

illustrate the breathtaking pace at which we are moving in the domain of biomedicine. Surely, achievements such as these are of intense interest to veterinarians and, therefore, should be in the back of our minds when we talk about the development of tomorrow's veterinarian.

You might say, "But we still have parasites in pets, and scours in calves." We do, and we probably will for a long time to come. However, it is against this background of an age literally reaching for the stars that we must measure our plans and efforts in veterinary medical education. In the light of the changes briefly summarized it seems, for example, that the requirements for pre-veterinary education should be questioned. The current 2-year pre-professional education may no longer be adequate to give the student an understanding of society, to teach him to think, and to offer him those courses which are prerequisite to his professional courses. Should we, then, restrict the selection of veterinary students to graduates of baccalaureate programs of various kinds? Since veterinary students today frequently have 4 years of pre-veterinary training, this step, which finds approval among many educators, should not be difficult to accomplish.

The purpose of the professional curriculum is to provide the foundation upon which graduates develop the many competencies necessary for the profession to fulfill its role of service to society. The student should be taught the principles of biology and medicine, and acquire at least a basic understanding of the art and science of clinical veterinary medicine.

But, the professional course of studies, no matter how sophisticated or diversified, today points beyond itself to a lifetime of learning. Postdoctoral education, graduate education in the basic sciences, internships and preceptorships and, perhaps most important of all, programs that bring the latest findings of research and experience to the practitioners, are indispensable parts of the total programming of veterinary medical education.

These thoughts about the future of veterinary medical education may not be uppermost on your minds as you are about to begin construction of a new college of veterinary medicine on this campus. You might have found it more helpful—and probably more entertaining—had I titled my talk "Seven Mistakes Most Commonly Made By Planners and Builders of Colleges of Veterinary Medicine" or, "How I Built A 15 Million Dollar College With Only 19 Million Dollars." For a while I indeed intended to address my remarks to the practical issues and problems you are facing in building your school. I could have talked, for example, about the wisdom of allocating sufficient construction funds; the need to recruit an adequate number of qualified faculty members; and about such technical and mechanical things as an audio-visual center; an adequate library; service laboratories; integrated study courses; closed-circuit television; the vital need for adequate clinical materials, and even the need to plan for expansion before you have laid the cornerstone to your first building.

Yet I felt, for one thing, that there are people available to you who, because of their experience and training, are much more qualified than I to speak to you about these things. Moreover, I was certain that there were very few things, if any, you hadn't already thoroughly explored at this stage of your development program. Lastly, I didn't wish to usurp the responsibilities of the AVMA's Council on Education which, in its "Essentials of An Acceptable Veterinary Medical School," explicitly states that it will assist schools to meet the requirements for accreditation, and that it will consider evaluation of a newly established school at any stage of its development.

There could be no more propitious time for building a new college of veterinary medicine. The urgency of such an undertaking is amply illustrated by three recent legislative measures. The Veterinary Medical Education Act of 1966 marks the first significant national attempt to balance the supply of veterinarians against the nation's steeply rising demands for their services. It has created a favorable climate for your goals and will provide some of the means essential for their accomplishment. Following on the heels of this piece of legislation, the Laboratory Animal Welfare Act and the Wholesome Meat Act of 1967 have focused national attention on two vital areas, medical research and consumer health protection, in which success or failure depends crucially on the availability of well-trained veterinary medical personnel.

Yet for my part, I feel that the grand design, the vision, if you will, of this profession at the age in which it operates will ultimately determine the success or failure of your new college in graduating the type of veterinarian we need and want. More than 200 years have passed since Claude Bourgelat, the French