1939

Dean Murray Speaks to Jr. A.V.M.A. Chapter

Charles Murray
Iowa State College

Follow this and additional works at: http://lib.dr.iastate.edu/iowastate_veterinarian

Part of the Veterinary Medicine Commons

Recommended Citation
Murray, Charles (1939) "Dean Murray Speaks to Jr. A.V.M.A. Chapter," Iowa State University Veterinarian: Vol. 2 : Iss. 1 , Article 2. Available at: http://lib.dr.iastate.edu/iowastate_veterinarian/vol2/iss1/2

This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in Iowa State University Veterinarian by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Dean Murray Speaks To Jr. A.V. M.A. Chapter

IN HIS annual address to the staff at the beginning of the present school year, President Friley made these statements concerning freshman and sophomore students:

“The freshman and sophomore years constitute a peculiarly difficult period, both for the student and for the college. The student enters a strange, new world, usually with high hopes and reasonable ambitions, but often with vague ideas of the specific objectives and goals he is expected to attain. He finds himself faced with student traditions and customs, often incomprehensible and sometimes painful; the adjustment to new associates, the technique of making new friends, is often slow, awkward and fraught with considerable anguish. His soul is chilled by recitals of the cherished legends and fairy tales of faculty ferocity, professional perversity and disciplinary decapitation. The teaching staff is confronted with a great body of young men and women—varying amazingly in energy, ability, talent and ambition. It is easy for the instructor to fall into the habit of considering these students in the mass rather than as individuals, with individual problems, needs, and capacities. It is too often forgotten that the personality of the student is sacred, but not necessarily the system which has been set up for his education.”

Every one of you, we hope, unlike the many students mentioned by the President with vague ideas of specific objectives and goals, has a very definite idea of your specific objective. You have taken time to study the matter, and have reached the decision that a veterinary education is your goal. Unless you have done this, you are not under proper classification.

To you, each with at least one year of college work behind you, the world of education is not entirely strange and new, yet we venture the opinion that the work you are now undertaking is enough different from that you have previously pursued to cause you some concern. There is no reason why, with proper effort and diligence, you may not do a creditable job and accomplish the end sought. In a sense, you are a select group and recognized as such. Your selection and acceptance to our curriculum was based on a number of factors, chiefly:

1. Scholastic preparation.
2. Character, personality and aptitude.
3. Previous experience.

There is a certain minimum scholastic standard set for all, both residents and non-residents of Iowa. This is a C, or 2.0 point, all-college average for work done here or at other accredited institutions. The professional course required is 9 quarter or 6 semester hours of English; 12 quarter or 8 semester hours of chemistry; 9 quarter or 6 semester hours of biological science, which must include both zoology and botany; and 15 hours of electives, which may be selected by the applicant.

This is the minimum requirement, and does not imply that all making such an average will be accepted. The reason this is true is that the number of students who can be properly care for is limited. We have adequate staff, laboratory accommodations, and facilities for but 64 freshmen students. To care for this number, it is
necessary to run two shifts of 32 each, that being the maximum capacity of our laboratories.

Both high school and previous college records are carefully checked, and high scholarship in both is of primary consideration. The extent of previous college training also counts, in that of two students of equal scholastic rank, the one with the more college training is preferred. In the case of poor work done one year and repeated the next, the Admission Committee is unfavorably impressed, unless the record of repeat work is markedly higher than that first obtained.

Character, personality and aptitude are evaluated by the statements of college instructors with whom the applicant has taken work, as well as by reports of other responsible acquaintances, and by personal interview of the candidate by the Admission Committee—or someone selected by the Committee.

An applicant's previous experience is regarded as most satisfactory if there has been considerable handling of live stock. This must be learned at some time, and the student with the knowledge already acquired before beginning his professional course has a decided advantage over one lacking such experience. Of two students of equal scholastic standing and preparation, the one with farm animal experience is favored.

There were 139 eligible applicants this year, 47 of whom were Iowans. This school is supported by Iowa taxpayers, consequently eligible Iowa applicants are the first considered. The places remaining are filled with the best out-of-state applicants, which means strong competition. The 20 out-of-state applicants accepted this year have an average scholastic record of 3.0 or better. They were selected from 91 candidates. This information will help to guide those who are asking the question, “What chance have I next year?” If conditions remain the same next year as this (and the prospect is they will), it is apparent that any out-of-state applicant with an all-college average under 2.75 or 3.0 has very slight chance of being admitted to the Veterinary College.

May I ask you to bear with me in repeating the statement of Doctor Friley, that the personality of the student is sacred, but the system which has been set up for his education is not necessarily so. I am certain that I speak the sentiment of our staff when I assure you that this principle is and long has been recognized by all of us. Our Division has a reputation on the campus,—and we want it maintained,—that there is a peculiarly, close relationship between student and faculty. Our staff enjoys and cherishes the respect that you show us, and in turn reciprocates that attitude. We want every student to feel free to come to any of us at any time to discuss his problems and his troubles, if he has them. There is no pleasure in our calling one of you “on the carpet”, though we will not hesitate to do so if the occasion demands. We much prefer that you should approach us if you have difficulties, frankly and honestly stating these and asking help to straighten them out. In the great majority of cases this can be done.

I desire now to bring to you some facts concerning yourselves as a body, that are interesting to us, and that I believe will be to you.

There are 245 of you undergraduates, classified as follows:

- Seniors, 56
- Juniors, 62
- Sophomore, 60
- Freshmen, 64
- Special, 3
- Graduates, 7.

You represent the following states:

- Iowa .................................................... 145
- Minnesota ........................................ 30
- Illinois ............................................ 17
- Wisconsin ........................................ 10
- Missouri .......................................... 7
- Nebraska ........................................ 7
- North Dakota ................................... 7
- California ......................................... 5
- Oregon ............................................. 3
- South Dakota .................................... 3
- Pennsylvania .................................... 2
- Florida ........................................... 1
- Kentucky ......................................... 1
- Montana .......................................... 1
- New Jersey ....................................... 1
- New York .......................................... 1

The Veterinary Student
Seventeen of you are college graduates, with 17 bachelor's, one master's, and one doctor's degree, representing the following institutions: Iowa State (3), University of California (1), University of Kentucky (1), South Dakota State (1), Long Island University (1), University of North Dakota (1), St. Olaf College (1), Marquette University (1), McPherson College (1), Utah State Agricultural College (1), Monmouth College (1), McGill University (1), Oklahoma North Western State Teacher's College (1), University of Nebraska (1), and Wisconsin State Teacher's College (1).

Thirty-nine of you are sons of veterinarians, alumni of this or other veterinary colleges. Some of you have fathers in the ministry, as well as in the old and honorable professions of medicine, law, and dentistry. You, therefore, have a responsibility to the profession you will represent in maintaining ethical standards as high as those of your father's profession. There is no better time than right now, while students, to cultivate and acquire the professional attitude so essential to your success. On behalf of the faculty, I welcome you, first-year men, to a congenial group of earnest, ambitious students.

Charles Murray

Dr. D. F. Eveleth, graduate of the Veterinary Division of Iowa State College in 1934, accepted the position as head of the Department of Bacteriology and Veterinary Science at the U. of Arkansas, effective September 1, 1939. Dr. Eveleth has been associated with the Iowa State Veterinary Research Institute since 1932. Chemistry of Veterinary Medicine was his main interest while with the department. Dr. Eveleth obtained his B.S. and M.A. degrees from the University of California, and his Ph. D. from Western Reserve University.

TULAREMIA

Since the discovery of the Pasteurella tularensis organism by McCoy (1911) in Tulare county, California, it has become widespread and an increasing problem. During the last year especially, Tularemia has become an important public health problem. The cases of human infection have almost always a history of having dressed or handled rabbits. Last year 211 rabbits were autopsied at the Diagnostic Laboratory. None of these showed lesions of Tularemia or yielded the organisms on culture or animal inoculation. On July 31, 1939 the first case of Tularemia was diagnosed. The rabbit was brought from near the Des Moines river a few miles south of Boone. The animal was observed in convulsions when first seen by the person submitting it. The rabbit died in a few minutes.

A post mortem showed minute foci of necrosis in both the liver and spleen. The spleen was enlarged and darkened. The peritoneal cavity was filled with a serous fluid.

Small portions of liver and spleen were ground in a mortar and suspended in sterile saline solution. One c. c. of the suspension was injected intraperitoneally into each of two guinea pigs. After 12 hours the guinea pigs were noticeably depressed and were dead within 30 hours. The livers and spleens of the rabbits and guinea pigs were cultured on dextrose-cystine serum agar slants. Growth was first noted on the slants after five days incubation. The colonies were white and rather mucoid in character. Smears of the colonies showed the organism to be a small gram negative rod almost coccoid in form. The organism when stained by the Gram method stained very faintly when Saffranin was used as a counterstain, however Carbol Fuchsin stained it very satisfactorily. Immune Tularemia serum prepared from goats agglutinated the organism very thickly. Cross agglutination with Brucella was observed. Bovine serum positive for Brucella abortus agglutinated the organism while negative bovine serum had no effect.

(Continued on Page 24)