

by the State Dairy Cattle Breeders' Association. The research farm was purchased with some of the balance remaining in the operating fund when the serum plant was closed. Two of the stables were built from the same fund. The Laboratory Building was built in 1927 from the balance remaining in the contingent fund in the hands of the State Budget Director. The State Dairy Cattle Breeders' Association was of great help to us in securing this building. The late Senator E. L. Hogue (budget director), being a large land owner, was much interested in the control of animal diseases and very kindly approved of the use of the funds for that purpose.

It was agreed that the buildings erected in 1913 should be taken down and the material, or as much thereof as possible, used in the construction of the new laboratory. This was done with the result that we secured an unusual "amount" of building with the comparatively small appropriation of \$25,000. This is the first laboratory building designed and built for veterinary research in the state of Iowa. We had an organized research department 14 years before we could secure a satisfactory building in which to carry on the work. Following is an inventory at the present time.

Buildings:

Main veterinary buildings	\$150,000.00
Wing of new clinic building	25,800.00
Research laboratory	25,000.00
Other buildings for research (8 stables, etc.)	19,376.00
Total buildings	\$220,176.00

Land:

Land (research farm)	22,000.00
Equipment—furniture etc.	88,208.00
Total Investment	\$330,384.00

IV.

ENTRANCE REQUIREMENTS AND COURSE OF STUDY



HERE is a question as to which one has received the most attention in the past, by those interested in medical education (human and veterinary), entrance requirements, or the content of the course of study pursued after the student has entered.

The entrance requirements to the Division of Veterinary Medicine at Iowa State College from 1879 to 1888 were: 16 years of age, knowledge of reading, orthography, grammar and arithmetic. In 1888, human physiology and history were added to the list. These requirements continued in force for 10 years. In 1899 algebra was added,

but in 1900 the requirements were changed to "Write an essay of 200 words and pass an examination in arithmetic and history, and give other evidences of proficiency." The catalog of 1910-11 announced 15 units as the entrance requirement to the Veterinary Division.

I am sure that entrance requirements were one of the most debated questions before the American Veterinary Medical Association for at least a decade. We had, when the writer first appeared upon the scene in national association affairs, 12 private veterinary colleges, which required a large attendance in order to secure sufficient funds with which to operate. High entrance requirements would seriously interfere with this most necessary requirement in the operation of any institution. Many of the men connected with private veterinary colleges were sincere in their argument that the livestock industry needed practitioners and that high school entrance requirements would keep out many who would make excellent practitioners but who, for various reasons, had not had the advantages of a high school education. The writer still maintains that the requirements a successful practitioner must meet if he is to fill the place in his community he should are no different educationally than for most other branches of service rendered by the veterinary profession. Many of our finest alumni are practitioners. For almost a decade the American Veterinary Medical Association was divided into two "camps" on this question, and it was quite important whether one was a private or state school graduate.

The writer in making his "maiden" speech before the American Veterinary Medical Association at Toronto, Canada, in 1911, had the "nerve" or "lack of judgment" (state school men said "nerve"—private school men said "lack of judgment") to say that "the livestock interests are demanding not more, but better men—men capable of solving the many and complex problems incident to modern veterinary science." "In order to prevent the country from becoming saturated with semi-qualified veterinarians, higher entrance requirements should be enforced and made attractive to desirable and qualified men, so barring the unqualified, and after admission the course must be of sufficient length to permit thoro work without congesting or confusing, but rather aiming to enlighten the student."

The Iowa State College had adopted at this time (1911) high school entrance requirements, being the first and only in America having that requirement at that time. From this time until the matter was finally settled (1918) the staff of the Veterinary Division was often the center of the "whirlpool." Many of the better educated alumni from the private schools joined with the state institutions (we have many fine and distinguished members of the profession who graduated from private veterinary colleges) and for several years if the annual meeting was held in a favorable place the "state school" representatives would insert provisions into the by-laws of the American Veterinary Medical Association barring from membership graduates from colleges maintaining low standards only to have them eliminated the following year when private school interests "had the votes." The last

City for example, in a comparatively few years had quite extensive buildings and a large student body. The same history in regard to education in medicine could be written. The private schools rendered an important service in that they provided practitioners for many sections of our agricultural districts where otherwise quackery would have prevailed.

Many had the impression that our educational problems would be settled with the requirement of 15 units of high school for entrance. Altho of a somewhat different type our educational puzzle is still with us and probably always will be to a greater or less extent.

In our present problem the content of our course of study has assumed greater proportionate significance because four years is not sufficient time in which to enlighten the student in regard to all the fundamentals as well as the essentially practical phases of the various branches of veterinary service. At present it remains four years of college work with fifteen units for entrance, but there is now a definite need for extending these requirements.

The chart showing the introduction of the various subjects into the course of study and the period of time over which they are taught, tells the story much better than could be done by mere words.

V.

STUDENTS AND ALUMNI



THE graph on another page showing the number of students enrolled in the Veterinary Division from its beginning is an interesting study. The depression of the line indicated at "A" was the result of extraneous causes and led to considerable doubt as to the advisability of continuing the Veterinary Division. That period (1892 to 1896) is referred to by Dr. Stalker in one of his reports (1897) in the following words: "Everything went well until the almost unprecedented decline in horse values Such a state of affairs tended to discourage students from entering the profession, which was not so full of promise as formerly. The natural result was a decline in attendance. Meanwhile the general government began to want specialists in this line for the prosecution of its work—there proved to be an active demand for bright, well-trained young men to enter the Bureau of Animal Industry. Colleges and experiment stations were looking for educated veterinarians. All this has brought about a reaction and now young men with fair educational preparation are actively interesting themselves in veterinary studies." This period is also known as the "panic of the '90's" and it will be noted that no veterinary student graduated in 1896. After 1897 the enrollment showed an increase, which became most marked after the "reorganization." A part of this increased enrollment can be ascribed to the introduction of the four-year course which would in itself increase the