

apparently is occurring naturally because of the increasing competition for admission into a relatively static profession numerically. Since 1949, all veterinary schools in the United States have required two years of pre-veterinary training. In 1965, 860 of 1,388 first-year veterinary students in the United States had completed more than the required two years of pre-veterinary training. This period has been generally regarded as a time when students broaden their education. It has become, however, a period with little flexibility, with elective courses quite limited. Required courses in mathematics, chemistry, physics, and English need to be, but are in all too few instances, adequately covered in high school. This allows more time for more broadening electives in the pre-veterinary curriculum.

Block of time are continually shifting within the framework of the four-year professional curriculum. The efficiency of the traditional four-year curriculum has been challenged. The trimester program now in effect since 1963 at the Texas A & M College of Veterinary Medicine provides additional student contact hours and reduces the total investment by students in time and money. Students graduate after nine continuous terms or three years under this system. The Michigan State program includes eleven quarters of eleven weeks each. A three-year program designed for the Iowa State Veterinary College has not yet been instituted. Various methods have been employed to ensure adequate coverage of basic material and still allow clinical experience before graduation. None has been successful in producing veterinarians proficient in all phases of veterinary medicine upon graduation. Instead, hopefully, we have provided each student with basic information upon which he can build his proficiency by further study and experience. As our profession matures, the now heterogeneously emphasized facets of the curricula characterizing each veterinary school should mold into a more homogenous whole. Perhaps then we can eliminate national and state board examinations.

The present author agrees with Armistead and Clarkson that specialization in veterinary practice is not only inevitable, but is desirable and is a symptom of growth. Programs designed for further experience and specialization in human medicine are in existence in veterinary medicine. These include preceptorships, post-graduate training, and graduate education.

*Preceptorships* or *precepteeships* involve undergraduate third and fourth year veterinary students who are sent singly or in pairs for variable periods of time with a practicing veterinarian. The last preceptorship program in the dental profession will be dropped this year and only 20 of the 86 medical schools had preceptorships in 1962.

Some feel that this program at the Auburn School of Veterinary Medicine is very beneficial. Three months of the senior year is spent with selected practitioners under this program. The present author finds conflict between the need for more time to present material and the premature entrance into practice.

*Postgraduate training* by symposiums, seminars, workshops, and short courses offered by universities, clinics, and veterinary organizations offers an excellent though limited means of reaching practitioners. It serves primarily as a refresher program or as a means for informing practitioners of new developments or techniques. Not enough practitioners participate unfortunately.

*Graduate programs* include internships, residencies, and degree programs. Internships immediately follow graduation from veterinary school and consist of one or two years of supervised practice in medicine with continued instruction in the science and art of medicine. The intern learns by doing and by association with experienced clinicians. Residencies include education and training following the internship which provides preparation for the practice of a specialty. Three or more years are generally served. Graduate programs leading to the degrees Master of Science or Doctor of Philosophy are generally preserved for academic or industrial futures rather than to improve one's practice skills and knowledge.

The present author agrees with Pritchard that graduate programs are the weakest link in the chain of veterinary medical education today. Compulsory graduate programs are in existence in many foreign countries including India, Germany, Holland, and Scotland. Some indicate that internships should be the responsibility of the licensing authorities in the state where the applicant seeks to practice. Graduate programs at universities generally have the advantage of a better staff and facilities; however, instituting internships at universities on a large scale would require the allocation of further funds which probably would not gain priority in the legislatures. Presently, Societies for the Prevention of Cruelty to animals, several veterinary schools, and scattered group practices