New Microbiology Department Head

by Diane Schurr*

With the advent of a new school year in September 1980 also came a reshaping in the Microbiology department of the ISU Veterinary College. Professor R. Allen Packer stepped down from his position as head of the department, a position that he maintained for 28 years. Entering as the new chairman of the department is Dr. Ted T. Kramer, recent chairman of the Microbiology department at Auburn University.

Dr. Ted T. Kramer is a native of Hungary. He obtained his DMV degree from the School of Veterinary Medicine at Alfort, France, in 1952. He practiced for two years in Alberta, Canada, and then worked as a diagnostician for a federal laboratory in Canada for 3 years. Between 1960 and 1965, Dr. Kramer did research and worked for the M.S. and Ph.D. degrees at Colorado State University. His research interests were centered on the characterization of immunoglobulins in bovine colostrum, and on the nature of the immune response to bovine venereal campylobacteriosis (vibriosis). He assisted Dr. A. B. Hoerlein in the development of the first vaccine against bovine venereal vibriosis. Following his Ph.D., Dr. Kramer moved to Nairobi, Kenya, where he participated in the establishment of a new Veterinary School at Kabete, and taught for two years. Between 1967 and 1970, he joined the new Western College of Veterinary Medicine at Saskatoon, Canada, and taught professional and advanced courses in immunology and bacteriology. He continued his research in bovine venereal campylobacteriosis, and initiated a research program in the ontogeny of the immune response in chickens. In 1971, Dr. Kramer was appointed professor and head of the Microbiology department at Auburn University. In addition to his teaching and administrative responsibilities, Dr. Kramer initiated three research projects, centering on bacteriology and immunology. One of these dealt with the nature of cell-mediated immune responses in bovine brucellosis, while the other dealt with latency of brucellosis in congenitally infected calves. His third research area dealt with the nature of the antigens of *Bdellovibrio bacteriovorus* and environmental studies on this strange-sounding bug. In his teaching program at Auburn, Dr. Kramer developed autotutorial programs in veterinary immunology. He served as advisor to two doctoral and five master's candidates.

Dr. Kramer was member and officer of many college, university, national and international professional and scientific organizations. His wife, Felice Kramer, is a teacher of French and German. The Kramers have three grown children, attending colleges at Atlanta, New York and Ames, respectively.

Dr. Kramer's chairmanship is a 5-year renewable term, a new feature of all of the veterinary college departments. In the past department "heads" were elected to indefinite terms.

The *Iowa State University Veterinarian* salutes both Dr. Packer on his many years of exceptional service and Dr. Kramer on his selection and continued success in his tenure at Iowa State University.

*Iowa State Veterinarian*
Research has long been an important source of the education and services offered students, practitioners and the public by the ISU College of Veterinary Medicine, but recently two new outlets for information from and about research have been opened. One is an ISU Veterinarian regular feature covering areas of research being conducted by ISU researchers, the other a student group named Students Interested in Research and Education (SIRE).

It is hoped that the ISU Veterinarian opportunity will encourage ISU researchers to contribute articles concerning their research which would be of general interest to students, practitioners and staff. This should give the reader an idea of the role and scope of research in the college, encouraging contacts and perhaps further work in the area.

SIRE was founded when two students interested in teaching and research, Tanya Higgins and Ron Hendrikson (VM II), noted that in spite of the many practice and clinic interest groups in existence, there were none emphasizing their interests. To measure student interest in forming a group, they posted notices for an organizational meeting, which was well attended. Faculty advisors for SIRE, which is in the process of becoming a recognized ISU student organization, are Dr. F. A. Ahrens and Dr. C. E. Evans. The group's main activity is sponsoring speakers on topics in teaching and research, including individual research reports. Speakers have included Dr. W. G. Van Meter: "Research and Teaching in a Research Institution", Dr. W. P. Switzer: "Round Robin Discussion on Research and Research Opportunities", and Dr. F. A. Ahrens: "Effect of Drugs on Heat Stable Enterotoxins". Possible future topics include opportunities overseas or in industry, and teaching techniques. Speakers and topics are posted throughout the school in advance of the presentation. New members and speakers are welcomed. For more information contact T. Higgins (pres.) or the author.

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These two research information outlets provide a unique opportunity for all groups involved in veterinary medical education at ISU. For the researcher, the ISU Veterinarian article provides a means of disseminating information about general research directions to a large, diversified, involved readership, with valuable feedback. SIRE provides a vitally interested seminar audiences not only for research reports, but for discussion of techniques, ethics, opportunities and directions of research and teaching.

For the practitioner, a means has been provided for keeping abreast of current directions of research on a particular subject or in a particular department, as well as providing a contact in the college for further information or for contributions.

For the veterinary student both these new services are timely in view of the new opportunities for concurrent graduate and veterinary degree programs. They provide the student sources on the types of research being done in the college, as well as who and what department is doing it. Further, SIRE provides an opportunity to hear of the nuts and bolts, rigors and rewards, opportunities and requirements of research and teaching, to aid in a more informed choice of career direction. It is hoped both efforts will be well supported.

Class of 1981

Rebecca Turnbull married Paul Warren on December 20, 1980.
Craig Vanbalen married Susie Davis on December 24, 1980.

Class of 1982

Jim and Maureen Hoffmann are the proud parents of a baby boy, Ryan James, born November 7, 1980.
Rick Odegard married Diane Brown on November 22, 1980.

Class of 1984

Jarrett and Jane Schmit are the proud parents of a baby girl, Molly Margaret, born October 9, 1980.
Kent Pohlman married Betty Walters on November 22, 1980.
The Pathology Teaching Laboratory provides an area for interesting tissues in Pathology to be reviewed. Seniors and the Pathology faculty perform post mortem examinations here. Seniors also utilize this area in once a week pathology seminars. Juniors and sophomores utilize the tissues in conjunction with their various pathology course work.
Curriculum Changes
by Joseph Flanagan*

In May of 1978, the university faculty voted to change from Iowa State's 61 year old quarter system to a semester system. The change to the semester system will bring Iowa State's calendar into better synchronization with a majority of colleges and universities nation wide. First year students in the College of Veterinary Medicine will start classes in the fall of 1981 with a new schedule, and a completely reorganized curriculum. Our college has taken advantage of this transition by restructuring the current quarter courses. These courses have been integrated into a new, and hopefully more effective, teaching program.

The Veterinary College Curriculum Committee has been studying and discussing proposed changes in the preveterinary requirements and the veterinary curriculum since the semester change was announced. The committee is composed of one voting representative from each department in the college, and one voting representative from the student body. The committee began by considering the merits of the current curriculum. Questionnaires were circulated among alumni, faculty, and students, in order to solicit suggestions.

At first, the transition seemed to be a simple matter, involving only a transcription from quarter credits to semester credits. Under this plan a three credit quarter course would have been converted directly to a two credit semester equivalent. This was easy enough with a three credit course, but it proved to be more difficult to take two-thirds of four and come out with an even number. Would it be better to slash this two and one-third credit semester equivalent course to two credits, or to inflate it to a full three credits? Naturally most instructors felt that there was enough new material in their field to warrant the increased time.

Other problems became apparent when the committee began to assemble the course offerings into a schedule. It was found that the number of semester hours would not fit into the limitations imposed by the Roman calendar (i.e. seven days per week, 24 hours per day). At that time there was even some passing consideration given to a five year veterinary curriculum in combination with a two year preveterinary curriculum. This idea was quickly rejected because of difficulties with contract states. This plan would also have required a substantial increase in both time and expense to the students.

A new beginning was made when the committee proposed a 25% across-the-board decrease in time allotted to all subjects. To regain the time, adequate justification had to be made to the committee by the instructor involved. The intent of the cut-back was to streamline courses by eliminating some of the repetition and review of material previously presented. Other material, of interest to only a few members of each class, could be offered as short elective courses. During electives, topics could be developed more fully without imposing on the time of students not interested in these specialized discussions.

There was much debate over the amount of time given to each course, and to the proper sequencing of each course in the curriculum. A rough framework was developed and courses were tentatively arranged. As the new schedule was refined, even a minor shift of a course from one semester to another created great imbalances in the number of credits offered each term. Finally a workable curriculum evolved and was generally accepted by the faculty. The new curriculum features many innovations in teaching techniques and philosophies; however, there has been no compromising of Iowa State's longstanding commitment to offer each student a solid core of knowledge.

Changes in the preveterinary curriculum will allow some students to complete the minimum requirements for admission to the Veterinary College in two years. Other changes allow preveterinary programs to be designed to reflect individual needs and interests. Both resident and nonresident students have a wider range of options in meeting the requirements of the preprofessional curriculum.

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The new curriculum is best understood when considered in its entirety. All of the courses from the first through the fourth years merge together to form an integrated, meaningful sequence. Morphology of the Domestic Animals highlights the first year. This new course is a merger of Developmental, Gross and Microscopic Anatomy. The union of these courses will enhance appreciation of the structural relationships among cells, tissues, and organ systems. Most of the fall semester will be devoted to the development of a basic understanding of the gross and microscopic structures of the carnivore. Spring semester’s course will concentrate on the morphology of ungulates.

Physiology will begin its sequence in the fall of VMI. The concurrent arrangement of anatomy and physiology allows some simultaneous study of structure and function of organs. This approach promotes cooperative teaching.

Biochemistry taught in VMI can be made more directly applicable to veterinary medicine because basic biochemistry is now a requirement of the preveterinary program. Biochemistry forms an important part of the foundation upon which concepts in physiology, pharmacology, pathology and medicine are rooted. In a similar change, a basic bacteriology course will be required of applicants to the College of Veterinary Medicine, permitting a modest expansion of immunology in the veterinary curriculum.

The majority of Pharmacology will be offered in the fall of the second year. Antiparasitic drugs will be considered the following spring, subsequent to Parasitology. Combination of Pharmacology and Physiology Laboratories is another major change instituted in the new curriculum. This course is scheduled after the completion of all physiology and pharmacology lecture courses. The combined laboratory will permit an opportunity for review of normal physiology and effects of therapeutic agents. This consolidation has taken advantage of the normal overlap that has existed between these labs. Coincident with the Phys/Pharm lab, students will be studying Anesthesiology and Surgery. Experiments in Phys/Pharm Laboratory offer an appropriate setting for application of principles of anesthesia and surgical technique.

Applied Anatomy has also been scheduled during the spring semester of the second year. This course will serve as a refresher in those areas of anatomy pertaining to the surgical and medical treatment of both large and small domestic animals.

To allow students to gain earlier exposure to the clinical areas, a new course, Introduction to Clinics, has been added to the junior year. At this time, an outline of this course is not available; however, the course will probably include practical tips on the handling and restraint of animals as well as some review of current clinical cases. This course will be a part of a four laboratory rotation which will also include Surgery, Radiology, and Reproduction laboratories. Each of these courses will last one half of a semester.

A variety of elective courses will be available throughout the curriculum. Part of the philosophy behind the 25% cut-back in contact time was to allow time for students to participate in elective courses. At least one hour of elective credit will be required of students before the beginning of VM III. Five credits must be earned in electives before the beginning of VM IV. Twelve elective credits are required for graduation. No elective credit earned prior to admission to the College of Veterinary Medicine can be applied towards these requirements. Grading of elective courses must be on a traditional A-F scale. Students will have a core of 130 credits in required classes. Additionally, 12 elective credits are required; totaling 142 semester hours of credit. Elective courses will be offered from all veterinary college departments and will include several interdisciplinary courses. A list of elective courses has already been made available for the 1981-1982 term.

The fourth year in the veterinary curriculum has not gone without change. All senior students will spend the first month of the summer in clinical rotation. The rest of the year is then broken up into six blocks of eight weeks each. Three of these blocks are spent in rotation through the different areas of the teaching hospital. Two blocks are unscheduled, which means that students are free to work as preceptors with practicing veterinarians. The remaining block is reserved for elective courses. The addition of the elective block decreases the number of students in the clinic at one time. Better stu-
dent/faculty and student/case ratios will result from this change. The option also exists for interested students to enroll in full semester courses offered on the main campus. Unscheduled blocks will be immediately before or just after elective blocks.

A transitional curriculum will be in effect for the years 1981-1982 and 1982-1983. This curriculum will ensure a smooth transition to the semester schedule for those students who began their studies under the quarter system. Each class has a specific sequence which will be followed to ensure completion of the entire veterinary curriculum.

The curriculum committee is still active in planning for the transition. Review of proposed courses in the veterinary curriculum is ongoing. Student input through committee representatives is always welcome.

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