.
- Smith, M., and John Juergens, "Too Tranquil: The Epidemiology of an Idea," *Clinical Research Practices and Drug Regulatory Affairs*, Vol. 5 (1987) pp. 147-163. Partly derived from *Small Comfort*. I think there is an important message here.
- Smith, Mickey, D. Lipson, and G. J. Norwood, "Influence of Retail Assistants on OTC Selection," *Journal of Pharmacy Technology*, Vol. 3 (May, 1987) pp. 118-122. No one has looked at these important people!
- Smith, M., "A Content Analysis of Assertions About Medicines in High School Textbooks," *Social Pharmacology*, Vol. 2 (1988) pp. 113-122. I have tried in vain to alert the industry about what is taught in the schools.
- Visconti, J., and M. Smith, "A Research Framework for Economic Epidemiology," *Journal of Research in Pharmaceutical Economics*, Vol. 1, No. 3 (1989) pp. 101-111. This was old when published, but I believe still relevant.
- Smith, M. C., S. Messer, and J. E. Fincham, "A Longitudinal Study of Attitude Change in Pharmacy Students During School and Post Graduation," *American Journal of Pharmaceutical Education*, Vol. 55 (1991) pp. 30-35. Perhaps my most important paper in education. Seems to demonstrate that we do *not* make a difference.

Smith, M. C., "Future Possibilities in Pharmaceutical Promotion," *Journal of Drug Issues*, Vol. 22 (1992) pp. 471-480. Never expected anything from this but I wish FDA would consider it.

Smith, M. C., "Publishing Reconsidered: Is Writing for the Profession Scholarship?", *American Journal of Pharmaceutical Education*, Vol. 56 (1992) pp. 411-414. I ask my colleagues, especially deans, to reconsider.

Kolassa, E., M. Smith, and others, "The Effects of Acquisition Cost and Budget Based Compensation on the Attitudes of Pharmacy Directors toward the Adoption of a Cost-Effective New Drug," *Pharmacoeconomics*, Vol. 13, No. 2 (February, 1998) pp. 223-230. Major findings with implications throughout the system.