INTRODUCTION

It is not the intention of the authors to present a definitive history of the college in these pages. A history of this type is being written by a centennial committee of faculty members and college staff. Instead, we have attempted to show a more human view of the college during its past one-hundred years: the people, events, and ideas that have been a part of the college during this time.

A.G.B.

1879-1904

Deanne Davison

Although Iowa State College of Veterinary Medicine wasn’t established until 1879, its conception began early in Iowa State’s history. “Veterinary studies” were included in the subjects to be taught back in 1858 when Iowa State was first drafted as the State Agricultural College and Farm. But, “veterinary work” at Iowa State didn’t actually begin until 1872 when Dr. H. J. Ditmers, Iowa State’s first instructor in veterinary science, was employed to give lectures on comparative anatomy, physiology and veterinary science to seniors in agriculture.

The veterinary program at this time was a four year course in both agriculture and veterinary science and according to the college catalogue: “The study and practice of Veterinary Science occupy 5 days a week during the senior year. Lectures are given on veterinary anatomy, physiology, materia medica [pharmacology], pathology, disease and treatment, surgery, sanitary science and practice. Free clinics are held one afternoon each week, where the students have an opportunity of seeing an extensive practice and acting as assistants in surgical operations. Animals taken into the hospital for treatment are placed under the care of some members of the class who treat them under the direction of the professor in charge. Students take this work in rotation, so that all become familiar with actual practice. The means of illustration in the classroom include skeletons, preparations of the various organs, plates, surgical instruments, collections of parasites and pathological specimens. Each student is required to dissect one subject.”

Finally, in 1879 the Veterinary School was officially founded, thus designating it as the first state veterinary college in the United States and the first veterinary college in the west.

The veterinary college at Iowa State had very humble beginnings, its first accommodations being the former ‘President’s House’ which it shared with botany for a year. A small bedroom with one window served as the only lab. The lab was equipped with four Beck microscopes and one larger Schrouer scope. Tissue specimens for class study were obtained from the butcher shop. A building behind the ‘President’s House’ called the ‘President’s barn’ housed the first clinics.

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† Mr. Brady is a third year student in the College of Veterinary Medicine, ISU.
Soon, due to lack of space, an old barn was renovated to serve as the first veterinary hospital.

In C. H. Stange's semi-centennial of Iowa State's College of Veterinary Medicine, comments written by Dr. Fairchild, one of the veterinary college's first faculty members and also college physician, give some insight to existing conditions during the school's early years: "In those days we knew nothing about oil immersion lenses or substage attachments and our entire work in pathology, so far as the microscope was concerned, was pathological histology. . . . The relation of bacteriology to medicine was but little known. Pasteur was in the midst of his investigations and Lister was slowly bringing to the profession a knowledge of the relation of pathogenic bacteria to inflammation and their influence in wound healing. . . ."

The veterinary department soon outgrew its first quarters and in 1881 moved into a new building, "North Hall," which it also shared with Botany. Again, Dr. Fairchild presents a good description of conditions in the new building: "The laboatory arrangements consisted of a series of tables of triangular shape with the base next to the window, two students working on each side and one at the end. The microscopes were the Beck student microscope. . . . As this was at a time before bacteriology had been developed, very few accessories were used. The work consisted in examining blood cells, normal tissues and specimens of morbid growth (pathological histology) from the practice of Dr. Fairchild and his friends and from the veterinary hospital. In Professor Bessey's room, there was a magnificent Beck binocular of immense size which was used exclusively for show purposes."

During the early years, anatomy was often considered the most important aspect of veterinary medicine. This is reflected by the fact that in 1882, 1,000 dollars were appropriated for a "model of a horse" in contrast to 500 dollars for a new veterinary hospital. Stange clarifies this apparent imbalance in funds by stating, "...the care and treatment of hospital cases wasn't as developed as it is now. Also clinics consisted of comparatively few animals, as the livestock industry was not developed in the neighborhood of the college as it is at present." It's also of interest that the veterinary department had expenses of only $225.60 in 1882, but this seemingly small budget bought considerably more supplies than a much larger sum of money would today.

In 1885, veterinary classes were held in the ground floor of the "Sanitary Building" while the upper levels served as a hospital for sick students. A new veterinary hospital was completed the same year and was the "latest and last word in veterinary hospital construction." According to Dr. Stalker, one of the organizers of the veterinary college at Iowa State, "We now possessed the most complete veterinary school in the country."

As described in the college catalogue the new hospital contained "all modern appliances for treatment of diseased animals." The dissecting rooms for the veterinary college were in the veterinary hospital. Since fresh material was used, dissecting didn't begin until late fall because the cold weather was required for "preservation" of the specimens. Years later, when pleas for a new hospital were being submitted, reflections by Dr. Stalker provided a descriptive picture of what this "latest and last word" in veterinary hospitals was really like: "The operating, where the use of a table was inadvisable, had to be done out of doors. The daily care of the 'in cases', except in the most severe weather, had to be given out of doors. It was not an easy task to keep students interested in a subject when they were standing in snow and mud, with "goose flesh" on the bare arms of those who were supposed to assist." 

The College of Veterinary Medicine didn't always have a surplus of applicants from which to choose. In fact, there was considerable curiosity as to whether any students would even register in the program in 1879. There were only three or four students the first year, twelve the second year and twenty-one (of which only six graduated) in 1885. A drop in attendance (in fact, in 1896 there weren't any graduates from Iowa State's veterinary college) in a period known as the "panic of the '90's" is described by Dr. Stalker in Stange's book. "Everything went well until the almost unprecedented decline in horse values. . . . Such a state of affairs tended to discourage students from entering the profession. . . ." Later, attendance was revived by the government's need for veterinary specialists for the Bureau of Animal Industry and increased need of
educated veterinarians by colleges and experimental stations.

Initial entrance and graduation requirements as stated in the 1879 catalogue were: “Candidates for admission must be at least 16 years of age. Before entering classes they must pass an examination in reading, orthography, geography, grammar, and arithmetic. Candidates for graduation must be 18 years of age or over; must have completed the entire course of study, and attained a standing of seventy-five per cent in all studies pursued; and finally shall present an acceptable theses upon some subject approved by the faculty. A graduation fee of five dollars will be required.” These requirements persisted until 1899 when algebra was added. Additional changes were made in 1900 that involved a written essay, tests in history and arithmetic and “other evidences of proficiency.”

At first the curriculum for veterinary medicine at Iowa State was a two year program, nine months per year, running from March to November. The students took the following courses: Junior year-botany, chemistry, zoology, anatomy, dissection, clinics, materia medica (pharmacology), comparative anatomy, anatomy of domestic animals. Senior year-medicine, surgery, organic chemistry and toxicology, materia medica, histology and physiology, therapeutics, dissection, clinics, comparative pathology, heredity and inherited diseases. Fulfillment of the two year requirements entitled the student to a Bachelor of Veterinary Medicine, whereas a Doctor of Veterinary Medicine was granted to students who had already earned a Bachelor of Science from the agricultural college at Iowa State or some other acceptable university.

A three year course of study was adopted in 1888. The reasons for this according to Dr. Stalker were, “...to make the course technically more complete, but partly also to give time for special drill in general science, and in the use of the English language for those who from early disadvantages may be deficient therein.”

Advancements in some of the “basic sciences” (bacteriology, pathology, etc.) initiated the need for more laboratory space and thus a continuing appeal for greater funds, more instructors, and better building facilities to house the growing veterinary school.

A period of reorganization was initiated in the late 1890’s, its main goal being the “active stimulation of the department” to: increase enrollment, promote interest, and enhance “classwork, enthusiasm and industry”.

The College of Veterinary Medicine at Iowa State progressed extensively during its first twenty-five years, but perhaps the most notable outcome was the development of an attitude toward the veterinary profession as expressed by Iowa State’s president, President Chamberlain in 1889: “A veterinary physician and surgeon is in some just sense a ‘professional’ man. . . . It will be readily conceded that in no way could this college more effectively promote the agricultural wealth and welfare of Iowa than by sending forth each year a band of thoroughly equipped scientific veterinarians to supplant quacks and save life, prevent contagion, and promote health among our domestic animals.”

REFERENCE

1904–1929
Glenna Rasmussen

The turn of the century brought many changes to the Veterinary Division at Iowa State College. In 1900 the division decided to remain closed during the summer months instead of during the winter. The following year the Board of Trustees ordered that the Vet Hospital be kept open the entire year round, having previously been closed during the summer. Student enrollment, as well as clinical work, began to increase rapidly at this time, bringing with it the subsequent problems of crowded, inadequate teaching facilities and faculty shortages due to insufficient funds. This lack of support was the main concern of students and faculty for nearly ten years before the new Vet Quadrangle was built in 1912.

Prior to that time the vet division occupied the “Old” Agricultural Hall. (Built in 1893 and later renamed Botany Hall, it was only recently razed.) Veterinary students shared this facility with the agriculture and hor-

Iowa State University Veterinarian
ticulture students; the veterinary division occupied two lecture rooms and three office rooms on third floor, as well as one room on the fourth floor for lab space, half of which was partitioned off for the Experimental Station work.

Clinical work remained in the "Old" Vet Hospital (built in 1885 and located where the Memorial Union now stands) until 1912 also. When the clinics began to develop, the hospital became totally inadequate; and with the rapid advancement of sanitation knowledge, the building also became undesirable from this standpoint. Consequently, daily care of clinic patients had to be given outdoors except in the most severe weather. "It was not an easy task to keep students interested in a subject when they were standing in snow and mud, with 'goose flesh' on the bare arms of those who were supposed to assist."

The "Old" Hospital also contained the dissecting rooms for anatomy lab which were the scene of many freshman-sophomore class fights. Classes of 1907 and 1908 will always remember one of these "meat fights," Stange commented in his book.

Comparative anatomy was studied both freshman and sophomore years, but dissecting work in the early 1900's was not begun until cold weather set in. This was because fresh material was used, which obviously did not keep very long during warm weather. In 1912 specimens were preserved with embalming fluids, thus enabling dissection throughout the entire year. (Interestingly enough, the freshman anatomy students today use fresh material during fall quarter when studying dog anatomy, a concept instituted in 1976. Even though all material is refrigerated when not in use, there is a definite malodorous cloud hanging over the north end of ground floor anatomy lab from September to November.)

During each year the student was required to make "two complete dissections of the horse and such parts of other animals as deemed necessary." The freshmen studied bones, articulations, and the muscular system while the sophomores worked on the nervous, circulatory and lymphatic systems, organs in the thoracic and abdominal cavities, and organs of special sense. Students spent three hours a week in anatomy lecture and 15 hours a week in lab. At one time (1906-11) anatomy labs were held at night from 7-10 p.m., five days a week. The hospital and dissecting room were also kept open during vacation "allowing the student an opportunity to devote additional time to his work."

Other basic science courses taught during the freshman-sophomore years include histology, physiology, pharmacology, materia medica (classification of drugs and their dominant action), bacteriology, pathology, and embryology.

Studies in botany, chemistry, vertebrate zoology, entomology, animal husbandry, and related subjects were held in the different departments of the college, and not in the veterinary division itself.

Junior and senior students dealt with the clinical applications of veterinary medicine in such courses as surgical anatomy, obstetrics, ophthalmology, therapeutics, preventive medicine, jurisprudence, and similar specialties. In addition there were also required courses in milk and meat inspection, dentistry, horse shoeing, conformation and soundness, and hippology (study of the horse as a machine using bridle, saddle and harness as aides). Since the horse was the major domestic animal used for transportation and agricultural work in the early 1900's, there was an increased amount of emphasis placed on the study of its anatomy during dissection and subsequent clinical courses.

The larger part of the first two years of the veterinary course was taught in the Division of Industrial Science under the direction of the Junior College, established in 1904. The Junior College was originated on the theory that the first two years of any college study were largely a continuation of high school work; and, therefore, it would be difficult for the dean of a technical division, like veterinary medicine, to supervise. For junior and senior students it was a different matter, as 75% of their classes were held in the Veterinary Division itself, the rest being divided between science and agriculture. Because of this, it was difficult for the administration to understand why the veterinary faculty wanted to be in charge of their students' coursework from the beginning. However, in 1927, a student advisor from the veterinary faculty was appointed to advise freshman and sophomore students under the supervision of the Junior College.

The veterinary hospital and daily free

Issue No. 1, 1979
clinics furnished an abundance of animal cases for practical work. Evidence of this is shown in the two year period from 1910-12 when the hospital clinics increased 35% over the previous years. A nominal fee for feed and care of the animal was charged, costing 60¢ per day for large animals and 25¢ per day for small animals.

In 1914, lack of funds forced the surgery and practice department to dispense with free clinics and charge for work done in the hospital. Several professors were concerned that this would cause clients to bring their animals in less often, thereby decreasing the educational training the students needed. This was not the case, however, and in 1913-14, 1,204 surgical cases were treated, of which 504 were internal diseases.

Senior students in the clinics were assigned cases for examination, diagnosis, and treatment under the supervision of a clinical professor. They were also required to confine these animals for operations and to assist the clinician during surgery.

Juniors were required to aid the seniors in clinical and hospital work which consisted of daily exams and treatment and dressing of wounds. Junior students were also detailed in alphabetical order to assist the pharmacist in compounding medications needed in the clinics.

Senior students staffed the ambulatory clinic which was instituted in 1915, providing 24 hour service. An old Ford was provided to take the students and veterinary professor to the farm when an animal could not be brought in to the clinics. The senior class was divided into squads of two to three, being on duty for one week at a time.

An ambulance team was begun around 1912 and was incorporated with the ambulatory clinic. It was a horse drawn wagon that was kept on duty to pick up animals unable to walk to the hospital. Its use was discontinued in the early 1920's.

All senior students taking clinical work were also required to attend post mortem examinations and prior to construction of the Vet Quadrangle in 1912, all necropsies were either held outdoors near the old vet hospital or in a tiny room at the north end of the clinic. The “remains” were buried on a hillside along Lincoln Way where they still appear from time to time during excavation.

The length of study and admission requirements were increased slowly but steadily during the early 1900's. Prior to 1905 the veterinary course comprised three years' study of nine months each, each year being divided into two terms; 1903, however, saw the introduction of the first four year course to be adopted by any veterinary college in the country.

In response to the increased requirements Dr. A. B. Storms, President of Iowa State College, stated that "in veterinary medicine as in human medicine, the school that seeks to furnish the most thorough and scientific education to its students is appreciated by the better class of young men, who are expecting to qualify themselves for a creditable professional career."

In 1900 the admission requirements were also increased from previous years. The student had to be 16 years old and able to pass an admission exam that consisted of writing a 200 word essay and satisfactorily passing an exam in arithmetic and U.S. history, giving other "evidences of proficiency" as well. Candidates were also eligible if they possessed a college degree, a teacher's first grade certificate, a diploma from an accredited high school, or if they had successfully passed a matriculate exam of a recognized college.

In 1910 the entrance requirements to the veterinary course were again raised, requiring 30 credits (15 units) of high school work. These requirements made the ISC Veterinary Division the first school in America with a four year course requiring students to be graduates of an accredited high school.

Although this increase was marked by a decrease in total attendance, the first class entering under these higher requirements graduated 85% of its entering members in 1914 compared to 41, 47, 56, and 41% for the four previous classes. The 1915 class graduated 95% of its members.

Entrance requirements were one of the most hotly debated issues before the AVMA for almost a decade following 1910. Around 1908 there were twelve private veterinary colleges, which required a large attendance in order to maintain operating funds. High entrance requirements would decrease enrollment, seriously interfering with their operation. Many of the veterinarians connected with private veterinary colleges argued that the livestock industry needed practitioners and that high school requirements
would keep out many young men who would make excellent practitioners but who did not have the advantage of a high school education. Those connected with state schools, however, countered that the livestock interests were demanding not more, but better qualified men to solve the complex problems met in modern veterinary science.

In a speech before the AVMA in 1911. Dr. C. H. Stange, Dean of the Veterinary Division at Iowa State College stated that:

"In order to prevent the country from becoming saturated with semiqualified veterinarians, higher entrance requirements should be enforced and made attractive to desireable and qualified men, so barring the unqualified, and after admission the course must be of sufficient length to permit thorough work without congesting or confusing, but rather aiming to enlighten the student."

The advocates of higher requirements eventually won out in 1917 but the final blow came in 1918 when the War Department took over many branches of education, transferring most of the students in the private schools to state institutions. This, for all practical purposes, ended the existence of private veterinary colleges in North America.

Later, in 1929, Dr. Stange again echoed his beliefs in increased educational requirements when he wrote that: "At present [the veterinary course] remains at four years of college work with 15 units for entrance, but there is now a definite need for extending these requirements."

As was stated earlier, around the turn of the century the veterinary division was growing faster than its facilities could handle, the same being true of other divisions at ISC. Money so desperately needed was most often channeled to other departments, leaving inadequate amounts to staff and operate the veterinary clinics and classrooms.

Urgent pleas were made to the legislature, asking for a new veterinary building stating that "The great State of Iowa can ill afford to be behind in appropriating funds for her veterinary school . . . $150,000 could be used for this purpose and not one cent squandered." It was further stated that "owing to meagre salaries paid the professors and instructors in veterinary science, we have been unable to retain our faculty from year to year.
as would have been desired.” In fact, during this decade, 25-50% of the faculty resigned every year due to lack of money for faculty support. For example, the total 1906-07 veterinary budget showed salaries at $1300-2000 (scarcely higher than what a new graduate would make), expenses at $600 and experimental work at $600. The experimental allocation was scarcely used because the faculty, consisting of four veterinarians was unable to teach as thoroughly as desired and conduct experiments as well. Because of this tremendous workload, only the most essential things could be taught. It is hard to imagine how such a limited staff was able to carry out all the theoretical work and still attend to the clinical work as well.

In 1909 the legislature finally appropriated the money requested and by 1910, plans were completed for the new building. This budget also provided for two additions to the staff, bringing them to a total of five. This made it possible to organize the division into subject groups, and five departments were subsequently developed: the Department of Anatomy and Histology, Physiology and Pharmacology, Pathology and Bacteriology, Surgery and Obstetrics, and Theory and Practice.

There was some discussion as to where the new veterinary school would be built. It was first decided to build it “on the southwestern part of the campus near the new athletic field” (later named Clyde Williams Field). But under strenuous protest that location was deemed “impossible” and the buildings were constructed north of the old greenhouse on central campus.

In 1912 the new group of veterinary buildings, called the Veterinary Quadrangle, was completed. It consisted of five buildings connected by corridors, all arranged around a central court. At the time it was built, it was described as “the finest in the country and excelled by but few of the European schools.”

As the school developed, new programs were instituted to benefit both students and practitioners. In 1914 special appropriations allowed the development of a Veterinary Practitioner’s Course. Through this program veterinarians spent a few days in Ames attending lectures, demonstrations and discussions involving the latest developments in veterinary medicine. It was probably very similar to the continuing education programs offered today to practitioners through the ISU Veterinary School.

Nineteen fourteen also saw the development of a combination of a two year industrial science course with the four year veterinary course, leading to the BS and DVM degrees. A year later another six year course was also offered involving animal husbandry and veterinary medicine.

In 1914 World War I broke out and veterinary work “was conducted largely along the lines of food production and conservation until the U.S. joined the Allies.” When this occurred, Iowa State College was turned into a training camp, with one fourth of the veterinary staff joining the service and some of the remaining members anxious to get in. “Fraternities and large club houses were transformed into barracks and the gymnasium was used for a mess hall into which students marched in military form. Definite study hours were set aside and the students were required to congregate in assigned rooms where a designated person supervised their study.”

Then in 1918 the flu epidemic struck, taking with it a large death toll. The college was quarantined by the military with guards being stationed at all entrances.

The veterinary staff had been more or less disorganized all this time and it was not until 1919 that the veterinary division was fully staffed and back in operation. It was at this time that the college curriculum was changed from the semester to the quarter system, which required a considerable revamping of courses. (ISU will again return to the semester system in 1981, once more requiring similar structural adjustments in the veterinary coursework.)

The school was looking forward to a period of progressive development when the post-war depression struck in 1922. Student enrollment dropped, especially in agriculture and veterinary medicine. Farmers were discouraged and many veterinarians told young men entering the profession that it had “no future.” During this period of decreased enrollment, there was increased emphasis on research, with considerable work being done in the areas of animal parasites, animal reproduction, and swine diseases, to mention a few.

After this time, there was a steady growth
of the school and an increase in student enrollment in response to the demand for more and better trained veterinarians. In 1929 limited enrollment of 60 freshmen was announced for the veterinary division. Before this time there were no specific limitations on class size and all qualified applicants were accepted.

Veterinary students in the early 1900's were looked on as a "different kind of animal" from the rest of the student body. The faculty itself even wondered why the veterinary students were not as refined as the other students. They decided it was not the students themselves, or their backgrounds that made the difference, but the fact that they were going to become veterinarians. This whole difficulty arose out of the slowness of the states to develop good veterinary schools in the early years, thus allowing "quacks" to give the profession a bad reputation.

The dean and faculty of the veterinary division made every effort to correct this situation by increasing standards, thereby preventing less qualified practitioners from entering the field.

However, when the school vacated the Old Sanitary Buildings and moved to the new Vet Quadrangle in 1912, the morale and attitude of the students increased so noticeably that faculty members commented on the change. It is interesting to note how a better working environment can so drastically change human behavior.

There were no dorms for the male students during the early 1900's and so veterinary students had to find lodging at boarding clubs or with local families. Dr. M. A. Emmerson, Professor Emeritus in the Department of Clinical Sciences, ran a local boarding club on Welch Ave for two years prior to his graduation from veterinary school in 1925. It was called the Lotus Club and housed 35 men, providing them with three meals a day at a cost of $5 a week. Bicycles were the main mode of transportation to and from school.

Dr. Emmerson said there was not much to do on campus except study and that the only movie theatre was downtown. The Vet Quadrangle, however, was a favorite spot to bring girls and many vet students thought it great sport to crawl on the roofs of the buildings and spy on the couples below.

Another facet of the veterinary student's life included the Veterinary Medical Society, which later became the SCAVMA in 1927. Two meetings were held per month and topics related to veterinary medicine were discussed. To increase enrollment in 1900, the thesis requirement was dropped from the veterinary curriculum with the understanding that all veterinary students would be required to join the Veterinary Society. This brought new life to the society and in response to this, social functions were added.

The first annual banquet was held in Des Moines in the spring of 1904. Below are the total expenses for that banquet, taken from the Veterinary Society Minutes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 plates</td>
<td>$1.50</td>
</tr>
<tr>
<td>Music</td>
<td>9.00</td>
</tr>
<tr>
<td>Decorations</td>
<td>8.00</td>
</tr>
<tr>
<td>Printing invitations</td>
<td>8.00</td>
</tr>
<tr>
<td>Printing menu and programs</td>
<td>8.25</td>
</tr>
<tr>
<td>Cigars</td>
<td>5.25</td>
</tr>
<tr>
<td>Stamps</td>
<td>1.50</td>
</tr>
<tr>
<td>Total expenses</td>
<td>$122.50</td>
</tr>
</tbody>
</table>

But apparently the society was not always well attended, and as a result an amendment to the Bylaws on Dec. 11, 1912 states: "Any member of the Society who is absent from a regular meeting without an excuse shall be fined 25¢."

Elected officers of the I.S.C. Veterinary Society in 1910 were as follows: President, Vice President, Treasurer, Secretary, Critic, Chaplain, Honorary Secretary, and Sargent at Arms.

The duties of the critic (from the Veterinary Society Constitution): "... to criticize the workings of the society ... and its members ... as he thinks proper. ... In no case either in or out of the hall, shall his criticism be questioned."

Duties of the Sargent-at-arms: "enforce all orders of the President."

A musical performance was a frequent part of Veterinary Society meetings from 1906 to 1908. After these performances a vote of thanks was tendered by those members attending, and the results of that vote dutifully entered into the minutes of the meeting. (From Veterinary Society Minutes)

Debates were a regular part of early Veterinary Society meetings. Debating teams consisted of three members to each side and a panel of three judges decided the winner. The following were some of the topics for debate,
with result.
1. “Resolved: that the automobile is sup­
planting the horse as a means of tran­
portation.” (Negative side won)
2. “Resolved: that a city practice exceeds a
country practice.” (Negative side won.)
3. “Resolved: that horses are of more
economical value than cattle.” (Positive
side won)
4. “Resolved: that civil service is better for
the veterinarian than a regular practice.”
(Negative side won)
5. “Resolved: that the castration of all male
animals should be left to the laity.”
(Negative side won.)
6. “Resolved: that the veterinarian should
compound his own medicines.” (Negative
side won)

There was an intense rivalry at Iowa State
between the agriculture and the vet students
during the early teens and twenties, and a
favorite pastime of vet students was “fighting
the Ags.” Many physical battles were fought
between students in these two divisions,
always with subsequent retaliations being
planned by the losers of the most recent
confrontation.

One of these interesting incidents involved
clinical case reports, which were usually held
outdoors in the spring. The “Ags” would take
note of this and crowd around the dismal
animal, preventing the veterinary students
from observing the presentation. At the time,
a compound called BIP (bismuth iodoform
petrolatum paste) was used to treat many
infections in animals. Due to its iodoform
content, however, it possessed a very un­
pleasant odor. In response to the ag students’
poor manners, veterinary students would
ingeniously fill a syringe with BIP and inject a
sizeable amount into the back pants pocket of
any unsuspecting ag student.

Students at that time seemed to have the
same problems that we experience today.
Most of the students had to work, at least
during the summer, in order to stay in school.
Many even had to drop out and work for a
time in order to continue their education, but
most of them graduated in spite of this
hardship. It is interesting to note that most
students cited insufficient finances, inability
to study and too heavy a schedule as the
greatest difficulties encountered in veterinary
school. Does that sound familiar?

The cost of veterinary books and in­
struments seems miniscule in comparison to
today’s prices. Sisson’s Veterinary Anatomy
book cost $15, with the rest of the books
ranging from $3.50 to $7.50. Dissection
instruments cost anywhere from $7.50 to $10
to $12.

Most veterinary students were older than
the average college student at the time, being
between the ages of 21 and 30; quite a
number were married. There were no women
veterinary students. About 20% of the
graduates had changed from some other
college course to veterinary medicine and
most were from a farm background.

Candidates for graduation had to be “21
years old, of good character and must have
passed examinations in all the required
subjects in the course.” The number of
veterinary graduates reflected the growth of
Iowa State’s veterinary college. In 1900, 108
DVM degrees had been awarded since the
school’s inception in 1879; by 1929 there were
589.

Most graduates went into general practice
(63%), with the rest being involved with
education, the Bureau of Animal Industry,
the army, and commercial companies.

Why did a student in the early 1900’s
pursue the study of veterinary medicine? Two
answers were most unanimously given: love of
animals and a liking for the work, feeling that
there is a real need for veterinarians.

It is comforting to note that these same
reasons are still the most important ones
expressed by veterinary students today.

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College of Veterinary Medicine, ISU.

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9, 10, 1929, Ames, Iowa.
1929-1954

Jill Engelstad

The students in the Veterinary college between the years 1929-1954 lived through some unforgettable times. There was the Depression of the 1930's, which at one time left the ISU clinic with only one large animal, and several "days would pass without a new case being admitted." After a short demand for cheap draft horses in the 1930's, horses in the clinic declined again seven years later due to the tractor. Horses were again in demand during WW II because of the unavailability of tractors and spare parts.

After WW II, most students were veterans. In the class of 1952 (seven years after the war) there were "all GI's but 5 or 6—all the way from colonels to buck privates."

In addition to living through the Depression and WW II, the students of this time period were the first to learn about sulfonamides, whose application in 1953 "marked the dawn of modern drug science;" and penicillin, discovered in 1928 by Alexander Fleming and put into widespread use after WW II. The discovery of DDT and chloroquine had nearly eliminated malaria in the U.S. since 1935. By 1952, three drugs had been found to be effective in treating tuberculosis.

Not only were the 1940's considered the "age of antibiotics," but also a new interest in steroid compounds developed. In 1949, reports of the use of cortisone in rheumatoid arthritis were published. In 1951, the first major research program on the use of steroids to prevent conception by blocking ovulation, began.

In spite of the advances in medicine, there were no EKG's. Some blood work was done but no blood chemistries for enzymes, such as SAP, SGPT, etc. Then, they had to rely more on the clinical exam rather than the lab work used today; for example, smelling necrotic tissue as you walk into a room or smelling an animal's breath to see if it had ingested something toxic such as antifreeze.

To give an idea of what classes were like between the years 1929-1954, a few veterinarians were interviewed for this article. The "History of Veterinary Medicine at Iowa State" by Charles Murray, was also used as a guide to describe the following departments.

Veterinary Pathology—year unknown.
Although freshmen veterinary students of today believe they spend too much time in Anatomy, they took even more hours forty-eight years ago. Credit hours in Gross Anatomy have been gradually reduced from 27 credits in 1930 to 15 credits in 1952. Histology was 4 credits in 1930 but increased to 14 credits in 1952.

There also has been a gradual change in emphasis placed on the horse. Horse dissection was reduced from three to two quarters, with spring quarter saved for Comparative Anatomy. Later, dissection was reduced to one quarter for horse, one quarter for dog and one quarter for Comparative Anatomy. The class was divided into thirds. While ⅓ studied dog anatomy, another ⅓ studied the horse that same quarter.

Dr. H. L. Foust succeeded Dr. Murphy in 1927 as Head of the Anatomy Department until his retirement in 1952. Dr. Foust or "White Horse Harry" as he was secretly called by the freshmen who had him for anatomy, was German and spoke with a heavy accent. He was a very capable man in anatomy and allowed no nonsense. Most students were afraid of him. However, an Iowa veterinarian who had Dr. Foust for Anatomy in 1948 remembered some of the meat fights that went on when they were left alone in the north room of the old veterinary quadrangle. "One time, while dissecting a horse, two boys pulled back the *ligamentum nuchae* with a wad of quadriceps in the center and shot it off like a rubberband. As they let go, in came Dr. Foust, right in the line of fire. It missed his head, but it broke a window. There was a silence like after a bomb at Hiroshima, and students studied hard after that."

"The first day of class we got out the cadavers after a short lecture in anatomy. It seemed like a hopeless task with hours and hours of dissection and numb fingers from phenol. We were in constant fear of tag quizzes, which we wouldn't know about until we came to school and found the doors locked. There'd be 30 seconds between a bell that would go off before we went on to another station, and we couldn't go back."

There were orals at the end of the quarter. The students would sit in the amphitheater and watch the others ahead of them take their test out loud. "If a student wasn't right, Dr. Foust would swing his head back and say, 'No, no, no, nooo!' One time they had a live horse from which Dr. Foust would ask to see various anatomical structures. A student made a mistake about the location and function of the suspensory ligament. Dr. Foust shook his head and let out an extra loud, 'No, no, no, noo!' which scared the horse so badly it jumped to the fourth row of the amphitheater where the students were sitting. Dr. Foust scared the students and the horse half to death."

Dr. Robert Getty succeeded Dr. Foust as Head of Anatomy in 1952. Dr. Getty was a famous man in Anatomy. He edited Sisson and Grossman's *The Anatomy of Domestic Animals*. "He really knew Anatomy and could really throw a test!" He is described as being a very pleasant fellow. One of his students remarked that he never saw him angry, but he was "wicked with a grading pencil."

In 1950 the reorganization of the division of Veterinary Medicine brought many changes to the Department of Medicine. Two new departments were established. Dean Stange became head of the new Department of Hygiene, and Dr. Walsh became head of the Department of Obstetrics.

Dr. Covault became Professor and Head and only member of the staff of the Department of Medicine until 1932. He was made Director of Clinics in 1936 until his retirement in 1952. Dr. Covault is remembered as being "very intelligent, allowing no nonsense. He lectured from his head. He was the kind of man that seldom gave a direct answer. Instead, he usually thought of a story to tell." The answer to the question wasn't always obvious from the story. He required the student to do much thinking.

In 1957 the Department of Veterinary Surgery and Department of Veterinary Medicine were combined and became the Department of Medicine and Surgery with Dr. Fowler as Head.

In 1950, Dr. F. E. Walsh became Head of the Department of Obstetrics. He previously had been the Assistant Professor of Veterinary Medicine and Surgery. The courses offered then consisted of a 5 credit lecture in the principles and practice of Obstetrics, an elective of 3-5 hour credits in special...
problems in sterility and other genital diseases, and a required 4 hour lecture in sterility. The elective in special problems was dropped, and Obstetrics 345, a five credit hour course in principles and practice, along with Obstetrics 444, a three credit hour course for graduates, were added in 1937. Obstetrics 640, a research graduate course, began in 1940. In 1943, an obstetrical clinic for juniors and seniors was added to the curriculum.

In 1944, Dr. M. A. Emmerson became Professor and Head of the Department of Veterinary Obstetrics. Dr. Emmerson had a good memory of students. He remembered a trick two of his students played on him, over ten years after it had occurred. One night, a deer was hit by a car near Boone, Iowa. The deer had a fractured jaw and cannon bone. Two students were supposed to butcher it, but as they did, they discovered that the doe was pregnant. They put the fetus in a wheel barrel and went over to Obstetrics, where they'd been having problems with abortions in cattle. They put the fetus near a dairy cow and smeared blood on the cow's rear quarters to make it look like it was her fetus. When the fetus was found, the other students gathered around and watched Dr. Emmerson, very methodically and precisely, put his rubber sleeve up to his shoulder. One student had a clipboard for taking notes, as Dr. Emmerson described the size of the ovaries and corpus luteum of pregnancy in "sontameters" (as in centimeters). About the time Dr. Emmerson could feel the real fetus, one of the students exclaimed, "Look at the leg on that calf!" Nothing was said, but Dr. Emmerson figured out which students were responsible for the fetus. Ten years later, one of the guilty students, who since had graduated, sent a cow with cancer jaw to the Department of Obstetrics. Dr. Emmerson answered the phone and reminded the practitioner of the incident.

Department of Veterinary Hygiene

The Hygiene staff consisted of Dr. Stange, Dr. Murray, and Dr. Merchant. The department was established in 1930 by Dean Stange who also became Head of the department. Before the Hygiene Department was established, courses in bacteriology were taught from the Department of Pathology. In 1953, Dr. Merchant became Dean of the division and Dr. Packer became Professor and Head of the department. Dr. Packer is remembered by his students of this period as being a very polite, capable, and courteous man. Dr. Merchant is remembered as being the Dean and having a good personality.

Meat inspection, principles of immunity, and milk hygiene were taught along with the fundamental techniques of isolating and identifying various bacteria, fungi, rickettsia, and viruses and the diseases they cause. A special course in virology was taught for the first time in 1951. Before then, viruses were taught as a part of the course in pathogenic bacteria. This additional time provided more adequate coverage in both pathogenic bacteria and virology. The development in viral techniques made it possible to show students the characteristics of the viruses, instead of just the diseases they produced.

In Dairy Hygiene, Dr. Getty gave lectures in reviewing the anatomy of the udder. Dr. Hewitt gave two lectures on the physiology of milk secretion. Dr. Getz talked on field inspection. Dr. Collier and Dr. Barnes lectured on the analysis of milk samples. Students learned such things as sterilized milk could have a higher bacterial count than before it was sterilized. Dr. Packer gave the rest of the lectures and also directed the mastitis diagnostic laboratory.

Department of Veterinary Pathology

The Pathology Department has done much growing. In November of 1934, brucellosis testing for the U.S. Bureau of Animal Industry began in the pathology basement. In 1938, a wildlife disease laboratory was installed in the old abandoned veterinary clinic and the Assistants in Pathology (Banner Bill Morgan, Henry J. Griffiths and Frank K. Ramsey) took care of the parasitic problems of wildlife. More specimens were added when the Department of Poultry Husbandry requested that all birds dying at the Poultry Farm be diagnosed. In 1939, extension poultry men and commercial flock owners had agglutination tests for Pullorum disease run on blood samples from chickens and turkeys. The testing program was abandoned in 1942 because of poor field control.

The official Iowa Veterinary Diagnostic Laboratory was organized in 1946 with Dr. E. A. Benbrook as supervisor. In 1947, Dr. Paul C. Bennett supervised the laboratory. The new Hygiene Department (in 1930) took over
General and Pathogenic Bacteriology, Serum Therapy, Food Hygiene, Infectious Diseases, and Livestock and Poultry Sanitation. This left the Pathology Department to teach courses in pathology, veterinary parasitology, and necropsy.

On the staff in the Department of Pathology was Dr. Edward A. Benbrook, Professor and Head; Dr. William S. Monluk, Professor; Dr. Frank K. Ramsey, Associate Professor; and Dr. Margaret W. Sloss, Assistant Professor.

Dr. Benbrook taught Parasitology, and Special Pathology. Dr. Benbrook is remembered as always having a story that would send students laughing in the aisles. "If ever there was a comic in school, it was Dr. Benbrook. He made a ball out of Parasitology!" Dr. Benbrook had many slides of parasites he showed in class; with each slide he'd tell a quick joke before he went on to the next. One slide was a cross section of an intestinal tract with fecal contents and parasites. To this, Dr. Benbrook said, "Here boys, we have a couple of Eimeria shooting a crap game." Then he'd quickly go on to another slide.

Once when they were studying tapeworms, the class came across the word Aeluro. Dr. Benbrook, of course, had a story. "Boys, one time there was a cat trying to get a mouse for days. Finally the mouse made a mistake and the cat backed it against a wall. The cat was ready to pounce, when a voice from the mouse cried, "Aha, you have me, but you also have Aelurostrongylus abstrusus!" Dr. Benbrook would say things to help the students remember the difficult names of parasites. For example, he would say, "Boys, if ever you have a family, and have a little girl you don't know what to name, don't you think Gongylonema pulchrum would be a nice name? Can't you hear your wife say, 'Gongylonema, come and get your supper!'"

Dr. Benbrook spent much time at night in his office doing research in Parasitology. Students remembered seeing his light on in his office in the late hours after they were coming home for the night. Dr. Benbrook graded papers by their content, spelling, grammar, periods, and commas. He loved to get ahold of a student that would fluster when asked a question. "He'd work students over inside-out. Everyone enjoyed it except the student getting worked over." At two o'clock in the afternoon, "you could walk by the Veterinary Quadrangle and hear students laughing and you'd know it was from Dr. Benbrook's room."

Another teacher in the Pathology Department is Dr. Frank K. Ramsey, who was the Head of the Department. His students have much respect for him. Dr. Ramsey started teaching Anatomy, then he taught Pathology the next year. A veterinarian who had Dr. Ramsey for both anatomy and pathology, said, "If ever there was a pure teacher, it was him. If ever there was a nice guy, it was him." Dr. Ramsey is known to say, "I'd stand on my head if I thought it would help you," and "you can't be too careful." He likes to teach and is a great teacher. Dr. Ramsey has a fabulous memory. He made a special effort to learn people's names. He enjoys walking up to someone and asking about their wife and children by name. He is currently using his abilities to help raise funds for equipping the new building.

Department of Physiology and Pharmacology

In 1936, Physiology was extended to eighteen total credits from twelve credit hours in 1934. Therapeutics was taught by Dr. Bergman and was given to the juniors as a five hour lecture. The course was later called Pharmacology and began with the sophomores during spring quarter as a three credit course which continued into the junior year.

In 1929 Dr. Earl A. Hewitt joined the staff and later became Head of the Department. Dr. L. M. Jones, who taught Pharmacology, became assistant in 1935. In 1955, he received a fellowship to study in Vienna, Austria.

In 1942, Dr. Loyal Cobb Payne joined the staff and moved next door to Dr. Jones. Dr. Loyal Payne was a "genuine character." He planted castor beans in his backyard because he knew his neighbor, Dr. Jones, knew the danger of them. He liked to play jokes on people, and people liked to play jokes on him.

Dr. Joseph G. Graca joined the Department as Assistant Professor in 1953. He and Dr. Bergman taught Pharmacology. Dr. Graca studied the toxicity of rare earth metals on animals. The Institute of Atomic Research sent metals to him for testing. He also studied "the effect of antibiotic and antipyretic-analgesic combination on the blood.
sedimentation rate, prothrombin time and pain threshold levels."

There has been much research done in this department. Listed in the "History of Veterinary Medicine at Iowa State," are: In 1929, the chemical and morphological phases of blood of normal swine and swine infected with cholera were studied by Dr. Hewitt and Dr. Oglesby. Dr. Orr studied the intestinal motility of the chicken in 1930. The effect of fluorides and chlorides of the alkali earth compounds on respiration and blood pressure in the dog were studied by Dr. Hewitt, Professor V. E. Nelson, and Dr. D. A. Greenwood in 1938. In 1940, Dr. Jones and Dr. Hewitt studied the effects of intravenous injections of salts on the movement of the dog's intestinal tract.

Dr. Payne studied glucuronic acid production during detoxification of chloral hydrate. He also experimented with hormones on chicken eggs. In 1952, Dr. Worthman studied the anatomy and physiology of the venous system in the vertebrae of dogs.

1954-1979

Alan Brady

The last twenty five years in the history of the Iowa State College of Veterinary Medicine have been years of rapid growth, and accompanying growing pains that culminated in the construction of the new veterinary medical campus, completed in 1976. Reasons for the construction of this facility were beginning to appear in the earliest part of this period.

In the early 1900s, with the coming of the machine age, it was thought that the elimination of working animals, specifically, horses would greatly reduce the need for veterinarians. With opportunities for employment reduced, enrollment in veterinary colleges declined. With this decline came a subsequent decrease in the numbers of practitioners in the field. In 1933, Dean Charles Stange estimated that the number of practicing veterinarians in the U.S. had dropped almost twenty-five percent in the previous ten years.

By 1954, two more subtle, but far more important consequences of the machine age made it apparent that veterinarians were needed more than ever before. One of these factors was the increasing demand for meat in the American diet. Greater affluence and increased food supplies made meat affordable to a larger market. Increasing demand for meat meant a greater demand for veterinary services in all areas of the food animal industry. The other factor that raised demand for veterinarians was the increased leisure time made possible by machines. This increased leisure, along with rising affluence, brought an increase in the number of companion animals owned by Americans. The horse re-emerged in this new role, bringing new business to equine practitioners. Small animal practices developed and prospered.

The increasing demand for veterinarians was answered by an increase in applications to veterinary schools. Many of these applications were from veterans of World War Two. These veterans brought a new atmosphere to the Iowa State veterinary school (still referred to as the "Division of Veterinary Medicine"). The veterans were older, more mature and had more responsibilities than many of their earlier counterparts; many of them were married.

Veterinary Medical Physical Plant: 1950's

The students that entered the college and the faculty that taught them were just beginning to feel the pinch of too little space in the veterinary campus during this time. The most recent addition to the Division's physical plant was the Stange memorial Clinic, completed in 1938. With regard to the Veterinary Quadrangle across the street from Stange, some construction and renovation was done to alleviate the shortage of space for the faster growing departments. The Diagnostic Laboratory went from a few rooms in the clinic to the basement of the pathology building to its own building in a period of only eight years (1948–1956). The old Veterinary Clinic in the Quadrangle was renovated for use by the Anatomy department in 1956. Biomedical Engineering received its own building in 1962.

The Division was managing to keep pace with much of the expanding medical technology of the day. The school became the first in the midwest to have its own radiation therapy machine, purchased in the early 1950's from General Electric. Elec-
trocardiographic equipment, which is only now gaining popularity with practitioners, was first purchased for the College around 1960. A major step in improving the school's research capabilities came with the purchase of an electron microscope in 1961. The microscope was purchased in connection with a rare-earth toxicity study being undertaken by the college.

With this advancement and expansion the school's faculty and staff became increasingly dissatisfied with references to the "Division of Veterinary Medicine". Dean Stange made specific reference to the inappropriateness of the name in a 1933 report in which he commented that "the advisability of changing the Division of Veterinary Medicine to "College of Veterinary Medicine" has been discussed for years. . . . Apparently we have a "College of Veterinary Medicine" at Iowa State in fact but not in name. It is our earnest hope that this correction be made at an early date." In 1957, the faculty of the Division passed a resolution urging the change, but the action required making the other divisions within Iowa State college into separate colleges too. This action was finally taken two years later. The date is officially given as July 4th, 1959. Thus, more than twenty years after Dr. Stange's death, the school was a college in both name and fact.

Faculty and Staff: 1950’s

Matching the physical growth of the college during this period was a growth in its faculty. By the 1950’s, the school's faculty had grown to over thirty members, and this faculty had several important differences from the teachers of today. Dr. George Christensen, a faculty member at this time, remembers faculty members as being "much more practice oriented." Although the number of instructors with advanced degrees was increasing during the 1950’s, far fewer instructors had them than do today. Specialty colleges offering board certification in such areas as radiology and surgery had not yet been established, the first of these being the American College of Veterinary Pathology established in 1951. A majority of these specialty colleges were established in the 1970’s.

Dean Ival Merchant (who took that post in 1952) left little doubt that he expected much from this faculty. His faculty meeting speeches and conversations with this man leave one with the impression of someone who knew exactly what he wanted from the people who worked for him. His philosophy on teaching was that, "Students expect a well-educated, well-versed professor" who has a "professional air and high personal standards." The philosophy was stated more
formally in the Dean's opening address to the faculty in the first year at that position: "... Student respect for the faculty automatically comes when the faculty maintains itself as a faculty. I don't mean that one must be stuffy and aloof, but many embarrassing incidents can be avoided if "free and easy" fraternization is avoided."

Despite this "professional air" faculty still maintained a sort of fatherly attitude toward the students of the college, and this attitude was encouraged by Dr. Merchant. In reference to a recently accepted class of freshman (the freshmen class of 1954), the Dean urged faculty to "please try to make these men welcome as you see them around the Quadrangle and help them with any of their problems." It appears that Dr. Merchant was also aware of the problems students encounter as they approach graduation. In the winter of 1959, he addressed the faculty on the subject of "senioritis, which often hits the fourth year class about this time of year. Very frequently a few of the men are in need of a little counseling, and Dean Merchant felt they should be given much helpful advice if needed." Apparently this attitude of looking after students did not end with graduation: An announcement in the 1953 faculty meeting minutes asked for a volunteer to take over a practice in Lake City, Iowa after the practitioner was taken ill with brucellosis.

**Veterinary Students: 1950-1960**

What the "typical" student of veterinary medicine was like in 1960 was documented by a survey done by a member of the Iowa State Psychology Department in that year: "The typical student is from Iowa, is a non-veteran [the number of veterans in the freshmen class had dropped from thirty-six in 1958 to 18 in 1960], is interested in animals, people, veterinary medicine, prestige, and likes to be his own boss, comes from a non-veterinarian family but knows the local vet fairly well, earns most of the money required for his education, has parents earning approximately six thousand dollars a year, came to Iowa State because of its reputation and the urging of friends to attend, and expects to earn around six thousand dollars per year when he graduates."

Although the above statement gives some idea of what the "typical" student was like, there are indications that many of the veterinary students could not be put in a "typical" category. As many of the students are today, students of this period were active in the Student Chapter of the AVMA, on the printing of the *ISU Veterinarian*, and in various school projects. As they resembled today's student in professional activities it seems also equalled or excelled in today's student in "unprofessional" activities, and these activities became the subject of more than one of Dean Merchant's speeches. "Three Point Merch" was a nickname given to Dr. Merchant because of his soft-spoken belief that there is "a time to drink, a place to drink, and an amount to drink." Today Dr. Merchant recalls one student he put on probation because he "thought he could drink all the liquor in town." The student later went on from his probation to become a "good practitioner."

Apparently drinking was not only extra-curricular activity in which veterinary students were involved. The dormitory raid, still with us today, was an activity of students in this period that was frowned upon by administrators. In the spring of 1957, the faculty was warned that "these warm spring evenings appear to be rather conducive for certain acts that young men engage in, such as visiting ladies dormitories in undue numbers. It was just a year ago that such an act resulted in a few men being dropped from school. ... We hope that our students are too mature and too busy to engage in such pastimes."

**Building The New Campus**

As mentioned earlier, there were indications all through the 1950's that the veterinary school was outgrowing its home: Haylofts and horse stalls were being pressed into service as offices, and departments began to expand into basements, corridors and utility rooms to gain more space. Apparently the situation was evident as early as 1952, when Dean Merchant wrote that, "although all of us realize that there are extremely critical deficiencies in our buildings and equipment, we must likewise recognize that it would take considerable time and money to replace them. Conservatively, it would take more than five million dollars to replace our farmlands, buildings and equipment." Dr. Merchant's remarks were to prove prophetic,
though somewhat conservative: It would take thirteen years and 25.5 million dollars to build the new Veterinary College campus.

As the college entered the 1960's, the need for a more advanced facility became more evident. Physical conditions in the college were not only hindering daily work, they were actually becoming a detriment to the purposes of the college in teaching, research and service. An example of this detrimental effect was the lack of an incinerator in the college for disposing of animals who had died in the teaching clinic or had been brought there for necropsy. For want of an incinerator, the remains of these animals were taken to the Ames City Landfill and buried. In itself this is not a bad practice; unfortunately, according to a report written at the time, the carcasses had a habit of returning to the surface during heavy rains. The opportunities for infecting scavenger hosts and spreading disease were all too obvious, but to have built a new incinerator would have only been a stop-gap measure: There were other growing deficiencies that were also becoming apparent.

Although a new facility was already in the early planning stages by Dean George Christensen and his staff in 1965, An AVMA Council on Education report on the college's physical plant must have given an extra push to the effort. The report used such terms as "cramped", "inefficient," "unbecoming of a veterinary college" and "inexcusable" in describing the general purpose and surgery areas of the college and further criticized the lack of a true lending and reference-type library within the complex. It should be emphasized at this point that these criticisms referred only to the physical plant of the college. The same report praises faculty and staff for the standards they maintained in spite of these difficulties.

Formal plans for the new facility began to take shape as the decade progressed, and the question of the site for the new facility became a hotly debated issue. Four sites were proposed:

1. The site of the old Veterinary Quadrangle (requiring the demolition of those buildings).
2. The present site of Pammel Court married student housing, north of the main campus.
3. A tract directly across from the National Animal Disease Laboratory (which had been completed around 1958)
4. A tract of land adjacent to the Veterinary Medical Research Institute, north of Highway 30.

It is understandable that this became an issue of considerable debate among college personnel; some departments had cooperative research agreements with other departments on campus, making proximity to the main campus important. Others pointed to the need to be near the central library as a problem in taking one of the off campus sites. Proponents of the off-campus tracts pointed to the easy accessibility and opportunities for greater expansion (away from the congestion of main campus) that these tracts offered. Either one of the remote tracts would have also been conveniently close to research facilities.

The final decision to locate on the V.M.R.I. tract was made for a number of logical reasons: Highway access (for both construction and future clients), ready access to utilities, sufficient space to build a large, multi-level building, and room for future expansion, are all given as reasons for choosing the tract by Associate Dean Durwood Baker, who had a role in choosing the location.

As plans moved forward the question of funding the new facility had to be faced. This first involved convincing University administrators of the need, then taking the request "through channels" of the Board of Regents and State Legislature. A separate request for matching funds was made to the federal government under the auspices of the Health Manpower Act. Despite the project's strong proponents, who included several state senators and Governor Robert Ray, the state funding took some time in passing. Federal grants were even harder to obtain, requiring three applications and a budget cut of ten percent before finally being approved in May, 1972. The rising cost of the facility very likely had something to do with the delays; initial plans carried a price tag of sixteen million dollars. By April of 1970, the cost had risen to nineteen million; by December of that year a cost of 25.5 million dollars was given.

Such increases in the estimated cost were directly related to further detailing of plans and the actual contracting for work to be done. The new building was beginning to
take shape. Although the planned building retained a traditional angular shape, the design concept was of a wheel, with student services (offices, library, lunchroom, audiovisual services, etc.) at the center and departmental wings radiating out from it. Student laboratories were to comprise the core of these radiating wings, with faculty offices and research laboratories located on the periphery. The feeling was that such an arrangement would offer the best possible utilization of space and the most efficient flow of traffic. To this basic concept were added details requested by each department for their new quarters: Pathology got its badly needed incinerator, Physiology laboratories would be housed in an extraordinary suite of student modules, animal holding rooms, and supply areas. Sometimes allocation of space required calculated gambles on what the future of veterinary medicine would be like. In the early 1960s, gas anesthesia was in its infancy in veterinary medicine. Planners gambled on its growth and won: the facility has piped gases for anesthesia at a time when gas anesthesia is gaining wide acceptance. A less successful gamble was in the allocation for women's locker rooms. Apparently no one foresaw the massive influx of women into veterinary medicine when the facility was planned. Associate Dean Baker recalls arguing for twenty-five percent of the locker space to be allocated to women, over the twenty percent suggested by university architects. In the year 1979 even the higher figure is woefully inadequate: women's enrollment in the college is climbing to well over thirty percent.

The new building, with all of its blessings and few liabilities was finally completed in 1976, making the time span from early planning to completion approximately thirteen years. The event was celebrated with a day of seminars on the future of veterinary medicine, a dedication ceremony with the Governor as guest, and a visit from then-president Gerald Ford. As we move into the third year of occupying the building the basic concepts on which it was designed have proven correct. In general the building is providing a good home for the nation's oldest College of Veterinary Medicine. As with any new building, the new facility has its share of nagging details that didn't turn out quite right: The college's sophisticated smoke detector fire alarm system has proved to have something of a mind of its own and has turned in more than a few false alarms. Many of the color coded doors that allow visitors to locate themselves in the huge facility had to be replaced because of cracks that appeared shortly after construction (for those who wish an interesting souvenir of the college, these doors have been offered for sale by the builder). As each year passes, however, these details are worked out. It would appear that the basically sound ideas that went into the design will prevail.

Faculty, Staff and Student Profile: 1979

In the preparation of this article several people acquainted with the college were asked about changes in the faculty, staff, and students over the past twenty-five years. With regard to changes in faculty and staff, many changes have taken place. After the post was vacated in 1963 by Dr. Merchant, the position of Dean was held by three men (Dr. George Christensen, now Iowa State vice president, Dr. Ralph Kitchell, now retired, and Dr. Durwood Baker, now Associate Dean) before Dr. Phillip Pearson took the position in 1972. Dr. Pearson is the youngest Dean in the College's history.

Among the faculty of the college, the trend seems to be toward more specialization and diversity. The unspoken rule that every faculty member must have a D.V.M. degree has been broken. The faculty now have several highly qualified members with doctorate degrees in other areas, including one associate professor with a M.D. degree. "Faculty are much more research oriented . . . ," is an observation made by Dr. Christensen, and this has made the curriculum much more scientific. Citing the teaching of therapeutics as an example, Dr. Christensen suggests that the physiological basis for therapy is now emphasized to a far greater degree, allowing students to understand underlying reasons, risks, and benefits for specific courses of therapy.

For the author, who is himself a student, the problem in identifying changes in students over the past twenty-five years is one of perspective, but two important changes are apparent:

1. The competition for a position in veterinary college, now more intense than for positions in medical colleges, selects for a more academically oriented, more competitive student. The benefits and dangers of this change are a subject of continuing debate, but I do not think that the basic fact
can be denied.

2. The student sitting next to you in class is very likely to be a woman. In the period from 1953 to 1958 no applications for admission to the Veterinary College were even received from women, perhaps because such applications were generally discouraged. In a 1953 report from the Committee on Admissions and Scholarship, it was reported that, “the Committee to date discourages the acceptance of women applicants to the professional course in Veterinary Medicine as now offered at Iowa State College.” References to women in the college begin to appear in the early 1960's and the number of women in the college has continued to increase since then. Although it is still early to assess the impact of women on the college, the added diversity that these students give, may be an important factor in diversifying the profession, something strongly recommended in the recent A.D. Little study on veterinary manpower needs.

The Future of the Iowa State University College of Veterinary Medicine

The person best qualified to speak on the College's future is the man who heads that College, Dean Phillip Pearson had this to say about the future of the Veterinary College:

The mission of the oldest College of Veterinary Medicine in the United States as stated at the 1976 Regents' Seminar on Academic Planning, is to assist with the protection and improvement of the health and welfare of our State, Nation and World. This entails responsibilities in teaching, research and service to safeguard the health and productivity of food and fiber producing animals, insure a wholesome supply of animal products, control diseases in all species of animals that are transmissible to man, provide medical care for companion animals and provide healthy laboratory animals essential for teaching and research. Faculty members in the College also cooperate with others in comparative medicine to conquer major health threats, assist in the protection of the quality of the environment and other vital areas of public health.

The College of Veterinary Medicine at Iowa State University is considered to be one of the outstanding colleges of veterinary medicine in the world. The efforts of many faculty and staff members, students, and alumni over a period of nearly 100 years has led to this position of leadership and respect. As the College prepares to enter its second century, it seems appropriate to conduct a thorough internal evaluation. We need to recognize our strengths and utilize them in achieving even greater excellence. But even more importantly, we should attempt to identify any existing weaknesses or problem areas and work as a team to develop solutions for them.

The success of the College is determined in great part by the quality of the students selected by the Admissions Committee. Of equal importance is the quality of the faculty and staff and their ability to work as a team with the students to develop and implement a stimulating and effective educational environment. Keeping this in mind, a Centennial Evaluation Committee has been formed to evaluate the present College of Veterinary Medicine and to make recommendations to the College Administration for ways of making the College even stronger as it starts its next 100 years.

From Dean P. T. Pearson December 12, 1978

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"People acquainted with the new building will notice an extra floor on this artist's rendering. This floor was not deleted from the design; it was moved underground as a simple way to meet a federally mandated budget cut of 10% without sacrificing space."