

lawyer and riding master, founded the world's first school specializing in veterinary science. The buildings of the small Ecole veterinaire at Lyons may have been, according to our modern standards, primitive, and the textbooks he wrote for his students, and which they had to learn by heart, may be as obsolete today as the methods of diagnosis and treatment he practiced. Yet his understanding of the importance of scientific research, which finally triumphed over the deeply entrenched empirical and often superstitious procedures of the past, and his intuitive grasp of the moral nature of our profession are of timeless validity. There is in the code of ethics he wrote for his students a passage which expresses well what I believe must be the final justification of efforts in training a new generation of veterinarians. "Ever imbued with the principles of honor imparted to them," he wrote, "the students will never depart from them. They will distinguish between the poor and the rich. They will never set too high a price on the talents which they owe only to the benevolence and the generosity of their country. Finally, they will prove by their conduct that they are all equally convinced that wealth exists less in what one possesses than in the good one can do with it."

Thank you.

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VETERINARY EDUCATION

Veterinary educators are faced with the critical decision of when and how we should teach the increasing amount of pertinent knowledge demanded by our profession. Expansion in clinical areas has condensed the time devoted in the basic areas. Can we relieve some pressures on the professional curriculum through the preveterinary, graduate, or post-graduate programs? Is our objective to graduate better qualified veterinarians in all areas or should we specialize? Are we still stereotyped by the past?

Historical trends in our profession have influenced some of our present answers to these questions. The first veterinary school established in Lyons, France, in 1761, emphasized one animal, the horse, and particularly its anatomy. Similar emphasis was noted at the first state supported College of Veterinary Medicine in the United States established in 1879, at the institution now designated Iowa State University. Between 1852 and 1948, some thirty-four, mostly private veterinary schools were initiated and closed in the United States and Canada. Many occupied livery stables where the emphasis was on learning by doing. Matriculation requirements usually included an elementary or grade school diploma. The course typically consisted of two sessions of four months each.

The evolving curriculum

In the first quarter of the twentieth century, three-year programs were generally required in college veterinary curricula. De-emphasis of the horse and cooperation in more complex studies of all domestic animals and factors related to disease commenced.

The public image of the veterinarian as a horse doctor persisted resulting in the lack of financial appropriations for the dying profession. Progress was stymied in all areas of veterinary education. It was emphasized that research and education must be depended upon to keep the veterinary profession from lagging behind its sister profession. Knowledge had increased faster than it was possible to change curricula to meet the newer needs of graduates.

During the 1930's, few students could afford college. Nevertheless, great strides were undertaken to improve the curricula to prepare the students in various fields of veterinary medicine. Screening students and requiring one year of preveterinary training was instituted.

By the middle of the twentieth century according to Armistead, the curricula of veterinary schools fitted by habit, provincialism and conservatism, were stereotyped patterns which had not changed significantly in fifty years. Curricula were overcrowded as expansion of knowledge increased without provision for increased learning time. This is still our situation today.

Objectives and methods

In addition to more sophisticated teaching methods, pre-veterinary, graduate, or post-graduate programs should be further developed to present increased knowledge. A longer pre-professional training period has been proposed. This